



# WEST BENGAL STATE UNIVERSITY

## ***UNDERGRADUATE SYLLABUS FOR SOCIOLOGY***

### ***B.A. 3 Year Honours Course***

#### **Part I**

**Paper I: *Conceptual Foundation in Sociology***

**Paper II: *Western Classical Sociological Thought***

#### **Part II**

**Paper III: *Contemporary Indian Society***

**Paper IV: *Sociological Theory***

#### **Part III**

**Paper V: *Conducting Research in Sociology***

**Paper VI: *Indian Sociology***

**Paper VII: *Indian Society: Issues and Problems***

**Paper VIII: *The Research Process: Writing Thesis***

### ***B.A. 3 Year General Course***

#### **Part I**

**Paper I: *Basic Concepts in Sociology***

#### **Part II**

**Paper II: *Sociological Thought***

**Paper III: *Society in India***

#### **Part III**

## **Paper IV: *Social Problems in India***

### ***Scheme of Examination***

#### **Sociology B.A. 3 Year Honours**

1. All the papers will have full marks of 100;
2. Paper I to Paper VII will have theoretical examination at the end of each part with full marks of 100;
3. Each Module in each paper will have 25 Marks
4. Each Question paper will be divided into five groups, four (A, B, C, D) groups in consonance with the Modules, and one (E) group on full paper;
5. There will be two long questions in each group (A, B, C, D) out of which one has to be answered (1000 words) from each group with 12 marks each;
6. There will be four short questions in each group (A, B, C, D) out of which two have to be answered (400 words) from each group with 05 marks each;
7. In the fifth group (E), there will be 10 very short questions from the full paper out of which 06 have to be answered (100 words) with 02 marks each
8. Abrogation of the above prescribed format while answering (group A, B, C, D), the last answer(s) will not be evaluated;
9. Answer beyond the limit prescribed while answering (group E), the last answer(s) will not be evaluated
10. Details of examination and evaluation of Paper VIII is given in the paper itself.

#### **Sociology B.A. 3 Year General**

1. All the papers will have full marks of 100; and will have theoretical examination at the end of each part with full marks of 100;
2. Each Module in each paper will have 25 Marks
3. Each Question paper will be divided into five groups, four (A, B, C, D) groups in consonance with the Modules, and one (E) group on full paper;
4. There will be two long questions in each group (A, B, C, D) out of which one has to be answered (1000 words) from each group with 15 marks each;
5. There will be two short questions in each group (A, B, C, D) out of which one have to be answered (400 words) from each group with 05 marks each;
6. In the fifth group (E), there will be 15 very short questions from the full paper out of which 10 have to be answered (50 words) with 02 marks each
7. Abrogation of the above prescribed format while answering (group A, B, C, D), the last answer(s) will not be evaluated;
8. Answer beyond the limit prescribed while answering (group E), the last answer(s) will not be evaluated

## ***Rationale***

### **Why study Sociology as an Undergraduate Student?**

Sociologists study the ways in which social structures and interactions shape human life. We seek to understand the full range of social institutions and practices, from small groups to large social organizations. Sociology's most distinguishing feature is the methods employed for research, which are diverse, ranging from the quantitative analysis to qualitative approaches, and historical investigation. Thus, sociologists study social interaction in a broad array of contexts for which they use method is appropriate for the particular question being posed. Sociological ideas and methods are used by policy makers, political analysts, and social critics. Therefore, many of our concepts have become a part of our common lexicon and everyday language. Concepts often used in various contemporary discourses, like "the self-fulfilling prophecy," "conspicuous consumption," "risk," "social mobility," "modernization," "cultural-lag," and "in-groups" and "out-groups" were all originally coined by sociologists. Moreover, sociology have been studying issues and topics like social inequality, ethnic relations, gender discrimination, and sexual diversity long before these became issues of concern among policy makers and in popular culture. Many popular research techniques, such as polling and survey design, were also pioneered by sociologists. The present course will attempt to introduce wide range of subjects, including crime, law, and deviance; sex and gender; marriage and family; organizations, occupations, and work; population dynamics; justice; science, politics, social movement, and social policy; power and inequality in modern societies; welfare, culture, and education; and social theory. By offering the tools and knowledge to help students make sense of the world around them, the goal is to bring out informed citizens, with expertise in the social sciences, and empowered with an outlook of a socially pro-active leader. Notwithstanding whatever be the plan for future, be it a professional career or postgraduate study in sociology or another social science, students will find a wide range of useful and interesting areas of study in this course. Students preparing for careers in civil society, law, social work, health, public administration, research and planning, and other professional areas will benefit from this course.

### ***Acknowledgement***

***In the process of framing this Syllabus all teachers in the Colleges affiliated to West Bengal State University that offer Sociology as an undergraduate course were involved during the period 2011-2013. The Undergraduate Board of Studies for Sociology of West Bengal State University finalized this syllabus based on the draft proposals and suggestions that emerged during the course of discussions.***

## **SOCIOLOGY HONOURS (Part I)**

### **PAPER – I**

#### **TITLE *Conceptual Foundation in Sociology***

**DESCRIPTION** This paper offers a general introduction to sociology—the study of the sociological concepts, social institutions, organizations and social relations that shape our lives and life chances; how societies are organized; and the inherent strengths and problems within different social arrangements.

**OUTCOMES AND EXPECTATIONS** Students are expected to acquire sociological knowledge by understanding basic concepts in sociology; for students belonging to other disciplines this will be an initiation to develop sociological imagination and to look beyond their immediate surrounding. This course will be useful to students to understand the social processes and study of society.

#### **REQUIRED READINGS**

1. Essentials of Sociology: A Down-to-Earth Approach: James M. Henslin, Pearson; 10<sup>th</sup> edition 2012
2. Sociology: A Down-to-Earth Approach: James M. Henslin, Pearson; 11<sup>th</sup> edition 2011
3. An Introduction to Sociology: Ken Browne, 3<sup>rd</sup> edition, Polity, 2005
4. Contemporary Sociology: An Introduction to Concepts and Theory, M. Francis Abraham, OUP India, 2006
5. Sociology: Essays on Approach and Method: A. Beteille, OUP India 2002
6. Global Sociology: Robin Cohen and Paul Kennedy, NYU Press, 2000
7. Sociology for Law Students: T.K Oommen & C N Venugopal, Eastern Book Company, 1993
8. The Concise Encyclopedia of Sociology: George Ritzer and J. Michael Ryan (Edits), Blackwell Publishing, 2011
9. Samakalin Samajtatwa: Ganguly & Moinuddin, Reena Books: Kolkata, 2010
10. Sociology: a brief but critical introduction: Anthony Giddens, Macmillan, 1982
11. Alex Inkeles: What Is Sociology, PHI Learning, 1964

#### **COURSE OUTLINE**

##### **Module I**

##### **16 Classes**

1. Sociology-The Discipline: Sociology as a science and as an interpretative discipline; Sociological Perspectives – Functional, Conflict and Interpretative; Deductive and Inductive Methods in Sociology; Sociological Imagination.
2. Basic Concepts: Society, community, association, institution. Culture-components, culture change, diffusion, Cultural-lag, Cultural universals and relativism, ethnocentrism, acculturation; Social Groups-primary, secondary, Formal-Informal, In group-Out group, and reference groups; Social structure, social system, social action; Status and role, role conflict, role set; Norms and values-conformity and deviance; Law and customs; Socialization – theories and agencies; Nature-Nurture Debate.
3. Social Interaction; Socio-cultural processes: assimilation, integration, cooperation, competition, conflict, accommodation, Social distance, relative deprivation.

**Module II****18 Classes**

4. Marriage and Family: Types and forms of marriage; family-structure and function; personality and socialization; family, lineage, descent and property; changing structure of family marriage and sex roles in modern society; divorce and its implications.
5. Social Stratification: Concepts-hierarchy, inequality and stratification; theories of stratification-Marx, Weber, Davis and Moore and Melvin Tumin's critique; forms and functions; class-different conceptions of class; class-in-itself and class-for-itself; caste and class; caste as a class, Sex and Gender; Social justice-equal opportunity; positive discrimination.
6. Social Mobility: Types of mobility-open and closed models; intra-and inter-generational mobility; vertical and horizontal mobility; social mobility and social change.
7. Industrial and Urban Society: Rural-Urban Continuum, urbanism as a way of life, urban growth and urbanization-town, city and metropolis; basic features of industrial society.

**Module III****24 Classes**

8. Economic System: Sociological dimensions of economic life; the impact of economic processes on the larger society; social aspects of division of labour; types of exchange; features of pre-industrial and industrial economic system; social determinants of economic development.
9. Political System: Power, authority and legitimacy; political socialization; political modernization, The nature of power-personal power, community power, power of the elite, class power, organizational power, power of the un-organized masses; pressure groups and political parties; modes of political participation-democratic and authoritarian forms, caste and politics.
10. Educational System: Education and Culture; education as an instrument of social control and social change; education and modernization.
11. Religion: Origins of religious beliefs in pre-modern societies; the sacred and the profane; social functions and dysfunctions of religion; organized and unorganized religions; religion, sect and cults; magic, religion and science.

**Module IV****12 classes**

12. Science & Technology: social responsibility of science; technology as a mechanism of social control; social consequences of science and technology; technology and social change.
13. Social Movements: Concepts of social movements; genesis of social movements; ideology and social movement; social movement and social change.
14. Social change and Development: Continuity and change as fact and as value; theories of social change-Marx, Parsons and Sorokin; directed social change.

## **SOCIOLOGY HONOURS (Part I)**

### **PAPER – II**

#### **TITLE *Western Classical Sociological Thought***

**DESCRIPTION** This paper will investigate and assess the ideas of classical theorists whose works are foundational for sociology. Their ideas will be examined as efforts to understand and resolve the key social problems and conflicts that transformed Europe (and the world in general) in the nineteenth century. At the same time, attempt will be made to understand how classical sociological theory remains relevant for understanding the problems of twenty-first century societies. The paper will attempt to focus on the themes like solidarity, freedom, rationality, modernity, individuality, inequality, and disenchantment.

**OUTCOMES AND EXPECTATIONS** Students can expect to: (1) become familiar with the foundational concepts, analytic frameworks, and debates that inform sociological thought and practice; (2) understand these ideas, concepts, and debates in terms of the socio-historical contexts in which they developed; (3) learn to identify and assess the assumptions and implications underlying these classical sociological theories; and (4) expected to learn to apply these classical perspectives to contemporary problems.

#### **REQUIRED READINGS**

1. Masters of Sociological Thought: Lewis A. Coser, Rawat: Jaipur, 1977
2. A Short History of Sociological Thought: Alan Swingewood, PHI Learning, 1991
3. Classical Sociological Theory: George Ritzer, McGraw Hill, 1996
4. Main Currents in Sociological Thought (Vol. 1 & 2): Raymond Aron, Transaction Publishers, 1998
5. Ideology and the Development of Sociological Theory: Irving Zeitlin, 7<sup>th</sup> Edition, Prentice Hall, 2001
6. The Protestant Ethic and the Spirit of Capitalism, Max Weber, 1905
7. Sociology of Religion, Max Weber, 1920
8. Max Weber: Selections in Translation: W. G. Runciman, Cambridge University Press, 1978
9. Weber: Political Writings: Peter Lassman, & Ronald Speirs, Cambridge University Press, 1994
10. Essays in economic sociology, Max Weber, Princeton University Press, 1999
11. Understanding Classical Sociology: Marx, Weber, Durkheim: John A Hughes, Wes Sharrock, Peter J Martin, 2<sup>nd</sup> Ed, SAGE, 2003
12. Tom Bottomore (ed) : Karl Marx
13. Max Weber and Karl Marx: Karl Lowith, 2<sup>nd</sup> Ed, Routledge, 2002
14. The Essential Marx: Leon Trotsky (Ed), Dover Publications: New York, 2006
15. How to Read Karl Marx: Ernest Fischer, Aakar: New Delhi 2008
16. The Communist Manifesto (21 February 1848), Karl Marx & Friedrich Engels, Echo Library, 2009
17. Emile Durkheim: Selected Writings: Anthony Giddens (Ed), Cambridge University Press, 1972
18. Emile Durkheim: Kenneth Thompson, Routledge, 2003

19. The Division Of Labor in Society: Emile Durkheim, Free Press, 1997
20. The Rules of Sociological Method: Emile Durkheim, Free Press, 1982
21. Emile Durkheim on Morality and Society: Robert N. Bellah (Ed), University of Chicago Press, 1973
22. Classical Sociological Theory Sociology for a new century: Bert N. Adams, & R A Sydie, Pine Forge Press, 2002
23. Tatwo O Chintadarshe Samokalin Samajtatwa: Ramanuj Ganguly, 2<sup>nd</sup> Ed, Reena Books: Kolkata 2013 (in Bengali)
24. Marxiya Rashtrachinta: Sobhanlal Datta Gupta, Progressive: Kolkata (in Bengali)

## **COURSE OUTLINE**

### **Module I**

**10 Classes**

1. Origin and Emergence of Sociology: Industrial Revolution, French Revolution, Enlightenment & Romanticism; Montesquieu, Saint Simon & Comte; Comte & Spencer as Protagonists of Industrial Capitalism.

### **Module II**

**20 Classes**

2. Radical Criticism of Capitalism: (Following Karl Marx) – Nature of Social reality, materialist conception of history and society, social relations and economic structure, modes of production and types, alienation, capitalism, ideology, social classes, class domination, class consciousness, class conflict

### **Module III**

**20 Classes**

3. Society as *sui generis*: (Understanding Emile Durkheim) Social Fact; Division of Labour and Social Integration, Rules of Sociological Method; Suicide as an example of application of Sociological Method; Religion and Sociology of Knowledge; Education and morality – Civic Morals

### **Module IV**

**20 Classes**

4. Sociology as a Study of Social Action (From Max Weber): Method of Ideal Type and Verstehen; Typology of Action and Authority; Disenchantment of the World and March of Rationalism – Bureaucracy, Protestant Ethic and the Spirit of Capitalism; Social Inequality as Social Stratification; study of Power and Political life.

## **SOCIOLOGY HONOURS (Part II)**

### **PAPER – III**

#### **TITLE *Contemporary Indian Society***

**DESCRIPTION** The attempt of this paper is to introduce the students to contemporary Indian society by connecting the concepts to the recent theoretical and methodological innovations in the sociological and social anthropological analysis of Indian social structure and social change.

**OUTCOMES AND EXPECTATIONS** Reading this paper will enable students to reflect on the issues and changing trends in Indian society. The students will be able to perceive the adaptive experiences by social groups in villages, towns, cities, and regions. Instead of seeing as structural isolates, students will understand how the basic social units of family, caste, and community are intimately connected with one another and with other social units through social and cultural networks of various kinds that incorporate the social units into the complex structure of Indian society. Within this broadened conception of Indian society, students will be prepared to trace the changing relations of politics, economics, law, and language. The student would get to know about the emergent dynamics of the modernizing/ globalizing forces acting on the Indian social system since independence, like parliamentary democracy, universal suffrage, land reforms, modern education, urbanization, and industrial technology. The units in this paper will exhibit that the study of Indian society reveals novel forms of change that may consequently induce students to engage with novel methods and theories, and may well encourage them to extend the study of Indian society.

#### **REQUIRED READINGS**

1. Modernization, Protests and Change, S.N. Eisentedt, PHI New Delhi, 1969
2. Towards A Sociology of Culture in India (Essays in Honour of Professor D.P. Mukerji): Unnithan, T.K.N., I. Deva, Y. Singh (ed.) PHI, 1965.
3. The sociologist and social change in India today: Mukherjee, Ramkrishna. PHI, New Delhi, 1965
4. Indian Society: Institutions and Change: Rajendra K Sharma, Atlantic Publishers & Dist, 2004
5. Tradition, Rationality, and Change: Essays in Sociology of Economic Development and Social Change: M.S.A Rao, Popular Prakashan, 1972
6. Family and Social Change in Modern India: Giri Raj Gupta, Vikas Publishing House, 1976
7. Social Change in India: B Kuppaswamy, Vikas Publications, 1972
8. Samakalin Bharatiya Samaj: Ganguly & Moinuddin, PHI Learning 2008 (in Bengali)
9. Family, Kinship and Marriage in India: Patricia Uberoi, OUP India, 1994
10. Society in India: Change & Continuity: D.G Mandelbaum, University of California Press, 1970
11. Handbook of Indian Sociology: Veena Das, OUP India, 2006
12. Modernization of Indian Tradition: Yogendra Singh, Rawat: Jaipur, 1973
13. Culture change in India: identity and globalization: Yogendra Singh, Rawat: Jaipur, 2000
14. Caste, Class and Power: Changing Patterns: A. Beteille, University of California Press, 1965
15. Studies in Agrarian Social Structure, A. Beteille, OUP India 1973
16. Essays in Comparative Sociology, A. Beteille, OUP India, 1987
17. Law and Society in Modern India: Marc Galanter, OUP, 1990

18. Contemporary India: Economy, Society, Politics: Neera Chandhoke & Praveen Priyadarshi, Pearson Education India, 2009
  19. India's Agony over Religion: Gerald James Larson, Suny Press, 1995
  20. Social Stratification in India: Issues and Themes: K L Sharma, Sage 1997
  21. Social inequality in India: profiles of caste, class, power, and social mobility: K. L. Sharma & Yogendra Singh (Eds.), Rawat, 1995
  22. Social Stratification and Mobility: K L Sharma, International Specialized Book Service Incorporated, 2006
  23. Tribe, Caste and Religion: R. Thaper (ed.), New Delhi: Macmillan 1977
  24. Tribal India today: Nadeem Hashain, (2<sup>nd</sup> Ed.), Harnam Publications, New Delhi, 1991
  25. Religion in India: T. N. Madan, OUP India, 1992
  26. Modern Myths, Locked Minds: Secularism and Fundamentalism in India: T. N. Madan, 2<sup>nd</sup> Reprint, OUP India, 2009
  27. Sociology of Religion of India: Rowena Robinson, Sage, 2004
  28. Sociology and Social Anthropology in India: Y. Atal, Pearson, 2009
  29. Collected Essays: M N Srinivas, OUP India, 2002
  30. Society in India Essays in Dissent: A. R. Desai, Popular Prakashan, 1975
  31. Social Background of Indian Nationalism (6Th-Edn): A. R. Desai, Popular Prakashan, 2005
  32. State and Society in India Studies in Nation Building: T. K. Oommen, SAGE Publications, 1990
  33. Crisis and Contention in Indian Society: T. K. Oommen, SAGE Publications, 2005
  34. Composite Culture in A Multicultural Society: Bipan Chandra (Ed), Pearson 2007
  35. Nation, Civil Society and Social Movements: Essays in Political Sociology: T. K. Oommen, SAGE Publications, 2004
  36. Protest and change: studies in social movements: T. K. Oommen, SAGE Publications, 1990
  37. Social Stratification: Dipankar Gupta, OUP India 1991
  38. Development and Civil Society: Biswajit Ghosh (Ed), Rawat, 2012
  39. On Civil Society: Issues and Perspectives: N.Jayaram, Sage, 2005
  40. Understanding Contemporary India: Critical Perspectives: Achin Vanaik & Rajeev Bhargava, Orient BlackSwan, 2010
  41. The Furies of Indian Communalism: Religion, Modernity, and Secularization: Achin Vanaik, Verso, 1997
  42. The everyday state and society in modern India: C.J. Fuller and Veronique Benei (eds), C. Hurst & Co. Publishers, 2001
  43. Bharatiya Samaj Prasangey: Aniruddha Choudhury, Chatterjee Publishers, 2001
  44. Samakalin Bharatiya Samaj: Ramanuj Ganguly, PHI-Learning, 2008
- Journals: Sociological Bulletin; Contribution to Indian Sociology, Economic and Political Weekly*

## **COURSE OUTLINE**

### **Module I**

**20 classes**

1. Characteristics of Indian society; Concepts of unity and diversity: forms of diversity, bonds of unity; Rural Social Structure; Village and the outside world; urban social structure; Patterns of urbanization; Changing Agrarian Social Structure in India; Indian Path of industrialization
2. Caste and Class: Structure, perspectives of caste, continuity and change, caste in modern polity, policy of Protective discrimination. Class formation in India; Agrarian and Industrial class structure; Emergence of middle class

3. Marriage, Family and Kinship: Marriage and its changing patterns, Family – its structural and functional aspects – its changing forms; Emerging patterns of Family living; regional variations in kinship systems and its socio- cultural correlates; Impact of legislation and socio- economic change on marriage and family

### **Module II**

**18 classes**

4. State, Society and Politics: Social mobility and politics; politics of ethnic groups; public culture and politics; Regionalism, Pluralism and National unity; Decentralization of power; Panchayati Raj; Municipalities.
5. Religion and society: Religious pluralism; Secularism in India; Religion and social change; Religious Minorities; Religion as the dichotomous basis of unity and conflict.
6. Education and society: Universalization of Elementary Education; Education and globalization; Open distance learning – The emerging Facets.

### **Module III**

**12classes**

7. Tribal societies: Distinctive features of tribal communities and their geographical spread; problems of tribal communities; tribal development efforts; issues of tribal identity.
8. Women and Society: Demographic profile of women; Status of women; gender inequality; Domestic Violence, Gender role stereotyping; Women and law.
9. Children and Society: Situational analysis of children; child rights and protection; child development programmes.

### **Module IV**

**20 classes**

10. Population Dynamics in India: Changing composition and distribution of population; Social Determinants and Consequences of Population Growth; Fertility and culture; Demographic Dividend, infant mortality, sex ratio and missing girls; Evaluation of population policy and programmes in India.
11. Social Change in India: Processes of Social Change in India; Structural Contradictions and Challenges to social change in India; Social transformation of Indian society; Agents of Social Change: State, Mass Media, Education, Industry, and Civil Society Organizations; impact of shift in relationship to technology, mass media, and consumer culture.
12. Social Movements in India: Nature of Social Movements; Peasant movements; Women's movements; Caste movements; Workers movement; Backward Caste Movement.

## **SOCIOLOGY HONOURS (Part II)**

### **PAPER – IV**

#### **TITLE *Sociological Theory***

**DESCRIPTION** 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 course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

**OUTCOMES AND EXPECTATIONS** It is expected that on completing this course students will become theoretically grounded with a holistic understanding of society, and decipher the connectivity of values to social structure. It is hoped students will be able to analyze many issues seen in Indian social reality with theoretical rigor. Student is expected to be able to constantly connect research methods to a theoretical framework so as to explain explicitly the linkages between theory and practice.

#### **REQUIRED READINGS**

1. The structure of sociological theory: Jonathan H. Turner, (6th edition). Rawat 2005
2. Rethinking sociology: A critique of contemporary theory: Irving M. Zeitlin, Rawat, 1998
3. Theoretical Sociology: Randall Collins, Rawat, 1997
4. Twenty lectures: Sociological theory since world war II: Jeffrey C. Alexander, New York: Columbia University Press 1987
5. Modern social theory: From Parsons to Habermas: Ian Craib, London: Harvester Press, 1992
6. Perspectives in Sociology: E.C. Cuff, W.W. Sharrock and D.W. Francis, 5<sup>th</sup> Edition, Routledge, 2006
7. Sociological Theory: George Ritzer, McGraw Hill, 1998
8. Sociological Theory: Bert N. Adams, & R A Sydie, Sage, 2011
9. Tatwo O Chintadarshe Samokalin Samajtatwa: Ramanuj Ganguly, 2<sup>nd</sup> Ed, Reena Books: Kolkata 2013 (in Bengali)
10. The Concise Encyclopedia of Sociology: George Ritzer and J. Michael Ryan (Edits), Blackwell Publishing, 2011

#### **COURSE OUTLINE**

##### **Module I**

**16 Classes**

1. Introduction: Nature of sociological theory; Macro to Micro Levels of theorization in sociology; Relationship between theory and research; Philosophy of Social Science

##### **Module II**

**18 Classes**

2. Functionalism: Methodological Individualism: B Malinowski; The idea of social structure: A.R.Radcliffe-Brown; Functional dimensions of social system: T.Parsons; Codification, critique and reformulation of functional analysis: R.K.Merton

##### **Module III**

**18 Classes**

3. Conflict theory: Marx critique and dialectics of conflict: R.Dahrendorf; Functional Analysis of Conflict: G Simmel and L.Coser; Conflict and Social Change: R.Collins.

##### **Module IV**

**18 Classes**

4. Interactionist perspective: Symbolic Interactionism: G.H.Mead and H.Blumer; Ethnomethodology: H.Garfinkel; Dramaturgical Approach: E. Goffman
5. Few Recent trends in Sociological Theorizing: Structuration: Anthony Giddens; Neo Functionalism: J Alexander; Postmodernism: Overview (*Postmodernism: an artistic movement, a social phenomenon, an economic condition, or simply a state of mind; Postmodernism: progeny of modernism or its antithesis*).

## **SOCIOLOGY HONOURS (Part III)**

### **PAPER – V**

#### **TITLE *Conducting Research in Sociology***

**DESCRIPTION** This paper will improve one's ability to process information about everyday life, by showing you how to think about a social information/event – sociological research. This paper will give one an overview of the tools used by sociologists and a sense of what distinguishes the good social research from the bad.

**OUTCOMES AND EXPECTATIONS** By the end of the paper, one will be able to assess the soundness of social research by evaluating research designs and data-collection strategies in light of research questions and theory.

#### **REQUIRED READINGS**

1. Doing Social Research: T L Baker, 3<sup>rd</sup> Edition, McGraw-hill Book Company, 1999
2. Methods of Social Research: K D Baily, 4<sup>th</sup> Edition, Simon and Schuster, 1994
3. Methods in social research: William Josiah Goode & Paul K. Hatt, McGraw-Hill, 1952
4. The Practice of Social Research: Guided Activities: Earl R. Babbie & Theodore C. Wagaenaar, Cengage Learning, 2006
5. The Practice of Social Research: Earl Babbie, 12<sup>th</sup> Edition, Wadsworth Publishing Company/ Cengage Learning, 2010
6. Fundamentals of social statistics: Kirk W. Elifson, Richard P. Runyon, & Audrey Haber, McGraw-Hill Higher Education, 1998
7. Scientific Social Surveys and Research: P.V. Young, PHI-Learning, New Delhi

#### **COURSE OUTLINE**

##### **Module I SCIENTIFIC METHOD OF SOCIOLOGY**

**16 Classes**

1. Introduction to Sociological Research; Ethics of Social Research
2. Types of Social Research: Quantitative and Qualitative
3. Types of Reasoning: Deductive and Inductive
4. Theory and Fact: Reinforcements
5. Elements of Theory: Concepts, Variables, Statements, Propositions, Hypothesis
6. Hypotheses formulation and Verification

##### **Module II RESEARCH DESIGN**

**18 Classes**

7. Conceptualization, Operationalization, & Measurement
8. Sampling; Types
9. Participant Selection in Qualitative Research
10. Experimental Research
11. Survey Research

##### **Module III DATA COLLECTION: METHODS AND TECHNIQUES**

**18 Classes**

12. Observation
13. Interview
14. Questionnaire and Schedule
15. Guiding Principles: Construction Techniques and Types of Question
16. Combining Data Collection Methods
17. General Principles for Designing Data Collection Strategies

##### **Module IV DATA ANALYSIS AND REPORT**

**18 Classes**

18. Coding & Data Cleaning
19. Quantitative Data Analysis: Central Tendency and Dispersion
20. Qualitative Data Analysis: Content Analysis
21. Using Computer and Internet Technologies
22. Summarizing and Reporting research
23. Argument Construction & Theory Building

## **SOCIOLOGY HONOURS (Part III)**

### **PAPER – VI**

#### **TITLE: *Indian Sociology***

**DESCRIPTION** This Paper prepares one to appreciate the sociological significance of social thought – the body of knowledge relating to society, culture, religion, polity and national awakening-that emerged in India through diverse modes of intervention by social thinkers, reformers, freedom fighters and political activists. The paper then turns to look at continuity of these points of view embedded in the debates raised and emerging discourses in sociological literature up to contemporary times.

**REQUIREMENTS AND EXPECTATIONS** Apart from acquiring a fairly adequate and comprehensive understanding of Indian society in all its multi-faced dimensions, it is expected that the students will be sensitized about the diversity as well as inter-connectedness of theoretical perspectives on Indian Society that will add strength and power to their understanding of the subject.

#### **REQUIRED READINGS**

1. Anthropology in the East: Founders of Indian Sociology and Anthropology: Patricia Uberoi, Nandini Sundar, Satish Deshpande, Seagull, 2008
2. The Social Context of an Ideology: Ambedkar's Political and Social Thought: M. S. Gore, Sage, 1993
3. Sociology of G. S. Ghurye: Swapan K. Pramanick, Rawat, 1994
4. Indian Sociology—the Role of Benoy Kumar Sarkar: Swapan Kumar Bhattacharya, Burdwan University Press, 1990
5. Indian Sociology. Social Conditioning and Emerging Concerns: Y Singh, Vistaar, New Delhi, 1986
6. Samokalin Bharatiya Samajtatwa: Ramanuj Ganguly, Pearson India 2013 (in Bengali)
7. Sociology of Indian Society: Ramkrishna Mukherjee, Allied, 1979
8. Themes and Perspectives in Indian Sociology: D. N. Dhanagare, Rawat, 1993
9. India's Changing Village: S.C. Dube, Routledge & Kegan Paul, London, 1958.
10. Pathways: approaches to the study of society in India: T N Madan, OUP India, 1996
11. Selected Writings: Vivekananda, Tagore, Aurobinda, Gandhi
12. Indian Sociological Thought: B K Nagla, Rawat Publications, 2008
13. The Legacy of G.S. Ghurye: A Centennial Festschrift: Abdur R. Momin, Popular Prakashan, 1996
14. The dialectic of tradition and modernity in the sociology of D. P. Mukerji: T N Madan, Social Science Information, Sage December 1978 vol. 17 no. 6, p.777-799
15. Diversities: Essays In Economics, Sociology And Other Social Problems: D.P. Mukerji, Manak Publications Pvt. Ltd, 2002
16. Indian Culture - A Sociological Study: D.P. Mukerji, OUP India, 2002
17. Personality and the Social Sciences: D. P. Mukerji, Rupa, 2007
18. Oommen T.K. and P.N. Mukherjee (ed.): Indian Sociology: Reflection and Introspections, Popular Prakashan, Bombay, 1986
19. Mohan R.P. and A.S. Wilke (ed.), International Handbook of Contemporary Developments in Sociology London, Mansell, 1994
20. Singer, Milton: When a Great Tradition Modernizes, Delhi, Vikas, 1972
21. Bangla Bhashai Samajbidya Charcha: Pradip Bose, Charchapad, Kolkata, 2011 (in Bengali)

## **COURSE OUTLINE**

### **Module I**

**20 Classes**

1. Rabindranath Tagore: Man, Society and Personality; Society and Social Policy; Education; Village, Cooperative and Rural Development.
2. Swami Vivekananda: Society and progress; State and class rule; Exploitation and Equality; Democracy, Socialism and Revolution.
3. M. K. Gandhi: Critique of Western Industrialism; Alternative model of Development: Village Reconstruction; Hind Swaraj and Village Republic; Concept of Education (Nai Talim)

### **Module II**

**14 Classes**

4. N.K. Bose : Approach to the study of society; Structure of Hindu society; Concept of tribal absorption; Study on Calcutta
5. B. R. Ambedkar : Hinduism and Buddhism; Critique of the Varna/caste based society of India; Dalits and anti-untouchability agenda; Caste, class and democracy

### **Module III**

**16 Classes**

6. Benoy Kumar Sarkar: Positivism; Personality; Progress; Interpretation of Indian tradition
7. G.S.Ghurye: Approach to Sociology; Caste and Tribe; Dynamics of culture and society; Religion

### **Module IV**

**20 Classes**

8. D.P. Mukerji: Personality; Methodology; Interpretation of tradition and social change in India; Middle class in India
9. M. N. Srinivas: Dominant Caste, Sanskritization, Social Change
10. A. R. Desai: Contradictions in the Indian Process of Social Transformation since Independence

## **SOCIOLOGY HONOURS (Part III)**

### **PAPER – VII**

#### **TITLE *Indian Society: Issues and Problems***

**DESCRIPTION** The purpose of the paper is to explore the major social problems evinced in Indian society, its impact on individual identity in context of a fast-changing world, thus facilitate in learning to locate an individual and its group dimension in context of such problems and change.

**OUTCOMES AND EXPECTATIONS** Objectives of the course is 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.

#### **REQUIRED READINGS**

1. Social Inequality: Beteille, Andre. New Delhi: OUP 1974
2. Backward Classes in Contemporary India: Andre. New Delhi: OUP 1992
3. Women and Kinship. Comparative Perspectives on Gender in South and Southeast Asia: Dube, Leela., New Delhi: Sage, 1997
4. Ecology and Equity: The use and Abuse of Nature in Contemporary India: Gadgil, Madhav and Guha, Ramchandra. New Delhi.: OUP, 1996
5. The Pathology of Corruption: Gill, S.S. New Delhi: Harper Collin Publishers 1998
6. Kothari, Rajani (Ed.). 1973. Caste in Indian Politics: Kothari, Rajani, Orient Blackswan, 1973
7. Region, Religion, Caste, Gender and Culture in Contemporary India: Satya Murty, T.V. New Delhi: OUP, 1996
8. Population, Poverty and Sustainable Development: S.R. Mehta (Ed.), Jaipur: Rawat 1997
9. Land, Labour and Rural Poverty: Bardhan, P. New Delhi: OUP, 1984
10. Consuming Modernity: Public Culture in Contemporary India: Breckenbridge, C. New Delhi: OUP 1996
11. Sociology and the Dilemma of Development: Guha, Ramchandra. New Delhi: OUP, 1994
12. Social Problems in India: Ram Ahuja, Rawat, 2000

#### **COURSE OUTLINE**

##### **Module I**

**20 Classes**

1. Indian Society in Transition: Socio-Historical Overview
2. Economy
  - a. Poverty
  - b. Unemployment
  - c. Unaccounted Parallel Economy
  - d. White Collar Crime
3. Politics
  - a. Sovereignty and Externalities in Indian Politics
  - b. Caste and Politics
  - c. Religion and Politics
  - d. Violence and Politics
  - e. Corruption
4. Religion
  - a. Religious Conflicts
  - b. Communalism

- c. Secularism

**Module II**

**16 Classes**

- 5. Education
  - a. Illiteracy
  - b. Privatization of Education
- 6. Family
  - a. Changing forms, structure and role of family
  - b. Fragmentation of family and its Consequence
- 7. Marriage
  - a. Contemporary sensibilities and changing priorities in marriage
  - b. The economy of marriage in India
  - c. Heterosexual versus Homosexual Union

**Module III**

**20 Classes**

- 8. Rural India
  - a. Changing agricultural pattern
  - b. Employment, Labour, and work
  - c. Standard of Living and Amenities for life
- 9. Urban India
  - a. Urban Growth
  - b. Slums
  - c. Crime
  - d. Environmental Pollution
- 10. Development Issues
  - a. Growth versus Development Debate
  - b. Challenges to Ecology and Sustainable development
  - c. Development and Displacement
  - d. Challenges to Position of Tribes

**Module IV**

**14 Classes**

- 11. Emergent Existential Issues
  - a. Challenges of Cyber world
  - b. Pornography
  - c. Prostitution
  - d. Drug Addiction
  - e. Suicide among Young Adults and Aged

**SOCIOLOGY HONOURS (Part III)**  
PAPER – VIII

**TITLE *The Research Process: Writing Thesis***

**DESCRIPTION** Writing a thesis is the final stage project for the Sociology undergraduate course. Those pursuing this must perform research on a specific subject that demonstrates their knowledge acquired through their course. For common understanding the thesis done at this level is more closely related to a research paper that you must have studied during these years in college. Students are expected only to use the research of others and provide their own analysis on their discoveries made either while doing field work or survey of literature. It will demonstrate their level of critical and analytical thinking and define the subject that they are most interested in pursuing within the field. A degree level thesis, with a formal writing style, is typically of about 100 pages (A4, Font 12, Times New Roman, 1.5 Line space) that will have an introduction, literary survey, main body, conclusion, bibliography and appendix.

**TO WRITE A THESIS** A thesis is not a survey. It addresses a problem or a question. Thesis need to start with an abstract (300-500 word), to write down a brief summary of the main contribution of the thesis so that one tries to see where one is headed before they leave the station.

The abstract should be followed by an introduction (4-6 paragraphs) which expands on the summary. All the important conclusions and policy implications should be right up front in the introduction. First, briefly explain the purpose and motivation of the thesis (e.g. what controversy, problem, and policy dilemma does this thesis address). Organize the thesis, and its chapters, around questions: substantive, conceptual, and methodological. Then one needs to look at what other scholars have said about these questions and consider the ways that this work agrees or disagrees with them. Second, mention of previous articles, preferably journal articles that are the closest antecedents related or relevant to the issue in hand, question or methodological approach. In this context, quality rather than quantity is the requirement. Focus should be on the 2-4 most relevant papers/books, and others to be preferably put in foot/end-notes or to be mentioned in specific contexts in the body of the thesis.

Next section to follow in, the content, organization and strategy of the thesis need to be summarized. Supportive arguments about the problem of the thesis has to be done with survey of relevant literature and studies based on readings, then identification of the gaps that the thesis will bridge has to be elaborated, and finally show the conceptual paradigm for the thesis.

Methodologies used are to be presented succinctly. Result of measurements that provides evidence in support of the thesis comes next for writing. Demonstration of the viability of the method used is also necessary here.

Corollaries and Consequences needs to be described next where the variations, extensions and other applications of the main idea are presented.

Chapter on conclusions will summarize the learning and application of the thesis. Here recommendations and possibilities for future research also need to be included.

The whole thesis should have proper citation. Avoidance of plagiarism is a must. Good writing is essential in a thesis but it cannot compensate for scarcity of ideas.

**OUTCOMES AND EXPECTATIONS** (1) to introduce to the language and logic of research design in order to provide with a good foundation for future learning; (2) to teach how to write a research report with a critical eye, so that one can know how to know how trustworthy its information is; (3) to expose to a variety of research methods that one may encounter in the future; (4) to convince ourselves, again and again that social scientific research is not a highly esoteric activity, but rather a relatively straightforward, systematic set of procedures that will allow us to answer our questions about the world; (5) to learn first hand about the successes and problems of research by trying out data collection method on a small scale; (6) to show that research is both an intellectual and emotional activity that can both frustrating and highly rewarding.

### **REQUIRED READINGS**

As suggested by teacher/supervisor

### **COURSE EVALUATION OUTLINE**

1. Plan of Study
2. Discuss with Teacher-Supervisor
3. Allotted Classes: **20 class-periods**
4. The Work
5. Can be done individually or in a group of not more than five
6. Topic for Individual work or group work should not be same for others in the same class
7. Submission of thesis (three copies) by 15<sup>th</sup> May
8. One copy each to reach External Examiner and University Examiner 15 days prior to the date of Viva Voce
9. Oral Presentation (15 Mnts.)
10. Viva Voce

### **MARKS ALLOTMENT**

(a) Thesis	50 Marks (25 Internal+25 External)
(b) Presentation	20 Marks (10 Internal+10 External)
(c) Viva Voce	30 Marks (15 Internal+15 External)

(All Marking to be done on the day of Viva Voce)

**SOCIOLOGY GENERAL (Part I)**  
**PAPER – I**

**TITLE *Basic Concepts in Sociology***

**DESCRIPTION** This paper is introductory in nature, and is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences.

**REQUIREMENTS AND EXPECTATIONS** Students are expected to acquire sociological knowledge by understanding basic concepts in sociology; for students belong to other disciplines this will be an initiation to develop sociological imagination and to look beyond their immediate surrounding.

**REQUIRED READINGS**

1. Sociology: A Down-to-Earth Approach: James M. Henslin, Pearson; 11<sup>th</sup> edition 2011
2. An Introduction to Sociology: Ken Browne, 3<sup>rd</sup> edition, Polity, 2005
3. Contemporary Sociology: An Introduction to Concepts and Theory, M. Francis Abraham, OUP India, 2006
4. Sociology: Essays on Approach and Method: A. Beteille, OUP India 2002
5. The Concise Encyclopedia of Sociology: George Ritzer and J. Michael Ryan (Edits), Blackwell Publishing, 2011
6. Samakalin Samajtatwa: Ganguly & Moinuddin, 2<sup>nd</sup> Edition, Reena Books: Kolkata, 2013
7. Alex Inkeles: What Is Sociology, PHI Learning, 1964

**COURSE OUTLINE**

**Module I**

**14 Classes**

1. Sociology-The Discipline: Sociology as a science and as an interpretative discipline; impact of industrial and French Revolution on the emergence of sociology; sociology and its relationship with history, economics, political science, psychology and anthropology.
2. Scientific Study of Social Phenomena: Problem of objectivity and value neutrality; issue of measurement in social science; elements of scientific method-concepts, theory and fact, Character of sociological explanations; Understanding and meaning in sociological analysis; Micro and macro studies, Quantitative and Qualitative Method

**Module II**

**14 Classes**

3. Basic Concepts: Society, community, association, institution. Culture-components, culture change, diffusion, Cultural-lag, Cultural universals and relativism, ethnocentrism, acculturation; Social Groups-primary, secondary, Formal-Informal, In group-Out group, and reference groups; Social structure, social system, social action; Status and role, role conflict, role set; Norms and values-conformity and deviance; Law and customs; Socialization – theories and agencies; Nature-Nurture Debate, Social interaction
4. Marriage and Family: Types and forms of marriage; family-structure and function; personality and socialization; Social control; family, changing structure of family

marriage and sex roles in modern society; divorce and its implications; gender issues; role conflicts.

**Module III**

**14 Classes**

5. Social Stratification: Concepts-hierarchy, inequality and stratification; forms and functions; class-different conceptions of class; class-in-itself and class-for-itself; caste and class; caste as a class, Social justice-equal opportunity and special opportunity; positive discrimination; Social Mobility
6. Social Institutions: Economy, Polity, Education and Religion

**Module IV**

**14 Classes**

7. Social Movements: Concepts of social movements; genesis of social movements; ideology and social movement; social movement and social change; types of social movements: Peasant Movement, Women's Movement
8. Social change and Development: Continuity and change as fact and as value; directed social change; social policy and social development.

**SOCIOLOGY GENERAL (Part II)**  
**PAPER – II**

**TITLE *Sociological Thought***

**DESCRIPTION** This paper will investigate and assess the ideas of classical theorists whose works are foundational for sociology.

**OUTCOMES AND EXPECTATIONS** This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

**REQUIRED READINGS**

1. Masters of Sociological Thought: Lewis A. Coser, Rawat: Jaipur, 1977
2. A Short History of Sociological Thought: Alan Swingewood, PHI Learning, 1991
3. Classical Sociological Theory: George Ritzer, McGraw Hill, 1996
4. How to Read Karl Marx: Ernest Fischer, Aakar: New Delhi 2008
5. The Communist Manifesto (21 February 1848), Karl Marx & Friedrich Engels, Echo Library, 2009
6. Tatwo O Chintarshe Samokalin Samajtatwa: Ramanuj Ganguly, 2<sup>nd</sup> Ed, Reena Books: Kolkata 2013 (in Bengali)

**COURSE OUTLINE**

**Module I**

**14 Classes**

1. From Social Philosophy to the Emergence of Sociology: Intellectual Context of Enlightenment, and the French and Industrial Revolutions.
2. The pioneers: Comte: positivism
3. The pioneers: Spencer: Social Darwinism, Superorganic Evolution.

**Module II**

**14 Classes**

4. The classical thinkers: Durkheim: social solidarity, and suicide
5. The classical thinkers: Weber: authority, and The Protestant Ethic and the Spirit of Capitalism
6. The classical thinkers: Marx: materialist conception of history, and class struggle

**Module III**

**14 Classes**

7. School of sociological theory: Functionalist Perspective
8. School of sociological theory: Conflict Perspective
9. School of sociological theory: Social Interaction Perspectives.

**Module IV**

**14 Classes**

10. Overview of Social thought in India
11. Overview of Approaches to the Study of Indian Society: a) Structural-Functional Approach; b) Marxist Approach; d) Macro and Micro approaches.

## **SOCIOLOGY GENERAL (Part II)**

### **PAPER – III**

#### **TITLE *Society in India***

**DESCRIPTION** Presumably the students have familiarity with Indian society by virtue of the fact that mostly they are member of it and that they have observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society.

**OUTCOMES AND EXPECTATIONS** It is hoped that the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

#### **REQUIRED READINGS**

1. Indian Society: Institutions and Change: Rajendra K Sharma, Atlantic Publishers & Dist, 2004
2. Tradition, Rationality, and Change: Essays in Sociology of Economic Development and Social Change: M.S.A Rao, Popular Prakashan, 1972
3. Family and Social Change in Modern India: Giri Raj Gupta, Vikas Publishing House, 1976
4. Social Change in India: B Kuppaswamy, Vikas Publications, 1972
5. Samakalin Bharatiya Samaj: Ganguly & Moinuddin, PHI Learning 2008 (in Bengali)
6. Bharatiya Samaj Prasangey: Aniruddha Choudhury, Chatterjee Publishers, 2001
7. Family, Kinship and Marriage in India: Patricia Uberoi, OUP India, 1994
8. Society in India: Change & Continuity: D.G Mandelbaum, University of California Press, 1970
9. Social Stratification: Dipankar Gupta, OUP India 1991
10. Development and Civil Society: Biswajit Ghosh (Ed), Rawat, 2012
11. On Civil Society: Issues and Perspectives: N.Jayaram, Sage, 2005
12. Understanding Contemporary India: Critical Perspectives: Achin Vanaik & Rajeev Bhargava, Orient BlackSwan, 2010
13. The Furies of Indian Communalism: Religion, Modernity, and Secularization: Achin Vanaik, Verso, 1997
14. The everyday state and society in modern India: C.J. Fuller and Veronique Benei (eds), C. Hurst & Co. Publishers, 2001
15. Social Background of Indian Nationalism (6Th-Edn): A. R. Desai, Popular Prakashan, 2005
16. Tribe, Caste and Religion: R. Thaper (ed.), New Delhi: Macmillan 1977
17. Tribal India today: Nadeem Hashain, (2<sup>nd</sup> Ed.), Harnam Publications, New Delhi, 1991
18. Religion in India: T. N. Madan, OUP India, 1992
19. Contemporary India: Economy, Society, Politics: Neera Chandhoke & Praveen Priyadarshi, Pearson Education India, 2009
20. India's Agony over Religion: Gerald James Larson, Suny Press, 1995
21. Handbook of Indian Sociology: Veena Das, OUP India, 2006

## **COURSE OUTLINE**

### **Module I**

**14 Classes**

1. The structure and composition of Indian society: villages, towns, cities; rural-urban linkages; population profile and related issues.

### **Module II**

**14 Classes**

2. Cultural and ethnic diversity: historically-embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns; nation-building and national identity.
3. Vulnerable Groups in India: tribes; weaker section, dalits, women and minorities

### **Module III**

**14 Classes**

4. Basic institutions of Indian society: caste, kinship, family, marriage, religion; caste and class; changing dimensions.

### **Module IV**

**14 Classes**

5. Convergence and integration: the sharing of material traits, cultural space, language and regional ethos; the evolution of composite cultural legacy; change and transformation in Indian society; Panchayat and Rural Development; Civil Society Organizations.

## **SOCIOLOGY GENERAL (Part III)**

### **PAPER – IV**

#### **TITLE *Social Problems in India***

**DESCRIPTION** This paper is designed to identify and analyze some of the areas of emerging social problems in Indian society from sociological perspective. They have been classified into four sets: structural, familial, developmental and disorganizational.

**REQUIREMENTS AND EXPECTATIONS** It is expected the paper will allow students to go beyond the commonsense understanding of the prevailing social problems, and empower them with the understanding of their linkages and interrelationships to their socio-structural context of India.

#### **REQUIRED READINGS**

1. Contemporary Social Problems In India: Sibnath Deb, New Delhi, Anmol, 2006
2. Social Problems in India 2 Edition: Ram Ahuja, Rawat, 2011
3. Indian Social Problems: Volume 1, G. R. Madan, Allied,
4. Social problems in India: issues and perspectives: Sunil Kanta Bhattacharyya, Regency Publications, 1994
5. India's social problems: analyzing basic issues: Brij Mohan, Indian International Publications, 1972
6. Contemporary Social Problems of India: Biswanath Ghosh, Himalaya, 1995
7. Social Problems of India: G S Purushothama, Himalaya, 2001
8. Ecology and Equity: The use and Abuse of Nature in Contemporary India: Gadgil, Madhav and Guha, Ramchandra. New Delhi.: OUP, 1996
9. The Pathology of Corruption: Gill, S.S. New Delhi: Harper Collin Publishers 1998
10. Kothari, Rajani (Ed.). 1973. Caste in Indian Politics: Kothari, Rajani, Orient Blackswan, 1973
11. Region, Religion, Caste, Gender and Culture in Contemporary India: Satya Murty, T.V. New Delhi: OUP, 1996
12. Population, Poverty and Sustainable Development: S.R. Mehta (Ed.), Jaipur: Rawat 1997
13. Land, Labour and Rural Poverty: Bardhan, P. New Delhi: OUP, 1984

#### **COURSE OUTLINE**

##### **Module I**

**14 Classes**

1. Structure: poverty, inequality of caste and gender, disharmony – religious.

##### **Module II**

**14 Classes**

2. Family: dowry, domestic violence, divorce, problem of elderly

##### **Module III**

**14 Classes**

3. Development: regional disparities, development induced displacement, ecological degradation and environmental pollution, consumerism, crisis of values

##### **Module IV**

**14 Classes**

4. Disorganization: crime & delinquency, white collar crime, corruption, drug addiction, suicide.

