

**Hingalgañ Mahavidyalaya**  
**Department of Sociology**

Learning Objective and Academic Plan for B.A General in Sociology Under CBCS  
(Based on UGC LOCF)

---

**Program Learning Objectives**

The program of learning focuses on the relevance of qualification requirements. The program learning aims to determine a systematic and comprehensible understanding of the sociological concepts and theories. The learning objectives relate the analytical understanding of both the subject and its theoretical understanding to the actual experiences of the student. The students will be prepared with critical thinking, facilitating them to understand social, economic, political, and cultural institutional performances better and more systematically. With this advanced understanding, students will have the analytical skills to interpret the sociological theories and build altered world views that are logically independent in analyzing the formation of scientific concepts.

The students will be able to determine the use of the skills and techniques to explore social phenomena. The operational analysis fits the activities of quantitative and qualitative research to emphasize formulating research design, methods of data collection, and data analysis that students will be able to conduct. In an application where the aim is learning, for example, by studying the 'Gender and Sexuality' paper, students will understand the issues related to gender and sexuality in a historical context: social construction, critical theories, critical thinkers, and present approaches. It will also provide them with the tools and skills to develop and integrate a gender perspective that addresses particular strengths for analyzing the multilayered characteristics of society in general and gender and sexuality in particular.

Having learned the approach, technique, and theories to understand complex social and cultural realities, the students learn to develop responsible persons in society. On the other hand, students learn to respect all kinds of opinions and ideas, helping them to become rational beings.

**Semester I**  
**CORE COURSE 1**  
**(SOCGCOR01T)**  
**Introduction to Sociology**

**Course Objective:**

- This course is a broad introduction to the discipline of sociology. It acquaints the students with the history and some of the essential concepts and concerns of the discipline.

**Learning outcomes:**

This paper focuses on the origin and development of Sociology as a different discipline. After studying the paper, the learner should be able to

1. Outline the background to the emergence of sociology as a discipline.
2. Understand the basic concept of Sociology and relate them to social life.
3. Overview of a sociological way of thinking.

**Course Outline: course contents and itinerary**

- Sociology-The Discipline: Sociology as a science and as an interpretative discipline; Study of Social Phenomena **(8 hrs.)**
- 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 **(25 hrs.)**
- 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. **(12 hrs.)**
- 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 mobility **(15 hrs.)**
- Social Institutions: Economy, Polity, Education and Religion **(5 hrs.)**
- Social Movements: Concepts of social movements; genesis of social movements; ideology and social movement **(5 hrs.)**
- Social Change: Continuity and Change as fact, and as value; directed social Change; social movement and social Change; social policy **(5 hrs.)**

### **Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

### **Reading Reference**

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

**Semester II**  
**Core Course 02**  
**(SOCGCOR02T)**  
**Sociology of India**

**Course Objective:**

This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens. The students will be able to understand some critical social structures of Indian society.

**Learning Outcomes:**

The paper focuses on the functioning of various institutions of society. After studying this paper, students should be able to:

- analyze different bases of plurality in India
- define the structure of caste, class, tribe, kinship and village
- describe the shifts in issues addressed by the women's movement and the nature of dalit movement
- discuss the growth of communalism in India

**Course Outline: course contents and itinerary**

1. India as a Plural Society (10 hrs.)
2. Social Institutions and Practices(25 hrs.)
  - A. Caste
  - B. Tribe
  - C. Class
  - D. Village
  - E. Family and Kinship
3. Identities and Change (20 hrs.)
  - A. Dalit Movement
  - B. Women's Movement
4. Challenges to State and Society(20 hrs.)
  - A. Communalism
  - B. Secularism

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

## Reading Reference

1. Contemporary India: Economy, Society, Politics: Neera Chandhoke & Praveen Priyadarshi, Pearson Education India, 2009
3. Dalit identity and Politics. Shah, Ghanshyam. Delhi: Sage 2001
4. Development and Civil Society: Biswajit Ghosh (Ed), Rawat, 2012
5. Family and Social Change in Modern India: Giri Raj Gupta, Vikas Publishing House, 1976
6. Family, Kinship and Marriage in India: Patricia Uberoi, OUP India, 1994
7. Handbook of Indian Sociology: Veena Das, OUP India, 2006
8. Indian Society: Institutions and Change: Rajendra K Sharma, Atlantic Publishers & Dist, 2004
9. India's Agony over Religion: Gerald James Larson, Suny Press, 1995
10. On Civil Society: Issues and Perspectives: N.Jayaram, Sage, 2005
11. Religion in India: T. N. Madan, OUP India, 1992
12. Samakalin Bharatiya Samaj: Ganguly & Moinuddin, PHI Learning 2008 (in Bengali)
13. Social Background of Indian Nationalism (6Th-Edn): A. R. Desai, Popular Prakashan, 2005
14. Social Change in India: B Kuppaswamy, Vikas Publications, 1972
15. Social Stratification: Dipankar Gupta, OUP India 1991
16. Society in India: Change & Continuity: D.G Mandelbaum, University of California Press, 1970
17. The everyday state and society in modern India: C.J. Fuller and Veronique Benei (eds), C. Hurst & Co. Publishers, 2001
18. The Furies of Indian Communalism: Religion, Modernity, and Secularization: Achin Vanaik, Verso, 1997
19. Tradition, Rationality, and Change: Essays in Sociology of Economic Development and Social Change: M.S.A Rao, Popular Prakashan, 1972
20. Tribal India today: Nadeem Hashain, (2nd Ed.), Harnam Publications, New Delhi, 1991
21. Tribe, Caste and Religion: R. Thaper (ed.), New Delhi: Macmillan 1977
22. Understanding Contemporary India: Critical Perspectives: Achin Vanaik & Rajeev Bhargava, Orient BlackSwan, 2010
- 23 Bharatiya Samaj Prasangey: Aniruddha Choudhury, Chatterjee Publishers, 2016

**Semester III**  
**Core Course 03**  
**(SOCGCOR03T)**  
**Sociological Theories**

**Course Objective:**

The course introduces the students to the classical sociological thinkers whose work has shaped the discipline of sociology.

**Learning Outcomes**

- The core course on Sociological theories presents the very essence of disciplinary knowledge. A student on course completion will have a basic grounding in sociological thought.
- The student shall also be able to relate the theories to the development of the discipline of sociology.
- The very nature of the course requires higher-order thinking skills among students. Thus, the student shall develop reflective thinking.
- With a basic grounding in theories, the course will provide a meaningful platform for lifelong learning for the desiring student.

**Course Outline: course contents and itinerary**

1. Karl Marx(25 hrs.)
  - 1.1 Materialist Conception of History
  - 1.2 Class and Class Struggle
2. Emile Durkheim(25 hrs.)
  - 2.1 Social Fact
  - 2.2 Forms of Solidarity
3. Max Weber(25 hrs.)
  - 3.1 Ideal Types and Social Action
  - 3.2 Types of Authority

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

## **Reading Reference**

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

**Semester IV**  
**Core Course 04**  
**(SOCGCOR04T)**  
**Methods of Sociological Enquiry**

**Course objective:**

The course is a general introduction to sociological research methods. It will provide the student with some elementary knowledge of research's complexities and philosophical underpinnings.

**Learning Outcomes**

- The "how" question is as relevant for any discipline as is the "what, where, when, and who" questions. It is mainly through this core paper that a student of sociology is introduced to the "how" question.
- On completion, it is expected that a student can have a basic understanding of :
  1. The philosophical underpinnings of sociological research.
  2. The complementary relationship between theory and research.
  3. Features and suitability of both qualitative and quantitative research.
  4. Ability to undertake short self-directed and also team-based research projects.
  5. With a basic understanding of the challenges in fieldwork, as taught in the classroom, the student at the end of the course is expected to have added his/her experiences that the student encountered in his/her own unique small research project.
  6. By undertaking a minor research assignment, in a spirit of responsibility, independence and cooperative teamwork, the course is expected to make the student a more responsible member of society.

**Course Outline: course contents and itinerary**

1. The Logic of Social Research(25 hrs.)
  - 1.1 What is Sociological Research?
  - 1.2 Objectivity in the Social Sciences
  - 1.3 Reflexivity
2. Methodological Perspectives(25 hrs.)
  - 2.1 The Comparative Method
  - 2.2 The Ethnographic Method
3. Modes of Enquiry(25 hrs.)
  - 3.1 Theory and Research
  - 3.2 Analysing Data: Quantitative and Qualitative

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each



Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

### **Reading Reference**

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

Discipline-Specific Elective 01  
(SOCGDSE01T)  
Semester V  
Gender and Sexuality

**Course Objective:**

This course aims to introduce the idea of gender and sexualities and how institutions and communities shape identities in contemporary societies. Through lectures, case study presentations, and classroom discussions, students will be sensitized toward the issues surrounding gender and sexuality. Further, the course will highlight how gendered identities are questioned in terms of resistance and how they persist despite resistance.

**Learning Outcomes:**

1. Students will have a conceptual understanding of the categories of gender, sex and sexuality.
2. A variety of case studies will widen their horizon for appreciating multiple identities of gender and sexuality.
3. Students will develop some reflexivity about their own lives on issues of gender, sexuality and identity

**Course Outline: course contents and itinerary**

1. Gender as a Social Construct (20 hrs.)
  - 1.1 Gender, Sex, Sexuality
  - 1.2 Patriarchy, Misogyny, Androcentrism, Gender stereotyping, Male Gaze
2. Gender: Differences and Inequalities (20 hrs.)
  - 2.1 Class, Caste
  - 2.2 Family, Work
3. Sexual Identities (20 hrs.)
  - 3.1 Heterosexual, Bisexual, Lesbian and Homosexual
  - 3.2, Transgender, Transvestite, Hijra, Koti
4. Politics of Gender (15 hrs.)
  - 4.1. Resistance and Movements: Women's and LGBTQ Movements in India

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

### **Reading References:**

1. Abbott, Pamela, Claire Wallace and Melissa Tyler. 2005. An Introduction to Sociology: Feminist Perspectives. London: Routledge.
2. Agarwal, B. 1994, A Field of one's Own, Gender and Land Rights in South Asia, Cambridge, Cambridge University Press
3. Altekhar, A.S. 1983, The Position of Women in Hindu Civilization. Delhi, Motilal Banarasadass, Second Edition: P Fifth Reprint.
4. Bhasin, Kamala. 1993. What is Patriarchy? New Delhi: Kali for Women.
5. Chanana, Karuna, 1988, Socialization, Women and Education, Explorations in Gender Identity, New Delhi
6. Fernandes, Leela. (ed). 2014. Routledge Handbook of Gender in South Asia. London: Routledge

**Discipline Specific Elective 02  
(SOCGDSE02T)  
Semester V  
Marriage, Family and Kinship**

**Course Objective:**

This course aims to highlight and critically examine contemporary concerns in marriage, family and kinship. It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

**Course Learning Outcomes:**

- Students will have a conceptual understanding of a historical and theoretical perspective on the anthropological study of kinship, also focusing on various issues related to the state of marriage and family in different societies.
- Develop a critical understanding of changes in marriage and family forms and those in definitions of kinship owing to other essential developments like new reproductive technologies, globalization, etc.

**Course Outline: course contents and itinerary**

1. Introduction: Kinship, Critique and the Reformulation (10 hrs.)
  - 1.1. Biological and Social Kinship
  - 1.2. Cultural Kinship
2. Descent, Alliance(20 hrs.)
  - 2.1. Descent, Filiation, Complimentary Filiation
  - 2.2. Marriage and Alliance
3. Family and Household(20 hrs.)
  - 3.1. Structure and Change
  - 3.2. Reimagining Families
4. Contemporary Issues in Marriage, Family and Kinship(25 hrs.)
  - 4.1. Choice and Regulation in Marriage
  - 4.2. Power and Discrimination in the Family
  - 4.3. New Reproductive Technologies
  - 4.4. Marriage Migration

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

### **Reading References:**

1. A.M. Shah, 1998 *The Family in India: Critical Essays*, New Delhi: Orient Blackswan
2. Baldassar, Loretta, and Laura Merla, eds. *Transnational families, migration and the circulation of care: Understanding mobility and absence in family life*. Vol. 29. Routledge, 2013.
3. Banerjee, Kakoli. "Gender stratification and the contemporary marriage market in India." *Journal of Family Issues* 20.5 (1999): 648-676.
4. Carsten, J., 2004, *After Kinship*, Cambridge: Cambridge University Press
5. Donner, Henrike. *Domestic goddesses: maternity, globalization and middle-class identity in contemporary India*. Routledge, 2016.
6. Dyson, Tim, and Mick Moore. "On kinship structure, female autonomy, and demographic behavior in India." *Population and development review* (1983): 35-60.
7. Kashyap, Lina. "The impact of modernization on Indian families: The counselling challenge." *International Journal for the Advancement of Counselling* 26.4 (2004): 341-350.
8. L. Stone (eds.), 2004 *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell
9. McAdoo, Harriette Pipes. *Family ethnicity: Strength in diversity*. Sage, 1999.
10. Patricia Uberoi (ed.), 1993 *Family, Kinship and Marriage in India*. Delhi: Oxford University Press
11. R. Chopra, C. Osella and F. Osella 2004 (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women

**Discipline Specific Elective 03  
(SOCGDSE03T)  
Semester VI  
Social Stratification**

**Course Objectives:**

- The course intends to familiarize students with various forms of social inequalities and their implications on social life.
- It introduces them to the concepts and theories of social stratification.
- The course offers an analytical view of the social structure and hierarchical relationships between individuals and groups in different societies.

**Course Learning Outcomes:**

1. To make students understand the pervasive nature of social inequality and their
2. contextual variations
3. Develop a critical understanding of the social structure and social change through the lens of social stratification
4. How persistence of inequality brings in anxieties and tension in social life
5. Social mobility and its impact on class position, class relationship, and social structure of society

**Course Outline: course contents and itinerary**

1. Social Stratification: Concepts and Approaches (15 hrs.)
2. Forms of Social Stratification (35 hrs.)
  - 2.1 Race and Ethnicity
  - 2.2 Caste and Class
  - 2.3 Gendering Inequality
  - 2.4 Poverty and Social Exclusion
3. Social Mobility: meaning types and factors responsible (25 hrs.)

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

### **Reading References:**

1. Ahmad, Imtiaz, ed. Caste and social stratification among Muslims in India. South Asia Books, 1978.
2. Arum, Richard, Irene R. Beattie and Karly Ford (eds.). 2011. The Structure of Schooling: Readings in the Sociology of Education. London: Sage.
3. Barber, Bernard. Social stratification: A comparative analysis of structure and process. Harcourt, Brace, 1957.
4. Bendix, Reinhard and Seymour Martin Lipset (eds.). 1967. Class, Status and Power. London: Routledge & Kegan Paul.
5. Beteille, Andre. 1977. Inequality among Men. London: Blackwell.
6. Bottero, Wendy. 2005. Stratification. London: Routledge.
7. Bottomore, T. B. 1971. Sociology: A Guide to Problems and Literature. London: George Allen & Unwin Ltd.

**Discipline Specific Elective 04  
(SOCGDSE04T)  
Semester VI  
Religion and Society**

**Course Objectives:**

- The course introduces students to an appropriate understanding of religion from a sociological perspective.
- Various approaches to religion, its diverse forms and contemporary religious issues are placed as significant syllabus themes.
- The objective of the course is to offer a holistic, empirical and comparative view of religion in India and its role in modern society.

**Course Learning Outcomes:**

1. Understanding religion from a cultural, social, symbolic, and comparative perspective
2. Respect for religious pluralism and cultural relativism
3. Relationship between the sociology of religion and sociology of knowledge
4. How religion is a guide to man" s life and it offers a world view to individual

**Course Outline: course contents and itinerary**

1. Understanding Religion (30 hrs.)
  - 1.1. Sociology of Religion: Meaning and Scope
  - 1.2. Sacred and Profane
  - 1.3 Religion and Rationalization
  - 1.4 Rites of Passage
2. Religion in India (30 hrs.)
  - 2.1. Hinduism
  - 2.2. Islam
  - 2.3. Christianity
  - 2.4. Sikhism
  - 2.5. Buddhism
3. Secularism vs Communalism (15 hrs.)

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each



### **Reading References:**

1. Asad, T. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, John Hopkins Press: Baltimore, pp 27-54.
2. Berger, Peter L. "Reflections on the Sociology of Religion Today." *Sociology of Religion* 62.4 (2001): 443-454.
3. Berger, Peter L. *The Sacred Canopy: Elements of a Sociological Theory of Religion*. Anchor/Open Road Media, 2011.
4. Berger, Peter, Thomas Luckmann. "Sociology of religion and sociology of Knowledge" *Sociology and Social Research* 47.4 (1963): 417-427
5. B  teille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.
6. Casanova, Jos  . *Public religions in the modern world*. University of Chicago Press, 1994
7. Dawson, Andrew. *Sociology of religion*. Hymns Ancient and Modern Ltd, 2011.
8. Dillon, Michele, ed. *Handbook of the Sociology of Religion*. Cambridge University Press, 2003.

**Generic Elective 01  
(SOCGGE01T)  
Semester V  
Polity and Society in India**

**Course Objectives**

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

**Course Learning Outcomes:**

1. Disciplinary knowledge: Students are introduced to basic concepts in political theory from a sociological perspective. The paper's primary objective is to familiarize undergraduate students with various political processes and developments in contemporary India.
2. Communication Skills: Students would be able to identify key concepts in political sociology and comment upon contemporary political issues.
3. Critical thinking: Students would be able to analyse the dynamics unfolding in politics in India critically. Understanding political processes from multiple perspectives would facilitate the achievement of the stated objective.
4. Problem Solving: The course enables students to understand the political processes from multiple perspectives and facilitates the formation of an informed and unbiased opinion.
5. Reflective thinking: Study of significant themes in politics and society in India would enable the students to acknowledge, identify and appreciate their role in the political process. Readings on political identities and resistance movements would facilitate the development of an empathetic temperament among students.

The qualification levels that the course on Polity and Society in India aims for are:

- To develop an understanding of the key concepts in political sociology and relate them to political processes in contemporary India.
- Ability to critically analyse the political dynamics and develop an empathetic understanding of the participation and representation of multiple social groups

**Course Outline: course contents and itinerary**

1. Studying Politics and Society in India: Culture and Ideology, Political Socialization, Political Participation and Mobilization, Political Consensus (15 hrs.)
2. Themes in Politics and Society in India (30 hrs.)
  - 2.1 Political Economy– The Role of State in Economic Development
  - 2.2 Political Machine – Federalism and Local Government; Political Parties and Vote Bank.
  - 2.3 Political Identities- Caste and Ethnicity
  - 2.4 Political Processes – Reservation; Uniform Civil Code

### 3. Separatism and Secessionism: Kashmir, Punjab, Mizoram, and Nagaland (30 hrs.)

#### **Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

#### **Reading References:**

1. Stepam, A.J. Linz Juan, et al (2011) 'Crafting State Nations'
2. P. Chatterjee, 1997. State and Politics in India. Delhi: OUP
4. James Manor (ed.) 1991 Rethinking Third World Politics, London: Longman
5. Z. Hasan (ed.) 2000, Politics and the State in India, New Delhi: Sage
6. Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. In Pursuit Of Lakshmi. Chicago: University of Chicago Press
7. M. J. Schwartz (ed.), 1968, Local level Politics: Social and Cultural Perspectives, London: University of London
8. A.Kohli (ed.), 2001 The Success of India's Democracy, Cambridge: Cambridge University Press

**Generic Elective 02  
(SOCGGEC02T)  
Semester VI  
Economy and Society**

**Course Objectives:**

The course introduces the students to the complex ways economic activity is embedded in social relations from a sociological viewpoint. Students learn to develop an alternative perspective on the economy and its various institutional and processual dimensions through comparative studies on economy and society.

**Learning Outcomes:**

1. Familiarizes critical concepts and theories about the interrelationship between economy and society
2. Describes the sociocultural basis of economic systems, institutions, and actors from a comparative perspective
3. To understand the current transformations of the economy by identifying its critical sociocultural processes and institutions.
4. Helps to formulate research questions and arguments about the socially embedded character of the economy

**Course Outline: course contents and itinerary**

1. Sociological Aspects of Economic Phenomenon (25 hrs.)
  - 1.1 Approaches: Formalism and Substantive
  - 1.2 Sociological Aspect of Economic Processes
2. Modes of Production (25 hrs.)
  - 2.1 Domestic Mode of Production
  - 2.2 Peasants
  - 2.3 Capitalism
  - 2.4 Socialism
3. Contemporary Issues (25 hrs.)
  - 3.1 Globalization
  - 3.2 Development

**Pattern of Questions**

Internal: 05 (attendance) and internal exam MCQ: 20 Marks

End Semester

Group-A Two questions 10 marks each

Group-B Four questions 05 marks each

Group-C Five questions 02 marks each

### **Reading References:**

1. Appadurai, Arjun. 1986. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press.
2. Dodd, Nigel. 1994 *The sociology of money: economics, reason & contemporary society*. Continuum Intl Pub Group.
3. Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge, UK: Polity Press.
4. Howes, D. (ed). 1996. *Cross-Cultural Consumption: Global Markets and Local Realities*. London: Routledge.
5. Pramanick & Ganguly (Ed), 2010, *Globalization in India*, New Delhi: PHI Learning
6. Sassen, Saskia. 2007. *A Sociology of Globalization*. New York: W.W. Norton & Co.

**Skill Enhancement Course 01  
(SOCSEEC01M)  
Semester V  
Theory and Practice of Development**

**Course Objectives:**

This course aims to familiarise students with the arguments of development theory in the decades of the 80s onwards and equip them with some of the methodologies in development practices adopted since then.

**Learning Outcomes:**

The course helps the students to develop an appreciation for a wide variety of approaches to development. Equally, the course aims to enable the students to design projects based on any one approach to development.

**Course Outline: course contents and itinerary**

1. What is development? (10 hrs.)
2. Recent trends in development (20 hrs.)
  - 2.1 Neo-liberalism: Growth as Development
    - 2.1a. Re-emergence of Neo-classical perspective
    - 2.1b. SAP and its Critique
  - 2.2 Post-development Theory (20 hrs.)
    - 2.2a. Knowledge as Power
    - 2.2b. Participatory Development
    - 2.2c. GAD 2.3 Sustainable Development Theory: UN Earth Charter 1992 (25 hrs.)
  - 2.3a. Hegemonic approach: PPP
  - 2.3b. Environmental discourse
3. Human Development Theory: Growth vs. Development (10 hrs.)

**Pattern of Questions**

Internal: 05 (attendance) and external exam 20 Marks (Project or assignment)

**Reading References**

- 1) Colclough, Christopher, and James Manor, eds. States or Markets? Neo-liberalism and the development policy debate. Oxford University Press, 1993.
- 2) Dreze, Jean, and Amartya Sen. "India: Economic development and social opportunity." OUP (1999).
- 3) Dreze, Jean, and Amartya Sen. India: Development and participation. Oxford University Press, USA, 2002.

**Skill Enhancement Course 02  
(SOCSEEC02M)  
Semester VI  
Gender Sensitization**

**Course Objective:**

This course will sensitize students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that directly bear gender relations.

**Learning Outcomes:**

The course deals with the various aspects of gender. After studying this paper, students should be able to:

1. explain the concepts of gender, sex, sexuality, patriarchy, and transgender
2. learn about the legal status and rights of women
3. understand and analyse the interrelations of gender, caste, class, politics, and disability

**Course Outline: course contents and itinerary**

1. Sex, Gender and Sexuality (20 hrs.)
  - 1.1 Introduction to debates on the social construction of sex and gender
  - 1.2 Cultural construction of masculinity and femininity
  - 1.3 Understanding sexual preference as a right
2. Gender, Family, Community and the State (10 hrs.)
3. Gender Rights and the Law (20 hrs.)
  - 3.1 Women's Rights in Indian Constitution: Fundamental Rights and Directive Principles
  - 3.2 Right to property
  - 3.3 Personal laws
  - 3.4 Violence against women
  - 3.5 Sexual harassment
  - 3.6 Rape
  - 3.7 Domestic violence
4. Women's Rights as Human Rights: U.N. Conventions, Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), Millennium Development Goals (MDGs) (25 hrs.)

**Pattern of Questions**

Internal: 05 (attendance) and external exam 20 Marks (Project or assignment)

## Reading References

1. Altekar, A.S. 1983, The Position of Women in Hindu Civilization. Delhi, Motilal Banarasadass, Second Edition: P Fifth Reprint.
2. Bhasin, Kamala. 1993. What is Patriarchy? New Delhi: Kali for Women.
3. Bilton, Tony et al. 1996. Introductory Sociology. New York: Palgrave.
4. Box, Steven. Power, Crime, and Mystification. London: Routledge, 1989