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No:

Date

বাংলা স্নাতক পর্যদের প্রস্তাবিত পাঠক্রম

সাম্মানিক স্তর

২০২০ শিক্ষাবর্ষ থেকে এই নতুন দিগ্‌বিদ্যালয়  
চালু করা হইল।

প্র. প্র. মানিক

08/10/2020

সভাপতি  
বাংলা, স্নাতক পর্যদ  
কল্যাণী বিশ্ববিদ্যালয়  
কল্যাণী, নদীয়া, ৭৪১২০৫



**UG – CBCS SYLLABUS – BENGALI HONOURS**

**SEMESTER & COURSE WISE CREDIT DISTRIBUTION IN B.A (BENGALI HONOURS)**

<b>SEMESTER I</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>COURSE NATURE</b>	<b>CREDIT</b>
BNG-H- CC-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) ও বাংলা ভাষাতত্ত্ব (১ম ভাগ)	CORE	6
BNG-H- CC-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) ও বাংলা ভাষাতত্ত্ব (২য় ভাগ)	CORE	6
BNG-H- GE-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী	GE	6
BNG-H-AECC-T-1	-----	AECC	2
<b>TOTAL</b>	<b>4 COURSES</b>	<b>TOTAL</b>	<b>20</b>
<b>SEMESTER II</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>COURSE NATURE</b>	<b>CREDIT</b>
BNG-H- CC-T-3	ছন্দ, কৃতিবাসী রামায়ণ ও বৈষ্ণব পদাবলী	CORE	6
BNG-H- CC-T-4	অলঙ্কার, শাক্তপদাবলী, অন্নদামঙ্গল	CORE	6
BNG-H- GE-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ), গদ্যের বিকাশ, সাময়িক পত্র ও ভাষার ইতিহাস	GE	6
BNG-H-AECC-T-1	বোধ পরীক্ষণ, পরিভাষা, কবিতা ও ছোটগল্প	AECC	2
<b>TOTAL</b>	<b>4 COURSES</b>	<b>TOTAL</b>	<b>20</b>
<b>SEMESTER III</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>COURSE NATURE</b>	<b>CREDIT</b>
BNG-H- CC-T-5	কথাসাহিত্যের রূপভেদ ও বাংলা ছোটগল্প	CORE	6
BNG-H- CC-T-6	বাংলা উপন্যাস	CORE	6
BNG-H- CC-T-7	বাংলা প্রবন্ধের রূপভেদ, জীবনী ও প্রবন্ধ	CORE	6
BNG-H- GE-T-3	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী	GE	6
BNG-H- SEC-T-1	বানান বিধি, গ্রন্থ সংশোধন, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2
<b>TOTAL</b>	<b>5 COURSES</b>	<b>TOTAL</b>	<b>26</b>
<b>SEMESTER IV</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>COURSE NATURE</b>	<b>CREDIT</b>
BNG-H- CC-T-8	বাংলা সমালোচনা ও প্রবন্ধ	CORE	6
BNG-H- CC-T-9	কাব্যের রূপভেদ, কাব্য ও উনিশ শতকের কবিতা	CORE	6
BNG-H- CC-T-10	বাংলা কবিতা	CORE	6
BNG-H- GE-T-4	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ), গদ্যের বিকাশ, সাময়িক পত্র, ভাষার ইতিহাস	GE	6
BNG-H- SEC-T-2	প্রতিবেদন, বিজ্ঞাপন, গবেষণার রীতি এবং প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2



TOTAL	5 COURSES	TOTAL	26
	SEMESTER V		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-11	উপন্যাস	CORE	6
BNG-H- CC-T-12	বাংলা নাটকের রূপভেদ, রসমঞ্চ ও নাটক	CORE	6
BNG-H- DSE-T-1	কাব্যতত্ত্ব, সাহিত্য তত্ত্ব ও সাহিত্য সমালোচনা	CORE	6
BNG-H- DSE-T-2	বাংলাদেশ ও বহির্বিশ্বে রচিত বাংলা সাহিত্য	CORE	6
TOTAL	4 COURSES	TOTAL	24
	SEMESTER VI		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-13	পরিবেশ ভাবনা ও বাংলা সাহিত্য	CORE	6
BNG-H- CC-T-14	সংস্কৃত সাহিত্যের ইতিহাস, ইংরাজী সাহিত্যের ইতিহাস ও লোক সাহিত্য	CORE	6
BNG-H- DSE-T-3	বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য	CORE	6
BNG-H- DSE-T-4	বাংলা ও প্রাদেশিক সাহিত্য	CORE	6
TOTAL	4 COURSES	TOTAL	24

#### বিতারিত পাঠ্যক্রম

	SEMESTER I		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) ও বাংলা ভাষাতত্ত্ব (১ম ভাগ)	CORE	6
পর্ব : ১ বাংলা সাহিত্যের ইতিহাস (প্রাচীন)			



প্রস্তাবনা ও প্রাথমিক আলোচনা : সামাজিক ও রাজনৈতিক পটভূমিকায় বাংলা ভাষা, জাতি ও সাহিত্যের সংক্ষিপ্ত পরিচয়, চর্যাপদ (দেশ-কাল-ভাষা-সাহিত্য-সমাজ-সংস্কৃতির চিত্র) তুর্কি আক্রমণ ও প্রতিক্রিয়া (সমাজ ও সাহিত্যে)।

পর্ব : ২ বাংলা সাহিত্যের ইতিহাস (মধ্যযুগ)

বড়ু চণ্ডীদাস ও শ্রীকৃষ্ণকীর্তন।

অনুবাদ সাহিত্য : ভাগবত (মালাধর বসু), রামায়ণ (কৃষ্ণবাস ওঝা) ও মহাভারত (কাশীরাম দাস)

বৈষ্ণব পদাবলী: বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস ও গোবিন্দদাস

শ্রীচৈতন্যজীবন ও জীবনী সাহিত্য: শ্রীচৈতন্য জীবনকথা, সাহিত্য ও সমাজে শ্রীচৈতন্য প্রভাব, চৈতন্যজীবনীসাহিত্য (বিশেষ গুরুত্বসহ বৃন্দাবনদাসের 'চৈতন্যভাগবত' ও কৃষ্ণদাস কবিরাজের 'শ্রীচৈতন্যচরিতামৃত' সম্পর্কে আলোচনা)

পর্ব: ৩ বাংলা সাহিত্যের ইতিহাস (মধ্যযুগ)

মঙ্গলকাব্যের উদ্ভব ও বিবর্তন : (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল, অন্নদামঙ্গল) সংজ্ঞা, বৈশিষ্ট্য, কাহিনি আলোচনা ও কবিদের আলোচনা (নারায়ণদেব, বিজয়গুপ্ত, কবিকঙ্কণ মুকুন্দরাম চক্রবর্তী, রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী, ভারতচন্দ্র রায়)।

মধ্যযুগের মুসলিম কবি ও কাব্য: দৌলত কাজী ও সৈয়দ আলাওল।

শাক্তপদাবলী – রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য।

পর্ব: ৪ বাংলা ভাষাতত্ত্ব

১. ভাষার সংজ্ঞা ও বৈশিষ্ট্য।
২. প্রাচীন ভারতীয় আর্যভাষা-মধ্য ভারতীয় আর্যভাষা-নব্য ভারতীয় আর্যভাষা।
৩. বাংলা ভাষার জন্ম ও ইতিহাস।
৪. প্রাচীন বাংলা-মধ্য বাংলা-আধুনিক বাংলা। (নিদর্শন, সময়কাল, বৈশিষ্ট্য)
৫. ধ্বনির বর্ণীকরণ- স্বরধ্বনি ও ব্যঞ্জনধ্বনি।
৬. বাংলা লিপির উদ্ভব ও বিকাশ।
৭. আন্তর্জাতিক ধ্বনিমূলক কর্মমালা (আই.পি.এ) নিয়মাবলী ও লিপ্যান্তর।

SEMESTER I			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) ও বাংলা ভাষাতত্ত্ব (২য় ভাগ)	CORE	6



**বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)**

**পদ্য ও প্রবন্ধ:** ফোর্ট উইলিয়াম কলেজ (উইলিয়াম কেরী, রামরাম বসু, মৃত্যুঞ্জয় বিদ্যালঙ্কার), রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, বামী বিবেকানন্দ, প্রমথ চৌধুরী।

**সাময়িক পত্র:** সাধারণ আলোচনা- দিগ্‌দর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র, কল্লোল।

**পর্ব: ২**

**কাব্য ও কবিতা:** ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, জসীমউদ্দীন, কামিনী রায়, মোহিতলাল মজুমদার, নজরুল ইসলাম, জীবনানন্দ দাশ, সুধীন্দ্রনাথ দত্ত, অমিয় চক্রবর্তী, বিষ্ণু দে, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়, শঙ্খ ঘোষ।

**নাটক:** মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ চন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, বিজন ভট্টাচার্য, শঙ্কু মিত্র।

**পর্ব: ৩**

**উপন্যাস:** বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, সতীনাথ ভাদুড়ী, সমরেশ বসু, আশাপূর্ণা দেবী।

**ছোটগল্প:** রবীন্দ্রনাথ ঠাকুর, প্রভাতকুমার মুখোপাধ্যায়, রাজশেখর বসু, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, মহাশ্বেতা দেবী।

**পর্ব: ৪**

১. বাংলা উপভাষা : রাঢ়ী, বঙ্গালী, বরেন্দ্রী, ঝাড়খড়ী, কামরূপী।

২. ধ্বনি পরিবর্তন (কারণ ও ধারা)।

৩. শব্দার্থ পরিবর্তন (কারণ ও ধারা)।

৪. বাংলা শব্দভান্ডার।

৫. রূপতত্ত্ব- লিঙ্গ, বচন, পুরুষ।

৬. সাধু ও চলিত ভাষা।



SEMESTER I			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-GE-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী	GE	6
পর্ব ১ বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ)			
চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য : রামায়ণ (কৃত্তিবাস), ও মহাভারত (কাশীরাম দাস), চৈতন্যজীবনী (চৈতন্যভাগবত, চৈতন্যচরিতামৃত), মনসামঙ্গল (নারায়ণদেব, বিজয়গুপ্ত), চণ্ডীমঙ্গল (কবিকঙ্কণ মুকুন্দরাম চক্রবর্তী), ধর্মমঙ্গল (রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (ভারতচন্দ্র রায়), শাক্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য)।			
পর্ব-২ ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী			
ছন্দ- দল, ছেদ, যতি, মাত্রা, পর্ব, পর্বাক্ষ, চরণ, পদ। বাংলা ছন্দের ত্রিধারা (দলবৃত্ত, কলাবৃত্ত, মিশ্রকলাবৃত্ত) সংজ্ঞা, বৈশিষ্ট্য, উদাহরণ সহ আলোচনা। ছন্দোলিপি-নির্ণয় ও বিশ্লেষণ।			
অলঙ্কার – সংজ্ঞাসহ উদাহরণ- অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।			
পর্ব ৩ বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত 'বৈষ্ণব পদ সংকলন' গ্রন্থের নির্বাচিত পদ (পর্যায়, পদ ও কবিপ্রতিভা)			
১. নীরদ নয়নে নীর ঘন সিন্ধুনে - গোবিন্দদাস ২. আমার শপতি লাগে - বলরাম দাস ৩. রাখার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস ৪. রূপ লাগি আঁখি বুঝে- জ্ঞানদাস ৫. কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস ৬. এ সখি হামারি দুখের নাহি ওর- বিদ্যাপতি ৭. কি কহব রে সখি আনন্দ ওর - বিদ্যাপতি			

SEMESTER II			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT



BNG-H-CC-T-3	ছন্দ, কৃতিবাসী রামায়ণ ও বৈষ্ণব পদাবলী	CORE	6
পর্ব-১ ছন্দ			
ছন্দ : দল, মাত্রা, ছেদ, যতি, যতিলোপ, পর্ব, পর্বঙ্গ, পংক্তি, চরণ, পদ। বাংলা ছন্দের ত্রিধারা- দলবৃত্ত, কলাবৃত্ত, মিশ্রকলাবৃত্ত (পয়ার, অমিত্রাক্ষর, মুক্তক, গদ্যছন্দ)- সংজ্ঞা, বৈশিষ্ট্য, উদাহরণসহ আলোচনা। ছন্দোলিপি: নির্ণয় ও বিশ্লেষণ।			
পর্ব-২ কৃতিবাসী রামায়ণ (উত্তরাকাণ্ড)			
কবি কৃতিবাস ওষার আবির্ভাবকাল, জীবন কাহিনি, প্রতিভা বিচার, কাব্য পাঠ ও বিশ্লেষণ।			
পর্ব-৩ বৈষ্ণব পদাবলী (নির্বাচিত)			
বৈষ্ণব পদাবলী: কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত 'বৈষ্ণব পদ সংকলন' গ্রন্থের নির্বাচিত পদ (পর্যায়, পদ ও কবিপ্রতিভা)			
<ol style="list-style-type: none"> <li>আজু হাম কি পেখলু নবদীপচন্দ- রাধামোহন ঠাকুর।</li> <li>দৌড়াইয়া নন্দের আগে- বলরাম দাস</li> <li>সই কেবা শুনাইল শ্যামনাম - চতীদাস</li> <li>আলো মুক্টি জানো না- জ্ঞানদাস</li> <li>মাধব কি কহব - গোবিন্দদাস</li> <li>পিরীতি সুখের সাযর- চতীদাস</li> <li>চির চন্দন উরে- বিদ্যাপতি</li> <li>আজু রজনী হাম ভাগে পোহায়লু - বিদ্যাপতি</li> <li>তাতল সৈকত বারিবিন্দুসম- বিদ্যাপতি</li> </ol>			

SEMESTER II			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-4	অলঙ্কার, শাস্ত্র পদাবলী, অন্নদামঙ্গল	CORE	6
পর্ব-১ অলঙ্কার			
অলঙ্কার (সংজ্ঞা, উদাহরণ, অলঙ্কার নির্ণয়) শব্দালঙ্কার : অনুপ্রাস, শ্লেষ, বক্রোক্তি, যমক। অর্থালঙ্কার : উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, সন্দেহ, ব্যতিরেক, বিরোধভাস, ব্যঙ্গবৃত্তি, অপকৃতি, অতিশয়োক্তি।			
পর্ব-২ শাস্ত্র পদাবলী			
শাস্ত্র পদাবলী: <ol style="list-style-type: none"> <li>গিরি, এবার আমার উমা এলে- রামপ্রসাদ সেন।</li> <li>আমি কি হেরিলাম নিশি স্বপনে- কমলাকান্ত ভট্টাচার্য।</li> <li>ওরে নবমী নিশি- কমলাকান্ত ভট্টাচার্য</li> <li>যেয়ো না রজনী আজি লয়ে তারাদলে- মধুসূদন দত্ত।</li> <li>শুকনো তরু সুগুণে না- কমলাকান্ত ভট্টাচার্য।</li> </ol>			



৬. মা আমায় ঘুরাবি কত- রামপ্রসাদ সেন  
৭. দোষ কারো নয় গো মা- দাশরথি রায়

**পর্ব- ৩ অন্নদামঙ্গল (১ম ভাগ) (নির্বাচিত অংশ)**

ভারতচন্দ্রের অন্নদামঙ্গল (১ম ভাগ): কাব্য পাঠ ( গ্রন্থসূচনা, কৃষ্ণচন্দ্রের সভাকবি, শিবের দক্ষালয় যাত্রা, শিববিবাহের সম্বন্ধ, শিবের বিবাহ যাত্রা, শিববিবাহ, কন্দল ও শিবনিন্দা, হরগৌরীর কথোপকথন, হরগৌরীর বিবাদসূচনা, হরগৌরীর কন্দল, শিবের ভিক্ষায় গমনোদ্যোগ, শিবের ভিক্ষাযাত্রা, অন্নপূর্ণার অধিষ্ঠান, শিবব্যাসে কথোপকথন, অন্নদার জরতীবশে ব্যাসছলনা, ব্যাসের প্রতি দৈববাণী, বসুন্ধরের মর্ত্যলোকে জন্ম, হরিহোড়ের বৃত্তান্ত, ভবানন্দের জন্মবৃত্তান্ত, অন্নদার ভবানন্দ ভবনে যাত্রা) বিশ্লেষণ ও কবি প্রতিভার পরিচয়।

**SEMESTER II**

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-GE-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব	CORE	6

**পর্ব-১ গদ্য-প্রবন্ধ ও কাব্য কবিতা**

গদ্য ও প্রবন্ধ: ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী।  
কাব্য কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ।

**পর্ব-২ উপন্যাস, ছোটগল্প, সাময়িক পত্র, নাটক**

উপন্যাস- বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়।  
ছোটগল্প- বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।  
সাময়িক পত্র : দিগদর্শন, সমাচার দর্শন, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র।

নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, হির্জেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর।

**পর্ব-৩ ভাষাতত্ত্ব**



১. বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ( প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা)।
২. সাধু ও চলিত
৩. বাংলা শব্দভান্ডার
৪. বাংলা উপভাষা
৫. ধ্বনি পরিবর্তনের কারণ ও ধারা ( অপিনিহিতি, অভিধ্রুতি, কবিপরিব্যয়, সমীভবন, ধ্বনিলোপ, ধ্বনির আগমন, নাসিক্যভবন, স্বরসঙ্গতি)।
৬. শব্দার্থ পরিবর্তনের কারণ ও ধারা।

SEMESTER II			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-AECC-T-1	বাংলা	AECC	2
পর্ব-১			
বোধ পরীক্ষণ			
পাঠ্যবিষয় বহির্ভূত রচনা থেকে নির্বাচিত হবে।			
পর্ব-২			
ক. পত্ররচনা (আবেদন পত্র)			
খ. প্রতিবেদন ( সংবাদপত্র প্রকাশ উপযোগী কোন ঘটনার প্রতিবেদন)			
গ. পরিভাষা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনের ২০০ টি পরিভাষা থেকে নির্বাচিত)			
পর্ব-৩			
ছোটগল্প: (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' থেকে নির্বাচিত)			
ঝোকাবাবুর প্রত্যাবর্তন- রবীন্দ্রনাথ ঠাকুর			
আদরিণী- প্রভাত কুমার মুখোপাধ্যায়			
কবিতা: (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' থেকে নির্বাচিত)			
নির্ঝরের স্বপ্নভঙ্গ- রবীন্দ্রনাথ ঠাকুর			
শিকল পরার গান- নজরুল ইসলাম			

SEMESTER III			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-5	কথাসাহিত্যের রূপভেদ ও বাংলা ছোটগল্প	CORE	6
পর্ব-১			
ক) ছোটগল্পের রূপভেদ সংজ্ঞা, বৈশিষ্ট্য ও শ্রেণি বিভাগ।			
খ) উপন্যাসের রূপভেদ- ঐতিহাসিক, সামাজিক, রাজনৈতিক, আঞ্চলিক, মনস্তাত্ত্বিক।			



পর্ব-২ রবীন্দ্রনাথের ছোটগল্প – গল্পগুচ্ছ
জীবিত ও মৃত, নিশীথে, অনধিকার প্রবেশ, অতিথি, স্ত্রীর পত্র।
পর্ব-৩ আধুনিক বাংলা ছোটগল্প
ক) প্রাক্ চল্লিশ বাংলা গল্প : বাংলা গল্প ও সমালোচনা সঙ্কলন, (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত) লক্ষণ-পরশুরাম, দেবী-প্রভাত কুমার মুখোপাধ্যায়, নারী ও নার্সিং- তারাশঙ্কর বন্দ্যোপাধ্যায়।
খ) উত্তর-চল্লিশ বাংলা ছোটগল্প : বাংলা গল্প ও সমালোচনা সঙ্কলন, (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত) হারাপের নাভজামাই - মানিক বন্দ্যোপাধ্যায়, পোনাঘাট পেরিয়ে- প্রেমেন্দ্র মিত্র, বান- মহাশ্বেতা দেবী।

	SEMESTER III		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-6	উপন্যাস	CORE	6
পর্ব-১ কৃষ্ণকান্তের উইল- বঙ্কিমচন্দ্র চট্টোপাধ্যায়।			
পর্ব-২ ঘরে বাইরে - রবীন্দ্রনাথ ঠাকুর।			
পর্ব-৩ শ্রীকান্ত (প্রথম পর্ব)- শরৎচন্দ্র চট্টোপাধ্যায়।			

	SEMESTER III		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-7	প্রবন্ধ নিবন্ধের রূপভেদ, জীবনী, প্রবন্ধ পাঠ	CORE	6
পর্ব-১			
প্রবন্ধ নিবন্ধের রূপভেদ: প্রবন্ধ, রম্যরচনা, পত্রসাহিত্য, ডায়েরী, জীবনীসাহিত্য, ভ্রমণসাহিত্য।			
পর্ব-২			
আমার জীবন- রাসসুন্দরী দেবী			
পর্ব-৩			
কমলাকান্তের দপ্তর – বঙ্কিমচন্দ্র চট্টোপাধ্যায়			
নির্বাচিত প্রবন্ধ- আমার মন, আমার দুর্গোৎসব, একা কে গায় ঐ, মনুষ্যকল, বিভাল।			



SEMESTER III			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-GE-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী	GE	6
পর্ব ১ বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ)			
চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য : রামায়ণ (কৃত্তিবাস), ও মহাভারত (কাশীরাম দাস), চৈতন্যজীবনী (চৈতন্যভাগবত, চৈতন্যচরিতামৃত), মনসামঙ্গল (নারায়ণদেব, বিজয়গুপ্ত), চণ্ডীমঙ্গল (কবিকঙ্কণ মুকুন্দরাম চক্রবর্তী), ধর্মমঙ্গল (রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (ভারতচন্দ্র রায়), শাক্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য) ।			
পর্ব-২ ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী			
ছন্দ- দল, ছেদ, যতি, মাত্রা, পর্ব, পর্বীক, চরণ, পদ । বাংলা ছন্দের ত্রিধারা (দলবৃত্ত, কলাবৃত্ত, মিশ্রকলাবৃত্ত) সংজ্ঞা, বৈশিষ্ট্য, উদাহরণ সহ আলোচনা। ছন্দোলিপি-নির্ণয় ও বিশ্লেষণ ।			
অলঙ্কার – সংজ্ঞাসহ উদাহরণ- অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।			
পর্ব ৩ বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত ‘বৈষ্ণব পদ সংকলন’ গ্রন্থের নির্বাচিত পদ (পর্যায়, পদ ও কবিপ্রতিভা)			
১. নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস			
২. আমার শপতি লাগে - বলরাম দাস			
৩. রাখার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস			
৪. রূপ লাগি আঁখি বুঝে- জ্ঞানদাস			
৫. কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস			
৬. এ সখি হামারি দুখের নাহি ওর- বিদ্যাপতি			
৭. কি কহব রে সখি আনন্দ ওর - বিদ্যাপতি			

SEMESTER III			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-SEC-T-1	বানান বিধি, গ্রন্থ সংশোধন, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2



পর্ব-১ বানান বিধি, গ্রুফ রিডিং।
পর্ব-২ গ্রন্থ পর্যালোচনা (যে কোন গ্রন্থ নির্বাচন করা যাবে)।
পর্ব-৩ কবিতা ও নাটক পাঠ।
পর্ব-৪ সাহিত্য বিষয়ক আলোচনাচক্র (ডাংক্ষনিক বিষয় ভিত্তিক)

এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত পরীক্ষক হিসেবে থাকবেন।

SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-8	বাংলা সমালোচনা সাহিত্য ও প্রবন্ধ	CORE	6
পর্ব-১ বাংলা গদ্য ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)			
সমালোচনা মূলক প্রবন্ধ: মোহিতলাল মজুমদার- আধুনিক বাংলা সাহিত্যে রোমান্টিক ভাবধারা। সরোজ বন্দ্যোপাধ্যায়- উপন্যাসে স্মৃতি।			
পর্ব-২ বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)			
প্রবন্ধ : বর্তমান সমাজ ও সংস্কৃতি -শ্রীনিরদচন্দ্র চৌধুরী বাঙালির আত্মপরিচয়- আনিসুজ্জামান রবীন্দ্রনাথ ও বাংলাদেশ- সন্জিদা খাতুন			
পর্ব-৩ রবীন্দ্রনাথের প্রবন্ধ (নির্বাচিত)			
নির্বাচিত প্রবন্ধ : সাহিত্যের তাৎপর্য (সাহিত্যের পথে), নরনারী (পঞ্চভূত), লাইব্রেরী (বিচিত্র প্রবন্ধ)।			

SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-9	কাব্যের রূপভেদ, কাব্য ও কবিতাপাঠ	CORE	6
পর্ব-১ কাব্যের সংজ্ঞা ও রূপভেদ			
কাব্যের সংজ্ঞা ও রূপভেদ: মহাকাব্য, গীতিকাব্য, সনেট, আখ্যানকাব্য, পত্রকাব্য, শোককাব্য, স্তোত্রকবিতা।			



<p>পর্ব-২</p> <p>বীরাদনা- (নির্বাচিত অংশ) মাইকেল মধুসূদন দত্ত : দুঃখভের প্রতি শকুন্তলা, সোমের প্রতি তারা, দশরথের প্রতি কেকয়ী, নীলধ্বজের প্রতি জনা।</p> <p>পর্ব-৩ শ্রী শ্রীকুমার বন্দ্যোপাধ্যায় ও শ্রীঅরুণ কুমার মুখোপাধ্যায় (সম্পাদিত) 'উনবিংশ শতকের গীতিকবিতা সংকলন' গ্রন্থ থেকে নির্বাচিত।</p> <p>নির্বাচিত কবিতা :</p> <ol style="list-style-type: none"> <li>১. শ্রাবণে - গিরীন্দ্রমোহিনী দাসী।</li> <li>২. ঠাইকেল মধুসূদন দত্ত - নবীনচন্দ্র সেন।</li> <li>৩. অক্লুত অভিসার - দেবেন্দ্রনাথ সেন।</li> <li>৪. শতকণ্ঠে কর গান - স্বর্ণকুমারী দেবী।</li> <li>৫. (ঐ) মহাসিদ্ধুর ওপার থেকে- দ্বিজেন্দ্রলাল রায়।</li> <li>৬. শিশুর হাসি- হেমচন্দ্র বন্দ্যোপাধ্যায়।</li> </ol>
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SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-10	বাংলা কবিতা	CORE	6
পর্ব-১ সঙ্কল্পিত (নির্বাচিত) – রবীন্দ্রনাথ ঠাকুর			
জীবনদেবতা (চিত্রা), প্রার্থনা (নৈবেদ্য) ভারততীর্থ (গীতাঞ্জলি), ঐকতান (জন্মদিনে)।			
পর্ব-২ প্রাক্ চল্লিশ পর্ব			
কাজী নজরুল ইসলাম : আমার কৈফিয়ৎ মোহিতলাল মজুমদার : কালাপাহাড় সত্যেন্দ্রনাথ দত্ত : স্বর্গাদপি পরীয়াসী সত্যেন্দ্রনাথ সেনগুপ্ত : দুঃখবাদী			
পর্ব-৩ উত্তর চল্লিশ পর্ব			



আধুনিক বাংলা কবিতা : 'বাংলা কবিতা ও প্রবন্ধ সংকলন' (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)

১. সুচেতনা - জীবনানন্দ দাশ।

২. ভোমাকে পাওয়ার জন্য হে স্বাধীনতা - শামসুর রাহমান।

৩. সংসারে সম্রাসী লোকটা - শক্তি চট্টোপাধ্যায়।

৪. মুখ ঢেকে যায় বিজ্ঞাপনে - শঙ্খ ঘোষ।

৫. সেই নারী- কবিতা সিংহ।

৬. পৃথিবী বাড়ুক রোজ - নবনীতা দেবসেন।

৭. দেবী - মল্লিকা সেনগুপ্ত।

#### SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-GE-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব	CORE	6
পর্ব-১ গদ্য-প্রবন্ধ ও কাব্য কবিতা			
গদ্য ও প্রবন্ধ: ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী।			
কাব্য কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ।			
পর্ব-২ উপন্যাস, ছোটগল্প, সাময়িক পত্র, নাটক			
উপন্যাস- বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়।			
ছোটগল্প- বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।			
সাময়িক পত্র : দিগদর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র।			
নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর।			
পর্ব-৩ ভাষাতত্ত্ব			



বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা),  
 সাধু ও চলিত  
 বাংলা শব্দভান্ডার  
 বাংলা উপভাষা  
 ধ্বনি পরিবর্তনের কারণ ও ধারা (অপিনিহিতি, অভিশ্রুতি, বপবিশ্রয়, সমীভবন, ধ্বনিলোপ, ধ্বনির আগমন, নাসিক্যীভবন, স্বরসঙ্গতি)।  
 শব্দার্থ পরিবর্তনের কারণ ও ধারা।

SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-SEC-T-2	প্রতিবেদন, বিজ্ঞাপন রচনা, গবেষণার রীতি পদ্ধতি ও ব্যবহারিক প্রয়োগ	SEC	2
পর্ব-১ প্রতিবেদন, বিজ্ঞাপন রচনা।			
পর্ব-২ গবেষণার রীতি পদ্ধতি।			
পর্ব-৩ সাহিত্য বিষয়ক প্রবন্ধ রচনা।			
পর্ব-৪ সঞ্চালনা, সংবাদ পাঠ।			

এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত পরীক্ষক হিসেবে থাকবেন।

SEMESTER V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-11	বাংলা উপন্যাস	CORE	6
পর্ব-১			
হাসুলি বাকের উপকথা - তারানন্দর বন্দ্যোপাধ্যায়।			
পর্ব-২			
পথের পাঁচালী - বিভূতিভূষণ বন্দ্যোপাধ্যায়।			



পর্ব-৩
অমাবস্যার গান- নারায়ণ গঙ্গোপাধ্যায়।

SEMESTER V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-12	নাটকের রূপভেদ, বঙ্গরঙ্গমঞ্চ ও বাংলা নাটক	CORE	6
পর্ব-১			
নাটকের রূপভেদ: ট্রাজেডি, কমেডি, প্রহসন, পৌরাণিক নাটক, ঐতিহাসিক নাটক, সামাজিক নাটক, একাক্ষ নাটক, রূপক সাংকেতিক, পঞ্চনাটক।			
পর্ব-২			
বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা : লেবেদেফের বেঙ্গলী থিয়েটার, নবীন বসুর থিয়েটার, বেলগাছিয়া নাট্যশালা, জোড়াসাঁকো নাট্যশালা, ন্যাশনাল থিয়েটার।			
পর্ব-৩			
নীলদর্পণ- দীনবন্ধু মিত্র রথের রশ্মি- রবীন্দ্রনাথ ঠাকুর			

SEMESTER V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-1	কাব্যতত্ত্ব, সাহিত্যতত্ত্ব, সাহিত্য সমালোচনা	CORE	6
পর্ব-১			
কাব্যজিজ্ঞাসা-অতুলচন্দ্র গুপ্ত (ধ্বনি ও রস)			
পর্ব-২			
সাহিত্যতত্ত্ব- ক্লাসিসিজম, রোমান্টিসিজম, রিয়ালিজম, ন্যাচারালিজম, সুররিয়ালিজম।			
পর্ব-৩			
সাহিত্য সমালোচনামূলক প্রবন্ধ (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত 'বাংলা গল্প ও সমালোচনা সংকলন' এর নির্বাচিত প্রবন্ধ)			



১. বিদ্যাপতি ও জয়দেব- বঙ্কিমচন্দ্র চট্টোপাধ্যায়
২. আধুনিকতা ও রবীন্দ্রনাথ- আবু সয়ীদ আইয়ুব।
৩. 'রক্তকরবী'র তিনজন- অন্নদাশঙ্কর রায়।

#### SEMESTER V

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-2	বাংলাদেশ ও বহির্বঙ্গে বাংলা ভাষায় রচিত সাহিত্য	CORE	6
পর্ব-১ বাংলাদেশ ও বহির্বঙ্গে বাংলা ভাষায় রচিত সাহিত্যের রূপরেখা			
ক) কবিতা			
১. মানুষ- নির্মলেন্দু গুণ (বাংলাদেশ)			
২. একটি সন্ধ্যা- অশোক বিজয় রাহা (আসাম)			
৩. আজও কী বৃষ্টি হবে না- স্বপন সেনগুপ্ত (ত্রিপুরা)			
খ) ছোটগল্প-			
১. জননী- হাসান আজিজুল হক (বাংলাদেশ)			
২. গুলি আর গুলির শব্দ - দীপক দেব (আসাম)			
৩. পরিব্রাণ- মীনাকী সেন (ত্রিপুরা)			
পর্ব-২ প্রবন্ধ			
১. ভাষা সংস্কার ও বাঙালি চেতনার বিকৃতি - আহমদ শরীফ (বাংলাদেশ)।			
২. বাংলা সাহিত্যের তৃতীয় ভূবন- বিজিত কুমার ভট্টাচার্য (আসাম)।			
৩. একুশের চিন্তা - বিশ্বজিৎ চৌধুরী (ত্রিপুরা)।			
পর্ব-৩ নাটক			
কবর- মুনীর চৌধুরী (বাংলাদেশ)			

#### SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-13	পরিবেশ ভাবনা ও বাংলা সাহিত্য	CORE	6
পর্ব ১			
ক. বাংলা সাহিত্য ও সংস্কৃতিতে পরিবেশ ভাবনা			
খ. কবিতা: রূপসী বাংলা- জীবনানন্দ দাশ, গাছ- অমিয় চক্রবর্তী, আগামী-সুভাষ ভট্টাচার্য, হায়ার জন্য- সুনীল গঙ্গোপাধ্যায়।			
পর্ব ২			



গল্প- গাহ-জ্যোতিরিন্দ্র নন্দী, অম্বা-বিমল কর, মহাপ্রাণের ঝগ-সাধন চট্টোপাধ্যায়, অকাজের বৌ-জয়া মিত্র।
পর্ব-৩
প্রবন্ধ: - রবীন্দ্রনাথ ঠাকুর- অরণ্যদেবতা-(পল্লীপ্রকৃতি), হলকর্ষণ-(পল্লীপ্রকৃতি), বনবাণী (ভূমিকা)।
পর্ব-৪
উপন্যাস: কিম্বর রায়- প্রকৃতি পাঠ।

SEMESTER VI			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T 14	সংস্কৃত সাহিত্যের ইতিহাস, ইংরাজী সাহিত্যের ইতিহাস ও লোকসাহিত্য	CORE	6
পর্ব-১ সংস্কৃত সাহিত্যের ইতিহাস			
কালিদাস, ভবভূতি, বাণভট্ট, শূদ্রক, জয়দেব।			
পর্ব-২ ইংরাজী সাহিত্যের ইতিহাস			
শেক্সপীয়র (নাটক), ওয়ার্ডসওয়ার্থ, শেলী, কিটস, চার্লস ডিকেন্স, এলিয়ট, বার্নার্ড শ।			
পর্ব-৩ লোকসাহিত্য			
লোকগীতি, গীতিকা, ছড়া, প্রবাদ-প্রবচন, খাঁধা।			

SEMESTER VI			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-3	বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য	CORE	6
পর্ব-১			



### বাংলা রূপকথা ও উপকথা

নীলকমল আর লালকমল, **গুণ্ডলা** - দক্ষিণারঞ্জন মিত্র মজুমদার  
টুনটুনি ও রাজার কথা- উপেন্দ্রকিশোর রায় চৌধুরী  
বান্ধাবিত্য- অবনীন্দ্রনাথ ঠাকুর  
লালু আর ডুলু- সুখলতা রাও  
ইচ্ছামতী- নবনীতা দেবসেন

পর্ব-২

ক) আবোল ভাবোল (নির্বাচিত) সুকুমার রায়  
খিচুড়ি, খুড়োর কল, গজবিচার, একুশে আইন।  
খ) পদিপিসির বর্মীবাক্স : লীলা মজুমদার

পর্ব-৩

### গোয়েন্দা সাহিত্য -

১. অচিন পাখি- শরদিন্দু বন্দ্যোপাধ্যায়।
২. তদন্ত- নারায়ণ গঙ্গোপাধ্যায়।
৩. গোলকধাম রহস্য- সত্যজিৎ রায়।
৪. গোয়েন্দা বরদাচরণ- শীর্ষেন্দু মুখোপাধ্যায়।
৫. রহস্যভেদ- আশালতা সিংহ।

### SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-4	বাংলা ও প্রাদেশিক সাহিত্য	CORE	6
পর্ব-১ প্রাদেশিক সাহিত্যের সংক্ষিপ্ত পরিচয়			
পর্ব-২ ছোটগল্প			
ভের(হিন্দি গল্প)-সুশী প্রেমচন্দ (কথাভারতী: হিন্দি গল্পগুচ্ছ- ড. নামবর সিং(সম্পাদ), অনুবাদ-ইন্দ্রাণী সরকার, এন.বি.টি পালোয়ানের ঢোলক- ফনীশ্বরনাথ রেনু, (ফনীশ্বরনাথ রেনুর শ্রেষ্ঠ গল্প) ভারত যাযাবর সম্পাদিত, অনুবাদ- প্রসূন মিত্র, এন.বি.টি জঞ্জাল বুড়ো- কৃশন চন্দর, (কথাভারতী, উর্দু গল্প সংকলন, প্রথম খণ্ড- ড. অরুণ কুমার মুখোপাধ্যায়(অনুদিত), এন. বি.টি। টোবাটেক সিং (উর্দু)- সাদাত হাসান মাল্টো অনুবাদ- (অনুবাদক অনুরাধা কুন্ডু)।			
পর্ব-২ মার্টিন মানুস (ওড়িয়া) কালিন্দীচরণ পাণিগ্রাহী (অনুবাদ- সুখলতা রাও)			
পর্ব-৩ নাটক			
চুউপা আদালত চলছে- বিজয় তেডুলকরা			



પ્ર. પ્રામાણિક 08/10/2022

સહાધી, રાંભા માતૃક ભવન (UGBOS),  
કમળાબી વિશ્વવિદ્યાલય, કમળાબી, નવીમ્લા

સહાધી  
સહાધી, રાંભા માતૃક ભવન  
કમળાબી વિશ્વવિદ્યાલય  
કમળાબી, નવીમ્લા, ૧૩૪૨૨૦૬



GOVERNMENT GENERAL DEGREE COLLEGE, CHAPRA  
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(AFFILIATED TO UNIVERSITY OF KALYANI)

No:

Date:

বাংলা স্নাতক পর্যদের প্রস্তাবিত পাঠক্রম

( সাধারণ স্তর )

২০২১ শিক্ষাবর্ষ- মেতে এই নতুন নির্দেশিকা  
চলু করা হুয়া।

প্র. প্রাধিকারিক

০৪/০৪/২০২১

সভাপতি

বাংলা, স্নাতক পর্যদ  
কল্যাণী বিশ্ববিদ্যালয়  
কল্যাণী, নদীয়া, ৭৪১২০৫



**UG-CBCS SYLLABUS -B.A GENERAL (SUBJECT- BENGALI)**

	SEMESTER-I		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
		CORE LANGUAGE 1	6
BNG-G-CCT-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) ছন্দ, অলঙ্কার ও বৈষ্ণব পদাবলী	CORE	6
		CORE	6
BNG-G-AECC-T-1	বাংলা	AECC	2
TOTAL	4 COURSES	TOTAL	20
	SEMESTER-II		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-LCC-T-1	শাক্তপদাবলী, কাব্য ও উপন্যাস	LANGUAGE 2	6
BNG-G-CC-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক) গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব	CORE	6
		CORE	6
BNG-G-AECC-T-1		AECC	2
TOTAL	4 COURSES	TOTAL	20
	SEMESTER-III		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
		LANGUAGE 1	6
BNG-G-CC-T-3	জীবনী, আত্মজীবনী ও ভ্রমণকাহিনী	CORE	6
		CORE	6
BNG-G-SEC-T-1	শ্রদ্ধা সংশোধন, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2
TOTAL	4 COURSES	TOTAL	20

	SEMESTER-IV		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-LCC-T-2	কবিতা ও নাটক ও ছোটগল্প	LANGUAGE 2	6
BNG-G-CC-T-4	বাংলা উপন্যাস, নাটক ও প্রবন্ধ	CORE	6
		CORE	6
BNG-G-SEC-T-2	প্রতিবেদন, বিজ্ঞাপন রচনা, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2



TOTAL	4 COURSES	TOTAL	20
	SEMESTER-V		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-DSE-T-1	কাব্যতত্ত্ব, সাহিত্য তত্ত্ব ও সাহিত্য সমালোচনা	DSE	6
		DSE	6
BNG-G-GE-T-1	বাংলা রসমঞ্চ ও নাটক পাঠ	GE	6
BNG-G-SEC-T-3	লোকমান	SEC	2
TOTAL	4 COURSES	TOTAL	20
	SEMESTER-VI		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-DSE-T-2	বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য	DSE	6
		DSE	6
BNG-G-GE-T-2	পরিবেশ ভাবনা ও বাংলা সাহিত্য	GE	6
BNG-G-SEC-T-4	প্রফ, আই.পি.এ ও প্রবন্ধ রচনা	SEC	2
TOTAL	4 COURSES	TOTAL	20
TOTAL	24 COURSES	TOTAL	120

### বস্তারত পঠিত

SEMESTER-			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-CC-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) ছন্দ, অলঙ্কার ও বৈষ্ণব পদাবলী	CORE	6
পর্ব-১ সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ)			
চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্যভাগবত, চৈতন্যচরিতামৃত) অনুবাদ সাহিত্য (কৃত্তিবাসী রামায়ণ ও কাশীদাসী মহাভারত), মনসামঙ্গল, (বিজয়গুপ্ত ও নারায়ণদেব) চতুর্মঙ্গল (মুকুন্দ চক্রবর্তী), ধর্মমঙ্গল (ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (কবি ভারতচন্দ্র রায়), শান্ত পদাবলী (রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য)			
পর্ব-২ ছন্দ ও অলঙ্কার			
ছন্দ : দল, ছেদ, যতি, পর্ব, মাত্রা, চরণ, পদ-সংজ্ঞা ও উদাহরণ. বাংলা ছন্দের ত্রিখণ্ড (স্বরবৃত্ত, মাত্রাবৃত্ত ও মিশ্রকলাবৃত্ত) অলঙ্কার- সংজ্ঞা ও উদাহরণ - অনুপ্রাস, যমক, প্লেব, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।			
পর্ব-৩ বৈষ্ণব পদাবলী (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'বৈষ্ণব পদ সঙ্কলন' গ্রন্থের নির্বাচিত পদ)			



১. নীরদ নয়নে নীর ঘন সিকনে- গোবিন্দদাস
২. আমার শপথি লাগে- বলরাম দাস
৩. রাখার কি হৈল অন্তরে ব্যথা- চণ্ডীদাস
৪. কণ্টক গাড়ি কমলসম পদডল- গোবিন্দদাস
৫. এ সবি হামারি দুখের নাহি ওর- বিদ্যাপতি

### SEMESTER- I

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-AECC-T-1	বাংলা	AECC	2

#### পর্ব-১ বোধ পরীক্ষণ

পাঠ্য বহির্ভূত যে কোন রচনার নির্বাচিত অংশ

#### পর্ব-২

ক. পত্ররচনা- আবেদন পত্র

খ. প্রতিবেদন- সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা।

গ. পরিভাষা - (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' গ্রন্থ নির্বাচিত ২০০টিই পাঠ্য)

#### পর্ব-৩

হোটসম- (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' গ্রন্থ নির্বাচিত)

খোকাবাবুর প্রত্যাবর্তন- রবীন্দ্রনাথ ঠাকুর

আদরিণী- প্রভাত কুমার মুখোপাধ্যায়

কবিতা (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' গ্রন্থ নির্বাচিত)

নির্ব্বরের স্বপ্নভঙ্গ- রবীন্দ্রনাথ ঠাকুর

শিকল পরার গান- কাজী নজরুল ইসলাম।



SEMESTER- II			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-LCC-T-1	শাক্ত পদাবলী, কাব্য ও উপন্যাস	LANGUAGE 2	6

<b>পর্ব-১ শাক্ত পদাবলী</b> (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'শাক্ত পদ সংকলন' গ্রন্থের নির্বাচিত পদ)	
১. গিরি, এবার আমার উমা এলে- রামপ্রসাদ সেন	
২. আমি কি হেরিলাম নিশি স্বপনে-কমলাকান্ত ভট্টাচার্য	
৩. ওরে নবমী নিশি- কমলাকান্ত ভট্টাচার্য	
৪. যেয়ো না রজনী আজি লয়ে তারাদলে- মধুসূদন দত্ত	
৫. মা আমার ঘুরাবি কত - রামপ্রসাদ সেন।	
<b>পর্ব-২ কাব্য</b>	
মেঘনাদবধ কাব্য (যষ্ঠ সর্গ)	
<b>পর্ব- ৩ উপন্যাস</b>	
পল্লীসমাজ-শরৎচন্দ্র চট্টোপাধ্যায়	

SEMESTER- II			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-CC-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) পদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব	CORE	6
<b>পর্ব-১ পদ্য,প্রবন্ধ ও কাব্য কবিতা</b>			
পদ্য ও প্রবন্ধ- ফোর্ট উইলিয়াম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর। কাব্য কবিতা- ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ।			
<b>পর্ব- ২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক</b>			
উপন্যাস- বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়। ছোটগল্প- বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়। সাময়িকপত্র- দিগদর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র। নাটক: মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর।			
<b>পর্ব- ৩ ভাষাতত্ত্ব</b>			
ভাষাতত্ত্ব: বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ(প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা), সাধু ও চলিত বাংলা, বাংলা শব্দভান্ডার, বাংলা উপভাষা (গাঢ় ও বঙ্গালী), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অগ্নিনিহিত্তি, অভিশ্রুতি, কণ্ঠস্বর্যয়, সমীভবন, মধ্য স্বরলোপ, স্বরভক্তি,			



ক্রতিধ্বনি, নাসিকীভবন, স্বরসজ্জতি।

### SEMESTER- III

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-CC-T-3	জীবনী, আত্মজীবনী ও ভ্রমণকাহিনী	CORE	6
পর্ব-১			
জীবনী, আত্মজীবনী, ও ভ্রমণকাহিনী – সংজ্ঞা ও বৈশিষ্ট্য			
পর্ব-২			
জীবনস্মৃতি- রবীন্দ্রনাথ ঠাকুর (নির্বাচিত অংশ) শিকারভ, ঘর ও বাহির, ভূতুরাজক তত্ত্ব, নর্মাল স্কুল, কবিতা রচনারভ, নানা বিদ্যার আয়োজন, পিতৃদেব, হিমালয় যাত্রা, গীতচর্চা, ভানুসিংহের কবিতা, স্বাদেশিকতা, সঙ্ঘা-সঙ্গীত, মৃত্যুশোক, বর্ষা ও শরৎ, কড়ি ও কোমল।			
পর্ব-৩			
পালামৌ- সঞ্জীবচন্দ্র চট্টোপাধ্যায়			

### SEMESTER- III

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-SEC-T-1	গ্রন্থ সংশোধন, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2
পর্ব-১ বানান বিধি, গ্রন্থ সংশোধন			
পর্ব-২ গ্রন্থ পর্যালোচনা (যে কোন গ্রন্থ নির্বাচন করা যাবে)			
পর্ব-৩ সাহিত্য বিষয়ক আলোচনা চক্র।			
পর্ব-৪ কবিতা ও নাটক পাঠ			

বি.দ্র- এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত হিসেবে নির্দিষ্ট কলেজে গিয়ে পরীক্ষা নেবেন।

### SEMESTER- IV

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-LCC-T-2	কবিতা ও নাটক ও ছোটগল্প	CORE LANGUAGE 1	6
পর্ব-১ কবিতা ও নাটক			
কবিতা- জন্মভূমির প্রতি- মধুসূদন দত্ত সোনার তরী- রবীন্দ্রনাথ ঠাকুর বনলতা সেন- জীবনানন্দ দাশ			
পর্ব-২ নাটক			



ডাকঘর- রবীন্দ্রনাথ ঠাকুর
পর্ব-৩ ছোটগল্প
ছুটি- রবীন্দ্রনাথ ঠাকুর অতিথি- সত্যজিৎ রায় খগেনবাবু- শীর্ষেন্দু মুখোপাধ্যায়।

SEMESTER- IV			
COURSE CODE	COURSE TITLE	COURSE ATURE	CREDIT
BNG-G-CC-T-4	বাংলা উপন্যাস, নাটক, প্রবন্ধ	CORE	6
পর্ব-১ উপন্যাস			
কপালকুন্ডলা - বঙ্কিমচন্দ্র চট্টোপাধ্যায়			
পর্ব-২ নাটক			
একেই কি বলে সভ্যতা- মধুসূদন দত্ত			
পর্ব-৩ প্রবন্ধ			
বিবেচনা ও অবিবেচনা- রবীন্দ্রনাথ ঠাকুর গটুয়া শিল্প- যামিনী রায়।			

SEMESTER- IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-SEC-T=2	প্রতিবেদন, বিজ্ঞাপন রচনা, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য	SEC	2
পর্ব-১ প্রতিবেদন ও বিজ্ঞাপন রচনা			
পর্ব-২ সাহিত্য বিষয়ক প্রবন্ধ রচনা			
পর্ব-৩ সঞ্চালনা ও সংবাদ পাঠ			



বি.স্ব-এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত হিসেবে নির্দিষ্ট কলেজে গিয়ে পরীক্ষা নেবেন।

SEMESTER- V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-DSE-T-4	কাব্যতত্ত্ব, সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা	DSE	6

পর্ব-১ কাব্যতত্ত্ব
কাব্যজিজ্ঞাসা- অতুলচন্দ্র গুপ্ত (ধ্বনি ও রস)
পর্ব-২ সাহিত্যতত্ত্ব
ক্লাসিসিজম, রোমান্টিসিজম, রিয়ালিজম, ন্যাচারলিজম।
পর্ব-৩ সাহিত্য সমালোচনা
(কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'বাংলা গল্প ও সমালোচনা সম্বলন' গ্রন্থ নির্বাচিত প্রবন্ধ)
১. বিদ্যাপতি ও জয়দেব- বঙ্কিমচন্দ্র চট্টোপাধ্যায়
২. আধুনিকতা ও রবীন্দ্রনাথ- আবু সয়ীদ আইয়ুব।

SEMESTER- V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-GE-T-1	নাটকের রূপভেদ, বাংলা রঙ্গমঞ্চ ও নাটক	GE	6

পর্ব-১ নাটকের রূপভেদ
ট্রাজিডি, কমেডি, প্রহসন, পৌরাণিক নাটক, ঐতিহাসিক নাটক, সামাজিক নাটক।
পর্ব-২ বাংলা রঙ্গমঞ্চ
লেবেদেফের বেঙ্গলী থিয়েটার, নবীন বসুর থিয়েটার, বেলগাছিয়া নাট্যশালা, জোড়াসাঁকো নাট্যশালা, ন্যাশনাল থিয়েটার।
পর্ব-৩
নীলদর্পণ- দীনবন্ধু মিত্র।
রঞ্জন- রবীন্দ্রনাথ ঠাকুর।



(সংক্ষেপিত)

**SEMESTER- V**

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-SEC-T-3	লোকগান	SEC	2
পর্ব-১ ভূমিকা ও লোকগান সম্পর্কে প্রাথমিক আলোচনা			
ক. ভূমিকা ও বিষয় ভিত্তিক লোকগান সম্পর্কে প্রাথমিক আলোচনা খ. বিশ্লেষণ: ঋতুর গান- বৈশাখী দিন যায় খর তাপ লাগে গায় বিয়ের গান- মেহেদির পাঁতা চিরল গোচারল			
পর্ব-২ তত্ত্বমূলক গান			
ক. তত্ত্বমূলক গান সম্পর্কে প্রাথমিক আলোচনা খ. বিশ্লেষণ: সব লোকে কয় লালন কি জাত সংসারে- লালন সাঁই এই ধর্মের বিচার করো রে ভাই- কুবীর গোসাই।			
পর্ব-৩ ভাওয়াইয়া, ভাটিয়ালি, আলকাপ			
ক. ভাওয়াইয়া, ভাটিয়ালি, আলকাপ এর সম্পর্কে প্রাথমিক আলোচনা খ. বিশ্লেষণ: যে জন প্রেমের ভাব জানে না (ভাওয়াইয়া) পদ্মা গাঙের মাঝি ও ভাই (ভাটিয়ালি) বড় দুঃখ পাইয়া বাংলার শিল্পী মরত্যাছে (আলকাপ)			

**SEMESTER- VI**

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-DSE-T-2	বাংলা রূপকথা, শিশু কিশোর, পোয়েন্দা সাহিত্য	DSE	6

পর্ব-১

বাংলা উপকথা ও রূপকথা  
নীলকমল আর লালকমল, ঘুমন্তপুরী -দক্ষিণারঞ্জন মিত্র মজুমদার  
টুনটুনি ও রাজার কথা- উপেন্দ্র কিশোর রায়চৌধুরী  
বাগ্মদিত্য-অবনীন্দ্রনাথ ঠাকুর  
লালু আর ভুলু- সুখলতা রায়



ইচ্ছামতী- নবনীতা দেবসেন
পর্ব-২ শিশু কিশোর সাহিত্য
ক) আবোল ভাবোল (নির্বাচিত) সুকুমার রায় খিচুড়ি, খুড়োর কল, হাতুড়ে, একুশে আইন।
পর্ব-৩ গোয়েন্দা সাহিত্য
১. নারায়ণ গঙ্গোপাধ্যায়- ভদ্রান্ত ২. শীর্ষেন্দু মুখোপাধ্যায়- গোয়েন্দা বরদাচরণ। ৩. সত্যজিৎ রায়- গোলকধাম রহস্য ৪. আশালতা সিংহ- রহস্যভেদ

SEMESTER- VI			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-GE-T-2	পরিবেশ ভাবনা ও বাংলা সাহিত্য	GE	6
পর্ব-১ বাংলা সাহিত্য ও সংস্কৃতিতে পরিবেশ ভাবনা			
পর্ব-২ কবিতা ও প্রবন্ধ			
কবিতা: রূপসী বাংলা- জীবনানন্দ দাশ, গাছ- অমিয় চক্রবর্তী, আগামী- সুকান্ত ভট্টাচার্য। প্রবন্ধ: রবীন্দ্রনাথ ঠাকুর- অরণ্যদেবতা(পল্লীপ্রকৃতি)-রবীন্দ্রনাথ ঠাকুর, হলকর্ষণ (পল্লীপ্রকৃতি), বনবাণী(ভূমিকা)।			
পর্ব-৩ গল্প ও উপন্যাস			
গল্প- গাছ- জ্যোতিরিন্দ্র নন্দী, অশ্বখ- বিমল কর, অকাজের বৌ-জয়া মিত্র। উপন্যাস- কিন্নর রায়- প্রকৃতি পাঠ।			

SEMESTER- VI			
	COURSE TITLE	COURSE NATURE	CREDIT
BNG-G-SEC-T-4	প্রক সংশোধন, আই.পি.এ ও প্রবন্ধ রচনা	SEC	2
পর্ব-১			
প্রক সংশোধন			
পর্ব-২			
আই.পি.এ (আন্তর্জাতিক ধনিমূলক কর্মশালা)			
পর্ব-৩			
সাহিত্য বিষয়ক প্রবন্ধ রচনা			



প্র.প্রা.স্ব.স্ব. 08/10/2021

সভাপতি, বাংলা স্নাতক পর্যদ (UGBOS)  
কল্যাণী বিশ্ববিদ্যালয়, কল্যাণী, নদীয়া

সভাপতি  
বাংলা, স্নাতক পর্যদ  
কল্যাণী বিশ্ববিদ্যালয়  
কল্যাণী, নদীয়া, ৭৪১২০৫





**GOVERNMENT GENERAL DEGREE COLLEGE, CHAPRA**

**OFFICE OF THE PRINCIPAL**

**HIGHER EDUCATION DEPARTMENT**

**GOVERNMENT OF WEST BENGAL**

AT: SHIKRA, P.O. PADMAMALA, DIST: NADIA, PIN CODE: 741123, W.B, INDIA. Email: [cgcollege2015ku@gmail.com](mailto:cgcollege2015ku@gmail.com)

**(AFFILIATED TO UNIVERSITY OF KALYANI)**

**SYLLABUS OF CHEMISTRY-(General)**

**2. Environmental Chemistry**

**(16L)**

- a. The Atmosphere: composition and structure of the atmosphere; troposphere, stratosphere, mesosphere and thermosphere; ozone layer and its role; major air pollutants: CO, SO<sub>2</sub>, NO<sub>x</sub> and particulate matters – their origin and harmful effects; problem of ozone layer depletion; green house effect; acid rain and photochemical smog; air pollution episodes: air quality standard; air pollution control measures: cyclone collector, electrostatic precipitator, catalytic converter.
- b. The Hydrosphere: environmental role of water, natural water sources, water treatment for industrial, domestic and laboratory uses; water pollutants; action of soaps and detergents, phosphates, industrial effluents, agricultural runoff, domestic wastes; thermal pollution, radioactive pollution and their effects on animal and plant life; water pollution episodes: water pollution control measures : waste water treatment; chemical treatment and microbial treatment; water quality standards: DO, BOD, COD, TDS and hardness parameters; desalination of sea water : reverse osmosis, electrodialysis.
- c. The Lithosphere: water and air in soil, waste matters and pollutants in soil, waste classification, treatment and disposal; soil pollution and control measures.

**Reading:**

1. Gangopadhyay, P. K. Application Oriented Chemistry, Book Syndicate.
2. Mondal, A. K & Mondal, S. Degree Applied Chemistry, Sreedhar Publications.
3. Banerjee, S. P. A Text Book of Analytical Chemistry, The New Book Stall.
4. Gangopadhyay, P. K. Application Oriented Chemistry, Book Syndicate. 6. Mondal, A. K & Mondal, S. Degree Applied Chemistry,





# GOVERNMENT GENERAL DEGREE COLLEGE, CHAPRA

## OFFICE OF THE PRINCIPAL HIGHER EDUCATION DEPARTMENT GOVERNMENT OF WEST BENGAL

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(AFFILIATED TO UNIVERSITY OF KALYANI)

No:

Date:

### Department of English

#### B.A. ENGLISH (Honours)

##### SEMESTER-I

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-1	Indian Classical Literature	Core	6	60+15=75

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Vyasa. "The Dicing" and "The Sequel to Dicing". Book V. "The Book of Effort" in <i>The Mahabharata</i> . Tr. And ed. J.A.B. van Buitenen. Chicago: Brill, 1975.	2,5	16 X2; 9X5
	IlangoAdigal. "The Book of Banci", in <i>Cilappatikaram. The Tale of an Anklet</i> . Bk.3.Tr. R. Parthasarathy. New Delhi: Penguin, 2004.	2,5	
B	Kalidasa. <i>AbhijnanaShakuntalam</i> . Tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i> . New Delhi: Penguin, 1989.	10	4X10
	"The Book of the Assembly Hall", "The Temptation of Karna", Book V. "The Book of Effort" in <i>The Mahabharata</i> . Tr. And ed. J.A.B. van Buitenen. Chicago: Brill, 1975.	10	
	Sudraka. <i>Mrcchakatika</i> . Tr. M.M.Ramachandra Kale. New Delhi: MotilalBanarsidas, 1962.	10	

#### B.A. ENGLISH (Honours)

##### SEMESTER-I

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-2	European Classical Literature	Core	6	60+15=75

Group	Texts	Marks of questions to be set	Numbers of questions to be set
	Plautus. <i>Pot of Gold</i> . Tr. E.F. Watling. Harmondsworth: Penguin, 1965.	2,5	



A	Ovid. Selections from <i>Metamorphoses</i> . Book III: Bacchus: lines 512 - 733. ("Now Pentheus, son of Echion..." to "...worshipping at the holy altars"). The prescribed portion covers the subtitles "The Story of Acoetes", "The Fate of the Lydian Sailors" and "The Death of Pentheus". Book IV: Pyramus and Thisbe: lines 55 - 164. ("Pyramus and Thisbe lived next door to each other..." to "...rest together in a single urn."). Book VI: "The story of Tereus, Procne and Philomela". Ll. 413 - 674. ("All the neighboring princes came to Thebes..." "This bird is called the hoopoe, and it looks as if it were accoutered for battle.") "Philomela" (Bk. VI). Tr. Mary M. Innes. Harmondsworth: Penguin, 1975.	2,5	16 X2
	Horace. "Epistle I". Bk. I. <i>The Satires of Horace and Persius</i> . Tr. Niall Rudd. Penguin, 2005.	2,5	9X5
B	Homer. Books I and II. <i>The Iliad</i> . Tr. E. V. Rieu. Harmondsworth: Penguin, 1985.	10	4X10
	Sophocles. "Oedipus the King". Tr. Robert Fagles in <i>Sophocles: The Three Theban Plays</i> . Harmondsworth: Penguin, 1984.	10	

**B.A. ENGLISH (Honours)  
SEMESTER-III**

Course Code		Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-6		Popular Literature	Core	6	60+15=75
Group	Texts			Marks of questions to be set	Numbers of questions to be set
A					16 X2;
	Durgabai Vyam and Shubhash Vyam. <i>Bhimayana: Experiences of Untouchability./ Autobiographical Notes on Ambedkar</i> (for visually challenged students)			2,5	9X5
B	Lewis Carroll. <i>Through the Looking Glass</i> . Shyam Selvadurai. <i>Funny Boy</i> .			10	4X10
	Agatha Christie. <i>The Murder of Roger Ackroyd</i> .				

**B.A. ENGLISH (Honours)  
SEMESTER-V**

Course Code		Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-11		Women's Writing	Core	6	60+15=75

Group	Texts			Marks of questions to be set	Numbers of questions to be set
	Emily Dickinson. "I cannot live with you". "I'm „wife“- I've finished that"			2,5	16 X2;
	Sylvia Plath. "Daddy", "Lady Lazarus"			2,5	9X5



A	Maya Angelou. "Caged Bird". The Complete Collected Poems of Maya Angelou. Random House Inc., 1994.	2,5	
	Katherine Mansfield. "Bliss"	2,5	
	Mahashweta Devi. "Draupadi". Translated with a foreword by GayatriChakravortySpivak. <i>Critical Inquiry</i> , Vol. 8, No. 2, Writing and Sexual Difference. (Winter, 1981), pp. 381-402.	2,5	
	Rassundari Debi. Excerpts from <i>Amar Jiban</i> in <i>Women's Writing in India</i> . Vol.1. Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 191-202.	2,5	
B	Alice Walker. <i>The Color Purple</i> .	10	4X10
	Mary Wollstonecraft. Chapter II. <i>A Vindication of the Rights of Woman</i> . Norton Critical Edition. 1988. Pp.19-38.	10	
	Ramabai Pandita. "A Testimony of our Inexhaustible Treasures".		
	<i>Pandita Ramabai through Her Own Words: Selected Works</i> . Tr. Meera Kosambi. New Delhi: OUP, 2000. pp. 295-324.		





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(AFFILIATED TO UNIVERSITY OF KALYANI)

No:

Date:

The Department of History of Govt. General Degree College, Chapra integrates crosscutting issues relevant to *professional ethics, gender, human values, environment and sustainability* in transacting its curricula at UG level:

6. A.G.Hopkins : *An Economic History of West Africa*
7. Ralph Austen : *African Economic History*
8. Donald Crummy ed. : *Banditry, Rebellion and Social Protest in Africa*

**Course – III**

**History of Women in India**

**Unit-1** : Women in the Indian tradition – different socio-religious movements in pre-colonial India and women's position re-defined.

**Unit-2** : Feminism revisited in the Indian context – the women's question in 19<sup>th</sup> century India during colonial modernization – the debates on Sati and Purdah.

**Unit-3** : The nationalist resolution on the women's question – women in the freedom movement in India.

**Unit-4** : Emerging new woman in post-colonial India – women's organizations and fight against their marginalization – women in Indian literature and performing art.

**Reading**

1. C.T.Mohanty : *Third World women and the Politics of Feminism*
2. Rinita Mazumder : *A Short Introduction to Feminist theory*
3. Kumkum Sangari and Sudesh Vaid eds. : *Recasting Women*
4. Clarisse Bader : *Women in Ancient India*
5. M.Kaur : *Women in Indian Freedom Struggle*
6. Mrinalini Sinha : *Colonial Politics and the Idea of Masculinity*
7. Rajat Kanta Roy ed. : *Mind, Body and Society*
8. Geraldine Forbes : *Women in Modern India*

**Generic Elective**

(Any four out of six courses, one course in each semester up to the 4<sup>th</sup> one)



## Generic Elective

(Any four out of six courses, one course in each semester up to the 4<sup>th</sup> one)

### Course – I

#### Human Rights in India

**Unit-1** : Basic concepts and theories of human rights – social structure and the question of human rights in India, gender, caste, class and religion – state and human rights, politics and economic policies.

**Unit-2** : International Conventions and Charters on human rights – Constitution of India and provisions for protection of human rights – legislation and landmark court judgments on human rights in India.

**Unit-3** : History of human right movements in India – intensity and impact.

**Unit-4** : Women's rights in India – the question of women's empowerment – women's access to resources of the country – violence against women, protective laws, protests and movements.

#### Reading

1. Bertrand Russell ; *Freedom versus Authority*
2. Sujata Bhadra : *Prasanga Manabadhikar*
3. Bina agarwal : *Field of Her Own*

### Course – II

#### History of Indian Environment

**Unit-1** : Concepts and theories of environment and ecology developed in India, idealist, materialist, non-materialist and post-materialist philosophies.

**Unit-2** : Indigenous knowledge system – animal ethics - social formation and collective management of rivers, forests and hills in pre-colonial India.

**Unit-3** : The colonial impact, structural changes in land and environment of India – jangalmahals and jalmahals – spread of railway network – environmental degradation and problems of public health.

**Unit-4** : Political economy of environment in post-colonial India – industry and pollution – development vs environment debate – various environmental movements.

#### Reading

- Richard Grove et al eds. : *Nature and the Orient*  
Ranjan Chakraborty Ed. : *Situating Environmental History*  
Ramchandra Guha : *Environmentalism*

# **UNIVERSITY OF KALYANI**



**CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE  
IN  
POLITICAL SCIENCE (HONOURS)**

**WITH EFFECT FROM THE ACADEMIC SESSION  
2018-19**



## INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

### Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

### 3. Ability Enhancement Courses/ Skill Enhancement Courses:

3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**A. TOTAL Number of courses in UG-CBCS (B.A. Hons.):**

Types of course	Core course (CC)	Elective course		Ability enhancement course		T O T A L
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

**TABLE-1: DETAILS OF COURSES & CREDIT OF B.A.( HONOURS ) UNDER CBCS**

S. No.	Particulars of Course	Credit Point	
		Theory + Practical	Theory + Tutorial
<b>1.</b>	<b>Core Course: 14 Papers</b>		
<b>1.A.</b>	Core Course: Theory ( 14 papers)	14x4 = 56	14x5 = 70
<b>1.B.</b>	Core Course ( Practical/Tutorial)*( 14 papers)	14x2 = 28	14x1 = 14
<b>2.</b>	<b>Elective Courses: (8 papers)</b>		
<b>2.A.</b>	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
<b>2.B.</b>	DSE ( Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
<b>2C.</b>	General Elective(GE) ( Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
<b>2.D.</b>	GE ( Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
<b>3. Ability Enhancement Courses</b>			
<b>A.</b>	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
<b>B.</b>	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
<b>Total Credit:</b>		<b>140</b>	<b>140</b>

**TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.(HONOURS)**

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC (6)	2	2	3	3	2	2	14	84
DSE (6)	--	--	--	--	2	2	04	24
GE (6)	1	1	1	1	--	--	04	24
AECC (2)	1	1			--	--	02	04
SEC (2)	--	--	1	1	--	--	02	04
<b>Total No. of Course/ Sem.</b>	4	4	5	5	4	4	26	--
<b>Total Credit /Semester</b>	20	20	26	26	24	24	-----	140



❖ **COURSE CODE & COURSE TITLE:**

**A. Core courses (CC)**

1. POL-H-CC-T-1: Understanding Political Theory: Concepts
2. POL-H-CC-T-2: Understanding Political Theory: Approaches and Debates
3. POL-H-CC-T-3: Politics in India
4. POL-H-CC-T-4: Indian Constitution
5. POL-H-CC-T-5: Indian Political Thought (Ancient and Medieval)
6. POL-H-CC-T-6: Indian Political Thought (Modern)
7. POL-H-CC-T-7: Understanding International Relations: Theories and Concepts.
8. POL-H-CC-T-8: Public Administration (Theories & Concepts)
9. POL-H-CC-T-9: Public Policy and Indian Administration
10. POL-H-CC-T-10: Global Politics & Issues since 1945
11. POL-H-CC-T-11: Western Political Thought (Ancient & Medieval)
12. POL-H-CC-T-12: Western Political Thought (Modern)
13. POL-H-CC-T-13: Introducing Political Sociology
14. POL-H-CC-T-14: Comparative Government and Politics

**B. Discipline specific elective courses (DSE)**

1. POL-H-DSE-T-1(A): **Citizenship in a Globalizing World.**
2. POL-H-DSE-T-1(B): **Public Policy in India.**
3. POL-H-DSE-T-2(A): Development Process and Social Movements in Contemporary India.
4. POL-H-DSE-T-2(B): Human Rights in a Comparative Perspective.
5. POL-H-DSE-T-3(A): **Understanding South Asia.**
6. POL-H-DSE-T-3(B): **India's Foreign Policy in a Globalizing World.**
7. POL-H-DSE-T-4(A): Dilemmas in Politics.

8. POL-H-DSE-T-4(B): Dissertation

**C. Generic elective courses (GE):**

1. POL-H-GE-T-1(A): **Reading Gandhi**
2. POL-H-GE-T-1(B): **Nationalism in India**
3. POL-H-GE-T-2(A): **Human Rights, Gender and Environment**
4. POL-H-GE-T-2(B): **Governance: Issues and Challenges**
5. POL-H-GE-T-3(A): Politics of Globalization
6. POL-H-GE-T-3(B): United Nations and Global Conflicts
7. POL-H-GE-T-4(A): Feminism: Theory and Practice
8. POL-H-GE-T-4(B): Understanding Ambedkar

**D. Ability enhancement compulsory courses (AECC)**

1. AECC-1: Environmental Education
2. AECC-2: English Communication

**E. Skill enhancement courses (SEC)**

1. POL-H-SEC-T-1(A): **Legislative Practices and Procedures**
2. POL-H-SEC-T-1(B): Democratic Awareness with Legal Literacy
3. POL-H-SEC-T-2(A): **Public Opinion and Survey Research**
4. POL-H-SEC-T-2(B): Peace and Conflict Resolution



**Table-3: Semester & Course wise credit distribution in B.A. (Hons.) Political Science  
(6 Credit=75 Marks & 2 Credit=50 Marks)**

SEMESTER-I			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-H-CC-T-1	Understanding Political Theory: Concepts	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-2	Understanding Political Theory: Approaches and Debates	Core (75L+15T)	6(5L+1T)
POL-H-GE-T-1 (any one)	A. <b>Reading Gandhi</b>	Generic Elective (75L+15T)	6(5L+1T)
	B. <b>Nationalism in India</b>		
AECC-1	Environmental Education	Ability enhancement compulsory (30L)	2 (2L)
<b>Total</b>	<b>4 courses</b>	<b>Total</b>	<b>20</b>
SEMESTER-II			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-H-CC-T-3	Politics in India	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-4	Indian Constitution	Core (75L+15T)	6(5L+1T)
POL-H-GE-T-2 (any one)	A. <b>Human Rights, Gender and Environment</b>	Generic Elective (75L+15T)	6(5L+1T)
	B. <b>Governance : Issues and Challenges</b>		
AECC-2	English communication	Ability enhancement compulsory (30L)	2 (2L)
<b>Total</b>	<b>4 courses</b>	<b>Total</b>	<b>20</b>
SEMESTER-III			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-H-CC-T-5	Indian Political Thought (Ancient and Medieval)	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-6	Indian Political Thought (Modern)	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-7	Understanding International Relations: Theories and Concepts.	Core (75L+15T)	6(5L+1T)
POL-H-GE-T-3	A: Politics of Globalization	Generic Elective	6(5L+1T)

(any one)	B: United Nations and Global Conflicts	(75L+15T)	
POL-H-SEC-T-1 (any One)	<b>A. Legislative Practices and Procedures</b>	Skill enhancement (30L)	2 (2L)
	B. Democratic Awareness with Legal Literacy		
<b>Total</b>	<b>5 courses</b>	<b>Total</b>	<b>26</b>
<b>SEMESTER-IV</b>			
<b>Course Code</b>	<b>Course Title</b>	<b>Course wise Class (L+T+P)</b>	<b>Credit</b>
POL-H-CC-T-8	Public Administration(Theories & Concepts)	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-9	Public Policy and Indian Administration	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-10	Global Politics & Issues since 1945	Core (75L+15T)	6(5L+1T)
POL-H-GE-T-4 (any one)	A: Feminism: Theory and Practice	Generic Elective (75L+15T)	6(5L+1T)
	B: Understanding Ambedkar		
POL-H-SEC-T-2 (any one)	<b>A. Public Opinion and Survey Research</b>	Skill enhancement (30L)	2 (2L)
	B. Peace and Conflict Resolution		
<b>Total</b>	<b>5 courses</b>	<b>Total</b>	<b>26</b>
<b>SEMESTER-V</b>			
<b>Course Code</b>	<b>Course Title</b>	<b>Course wise Class (L+T+P)</b>	<b>Credit</b>
POL-H-CC-T-11	Western Political Thought (Ancient & Medieval)	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-12	Western Political Thought (Modern)	Core (75L+15T)	6(5L+1T)
POL-H-DSE-T-1 (any one)	<b>A: Citizenship in a Globalizing World</b>	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)
	<b>B: Public Policy in India</b>		
POL-H-DSE-T-2 (any one)	A: Development Process and Social Movements in Contemporary India		



	B: Human Rights in a Comparative Perspective		
<b>Total</b>	<b>4 courses</b>	<b>Total</b>	<b>24</b>
<b>SEMESTER-VI</b>			
<b>Course Code</b>	<b>Course Title</b>	<b>Course wise Class (L+T+P)</b>	<b>Credit</b>
POL-H-CC-T-13	Introducing Political Sociology	Core (75L+15T)	6(5L+1T)
POL-H-CC-T-14	Comparative Government and Politics	Core (75L+15T)	6(5L+1T)
POL-H-DSE-T-3 (any one)	A: <b>Understanding South Asia</b>	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)
	B: <b>India's Foreign Policy in a Globalizing World.</b>		
POL-H-DSE-T-4 (any one)	A: Dilemmas in Politics		
	B: Dissertation		
<b>Total</b>	<b>4 courses</b>	<b>Total</b>	<b>24</b>
<b>Total (All semesters)</b>	<b>26 courses</b>	<b>Total</b>	<b>140</b>

# CBCS CURRICULUM OF B.A. IN POLITICAL SCIENCE (HONOURS)

**B.A. Political Science (Honours)**

**SEMESTER-I**

**POL-H-CC-T-1: Understanding Political Theory : Concepts**  
Core Course; Credit-6; Full Marks-75

## Course Objectives:

After completion of the course the learners will be able to:

- Understand certain key aspects of conceptual analysis in political theory
- Develop the skills required to understand and assess the critical concepts in Political Theory.

**Unit 1:** What is Politics? Meaning of Political.

**Unit 2:** Key concepts I: State; Nation; Sovereignty (evolution); Power and Authority--- types and linkages;

**Unit 3:** Key concepts II: Law. Liberty, Equality—Their interrelationships.

**Unit 4:** Key concepts III: Rights; Justice (with special reference to Rawls); Freedom.

**Unit 5:** Key concepts IV: Democracy (with special reference to David Held); Authoritarianism.

**Unit 6:** Key concepts V: Citizenship.

## Suggested Readings:

1. Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*, Delhi, Pearson Longman, 2008.
2. Swift, Adam, *Political Philosophy: A Beginners' Guide for Students and Politicians*, Cambridge: Polity Press, 2006.
3. Held, David, *Models of Democracy*, Stanford University Press, California, 2006.
4. Daniels, Norman, *Reading Rawls: Critical Studies on Rawls' 'A Theory of Justice'*, Stanford University Press, California, 1989.
5. Heywood Andrew, *Key Concepts in Politics*, Palgrave Macmillan, 04-Nov-2000.
6. Gauba, O. P., *Introduction to Political Theory*., New Delhi , Macmillan, 2009.
7. Johari, J. C., *Contemporary Political Theory: New Dimensions, Basic Concepts and Major Trends* ,New Delhi ,Sterling Publishers, 2006.
8. Ramaswamy, S., *Political Theory: Ideas and Concept*, Delhi , PHI,2015.
9. Roy, A. & Bhattacharya, M., *Political Theory: Ideas and Institutions* ,Kolkata, World Press, 1962.
10. Verma, S.P., *Modern Political Theory*, New Delhi, Vikash Publishing House, 1975.
11. চৈতালি বসু. *রাজনীতিশাস্ত্র ও অভিজ্ঞতাবাদী রাষ্ট্রতত্ত্ব* (কলকাতা: প: ব: রাজ্য পুস্তক পর্ষদ)
12. কৃত্যপ্রিয় ঘোষ. *রাষ্ট্রতত্ত্ব* (কলকাতা: প: ব: রাজ্য পুস্তক পর্ষদ)



**B.A. Political Science (Honours)**

**SEMESTER-I**

**POL-H-CC-T-II: Understanding Political Theory: Approaches and Debates**

**Core Course; Credit-6; Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Understand the contemporary approaches to the study of politics. .
- Develop a critical and reflective analysis and interpretation of social practices through the use of relevant conceptual too kit..
- Assess the critical and contemporary debates in Political Theory.

**Unit 1:** Approaches I: Normative; Legal-Institutional; Empirical-Behavioural---Systems Analysis; Structural - Functionalism.

**Unit 2:** Approaches II: Liberalism; Social Welfarism; Neo-Liberalism.

**Unit 3:** Approaches III: Postcolonial; Feminist.

**Unit 4:** Marxian approach--- Dialectical Materialism and Historical Materialism.

**Unit 5:** Key ideas: State (focus on Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation.

**Unit 6:** Party--- Democratic Centralism; Lenin-Rosa Luxemburg debate; Revolution--- Lenin and Mao. Hegemony and Civil Society: Gramsci.

**Suggested Readings:**

1. Bottomore, Tom, *A Dictionary of Marxist Thought*; UK, Wiley Publishers, 1992.
2. McLellan, David, *Marxism after Marx* , UK, Palgrave Macmillan, 2007.
3. Kolakowski, Leszek , *Main Currents of Marxism; Founders : The Founders, the Golden Age, the Breakdown* , New York, W.W. Norton Publishers, 1978.
4. Avineri, Shlomo, *The Social & Political Thought of Karl Marx*; Cambridge , Cambridge University Press, 1968.

5. Worsley, Peter, *Marx and Marxism*, London, Routledge, 2002.
6. Gaus, Gerald F & Kukathas Chandran ed. , *Handbook of Political Theory* Sage Publications, New Delhi, 2004.

**B.A. Political Science (Honours)**

**SEMESTER-I**

**POL-H-GE-T-1(A): Reading Gandhi**

**Generic Elective Course: Credit-6. Full Marks-75**

**Course Objectives:**

After completion of this course the learner will be able to –

- To understand the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context.
- Acquaint with the social and political thought of Gandhi.

**Unit 1:** Ways to read a text: a. textual; b. contextual

**Unit 2:** Hind Swaraj: a. Gandhi in his own words: A close reading of Hind Swaraj.  
b. Commentaries on Hind Swaraj and Gandhian thought.

**Unit 3:** Gandhi and modern India- a. Nationalism. b. Communal unity, c. Women's Question  
d. Untouchability, e. Education.

**Suggested Readings:**

1. Terence Ball, *Reappraising Political Theory*, Ch. 1, OUP, 1995
2. "Meaning and Interpretation in the History of Ideas" in *Visions of Politics*, Quentin Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.
3. "Introduction", M.K. Gandhi, *Hind Swaraj and other writings* ed. A.J. Parel (1997).



4. B.Parekh, Gandhi (1997), chs. 4 (“Satyagraha”) and 5(“The critique of modernity”).
5. D.Hardiman, Gandhi in his time and ours (2003), ch.4(“An alternative modernity”)

**B.A. Political Science (Honours)**

**SEMESTER-I**

**POL-H-GE-T-1(B): Nationalism in India**

**Core Course; Credit-6 Full Marks-75**

**Course Objectives:**

After end of this course learner will able to-

- Understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it.
- Engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India.

**Unit 1:** Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations.

**Unit 2:** Colonial Rule in India and its impact: On agriculture, land relations, industry and administration system.

**Unit 3:** Reform and Resistance: a. The Revolt of 1857 b. Major social and religious movements c. Education and the rise of the new middle class in India.

**Unit 4:** Nationalist Politics and Expansion of its Social Base: a. Phases of the Nationalist Movement: Birth of INC & Liberal constitutionalist phase , Swadeshi and the Radicals, Formation of the Muslim League b. Gandhi and mass mobilization: Non-cooperation, Civil Disobedience, and Quit India Movements c. Socialist alternatives: Congress socialists, Communists.

**Unit 5:** Social Movements - The Women's Question: participation in the national movement and its impact - The Caste Question: anti-Brahmanical Politics - Peasant, Tribal, and Workers movements in Colonial India.

**Unit6:** Partition and Independence: Communalism in Indian Politics – The Two-Nation Theory, Negotiations over Partition.

**Suggested Readings:**

1. Chandra, B., *Essays on Colonialism*, Hyderabad, Orient Blackswan, 1999.
2. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K.N. & Mahajan S., *India's Struggle for Independence (1857-1947)*, New Delhi, Penguin, 2016.
3. Young, R., *Postcolonialism : A Very Short Introduction*. Oxford: Oxford University Press, 2003.
5. Bandopadhyay, S., *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Longman, 2015. (revised edition)
6. Sarkar, S., *Modern India (1885-1847)*, New Delhi: Macmillan, 1983.
8. Desai, A.R., *Social Background of Indian Nationalism*, Bombay, Popular, 1987.

**B.A. Political Science (Honours)**

**SEMESTER-I**

**AECC-1: Environmental Education**

**Ability Enhancement Compulsory Course; Credit-2. Full Marks-50**

**COMMON SYLLABUS**



**B.A. Political Science (Honours)**

**SEMESTER-II**

**POL-H-CC-T-3: Politics in India**

**Core Course; Credit-6; Full Marks-75**

**Course Objectives:**

After completion the course the learners will be able to:

- Develop a basic understanding about the Indian party system and electoral politics.
- Identify the major challenges to the process of Nation-building in India.
  - It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**Unit 1.** Approaches to the Study of Indian Politics – Marxist and Liberal- Indian Political Culture- Various Interpretations.

**Unit2.** The Indian Party System – Main Features- Major National Political Parties – Major Regional Political Parties- From the Congress System to Multi-Party Coalitions.

**Unit 3.** Identity Politics and Social Cleavages in India- Role of Caste, Class and Religion in politics.

**Unit 4.** Electoral Politics in India: The Election Commission- Electoral Reforms in India – Voting Behaviour in India- Its major determinants- Defection Politics in India – Crime and Politics in India.

**Unit 5.** Nation Building in India – Major Challenges - Regionalism in India- Main Components- Regionalism versus Nationalism Debate- Major Regional movements in India – Gorkhaland and Bodoland movement.

**Suggested Readings:**

1. Z. Hasan (ed.) *Parties and Party Politics in India*, Delhi, Oxford University Press, 2002.
2. E. Sridharan, *Coalition Politics and Democratic Consolidation in Asia*, Delhi, Oxford University Press, 2013.

3. Frankel F., Hasan, Z., and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, Delhi, Oxford University Press, 2002.
4. Baruah, S. ed., *Ethnonationalism in India: A Reader*, Delhi: Oxford University Press, 2012.
5. Brass, P., *The Politics of India Since Independence*, Delhi: Cambridge University Press and Foundation Books, 1990.
6. Vora, R. and Palshikar, S. (eds.) *Indian Democracy: Meanings and Practices*, New Delhi, Sage, 2004.
7. Menon, Nivedita & Nigam Aditya, *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, 2007.
8. Mehta, P. and Jayal N. (eds.) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press, 2010.
9. R. Kothari, *Caste in Indian Politics*, Delhi: Orient Longman, 1970.
10. Kohli Atul (ed.), *The Success of India's Democracy*, New Delhi, Cambridge University Press, 2001.

**B.A. Political Science (Honours)**  
**SEMESTER-II**  
**POL-H-CC-T-4: Indian Constitution**  
**Core Course; Credit-6; Full Marks-7**

**Course Objectives:**

After completion the course the learners will be able to:

- Develop a basic understanding about the structure of the Indian Constitution.
- Understand the nature of federalism in India.
- Get an idea about the Fundamental rights of the Indian citizens' and the role that the Indian judiciary play in protecting and upholding these rights.

**Unit 1:** Framing of the Indian Constitution: Role of the Constituent Assembly, the Preamble and Philosophy of Indian Constitution.

**Unit 2:** Rights and Duties: Fundamental Rights and Duties, Directive Principles of State Policy.

**Unit 3:** Federalism and Decentralization in India: Nature of Indian Federalism: Union-State Relations – Nature and Evolving Trends of Federalism in India, 5<sup>th</sup> and 6<sup>th</sup> Schedules, Panchayati Raj and Municipalities.



**Unit 4:** Union Executive: President and Vice President. Prime Minister and Council of Ministers, Relationship between President and Prime Minister

**Unit 5:** Union Legislature: Rajya Sabha and Lok Sabha: Composition and Functions, Speaker.

**Unit 6:** The Judiciary: Supreme Court and High Courts – Composition and Functions, Judicial Activism & Public Interest Litigation (PIL).

**Suggested Readings:**

1. Basu, D.D., Manohar, V.R., Banerjee B.P., Khan S. A., *Introduction to the Constitution of India*, Nagpur , Lexis Nexis Butterworths Wadhwa, 2008.
2. Kashyap, S.C., *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi, National Book Trust, 1994.
3. Chakrabarty, Bidyut & Pandey, Rajendra Kumar, *Indian Government and Politics*, New Delhi, Sage, 2008.
4. Kochanek, Stanley A. & Hardgrave Robert L.(Jr), *India: Government and Politics in a Developing Nation*, USA, Thomson Wadsworth, 2008.
5. Johari J.C., *Indian Government and Politics: Basic Framework and State Structure*, New Delhi, Vikash Publication, 1974.
6. Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford, 1966.
7. Austin, Granville , *Working a Democratic Constitution: A History of the Indian Experience*, New Delhi, Oxford University Press, 2003

**B.A. Political Science (Honours)  
SEMESTER-II**

**POL-H-GE-T-2(A):- Human Rights, Gender and Environment**

**Generic Elective Course: Credit-6. Full Marks-75**

**Course Objectives:**

After completing of the course the students will be able to-

- Enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular.
- Help us to assess the institutional and policy measures which have been taken in response to the demands of various movements.
- Help us to understand the conceptual dimensions, international trends and the Indian experience

**Unit 1:** Understanding Social Inequality: Caste, Gender, Ethnicity and Class as distinct categories and their interconnection. Globalisation and its impact on workers, peasants, dalits, adivasis and women.

**Unit 2:** Human Rights : Human Rights: Various Meanings, UN Declarations and Covenants, Human Rights and Citizenship Rights, Human Rights and the Indian Constitution, Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission. Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers. Consumer Rights: The Consumer Protection Act and grievance Redressal mechanisms, Human Rights Movement in India.

**Unit 3:** Gender: Analysing Structures of Patriarchy, Gender, Culture and History, Economic Development and Women, The issue of Women's Political Participation and Representation in India Laws, Institutions and Women's Rights in India, Women's Movements in India.

**Unit 4:** Environment: Environmental and Sustainable Development UN Environment Programme: Rio, Johannesburg and after; Issues of Industrial Pollution, Global Warming and threats to Bio – diversity Environment Policy in India, Environmental Movement in India.

#### **Suggested Readings:**

1. Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.
2. Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
3. Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.
4. Geetha, V. (2002) Gender, Stree Publications, Kolkata.
5. Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.
6. Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.



7. Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
8. Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi.  
Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.
9. Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.
10. Gonsalves, Colin (2011) Kaliyug: The decline of human rights law in the period of globalization Human Rights Law Network, New Delhi.
11. Sen, Amartya, Development as Freedom (1999) New Delhi, OUP.

**B.A. Political Science (Honours)  
SEMESTER-II**

**POL-H-GE-T-2(B):- Governance: Issues and Challenges**

**Generic Elective Course: Credit-6. Full Marks-75**

After completion of the course the learners will be able to:

- Identify the different dimensions of governance.
- Identify the Structure and process of Governance in India
- Identify the various good governance initiatives introduced in India.

**Unit 1:** Government and Governance: Concepts – Role of State in the Era of Globalization- State Market and Civil Society

**Unit 2:** Governance and Development: Changing dimensions of Development – Strengthening Democracy through Good Governance.

**Unit 3:** Environmental Governance: Human –Environment Interaction – Green Governance : Sustainable Human Development

**Unit 4:** Local Governance: Democratic Decentralization in India- People's participation in Governance in India.

**Unit 5:** Good Governance Initiatives in India: Best Practices - Meaning and concept, E-governance in India- Case Studies – Corporate Social Responsibility, Citizens Charter and Right to Information.

**Suggested Readings:**

1. Kohli, Atul (ed.), *The Success of India's Democracy*, Delhi, Cambridge University Press, 2001.
2. Corbridge, Stuart and John Harris, *Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy*, Delhi, OUP, 2000.
3. Dreze, J. and Sen, A., *India: Economic Development and Social Opportunity*, Oxford, Clarendon Press, 1999.
4. Saeed, S., *Screening the Public Sphere: Media and Democracy in India*, Taylor & Francis Group, 2016.
5. Fuller, C.J. (ed.), *Caste Today*, Delhi, Oxford University Press, 1997
6. Singh, Himat, *Green Revolution Reconsidered: The Rural World of Punjab*, Delhi, OUP, 2001.
7. Bhagwati, Jagdish, *India in Transition: Freeing The Economy*, Oxford, Clarendon Press, 1993.
8. Stiglitz, Joseph E., *Globalisation and its Discontents*, WW Norton, 2003.
9. Patel, I.G., *Glimpses of Indian Economic Policy: An Insider View*, Delhi, OUP, 2002.
10. Sinha, R.P., *E-Governance in India: Initiatives and Issues*, Delhi, Concept Publishing, 2006.
11. Bhatnagar, Subhash, *E-Government: From Vision to Implementation - A Practical Guide With Case Studies*, Delhi, Sage Publication, 2004.
12. Mishra Panda, S., *Engendering Governance Institutions: State, Market And Civil Society*, Delhi, Sage Publications, 2008.
13. Chandhoke, Neera, *State And Civil Society Explorations In Political Theory*, New Delhi, Sage Publishers, 1995.
14. Smith, B. C., *Good Governance and Development*, New York, Palgrave Macmillan, 2007.



15. Bardhan, P.K., *The Political Economy of Development in India*, Delhi, Oxford University Press, 2005.
16. Guha, Ramachandra , *Environmentalism: A Global History*, New Delhi, Longman Publishers, 1999.
17. Evans,J.P., *Environmental Governance*, New York, Routledge , 2012.
18. Bardhan P.K. and Mookherjee, D., *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006.
19. Sachdeva, Pardeep , *Local Government In India*, Delhi, Pearson Publishers, 2011.
20. Kumar, K. Vijaya, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi, Akansha Publishers, 2012.

**B.A. Education (Honours)**  
**SEMESTER-II**  
**AECC-2: English Communication**  
**Ability Enhancement Compulsory Course; Credit-2. Full Marks-50**

**COMMON SYLLABUS**

**B.A. Political Science (Honours)**  
**SEMESTER-III**

**POL-H-CC-T-5: Indian Political Thought (Ancient and Medieval)**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Understand the key concepts of ancient Indian political thought.
- Identify the key concerns of medieval Indian political thinkers

**Unit 1:** Ancient Indian Political ideas: overview, Ideas on Brahmanic and Shramanic traditions.

**Unit 2:** Shantiparva with special reference to Rajdharma.

**Unit 3:** Buddhist political thought: Kingship and the relations between politics and Ethics.

**Unit 4:** Kautilya's Political Thought: Saptanga Theory of State – Mandala Theory and Diplomacy.

**Unit5:** Medieval Political Thought in India: A broad outline- Zia Barani: Good Sultan and Ideal Polity. Principle of Syncretism.

**Unit6:** Abul Fazl: Governance and Administration, Kabir: Syncretism.

**Suggested Readings:**

1. Altekar A. S., *The state and government in ancient India*, Delhi, Motiram Banarasidas, 1973.
2. Bhandarkar D. R., *Some aspects of ancient Indian polity*. Banaras, Banaras Hindu University, 1963.
3. Drekeimer C. *Kingship and Community in early India*, Berkeley, University of California, 1962.
4. Ghoshal U. N., *A history of Indian Political Ideas*, Mumbai, Oxford University Press, 1966.
5. Jayaswal K. P., *Hindu Polity*, Calcutta, Butterworth Publishers, 1924.
6. Kangle R. D., *The Arthashastra of Kautilya*, 3 Vols., Mumbai, University of Mumbai, 1975.



7. Krishna Rao M. V.; *Studies in Kautilya*, Delhi, Munshiram Manoharlal, 1979.
8. Saletore B. A., *Ancient Indian Political thought and Institutions*, Bombay, University of Bombay, 1963.
11. Sharma J. P.; *Republics in ancient India*, London, E. J. Brill Publishers, 1968.
12. Singh, Mahendra Prasad & Roy, Himanshu eds., *Indian Political Thought: Themes and Thinkers*, New Delhi, Pearson, 2011.
13. Mehta, V.R. & Mehta Vrajendra Raj, *Foundations of Indian Political Thought: An Interpretation: from Manu to the Present Day*, New Delhi, Manohar Publishers, 1996.
14. Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

**B.A. Political Science (Honours)**  
**SEMESTER-III**

**POL-H-CC-T-6: Indian Political Thought (Modern)**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Understand the key concerns of major political thinkers of modern India.

**Unit 1:** Rammohan Roy– Views on rule of law, Rights, freedom of thought and social justice.

**Unit 2:** Vivekananda: Views on Cultural nationalism, Society and Education.

**Unit 3:** Syed Ahmed Khan and Iqbal: views on colonialism and nationalism.

**Unit 4:** Rabindranath Tagore: Critique of Nationalism and his views on Internationalism.

**Unit 5:** M.N.Roy: Views on National and Colonial Questions and Radical Humanism.

**Unit 6:** B.R. Ambedkar : Views on social justice and Constitutionalism.

**Unit 7:** Pandita Ramabai : Her views on Gender & Social Justice.

**Unit 8:** Pt. Nehru: Views on Socialism

## **Unit 9: Ram Manohar Lohia : Views on Socialism.**

### **Suggested Readings:**

1. Verma, V.P., *Modern Indian Political Thought*, Agra, Lakshmi Narain Agarwal Educational Publishers, 1974.
2. Pantham, T. and Deutsch, K. eds., *Political Thought in Modern India*, New Delhi, Sage publications, 1986.
3. Appadorai, A., *Documents on political thought in Modern India*, 02 Vols. Bombay, Oxford University Press, 1970.
4. Chakrabarty, B. & Pandey, R.K., *Modern Indian Political Thought : Text and Context*, New Delhi, Sage Publication, 2009.
5. K.N. Kakan (ed) *Dr. B.R. Ambedkar*, New Delhi, Sage Publication, 1992.
6. Pramanik Nimai (ed), *Adhunik Bharater Samajik o Rajnitik Bhabna*, Kolkata, Chaya Prakasani, Vol.1, 2009.
7. Jayapalan, N., *Indian Political Thinkers: Modern Indian Political Thought*, New Delhi, Atlantic Publishers, 2003.

### **B.A. Political Science (Honours) SEMESTER-III**

#### **POL-H-CC-T-7: Understanding International Relations: Theories and Concepts.**

#### **Core Course; Credit-6. Full Marks-75**

#### **Course Objectives-**

After completion the course the learners will be able to:

- Understand the major approaches to the study of International Relations
- Comprehend the main theories in International Relations
- Develop an idea about some major concepts of International Relations.

**Unit 1:** International Relations: outline of its evolution as academic discipline – What is International Relations Theory?



**Unit 2:** The Great Debates in the discipline of International Relations: First, Second and Third.

**Unit 3:** Mainstream International Relations Theories: (a) Classical Realism and Neo-Realism (b) Liberalism and Neo-Liberalism (c) Marxian - Dependency & World Systems theory (d) Feminist Approach (e) Eurocentricism and Perspectives from the Global South.

**Unit 4:** National Power- Definition, Elements and Limitation – Balance of Power- Devices of maintaining Balance of Power- Collective Security.

**Unit 5:** Foreign Policy- Objectives – Instruments of foreign policy- Diplomacy, Propaganda and Foreign Aid.

### **Suggested Readings**

1. Griffiths, Martin , *International Relations Theory for the Twenty-First Century: An Introduction*, New York, Routledge, 2007.
2. Jackson R & Sorensen G., *Introduction to International Relations: Theories and Approaches*, Oxford, Oxford University Press, 2010.
3. Daddow, Oliver, *International Relations Theory*, Sage Publications, 2017.
4. Roach, Steven C., Griffiths, M & O'Callaghan, T., *International Relations: The Key Concepts*, Routledge, 2008.
5. Chatterjee A., *International Relations Today: Concepts and Applications*, New Delhi, Pearson, 2010.

**B.A. Political Science (Honours)**  
**SEMESTER-III**  
**POL-H-GE-T-3(A): Politics of Globalization**

**Generic Elective Course; Credit-6. Full Marks-75**

### **Course objectives:**

After completing of the course, the student will be able to

- Understand the process of Globalization from a political perspective.
- Identify the major dimensions of Globalization and their impact on the International Order

**Unit 1:** Concept of Globalization: Globalization debates; for and against. Approaches to understanding Globalization – Liberal & Radical.

**Unit 2:** International Institutions: World Bank- IMF- WTO.

**Unit 3:** Issues in Globalization: Alternative perspectives on its nature and Character – Critical Dimensions – Economic-Political & Cultural.

**Unit 4:** Globalization and Social Movements – Globalization and Migration.

**Unit 5:** Globalization and Democracy: State, Sovereignty and Civil Society – Globalization and the Demise of Nation States.

### **Suggested Readings:**

1. Baylis John & Smith Steve, *The Globalization of World Politics: An introduction to International Relations*, New Delhi, Oxford University Press, 2005.
2. Salmon, Trevor C. & Imber Mark F. eds., *Issues in International Relations*, New York, Routledge, 2000.
3. Footer, Mary E., *An Institutional and Normative Analysis of the World Trade Organization*, Leiden, Martinus Nijhoff Publishers, 2006.
4. Anthony Giddens, *The Globalizing of Modernity*.
5. Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press, 1996.
6. David E. Korten, Niconor Perlas and Vandana Shiva (ed.), *International Forum of Globalisation*.
7. Deepak Nayyar (ed.) *Governing Globalisation: Issues and Institutions*, Oxford University Press, 2002.

## **B.A. Political Science (Honours)**

### **SEMESTER-III**

#### **POI-H-GE-T-3(B): United Nations and Global Conflicts**

#### **Generic Elective Course; Credit-6. Full Marks-75**

### **Course Objectives:**

After completion of the course the learner will be able to:

- Understand the organizational structure and the political process of the UN.
- Understand the evolution of the UN since 1945.
- Understand the role of the UN in dealing with major global issues and problems.

**Unit 1:** The United Nations: A historical Overview – Principles and Objectives.



**Unit 2:** Major Organs of the UN: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice.

**Unit 3:** Specialised Agencies of UN: International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP].

**Unit 4:** Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect - Millennium Development Goals – Reforming the UN.

**Unit 5:** Major Global Conflicts and the UN: (a) Korean War (b) Vietnam War (c) Afghanistan Wars (d) Balkans: Serbia and Bosnia

**Suggested Readings:**

1. Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education.
2. Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson.
3. Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave.
4. Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum
5. Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS.
6. Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education
7. Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers.
8. United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.
9. Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education
10. Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press.
11. Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co.
12. Goldstein, J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education.

**B.A. Political Science (Honours)**

**SEMESTER-III**

**POL-H-SEC-T-1(A): Legislative Practices and Procedures**

**Skill Enhancement Course; Credit-2. Full Marks-50**

**Course Objectives:**

After completion the course the learners will be able to:

- To Identify the legislative process in India at various levels,
- To understand the basic requirements of peoples' representatives in policy making process.
- To understand the basic skills required for understanding the political process.

**Unit 1:** Powers and functions of people's representative at different tiers of governance: Members of Parliament, State Legislative Assemblies - functionaries of rural and urban local governance.

**Unit 2:** Legislative Process - How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations.

**Unit 3:** Legislative Committees: Types and role – Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation.

**Unit 4 :** Budget Document : Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

**Unit 5:** Media monitoring and communication: Types of media and their significance for legislators. Basics of communication in print and electronic media.

**Suggested Readings:**

1. Jayal, N and Mehta , P (eds), *The Oxford Companion to Politics in India*, OxfordUniversity Press: New Delhi
2. B. Jalan, (2007) *India's Politics*, New Delhi: Penguin.



3. H. Kalra, (2011) *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi.
4. Subhash Kashyap, (2006) *Parliamentary Procedure, Law Privilege, Practice & Precedents* - Delhi: Universal Law Publishing.
5. Madhavan, M.R. & N.Wahi *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi, 2008:  
[http://www.prsindia.org/uploads/media/conference/Campaign\\_finance\\_brief.pdf](http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf)
6. Vanka, S. *Primer on MPLADS* Centre for Policy Research, New Delhi, 2008.  
 can be accessed on:  
<http://www.prsindia.org/parliamenttrack/primers/mplads-487/>

### **B.A. Political Science (Honours)**

#### **SEMESTER-III**

#### **POL-H-SEC-T-1(B): Democratic Awareness with Legal Literacy**

#### **Skill Enhancement Course; Credit-2. Full Marks-50**

#### **Course Objectives:**

After completion of the course the learners will be able to:

- Understand the structure and manner of functioning of the legal system in India.
- Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India, public interest litigation.

**Unit1:** Constitution – fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement and the expansion of certain rights under Article 21 of the Constitution.

**Unit 2:** Laws relating to criminal jurisdiction – Provision relating to filing of an FIR, arrest, bail, search seizure- Understanding the question of evidence procedure in Cr.P.C. and related laws - dowry, sexual harassment and violence against women – laws relating to consumer rights – Juvenile Justice- Prevention of atrocities on Scheduled Castes and Scheduled Tribes.

**Unit3:** Anti-terrorist laws: Implication for security and human rights. Laws relating to cyber crimes.

**Unit 4:** System of courts/ tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals- Alternate dispute such as Lokadalats, non-formal mechanisms.

**Unit 5:** Critical Understanding of the Functioning of the Legal System – Legal Service Authorities Act and Right to Legal aid, ADR system – Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice – Fair Comment under Contempt Law.

**Unit 6 :** Human Rights - emerging trends; Role of legal aid agencies, Human Rights Commissions, NGOs and Civil liberties groups- Role of Police and Executive in criminal law administration.

**Suggested Readings:**

1. Basu, D. D & Others, *Introduction to the Constitution of India*, Nagpur: LexisNexis Butterworths, 2008.
2. Kashyap, S, *Our Constitution: An Introduction to India's Constitution and Constitutional Laws*, New Delhi, National Book Trust, 1994.
3. Gender Study Group, (1996) *Sexual Harassment in Delhi University, A Report*, Delhi: University of Delhi.
4. D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.
5. B.L. Wadhwa, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.
6. Aggarwal, N., *Women and Law in India*, New Century, Delhi, 2002.

**B.A. Political Science (Honours)**

**SEMESTER-IV**

**POL-H-CC-T-8: Public Administration (Theories & Concepts)**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Understand the nature of Public administration and distinguish it from private administration.
- Trace the evolution of Public administration as an academic discipline.
- Develop an understanding of the major concept & theories of public administration.

**Unit 1:** Public Administration: Definition, Nature and Scope; Difference between Private and Public Administration; Evolution of the Discipline of Public Administration.

**Unit 2:** Classical Theories of Administration: Classical Theory, ( Fayol, Urwick and Gulick) Scientific Management Theory,(F.W.Taylor) Bureaucratic Theory, (Max Weber).

**Unit 3:** Neo-Classical Theories of Administration: Elton Mayo and Human Relations Theory; Decision-making with special reference to H.Simon,

**Unit 4:** Contemporary Theories of Administration: Ecological Approach of Fred Riggs; Innovation and Entrepreneurship of Peter Drucker.

**Unit 5:** Public Policy: Concept and Relevance – Approaches to the Study of Public Policy; Public Policy Formulation, Implementation and Evaluation.

**Unit 6:** Major Approaches in Public Administration: New Public Administration, New Public Management, New Public Service Approach and Good Governance.

### **Suggested Readings:**

1. Bhattacharya Mohit, *New Horizons of Public Administration*, New Delhi, Jawahar Publishers, 2011.
2. Chakraborty, Bidyut & Bhattacharya, Mohit, *Public Administration : A Reader*, New Delhi, Oxford University Press, 2006.
3. Nigro, F.A. and Nigro, L.G. , *Modern Public Administration*, New York: Harper and Row, 1984.
4. Naidu, S.P., *Public Administration: Concepts and Theories*, New Delhi, New Age International (P) Ltd. Publishers, 2005.
5. Mishra, S. & Dhameja, A. eds., *Public Administration: Approaches & Applications*, New Delhi, Pearson, 2016.
6. Robbins, S., Judge, T.A., Millett, B. & Boyle, M., *Organizational Behaviour*, Australia, Pearson, 2014.
7. Henry, N, *Public Administration and Public Affairs*, New Jersey, Pearson, 2013.



**B.A. Political Science (Honours)**  
**SEMESTER-IV**  
**POL-H-CC-T-9: Public Policy and Indian Administration**  
**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Trace the evolution of Indian administrative system.
- Understand the maladies in Indian civil service and identify the major reforms made.
- Identify the major issues affecting Indian administrative system in contemporary period.

**Unit 1:** Evolution of Indian Administration – Ancient-Medieval and Modern period: brief historical overview -Continuity and change in Indian administration.

**Unit 2:** Civil Service in India (Bureaucracy): Recruitment & training- Role of UPSC and SPSC- Minister - Civil Servant Relationship - Generalists and Specialists Debate.

**Unit 3:** Social Welfare Policies in India: Concept and Approaches of Social Welfare – Social Welfare Policies – a) Education: Right to Education, b) Health: National Health Mission, c) Food: Right to Food Security and d) Employment: MNREGA.

**Unit 4:** Citizen and Administration: Concept of Accountability- Major forms of administrative accountability- Legislative- Executive & Judicial- Citizen's Charter- Right to Information Act, 2005, E-Governance.

**Unit 5:** Financial Administration and Budget: Concept and Significance of Budget – Budget Cycles in India- Various Approaches and Types of Budget - Public Accounts Committee, Estimates Committee – role of CAG.

**Suggested Readings:**

1. Maheshwari, S.R., *Indian Administration*, New Delhi, Orient Longman Pvt. Ltd., 2001.
2. Chakrabarty, B. & Chand, P., *Indian Administration: Evolution and Practice*, New Delhi, SAGE Publications, 2016.

3. Arora, R.K.& Goyal, R., *Indian Public Administration: Institutions & Issues*, New Delhi, Wishwa Prakashan, 1996.
4. Prasad, K., *Indian Administration: Politics, Policies, and Prospects*, New Delhi, Pearson-Longman, 2006.
5. Singh, H. & Singh, P., *Indian Administration*, New Delhi, Pearson, 2011.

### **B.A. Political Science (Honours)**

#### **SEMESTER-IV**

#### **POL-H-CC-T-10: Global Politics & Issues since 1945**

**Core Course; Credit- 6. Full Marks-75**

#### **Course objectives:**

After completing of the course, the student will be able to

- Understand the major issues influencing International politics
- Identify the major regional organizations and their policies

**Unit 1:** Contemporary Global Issues I: Proliferation of Nuclear Weapons- Arms race, arms control and Disarmament Policy: PTBT, NPT and CTBT; Ecological Issues – Historical Overview of International Environmental Agreements – Climate Change- Global Commons Debate.

**Unit 2:** Contemporary Global Issues II: Understanding Globalization and Its alternative Perspectives – Debates on Sovereignty and Territoriality – Cultural and Technological Dimensions of Globalization; Political Economy of International Relations: New International Economic Order- North-South Dialogue- South-South Cooperation- World Bank- IMF- WTO- TNCs- Global trade & Finance- Neo-Colonialism and Dependency.

**Unit 3:** Contemporary Global Issues III: Terrorism & International System: Conceptual Framework – Challenges to Global Security – Post 9/11 Developments - Counter Terrorist Strategies and War on Terror; Human Rights: The politics of human rights promotion – UN and Human Rights- Human Security- Migration.

**Unit 4:** Cold War and its evolution: Different Phases- Collapse of USSR and End of Cold War- Emergence of Third World: NAM; Pan Africanism. Post-Cold War Developments: overview. West Asia and the Palestine question.

**Unit 5:** Europe in transition: European Union, Brexit (overview).

**Unit 5:** Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS.

### **Suggested Readings:**

4. Baylis John & Smith Steve, *The Globalization of World Politics: An introduction to International Relations*, New Delhi, Oxford University Press, 2005.
5. Salmon, Trevor C. & Imber Mark F. eds., *Issues in International Relations*, New York, Routledge, 2000.
6. Larche, Rene A. edt., *Global Terrorism Issues and Developments*, New York, Nova Science Publishers, 2008.
7. Forsythe, David P. ,*Human Rights in International Relations*, Cambridge , Cambridge University Press, 2012.
8. Grugel, Jean & Hout Wil , Eds. *Regionalism across the North/South Divide: State Strategies and Globalization*, New York, Routledge, 1999.
9. Footer, Mary E., *An Institutional and Normative Analysis of the World Trade Organization*, Leiden, Martinus Nijhoff Publishers, 2006.

## **B.A. Political Science (Honours) SEMESTER-IV**

### **POL-H-GE-T-4(A): Feminism: Theory and Practice**

**Generic Elective Course; Credit-6. Full Marks-75**

#### **Course Objectives:**

After completion of the course the learners will be able to –

- Understand the contemporary debates on feminism and the history of feminist struggles.
- Understand the complexity of patriarchy and the history of feminism.

**Unit 1:** Approaches to understanding Patriarchy : Feminist theorising of the sex/gender distinction. Biologism versus social constructivism - Understanding Patriarchy and Feminism - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions.



**Unit 2:** History of Feminism: Origins of Feminism in the West: France, Britain and United States of America.

**Unit 3:** - Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India. The Indian Experience: Traditional Historiography and Feminist critiques - Social Reforms Movement and position of women in India - History of Women's struggle in India.

**Unit 4:** Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights of Women in India.

**Unit 5:** Understanding Woman's Work and Labour in India– Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

**Suggested Readings:**

1. Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
2. Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press.
3. Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge.
4. Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books.
5. Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press.
6. Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

**B.A. Political Science (Honours)**  
**SEMESTER-IV**  
**POL-H-GE-T-4(B): Understanding Ambedkar**

**Generic Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to –

- To Understand Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste.
- To understand Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues.

**Unit 1:** Introducing Ambedkar - Approach to Study Polity, History, Economy, Religion and Society

**Unit 2:** Ambedkar's views on Caste and Religion: Caste, Untouchability and Critique of Hindu Social Order - Religion and Conversion.

**Unit 3:** Ambedkar on Question of Women - Rise and Fall of Hindu Women - b. Hindu Code Bill.

**Unit 4:** Political Vision of Ambedkar: Nation and Nationalism - Democracy and Citizenship.

**Unit 5:** Ambedkar on Economy and Class Question: Planning and Development - Land and Labor.

**Unit 6:** Ambedkar on Constitutionalism: Rights and Representations - Constitution as an Instrument of Social Transformation.

**Suggested Readings:**

1. M. Gore, (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication.
2. B. Ambedkar, (1989) 'Annihilation of Caste with a Reply to Mahatma Gandhi', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1*, Education Deptt., Government of Maharashtra, Mumbai.
3. E. Zelliot, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar.
4. B. Ambedkar, (1987) 'The Hindu Social Order: Its Essential Principles', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3*, Education Deptt., Government of Maharashtra, 1989.
5. S. Rege, (2013) 'Against the Madness of Manu', in *B. R. Ambedkar's Writings on Brahmanical Patriarchy*, Navyana Publication.
6. B. Ambedkar, (1991) 'What Gandhi and Congress have done to the Untouchables', in *Dr. Babasaheb Ambedkar Writings and Speeches*, Education Deptt, Government of

Maharashtra, Vol.9.

7. G. Aloysius, (2009). *Ambedkar on Nation and Nationalism*, Critical Quest, Delhi.
8. B. R. Ambedkar, (2003), 'I have no Homeland', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17*, Education Deptt., Government of Maharashtra, Mumbai.
9. Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, *CAD Vol. VII*, Lok Sabha Secretariat, Government of India, 3rd Print.
10. S. Thorat, (2007) 'Economic System, Development and Economic Planning', in S. Thorat and Aryama (eds), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers,

**B.A. Political Science (Honours)**  
**SEMESTER-IV**  
**POL-H-SEC-T-2(A): Public Opinion and Survey Research**  
**Skill Enhancement Course; Credit-2. Full Marks-50**

**Course Objectives:**

After completion the course the learners will be able to:

- Identify the debates, principles and practices of public opinion polling in the context of democracies with special reference to India.
- Understand how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.

**Unit 1:** Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll.

**Unit 2:** Measuring Public Opinion: What is sampling? Why do we need to sample? Sample design, Methods and Types of Sampling- Non-Random Sampling (Quota, Purposive and Snowball sampling) – Random Sampling (Simple and Stratified)) , Sampling error and non-response.

**Unit 3:** Interviewing: Interview techniques pitfalls, different types of and forms of interview

**Unit4:** Questionnaire: Question wording; fairness and clarity

**Unit 5:** Quantitative Data Analysis: Introduction to quantitative data analysis, Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics.



**Unit 6:** Prediction in polling research: possibilities and pitfalls, Politics of Interpreting Polls.

**Suggested Readings:**

1. R. Erikson and K. Tedin, *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, 2011.
2. G. Gallup, *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, 1948.
3. Kothari, C. R., *Research Methodology*, New Delhi, PHI, 2004.
4. Ahuja, Ram, *Research Methods*, New Delhi, Rawat Publications, 2001.
5. Kalton, G., *Introduction to Survey Sampling* Beverly Hills, Sage Publication, 1983.
6. Asher, H., 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press, 2001.
7. Kumar, S. and Rai, P. 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi, Sage, 2013.

**B.A. Political Science (Honours)**

**SEMESTER-IV**

**POL-H-SEC-T-2(B): Peace and Conflict Resolution**

**Skill Enhancement Course; Credit-2. Full Marks-50**

**Course Objectives:**

After completion the course the learners will be able to:

- Help build an understanding of a variety of conflict situations.
- Understand the various dimensions of Conflict.
- Identify the Gandhian Techniques of Peace-Building.
- Develop ideas on Conflict Responses.

**Unit 1:** Understanding Conflict and Conflict Management, Conflict Resolution and Conflict Transformation- Peace Building.

**Unit 2:** Dimensions of Conflict: Ideological, Economic (Resource Sharing) and Socio-Cultural (Ethnicity, Religion and Gender).

**Unit 3:** Nature of Local, Sub-national and International Conflicts.

**Unit 4:** Techniques of Conflict Resolution: Negotiations – Trust building; Mediation: Skill Building and Active Listening; Track- I, II & and Multi Track Diplomacy; Gandhian Methods.

### **Suggested Readings:**

1. O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
2. S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
3. R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
4. P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.), *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
5. S. AyseKadayifci- Orellana, (2009) 'Ethno- Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264- 284.
6. J Bercovitch, V. Kremenyuk, and I. Zartman (eds.) (2009), *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.
7. M. Steger, (2001) 'Peacebuilding and Non- Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice Hall.
8. I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
9. P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
10. J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

**B.A. Political Science (Honours)**  
**SEMESTER-V**  
**POL-H-CC-T-11: Western Political Thought (Ancient & Medieval)**  
**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to –

- Have an insightful knowledge about the ancient and medieval western political thought.
- Understand the key ideas of western political thinkers of ancient and medieval period.

**Unit 1:** Background of Western Political Thought: A Brief Outline with special reference to Stoics and Sophists of ancient Greece.

**Unit 2:** Plato – Philosophy and Politics- Theory of Forms, Justice, Philosopher King/Queen, Communism- Women and Guardianship- Critique of Democracy - Censorship.

**Unit 3:** Aristotle – Theory of State – Classification of Governments- Man as a Zoon Politikon- Justice- Citizenship.

**Unit 4:** Medieval Theological Thought: Basic Features, Conflict between Church and State- Contribution of St. Augustine, St. Thomas Aquinas and Marsiglio of Padua.

**Unit 5:** Machiavelli: Virtue & Vice – Morality and Statecraft – Religion- Republicanism.

**Suggested Readings:**

1. Inwood B. ed. *The Cambridge Companion to the Stoics*, Cambridge, Cambridge University Press, 2003.
2. Sabine G.H. & T.L. Thorson, *A History of Political Theory*, New Delhi, Oxford and IBH Publishing Company Pvt. Ltd., 1993.



3. Mukhopadhyay, A. K., *Western Political Thought: From Plato to Marx*, Kolkata, K. P. Bagchi, 1980.
4. Mukherjee S and S. Ramaswamy, *A History of Political Thought: Plato to Marx*, New Delhi: Prentice Hall of India, 2004.
5. Jha S., *Western Political Thought: From Plato to Marx*, New Delhi, Pearson, 2010.
6. Barnes, Jonathan, ed. *The Cambridge Companion to Aristotle*, Cambridge University Press, 1995.
7. Kraut, Richard, ed. *The Cambridge Companion to Plato*, Cambridge University Press 1992.
8. Lee, Francis Nigel., *A Christian Introduction to the History of Philosophy*, Craig Press, 1969.
9. Leff, Gordon. *Medieval Thought: St. Augustine to Ockham*, Penguin Books, Middlesex, England, 1968.

**B.A. Political Science (Honours)  
SEMESTER-V**

**POL-H-CC-T-12: Western Political Thought (Modern)**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learner will be able to:

- Have an insightful knowledge about the western political thought of modern times.
- Understand the key ideas of western political thinker's of modern period.

**Unit 1:** Thomas Hobbes – Materialism, Human Nature & Sovereignty- John Locke – Natural Rights and Property- JJ Rousseau – Concept of General Will, Local or Direct Democracy, Origin of Inequality.

**Unit 2:** Immanuel Kant –Enlightenment and Moral Freedom - Hegel – Dialectics, Civil Society and State.

**Unit 3:** J.S. Mill- Liberty, Suffrage, Subjection of Women, right of minorities, utility principles.

**Unit 4:** Mary Wollstonecraft: Women and Paternalism- Critique on Rousseau's idea on education- legal rights.

**Unit 5:** Alexandra Kollontai: Winged and Wingless Eros, Proletarian women, Socialization of housework, disagreement with Lenin.

### **Suggested Readings:**

1. Sabine G.H. & T.L. Thorson, *A History of Political Theory* , New Delhi, Oxford and IBH Publishing Company Pvt. Ltd., 1993.
2. Mukhopadhyay, A. K., *Western Political Thought: From Plato to Marx*, Kolkata, K. P. Bagchi, 1980.
3. Mukherjee S and S. Ramaswamy, *A History of Political Thought: Plato to Marx*, New Delhi: Prentice Hall of India, 2004.
4. Jha S., *Western Political Thought: From Plato to Marx*, New Delhi, Pearson, 2010.
5. Germino, Dante, *Machiavelli to Marx: Modern Western Political Thought*, London, The University of Chicago Press, 1972.
6. Spellman W.M., *A Short History of Western Political Thought*, New York, Palgrave Macmillan, 2011.
7. Tannenbaum Donald, *Inventors of Ideas: Introduction to Western Political Philosophy*, Boston, USA, Wadsworth Cengage Learning, 2004.
8. Lamb, Peter, *Harold Laski: Problems of Democracy, the Sovereign State, and International Society*, New York, Palgrave Macmillan, 2004.

9. Kollontaï, Aleksandra , Translated by Alex Holt, *Selected Writings of Alexandra Kollontai*, Norton, 1980.
10. Farnsworth. Beatrice , *Alexandra Kollontai: Socialism, Feminism, and the Bolshevik Revolution*, Stanford University Press, 1980.

### **B.A. Political Science (Honours)**

#### **SEMESTER-V**

#### **POL-H-DSE-T-1(A): Citizenship in a Globalizing World**

#### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

#### **Course objectives:**

After end of this course learner will able to-  
After end of this course learner will able to-

- Understand the theories of citizenship and the historical development of the concept.
- Develop an idea about citizenship as a practice in an increasingly globalizing world.

**Unit 1:** Classical conceptions of citizenship

**Unit 2:** The Evolution of Citizenship and the Modern State

**Unit 3:** Citizenship and Diversity

**Unit 4:** Citizenship beyond the Nation-state: Globalization and global justice

**Unit5:** The idea of cosmopolitan citizenship

#### **Suggested Readings:**

1. Acharya, Ashok. *Citizenship in a Globalising World*. New Delhi: Pearson, 2012.
2. Beiner, R. *Theorising Citizenship*. Albany: State University of New York Press, 1995.



3. Held, David, *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*, Stanford: Stanford University Press, 1995.
4. Kymlicka, Will, "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges*, Cambridge, UK: Cambridge University Press, 1999.
5. Oliver, D. and D. Heater *The Foundations of Citizenship*. London, Harvester Wheatsheaf. 1994.
6. Scholte, Jan Aart, *Globalization: A Critical Introduction*, New York: St.Martin's, 2000.
7. Zolo, Danilo, *Cosmopolis: Prospects for World Government*, Cambridge, UK: Polity Press, 1997.
1. Nash, K., *Contemporary Political Sociology: Globalization, Politics and Power*, West Sussex, Wiley-Blackwell, 2010.

### **B.A. Political Science (Honours)**

#### **SEMESTER-V**

#### **POL-H-DSE-T-1(B): Public Policy in India**

#### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

#### **Course Objectives:**

After end of this course learner will able to:

- Be familiar with different public policies in India.
- Understand various theories and methods of understanding public policy and governance
- Identify the different challenges to governance which has hampered effective implementation of public policies

**Unit 1:** Public Policy: Meaning, Scope and Importance – The emergence of Policy Sciences.

**Unit 2:** Models of Policy Decision-Making.

**Unit 3:** Policy making in India - Nehruvian Vision- – Pre and Post Liberalization period in India –  
**Determinants of Public Policy in India.**

**Unit 4:** Major Public Policies in India: a) Public Health; b) Education and c) Environment.

**Unit5:** Constraints and Challenges to Public Policy implementation in India: Economic, Political and Socio-Cultural.

**Suggested Readings:**

1. Hill, M., *The Policy Process: A Reader* (2nd Edition), London, Prentice Hall, 1997.
2. Dye, Thomas, *Understanding Pubic Policy*, Singapore , Pearson Education,2016.
3. R. K. Saprú, *Public Policy*, New Delhi, Sterling Publishers,
4. De Prabir Kr (edt.), *Public Policy and Systems*, Delhi, Pearson, 2011.
5. Michael Howlett and M.Ramesh, *Studying Public Policy*, Ontario: Oxford University Press, 2003.
6. Chakrabarti, R. & Sanyal, K., *Public Policy in India*, Delhi, OUP, 2016.

**B.A. Political Science (Honours)**

**SEMESTER-V**

**POL-H-DSE-T-2(A): Development Process and Social Movements in Contemporary India**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After end of this course learner will able to:

- To understand the development process in India since Independence.
- Understand a variety of protest movements in the context of development in India.

- To analyse the conditions, contexts and forms of political contestation over development paradigms.

**Unit 1:** Development Process in India since Independence: State and planning – Liberalization and reforms.

**Unit 2:** Industrial Development Strategy and its Impact on the Social Structure : Mixed economy, privatization, the impact on organized and unorganized labour - Emergence of the new Indian middle class.

**Unit 3:** Agrarian Development Strategy and its Impact on the Social Structure: Land Reforms, Green Revolution, Agrarian crisis since the 1990s and its impact on farmers.

**Unit 4:** Social Movements in India: Tribal, Peasant, Dalit and Women's movements - Maoist challenge - Civil rights movements in India.

### **Suggested Readings:**

1. A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press.
2. A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.
3. P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage.
4. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
5. L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
6. A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press.
7. F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
8. G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage.



**B.A. Political Science (Honours)**

**SEMESTER-V**

**POL-H-DSE-T-2(B): Human Rights in a Comparative Perspective**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to –

- Develop an understanding of Human Rights from a comparative perspective.

**Unit 1: Understanding Human Rights:** Three Generations of Rights - Institutionalization: Universal Declaration of Human Rights –

**Unit 2:** Human Rights in National Constitutions: South Africa and India.

**Unit 3: Human Rights Issues in Comparative Perspective:** 1. Torture: USA and India; 2. Surveillance and Censorship: China and India; 3. Terrorism and Insecurity of Minorities: USA and India.

**Unit 4: Violation of Human Rights in Comparative Perspective:** 1. Caste and Race: South Africa and India; 2. Gender and Violence: India and Pakistan; 3. Adivasis/Aboriginals and the Land Question: Australia and India.

**Suggested Readings:**

1. Priyam,M., Menon K. and Banerjee,M., *Human Rights, Gender and the Environment* New Delhi, Pearson, 2009.
2. Donnely, Jack, *Universal Human Rights in Theory and Practice*, Ithaca& London, Cornell University Press, 2013.
3. Clapham, Andrew, *Human Rights: A very short introduction*, Oxford, Oxford University Press, 2015.
4. Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.

5. Conor Greaty and Adam Tomkins (Eds). *Understanding Human Rights* , London: Manshell, 1996.
6. D. O’Byrne, (2007) ‘Torture’, in *Human Rights: An Introduction*, Delhi: Pearson.
7. D. O’Byrne, (2007) ‘Censorship’, in *Human Rights: An Introduction*, Delhi: Pearson.
8. U. Singh, (2007) ‘The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities’, in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications.
9. D. O’Byrne, (2007) ‘Apartheid’, in *Human Rights: An Introduction*, Delhi: Pearson.
10. K. Kannabiran, (2012) ‘Adivasi Homelands and the Question of Liberty’, in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge,

**B.A. Political Science (Honours)**  
**SEMESTER-VI**  
**POL-H-CC-T-13: Introducing Political Sociology**  
**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Understand the nature and scope of Political Sociology
- Understand the concept of Social Stratification and the role of caste, class and elite in politics.
- Comprehend the concepts of Power, authority and Influence and their inter-relationships.
- Understand the meaning, nature and type of Political Culture
- Identify the process of political socialization

**Unit 1:** Nature, scope and emergence of Political Sociology – Sociology of politics and political sociology-Theoretical Approaches to the study of Political Sociology.

**Unit 2:** Social Stratification and Politics: Caste, class and elite.

**Unit 3:** Power, Influence, and Authority.

**Unit 4:** Political Culture: Meaning, nature and types.

**Unit 5:** Political Socialization: Meaning and agencies.

**Unit 6:** Political Development and Political Modernization.

**Suggested Readings:**

1. Tom Bottomore, *Political Sociology*, Pluto Press, 1993.
2. Janoski, Thomas, Alford R., Hicks Alexander & Schwartz M.A. ed., *The Handbook of Political Sociology: States, Civil Societies and Globalization*, Cambridge, Cambridge University Press, 2005.
3. Ashraf, A. & Sharma, L.N., *Political Sociology: a New Grammar of Politics*, New Delhi, Orient Longman Pvt. Ltd., 2004.
4. Nash, K., *Contemporary Political Sociology: Globalization, Politics and Power*, Wiley-Blackwell, 2010.
5. Satyabrata Chakraborty (ed.), *Political Sociology*, New Delhi, Macmillan India, 2005.
6. Amal Kumar Mukhopadhyay, *Political Sociology: an introductory analysis*, K.P. Bagchi, 1977.
7. Guy Rocher, *A General introduction to sociology: A theoretical perspective*, Calcutta, Academic Publishers, 2004.
8. Gajanafar Alam, *Political Sociology*, New Delhi, Anmol Publications, 2011.

**B.A. Political Science (Honours)**

**SEMESTER-VI**

**POL-H-CC-T-14: Comparative Government & Politics**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learner will be able to:



- Identify the difference between Comparative Politics and Comparative Government.
- Identify the different types of Constitutional Systems.
- Gain knowledge about the basic features of the constitution in UK, USA and PRC.

**Unit 1:** The Nature and Scope of Comparative Government - Distinction between Comparative Politics and Comparative Government- Going beyond Euro centrism.

**Unit 2:** Major approaches to the study of comparative politics ---Institutional approach (dominant schools: Systems approach and Structural Functional approach)- limitations; New Institutionalism, Political Economy--- origin and key features.

**Unit 3:** Colonialism and Decolonization: Meaning, context, forms – anti-colonial struggles and process of decolonization.

**Unit 4:** Socialism: Meaning, growth and Development.

**Unit 5:** Comparative study of the Constitutional Developments and Political Economy of: Britain, Brazil, Nigeria and China.

### **Suggested Readings :**

1. Hague, Rod, Harrop, Martin & McCormick, John., *Comparative Government and Politics: An Introduction*, UK, Macmillan Education, Palgrave, 2016.
2. Johari, J.C., *New Comparative Government*, New Delhi, Lotus Press, 2006.
3. Blondel, J., *Comparative Government Introduction*, New York, Routledge, 2013.
4. Bara, J & Pennington, M. (eds.). *Comparative Politics*. New Delhi: Sage, 2009.
5. Caramani, D. (edt.). *Comparative Politics*. Oxford: Oxford University Press, 2008.
6. Bhat, Mohd. Shafi, *Comparative Government and Politics: Political Analysis*, New Delhi, Educreation Publishing, 2011.

**B.A. Political Science (Honours)**  
**SEMESTER-VI**  
**POL-H-DSE-T-3(A): Understanding South Asia.**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learner will be able to:

- Understand the Geo-politics of South Asia as a region.
- Understand the nature of state system in various countries of South Asia.
- Understand the process of regional integration in South Asia.
- Identify the major environmental issues in South Asia.

**Unit 1:** South Asia as a region: Historical and Colonial Legacies - Geopolitical dimensions.

**Unit 2:** Politics and Governance: a) Regime Types: Democracy, authoritarianism, monarchy; b) Emerging Constitutional practices: Federal experiments in Pakistan, constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka.

**Unit 3:** Socio-Economic Issues: Identity politics and economic deprivation: Challenges and Impact (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

**Unit 4:** Regional Issues and Challenges: a) SAARC: problem and prospects; b) Terrorism, c) Migration.

**Suggested Readings:**

1. B.H.Farmer, *An Introduction to South Asia*, London, Rutledge, 1993.
2. Baxter et al (ed.), *Government and Politics in South Asia*, Boulder, West view, 1987.
3. Robert W. Stern, *Democracy and Dictatorship in South Asia*, New Delhi, India Research Press, 2001.
4. Urmila Phadnis and RajatGanguly, *Ethnicity and Nation Building in South Asia*, Delhi, Sage, 2001.
5. Hamza Alavi and John Harriss (ed.), *The Sociology of Developing States: South Asia*, New Delhi, Houndmill: Macmillan, 1987.

**B.A. Political Science (Honours)**  
**SEMESTER-VI**

**POL-H-DSE-T-3(B): India's Foreign Policy in a Globalizing World**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completing of the course the students will be able to-

- Have an insightful understanding about India's foreign policy preferences in the globalizing World.
- Identify the pattern of India's engagements with global powers.

**Unit 1:** India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

**Unit 2:** India's Relations with the USA and USSR/Russia

**Unit 3:** India's Engagements with China

**Unit 4:** India in South Asia: Debating Regional Strategies

**Unit 5:** India's Negotiating Style and Strategies: Trade, Environment, Energy and Security

**Regimes.**

**Suggested Readings:**

1. Dubey, M, *India's Foreign Policy Coping with the Changing World: Updated Edition with a New Chapter on Pakistan*, New Delhi, Orient Black Swan, 2016.
2. Dutt, Sagarika, *India in a Globalized World*, Manchester, Manchester University Press, 2015.
3. Malone, David M. and others, *Oxford Handbook of India's Foreign Policy*, Oxford, Oxford University Press, 2015.
4. Ayres, A. and Raja Mohan, C. (eds), *Power Realignments in Asia: China, India, and the United States*, New Delhi, Sage, 2009.
5. Ganguly, Anirban, Chauthaiwale, Vijay & Sinha, Uttam Kumar, eds. *The Modi Doctrine: New Paradigms in India's Foreign Policy*, USA, Wisdom Tree, 2018.



**B.A. Political Science (Honours)**  
**SEMESTER-VI**  
**POL-H-DSE-T- 4 (A): Dilemmas in Politics**  
**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Explore, analyze and evaluate some of the central issues, values and debates in the/ contemporary world.

**Unit 1:** The Moral Economy of Violence

**Unit 2:** The Politics of Exclusion

**Unit 3:** Debates on Human Rights

**Unit 4:** Ecology and Political Responsibility

**Unit 5:** Capabilities and the Politics of Empowerment

**Unit 6:** Global Justice and Cosmopolitanism

**Unit 7:** Feminism and the Politics of Interpretation

**Unit 8:** Legitimacy of Humanitarian Intervention

**Suggested Readings:**

Gunn, R. (1993) 'Politics and Violence', in Bellamy, R. (ed.) *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press.

Tilly, Ch. (2003) *Politics of Collective Violence*. New York: Cambridge University Press.

Orend, B. (2002) *Human Rights: Concept and Context*. Peterborough: Broadview Press.

Clark, M. (1993) 'Environmentalism', in Bellamy, R. (ed.) *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press.

Sen, A. (1995) *Inequality Reexamined*. New Delhi: Oxford University Press.

Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press.

Holzgrefe, J.L. (2003) 'The Humanitarian Debate', in Holzgrefe, J. L. and Keohane, R. O. (eds.) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press.

Farer, J. T. (2003), 'Humanitarian Intervention before September 9/11: legality and legitimacy', Holzgrefe, J. L. and Keohane, R. O.(eds.) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press

**B.A. Political Science (Honours)**  
**SEMESTER-VI**  
**POL-H-DSE-T-4(B): Dissertation**  
**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course objectives:**

After completion of the course the learners will be able to:

- Apply the knowledge gained through different courses in practical field.
- Solve problems related to his course of study.
- Document, calculate, analyse and interpret data.
- Deduce findings from different studies
- Write and report in standard academic formats.

**Guidelines:**

- The students undertaking this course shall be allotted a supervisor/mentor/guide at the beginning of the semester.
- The student shall select a topic for dissertation from any field of Political Science taking help from the supervisor/mentor/guide.
- The work completed within the stipulated time and written in standard academic format shall be submitted at the end of the semester.
- The work shall be evaluated on the basis of the written document submitted by the student and a *viva-voce* conducted on the same.

**Suggested Readings:**

1. Smith, K., Todd M., Waldman, J., *Doing Your Undergraduate Social Science Dissertation*, USA, Rutledge, 2009.
2. Burnett Judith , *Doing Your Social Science Dissertation*, London, Sage Publications, 2009.
3. Lovitts, Barbara E. & Wert, Ellen L., *Developing Quality Dissertations in the Social Sciences: A Graduate Student's Guide to achieving excellence*, Virginia, Stylus Publishing, 2009.





# **UNIVERSITY OF KALYANI**



**CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE  
IN  
POLITICAL SCIENCE (GENERAL)**

**WITH EFFECT FROM THE ACADEMIC SESSION  
2018-19**

## INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

### Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

### 3. Ability Enhancement Courses/ Skill Enhancement Courses:

3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**A. TOTAL Number of courses in UG-CBCS (B.A.GENERAL):**

Types of course	Core course (CC)	Elective course		Ability Enhncemnt Course		T O T A L
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancmnt compulsory course(AECC)	Skill Enhancmnt course (SEC)	
No. of course	12	6(BSc)/4(BA/B.Com)	2((BA/B.Com)	2	2	24
Credit/course	6	6	6	2	2	120

**TABLE-1: DETAILS OF COURSES OF B.A.( GENERAL ) UNDER CBCS**

S. No.	Particulars of Course	Credit Point	
<b>1.</b>	<b>Core Course: 14 Papers</b>	<b>Theory + Practicl</b>	<b>Theory + Tutoril</b>
<b>1.A.</b>	Core Course: Theory ( 12 papers)	12x4 = 48	12x5 = 60
<b>1.B.</b>	Core Course ( Practical/Tutorial)*( 12 papers)	12x2 = 24	12x1 = 12
<b>2.</b>	<b>Elective Courses: (6 papers)</b>		
<b>A.</b>	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
<b>B.</b>	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
<b>C.</b>	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
<b>D.</b>	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)	--	2x1 = 2
<b>3. Ability Enhancement Courses</b>			
<b>A.</b>	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
<b>B.</b>	Skill Enhancement Course(SEC) (4 papers of 2 credits each)-----	4x2 = 8	4x2 = 8
<b>Total Credit:</b>		<b>120</b>	<b>120</b>

**TABLE-2: SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A. GENERAL**

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
<b>CC-1,2 6)</b>	2(1A,2A)	2 1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
<b>Language CC - 1,2 (6)</b>	1 (L1-1)	1 (L2-1)	1 (L1-2)	1 (L2-2)			4	24
<b>DSE (6)</b>	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
<b>GE (6)</b>					1(GE-1)	1(GE-2)	2	12
<b>AECC (2)</b>	1	1					2	04
<b>SEC (2)</b>			1	1	1	1	4	08
<b>Total No. of Courses/ Sem.</b>	4	4	4	4	4	4	24	--
<b>Total Credit /Semester</b>	20	20	20	20	20	20	--	120

**CHOICE BASED CREDIT SYSTEM  
B.A. POLITICAL SCIENCE  
LIST OF PAPERS AND COURSES**

**COURSE CODE & COURSE TITLE:**

**A. Core courses (CC)**

1. POL-G-CC-T-1: **Introduction to Political Theory**
2. POL-G-CC-T-2: **Indian Government and Politics**
3. POL-G-CC-T-3: **Comparative Government and Politics**
4. POL-G-CC-T-4: **Introduction to International Relations**

**B. Discipline specific elective courses (DSE) (2)**

1. POL-G-DSE-T-1(A): **Citizenship in a Globalizing World.**
2. POL-G-DSE-T-1(B): **Public Policy in India.**
3. POL-G-DSE-T-2(A): **Understanding South Asia.**
4. POL-G-DSE-T-2(B): **India's Foreign Policy in a Globalizing World.**

**C. Generic elective courses (GE): (Interdisciplinary): (2)**

1. POL-G-GE-T-1(A): **Reading Gandhi**
2. POL-G-GE-T-1(B): **Nationalism in India**
3. POL-G-GE-T-2 (A): **Human Rights, Gender and Environment**
4. POL-G-GE-T-2 (B): **Governance : Issues and Challenges**

**D. Ability enhancement compulsory courses (AECC) (Compulsory) (2)**

1. AECC-1: English/MIL (Communication)
2. AECC-2: Environmental Science

**E. Skill enhancement courses (SEC)**

1. POL-G-SEC-T-1: **Legislative Practices and Procedures**
2. POL-G-SEC-T-2: **Public Opinion and Survey Research**
3. POL-G-SEC-T-3: **Democratic Awareness with Legal Literacy.**
4. POL-G-SEC-T-4: **Peace and Conflict Resolution**



**F. Core /Foundation (Compulsory) (2)**

**Table-3: Semester & Course wise credit distribution in B.A. (General): (6 Credit: 75 Marks, 2 Credit:50 Marks)**

SEMESTER-I			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-G-CC-T-1	Introduction to Political Theory	Core (75L+15T)	6(5L+1T)
	Subject -II (Any other)	Core	6
	L1-1	Core	6
AECC-1	English/MIL/Environmental Science	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-II			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-G-CC-T-2	Indian Government and Politics	Core (75L+15T)	6(5L+1T)
	Subject -II (Any other)	Core	6
	L2-1	Core	6
AECC-2	English/MIL communication/Environmental Science	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-III			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-G-CC-T-3	Comparative Government and Politics	Core (75L+15T)	6(5L+1T)
	Subject -II (Any other)	Core	6
	L1-2	Core	6
POL-G-SEC-T-1 (any one)	<b>Legislative Practices and Procedures</b>	Skill enhancement (30L)	2 (2L)
	From Second Discipline/Subject		
Total	4 courses	Total	26
SEMESTER-IV			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-G-CC-T-4	Introduction to International Relations	Core (75L+15T)	6(5L+1T)
	Subject -II (Any other)	Core	6
	L2-2	Core	6
POL-G-SEC-T-2 (any one)	<b>Public Opinion and Survey Research</b>	Skill enhancement (30L)	2 (2L)
	From Second Discipline/Subject		
Total	4 courses	Total	26
SEMESTER-V			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-G-DSE-T-1 (A)	<b>A: Citizenship in a Globalizing World.</b>	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)
POL-G-DSE-T-1(B)			

(any one)	<b>B: Public Policy in India.</b>		
Discipline Specific Elective Course – II	From Second Discipline/Subject		
POL-G-GE-T-1 (any one)	A: <b>Reading Gandhi</b> B. <b>Nationalism in India</b>	Generic Elective (75L+15T)	6(5L+1T)
POL-G-SEC-T-3 (any one)	<b>Democratic Awareness with Legal Literacy.</b> From Second Discipline/Subject	Skill enhancement (30L)	2 (2L)
Total	4 courses	Total	24
<b>SEMESTER-VI</b>			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
POL-G-DSE-T-2 (A)	A: <b>Understanding South Asia.</b>	DSE	6x2=12
POL-G-DSE-T-2 (B) (any one)	B: <b>India's Foreign Policy in a Globalizing World.</b>		
Discipline Specific Elective Course – II	From Second Discipline/Subject	DSE	
POL-G-GE-T-2 (any one)	A: <b>Human Rights, Gender and Environment</b> B. <b>Governance : Issues and Challenges</b>	Generic Elective (75L+15T)	6(5L+1T)
POL-G-SEC-T-4 (any one)	<b>Peace and Conflict Resolution</b> From Second Discipline/Subject	Skill enhancement (30L)	2 (2L)
Total	4 courses	Total	24
<b>Total (All Semesters)</b>	<b>26 courses</b>	<b>Total</b>	<b>120</b>

# **CBCS CURRICULUM OF B.A. IN POLITICAL SCIENCE (GENERAL)**

**B.A. Political Science (General)**

**SEMESTER-I**

**POL-G-CC-T-1: Introduction to Political Theory:**

**Core Course; Credit-6. Full Marks-75**

## **Course Objectives:**

After completion of the course the learners will be able to:

- Explain what is politics and what is the relevance of Political Theory
- Understand the different approaches to the study of politics
- Understand the different theories of State
- Understand the concepts like Liberty, Equality, Law and Rights
- Explain the Concept of Democracy.

**Unit 1:** What is Politics – What is Political Theory and what is its relevance?- Approaches to the study of Politics: Normative, Behavioural and Post-behavioural, Marxist and Feminist.

**Unit 2:** Theories of the State (a) Origin: Social Contract Theory; (b) Nature: Idealist, Liberal and Neo-liberal theories.

**Unit 3:** Concept of State Sovereignty: Monistic and Pluralistic theories.

**Unit 4:** Liberty, Justice, Equality, Rights, State, Civil Society and Law: Meaning and their interrelations

**Unit 5:** Democracy: Meaning and typology.

**Unit 6:** Debates in Political Theory: i) Is democracy compatible with economic growth? ii) On what grounds is censorship justified and what are its limits? iii) Does Protective Discrimination violate principles of fairness? iv) Should the state intervene in the institution of the family?

**Suggested Readings:**

1. Gauba, O. P., *Introduction to Political Theory*, New Delhi, Macmillan, 2009.
2. Johari, J. C., *Contemporary Political Theory: New Dimensions, Basic Concepts and Major Trends*, New Delhi, Sterling Publishers, 2006.
3. Ramaswamy, S., *Political Theory: Ideas and Concept*, Delhi, PHI, 2015.
4. Roy, A. and Bhattacharya, M., *Political Theory: Ideas and Institutions*, Kolkata, World Press, 1962.
5. Verma, S.P., *Modern Political Theory*, New Delhi, Vikash Publishing House, 1975.
6. চৈতালি বসু. *রাজনীতিশাস্ত্র ও অভিজ্ঞতাবাদী রাষ্ট্রতত্ত্ব* (কলকাতা: প: ব: রাজ্য পুস্তক পর্ষদ)
7. কৃত্যপ্রিয় ঘোষ. *রাষ্ট্রতত্ত্ব* (কলকাতা: প: ব: রাজ্য পুস্তক পর্ষদ)
8. Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*, Delhi, Pearson Longman, 2008.
9. Swift, Adam, *Political Philosophy: A Beginners' Guide for Students and Politicians*, Cambridge: Polity Press, 2006.

**B.A. Political Science (General)**  
**SEMESTER-I**  
**: Language1-1**  
**Core Course; Credit-6. Full Marks-75**

**COMMON SYLLABUS**

**B.A. Political Science (General)**  
**SEMESTER-I**



**AECC-1: Environmental Studies**  
**Ability enhancement compulsory Course; Credit-2. Full Marks-50**

**COMMON SYLLABUS**

**B.A. Political Science (General)**  
**SEMESTER-II**

**POL-G-CC-T-2: Indian Government and Politics**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion the course the learners will be able to:

- Develop a basic understanding about the Indian Constitution
- Understand the major issues affecting politics in India
- Develop a basic idea about the different types of political movements in Independent India.

**Unit 1:** Approaches to the study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian.

**Unit 2:** Indian Constitution: Basic Features, Debates on Fundamental Rights and Directive Principles of State Policy.

**Unit 3:** Union Executive: President and Vice-President – Election, power and position. Prime Minister – Power and position; Council of Ministers; Relationship of President and Prime Minister,

**Unit 4:** Union Legislature: Rajya Sabha and Lok Sabha: Composition and functions; Speaker. The Judiciary: Supreme Court and High Courts – Compositions and functions.

**Unit 5: Religion and Politics:** debates on secularism and communalism.

**Unit 6: Power Structure in India: Role of Caste, class and patriarchy.**

**Unit 7: Social Movements: Workers, Peasants, Environmental and Women's Movement.**

**Suggested Readings:**

1. Basu, D.D., Manohar, V.R., Banerjee B.P., Khan S. A., *Introduction to the Constitution of India*, Nagpur , Lexis Nexis Butterworths Wadhwa, 2008.
2. Kashyap, S.C., *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi, National Book Trust, 1994.
3. Chakrabarty, Bidyut & Pandey, Rajendra Kumar, *Indian Government and Politics*, New Delhi, Sage, 2008.
4. Kochanek, Stanley A. & Hardgrave Robert L.(Jr), *India: Government and Politics in a Developing Nation*, USA, Thomson Wadsworth, 2008.
5. Johari J.C., *Indian Government and Politics: Basic Framework and State Structure*, New Delhi, Vikash Publication, 1974.
6. Brass, P., *The Politics of India Since Independence*, Delhi: Cambridge University Press and Foundation Books, 1990.
7. R. Kothari, *Caste in Indian Politics*, Delhi: Orient Longman, 1970.
8. Vora, R. and Palshikar, S. (eds.) *Indian Democracy: Meanings and Practices*, New Delhi, Sage, 2004.

**SEMESTER-II**  
**: Language 2-1**  
**Core Course; Credit-6. Full Marks-75**

**COMMON SYLLABUS**

**B.A. Political Science (General)**  
**SEMESTER-II**  
**AECC-2: English Communication**  
**Ability enhancement compulsory Course; Credit-2. Full Marks-50**

**COMMON SYLLABUS**

**B.A. Political Science (General)**  
**SEMESTER-III**

**POL-G-CC-T-3: Comparative Government and Politics**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Identify the difference between Comparative Politics and Comparative Government.
- Understand the scope, purpose and methods of comparison in Comparative politics.
- Identify the different types of Constitutional Systems.

**Unit 1:** The Importance and Scope of Comparative Government -Distinction between Comparative Politics and Comparative Government – Development of Comparative Politics.

**Unit 2:** Theories of Political Systems: Easton, Almond and Powell.

**Unit 3:** Typology of Political Systems: Unitary and Federal, Parliamentary and Presidential: UK & USA, Federal and Unitary: Canada & China.

**Unit 4:** Electoral Systems: First past the post, proportional representation, mixed systems.

**Unit 5:** Parties Systems: One-party, two-party and multi-party systems.

**Unit 6:** Contemporary Debates on the nature of State: From State Centric security to human centric security & the changing nature of nation-state in the context of globalization.

**Suggested Readings:**

1. Hague, Rod, Harrop, Martin & McCormick, John., *Comparative Government and Politics: An Introduction*, UK, Macmillan Education, Palgrave, 2016.
2. Johari, J.C., *New Comparative Government*, New Delhi, Lotus Press, 2006.
3. Blondel, J., *Comparative Government Introduction*, New York, Routledge, 2013.
4. Bara, J & Pennington, M. (eds.). *Comparative Politics*. New Delhi: Sage, 2009.
5. Caramani, D. (edt.). *Comparative Politics*. Oxford: Oxford University Press, 2008.

6. Bhat, Mohd. Shafi, *Comparative Government and Politics: Political Analysis*, New Delhi, Educreation Publishing, 2011.
7. Chatterjee, Rakhahari, *Introduction to Comparative Political analysis*, Kolkata, Sarat, 2014.
8. .চৈতালি বসু. *রাজনীতিশাস্ত্র ও অভিজ্ঞতাবাদী রাষ্ট্রতত্ত্ব* (কলকাতা: প: ব: রাজ্য পুস্তক পর্ষদ)

### **B.A. Political Science (General)**

#### **SEMESTER-III**

#### **Language1-2**

**Core Course; Credit-6. Full Marks-75**

### **COMMON SYLLABUS**

### **B.A. Political Science (General)**

#### **SEMESTER-III**

#### **POL-G-SEC-T-1: Legislative Practices and Procedures**

**Skill Enhancement Course; Credit-2. Full Marks-50**

#### **Course Objectives:**

After completion the course the learners will be able to:

- To Identify the legislative process in India at various levels,
- To understand the basic requirements of peoples' representatives in policy making process.
- To understand the basic skills required for understanding the political process.



**Unit 1:** Powers and functions of people's representative at different tiers of governance: Members of Parliament, State Legislative Assemblies - functionaries of rural and urban local governance.

**Unit 2:** Legislative Process - How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations.

**Unit 3:** Legislative Committees: Types and role – Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation.

**Unit 4 :** Budget Document : Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

**Unit 5:** Media monitoring and communication: Types of media and their significance for legislators. Basics of communication in print and electronic media.

**Suggested Readings:**

1. Jayal, N and Mehta, P (eds), *The Oxford Companion to Politics in India*, Oxford University Press: New Delhi
2. B. Jalan, (2007) *India's Politics*, New Delhi: Penguin.
3. H. Kalra, (2011) *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi.
4. Subhash Kashyap, (2006) *Parliamentary Procedure, Law Privilege, Practice & Precedents* - Delhi: Universal Law Publishing.
5. Madhavan, M.R. & N.Wahi *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi, 2008:  
[http://www.prsindia.org/uploads/media/conference/Campaign\\_finance\\_brief.pdf](http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf)
6. Vanka, S. *Primer on MPLADS* Centre for Policy Research, New Delhi, 2008.  
can be accessed on:  
<http://www.prsindia.org/parliamenttrack/primers/mplads-487/>

**B.A. Political Science (General)**  
**SEMESTER-IV**

**POL-G-CC-T-4: Introduction to International Relations**

**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Understand the important theoretical approaches to international relations.
- Understand the major concepts in International Relations.
- Comprehend the evolution of Indian foreign policy since independence and its possible future trajectory.

**Unit 1:** Foundation of International Relations as an academic discipline.

**Unit 2:** Major approaches to the study of International Relations: (a) Liberal and Neo-Liberal (Robert O. Keohane and Joseph Nye); (b) Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz); (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank), (d) Feminist Perspective (J. Ann Tickner)

**Unit 3:** Major concepts in International Relations: (a) National Power; (b) Balance of Power; (c) Collective Security, (d) Bipolarity, Uni-polarity & Multi-polarity, (g) National Interest, (h) Globalization.

**Unit 4:** Indian Foreign Policy: Basic Determinants (Historical, Geo-political, Economic, domestic and Strategic) – India's policy of Non-Alignment - India's relations with U. S. A, China, Pakistan and Bangladesh.

**Unit 5:** Cold War and Post- Cold War Era – Origins of Cold War- Phases of Cold War – End of Cold War and Collapse of Soviet Union – Post –Cold War Era and Emerging Centers of Power.

### **Suggested Readings:**

1. Burchill Scott et al, *Theories of International Relations* 3rd edition, Basingstoke: Palgrave Macmillan, 2005.
2. Aron, Raymond , *Peace and War: A Theory of International Relations*, New York, Anchor Books, 1973.
3. Baylis, J. and Smith, S. (eds.), *The Globalization of World Politics* ,Oxford, Oxford University Press, 2001.
4. Ganguly, Sumit , *India's Foreign Policy: Retrospect and Prospect*, New Delhi, Oxford University Press, 2012.
5. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
6. Appadorai and Rajan, M. S. (eds.) ,*India's Foreign Policy and Relations*. New Delhi, South Asian Publishers, 1985.
7. Vanaik, A. *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman, 1995.
8. Mewmillians, W.C. and Piotrowski, H., *The World since 1945: A History of International Relations*, Lynne Rienner Publishers.

**B.A. Political Science (General)**  
**SEMESTER-IV**  
**: Language2-2**  
**Core Course; Credit-6. Full Marks-75**

### **COMMON SYLLABUS**

**B.A. Political Science (General)**  
**SEMESTER-IV**

**POL-G-SEC-T-2: Public Opinion and Survey Research**

**Skill Enhancement Course; Credit-2. Full Marks-50**

**Course Objectives:**

After completion the course the learners will be able to:

- Identify the debates, principles and practices of public opinion polling in the context of democracies with special reference to India.
- Understand how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.

**Unit 1:** Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll.

**Unit 2:** Measuring Public Opinion: What is sampling? Why do we need to sample? Sample design, Methods and Types of Sampling- Non-Random Sampling (Quota, Purposive and Snowball sampling) – Random Sampling (Simple and Stratified)) , Sampling error and non-response.

**Unit 3:** Interviewing: Interview techniques pitfalls, different types of and forms of interview

**Unit 4:** Questionnaire: Question wording; fairness and clarity

**Unit 5:** Quantitative Data Analysis: Introduction to quantitative data analysis, Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics.

**Unit 6:** Prediction in polling research: possibilities and pitfalls, Politics of Interpreting Polls.

**Suggested Readings:**

1. R. Erikson and K. Tedin, *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, 2011.
2. G. Gallup, *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, 1948.



3. Kothari, C. R., *Research Methodology*, New Delhi, PHI, 2004.
4. Ahuja, Ram, *Research Methods*, New Delhi, Rawat Publications, 2001.
5. Kalton, G., *Introduction to Survey Sampling* Beverly Hills, Sage Publication, 1983.
6. Asher, H., 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press, 2001.
7. Kumar, S. and Rai, P. 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi, Sage, 2013.

## **B.A. Political Science (General)**

### **SEMESTER-V**

#### **POL-G-DSE-T-1(A): Citizenship in a Globalizing World.**

#### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

#### **Course objectives:**

#### **Course objectives:**

After end of this course learner will able to-

After end of this course learner will able to-

- Understand the theories of citizenship and the historical development of the concept.
- Develop an idea about citizenship as a practice in an increasingly globalizing world.

**Unit 1:** Classical conceptions of citizenship

**Unit 2:** The Evolution of Citizenship and the Modern State

**Unit 3:** Citizenship and Diversity

**Unit 4:** Citizenship beyond the Nation-state: Globalization and global justice

**Unit5:** The idea of cosmopolitan citizenship

#### **Suggested Readings:**

1. Acharya, Ashok. *Citizenship in a Globalising World*. New Delhi: Pearson, 2012.
2. Beiner, R. *Theorising Citizenship*. Albany: State University of New York Press, 1995.
3. Held, David, *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*, Stanford: Stanford University Press, 1995.
4. Kymlicka, Will, "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges*, Cambridge, UK: Cambridge University Press, 1999.
5. Oliver, D. and D. Heater *The Foundations of Citizenship*. London, Harvester Wheatsheaf. 1994.
6. Scholte, Jan Aart, *Globalization: A Critical Introduction*, New York: St.Martin's, 2000.
7. Zolo, Danilo, *Cosmopolis: Prospects for World Government*, Cambridge, UK: Polity Press, 1997.

## **B.A. Political Science (General)**

### **SEMESTER-V**

#### **POL-G-DSE-T-1(B): Public Policy in India**

#### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

#### **Course Objectives:**

After end of this course learner will able to:

- Be familiar with different public policies in India.
- Understand various theories and methods of understanding public policy and governance
- Identify the different challenges to governance which has hampered effective implementation of public policies

**Unit 1:** Public Policy: Meaning, Scope and Importance – The emergence of Policy Sciences.

**Unit 2:** Models of Policy Decision-Making.

**Unit 3:** Policy making in India - Nehruvian Vision- – Pre and Post Liberalization period in India – Determinants of Public Policy in India.

**Unit 4:** Major Public Policies in India: a) Public Health; b) Education and c) Environment.

**Unit5:** Constraints and Challenges to Public Policy implementation in India: Economic, Political and Socio-Cultural.

**Suggested Readings:**

1. Hill, M., *The Policy Process: A Reader* (2nd Edition), London, Prentice Hall, 1997.
2. Dye, Thomas, *Understanding Pubic Policy*, Singapore, Pearson Education, 2016.
3. R. K. Saprú, *Public Policy*, New Delhi, Sterling Publishers,
4. De Prabir Kr (edt.), *Public Policy and Systems*, Delhi, Pearson, 2011.
5. Michael Howlett and M.Ramesh, *Studying Public Policy*, Ontario: Oxford University Press, 2003.
6. Chakrabarti, R. & Sanyal, K., *Public Policy in India*, Delhi, OUP, 2016.

**B.A. Political Science (General)  
SEMESTER-V**

**POL-G-GE-T-1(A): Reading Gandhi**

**Generic Elective Course: Credit-6. Full Marks-75**

**Course Objectives:**

After completion of this course the learner will able to –

- To understand the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context.
- Acquaint with the social and political thought of Gandhi.

**Unit 1:** Ways to read a text: a. textual; b. contextual

**Unit 2:** Hind Swaraj: a. Gandhi in his own words: A close reading of Hind Swaraj.  
b. Commentaries on Hind Swaraj and Gandhian thought.

**Unit 3:** Gandhi and modern India- a. Nationalism. b. Communal unity, c. Women's Question  
d. Untouchability, e. Education.

**Suggested Readings:**

1. Terence Ball, *Reappraising Political Theory*, Ch. 1, OUP, 1995
2. “Meaning and Interpretation in the History of Ideas” in *Visions of Politics*, Quentin Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.
3. “Introduction”, M.K.Gandhi, *Hind Swaraj and other writings* ed. A.J.Parel (1997).
4. B.Parekh, *Gandhi* (1997), chs. 4 (“Satyagraha”) and 5 (“The critique of modernity”).
5. D.Hardiman, *Gandhi in his time and ours* (2003), ch.4 (“An alternative modernity”)

**B.A. Political Science (General)  
SEMESTER-V**

**POL-G-GE-T-1(A): Nationalism in India**

**Generic Elective Course: Credit-6. Full Marks-75**

**Course Objectives:**

After completion of this course the learner will able to –

After end of this course learner will able to-

- Understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it.
- Engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India.

**Unit 1:** Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations.

**Unit 2:** Colonial Rule in India and its impact: On agriculture, land relations, industry and administration system.

**Unit 3:** Reform and Resistance: a. The Revolt of 1857 b. Major social and religious movements c. Education and the rise of the new middle class in India.

**Unit 4:** Nationalist Politics and Expansion of its Social Base: a. Phases of the Nationalist Movement: Birth of INC & Liberal constitutionalist phase , Swadeshi and the Radicals,



Formation of the Muslim League b. Gandhi and mass mobilization: Non-cooperation, Civil Disobedience, and Quit India Movements c. Socialist alternatives: Congress socialists, Communists.

**Unit 5: Social Movements** - The **Women's Question: participation in the national movement and its impact** - The Caste Question: anti-Brahmanical Politics - Peasant, Tribal, and Workers movements in Colonial India.

**Unit6:** Partition and Independence: Communalism in Indian Politics – The Two-Nation Theory, Negotiations over Partition.

### **Suggested Readings:**

1. Chandra, B., *Essays on Colonialism*, Hyderabad, Orient Blackswan, 1999.
2. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K.N. & Mahajan S., *India's Struggle for Independence (1857-1947)*, New Delhi, Penguin, 2016.
3. Young, R., *Postcolonialism : A Very Short Introduction*. Oxford: Oxford University Press, 2003.
5. Bandopadhyay, S., *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Longman, 2015. (revised edition)
6. Sarkar, S., *Modern India (1885-1847)*, New Delhi: Macmillan, 1983.
8. Desai, A.R., *Social Background of Indian Nationalism*, Bombay, Popular, 1987.

## **B.A. Political Science (General)**

### **SEMESTER-V**

#### **POL-G-SEC-T-3: Democratic Awareness with Legal Literacy.**

#### **Skill Enhancement Course; Credit-2. Full Marks-50**

#### **Course Objectives:**

After completion of the course the learners will be able to:

- Understand the structure and manner of functioning of the legal system in India.

- Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India, public interest litigation.

**Unit1:** Constitution – fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement and the expansion of certain rights under Article 21 of the Constitution.

**Unit 2:** Laws relating to criminal jurisdiction – Provision relating to filing of an FIR, arrest, bail, search seizure- Understanding the question of evidence procedure in Cr.P.C. and related laws - dowry, sexual harassment and violence against women – laws relating to consumer rights – Juvenile Justice- Prevention of atrocities on Scheduled Castes and Scheduled Tribes.

**Unit3:** Anti-terrorist laws: Implication for security and human rights. Laws relating to cyber crimes.

**Unit 4:** System of courts/ tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals- Alternate dispute such as Lokadalats, non-formal mechanisms.

**Unit 5:** Critical Understanding of the Functioning of the Legal System – Legal Service Authorities Act and Right to Legal aid, ADR system – Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice – Fair Comment under Contempt Law.

**Unit 6 :** Human Rights - emerging trends; Role of legal aid agencies, Human Rights Commissions, NGOs and Civil liberties groups- Role of Police and Executive in criminal law administration.

### **Suggested Readings:**

1. Basu, D. D & Others, *Introduction to the Constitution of India*, Nagpur: LexisNexis Butterworths, 2008.
2. Kashyap, S, *Our Constitution: An Introduction to India's Constitution and Constitutional Laws*, New Delhi, National Book Trust, 1994.
3. Gender Study Group, (1996) *Sexual Harassment in Delhi University, A Report*, Delhi: University of Delhi.
4. D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.
5. B.L. Wadhera, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.
6. Aggarwal, N., *Women and Law in India*, New Century, Delhi, 2002.

**B.A. Political Science (General)**  
**SEMESTER-VI**  
**POL-G-DSE-T-2(A): Understanding South Asia.**  
**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learner will be able to:

- Understand the Geo-politics of South Asia as a region.
- Understand the nature of state system in various countries of South Asia.
- Understand the process of regional integration in South Asia.
- Identify the major environmental issues in South Asia.

**Unit 1:** South Asia as a region: Historical and Colonial Legacies - Geopolitical dimensions.

**Unit 2:** Politics and Governance: a) Regime Types: Democracy, authoritarianism, monarchy; b) Emerging Constitutional practices: Federal experiments in Pakistan, constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka.

**Unit 3:** Socio-Economic Issues: Identity politics and economic deprivation: Challenges and Impact (case studies of Pakistan, Bangladesh, Nepal and Sri Lanka)

**Unit 4:** Regional Issues and Challenges: a) SAARC: problem and prospects; b) Terrorism, c) Migration.

**Suggested Readings:**

1. B.H.Farmer, *An Introduction to South Asia*, London, Rutledge, 1993.
2. Baxter et al (ed.), *Government and Politics in South Asia*, Boulder, West view, 1987.
3. Robert W. Stern, *Democracy and Dictatorship in South Asia*, New Delhi, India Research Press, 2001.
4. Urmila Phadnis and RajatGanguly, *Ethnicity and Nation Building in South Asia*, Delhi, Sage, 2001.
5. Hamza Alavi and John Harriss (ed.), *The Sociology of Developing States: South Asia*, New Delhi, Houndmill: Macmillan, 1987.

**B.A. Political Science (General)**

**SEMESTER-VI**

**POL-G-DSE-T- 2(B): India's Foreign Policy in a Globalizing World**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completing of the course the students will be able to-

- Have an insightful understanding about India's foreign policy preferences in the globalizing World.
- Identify the pattern of India's engagements with global powers.

**Unit 1:** India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

**Unit 2:** India's Relations with the USA and USSR/Russia

**Unit 3:** India's Engagements with China

**Unit 4:** India in South Asia: Debating Regional Strategies

**Unit 5:** India's Negotiating Style and Strategies: Trade, Environment, Energy and Security Regimes.

**Suggested Readings:**

1. Dubey, M, *India's Foreign Policy Coping with the Changing World: Updated Edition with a New Chapter on Pakistan*, New Delhi, Orient Black Swan, 2016.
2. Dutt, Sagarika, *India in a Globalized World*, Manchester, Manchester University Press, 2015.



3. Malone, David M. and others, *Oxford Handbook of India's Foreign Policy*, Oxford, Oxford University Press, 2015.
4. Ayres, A. and Raja Mohan, C. (eds), *Power Realignment in Asia: China, India, and the United States*, New Delhi, Sage, 2009.
5. [Ganguly](#), Anirban, [Chauthaiwale](#), Vijay & [Sinha](#), Uttam Kumar, eds. *The Modi Doctrine: New Paradigms in India's Foreign Policy*, USA, Wisdom Tree, 2018.

**B.A. Political Science (General)  
SEMESTER-VI**

**POL-G-GE-T-2(A): Human Rights, Gender and Environment**

**Generic Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completing of the course the students will be able to-

- Enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular.
- Help us to assess the institutional and policy measures which have been taken in response to the demands of various movements.
- Help us to understand the conceptual dimensions, international trends and the Indian experience

**Unit 1:** Understanding Social Inequality : Caste, Gender, Ethnicity and Class as distinct categories and their interconnection. Globalisation and its impact on workers, peasants, dalits, adivasis and women.

**Unit 2:** Human Rights : Human Rights: Various Meanings, UN Declarations and Covenants, Human Rights and Citizenship Rights, Human Rights and the Indian Constitution, Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission. Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized

Workers. Consumer Rights: The Consumer Protection Act and grievance Redressal mechanisms, Human Rights Movement in India.

**Unit 3:** Gender: Analysing Structures of Patriarchy, Gender, Culture and History, Economic Development and Women, The issue of Women's Political Participation and Representation in India Laws, Institutions and Women's Rights in India, Women's Movements in India.

**Unit 4:** Environment: Environmental and Sustainable Development UN Environment Programme: Rio, Johannesburg and after; Issues of Industrial Pollution, Global Warming and threats to Bio – diversity Environment Policy in India, Environmental Movement in India.

### **Readings:**

1. Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.

2. Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.

3. Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.

4. Geetha, V. (2002) Gender, Stree Publications, Kolkata.

5. Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.

6. Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.

7. Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.

8. Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi.  
Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.

9. Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.

10. Gonsalves, Colin (2011) Kaliyug: The decline of human rights law in the period of globalization Human Rights Law Network, New Delhi.

11. Sen, Amartya, Development as Freedom (1999) New Delhi, OUP.

**B.A. Political Science (General)**  
**SEMESTER-VI**  
**POL-G-GE-T-2(B): Governance: Issues and Challenges**

**Generic Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completing of the course the students will be able to-

- Identify the different dimensions of governance.
- Identify the Structure and process of Governance in India
- Identify the various good governance initiatives introduced in India.

**Unit 1:** Government and Governance: Concepts – Role of State in the Era of Globalization- State Market and Civil Society

**Unit 2:** Governance and Development: Changing dimensions of Development – Strengthening Democracy through Good Governance.

**Unit 3:** Environmental Governance: Human –Environment Interaction – Green Governance : Sustainable Human Development

**Unit 4:** Local Governance: Democratic Decentralization in India- People's participation in Governance in India.

**Unit 5:** Good Governance Initiatives in India: Best Practices - Meaning and concept, E-governance in India- Case Studies – Corporate Social Responsibility, Citizens Charter and Right to Information.

**Suggested Readings:**

1. Kohli, Atul (ed.), *The Success of India's Democracy*, Delhi, Cambridge University Press, 2001.
2. Corbridge, Stuart and John Harris, *Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy*, Delhi, OUP, 2000.
3. Dreze, J. and Sen, A., *India: Economic Development and Social Opportunity*, Oxford, Clarendon Press, 1999.

4. Saeed, S., *Screening the Public Sphere: Media and Democracy in India*, Taylor & Francis Group, 2016.
5. Fuller, C.J. (ed.), *Caste Today*, Delhi, Oxford University Press, 1997
6. Singh, Himat, *Green Revolution Reconsidered: The Rural World of Punjab*, Delhi, OUP, 2001.
7. Bhagwati, Jagdish, *India in Transition: Freeing The Economy*, Oxford, Clarendon Press, 1993.
8. Stiglitz, Joseph E., *Globalisation and its Discontents*, WW Norton, 2003.
9. Patel , I.G. , *Glimpses of Indian Economic Policy: An Insider View*, Delhi, OUP, 2002.
10. Sinha, R.P., *E-Governance in India: Initiatives and Issues*, Delhi, Concept Publishing , 2006.
11. Bhatnagar, Subhash ,*E-Government: From Vision to Implementation - A Practical Guide With Case Studies*, Delhi, Sage Publication, 2004.
12. Mishra Panda, S., *Engendering Governance Institutions: State, Market And Civil Society*, Delhi, Sage Publications, 2008.
13. Chandhoke, Neera, *State And Civil Society Explorations In Political Theory* ,New Delhi, Sage Publishers,1995.
14. Smith, B. C., *Good Governance and Development*, New York, Palgrave Macmillan, 2007.
15. Bardhan, P.K., *The Political Economy of Development in India*, Delhi, Oxford University Press, 2005.
16. Guha, Ramachandra , *Environmentalism: A Global History*, New Delhi, Longman Publishers, 1999.
17. Evans,J.P., *Environmental Governance*, New York, Routledge , 2012.
18. Bardhan P.K. and Mookherjee, D., *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006.
19. Sachdeva, Pardeep , *Local Government In India*, Delhi, Pearson Publishers, 2011.
20. Kumar, K. Vijaya, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi, Akansha Publishers, 2012.



**B.A. Political Science (General)**  
**SEMESTER-VI**

**POL-G-SEC-T-4: Peace and Conflict Resolution**

**Skill Enhancement Course: Credit-2. Full Marks-50**

**Course Objectives:**

After completion the course the learners will be able to:

- Help build an understanding of a variety of conflict situations.
- Understand the various dimensions of Conflict.
- Identify the Gandhian Techniques of Peace-Building.
- Develop ideas on Conflict Responses.

**Unit 1:** Understanding Conflict and Conflict Management, Conflict Resolution and Conflict Transformation- Peace Building.

**Unit 2:** Dimensions of Conflict: Ideological, Economic (Resource Sharing) and Socio-Cultural (Ethnicity, Religion and Gender).

**Unit 3:** Nature of Local, Sub-national and International Conflicts

**Unit 4:** Techniques of Conflict Resolution: Negotiations – Trust building ; Mediation: Skill Building and Active Listening; Track- I, II & and Multi Track Diplomacy; Gandhian Methods

**Suggested Readings:**

1. O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
2. S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
3. R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
4. P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.), *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
5. S. AyseKadayifci- Orellana, (2009) 'Ethno- Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264- 284.
6. J Bercovitch, V. Kremenyuk, and I. Zartman (eds.) (2009), *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.

7. M. Steger, (2001) 'Peacebuilding and Non- Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice Hall.
8. I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
9. P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
10. J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

# **B.A. (Honors) Sociology**

## **Scheme of Courses and Syllabus Under Choice Based Credit System (CBCS)**

**University of Kalyani  
2018**

### **Outline of Choice Based Credit System:**

1. **Core Course/ (Discipline Specific Core-DSE):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The

University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication.

These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

### **\* Introducing Research Component in Under-Graduate Courses**

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.



## Details of courses under B.A (Honours)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
=====		
<b>I. <u>Core Course</u></b> <b>(14 Papers)</b>	14X4= 56	14X5=70
<b>Core Course Practical / Tutorial*</b> <b>(14 Papers)</b>	14X2=28	14X1=14
<b>II. <u>Elective Course (8 Papers)</u></b>		
A.1. Discipline Specific Elective <b>(4 Papers )</b>	4X4=16	4X5=20
A.2. Discipline Specific Elective Practical /Tutorials* <b>(4 Papers)</b>	4 X 2=8	4X1=4
B.1. Generic Elective/Interdisciplinary <b>(4 Papers)</b>	4X4=16	4X5=20
B.2. Generic Elective Practical /Tutorials* <b>(4 Papers)</b>	4 X 2=8	4X1=4
<ul style="list-style-type: none"><li>• Optional Dissertation or project work in place of one Discipline Specific elective paper (6 credits) in 6<sup>th</sup> Semester</li></ul>		
<b>III. <u>Ability Enhancement Courses</u></b>		
1. <b>Ability Enhancement Compulsory</b> <b>(2 Papers of 2 credits each)</b> Environmental Science English Communication/MIL	2 X 2=4	2 X 2=4
2. <b>Ability Enhancement Elective (Skill Based)</b> (Minimum 2, Max. 4) <b>(2 Papers of 2 credits each)</b>	2 X 2=4	2 X 2=4
<hr/> Total credit= 140		Total credit= 140

## PROPOSED SCHEME FOR CHOICE BASED CREDIT

### SYSTEM IN B.A./B.Com. Honours

	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	C 1	(English/ MIL Communication)/ Environmental Science			GE-1
	C 2				
II	C 3	Environmental Science/(English/ MIL Communication)			GE-2
	C 4				
III	C 5		SEC -1		GE-3
	C 6				
	C 7				
IV	C 8		SEC -2		GE-4
	C 9				
	C 10				
V	C 11			DSE-1(A/B/C/D)	
	C 12			Choose any two	
VI	C 13			DSE -2 (A/B/C/D)	
	C 14			Choose any two	

## BA (Honors) Sociology under CBCS

### Contents

S. No	Name of the Course
	<b>Core Courses</b>
C 01	Introduction to Sociology I
C 02	Sociology of India I
C 03	Introduction to Sociology II
C 04	Sociology of India II
C 05	Sociological Thinkers I
C 06	Sociological Research Method I
C 07	Sociology of Kinship
C 08	Sociological Thinkers II
C 09	Sociological Research Method II
C 10	Social Stratification
C 11	Sociological of Gender
C 12	Urban Sociology
C 13	Agrarian Sociology
C 14	Sociology of Economic Life
	<b>Discipline Specific Electives(DSE)</b>
DSE 1A	Sociology of Religion
DSE 1B	Political Sociology
DSE 1C	Social Problems and Welfare
DSE 1D	Sociology of Work & Industry
DSE 2A	Environmental Sociology
DSE 2B	Sociology of Minority and Marginality
DSE 2C	Visual Culture
DSE 2D	Population Studies
	<b>Generic Electives (GE)</b>
GE 01	Rural Sociology
GE 02	Family and Intimacy
GE 03	Urban Sociology
GE 04	Gender and Violence
	<b>Skill Enhancement courses (SEC)</b>
SEC 01	Techniques of Oral Presentation on Current Social Issues
SEC 02	Report Writing, Referencing and Review of Research Articles

**Scheme For Courses For BA (Honors) Sociology under CBCS**

Courses/Credits	Sem-I	Sem-II	Sem-III		Sem-IV		Sem-V	Sem-VI	Total No.of Courses	Total Credit
Core Course (CC)/6 (5 Lectures+1 Tutorial per Course)	CC1 Introduction to Sociology I	CC3 Introduction to Sociology II	CC5 Sociological Thinker I	CC6 Sociological Research Method I	CC8 Sociologic al Thinker II	CC9 Sociolog ical Research Method II	CC11 Sociology of Gender	CC13 Agrarian Sociology	14	14X6=84
							CC12 Urban Sociology	CC14 Sociology of Economic Life		
	CC2 Sociology of India I	CC4 Sociology of India II	CC7 Sociology of kinship		CC10 Social Stratification					
Discipline Specific Elective (DSE)/6 (5 Lectures+1 Tutorial per Course)							Choose any 2	Choose any 2	4	4X6=24
							DSE 1A Sociology of Religion	DSE 2A Environme ntal Sociology		
							DSE 1B Political Sociology	DSE 2B Sociology of Minority & Marginality		
							DSE 1C Social Problems and Welfare	DSE 2C Visual Cultures		
							DSE 1D Sociology of Work & Industry	DSE 2D Population Studies		
Generic Elective (GE)/6 (5 Lectures+1 Tutorial per Course)	GE 1 Rural Sociology	GE 2 Family and Intimacy	GE 3 Urban Sociology		GE 4 Gender and Violence				4	4X6=24
Ability Enhancement Compulsory Course (AECC)/2	AECC 1 English/Modern Indian Language (MIL),Environmental Science	AECC 2 English/Modern Indian Language (MIL),Environ mental Science							2	2X2=4
Skill Enhancement Course (SEC)/2 (2 Courses 2 Lecture)			SEC 1 Techniques of Oral Presentation on Current Social Issues		SEC 2 Report Writing, Referencing and Review of Research Articles				2	2X2=4
Total No. of Courses/ Sem	4	4	5		5		4	4	26	-
Total Credit/Semester	20	20	26		26		24	24	-	140



# Semester 1

## Core Course

### 1/UG-H/CC-1: Introduction to Sociology I

Credit-6; Full Marks-75

#### Course Objective:

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

#### (A) CORE COURSES

#### Outline:

##### 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

1.2 Emergence of Sociology and Social Anthropology

##### 2. Sociology and Other Social Sciences

2.1 Sociology and Social Anthropology

2.2 Sociology & Psychology

2.3 Sociology & History

##### 3. Basic Concepts

3.1 Individual and Group

3.2 Associations and Institutions

3.3 Culture and Society

3.4 Social Change

#### COURSE CONTENTS AND ITINERARY

##### 1. Sociology: Discipline and Perspective

##### 1.1 Thinking Sociologically

1.1.1 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

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

1.1.3 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'

## **1.2 Emergence of Sociology**

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

## **2. Sociology and Other Social Sciences**

### **2.1 Sociology and Social Anthropology**

2.1.1 Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20

2.1.2 Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp.28-54

### **2.2 Sociology & Psychology**

2.2.1 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

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

### **2.3 Sociology & History**

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

### **3. Basic Concepts**

#### **3.1. Individual and Group**

3.1.1 Maclver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp.213-237

3.1.2 Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp.185-209

#### **3.2 Associations and Institutions**

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

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

#### **3.3 Culture and Society**

3.3.1 Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125- 151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp.188-212

3.3.2 Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368

#### **3.4 Social Change**

3.4.1 Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp.527-567

3.4.2 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

## **Core Course**

### **1/UG-H/CC-2: Sociology of India I**

**Credit-6; Full Marks-75**

#### **Course Objective:**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

#### **Outline:**

##### **1. India: An Object of Knowledge**

###### **1.1 The Colonial Discourse**

###### **1.2 The Nationalist Discourse**

###### **1.3 The Subaltern Critique**

##### **2. Indian Society: Concepts and Institutions**

###### **2.1. Caste: Concept and Critique**

###### **2.2. Agrarian Classes**

###### **2.3. Industry and Labour**

###### **2.4. Tribe: Profile and Location**

###### **2.5. Village: Structure and Change**

###### **2.6. Kinship: Principle and Pattern**

###### **2.7. Religion and Society**

## **COURSE CONTENTS AND ITINERARY**

### **1.1. The Colonial Discourse**

1.1.1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171

### **1.2. The Nationalist Discourse**

1.2.1. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

### **1.3. The Subaltern Critique**

1.3.1. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

### **2.1. Caste: Concept and Critique**

2.1.1. Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272

2.1.2. Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

### **2.2. Agrarian Classes**

2.2.1. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.271-275

### **2.3. Industry and Labour**

2.3.1. 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

### **2.4. Tribe: Profile and Location**

2.4.1. 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



## **2.5. Village: Structure and Change**

2.5.1. Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

## **2.6. Kinship: Principle and Pattern**

2.6.1. Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

## **2.7. Religion and Society**

2.7.1. Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

2.7.2. Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*, 26, Pp.242-258

2.7.3. Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan(ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

### **Note:**

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

**Ability Enhancement Compulsory Course**

**1/UG-H/AECC 1**

**Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges.

(English/ MIL Communication)/ Environmental Science

**Generic Elective**

**1/UG-H/GE/1: Rural Sociology**

**Credit-6; Full Marks-75**

**Course Objective:**

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

**Outline:**

1. Rural Sociology
  - 1.1 Scope
  - 1.2 nature
  - 1.3 subject matter
  - 1.4 rural-urban dichotomy and continuum
2. Social Structure of rural Society
3. Social Stratification in rural societies
  - 3.1 **Caste System**
  - 3.2 The study of agrarian system
  - 3.3 Land ownership structure
  - 3.4 Land tenancy
  - 3.5 Land reform
  - 3.6 **Green Revolution and its impact on rural development**
4. Panchayati Raj, Community Development Programmes, Rural Poverty Alleviation Programme, Microfinance and Self Help Group

## References:

Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin. 1971. Pp.141-149

Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp .6-35

Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93

Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp.3-13

Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp.1-31

Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from GyanPrakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp.47-74

Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp.2061-2064

Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28,29

Bandopadhyay, D. 'Reflections on Land Reform in India since Independence'

from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp.301-327

Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and SudhirWanmali (Ed.) *Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia*, Cambridge: Cambridge University Press. 1984. Pp. 37-51

Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139,141-144.

Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395-1397+1399+1401-1403+1405-1406

Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995).Pp.1-20

Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp.343-352

Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State andSuicides' *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, TheLabor of Women: Work and Family (Summer, 1979), pp.763-774

## SEMESTER-2

### Core Course

### 2/UG-H/CC-3: Introduction to Sociology II

Credit-6; Full Marks-75

#### Course Objective:

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

#### Outline:

1. On the Plurality of Sociological Perspective
2. Functionalism
3. Interpretive Sociology
4. Conflict Perspective
5. Structuralism
6. Interactionism
7. Feminist Perspective

#### COURSE CONTENTS AND ITINERARY

##### 1. On the Plurality of Sociological Perspective

1.1.1 Bottomore, T.B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47

1.1.2 Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp.13-17

##### 2. Functionalism

Durkheim, mile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp.149-174



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

### **3. Interpretive Sociology**

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

### **4. Conflict Perspective**

Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101

Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150

### **5. Structuralism**

Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press, 37-56

### **6. Interactionism**

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

Giddens, Anthony, 2010, *Sociology*, 6<sup>th</sup> edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

### **7. Feminist Perspective**

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

## **Core Course**

### **2/UG-H/CC-4: Sociology of India II**

**Credit-6; Full Marks-75**

#### **Course Objective:**

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

#### **Outline: 1. Ideas of India**

##### **1.1. Gandhi and Ambedkar**

##### **1.2. Indological and Ethnographic Approaches**

#### **2. Resistance, Mobilization, Change**

##### **2.1. Dalit Politics**

##### **2.2. Mobility and Change**

##### **2.3. Women's Movement**

##### **2.4. Peasant Movements**

##### **2.5. Ethnic Movements**

##### **2.6. Middle Class Phenomenon**

#### **3. Challenges to Civilization, State and Society**

##### **3.1. Communalism**

##### **3.2. Secularism**

##### **3.3. Nationalism**

### **COURSE CONTENTS AND ITINERARY**

#### **1.1. Gandhi and Ambedkar**

1.1.1. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

## **1.2. Indological and Ethnographic Approaches**

1.2.1. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp.1-63

1.2.2. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

## **2.1. Dalit Politics**

2.1.1. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43

## **2.2. Mobility and Change**

2.2.1. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-49

## **2.3. Women's Movement**

2.3.1. Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp. 342-369.

## **2.4. Peasant Movements**

2.4.1. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

## **2.5. Ethnic Movements**

2.5.1. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

## **2.6. Middle Class Phenomenon**

2.6.1. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

## **3.1. Communalism**

3.1.1. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp 89-110

### **3.2. Secularism**

3.2.1. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

3.2.2. Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

### **3.3. Nationalism**

3.3.1. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

#### **Additional Instruction:**

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

#### **Additional Reading:**

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press.

#### **Ability Enhancement Compulsory Course**

**2/UG-H/AECC 2**

**Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges.

(English/ MIL Communication), Environmental Science

## **Generic Elective**

### **2/UG-H/GE/2: Family and Intimacy**

### **Credit-6; Full Marks-75**

#### **Course Objective:**

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

#### **Course Outline:**

##### **1. What is Family?**

##### **2. Family and Intimacy: Themes and Accounts**

##### **3. Family and Intimacy: Critiques and Transformations**

#### **Course Contents and Itinerary**

##### **1. What is Family?**

- 1.1 Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapter 1. Family as an Historical Social Form. Pp.1-21
- 1.2 Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp.165-209
- 1.3 Levi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 -285
- 1.4 Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 –40.
- 1.5 Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 –42.



## **2. Family and Intimacy: Themes and Accounts**

2.1 Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 -131

2.2 Madan, T. N. *Family and Kinship: A study of the Pandits of Rural Kashmir*. Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 –108

2.3 Fruzzetti, Lina M. *The Gift of a Virgin: Women, Marriage, and Ritual in a Bengali Society*. Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The Gift of Women and Status of Men. Pp. 1 –28

2.4 Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5 The Ideology of Love & Siblings and Spouses. Pp.89 – 116 & 187 – 204.

2.5 Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 –72

## **3. Family and Intimacy: Critiques Transformations**

3.1 arrett, ichle, and ary c ntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43–80

3.2 Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 's a Feminist Heterosexuality Possible?' Pp. 105 –123

3.3 Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 –49

3.4 Therborn, ran. *Between Sex and Power: Family in the World, 1900- 2000*. London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 –315

# **SEMESTER-3**

## **Core Course**

### **3/UG-H/CC-5: Sociological Thinkers I**

**Credit-6; Full Marks-75**

#### **Objectives:**

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

#### **Outline:**

##### **1. Karl Marx**

- 1.1. Materialist Conception of History
- 1.2. Capitalist Mode of Production

##### **2. Max Weber**

- 2.1. Social Action and Ideal Types
- 2.2. Religion and Economy

##### **3. Emile Durkheim**

- 3.1. Social Fact
- 3.2. Individual and Society

#### ***COURSE CONTENTS AND ITINERARY***

##### **1. Karl Marx**

1.1. Intro: McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16)

1.2. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506

1.3. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress

Publishers. pp. 13-15, 16-80, 98-106, 142-174,502-506.

## **2. Max Weber**

2.1 Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)

2.2. Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp.87-123

2.3. Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV &V

## **3. Emile Durkheim**

3.1 Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge. Pages:1-10

3.2. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107,119-144

3.3. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56,145-276

## ***SUGGESTED READINGS***

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Giddens, A. 1971.*Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

## **Core Course**

### **3/UG-H/CC-6: Sociological Research Methods I**

**Credit-6; Full Marks-75**

**Course Objective:** The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

#### **Outline: 1.The Logic of Social Research**

- 1.1 What is Sociological Research?
- 1.2 Objectivity in the Social Sciences
- 1.3 Reflexivity

#### **2. Methodological Perspectives**

- 2.1 The Comparative Method
- 2.2 Feminist Method

#### **3. Modes of Enquiry**

- 3.1 Theory and Research
- 3.2 Analyzing Data: Quantitative and Qualitative

### **COURSE CONTENTS AND ITINERARY**

#### **1.1 The Logic of Social Research**

1.1.1 Mills, C. W. 1959, *The Sociological Imagination*, London: OUP  
Chapter 1 Pp.3-24

1.1.2 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp.xv-xxiv

## **1.2. Objectivity in the Social Sciences**

1.2.1. Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46,125-140

1.2.2. Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreward and Chapter 2 Pp.49-112

## **1.3. Reflexivity**

1.3.1 Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

## **2. Methodological Perspectives**

### **2.1. Comparative Method**

2.1.1. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp.91-108

2.1.2. Beiteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp.72-94

### **2.3. Feminist Method**

2.3.1. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp.1-14

## **3. Modes of Enquiry**

### **3.1. Theory and Research**

3.1.1 Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

### **3.2 Analyzing Data: Quantitative and Qualitative**

3.2.1 Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp.11-70



## Core Course

### 3/UG-H/CC-7: Sociology of Kinship

Credit-6; Full Marks-75

#### Course Objective:

This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

#### Outline: 1.Introduction:

1.1 **Key Terms:** Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence

1.2 **Approaches:**

1.2.1 Descent

1.2.2 Alliance

1.2.3 Cultural

#### 2. Family, Household and Marriage

#### 3. Re-casting Kinship

3.1 Relatedness

3.2 Kinship and Gender

3.3 Re-imagining Families

3.4 New Reproductive Technologies

Representations of Kinship and Marriage in Biographies, Popular Culture and Films would be examined by students through weekly presentations and term papers.

#### COURSE CONTENTS AND ITINERARY

#### 1. Key terms and approaches

1.1 Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, Pp.1-39

1.2 Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp.64-78

1.3 Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp.67-95

1.4 Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp.130-134

1.5 Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp.3-25

1.6 Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23

1.7 Schneider, D., 2004, 'What is Kinship All About?', in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp.257-274

1.8 Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

1.9 \*Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63

1.10 \*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody(ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

[Readings marked \* are repeated in Section 2]

## **2. Family, Household and Marriage**

2.1 Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63

2.2 Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp.15-52

2.3 Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp.105-113

2.4 Gough, Kathleen E., 1959, 'The Nayers and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

2.5 Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2:319-45

### **3. Re-casting Kinship**

#### **3.1 Relatedness**

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in PulauLangkawi' *American Ethnologist*, 22 (2): 223-24.1

#### **3.2 Kinship and Gender**

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs ', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

#### **3.3 Re-imagining Families**

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

#### **3.4 New Reproductive Technologies**

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp.362-77

**Skill Enhancement Course**

**3/UG-H/SEC 1: Techniques of Oral Presentation on Current Social Issues**

**Credit-2; Full Marks-50**

The course will involve active participation of the students. They will be taught how to prepare and give presentation in class. The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

**Note:**

The topic for presentation will be on current social issues and the assessment would be done in the presence of at least one external teacher from the subject.

## Generic Elective

### 3/UG-H/GE/3: Urban Sociology

#### Credit-6; Full Marks-75

#### Course Objective:

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

#### Outline:

1. Concept and meaning of urban community, urbanism and urbanization
2. Urban Waves; First urban wave, second urban wave, Final and current urban wave (Alvin Boskoff).
3. Characteristics of a city (concept of Leonard Reiseman).
4. Emergence of urban sociology in Europe :Tonnie, Durkheim, Simmel, Max Weber(full urban community)
5. Emergence of urban sociology in America: Burgess, Park (*Image of the city*), Chicago School.
6. School of Urban Sociology.
7. Urban Theories: (a) Theory by deduction; Louis Wirth (*Urbanism as a way of life*); (b) Theory of contrast; Robert Redfield (*Rural-urban continuum Theory*).
8. Human Ecology: Concept and meaning, Sociological reasons for studying human ecology, Schools of Human Ecology. (Traditional Materialistic)

#### Reference:

1. R.N. Morris, Urban Sociology, George allen&Unwiss, London.
2. Alvin Boskoff, The Sociology of urban Regions, Appleton Century press, NY, 1970.



3. Leonard Reiseman, The Urban process, the Free press, 1964.
4. Robert park, the City and the urban Community.Free press, 1952.
- James A. Quinn,Urban Sociology.
6. M.S.A. Rao, Urban Sociology in Indi a, Orient Longman, 1974.
7. Robert Redfield, The Folk-Culture of Yucatan, Univ. of Chicago press, 1941.
8. David Reisman, The Lonely Crowd, Yale Univ. press, 1961.
9. James A Quinn, Human Ecology : prentice Hall, NJ, 1950.
10. Gideon Sijoberg, The-industrial City : The Free press, NY, 1960.
11. Lewis Mumford, The Culture of Cities, Harcourt, Brace and World, NY, 1938.
12. I. Mumford, The City in History : Harcourt, 1961.
13. R.D. Mckenzie, Human Ecology, Macmillan, 1931.
14. E.W. Burgers and D.J. Bogue(eds.) Contribution to Urban Sociology: Univ. of Chicago press, 1964.
15. Geral Breeze, Urbanization in Newly Developing Countries, Prentice Hall, 1978.
16. Amos H.Hawley, Human Ecology- A Theory of Community Structure, the Ronald pre3ss & Co., NY, 1950.
17. N.K. Bose, Calcutta 1964- A Social Survey, Lanvani, Bombay, 1968.

## **Semester 4**

### **Core Course**

#### **4/UG-H/CC-8: Sociological Thinkers II**

**Credit-6; Full Marks-75**

#### **Course Objective:**

Objective: To introduce students to post-classical sociological thinking through some original texts.

#### **Outline:**

##### **1. Talcott Parsons**

###### **1.1. Action Systems**

##### **2. Claude Levi-Strauss**

###### **2.1. Structuralism**

##### **3. G. H. Mead and Erving Goffman**

###### **3.1. Interactional Self**

##### **4. Peter L. Berger and Thomas Luckmann**

###### **4.1. Social Construction of Reality**

##### **5. Max Horkheimer, T.W. Adorno and Herbert Marcuse**

###### **5.1. Critical Social Theory**

##### **6. Pierre Bourdieu**

###### **6.1. A Theory of Practice**

## **COURSE CONTENTS AND ITINERARY**

### **Orientation to Post-Classical Theories/ Schools in Sociology**

#### **1. Talcott Parsons**

Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

#### **2. Levi-Strauss**

Levi-Strauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

#### **3. G. H. Mead and Erving Goffman**

3.1 Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp.135-226

3.2 Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

#### **4. Peter L. Berger and Thomas Luckmann**

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

#### **5. Max Horkheimer, T.W. Adorno and Herbert Marcuse**

5.1 Horkheimer, M. and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

5.2 Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp.7-92

## **6. Pierre Bourdieu**

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95

[Projects, feature films and documentary screenings will be an integral part of the coursework]

### ***SUGGESTED READING:***

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

## **Semester 4**

### **Core Course**

#### **4/UG-H/CC-9: Sociological Research Methods II**

**Credit-6; Full Marks-75**

#### **Course Objectives:**

The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

#### **Outline:            1. Doing Social Research**

- 1.1 The Process of Social Research
- 1.2 Concepts and Hypothesis
- 1.3 Field (Issues and Context)

#### **2. Methods of Data Collection**

- 2.1 Survey Methods: Sampling, Questionnaire and Interview
- 2.2 Observation: Participant and non-participant

#### **3. Statistical Methods**

- 3.1 Graphical and Diagrammatic Presentation of Data  
(Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).
- 3.2 Measures of Central Tendency  
(Simple Arithmetic Mean, Median and Mode).
- 3.3 Measures of Dispersion  
(Standard Deviation, Variance and Covariance).



## **COURSE CONTENTS AND ITINERARY**

### **1.1 Doing Social Research**

1.1.1 Bailey, K. (1994). The Research Process in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

### **1.2 Concepts and Hypothesis**

1.2.1 Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp.41-73.

### **1.3 Field (Issues and Contexts)**

1.3.1 Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.

1.3.2 Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

### **2.1 Survey Methods of Data Collection**

2.1.1 Bailey, K. (1994). Survey Sampling in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81- 104.

2.1.2 Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp.105-172.

2.1.3 Bailey, K. (1994). Interview Studies in *Methods of social research*. Simon and Schuster, 4<sup>th</sup> ed. The Free Press, New York NY 10020. Ch8.Pp.173-213.

## **2.2 Observation: Participant and Non-Participant**

2.2.1 Bailey, K. (1994). Observation in *Methods of social research*. Simon and Schuster, 4<sup>th</sup> ed. The Free Press, New York NY10020. Ch 10.Pp.241-273.

2.2.2 Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

## **3. Statistical Methods**

### **3.1 Graphical and Diagrammatic presentation of data**

3.1.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115-118,131-137.

### **3.2 Measures of Central Tendency**

3.2.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 155-168, 173-180,187-197.

### **3.3 Measures of Dispersion**

3.3.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.263-277.

Note: Numerical to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified

## **Semester 4**

### **Core Course**

#### **4/UG-H/CC-10: Social Stratification**

**Credit-6; Full Marks-75**

#### **Course Objectives:**

This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

#### **Outline:**

- 1. Introducing Stratification**
- 2. Theories of Stratification**
  - 2.1. Marx, Weber and Class
  - 2.2. Functionalism
- 3. Identities and Inequalities**
  - 3.1. Caste, Race and Ethnicity**
  - 3.2. Feminism and Gendered Stratification**
- 4. Mobility and Reproduction**

#### **COURSE CONTENTS AND ITINERARY**

##### **1. Introducing Stratification**

1.1 Worsley, Peter. *Introducing Sociology*. 2<sup>nd</sup> ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395–408

1.2 Tei e drl *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp.1-22

1.3 Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp.33-56

## **2. Theories of Stratification**

### **2.1 Marx, Weber and Class**

2.1.1 McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp.182-194

2.1.2 Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp.180 – 195

2.1.3 Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies.9-75

### **2.2 Functionalism**

2.2.1 Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

2.2.2 Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394

2.2.3 Stichcomberthurl 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp.805-808

## **3. Identities and Inequalities**

### **3.1 Caste, Race and Ethnicity**

3.1.1 Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp.215-223

3.1.2 Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge&Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and57-69

### **3.2 Feminism and Gendered Stratification**

3.2.1 Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971.  
Chapter 5, Position of Women 1. Pp.99-122

3.2.2 Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944

### **4. Mobility and Reproduction**

4.1 Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258

4.2 Bourdieu Pierre 'Cultural Reproduction and Social Reproduction' In *The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68.



## **Skill Enhancement Course**

### **4/UG-H/SEC 2: Report writing, Referencing and Review of Research Articles**

#### **Credit-2; Full Marks-50**

#### **Course Objective:**

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). This course will help the students in doing their future research work. Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using 'real' texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

#### **Course Outline:**

##### **1. Techniques for reading academic texts**

- 1.1 Grasping the whole: How to get an overview
- 1.2 Divide and conquer: Taking texts apart
- 1.3 Getting outside help: Recruiting extra resources

##### **2. How to begin writing academic prose**

- 2.1 Building a structure: What do you want to say?
- 2.2 Working with blocks: Sections, paras, sentences
- 2.3 Borrowing material: Paraphrasing, quoting, citing

##### **3. Referencing and Review of Research Articles**

### **COURSE CONTENTS AND ITINERARY**

#### **1. Techniques for reading academic texts**

##### **1.1 Grasping the whole: How to get an overview**

- 1.1.2 Titles as the shortest summary of a text
- 1.1.3 Good and bad titles
- 1.1.4 Section headings (where present)

- 1.1.5 Introductions and Conclusions
- 1.1.6 Identifying important passages and sentences

## **1.2 Divide and conquer: Taking texts apart**

- 1.2.1 Beginning, middle and conclusion – stages of argument
- 1.2.2 The architecture of arguments: main, subsidiary, minor
- 1.2.3 Everything is not equally important: Distribution of emphasis

## **1.3 Getting outside help: Recruiting extra resources**

- 1.1.1 Isolating words & terms: Dictionaries, Encyclopaedias
- 1.1.2 Contextualising texts with quick background research
- 1.1.3 Productive ways of asking for help from teachers/tutors

## **2. Techniques for writing academic prose**

### **2.1 Building a structure: What do you want to say?**

- Beginning, middle and conclusion – stages of argument
- The architecture of arguments: main, subsidiary, minor
- Everything is not equally important: Distribution of emphasis

### **2.2 Working with blocks: Sections, Paragraphs, Sentences**

- How many sections? Job descriptions for each section
- Paragraphs as key building blocks of academic prose
- Sentences and punctuation; length, balance, continuity

### **2.3 Borrowing material: Paraphrasing, Quoting, Citing**

- The difference between paraphrasing and plagiarism
- Quotations: When? Why?

How?

- Citation styles
- Productive ways of asking for help from teachers/tutors

### **3. Referencing and Review of Research Articles**

The students will learn how to do referencing and article review through proper guidance of teacher

NOTE:

A mini report has to be submitted by the students using all the techniques taught by the teacher and on the basis of his or her field visit

## Generic Elective

### 4/UG-H/GE/4: Gender and Violence

### Credit-6; Full Marks-75

#### Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

#### Course Outline:

1. What is Gendered Violence?
2. Structural and Situated Violence
  - 2.1 Caste, Gender and Violence
  - 2.2 Domestic and Familial Violence
  - 2.3 Gender and the Conflict Situation
  - 2.4 Violence, Harassment and the Workplace
3. Sexual Violence (3Weeks)
4. Addressing Gendered Violence: Politics and Public Policy

#### COURSE CONTENTS AND ITINERARY

##### 1. What is Gendered Violence?

- 1.1.1 Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp.381-407
- 1.1.2 Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18

## **2. Structural and Situated Violence**

### **2.1 Caste, Gender and Violence**

- 2.1.1 Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp.2130-2133.
- 2.1.2 Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.

### **2.2 Domestic and Familial Violence**

- 2.2.1 Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp.1741-1751
- 2.2.2 Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis.1984.
- 2.2.3 Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp.1019-1028

### **2.3 Gender and the Conflict Situation**

- 2.3.1 Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006):307-342.
- 2.3.2 Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 -171

### **2.4 Violence, Harassment and the Workplace**

- 2.4.1 MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 –68.
- 2.4.2 Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494

### **3. Sexual Violence**

- 3.1.1 Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 - 165
- 3.1.2 Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263
- 3.1.3 Menon, Nivedita. *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 -156

### **4. Addressing Gendered Violence: Politics and Public Policy**

- 4.1.1 Omvedt, Gail, *Violence against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40
- 4.1.2 Das, Veena& Kim Turcot Di Fruscia. Listening to Voices: An Interview with Veena Das, *Altérités*, vol. 7, no 1, 2010 : 136-145.
- 4.1.3 Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women InIndia, in BishakhaDutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence against Women in India*. Delhi: Zuban,2010.

### **Additional Resources:**

Wall, Liz. '*Gender equality and violence against women what's the connection?*' The Australian Center for the study of Sexual Assault Research Summary. 2014.

Welchman, Lynn, and Sara Hossain. "*Honour*". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.



Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.

United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.

Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir Chaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

## **Semester 5**

### **Core Course**

#### **5/UG-H/CC-11: Sociology of Gender**

**Credit-6; Full Marks-75**

#### **Course Objectives:**

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

#### **Course Outline:**

- 1. Gendering Sociology**
- 2. Gender as a Social Construct**
  - 2.1. Gender, Sex, Sexuality**
  - 2.2. Production of Masculinity and Femininity**
- 3. Gender: Differences and Inequalities**
  - 3.1. Class, Caste**
  - 3.2. Family, Work**
- 4. Gender, Power and Resistance**
  - 4.1. Power and Subordination**
  - 4.2. Resistance and Movements**

## **COURSE CONTENTS AND ITINERARY**

### **1. Gendering Sociology:**

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

1.2 Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp.31-41)

1.3 Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” *Signs*12(2):276-292.

### **2. Gender as a Social Construct**

#### **2.1 Gender, Sex, Sexuality**

2.1.1 Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press (pp. 67-87).

2.1.2 Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in Carole Vance, ed., *Pleasure and anger*. London: Routledge (pp 143-179).

2.1.3 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 (pp 229-237).

#### **2.2 Production of Masculinity and Femininity**

2.2.1 Halberstam, Judith. 1998. “An Introduction to Female Masculinity: Masculinity without Men” in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp1-43).

2.2.2 Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California: California (pp163-194).

2.2.3 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).

### **3. Differences and Inequalities**

#### **3.1 Class, Caste**

3.1.1 Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp93-96).

3.1.2 Leela Dube 1996 "Caste and Women" in M.N.Srinivas(ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

3.1.3 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)(pp39-48)

#### **3.2 Family, Work**

3.2.1 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: Routledge and Kegan Paul (pp.93-116).

3.2.2 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]

## **4. Gender, Power and Resistance**

### **4.1. Power and Subordination**

4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp42-47].

4.1.2 Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender“ in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp494-525].

4.1.3 Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp783-790].

### **4.2. Resistance and Movements**

4.2.1 Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

4.2.2 Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp69-78].

4.2.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

# **Semester 5**

## **Core Course**

### **5/UG-H/CC-12: Urban Sociology**

**Credit-6; Full Marks-75**

#### **Course Objective**

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

#### **Outline:**

##### **1. Introducing Urban Sociology: Urban, Urbanism and the City**

##### **2. Perspectives in Urban Sociology**

###### **2.1. Ecological**

###### **2.2. Political Economy**

###### **2.3. Network**

###### **2.4 City as Culture**

##### **3. Movements and Settlements**

###### **3.1. Migration**

###### **3.2. Community**

##### **4. Politics of Urban Space**

###### **4.1. Culture and Leisure**

###### **4.2. Caste, Class and Gender**



## Course Contents and Itinerary

### **1. Introducing Urban Sociology: Urban, Urbanism and the City:**

1.1 Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

1.2 Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 –32

1.3 Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 -26

### **2. Perspectives in Urban Sociology:**

2.1. Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

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

2.3 Harvey, David 1985. *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp.1-35

2.4 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

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

2.6 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.

### **3. Movements and Settlements:**

3.1 Rao, M.S.A, 1981, “Some aspects of the sociology of migration”, *Sociological Bulletin*, Vol. 30, 1. Pp 21-38

3.2 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

3.3 BenjaminS,2004,“Urban Land Transformation for Pro-Poor Economies”, *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

#### **4. Politics of Urban Space**

4.1 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

4.2 Ayyar, Varsha , 2013. “Caste and Gender in a Mumbai resettlement site”, *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55

4.3 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

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

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

4.6 Crawford, Margaret.,“The World is a Shopping Mall“, From Malcom Milesand Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp.125-139

#### **SUGGESTED READINGS:**

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

**Discipline Specific Elective (Choose any two from Four-1A/1B/1C/1D)**

**5/UG-H/DSE/1A: Sociology of Religion**

**Credit-6; Full Marks-75**

**Course Objective:**

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

**Outline:**

**1. Society and Religion**

**1.1 Formulating Religion**

**1.2 Asceticism and Accumulation**

**1.3 Theodicy and Eschatology**

**1.4 State, Religion and Emancipation**

**1.5 Religious and Solitude**

**2. Elements of Religion**

**2.1 Sacred, Myth, Ritual**

**2.2 Time-Space**

**2.3 Rationality**

**3. Techniques of Religion**

**3.1 Prayer**

**3.2 Craft**

**3.3 Body**

**Course Contents and Itinerary**

**1. Society and Religion**

**1.1 Formulating Religion**

1.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

## **1.2 Asceticism and Accumulation**

1.2.1 Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

## **1.3 Theodicy and Eschatology**

1.3.1 Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

## **1.4 State, Religion and Emancipation**

1.4.1 Marx, Karl. 2008/9 [1843] . "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. [www.marxists.org](http://www.marxists.org)

## **1.5 Religious and Solitude**

1.5.1 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

## **2. Elements of religion**

### **2.1 Sacred, Myth, Ritual**

2.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp.27-33.

2.1.2 Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford, pp.100-122.

2.1.3 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

2.1.4 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp.303-412.

### **2.2 Time-Space**

2.2.1. E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

## **2.3 Rationality**

2.3.1 Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.

## **3. Techniques of religion**

### **3.1 Prayer**

3.1.1. Mauss, Marcel. 2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.

### **3.2 Craft**

3.2.1. Ginzburg, Carlo. 1991. *Ecstasies*. Translated by Raymond Rosenthal. New York: Pantheon Press, pp. 1-32.

### **3.3 Body**

3.3.1 Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

**Discipline Specific Elective (Choose any two from Four-1A/1B/1C/1D)**

**5/UG-H/DSE/1B: Political Sociology**

**Credit-6; Full Marks-75**

**Course Objective:**

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

- 1. Contextualising the study of Politics**
- 2. Basic Concepts**
  - 2.1 Power and Authority
  - 2.2 State, Governance and Citizenship
  - 2.3 Elites and the Ruling Classes
- 3. Political Systems : Segmentary, Totalitarian and Democratic**
- 4. Everyday State and Local Structures of Power**

**COURSE CONTENTS AND ITINERARY**

**1. Contextualising the study of Politics**

- 1.1.1 Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in *Political Sociology: A Reader* Basic Books, New Your Publication, pp3-24.
- 1.1.2 Lewellen, Ted. 2003, 'The Development of Political Anthropology' in *Political Anthropology: An Introduction (Third Edition)*, Praeger, pp. 1-14.

**2. Basic Concepts**

**2.1 Power and Authority**

- 2.1.1 Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
- 2.1.2 Lukes, Steven. 2005, *Power: A Radical View*, 2<sup>nd</sup>Ed., Hampshire : Palgrave, pp.14-49.



## **2.2 State, Governance and Citizenship**

- 2.2.1 Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp.169-85
- 2.2.2 Burchell, Graham et al (Eds),1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp. 1-51
- 2.2.3 Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp.10-27
- 2.2.4 Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp55-72

## **2.3 Elites and the Ruling Classes**

- 2.3.1 Mills, C. Wright, 1956. *The Power Elite*, New Edition, OUP, pp. 269-297.
- 2.3.2 Bottomore, T.B. 1993, *Elites and Society*, 2<sup>nd</sup> Edition, Routledge, pp.15-34

## **3. Political Systems: Segmentary, Totalitarian and Democratic**

- 3.1.1 Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter8.
- 3.1.2 Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed)*Tribes and State Formation in the Middle East*, University of California Press, pp. 48-71
- 3.1.3 Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps2,3
- 3.1.4 Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp.1-45

- 3.1.5 Chomsky, N. 1999. *Profit over People: Neo liberalism and Global Order*. Severn Stories Press, pp. 7-18,43-64

#### **4. Everyday State and Local Structures of Power: State and Politics in India**

- 4.1.1 Fuller, C.J. and V. Benei (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp.1-30
- 4.1.2 Tarlo, Emma, 2003 *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, pp.62-93
- 4.1.3 Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, University of London Press, pp.281-94

**Discipline Specific Elective (Choose any two from Four -1A/1B/1C/1D)**

**5/UG-H/DSE/1C: Social Problems and Welfare**

**Credit-6; Full Marks-75**

**Course Objective:**

The course aims to make students aware about the several social problem issues which the society confronts every day. The course also offers the students with the knowledge of various welfare programmes that might help them in their course of life.

**Content:**

1. Concept, meaning, causes and types of Social problems; deviant behaviour, Social disorganization and social pathology, individual disorganization, family disorganization.
1. Sociological approaches to social problems.
2. Juvenile delinquency, Crime, Mental disorder, Sexual behaviour, Drug use and Suicide, Child abuse and child labour, Women, trafficking, Domestic violence, and problems of S.C. & S.T.
3. Religious Fundamentalism and Ethnic violence.
4. Social problems and social policy.
5. Social Welfare programs; Child welfare, family welfare, Women's welfare and welfare of the S.C. & ST s.
6. Social legislations-constitutional provisions in favour of S.C. s & STs, children and Women.

**Reference:**

1. Peter Worsley (ed.), Problems of Modern Society.
2. Noel Timms, A sociological approach to Social Problems.
3. G.R. Madan, Indian Social Problems.
4. Ram Ahuja, Social problems in India.

5. Marshall Clinard, Sociology of Deviant Behaviour.
6. Merrill A. Elliott and Francis E Merrill, Social Disorganization, Harper and Brothers, NY, 1950.
7. Howard Becker, Social Problems: A modern Approach. John Wiley and Sons, N.Y., 1966.
8. Richard Laskin, (ed.) Social Problems, McGraw Hill Co., NY, 1964.
9. Merton and Nisbet (eds.) Contemporary Social problems, Prentice Hall, Englewood, 1952.
10. Rodney Stark, Social problem, Random house, NY, 1975.
11. Paul B. Horton and Gerald R. Leslie, The Sociology and Social Problems. Appleton Century Crafts , NY, 1970.
12. D.A. Wolfe, Child Abuse, Sage publications, 1987.
13. J.K. Chapman and Mara ret Gates (eds.) , The Victimization of Women, Sage, 1976.
14. Elizabeth Wilson, What is to be Done about Violence Against women Penguin, 1983.
15. G.R. Madam, Welfare State and Problems of Democratic planning, 1972.
16. W.A. Freidlander, Introduction to Social Welfare, 1959.
17. S. Pathak, Social Welfare : An Evolutionary and Development perspective , McMillan, 1981.

**Discipline Specific Elective (Choose any two from Four -1A/1B/1C/1D)**

**5/UG-H/DSE/1D: Sociology of Work & Industry**

**Credit-6; Full Marks-75**

**Course Objective:**

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

**Outline: 1. Interlinking Work and Industry**

**2. Forms of Industrial Culture and Organisation**

**2.1 Industrialism**

**2.2 Post-industrial Society**

**2.3 Information Society**

**3. Dimensions of Work**

**3.1 Alienation**

**3.2 Gender**

**3.3 Unpaid Work and Forced Labour**

**4. Work in the Informal Sector**

**5. Risk, Hazard and Disaster**

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**COURSE CONTENTS AND ITINERARY**

**1. Interlinking Work and Industry**

1.1 Grint, Keith. 2005, „Classical Approaches to Work: Marx, Durkheim and Weber“ in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. Pp. 90-112

1.2 Uberoi, J.P.S. 1970, „Work, Study and Industrial worker in England“ in *Man, Science and Society*. IAS: Simla. Pp 34-45

## **2. Forms of Industrial Culture and Organisation**

### **2.1 Industrialism**

2.1.1 Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi: Oxford University Press, Chapter 3, Pp.33-65

### **2.2 Post-industrial Society**

2.2.1 Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45

2.2.2 Etzioni, A. and P.A. Jargowsky. 1990, “The false choice between high technology and basic industry” in K. Erikson and P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: Yale University Press, Pp. 304-317

### **2.3 Information Society**

2.3.1 Kumar, Krishan. 1999, *From Post-industrial to Post-modern society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163

## **3. Dimensions of Work**

### **3.1 Alienation**

3.1.1 Erikson, Kai. 1990. „On Work and Alienation“ in Erikson, K. and S.P. 11 Vallas (eds) *The Nature of Work: Sociological Perspectives*. New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33

3.1.2 Taylor, Steve. 1998, „Emotional Labour and the new Workplace“ in Thompson and Walhurst (eds.) *Workplace of the Future*. London: Macmillan, Pp. 84-100



### **3.2 Gender**

3.2.1 Devine, Fiona. 1992, „Gender Segregation in the Engineering and Science Professions: A case of continuity and change“ in *Work, Employment and Society*, 6 (4) Pp.557-75.

3.2.2 Freeman, Carla. 2009, „Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp.257-268

### **3.3 Unpaid Work and Forced Labour**

3.3.1 Edgell, Stephen. 2006, „Unpaid Work-Domestic and Voluntary work“ in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage, Pp.153-181

3.3.2 Coser, 1990, „Forced Labour in Concentration Camps“ in Erikson, K. and S.P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69

### **4. Work in the Informal sector**

4.1 Breman, Jan. 2003, „The Informal Sector“ in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312

4.2 Talib, Mohammad. 2010, *Writing Labour- Stone Quarry workers in Delhi*. New Delhi:OUP, Chapter 1, Pp. 23-54

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### **5. Risk, Hazard and Disaster**

5.1 Laughlin, Kim. 1995, Rehabilitating Science, Imagining "Bhopal" in George E. Marcus (ed.) *Techno scientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago: University of Chicago Press, Pp. 277-302

5.2 Zonabend, Françoise. 2009, „The Nuclear Everyday“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp 167-185

## Semester 6

### Core Course

#### **6/UG-H/CC-13: Agrarian Sociology**

Credit-6; Full Marks-75

### **Course Objective:**

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

### **Outline:**

#### **1. Agrarian Societies and Agrarian Studies**

1.1 Agrarian Societies

1.2 Agrarian Studies

#### **2. Key Issues in Agrarian Sociology**

2.1 The Agrarian Question

2.2 The Moral Economy

2.3 Agrarian Commodity Systems

#### **3. Themes in Agrarian Sociology of India**

3.1 Labor and Agrarian Class Structure

3.2 Markets, Land Reforms and **Green Revolution**

3.3 Agrarian Movements

3.4 **Caste, Gender and Agrarian Realities**

#### **4. Agrarian Futures**

4.1 Agrarian Crisis

4.2 **The Global Agrarian Order**

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### **Course Contents and Itinerary**

#### **1. Agrarian Societies and Agrarian Studies**

##### **1.1 Agrarian Societies**

Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin. 1971. Pp. 141-149

**1.1.1.** Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp . 6-35

## **1.2 Agrarian Studies**

**1.2.1.** Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93

**1.2.2.** Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

## **2. Key Issues in Agrarian Sociology**

### **2.1 The Agrarian Question**

**2.1.1.** Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, January/April 2010, 177–199 & 255–280

### **2.2 The Moral Economy**

**2.2.1.** Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34

**2.2.2.** Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31

### **2.3 Agrarian Commodity Systems**

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**2.3.1.** Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". *Research in Rural Sociology and Development* 1: 221–235

### **3. Themes in Agrarian Sociology of India**

#### **3.1 Labour and Agrarian Class Structure**

**3.1.1.** Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74

**3.1.2.** Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064

**3.1.3.** Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

#### **3.2 Markets, Land Reforms and Green Revolution**

**3.2.1.** Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28, 29

**3.2.2.** Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327

**3.2.3.** Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.) *Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia*, Cambridge: Cambridge University Press. 1984. Pp. 37-51

**3.2.4.** Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

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#### **3.3 Agrarian Movements**

**3.3.1.** Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395-1397+1399+1401-1403+1405-1406

**3.3.2.** Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

### **3.4 Caste, Gender and Agrarian Realities**

**3.4.1.** Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453-478.

**3.4.2.** Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774

## **4. Agrarian Futures**

### **4.1. Agrarian Crisis**

**4.1.1** Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352

**4.1.2** Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

### **4.2. The Global Agrarian Order**

**4.2.1** Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência & Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001

Note:

- A. The suggested readings may be used for student presentations.
- B. Students may be encouraged to review and make presentations of significant body of literary work depicting agrarian realities that has emerged from world literature as well as *Bhasha* literatures of India.



### Suggested Readings

Dalton, George. 'Modern Transformation of European Peasantries' in R. P. Mishra and Nguyen Dung (Ed.) *Third World Peasantry: A continuing Saga of Deprivation, Volume II*, New Delhi: Sterling. 1986, Pp.25-46

Patnaik, Utsa. (ed.) *The Agrarian Question in Marx and His Successors Volume I*, New Delhi: Left Word, 2007.

Breman, Jan. (1974), Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India, Berkley: University of California Press. Pp. 36-80.

Gough, Kathleen. 'Rural Change in Southeast India, 1950s to 1980s. Delhi: Oxford University Press. 1989.

Harriss, John. Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu, Delhi: Oxford University Press, 1982.

Byres, T. J. 'The New Technology, Class Formation, and Class Action in the Indian Countryside', *Journal of Peasant studies*, Volume 8, Issue 4, 1981, Pp 405-454.

Hobsbawm, E. J. 'Peasants and Politics', *The Journal of Peasant Studies*, Vol. 1, No. 1, October 1973, 3–20

Zamosc, Leon. *The Agrarian Question and Peasant Movement in Columbia: Struggles of National Peasant Association, 1967-81*, Cambridge: Cambridge University Press, 1986.

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Agarwal, Beena. A Field of One's Own: Gender and Land Rights In south Asia, Cambridge: Cambridge University Press, 1996.

Bernstein, Henry. Class Dynamics of Agrarian Change. Halifax: Fernwood Publishing, 2010.

## **Semester 6**

### **Core Course**

#### **6/UG-H/CC-14: Sociology of Economic Life**

**Credit-6; Full Marks-75**

#### **Course Objective:**

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

#### **Outline: 1. Perspectives in Economic Sociology**

- 1.1 Formalism and Substantivism
- 1.2 New Economic Sociology

#### **2. Forms of Exchange**

- 2.1 Reciprocity and Gift
- 2.2 Exchange and Money

#### **3. Systems of Production, Circulation and Consumption**

- 3.1 Hunting and Gathering
- 3.2 Domestic Mode of Production
- 3.3 Peasant
- 3.4 Capitalism
- 3.5 Socialism

#### **4. Some Contemporary Issues in Economic Sociology**

- 4.1 Development
- 4.2 Globalisation

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### **COURSE CONTENTS AND ITINERARY**

#### **1. Perspectives in Economic Sociology**

##### **1.1 Formalism and Substantivism**

1.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. . Chapter 5. -After the Formalist-Substantivist Debate||, pp. 72

– 99; Chapter 2.|| Economy from the Ancient World to the Age of Internet.|| Pp. 18 – 36.

1.1.2 Karl, Polanyi. *The Livelihood of Man*. New York: Academic Press, 1977. Chapters 1 & 2, -The Economistic Fallacy & Two meanings of Economic||, Pp. 5- 34

1.1.3 Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1,||Economic Anthropology: An Undisciplined Discipline||, pp. 1-18.

## **1.2. New Economic Sociology**

1.2.1. Granovetter, M., -Economic Action and Social Structure: The Problem of Embeddedness||, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

1.2.2. Swedberg,R., -Major Traditions of Economic Sociology||, in *Annual Sociological Review*, Vol.17, 1991, pp 251-276.

## **2. Forms of Exchange**

### **2.1. Reciprocity and Gift**

2.1.1. Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

2.1.2. Carrier, James G. *Gifts and Commodities* , London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

### **2.2. Exchange and Money**

2.2.1. Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.

- 2.2.3 Zelizer, Viviana A. 1989. –The Social Meaning of Money: ‘Special Monies’–in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

### **3. Systems of Production, Circulation and Consumption**

#### **3.1. Hunting and Gathering**

- 3.1.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1.

#### **3.2 Domestic Mode of Production**

- 3.2.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 2, 3.

#### **3.3 Peasant**

- 3.3.1 Wolf, Eric R. *Peasants*. New Jersey, Prentice Hall. 1966 Ch. 1.

#### **3.4 Capitalism**

- 3.4.1 Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

#### **3.5 Socialism**

- 3.5.1 Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

### **4. Some Contemporary Issues in Economic Sociology**

#### **4.1 Development**

- 4.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

#### **4.2 Globalisation**

- 4.2.1 Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

- 4.2.2 Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

## SUGGESTED READINGS:

Smelser, Neil. J. and Richard Swedberg. 1994. –The Sociological Perspective on the Economy in N.J. Smelser and Richard Swedberg (eds).1994.*The Handbook of Economic Sociology*

Velthius, Olav. \_The Changing Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter’ 1999. *American Journal of Economics and Sociology*, Vol. 58, No.4. pp. 629-649

Zelizer, Viviana A. \_Human Values and the Market: The Case of Life Insurance and Death in 19th Century America’.1978. *American Journal of Sociology* Vol.84, No.3. pp. 591-610

Zelizer, Viviana A. \_Payments and Social Ties’.1996. *Sociological Forum*, Vol.11, No. 3. Special Issue: Lumping and Splitting. pp. 481-495.

Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. Ch. 4. pp 149-183

Hilton, Rodney.1973. *Bond Men Made Free*. London. Methern. Ch.1. pp. 25-40

Appadurai, A. 1986.*The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, Cambridge University Press. pp. 3-63

Nancy,A. \_Bodies, Borders,and Sex Tourism in a Globalized World: A Tale of Two Cities—Amsterdam and Havana.’ 2001. *Social Problems*, Vol. 48. No. 4. pp. 545-571

Sassen, Saskia . 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

Hirst, Paul & G Thompson 1999. *Globalization in Question*. 2nd Edition. Polity Press. Cambridge, Oxford.

## **Discipline Specific Elective (Choose any two from Four -2A/2B/2C/2D)**

### **6/UG-H/DSE/2A: Environmental Sociology**

**Credit-6; Full Marks-75**

#### **Course Objective:**

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

#### **1. Envisioning Environmental Sociology**

- 1.1. What is Environmental Sociology?
- 1.2. Realist-Constructionist Debate.

#### **2. Approaches**

- 2.1 Treadmill of Production
- 2.2 Ecological Modernization
- 2.3 Risk
- 2.4 Eco-feminism and Feminist Environmentalism
- 2.5 Political Ecology

#### **3. Environmental Movements in India**

- 3.1 Forest based movement – Chipko
- 3.2 Water based movement – Narmada
- 3.3 Land based movements – Anti-mining and Seed

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### ***COURSE CONTENTS AND ITINERARY***

#### **1. Envisioning Environmental Sociology**

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1. ( pp. 1-5).



1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

1.2.1. Leahy, T. (2007). *Sociology and the Environment*. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).

1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

## **2. Approaches**

2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.

2.2.1. Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).

2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.

2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).

2.4.2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India : A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

### **3. Environmental Movements in India**

3.1.1. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).

3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

3.3.2. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.

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### **SUGGESTED READINGS**

Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.

Guha, R., & Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.

Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.

Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press

## **Discipline Specific Elective (Choose any two from Four -2A/2B/2C/2D)**

### **6/UG-H/DSE/2B: Sociology of Minority and Marginality**

#### **Credit-6; Full Marks-75**

#### **Course Objective:**

The course lays primacy not only to the understanding of local culture but also to the local social context. This pushes the community to poverty, misery, low wage and other discriminations and livelihood insecurity. Understanding the paradox of marginalization phenomenon involving elements from the classics of sociology like G. Simmel, E. Durkheim and K. Marx, with current sociologists like A. Giddens, U. Bech, N. Luhman, Z. Baumann, A. Honneth and in this country P. Abrahamson, T. Broch and N. Mortensen, will assist to build up a comprehension of marginalization as an omnipresent phenomenon having both a historic and trans-historic, a civilizing and an existential dimension.

#### **Outline:**

##### **1: Sociological concept of Minority**

###### **1.1 Minority as an Identity**

###### **1.2 Overview of Approaches to the study of Minority – Liberalism, Pluralism, Multiculturalism, Post Modernism**

###### **1.3 Majoritarianism versus Minoritism**

###### **1.4 State and Minority in India**

##### **2: Marginalization: Meaning and Processes**

###### **2.1 Concept of Marginality and marginalization**

###### **2.2 Sociological Approaches to the study Marginal man and Marginality**

###### **2.3 Dimension of Marginalization: Social, Cultural, Political, Historical**

###### **2.4 Contemporary Conceptualization of Marginalized groups in India: Women, Third Gender, LGBT, Differentially able**

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#### **References**

Aldridge, Delores P. (2009). *Imagine a World: Pioneering Black Women Sociologists*. New York: University Press of America.

Barnes, H.E. (1948). *An Introduction to the History of Sociology*. Chicago: The University of Chicago Press.

Bracey, John, August Meier, and Rudwick, E. (1971). *The Black Sociologists: The First Half Century*. Belmont, CA: Wadsworth.

Collins, Patricia H. (2000). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.

Dhanagare, D. N. (1998). *Indian Sociology: Themes and Perspective*. Jaipur: Rawat.

Frazier, F. (1968). *On Race Relations*. Chicago: The University of Chicago Press.

Goldberg, Milton M. (1941). 'A Qualification of the Marginal Man Theory', *American Sociological Review*, 6(1): 52-58.

Green, Arnold W. (1947). 'A Re-Examination of the Marginal Man Concept', in *Social Forces*, 26(2): 167-71.

Gumplowicz, L. (1899). *The Outlines of Sociology*. Philadelphia: American Academy of Political and Social Science

Hannoum, A. (2003). 'Translation and the Colonial Imaginary: Ibn Khaldun Orientalist', in *History and Theory*, 42(1): 61-81.

Honigsheim, P. (2003). *The Unknown Max Weber*. London: Transaction Publishers.

Martineau, H. (1838). *How to Observe Morals and Manners*. London: Charles Knight and Co.

Martineau, H. (1857). *British Rule in India: A Historical Sketch*. Bombay: Smith, Taylor and Co.

Marx, K. (1959). *Capital*, vol. III, Moscow: Progress Publishers. English translation of *Das Kapital*, vol. III, ed. F. Engels, Hamburg (1894): Meissner.

McKee, James B. (1993). *Sociology and the Race Problem: The Failure of a Perspective*. Urbana: University of Illinois Press.

Mukhopadhyay, Amal K. (1979). *The Bengali Intellectual Tradition: From Rammohun Ray to Dharendraanath Sen*. Calcutta: K. P. Bagchi & Company.

Park, R. (1928). 'Human Migration and the Marginal Man', in *The American Journal of Sociology*, 33(6): 881-93.

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Pickering, M. (1993). *Auguste Comte: An Intellectual Biography*, Volume 1. Cambridge: Cambridge University Press.

Saint-Arnaud, P. (2009). *African American Pioneers of Sociology: A Critical History*. Translated by Peter Feldstein. Toronto: University of Toronto Press.

Small, Albion W. (1907). *Adam Smith and Modern Sociology: A Study in the Methodology of the Social Sciences*. Chicago: The University of Chicago Press.

Steedman, I. (ed.), (1995). *Socialism and Marginalism in Economics 1870–1930*. London: Routledge.

Stonequist, Everett E. (1935). 'The Problems of the Marginal Man', *American Journal of Sociology*, 41(1): 1-12.

Weisberger, A. (1992). 'Marginality and Its Directions', in *Sociological Forum*, 7(3): 425-46.

Young, Alford A., Jr., and Deskins Donald R., Jr. (2001). 'Early Traditions of African-American Sociological Thought', in *Annual Review of Sociology*. 27: 445–477.



**Discipline Specific Elective (Choose any two from Four -2A/2B/2C/2D)**

**6/UG-H/DSE/2C: Visual Cultures**

**Credit-6; Full Marks-75**

**Course Objective:**

**Course Objective:** This paper introduces the students to the construction of seeing as a social process. Through case studies covering various visual environments, the paper allows a scope to contextualise everyday visual culture within larger social debates around power, politics, identity and resistance.

**Outline:**

**1. Introduction**

1.1 Introducing Visual Cultures and the Process of 'Seeing' 1.2 The Spectacles of Modernity

**2. Visual Environments and Representations**

2.1 Power, Knowledge and gaze of the State  
2.2 Counter Politics and the Art of resistance  
2.3 Visual Practices and Identity formation  
2.4 Visual Cultures of Everyday Life

**1. INTRODUCTION**

**1.1 Introducing Visual Culture and the process of 'seeing'**

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1.1.1 Mitchell, W.J.T. 'Showing Seeing: A Critique of Visual Culture' In *Journal of Visual Culture* August 2002 vol. 1 no. 2 165-180

1.1.2 Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7-33)

## **1.2 *The Spectacles of Modernity***

1.2.1 Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7-17)

1.2.2 Shohat, Ella & Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002. (p. 37-41)

1.2.3 Fenske, Gail & Deryck Holdsworth, 'Corporate Identity and the New York Office Building: 1895-1915' In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City, 1900-1940*. Baltimore: Johns Hopkins UP, 1997.

1.2.4. Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103) (Total number of pages w/o pictures - 20)

## **2. VISUAL ENVIRONMENTS AND REPRESENTATIONS**

### **2.1 Power, Knowledge and gaze of the State**

2.1.1 Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)

2.1.2 Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In *The Right to Look: A Counter history of Visuality*. Durham, NC: Duke UP, 2011.

2.1.3 Cohn, Bernard, 1987 (1983), "Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650 11

2.1.4 Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988

## **2.2 Counter-politics and the Art of Resistance**

2.2.1 Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.

2.2.2 Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.

2.2.3 Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. (p. 147-169)

## **2.3 Visual Practices and Identity Formation**

2.3.1 Bourdieu, Pierre. 'Identity and Representation: Elements for a Critical Reflection on the Idea of Region' In John B. Thompson (ed) *Language and Symbolic Power*. Cambridge: Polity, 1991. pp. 220- 228

2.3.2 Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345

2.3.3 MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in Indian Photography" *Visual Anthropology*, 1992, 5 (2): 103-29.

## **2.4 Visual Culture of the everyday life**

2.4.1 Certeau, Michel De. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)

2.4.2 Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion, 2004. Pp. 181-200

2.4.3 Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In *Winterthur Portfolio*. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

### **Suggested Readings:**

Weinbaum, Alys Eve. *The Modern Girl around the World: Consumption, Modernity, and Globalization*. Durham: Duke UP, 2008. Print.

Pinney, Christopher. *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago, 1997.

Babb, Lawrence A., and Susan Snow Wadley. *Media and the Transformation of Religion in South Asia*. Philadelphia: University of Pennsylvania, 1995.

Sciorra, Joseph. 'Religious Processions as Ethnic and Territorial Markers in a Multi-ethnic Brooklyn Neighborhood' In Robert A. Orsi (ed) *Gods of the City*. Indiana University Press: 1999

Rappoport, Erika D. 'A New Era of Shopping: The Promotion of Women's Pleasure', Leo Charney and Vanessa R. Schwartz (ed) *Cinema and the Invention of Modern Life*. Berkeley & Los Angeles: University of California Press, 1995

Mazumdar, Ranjani. *Bombay Cinema: An Archive of the City*. Minneapolis: University of Minnesota, 2007

Appadurai, Arjun, and Carol A. Breckenridge. 'Museums are Good to Think: Heritage on View in India.' *Representing the Nation: A Reader: Histories, Heritage, and Museums*. (Eds.) David Boswell and Jessica Evans .New York: Routledge, 1999.

**Discipline Specific Elective (Choose any two from Four -2A/2B/2C/2D)**

**6/UG-H/DSE/2D: Population Studies**

**Credit-6; Full Marks-75**

**Course Objective:**

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

**Outline:**

**1. Introducing Population Studies**

- 1.1. Sociology and Demography
- 1.2. Concepts and Approaches

**2. Population, Social Structure and Processes**

- 2.1. Age and Sex Structure, Population Size and Growth
- 2.2. Fertility, Reproduction and Mortality

**3. Population Explosion & its consequences.**

**4. Population policy of Govt. of India- A critical appraisal**

**COURSE CONTENTS AND READINGS**

11

**1. Introducing Population Studies**

1.1.1 Durkheim, Emile. 1982(1895). *The Rules of Sociological Method*. (trans. W.D. Halls). New York: The Free Press, pp.136-137; 188, 203.

1.1.2 Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

1.1.3 Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp.52-60.

1.1.4 Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. Pp.25-41.

1.2.1 Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp.01-11.

1.2.2 Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

## **2. Population, Social Structure and Processes**

2.1.1 Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National BookTrust, pp.103-127.

2.1.2 Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp.61-77.

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2.2.1 Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp.46-61.

2.2.2 Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3):14-57.

### **3. Population Explosion & its consequences and Population policy of Govt. of India- A critical appraisal**

- 3.1 Furedi, Frank. 1997. Population and Development: A Critical Introduction. Oxford: Polity Press, Chapters 4&5, pp. 40-55. 4.2.1  
Visaria, P. 1976. 'Recent Trends in Indian Population Policy', Economic and Political Weekly, August, 2:31-34.
- 3.2 Government of India. 2000. National Population Policy. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).
- 3.3 Rajendra Sharma, Demography and Population Problems, New Delhi, 1997.

#### **Suggested Readings:**

1. J.L.Finkle & C.A. McIntosh (Edt), The New Policies of population, 1994.
2. Asish Bose, Demographic Diversity of India, 1991.
3. M.K. Premi et al, An Introduction to Social Demography, Vikas Publishing House Delhi 1983.
4. O.S. Srivastava, Demography and Population Studies, V.P.H., N. Delhi, 1994.
5. S. Chandrasekhar (ed.), Infant Mortality Population Growth and Family Planning in India, London, 1974.





# **B.A. (General) Sociology**

## **Scheme of Courses and Syllabus Under Choice Based Credit System (CBCS)**

**University of Kalyani  
2018**

**Semester Wise Distribution of Courses & Credits in B.A./B.COM. General**

Courses/Credit	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total Credit
Core Course/6 credits	2 courses	2 courses	2 courses	2 courses			8	6X8=48
Language (L)/6 credits	1 course (L1)	1 course (L2)	1 course (L3)	1 course (L4)			4	6X4=24
Discipline Specific Elective (DSE)/6 credits					2 courses	2 courses	4	6X4=24
Generic Elective (GE)/6 credits					1 course	1 course	2	6X2=12
Ability Enhancement Compulsory Course (AECC)/2 credits	1 course	1 course					2	2X2=4
Skill Enhancement Course (SEC)/2 credits			1 course	1 course	1 course	1 course	4	2X4=8
Total No. of Courses / Sem.	4 courses	4 courses	4 courses	4 courses	4 courses	4 courses	24	
Total Credits/Sem.	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits		120 credits

**### Marks division according to Credit**

6 Credits = 75 Marks

2 Credits = 50 Marks

## Semester Wise Distribution of Courses & Credits in Sociology General with the Name of Papers

Courses/Credit	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total Credit
Core Course/6 credits	<b>CC1.</b> Basic Principles of Sociology	<b>CC2.</b> Classical Sociological Theory	<b>CC3.</b> Modern Sociological Theory	<b>CC4.</b> Indian Society			8	6X8=48
Language (L)/6 credits	1 course (L1)	1 course (L2)	1 course (L3)	1 course (L4)			4	6X4=24
Discipline Specific Elective (DSE)/6 credits					Choose any 2 <b>DSE 1A.</b> Sociology of Religion <b>DSE 1B.</b> Political Sociology <b>DSE 1C.</b> Social Problems and Welfare <b>DSE 1D.</b> Sociology of Work & Industry	Choose any 2 <b>DSE 2A.</b> Environmental Sociology <b>DSE 2B.</b> Sociology of Minority and Marginality <b>DSE 2C.</b> Visual Cultures <b>DSE 2D.</b> Population Studies	4	6X4=24
Generic Elective (GE)/6 credits					<b>GE 1.</b> Urban Sociology	<b>GE 2.</b> Gender and Violence	2	6X2=12
Ability Enhancement Compulsory Course (AECC)/2 credits	1 course English/MIL Communication/Environmental Science	1 course English/MIL Communication/Environmental Science					2	2X2=4
Skill Enhancement Course (SEC)/2 credits			<b>SEC 1.</b> Techniques of Oral Presentation on Current Social Issues	<b>SEC 2.</b> Report Writing, Referencing and Review of Research Articles	<b>SEC 3.</b> Techniques of Data Collection and Analysis	<b>SEC 4.</b> Formulation of Research Problem	4	2X4=8
Total No. of Courses / Sem.	4 courses	4 courses	4 courses	4 courses	4 courses	4 courses	24	
Total Credits/ Sem.	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits		120 credits

# **Semester 1**

## **Core Course**

### **1/UG-G/CC-1: Basic Principles of Sociology**

**Credit-6; Full Marks-75**

#### **Course Objectives:**

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

#### **Outline:**

##### **1. Sociology and Other Social Sciences**

- 1.1 Sociology and Social Anthropology
- 1.2 Sociology & Psychology
- 1.3 Sociology & History

##### **2. Basic Concepts**

- 2.1 Individual and Group**
- 2.2 Associations and Institutions**
- 2.3 Culture and Society**
- 2.4 Social Change

#### **COURSE CONTENTS AND ITINERARY**

##### **1. Sociology and Other Social Sciences**

##### **1.1. Sociology and Social Anthropology**

- 1.1.1 Beteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20
- 1.1.2 Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp.28-54

## **1.2 Sociology & Psychology**

1.2.1 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

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

## **1.3 Sociology & History**

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

## **2. Basic Concepts**

### **2.1 Individual and Group**

2.1.1 MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp.213-237

2.1.2 Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp.185-209

### **2.2 Associations and Institutions**

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

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

### **2.3 Culture and Society**

2.3.1 Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125- 151, Chapter 6,

'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp.188-212

2.3.2 Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368

## **2.4 Social Change**

2.4.1 Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp.527-567

2.4.2 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.

### **Language**

**1/UG-G/L1**

**Credit-6; Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.

### **Ability Enhancement Compulsory Course**

**1/UG-G/AECC 1**

**Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges.

(English/ MIL Communication), Environmental Science



## **Semester 2**

### **Core Course**

#### **2/UG-G/CC-2: Classical Sociological Theory**

**Credit-6; Full Marks-75**

#### **Course Objectives:**

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

#### **Outline:**

##### **1. Karl Marx**

- 1.1. Materialist Conception of History
- 1.2. Capitalist Mode of Production

##### **2. Max Weber**

- 2.1. Social Action and Ideal Types
- 2.2. Religion and Economy

##### **3. Emile Durkheim**

- 3.1. Social Fact
- 3.2. Individual and Society

#### **COURSE CONTENTS AND ITINERARY**

##### **1. Karl Marx**

- 1.1. Intro: McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16)
- 1.2. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506

1.3. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506.

## **2. Max Weber**

2.1 Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)

2.2. Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp.87-123

2.3. Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

## **3. Emile Durkheim**

3.1 Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge. Pages:1-10

3.2. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144

3.3. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-276

## **SUGGESTED READINGS**

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

**Language**

**2/UG-G/L2**

**Credit-6; Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.

**Ability Enhancement Compulsory Course**

**2/UG-G/AECC 2**

**Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges.

(English/ MIL Communication), Environmental Science

# Semester 3

## Core Course

### 3/UG-G/CC-3: Modern Sociological Theory

Credit-6; Full Marks-75

#### Course Objectives:

The course aims to introduce the students with post-classical sociological thinking through some original texts.

#### Outline:

##### **1. Talcott Parsons**

###### 1.1. Action Systems

##### **2. Claude Levi-Strauss**

###### 2.1. Structuralism

##### **3. G. H. Mead and Erving Goffman**

###### 3.1. Interactional Self

#### **COURSE CONTENTS AND ITINERARY**

#### **Orientation to Post-Classical Theories/ Schools in Sociology**

##### **1. Talcott Parsons**

Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

##### **2. Levi-Strauss**

Levi-Strauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

##### **3. G. H. Mead and Erving Goffman**

3.1 Mead, G.H. 1934 (Fourteenth Impression 1967 ) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp135-226

3.2 Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

**Language**

**3/UG-G/L3**

**Credit-6; Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.

**Skill Enhancement Course**

**3/UG-G/SEC 1: Techniques of Oral Presentation on Current Social Issues**

**Credit-2; Full Marks-50**

The course will involve active participation of the students. They will be taught how to prepare and give presentation in class. The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

**Note:**

The topic for presentation will be on current social issues and the assessment would be done in the presence of at least one external teacher from the subject.

## Semester 4

### Core Course

#### **4/UG-G/CC-4: Indian Society**

**Credit-6; Full Marks-75**

#### **Course Objectives:**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

#### **Outline:**

##### **1.Caste: Concept and Critique**

##### **2. Agrarian Classes**

##### **3.Industry and Labour**

##### **4. Tribe: Profile and Location**

##### **5.Village: Structure and Change**

##### **6.Kinship: Principle and Pattern**

##### **7. Religion and Society**

#### **COURSE CONTENTS AND ITINERARY**

##### **1.Caste: Concept and Critique**

Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272

Mencher,J.,1991,,„TheCasteSystemUpsideDown“,inD.Gupta(ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

## **2. Agrarian Classes**

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.271-275

## **3. Industry and Labour**

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

## **4. Tribe: Profile and Location**

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

## **5. Village: Structure and Change**

Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

## **6. Kinship: Principle and Pattern**

Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

## **7. Religion and Society**

Srinivas, M.N. and A. M. Shah, 1968, "Hinduism", in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26, Pp.242-258

Uberoi, J.P.S., 1997, "The Five Symbols of Sikhism", in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332.



2.1 Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp.105-113

2.2 Gough, Kathleen E., 1959, 'The Nayers and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

2.3 Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2:319-45

**Language**  
**4/UG-G/L3**

**Credit-6;Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.

**Skill Enhancement Course**

**4/UG-G/SEC 2: Report Writing, Referencing and Review of Research Articles**

**Credit-2; Full Marks-50**

**Course Objective:**

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). This course will help the students in doing their future research work. Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using 'real' texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

**Course Outline:**

- 1. Techniques for reading academic texts**
  - 1.1 Grasping the whole: How to get an overview
  - 1.2 Divide and conquer: Taking texts apart
  - 1.3 Getting outside help: Recruiting extra resources
- 2. How to begin writing academic prose**
  - 2.1 Building a structure: What do you want to say?
  - 2.2 Working with blocks: Sections, paras, sentences
  - 2.3 Borrowing material: Paraphrasing, quoting, citing
- 3. Referencing and Review of Research Articles**

## **COURSE CONTENTS AND ITINERARY**

### **1. Techniques for reading academic texts**

#### **1.1 Grasping the whole: How to get an overview**

- 1.1.2 Titles as the shortest summary of a text
- 1.1.3 Good and bad titles
- 1.1.4 Section headings (where present)
- 1.1.5 Introductions and Conclusions
- 1.1.6 Identifying important passages and sentences

#### **1.2 Divide and conquer: Taking texts apart**

- 1.2.1 Beginning, middle and conclusion – stages of argument
- 1.2.2 The architecture of arguments: main, subsidiary, minor
- 1.2.3 Everything is not equally important: Distribution of emphasis

#### **1.3 Getting outside help: Recruiting extra resources**

- 1.1.1 Isolating words & terms: Dictionaries, Encyclopaedias
- 1.1.2 Contextualising texts with quick background research
- 1.1.3 Productive ways of asking for help from teachers/tutors

### **2. Techniques for writing academic prose**

#### **2.1 Building a structure: What do you want to say?**

- Beginning, middle and conclusion – stages of argument
- The architecture of arguments: main, subsidiary, minor
- Everything is not equally important: Distribution of emphasis

#### **2.2 Working with blocks: Sections, Paragraphs, Sentences**

- How many sections? Job descriptions for each section
- Paragraphs as key building blocks of academic prose
- Sentences and punctuation; length, balance, continuity

### **2.3 Borrowing material: Paraphrasing, Quoting, Citing**

- The difference between paraphrasing and plagiarism  
Quotations: When? Why?
- How?
- Citation styles
- Productive ways of asking for help from teachers/tutors

## **3. Referencing and Review of Research Articles**

The students will learn how to do referencing and article review through proper guidance of teacher

### **NOTE:**

**A mini report has to be submitted by the students using all the techniques taught by the teacher and on the basis of his or her field visit**

## **Semester-5**

### **Discipline Specific Elective (Choose any two from Four 1A/1B/1C/1D)**

#### **5/UG-G/DSE/1A: Sociology of Religion**

#### **Credit-6; Full Marks-75**

#### **Course Objective:**

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

#### **Outline:**

#### **1. Society and Religion**

##### **1.1 Formulating Religion**

##### **1.2 Asceticism and Accumulation**

##### **1.3 Theodicy and Eschatology**

##### **1.4 State, Religion and Emancipation**

##### **1.5 Religious and Solitude**

#### **2. Elements of Religion**

##### **2.1 Sacred, Myth, Ritual**

##### **2.2 Time-Space**

##### **2.3 Rationality**

### **3. Techniques of Religion**

#### **3.1 Prayer**

#### **3.2 Craft**

#### **3.3 Body**

## **Course Contents and Itinerary**

### **1. Society and Religion**

#### **1.1 Formulating Religion**

1.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

#### **1.2 Asceticism and Accumulation**

1.2.1 Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

#### **1.3 Theodicy and Eschatology**

1.3.1 Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

#### **1.4 State, Religion and Emancipation**

1.4.1 Marx, Karl. 2008/9 [1843] . “On the Jewish Question” in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. [www.marxists.org](http://www.marxists.org)

#### **1.5 Religious and Solitude**

1.5.1 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

### **2. Elements of religion**

#### **2.1 Sacred, Myth, Ritual**

2.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp.27-33.

2.1.2 Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford,pp100-122.

2.1.3 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

2.1.4 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp.303-412.

## **2.2 Time-Space**

2.2.1. E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98,100-108.

## **2.3 Rationality**

2.3.1 Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.

## **3. Techniques of religion**

### **3.1 Prayer**

3.1.1. Mauss, Marcel.2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.

### **3.2 Craft**

3.2.1. Ginzburg, Carlo.1991. *Ecstasies*.Translated by Raymond Rosenthal. New York: Pantheon Press, pp. 1-32.

### **3.3 Body**

3.3.1 Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17,19-21.





**Discipline Specific Elective (Choose any two from Four-1A/1B/1C/1D)**

**5/UG-G/DSE/1B: Political Sociology**

**Credit-6; Full Marks-75**

**Course Objective:**

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

- 1. Contextualising the study of Politics**
- 2. Basic Concepts**
  - 2.1 Power and Authority
  - 2.2 State, Governance and Citizenship
  - 2.3 Elites and the Ruling Classes
- 3. Political Systems : Segmentary, Totalitarian and Democratic**
- 4. Everyday State and Local Structures of Power**

**COURSE CONTENTS AND ITINERARY**

**1. Contextualising the study of Politics**

- 1.1.1 Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in *Political Sociology: A Reader* Basic Books, New York Publication, pp3-24.
- 1.1.2 Lewellen, Ted. 2003, 'The Development of Political Anthropology' in *Political Anthropology: An Introduction (Third Edition)*, Praeger, pp. 1-14.

**2. Basic Concepts**

**2.1 Power and Authority**

- 2.1.1 Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California

Press, pp. 53-54; 941-54; 212-30; 241-54.

- 2.1.2 Lukes, Steven. 2005, *Power: A Radical View*, 2<sup>nd</sup>Ed., Hampshire : Palgrave, pp.14-49.

## **2.2 State, Governance and Citizenship**

- 2.2.1 Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp.169-85
- 2.2.2 Burchell, Graham et al (Eds),1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp. 1-51
- 2.2.3 Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp.10-27
- 2.2.4 Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp55-72

## **2.3 Elites and the Ruling Classes**

- 2.3.1 Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297.
- 2.3.2 Bottomore, T.B. 1993, *Elites and Society*, 2<sup>nd</sup> Edition, Routledge, pp.15-34

## **3. Political Systems: Segmentary, Totalitarian and Democratic**

- 3.1.1 Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter8.
- 3.1.2 Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed)*Tribes and State Formation in the Middle East*,

University of California Press, pp. 48-71

- 3.1.3 Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps 2,3
- 3.1.4 Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp.1-45
- 3.1.5 Chomsky, N. 1999. *Profit over People: Neo liberalism and Global Order*. Severn Stories Press, pp. 7-18,43-64

#### **4. Everyday State and Local Structures of Power: State and Politics in India**

- 4.1.1 Fuller, C.J. and V. Benei (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp.1-30
- 4.1.2 Tarlo, Emma, 2003 *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, pp.62-93
- 4.1.3 Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, University of London Press, pp.281-94

**Discipline Specific Elective (Choose any two from Four-1A/1B/1C/1D)**

**5/UG-G/DSE/1C: Sociology of Problems and Welfare**

**Credit-6; Full Marks-75**

**Course Objective:**

The course aims to make students aware about the several social problem issues which the society confronts every day. The course also offers the students with the knowledge of various welfare programmes that might help them in their course of life.

**Content:**

1. Concept, meaning, causes and types of Social problems; deviant behaviour, Social disorganization and social pathology, individual disorganization, family disorganization.
1. Sociological approaches to social problems.
2. Juvenile delinquency, Crime, Mental disorder, Sexual behaviour, Drug use and Suicide, Child abuse and child labour, Women, trafficking, Domestic violence, and problems of S.C. & S.T.
3. Religious Fundamentalism and Ethnic violence.
4. Social problems and social policy.
5. Social Welfare programs; Child welfare, family welfare, Women's welfare and welfare of the S.C. & ST s.
6. Social legislations-constitutional provisions in favour of S.C. s & STs, children and Women.

**Reference:**

1. Peter Worsley (ed.), Problems of Modern Society.
2. Noel Timms, A sociological approach to Social Problems.
3. G.R. Madan, Indian Social Problems.
4. Ram Ahuja, Social problems in India.
- Marshall Clinard, Sociology of Deviant Behaviour.
6. Merrill A. Elliott and Francis E Merrill, Social Disorganization, Harper and Brothers,

NY, 1950.

. Howard Becker, Social Problems: A modern Approach. John Wiley and Sons, N.Y.,1966.

8. Richard Laskin, (ed.) Social Problems, Megraw Hill Co., NY, 1964.

9. Merton and Nisbet (eds.) Contemporary Social problems, Prentice Hall, Englewood, 1952.

10. Rodney Stark, Social problem, Random house, NY, 1975.

11. Paul B. Horton and Gerald R. Leslie, The Sociology and Social Problems. Appletin Century Crafts , NY, 1970.

12. D.A. Wolfe, Child Abuse, Sage publications, 1987.

13. J.K. Chapman and Mara ret Gates (eds.) , The Victimization of Women, Sage, 1976.

14. Elizabeth Wilson, What is to be Done about Violence Against women Penguin, 1983.

15. G.R. Madam, Welfare State and Problems of Democratic planning, 1972.

16. W.A. Freidlander, Introduction to Social Welfare, 1959.

17. S. Pathak, Social Welfare : An Evolutionary and Development perspective , McMillan, 1981.

**Discipline Specific Elective (Choose any two from Four -1A/1B/1C/1D)**

**5/UG-G/DSE/1D: Sociology of Work & Industry**

**Credit-6; Full Marks-75**

**Course Objective:**

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

**Outline: 1. Interlinking Work and Industry**

**2. Forms of Industrial Culture and Organisation**

- 2.1 Industrialism
- 2.2 Post-industrial Society
- 2.3 Information Society

**3. Dimensions of Work**

- 3.1 Alienation
- 3.2 Gender
- 3.3 Unpaid Work and Forced Labour

**4. Work in the Informal Sector**

**5. Risk, Hazard and Disaster**

**COURSE CONTENTS AND ITINERARY**

**1. Interlinking Work and Industry**

- 1.1 Grint, Keith. 2005, „Classical Approaches to Work: Marx, Durkheim and Weber“ in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. Pp. 90-112



1.2 Uberoi, J.P.S. 1970, „Work, Study and Industrial worker in England“ in *Man, Science and Society*. IAS: Simla. Pp 34-45

## **2. Forms of Industrial Culture and Organisation**

### **2.1 Industrialism**

2.1.1 Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi: Oxford University Press, Chapter 3, Pp.33-65

### **2.2 Post-industrial Society**

2.2.1 Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45

2.2.2 Etzioni, A. and P.A. Jargowsky. 1990, “The false choice between high technology and basic industry” in K. Erikson and P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: Yale University Press, Pp. 304-317

### **2.3 Information Society**

2.3.1 Kumar, Krishan. 1999, *From Post-industrial to Post-modern society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163

## **3. Dimensions of Work**

### **3.1 Alienation**

3.1.1 Erikson, Kai. 1990. „On Work and Alienation“ in Erikson, K. and S.P. Vallas (eds) *The Nature of Work: Sociological Perspectives*. New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33

3.1.2 Taylor, Steve. 1998, „Emotional Labour and the new Workplace“ in Thompson and Walhurst (eds.) *Workplace of the Future*. London: Macmillan, Pp. 84-100

### **3.2 Gender**

3.2.1 Devine, Fiona. 1992, „Gender Segregation in the Engineering and Science Professions: A case of continuity and change“ in *Work, Employment and Society*, 6 (4) Pp.557-75.

3.2.2 Freeman, Carla. 2009, „Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp.257-268

### **3.3 Unpaid Work and Forced Labour**

3.3.1 Edgell, Stephen. 2006, „Unpaid Work-Domestic and Voluntary work“ in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage, Pp.153-181

3.3.2 Coser, 1990, „Forced Labour in Concentration Camps“ in Erikson, K. and S.P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69

### **4. Work in the Informal sector**

4.1 Breman, Jan. 2003, “The Informal Sector” in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312

4.2 Talib, Mohammad. 2010, *Writing Labour- Stone Quarry workers in Delhi*. New Delhi:OUP, Chapter 1, Pp. 23-54

### **5. Risk, Hazard and Disaster**

5.1 Laughlin, Kim. 1995, Rehabilitating Science, Imagining "Bhopal" in George E. Marcus (ed.) *Techno scientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago: University of Chicago Press, Pp. 277-302

5.2 Zonabend, Francoise. 2009, „The Nuclear Everyday“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp 167-18.

## **Generic Elective**

### **5/UG-G/GE/1: Urban Sociology**

#### **Credit-6; Full Marks-75**

#### **Course Objective:**

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

#### **Outline:**

1. Concept and meaning of urban community, urbanism and urbanization
2. Urban Waves; First urban wave, second urban wave, Final and current urban wave (Alvin Boskoff).
3. Characteristics of a city (concept of Leonard Reiseman).
4. Emergence of urban sociology in Europe :Tonnie, Durkheim, Simmel, Max Weber(full urban community)
5. Emergence of urban sociology in America: Burgess, Park (*Image of the city*), Chicago School.
6. School of Urban Sociology.
7. Urban Theories: (a) Theory by deduction; Louis Wirth (*Urbanism as a way of life*); (b) Theory of contrast; Robert Redfield (*Rural-urban continuum Theory*).
8. Human Ecology: Concept and meaning, Sociological reasons for studying human ecology, Schools of Human Ecology. (Traditional Materialistic)

#### **Reference:**

1. R.N. Morris, Urban Sociology, George allen&Unwiss, London.
2. Alvin Boskoff, The Sociology of urban Regions, Appleton Century press, NY, 1970.
3. Leonard Reiseman, The Urban process, the Free press, 1964.
4. Robert park, the City and the urban Community.Free press, 1952.

5. James A. Quinn, Urban Sociology.
6. M.S.A. Rao, Urban Sociology in India, Orient Longman, 1974.
7. Robert Redfield, The Folk-Culture of Yucatan, Univ. of Chicago press, 1941.
8. David Reisman, The Lonely Crowd, Yale Univ. press, 1961.
9. James A Quinn, Human Ecology : prentice Hall, NJ, 1950.
10. Gideon Sijoberg, The-industrial City : The Free press, NY, 1960.
11. Lewis Mumford, The Culture of Cities, Harcourt, Brace and World, NY, 1938.
12. I. Mumford, The City in History : Harcourt, 1961.
13. R.D. Mckenzie, Human Ecology, Macmillan, 1931.
14. E.W. Burgers and D.J. Bogue(eds.) Contribution to Urban Sociology: Univ. of Chicago press, 1964.
15. Geral Breeze, Urbanization in Newly Developing Countries, Prentice Hall, 1978.
16. Amos H.Hawley, Human Ecology- A Theory of Community Structure, the Ronald press & Co., NY, 1950.
17. N.K. Bose, Calcutta 1964- A Social Survey, Lanvani, Bombay, 1968.

## **Skill Enhancement Course**

### **5/UG-G/SEC 3: Techniques of Data Collection and Analysis**

#### **Credit-2; Full Marks-50**

#### **Course Objective:**

The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

#### **Outline:**

### **1. Methods of Data Collection**

1.1 Survey Methods: Sampling, Questionnaire and Interview

1.2 Observation: Participant and Non-participant

### **2. Analysing Data:**

2.1 Quantitative and Qualitative techniques

2.2 Primary and Secondary

2.3 Classification & presentation of Data: (a) Coding, Tables, Graphs,  
(b) Measures of Central Tendency & Dispersion

## **COURSE CONTENTS AND ITINERARY**

### **1.1 Survey Methods of Data Collection (Weeks 5-9)**

1.1.1 Bailey, K. (1994). Survey Sampling in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81- 104.

1.1.2 Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp.105-172.

1.1.3 Bailey, K. (1994). Interview Studies in *Methods of social research*. Simon and Schuster, 4<sup>th</sup> ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.

## **1.2 Observation: Participant and Non-Participant**

1.2.1 Bailey, K. (1994). Observation in *Methods of social research*. Simon and Schuster, 4<sup>th</sup>ed. The Free Press, New York NY10020. Ch 10.Pp.241-273.

1.2.2 Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

## **2.Analysing Data:**

### **Reference:**

1. Alan Bryman, Quality and quantity in social research. 1988, London.
2. Keith punch, Introduction to Social Research, Sage, London.
3. P.V.Young, Scientific Social Surveys & Research, New Delhi, 1988, prentice Hall.
4. C.R.Kothari, Research Methodology, 1989.
5. MN Srinivas& A.M. Saha, Fieldworker and Field, Oxford, 1979.
6. H.Garrett, Statistics in psychology and Education, David Mckay, Vakils, Bombay 10<sup>th</sup>Reprint, 1981.
7. N.G. Das, Statistical methods.
8. Goode &Hatt, Methods in Social Research, McGraw Hills.

## 6<sup>th</sup> Semester

### Discipline Specific Elective (Choose any two from Four-2A/2B/2C/2D)

#### 6/UG-G/DSE/2A: Environmental Sociology

#### Credit-6; Full Marks-75

#### Course Objective:

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

#### **1. Envisioning Environmental Sociology**

**1.1. What is Environmental Sociology?**

**1.2. Realist-Constructionist Debate.**

#### **2. Approaches**

**2.1 Treadmill of Production**

**2.2 Ecological Modernization**

**2.3 Risk**

**2.4 Eco-feminism and Feminist Environmentalism**

**2.5 Political Ecology**

#### **3. Environmental Movements in India**

**3.1 Forest based movement – Chipko**

**3.2 Water based movement – Narmada**

**3.3 Land based movements – Anti-mining and Seed**

#### ***COURSE CONTENTS AND ITINERARY***

#### **1. Envisioning Environmental Sociology**

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1. ( pp. 1-5).



1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

1.2.1. Leahy, T. (2007). *Sociology and the Environment*. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).

1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

## **2. Approaches**

2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.

2.2.1. Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).

2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.

2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).

2.4.2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India : A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

### **3. Environmental Movements in India**

3.1.1. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).

3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

3.3.2. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.

### **SUGGESTED READINGS**

Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.

Guha, R., & Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.

Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.

Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press

**Discipline Specific Elective (Choose any two from Four-2A/2B/2C/2D)**

**6/UG-G/DSE/2B: Sociology of Minority & Marginality**

**Credit-6; Full Marks-75**

**Course Objective:**

The course lays primacy not only to the understanding of local culture but also to the local social context. This pushes the community to poverty, misery, low wage and other discriminations and livelihood insecurity. Understanding the paradox of marginalization phenomenon involving elements from the classics of sociology like G. Simmel, E. Durkheim and K. Marx, with current sociologists like A. Giddens, U. Bech, N. Luhman, Z. Baumann, A. Honneth and in this country P. Abrahamson, T. Broch and N. Mortensen, will assist to build up a comprehension of marginalization as an omnipresent phenomenon having both a historic and trans-historic, a civilizing and an existential dimension.

**Outline:**

1: Sociological concept of Minority

1.1 Minority as an Identity

1.2 Overview of Approaches to the study of Minority – Liberalism, Pluralism, Multiculturalism, Post Modernism

1.3 Majoritarianism versus Minoritism

1.4 State and Minority in India

2: Marginalization: Meaning and Processes

2.1 Concept of Marginality and marginalization

2.2 Sociological Approaches to the study Marginal man and Marginality

2.3 Dimension of Marginalization: Social, Cultural, Political, Historical

2.4 Contemporary Conceptualization of Marginalized groups in India: Women, Third Gender, LGBT, Differentially able

**References**

Aldridge, Delores P. (2009). *Imagine a World: Pioneering Black Women Sociologists*. New York: University Press of America.

Barnes, H.E. (1948). *An Introduction to the History of Sociology*. Chicago: The University of Chicago Press.

- Bracey, John, August Meier, and Rudwick, E. (1971). *The Black Sociologists: The First Half Century*. Belmont, CA: Wadsworth.
- Collins, Patricia H. (2000). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.
- Dhanagare, D. N. (1998). *Indian Sociology: Themes and Perspective*. Jaipur: Rawat.
- Frazier, F. (1968). *On Race Relations*. Chicago: The University of Chicago Press.
- Goldberg, Milton M. (1941). 'A Qualification of the Marginal Man Theory', *American Sociological Review*, 6(1): 52-58.
- Green, Arnold W. (1947). 'A Re-Examination of the Marginal Man Concept', in *Social Forces*, 26(2): 167-71.
- Gumplowicz, L. (1899). *The Outlines of Sociology*. Philadelphia: American Academy of Political and Social Science
- Hannoum, A. (2003). 'Translation and the Colonial Imaginary: Ibn Khaldun Orientalist', in *History and Theory*, 42(1): 61-81.
- Honigsheim, P. (2003). *The Unknown Max Weber*. London: Transaction Publishers.
- Martineau, H. (1838). *How to Observe Morals and Manners*. London: Charles Knight and Co.
- Martineau, H. (1857). *British Rule in India: A Historical Sketch*. Bombay: Smith, Taylor and Co.
- Marx, K. (1959). *Capital*, vol. III, Moscow: Progress Publishers. English translation of *Das Kapital*, vol. III, ed. F. Engels, Hamburg (1894): Meissner.
- McKee, James B. (1993). *Sociology and the Race Problem: The Failure of a Perspective*. Urbana: University of Illinois Press.
- Mukhopadhyay, Amal K. (1979). *The Bengali Intellectual Tradition: From Rammohun Ray to Dharendraanath Sen*. Calcutta: K. P. Bagchi & Company.
- Park, R. (1928). 'Human Migration and the Marginal Man', in *The American Journal of Sociology*, 33(6): 881-93.
- Pickering, M. (1993). *Auguste Comte: An Intellectual Biography*, Volume 1. Cambridge: Cambridge University Press.
- Saint-Arnaud, P. (2009). *African American Pioneers of Sociology: A Critical History*. Translated by Peter Feldstein. Toronto: University of Toronto Press.
- Small, Albion W. (1907). *Adam Smith and Modern Sociology: A Study in the Methodology of the Social Sciences*. Chicago: The University of Chicago Press.

- Steedman, I. (ed.), (1995). *Socialism and Marginalism in Economics 1870–1930*. London: Routledge.
- Stonequist, Everett E. (1935). 'The Problems of the Marginal Man', *American Journal of Sociology*, 41(1): 1-12.
- Weisberger, A. (1992). 'Marginality and Its Directions', in *Sociological Forum*, 7(3): 425-46.
- Young, Alford A., Jr., and Deskins Donald R., Jr. (2001). 'Early Traditions of African-American Sociological Thought', in *Annual Review of Sociology*. 27: 445–477.

**Discipline Specific Elective (Choose any two from Four-2A/2B/2C/2D)**

**6/UG-G/DSE/2C: Visual Cultures**

**Credit-6; Full Marks-75**

**Course Objective:**

**Course Objective:** This paper introduces the students to the construction of seeing as a social process. Through case studies covering various visual environments, the paper allows a scope to contextualise everyday visual culture within larger social debates around power, politics, identity and resistance.

**Outline:**

**1. Introduction**

- 1.1 Introducing Visual Cultures and the Process of 'Seeing'
- 1.2 The Spectacles of Modernity

**2. Visual Environments and Representations**

- 2.1 Power, Knowledge and gaze of the State
- 2.2 Counter Politics and the Art of resistance
- 2.3 Visual Practices and Identity formation
- 2.4 Visual Cultures of Everyday Life

**1. INTRODUCTION**

**1.1 Introducing Visual Culture and the process of 'seeing'**

1.1.1 Mitchell, W.J.T. 'Showing Seeing: A Critique of Visual Culture' In *Journal of Visual Culture* August 2002 vol. 1 no. 2 165-180

1.1.2 Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7-33)



## **1.2 The Spectacles of Modernity**

1.2.1 Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7-17)

1.2.2 Shohat, Ella & Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002. (p. 37-41)

1.2.3 Fenske, Gail & Deryck Holdsworth, 'Corporate Identity and the New York Office Building: 1895-1915' In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City, 1900-1940*. Baltimore: Johns Hopkins UP, 1997.

1.2.4. Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103) (Total number of pages w/o pictures - 20)

## **2. VISUAL ENVIRONMENTS and REPRESENTATIONS**

### **2.1 Power, Knowledge and gaze of the State**

2.1.1 Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)

2.1.2 Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In *The Right to Look: A Counter history of Visuality*. Durham, NC: Duke UP, 2011.

2.1.3 Cohn, Bernard, 1987 (1983), "Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650

2.1.4 Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988

### **2.2 Counter-politics and the Art of Resistance**

2.2.1 Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.

2.2.2 Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.

2.2.3 Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. (p. 147-169)

### **2.3 Visual Practices and Identity Formation**

2.3.1 Bourdieu, Pierre. 'Identity and Representation: Elements for a Critical Reflection on the Idea of Region' In John B. Thompson (ed) *Language and Symbolic Power*. Cambridge: Polity, 1991. pp. 220- 228

2.3.2 Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345

2.3.3 MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Indian Photography" Visual Anthropology*, 1992, 5 (2): 103-29.

### **2.4 Visual Culture of the everyday life**

2.4.1 Certeau, Michel De. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)

2.4.2 Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion, 2004. Pp. 181-200

2.4.3 Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In *Winterthur Portfolio*. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

### **Suggested Readings:**

Weinbaum, Alys Eve. *The Modern Girl around the World: Consumption, Modernity, and Globalization*. Durham: Duke UP, 2008. Print.

Pinney, Christopher. *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago, 1997.

Babb, Lawrence A., and Susan Snow Wadley. *Media and the Transformation of Religion in South Asia*. Philadelphia: University of Pennsylvania, 1995.

Sciorra, Joseph. 'Religious Processions as Ethnic and Territorial Markers in a Multi-ethnic Brooklyn Neighborhood' In Robert A. Orsi (ed) *Gods of the City*. Indiana University Press: 1999

Rappoport, Erika D. 'A New Era of Shopping: The Promotion of Women's Pleasure', Leo Charney and Vanessa R. Schwartz (ed) *Cinema and the Invention of Modern Life*. Berkeley & Los Angeles: University of California Press, 1995

Mazumdar, Ranjani. *Bombay Cinema: An Archive of the City*. Minneapolis: University of Minnesota, 2007

Appadurai, Arjun, and Carol A. Breckenridge. 'Museums are Good to Think: Heritage on View in India.' *Representing the Nation: A Reader: Histories, Heritage, and Museums*. (Eds.) David Boswell and Jessica Evans .New York: Routledge, 1999.

**Discipline Specific Elective (Choose any two from Four -2A/2B/2C/2D)**

**6/UG-G/DSE/2D: Population Studies**

**Credit-6; Full Marks-75**

**Course Objective:**

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

**Outline:**

**1. Introducing Population Studies**

- 1.1. Sociology and Demography
- 1.2. Concepts and Approaches

**2. Population, Social Structure and Processes**

- 2.1. Age and Sex Structure, Population Size and Growth
- 2.2. Fertility, Reproduction and Mortality

**3. Population Explosion & its consequences.**

**4. Population policy of Govt. of India- A critical appraisal**

**COURSE CONTENTS AND READINGS**

**1. Introducing Population Studies**

1.1.1 Durkheim, Emile. 1982(1895). *The Rules of Sociological Method*. (trans. W.D. Halls). New York: The Free Press, pp.136-137;188,203.

1.1.2 Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

1.1.3 Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp.52-60.

1.1.4 Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. Pp.25-41.

1.2.1 Malthus, Thomas Robert. 1886. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp.01-11.

1.2.2 Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

## **2. Population, Social Structure and Processes**

2.1.1 Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National BookTrust, pp.103-127.

2.1.2 Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp.61-77.

2.2.1 Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp.46-61.

2.2.2 Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3):14-57.

### **3. Population Explosion & its consequences and Population policy of Govt. of India- A critical appraisal**

- 3.1 Furedi, Frank. 1997. Population and Development: A Critical Introduction. Oxford: Polity Press, Chapters 4&5, pp. 40-55. 4.2.1  
Visaria, P. 1976. 'Recent Trends in Indian Population Policy', Economic and Political Weekly, August, 2:31-34.
- 3.2 Government of India. 2000. National Population Policy. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).
- 3.3 Rajendra Sharma, Demography and Population Problems, New Delhi, 1997.

#### **Suggested Readings:**

1. J.L.Finkle & C.A. McIntosh (Edt), The New Policies of population, 1994.
2. Asish Bose, Demographic Diversity of India, 1991.
3. M.K. Premi et al, An Introduction to Social Demography, Vikas Publishing House Delhi 1983.
4. O.S. Srivastava, Demography and Population Studies, V.P.H., N. Delhi, 1994.
5. S. Chandrasekhar (ed.), Infant Mortality Population Growth and Family Planning in India, London, 1974.

## **Generic Elective**

### **6/UG-G/GE/2: Gender and Violence**

### **Credit-6; Full Marks-75**

#### **Course Objective:**

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

#### **Course Outline:**

- 1. What is Gendered Violence?**
- 2. Structural and Situated Violence**
  - 2.1 Caste, Gender and Violence**
  - 2.2 Domestic and Familial Violence**
  - 2.3 Gender and the Conflict Situation**
  - 2.4 Violence, Harassment and the Workplace**
- 3. Sexual Violence**
- 4. Addressing Gendered Violence: Politics and Public Policy**

#### **COURSE CONTENTS AND ITINERARY**

##### **1. What is Gendered Violence?**

- 1.1.1 Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp.381-407
- 1.1.2 Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18

## **2. Structural and Situated Violence**

### **2.1 Caste, Gender and Violence**

- 2.1.1 Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp.2130-2133.
- 2.1.2 Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.

### **2.2 Domestic and Familial Violence**

- 2.2.1 Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp.1741-1751
- 2.2.2 Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis.1984.
- 2.2.3 Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp.1019-1028

### **2.3 Gender and the Conflict Situation**

- 2.3.1 Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006):307-342.
- 2.3.2 Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 -171

### **2.4 Violence, Harassment and the Workplace**

- 2.4.1 MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 –68.
- 2.4.2 Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494

## **3. Sexual Violence**

- 3.1.1 Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 - 165



- 3.1.2 Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251- 263
- 3.1.3 Menon, Nivedita. Recovering Subversion: Feminist Politics beyond the Law. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 -156

#### **4. Addressing Gendered Violence: Politics and Public Policy**

- 4.1.1 Omvedt, Gail, *Violence against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40
- 4.1.2 Das, Veena& Kim Turcot Di Fruscia. Listening to Voices: An Interview with Veena Das, *Altérités*, vol. 7, no 1, 2010 : 136-145.
- 4.1.3 Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women InIndia, in BishakhaDutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence against Women in India*. Delhi: Zuban,2010.

#### **Additional Resources:**

Wall, Liz. '*Gender equality and violence against women what's the connection?*' The Australian Center for the study of Sexual Assault Research Summary. 2014.

Welchman, Lynn, and Sara Hossain. "*Honour*". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.

Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.

United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.

Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and LubnaNazirChaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

## **Skill Enhancement Course**

### **6/UG-G/SEC 4: Formulation of Research Problem**

#### **Credit-2; Full Marks-50**

#### **Course Objective:**

The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

#### **Outline:**

##### **1. Formulation of Research Problem**

###### **1.1 The Process of Social Research**

###### **1.2 Concepts and Hypothesis**

###### **1.3 Field (Issues and Context)**

##### **1.1 The Process of Social Research**

1.1.1 Bailey, K. (1994). The Research Process in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

##### **1.2 Concepts and Hypothesis**

1.2.1 Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp.41-73.

##### **1.3 Field (Issues and Contexts)**

1.3.1 Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.

1.3.2 Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

