



**Darrang College
(Autonomous),
Tezpur-784001**

Syllabus for FYUGP

Subject: SOCIOLOGY

Course Type: MINOR

Approved by:

Board of Studies meeting held on 22-12-2025

&

Academic Council vide Resolution no. 2, dated- 29-12-2025

DETAILED SYLLABUS (MINOR)

DEPT. OF SOCIOLOGY , DARRANG COLLEGE (AUTONOMOUS)

Course Name – Introduction to Sociology (MINOR)

Course Code – SOC-MN-01014

Course Structure

SEMESTER 1

Title of the Course	Introduction to Sociology (Minor)
Course Code	SOC-MN-01014
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 (Assignment/ seminar/ Group Discussion) + 20 (sessional examination)+ 06 (sudden test) + 04 (attendance).

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Sociology and Society	10	05	00	15
Unit 2	Sociology discipline and Perspective	10	05	00	15
Unit 3	Basic Concepts	10	05	00	15

Unit 4	Culture and Society	10	05	00	15
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Detailed Syllabus Unit Wise

Course Objective:

- The course intends to familiarize the students with the origin and concepts of the discipline of Sociology.

Course Outcomes:

- Acquire knowledge about the field of sociology and its basic concepts.
- Understand the historical trajectory of the discipline of sociology
- The course will help the students to enhance their thinking in a sociological way.
- To provide a foundation for other more detailed and specialised course in sociology.

Unit 1: Sociology: Origin, Nature and Scope

- Meaning, Definition and different characteristics of society.
- Meaning, nature, scope of Sociology.
- Sociology as a Science (Comte, Marx, Weber, Durkheim).
- Emergence of Sociology and Social Anthropology.

Unit 2: Sociology and other Social Sciences

- Sociology and Anthropology
- Sociology and Philosophy
- Sociology and Psychology
- Sociology and Economics
- Sociology and History

Unit 3: Basic Concepts

- Social Groups – meaning, features and types

- b) Socialization, Social Control, Status and Role, Community, Association and Institution
- c) Social Change.

Unit 4: Culture and Society

- a) Culture and Society – meaning and types
- b) Process of culture – diffusion, assimilation, acculturation, enculturation, cultural lag.

Reference

- Bottomore, T.B. (1972). *Sociology: A Guide to Problems and Literature*. Bombay: George Allen and Unwin (India).
- Giddens, Anthony. (2010). *Sociology*. Cambridge: Pility Press.
- Harlambos, M. (1998). *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
- Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall.
- Johnson, Allan G. (2008). *The Forest and the Trees: Sociology as Life Practice and Promise*. Philadelphia: Temple University Press. Introduction and Chapter 1, 'The Forest, the Trees and One Thing', (pp. 1-36).
- Beteille, Andre. (2009). *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press. Chapter 1, 'Sociology and Common Sense', (pp.13-27).
- Garner, James Finn. (1994). *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*. New Jersey: John Wiley & Sons Inc. Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'
- Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill. Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', (pp.13-46).
- Beteille, Andre. (1985). *Six Essays in Comparative Sociology*. New Delhi: Oxford University Press. Chapter 1, 'Sociology and Social Anthropology', (pp.1-20).

- Beteille, Andre. (2002). *Sociology: Essays in Approach & Method*. New Delhi: Oxford University Press. Chapter 2, 'Sociology and Social Anthropology', (pp.28-54).
- Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*. London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', (pp.65-80).
- Beattie, J. (1964). *Other Cultures: Aims, Methods and Achievements in Social Anthropology*. London: Routledge & Kegan Paul Ltd. Chapter 2, 'Social Anthropology and Some Other Sciences of Man', (pp. 25-29).
- Burke, Peter. (1980). *Sociology and History*. London: George Allen and Unwin. Chapter 1, 'Sociologists and Historians', (pp.13-30).
- MacIver, Robert M and Page, Charles Hunt. (1949). *Society*. New York: Rinehart. Chapter 10, 'Types of Social Groups', (pp.213-237).
- Horton, Paul B. and Hunt, Chester L. (2004). *Sociology*. New Delhi: Tata McGraw-Hill. Chapter 8, (pp.185-209).
- Horton, Paul B. and Hunt, Chester L. (2004). *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, (pp.210-229).
- Firth, Raymond. (1956). *Human Types*. Thomas Nelson & Sons. Chapter 3, 'Work and Wealth of Primitive Communities', (pp.71-97).
- Bierstedt, Robert. (1974). *The Social Order*. New York: McGraw Hill Book Company. Part 3, Chapter 5, 'The Meaning of Culture', (pp.125-151), Chapter 6, 'The Content of Culture', (pp.152-187), Chapter 7, 'The Acquisition of Culture', (pp.188-212).
- Redfield, Robert. (1956). *How Human Society Operates*. In Harry L. Shapiro (Ed.) *Man, Culture and Society* (pp.345-368). New York: Oxford University Press.
- Bierstedt, Robert. (1974). *The Social Order*. McGraw Hill. Chapter 20, 'The Problem of Social Change' (pp.527-567).
- Ritzer, George. (2004). *The McDonaldisation of Society*. Pine Forge Press. Chapter 1, 'An Introduction to McDonaldisation', (pp.1-20), Chapter 2, 'McDonaldisation and Its Precursors' (pp.21-39), Chapter 9, 'McDonaldisation in a Changing World', (pp.167-199).

Course Name – Understanding Society in India (Minor)

Course Code – SOC-MN-02024

SEMESTER 2

Course Objectives-

- To understand India as an object of Sociological study and knowledge
- To understand the existing and evolving discourses and ideologies on Indian society.
- To understand key concepts and institutions which are useful for understanding of Indian society.

Course Outcomes–

- The course will enable students to have an understanding on when, how and in what context sociology as an academic discipline has emerged in India.
- The course will enable students to acquire broad overview on various issues, concerns and overall social situations of Indian society by looking at diverse concern of sociologist of India since the time of its inception as an academic discipline.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

- **Course Structure**

Title of the Course	Introduction to Sociology (Major)
Course Code	SOC-MN-02024
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 (Assignment/ seminar/ Group Discussion)+ 20 (sessional examination)+ 06 (sudden test) + 04 (attendance).

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	India an object of Knowledge	10	05	00	15
Unit 2	Indian Society-Concepts	10	05	00	15
Unit 3	Indian Society	10	05	00	15
Unit 4	India Society: Institutions	10	05	00	15

Detail syllabus of 1st semester

Unit 1: India an object of Knowledge

- a) The Colonial Discourse
- b) The Nationalist Discourse
- c) The Subaltern Approach

Unit 2: Indian Society-Concepts

- a) Caste
- b) Tribe
- c) Gender

Unit 3: Indian Society: Types

- a) Rural Society
- b) Urban Society

Unit 4: Indian Society: Institutions

- a) Kinship
- b) Family
- c) Marriage

Reference:

- Cohn, B.S. (1990). *An Anthropologist among the Historian and other Essays*. Delhi: Oxford University Press. (Pp.136-171).
- Kaviraj, S. (2010). *The Imaginary Institution of India*. Ranikhet: Permanent Black. (pp. 85-126).
- Guha, R. (1982). *Subaltern Studies, Volume I*. Delhi: Oxford University Press. (pp.1-8).
- Srinivas, M.N. (1969). *The Caste System in India*. In A. Béteille (Ed.), *Social Inequality: Selected Readings* (pp.265-272). Harmondsworth: Penguin Books.
- Mencher, J. (1991). *The Caste System Upside Down*. In D. Gupta (Ed.), *Social Stratification* (pp.93-109). Delhi: Oxford University Press.
- Dhanagare, D.N. (1991). *The Model of Agrarian Classes in India*. In D.Gupta (Ed.), *Social Stratification* (pp. 271-275). Delhi: Oxford University Press.
- Breman, J. (1999). *The Study of Industrial Labour in Post-Colonial India: The Formal Sector*. *Contributions to Indian Sociology*, 33(1&2),pp.1-41.
- Haimendorf, C. V. F. (1967). *The Position of Tribal Population in India*. In P. Mason, *India and Ceylon: Unity and Diversity*. New York: Oxford University Press. Chapter 9
- *Village: Structure and Change* (Week10) Srinvas, M. N. (1987). *The Dominant Caste and Other Essays*. Delhi: Oxford University Press. (pp. 20-59).
- *Kinship: Principle and Pattern* (Week11) Karve, I. (1994). *The Kinship Map of India*. In P. Uberoi (Ed.), *Family, Kinship and Marriage in India* (pp.50-73). Delhi: Oxford University Press.

Semester 3

Course Name – Classical Sociological Theory (Minor)

Course Code – SOC-MN-03034

Course Objective-

- The course will introduce the students to the historical and intellectual context that led to the emergence of Sociological theory.
- This course encourages comparative understanding of different theoretical traditions within classical Sociology.
- This course will help the students to understand the major theoretical framework developed by these thinkers and their relevance to modern sociology.

Course Outcome –

- Ability to comprehend the emergence of sociology as a distinct discipline in response to social change and development.
- Ability to comprehend social reality through the application of sociological theories.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.

- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement).

Course Structure -

Detail syllabus of 3rd semester

Title of the Course	Classical Sociological Theory (Minor)
Course Code	Course Code – SOC-MN-03034
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Emergence of Sociological Theory	10	05	00	15
Unit 2	Karl Marx	10	05	00	15
Unit 3	Emile Durkheim	10	05	00	15
Unit 4	Max Weber	10	05	00	15

Unit 1 :Emergence of Sociological Theory

- a) Historical and intellectual context
 - i) The Enlightenment – The Intellectual origin
 - ii) Two revolutions – Industrial and French Revolution.
- b) Auguste Comte and Positivism
- c) Herbert spencer and organic analogy

Unit 2 : Karl Marx

- a) Materialistic conception of history
- b) Class and class struggle
- c) Capital and surplus value

Unit 3: Emile Durkheim

- a) Rules of Sociological method
- b) Collective conscience and solidarity
- c) Suicide

Unit 4: Max Weber

- a) Verstehen
- b) Ideal type
- c) Social action.

Readings:

*Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*. London: Allen and Unwin, Chapter 4, *The Social Sciences, History and Philosophy*, (Pp.65-80).

• Maciver, Robert M and Page, Charles Hunt. (1949). *Society*. New York: Rinehart. Chapter 10, "Types of Social Groups, (pp. 213-237).

• Horton, Paul B. and Hunt, Chester L. (2004). *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, (pp. 185-209).

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

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

• Bierstedt, Robert. (1974). *The Social Order*. McGraw Hill. Chapter 20, *The Problem of Social change* (pp.527-567)

•Ritzer, George. (2004). *The McDonaldisation of Society*. Pine Forge Press. Chapter 1, 'An Introduction to McDonaldisation', (pp. 1-20), Chapter 2, *McDonaldisation and Its Precursors*' (pp. 21- 39), Chapter 9, 'McDonaldisation in a Changing World', (pp. 167- 199).Unit 3
Culture and Society

- Bierstedt, Robert. (1974). *The Social Order*. New York: McGraw Hill Book Company. Part 3, Chapter 5, 'The Meaning of Culture', (pp. 125-151), Chapter 6, 'The Content of Culture', (pp. 152-187), Chapter 7, 'The Acquisition of Culture', (pp.188-212).
- Redfield, Robert. (1956). *How Human Society Operates*. In Harry L. Shapiro (Ed.) *Man, Culture and Society* (pp.345-368). New York: Oxford University Press.
- Sumner, W.G. (2007). *Folkways: A Study of Mores, manners, Customs and Morals*. India. Cosimo Classics
- Ogburn, W.F. and M.F. Nimkoff (1940) *Sociology*, California, University of California

Unit 4. Max Weber

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

Semester 4 (MINOR)

Course Name - Rural Sociology in India

Course Code – SOC-MN-004044

Course Objectives-

- Rural sociology studies the various components of rural social structure such as village community, family, caste etc.
- It also analysis the effect of religion, custom and tradition on rural social structure.

Course Outcomes–

- Ability to understand the meaning of rural social organization, its structure, function and objective tendencies of development.
- Ability to critically evaluate the village conditions and developmental programs and policies.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.

- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement).

Course Structure -

Detail syllabus of 4th semester

Title of the Course	Rural Sociology in India
Course Code	SOC-MN-004044
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introducing rural sociology	10	05	00	15
Unit 2	Rural agrarian social structure	10	05	00	15
Unit 3	Rural institution	10	05	00	15
Unit 4	Rural India In transition	10	05	00	15

Unit 1: Introducing Rural Sociology

- a) Meaning, definition, nature and scope of Rural Sociology.
- b) Rural – Urban differences and the types of Indian village communities.

Unit 2: Rural agrarian social structure

- a) Agrarian social structure- Caste and Class
- b) Agrarian unrest and farmers movement in India and North – East India.

Unit 3:Rural institution

- a) Rural social institution – family, caste, jajmani relation
- b) Rural politics – democratic decentralization, panchayati raj institution: structure and function, power to women and weaker section.

Unit 4:Rural India in transition

- a) Trends in rural change: nature and dimension, agents of change (corporate initiatives in agriculture and its implications) and globalization and its impact on rural society.
- b) Process of change in rural society – green revolution, migration, mobility

Readings:

1. Bhattacharya, Vivek R. (1983). *The New Strategies of Development in Village India*. Metropolitan.
2. Berch, Berberogue. (Ed.) (1992). *Class, State and Development in India*. New Delhi: Sage.
3. Betelle. Andre. (1971). *Caste, Class, and Power*. California: California University Press.
4. Beteille. A.(1974). *Studies in Agrarian Social Structure*. Delhi: OUP.
5. Bremann, J.C., Kloos, P., & Saith, A. (1997). *The Village in Asia Revisited*. Delhi: OUP.
6. Chauhan, B.R. (2003). *Village Community*. In J. Spencer & Veena Das (Eds.): *The Oxford India Companion to Sociology and Social Anthropology* (pp.409-457). New Delhi: OUP.
7. Chitambar J. B. (1974). *Introductory Rural Sociology: A Synopsis of Concepts and Principles*. John Willy and Sons.
8. Dasgupta, Sugata. (Ed.). (1967). *History of Rural Development in Modern India*. New Delhi: Impex.
9. Desai, A.R. (1979). *Rural India in Transition*. Bombay: Popular Prakashan.
10. Desai, A.R. (1986). *Agrarian Struggle in India after Independence*. Bombay: OUP.
11. Desai, A.R. (1996). *Rural Sociology in India*. Bombay: Popular Prakashan.
12. Desai, V. (1988). *Rural Development*. New Delhi: Himalaya Publishing House.
13. Dhanagre D. N. (1988). *Peasant Movements in india*. New Delhi: OUP.
14. Doshi, S.L. & Jain, P.C. (2001). *Rural Sociology*. New Delhi: Rawat Publications.
15. Dube, S.C. (1967). *Indian Village*. London: Routledge.

16. Dube, S.C. (1988). *India's changing Village: Human Factor in Community Development*. Bombay: Himalayan Publishing House.
17. Halpern, Joel Martin. (1967). *The Changing Village Community*. Englewood Cliffs:Prentice-Hall.
18. Long, Norman. (1977). *Introduction to the Sociology of Rural Development*. London:Tavistock.
19. Maheshwari, S.R. (1985). *Rural Development in India*. New Delhi: Sage Publication.
20. Mandelbam, David.(1972). *Society in India (Vol. 1&2)*. Bombay: Popular Prakashan.
21. Majumdar, D.N. (Ed.). (1955). *Rural Profile*. Lucknow: Ethnographic and FolkCulture Society.
22. Mencher J. (1974). *Problems of Analysing Rural Class Structure*. *Economic and Political Weekly*, Vol. IX.
23. Mukherjee, Ramakrishna. (1957). *The Dynamics of Rural Societ*. Berlin: Akademie-Verlag.
24. Nandy, Ashish. (1999). *Ambiguous Journey to the City*. New Delhi: OUP.
25. Oommen T. K. (1984). *Social Transformation of India*. New Delhi: Vikas Publishing House.
26. Radhakrishnan, P. (1989). *Peasant Struggles: Land reforms and Social Change inMalabar 1836 - 1982*. New Delhi: Sage.
27. Kavoori, J.C. & Singh, Singh, (Eds.). (Eds.).(1968). *History of Rural Development in Modern India (Vol.1)*. New Delhi: Impex.
28. Roy, Debhal. K. (2004). *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*. New Delhi: Sage.

Semester 4 (MINOR)

Paper Name - Sociological Research Method

Paper Code –SOC-MN-04054

Course Objectives –

- To identify the underline characteristics of sociological analysis
- To distinguish a sociological perspective from other perspective.

Course Outcomes –

- To familiarize the students with different tools and techniques of social research
- To apply the methods of good research in the study of social phenomena.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 4th semester

Title of the Course	Sociological Research Method
Course Code	SOC-MN-04054
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	The philosophy of Research Methodology	10	05	00	15
Unit 2	Methodological Perspectives	10	05	00	15
Unit 3	Modes of Enquiry	10	05	00	15
Unit 4	Data analysis and report writing	10	05	00	15

Unit 1: The philosophy of Research Methodology

- a) Epistemology and ontology
- b) Positivism and Hermeneutics

Unit 2:Methodological Perspectives

- a) Comparative Method
- b) Feminist Method

Unit 3:Modes of Enquiry

- a) Qualitative and Quantitative
- b) Observation, Interview and questionnaire

Unit 4: Data analysis and report writing

- a) Ethical issues in data collection and analysis
- b) Visual representation of data (table, graph etc.) and Bibliography.

Readings:

1. Bailey, Kenneth. D. (1978). *Methods of Social Research*. New York: Free Press.
2. Beteille, A. & Madan, T.N. (1975). *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House.
3. Bryman, Alan. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman.
4. Claire, S. et al. (1962). *Research Methods in Social Relations*. New York: Molt, Reinchart and Whinstone
5. Dominwiski, R.L. (1980). *Research Methods*. New Jersey: Prentice Hall.
6. Goode, W.J. & Hatt, P.K. (1952). *Methods in Social Research*. New York: McGraw Hill.
7. Geertz, Clifford. (1973). *Interpretation of Cultures*. New York: Basic Books, Ch.I.
8. Gupta, Akhil & Ferguson, James. (1997). *Anthropological Locations*. Berkeley: University of California Press, pp. 1-46.
9. Gupta, S. P. (1990). *Elementary Statistical Methods*. New Delhi: Sultan Chand.
10. Merton, R. K. (1972). *Social Theory and Social Structure*. Delhi: Arvind Publishing House, Chapters 4 & 5.
11. Morgan, David L. (1996). *Focus Groups*. *Annual Review of Sociology*, Vol. 22, pp: 29-52.
12. Moser, C. A. & Kalton, G. (1971). *Survey Methods in Social Investigations*. London: Heinemann Educational Books, Chapters 1-4.
13. Punch, Keith. (1996). *Introduction to Social Research*. London: Sage.
14. Seltiz, Claise et al. (1959). *Research Methods in Social Relation*. New York: Henry Holt and Co.
15. Shipman, Martin. (1988). *The Limitations of Social Research*. London: Sage.
16. Srinivas, M.N. & Shah, A.M. (1979). *Fieldworker and the Field*. Delhi: Oxford University Press.
17. Wampold, B.E. and Drew, D.J. (1990). *Theory and Application of Statistics*. McGraw Hill.
18. Young, P.V. (1988). *Scientific Social Survey and Research*. New Delhi: Prentice Hall.

Semester 5 (MINOR)

Course Name – Sociological Theories

Course Code – SOC-MN-05054

Course Objective-

- To enable the students to compare the theories of the classical and contemporary sociology.
- To generate new ideas and perspective in context of sociological theorization.
- To critically apply the concepts in explaining socio-historical change.

Course Outcomes –

- Ability to grasp major sociological theories.
- Ability to cultivate perception of reality by adopting various sociological perspectives.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 5th semester

Title of the Course	Sociological Theories
Course Code	SOC-MN-05054
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Structural Functionalism	10	05	00	15
Unit 2	Structuralism and Post Structuralism	10	05	00	15
Unit 3	Interactionism	10	05	00	15
Unit 4	Conflict Theory	10	05	00	15
Unit 5	Critical Theory	10	05	00	15

Unit 1: Structural Functionalism and Neo Functionalism

- a) Talcott Parsons : Social Action and Social System
- b) R.K Merton: Reformulation of Functional Analysis
- c) Jeffrey C. Alexander: Neo Functionalism

Unit 2: Interactionism

- a) G.H Mead and Blumer: Symbolic Interactionism
- b) Harold Garfinkel: Ethnomethodology and Phenomenology
- c) Erving Goffman : Dramaturgy

Unit 3: Conflict Theory

- a) C.W Mills : Power Elite
- b) Ralph Dahrendorf : Dialectical Conflict
- c) Lewis Coser: Functional Conflict Analysis

Unit 4: Critical Theory

- a) Jurgen Habermas: Public Sphere and life world
- b) Louis Althusser: Structural Marxism
- c) Antonio Gramsci : Hegemony and Civil Society

Unit 5: Structuralism and Post Structuralism

- a) Claude Levistrauss: Myth and Binary Structures.
- b) Michele Foucault: Structuralism and post structuralism
- c) Jean-Francois Lyotard : Post modern condition

Unit 5: Critical Theory

- d) Jurgen Habermas: Public Sphere and life world
- e) Louis Althusser: Structural Marxism
- f) Antonio Gramsci : Hegemony and Civil Society

Readings:

• Alexander, Jeffrey C. (1987). *Twenty Lectures: Sociological Theory since World War II*. New York: Columbia

University Press.

• Calhoun, Craig. (Ed.). (2012). *Contemporary Sociological Theory*. John Wiley & Sons.

• Craib, Ian. (1992). *Modern Social Theory: From Parsons to Habermas*. London: Harvester Press.

• Dahrendorf, R. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press. Foucault, Michel. (1977). *Discipline and Punish*. London: Allen Lane.

• Foucault, Michel. (1980). *Power/Knowledge*. Brighton: Harvester Press.

• Giddens, Anthony (1987). *Social Theory and Modern Sociology*. Stanford: Stanford University Press.

- Habermas, J. (1991). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Cambridge: MIT Press.
- Lévi-Strauss, C. (1963). *Structural Anthropology* (vol-1 & 2). Basic Books.
- Lévi-Strauss, C. (1963). *Totemism*. Beacon Press.
- Lévi-Strauss, C. (1969). *The Elementary Structures of Kinship*. Beacon Press.
- Merton, R.K. (1936). *On Social Structure and Science*. Chicago: University of Chicago Press.
- Mills, C. W. (1956). *The Power Elite*. Oxford: OUP.
- Parsons, T. (1951). *Social System*. London: Routledge.
- Radcliffe-Brown, A.R. (1959). *Structure and Function in Primitive Society: Essays and Addresses*. Cohen & Wes.
- Ritzer, George. (1992). *Sociological Theory*. New York: McGraw Hill.
- Ritzer G. and Barry Smart.(Ed.). (2001). *Handbook of Social Theory*. London: Sage Publication.
- Sturrock, Jon. (Ed.). (1979). *Structuralism: From Levi Strauss to Derrida*. Oxford: OUP.
- Turner, Jonathan H. (1995). *The Structure of Sociological Theory* (4th edition). Jaipur: Rawat Publication.
- Zeitlin, Irving M. (1998) . *Rethinking Sociology*. Jaipur: Rawat.

Semester 5 (MINOR)

Course Name - Urban Sociology in India

Course Code – SOC-MN-05064

Course Objectives-

- The course will focus on the significance and scope of urban Sociology.
- The course will give a specific understanding of the urban communities and structures of social organization through sociological knowledge.

Course Outcomes–

- Ability to understand the basic sociological aspects on urban societies.
- Ability to develop an understanding of urban society and change, social processes of urban society and to critically evaluate the developmental policies of urban society.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 5th semester

Title of the Course	Urban Sociology in India
Course Code	SOC-MN-05064
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introducing Urban Sociology	10	05	00	15
Unit 2	Perspectives in Urban Sociology	10	05	00	15
Unit 3	Movements and Settlement	10	05	00	15
Unit 4	Urban Space and Problems with reference to India	10	05	00	15

Unit 1: Introducing Urban Sociology

- a) Meaning, Nature and Scope of urban Sociology
- b) Development and importance of urban sociology

Unit 2: Perspectives in Urban Sociology

- a) Ecology
- b) Political Economy

Unit 3: Movements and Settlement

- a) Migration
- b) Community

Unit 4:Urban Space and Problems with reference to India

- a) Housing and Slum
- b) Urban Planning and Poverty

Readings:

- Mumford, Lewis 1961. The City in History: its origins and transformations and its prospects.

Mariner Books: Pp 3-29, 94-118

- Holton, R. J. Cities, Capitalism and Civilization, London: Allan and Unwin, Chapters. 1 & 2.

Pp. 1-32

- Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London:

Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26

- Rao, M.S.A. (1974). Urban Sociology in India. New Delhi: Orient Longman.

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University Press. Chapter 2. Pp 19-58

- Lewis, Wirth 1938 "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24

- Harvey, David 1985 The Urban Experience, Baltimore: Johns Hopkins University Press,

Chapter 1. Money, Time, Space and the City. Pp. 1-35

- Manuel, Castells 2002. Conceptualising the city in the information age, in I.Susser (ed.) The Castells Reader on Cities and Social Theory, Blackwell Publishers, Malden, Ma, Pp. 1-13

- Weber ,Max 1978. The City. The Free Press: New York . Pp 65-89

Simmel, George, 1903, *Metropolis and the Mental Life* in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

- Rao, M.S.A, 1981, Some aspects of the sociology of migration, *Sociological Bulletin*, Vol. 30,

1. Pp21-38

- Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

Benjamin S, 2004, "Urban Land Transformation for Pro-Poor Economies", *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

Unit 4. Politics of Urban Space (5 Weeks)

- Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. *Social Theory, Urban Movements and Social Change*. Pp. 193 - 215

- Ayyar, Varsha, 2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political*

Weekly, May 4, Vol. XLVIII, No 18, Pp 44-55

- Kamath, Lalitha and Vijayabaskar, M, 2009 "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 - 376

- Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

- Manuel Castells, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community" in *San Francisco in City and the Grassroots*, Pp. 138-170

- Crawford, Margaret.

"The World is a Shopping Mall, From Malcolm Miles and Tim Hall

(Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

Kumar, Nita, 1988. The Artisans of Banaras. Popular Culture and Identity, 1880-1986, Princeton: Princeton University Press.

Eck, Diana, 1983. Banaras: City of light, London: Routledge and Kegan Paul.

• Naidu, Ratna. 1990. Old cities and New predicaments: A Study of Hyderabad. New Delhi: Sage

• Appadurai, Arjun. (1997). Modernity at large: Cultural dimensions of Globalisation. Delhi:

• Oxford University Press, Ch. 5.

• D' Souza, Alfred. (1978). The Indian City: Poverty, Ecology and Urban Development. New Delhi: Manohar.

• Redfield, Robert & Singer, Milton. (1954). The cultural role of cities. Economic Development and Cultural Change, Vol. 3.

Semester 6

Course Name – Political Sociology (MINOR)

Course Code –SOC-MN-06064

Course Objective –

- This course introduces the students to some major theoretical debates and concepts in political sociology.
- This course also aims to understand the political relationship through themes such as power, governance, state.

Course Outcome –

- This course will enable to comprehend the embeddedness of political and the social in each other.
- This course will help the students to understand the relationship between state and society in shaping politics in India both historically and analytically.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.

- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 6th semester

Title of the Course	Political Sociology (MINOR)
Course Code	SOC-MN-06064
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introducing Political Sociology	10	05	00	15
Unit 2	Approaches to study political	10	05	00	15

	sociology				
Unit 3	State and Society	10	05	00	15
Unit 4	Contemporary trends in politics of India	10	05	00	15

Unit 1: Introducing Political Sociology

- a) Meaning, nature and scope
- b) Power, Authority

Unit 2: Approaches to study political sociology

- a) Marx
- b) Weber

Unit 3: State and Society

- a) Segmentary
- b) Totalitarian

Unit 4: Contemporary trends in politics of India

- a) Capitalism, elite and ruling class
- b) Political participation of subaltern groups

Readings:

*Bottomore, T. B, Political Sociology (Introduction)

- Martin, Roderick, The Sociology of Power: Problems of Definition and Measurement, Delhi: Ambika, 1978 (esp.

- Lipset, S. M, Political Man: Social Bases of Politics, 1960 (Chapter 1)

b) Sociology of Power: Marx, Weber, Parsons and Foucault

- Foucault, M., 'The Subject and Power', in K. Nash ed. Readings in Contemporary political Sociology, Oxford:

Blackwell Publishers, 2000, pp. 8-26

- Weber, Max, The Theory of social and Economic Organization, New York: The Free press, 1947 (pp. 324-33, 341-

45 and 358-63).

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- Jessop, B. 'Marxist Approaches to Power in K. Nash and A. Scott, eds, Blackwell Companion to Political Sociology,

Oxford: Blackwell, 8-16.

- Wallenstein, Sven-Olov, 'Foucault, Biopolitics and Governmentality (Introduction)', Soderton University, 2013

- Anderson, Benedict, Imagined Communities (intro)

- Gellner, E. Nations and Nationalism (Intro)

- Oommen, T.K, Nationality, Ethnicity and Citizenship, London: Polity, 1997 (introduction)

- T.H Marshall, Citizenship and social Class in J. Manza and M. Sauder ed. Inequality and Society, New York: W.W

Norton, 2009

- Charles Taylor, Politics of recognition, in Amy Gutman ed, Multiculturalism and the Politics of Recognition,

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- Nancy Fraser, From Recognition to Redistribution? Dilemmas of Justice in a 'Post-socialist' Age, New Left Review

212: 68–93

- * Gaventa, John, Power and Powerlessness: Quintessence and Rebellion in an Appalachian Valley, Chicago:

University of Illinois Press, 1980 (Chpt 1: Power and Participation)

- Skocpol, Theda: State and Revolution: Old Regimes and Revolutionary Crises in France, Russia, and China,

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- A.G Frank and M. Fuentes, Nine thesis on Social movements, EPW, Aug 29, 1987

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a. Political Economy of the Indian State: Colonial History; Developmental State; Neo-liberal turn:

- Pantham, 'The Indian nation-state: From Pre-colonial Beginnings to Post-colonial reconstructions' in Veena Das

ed. The Oxford India Companion to Sociology and Social Anthropology vol II, Delhi: OUP, 2003, pp. 1413-47

- Bardhan, P., The Political Economy of Development in India, Oxford: Blackwell, 1984
- L. Rudolph & S. Rudolph, In Pursuit of Lakshmi: The Political Economy of the Indian State Chicago University Press, 1987.
- Kohli, Atul, 'Politics of Economic Growth in India, 1980-2005, Part II: The 1990s and Beyond', Economic and Political Weekly, XLI(14), pp. 1361-70, 2006
- Corbridge, Stuart et. al., Seeing the State: Governance and Governmentality in India (esp. Section 1: The State and the Poor), Cambridge: Cambridge Univ. Press, 2005
- Hansen, T.B., 'Governance and Myths of State in Mumbai', in Fuller, C.J & V. Benei, Everyday state and Society in Modern India, Delhi: Social Science Press, 2000, pp. 31-67
- Fuller, C.J & John Harriss, 'For An Anthropology of the Modern Indian State' in Fuller and Benei eds., Everyday state and Society in Modern India, Delhi: Social Science Press, 2000
- * Kaviraj, Sudipta, 'Modernity and Politics in India', Daedalus, Vol. 129, No. 1, Multiple Modernities (Winter, 2000), pp. 137-162
- Kothari, Rajni, 'Introduction', Caste in Indian Politics, Hyderabad: Orient Longman, 1970 (rep. 2004)
- Nandy, Ashis, Politics of Secularism and the Recovery of Religious Tolerance, Alternatives, XIII (1988), pp.177-94
- Bhargava, Rajeev, Secularism and Its Critics: Themes in Politics, Delhi: OUP, 1999.
- Fazal, Tanweer, Nation-state and Minority Rights in India, London: Routledge, 2015 (esp. Chapter 2)

Semester 6

Course Name – Sociology of Gender (MINOR)

Course Code – SOC-MN-06074

Course Objective –

- The course introduce gender as a critical sociological lens of inquiry in relation to various social fields.
- It also interrogates the categories of gender, sex and sexuality.

Course Outcome –

- Ability to conceptualize gender and its associated concepts.
- Ability to critically analysis, explain and describe the inter relationship between gender and society from a border perspective.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 6th semester

Title of the Course	Sociology of Gender (MINOR)
Course Code	SOC-MN-06074
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introduction to Gender	10	05	00	15
Unit 2	Feminism	10	05	00	15
Unit 3	Gender: differences and Inequalities	10	05	00	15
Unit 4	Gender, Power and Resistance	10	05	00	15

Unit 1:Introduction to Gender

- a) Sex, Gender and Sexuality
- b) Social construction of Gender

Unit 2: Feminism

- a) Meaning and definition
- b) Origin and waves of feminism

Unit 3:Gender: differences and Inequalities

- a) Caste and class
- b) Family

Unit 4: Gender, Power and Resistance

- a) *S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1.(26)
- b) •Liz Stanley. 2002., "Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.,
- c) Gender: A Sociological Reader, London: Routledge (pp. 31-41)
- d) • Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." Signs
- e) 12(2):276-292.
- f) *sherry Ortner. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.)
- g) Women, culture and society. Stanford: Stanford University Press (pp. 67-87).
- h) • Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., Pleasure and Danger. London: Routledge (pp 143-179).
- i) • Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in Margaret Mead Made Me Gay: Personal Essays, Public Ideas. London: Duke University Press (Pp229-237).
- j) • Suzanne Kessler and Wendy McKenna, "Toward a Theory of Gender," in Gender: An Ethnomethodological Approach
- k) • Nancy Chodorow, "Gender as a Personal and Cultural Construction," SIGNS
- l) Its
- m) • Halbertam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in Female Masculinity. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (Pp 1-43).
- n) • Alter, Joseph. 1992. The Wrestler's Body: Identity and Ideology in North India. California: University of California (pp 163-194)
- o) • Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In Economic and Political Weekly Vol. 25, No. 17 (Apr. 28, 1990), (Pp. WS41-WS48).
- p) • An Faust-Sterling, "How to Build a Man," in The Gender/Sexuality Reader, ed. Lancaster and
- q) • Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and
- r) S. Scott (eds.) Gender: A Sociological reader. London: Routledge (Pp 93-96).
- s) • Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (Pp 1-27).

- t) • Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44(Oct.31-Nov. 6, 1998)(Pp 39-48)
- u) • Whitehead, A. 1981, "I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons*. London:
 - v) Routledge and Kegan Paul (pp. 93-116).
- w) • Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp. 190-220)