NEP and Learning Outcome-based Curriculum Framework (LOCF)

For

Master of Arts in Sociology

(Semester-Wise Structure)

Department of Sociology

School of Humanities and Social Sciences

2021

Programme Specific Outcomes

On completion of M.A.in Sociology, the students shall be able to realize the following outcomes:

1. Demonstrate a critical understanding of diverse sociological literature, theoretical perspectives, conceptual issues, and debates in Sociology.

2. Use different sociological theories, concepts, propositions, and methodological perspectives to explain or interpret human behaviour, social issues, and sociological questions.

3. Demonstrate an in-depth understanding of the Indian Society and its various structures and institutions.

4. Describe the fundamental differences in the purposes and procedures of qualitative and quantitative research design.

5. Develop the ability to conduct sociological research, culminating in the successful completion of a Master's thesis under the mentorship of program faculty.

6. Communicate clearly and coherently in written and oral communication to convey sociological concepts and understandings to a broader audience.

7. Evaluate and respond to inequalities that emerge due to gender, class, caste, ethnicity, race, and other primordial identities.

Postgraduate Attributes

Postgraduate students of the M.A. Sociology program are expected to develop and demonstrate the following postgraduate attributes:

Academic Competence: Ability to comprehend current issues in the discipline; ability to engage in current critical debates within the discipline and the ability to communicate complex ideas to expert and non-expert audiences both.

Research Competence: Ability to design and undertake research projects through the use of appropriate methodology; ability to solve complex problems in novel situations.

Critical Self-Awareness and Personal Competence: Demonstrate commitment to continuous self-improvement; ability to lead and organize self and others; make sound and appropriate decisions and to inspire and interact with others in diverse environments.

Digital and ICT Competence: Ability to use a range of technologies for personal, academic, and professional use; ability to use appropriate technology to search for high-quality information; ability to critically evaluate and engage with the information obtained and reflect on it further.

Competencies for Global Citizenship: Show cross-cultural awareness and value human diversity; have knowledge of global perspectives on how disciplinary knowledge is created, represented, and understood within different cultures; awareness of own culture and perspectives; ability to develop the confidence to question one's own values and those of others ethically and with responsibility;actively engage with issues of equity and social justice, sustainability, and reduction of prejudice, stereotyping and discrimination; capacity and willingness to interact and collaborate effectively with others including in teams, in the workplace, and in culturally diverse contexts.

Central University of Haryana

Master of Arts in Sociology (Semester-wise structure)

Semester I

S.No.	Coursecode	Coursetitle	L	T	P	Credit
1.	SAHSSC1101 CC4105	ClassicalSociological Tradition	4	1	0	5
2.	SAHSSC1102 CC4105	IndianSociety-Structure andProcess	4	1	0	5
3.	SAHSSC1103 CC4105	MethodologyofSocial Sciences	4	1	0	5
4.	SAHSSC1104 CC4105	SociologyofSocial StratificationinIndia	4	1	0	5
5.	GEC	*Tobetakenfromother department*	4	0	0	4

Semester II

S.No.	Coursecode	Coursetitle	L	T	P	Credit
1.	SAHSSC1105 CC4105	FamilyLifeandKinshipin India	4	1	0	5
2.	SAHSSC1106 CC4105	SociologicalTheory	4	1	0	5
3.	SAHSSC1107 CC4105	PolityandSocietyinIndia	4	1	0	5
4.	SAHSSC1108 CC4105	SociologyofGender	4	1	0	5
5.	SAHSSC1105 GEC2002	EnvironmentandSociety (Compulsory)	2	0	0	2
6.		*Anyoneofthefollowingfive courses*	4	1	0	5
	SAHSSC1101 DCEC4105	PopulationandSocietyin India				
	SAHSSC1102 DCEC4105	Rural Society and AgrarianChange				
	SAHSSC1103 DCEC4105	SocialMovements				
	SAHSSC1104 DCEC4105	UrbanLifeinIndia				
	SAHSSC1105 DCEC4105	CinemaandSociety				

Semester III

1.	SAHSSC1109 CC4105	AnthropologicalTheories	4	1	0	5
2.	SAHSSC1110 CC4105	ReligionandSocietyinIndia	4	1	0	5
3.	SAHSSC1111 CC4105	EconomyandSocietyinIndia	4	1	0	5
4.	SAHSSC1110 DCEC 0202	Seminar Paper (compulsory)	0	2	0	2
5.	GEC	To be taken from other department	4	0	0	4
6.		Any one of the following four courses	4	1	0	5
	SAHSSC1106 DCEC4105	SociologyofEducation				
	SAHSSC1107 DCEC4105	SociologyofKnowledge				
	SAHS SC 1 1 08 DCEC 4105	South Asian Social Thought				
	SAHSSC1109 DCEC4105	Sociology of Health andMedicine				

Semester IV

S.No.	Coursecode	Coursetitle	L	T	P	Credit
1.	SAHSSC1112 CC4105	Techniques of SocialResearch	4	1	0	5
2.	SAHSSC1113 CC4105	SociologyofDevelopment	4	1	0	5
3.	**SkillEnhancementElectiveCourse(SEEC)(Exclusivelyfor Sociology students)**		L	T	D	Credit

SAHSSC1101 SEEC001616	Dissertation	0	0	12	12

ListofGenericElectiveCourse(GEC)offeredbythedepartmenttostudentsofother departments

S.No.	Coursecode	Coursetitle	L	T	P	Credit
OfferedinSemester I						
1.	SAHSSC1101 GEC4004	TheStudyofSociety	4	0	0	4
2.	SAHSSC1102 GEC4004	WomenandSociety	4	0	0	4
OfferedinSemesterI II						
3.	SAHSSC1103 GEC4004	IndianSociety	4	0	0	4
4.	SAHSSC1104 GEC4004	SocialMovements	4	0	0	4

Semester 1

CourseTitle:ClassicalSociologicalTradition
CourseCode: SAHS SC 1 1 01CC 4105
Credits: 5

Course Objectives

The course is designed to introduce the learners of Sociology to the various frameworks, concepts, and theories related to Classical Social Tradition so that they can reflect on the nature and dynamics of society to become independent scholars who might undertake future research in the same.

How to critically analyze the theoretical arguments? How to get the fundamental insights of various sociological theories that further support understanding modern and postmodern sociological theories? How to apply sociological theories in the practical world? These are some of the questions that will be dealt with in the course.

Course LevelLearning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Students will be able to understand original texts of sociological theorists.

2. They will be able to analyze the theoretical arguments of different scholars critically.

3. Students will be able to reflect and critically analyze the modern and postmodern sociological theories.

4. Students will be able to apply sociological theories to understand the social phenomenon in the practical world.

UnitI: ThePositivist Tradition:

AugusteComte:SocialStaticsandSocialDynamics;LawofThreeStages;PositiveMethod.

HerbertSpencer:TheScienceofSociology,TheFunctionalistDoctrine;OrganicAnalogy.

EmileDurkheim:StudyofSocietyasThings;SocialFact;DivisionofLabour;SuicideandSocialInterpretationofReligion.

UnitII:TheStructural-FunctionalTradition:

BronisławMalinowski:FunctionalistinSocialAnthropology;FieldandParticipantObservati on;TheoryofNeeds; Magic, Religionand Science.

Radcliffe Brown: Structural-Functional Approach; Social Structure;

EthnographyLeviStrauss: Social Structure;Conscious and UnconsciousModel

UnitIII: TheConflict Tradition:

KarlMarx:HistoricalMaterialism;ModeofProduction;Alienation;ClassStruggleL

ewisCoser: Causes ofConflict; Function ofSocialConflict.

UnitIV:ActionTheorists:

MaxWeber:SociologyofAction;IdealTypes;Authority;BureaucracyProtestantEthicsan d Spiritof Capitalism

VilfredoPareto:LogicalandNon-
Logical Action;ResidueandDerivatives;CirculationofElites.

GeorgeHerbertMead:Mind,SelfandSociety

SuggestedReadings

Aron,Raymond, 1998.*MainCurrentsofSociologicalThoughtVol.1andVol.2*.NewYork:BasicBooks.

Coser,Lewis,1977.
MastersofSociologicalThought,HBJ:NewYork.[ChaptersonMarx,Web erand Durkheim]

Durkheim, Emile, 1958. *The Rules of Sociological Method,* Free Press. [Chapter on Social Facts]

Durkheim,Emile,1977.*DivisionofLabourinSociety*.FreePress,Macmillan.[ChaptersI,II&III]

Durkheim,Emile,2002.*Suicide*: *AStudyinSociology.*London:Routledge*,*2002.

George,Simmel,1971.*OnIndividualityandSocialForms:SelectedWritings*,Chicago:Universityof Chicago Press. [Chapter II, II andV]

Gerth,H.H.and C.WrightMills,1981.*FromMaxWeber*, EssaysinSociology,OUP.

Giddens,Anthony,1994.*CapitalismandModernSocialTheory,*Cambridge:CUP.[EspeciallyChapterIntroduction]

Karl,Lowith,1986.*MaxWeberandKarlMarx:ControversiesinSociology,*London:UnionPublication[Chapter on Rationalization]

Marcuse,Herbert,1967.*ReasonandRevolution,*London:Routledge&KeganPaul,pp.323-360.

Marx,KarlandFriedrichEngels,1970.*TheGermanIdeology,*InternationalPublishersCo.

Marx,Karl,1970.*Contributionto theCritiqueofPolitical economyofProgress,*Moscow:Progress Publishers, 1970 pp. 221-30.

Marx,Karl,1977.*EconomicandPhilosophicalManuscriptsof1844.*ProgressPublication.[Profitof Capital, pp. 36-51, Estranged Labour pp.66-87]

Marx, Karl, 2007.*Capital: A Critique of Political Economy, Volume1,TheProcessofProductionofCapital.* New York: Penguin Books, 1993

McLellan,David, 1971.*TheThoughtofKarlMarx:AnIntroduction*.London:Macmillan.Pp.117 - 192.

Randall, Collins, 1986. *Max Weber - A Skeleton*, California: Sage. [Chapter on Social Action andTypology]

Weber,M, 1949.*TheMethodologyofSocial Sciences*.NewYork:FreePress.

Weber,M.1978.*EconomyandSociety:AnOutlineInterpretativeSociology*(editedbyG. RothandC.Wittich)Vol.1.,Berkeley:UniversityofCaliforniaPress.[Part-I,Chapters1,2].

Weber,M.,2002.*TheProtestantEthicandtheSpiritofCapitalism*,LosAngeles:BlackwellPublishers.

Weber,Max,HansGerthandCWrightMills, 1980.*FromMaxWeber:EssaysinSociology.*NewYork:Oxford UniversityPress.

Course Title: Indian Society: Structure and Process

Course Code: SAHS SC 1 1 02 CC 4105

Credits: 5

Course Objectives

This course aims to familiarize the students with the various theoretical perspectives, conceptual issues, and debates on Indian society. Learners will also get an opportunity to engage with and understand the various approaches of different scholars while also examining how Indian society has undergone multiple changes over the years. What is the role of the state in the transformation of Indian society? Questions such as these will also be discussed in the present course.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Develop an understanding of the factors that promote diversity in Indian society.

2. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of Indian society.

3. Trace the trajectory of social transformation in India.

4. Critically analyze the role of the state, civil society, and other processes such as globalization, urbanization, industrialization, and secularization in Indian society.

5. Utilize their comprehension, analytical, and research skills to undertake independent research on Indian Society in the future if the need arises.

Unit I: Conceptualizing Indian Society

Unity and Diversity: Factors promoting Unity; Factors accounting for social cultural diversity: Caste, religion, ethnicity, region and language.

Unit II: Theoretical Perspectives (a)

- Indological/Textual: G. S. Ghurye and Louis Dumont:
- Structural and Functional Perspectives: M.N Srinivas, S. C. Dube
- Perspective from Below: Dr. B.R. Ambedkar

Unit III: Theoretical Perspectives (b)

- Marxian and Subaltern perspective-D.P. Mukherjee, A.R. Desai, and Ranajit Guha
- Civilizational Perspective-N.K. Bose, and Surajit Sinha

Unit IV: Processes of Change

Social legislations related to land reforms; planned strategy of development, CommunityDevelopment Plan (CDP) Panchayati Raj Institutions as a statutory body of local self government, industrialization, urbanization, secularization and globalization, role of a state and civil society organizations in social transformations.

Suggested Readings

Ahmad, Imtiaz. et. al., 2000. *Pluralism and Equality: Values in Indian Society and Politics,* New Delhi: Sage.

Alvares, Claude, 1991. *Decolonizing History.* Goa: The Other India Press.

Basham, A. L. (ed), 1975. *A Cultural History of India.* New Delhi: OUP.

Bhargava, Rajeev (ed.), 1998. *Secularism and Its Critics.* New Delhi: OUP.

Barrington, Moore, 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, Boston: Beacon Press.

Cohn, B. S., 2000. *India: The Social Anthropology of a Civilization*. New Delhi: OUP.

Das, Veena, 1998. *Critical events: An anthropological Perspective on Contemporary India. New Delhi:* OUP.

Dube, S. C., 1990. *Indian Society*, New Delhi: National Book Trust.

Giddens, Anthony, 2013. *Sociology*. New Delhi: John Wiley and Sons.

Dube, S. C. (ed.), 1977. *India Since Independence; Social Report on India 1947-1972,* New Delhi: Vikas.

Dumont, L., 1980. *Homo Hierarchicus*. Chicago: Chicago University Press.

Giri, A. K., 1998. *Global Transformations*. Jaipur: Rawat.

Guha, Ramchandra and Jonathan P. Parry, (eds.), 1999. *Institutions and Inequality: Essays in Honour of Andre Beteille.* New Delhi: OUP.

Inden, Ronald, 1990. *Imaging India*, Oxford: Basil Blackwell.

Kothari, Rajni, 1995. 'Globalisation and Revival of Tradition: Dual Attack on Nation Building', *Economic and Political Weekly*, 625-633.

Madan, T. N., 1987. *Non-Renunciation: Themes and Integrations of Hindu Culture*. New Delhi: OUP.

_____ (ed.), 1991. *Religion in India*, New Delhi: OUP.

Masan, Philip, 1967. *India and Ceylon: Unity and Diversity*, London: OUP.

Mukherjee, Radhakamal, 1965. *The Cosmic Art of India: Symbol (Murti), Sentiment (Rasa) and Silence (Yoga)*, Bombay: Allied.

Nandy, Ashis (ed.), 1998. *The Secret Politics of our Desires: Innocence, Culpability and Indian popular Cinema*, New Delhi: OUP.

Oommen, T. K. and P. N. Mukherji (eds.), 1986. *Indian Sociology: Reflections and Introspections.* Bombay: Popular Press.

Oommen, T. K., 1995. *Alien Concepts and South Asian Reality,* New Delhi: Sage.

_____ 1990. *Protest and Change: Studies in Social Movements*, New Delhi: Sage.

Panikkar, P., 1971. 'Indology as a Cross-Cultural Catalyst: A New Task of Indological Studies', *Cross-Cultural Fertilisation, Numen*, 18 (3), 173-179.

Ram, Nandu, 1995. *Beyond Ambedkar,* New Delhi: Har Anand.

Rudolph, L. I. and S. Rudolph, 1967. *Modernity of Tradition*, New Delhi: Orient Longman.

Singh, Y., 1986. *Modernization of Indian Tradition*, Jaipur: Rawat.

_____ 2000. *Culture Change in India: Identity and Globalization*. Jaipur: Rawat.

Srinivas, M. N. (ed.), 1997. *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin.

Thapar, Romila (ed.), 1977. *Tribe, Caste and Religion in India.* New Delhi: Macmillan.

_____ (ed), 2000. *India: Another Millennium*? New Delhi: Viking.

Uberoi, J.P.S., 1999. *Religion, Civil Society and The State*: *A Study of Sikhism,* New Delhi: OUP.

Unnithan (et al), 1965. *Towards a Sociology of Culture in India: Essays in Honour of Professor D.P. Mukerji,* New Delhi: Prentice-Hall of India (P) Ltd.

Venugopal, C. N., 1998. *Religion and Indian Society*: *A Sociological Perspective*. New Delhi: Gyan.

Course Title:Methodology of Social Sciences

Course Code:SAHS SC 1 1 03 CC 4105
Credits:5

Course Objectives

The main objective of the course is to comprehend 'science' as a body of knowledge, and its relationship with sociological methods. The course will examine some of the fundamental methodological debates in classical sociology and reflect on the emerging issues relating to methodology in social sciences.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Learning about 'Scientific' Method, Objectivity and Subjectivity in Research.
2. Understanding of different theoretical perspectives and the nature of knowledge generated by them.
3. Familiarization with the Methodologies a researcher/learner can employ to study a social phenomenon.

Unit I: Introduction to Research Methodology

1. Social research: Scientific Method
2. Objectivity in Research.
3. Science and Common Sense

Unit II: Science as a Body of Knowledge

1. Baconian Induction and Cartesian Deduction
2. Grounded Theory-Glaser and Strauss
3. The Structure of Scientific Revolution-Thomas Kuhn

Unit III: Scientific sociology: Positivism and other Traditions

1. Sociology as Science – Positivism-Auguste Comte
2. Interpretive Sociology-Verstehen-Max Weber
3. Historical/Dialectical Materialism-Karl Marx

Unit IV: Emerging Debates

1. Theory of Structuration-Anthony Giddens
2. Deconstruction and Difference-Jacques Derrida

Suggested Readings

Popper, K. R. (1968). *The logic of scientific discovery.* New York: Harper & Row.

Abraham, F. M. (2014). *Contemporary Sociology: An Introduction to Concepts and Theories.* New Delhi: Oxford University Press.

Betteille, Andre, (1996). Sociology and Common Sense. *Economic and Political Weekly, 31* (35/37), 2361-2365.

Buechler, S. M. (2014). *Critical sociology.* Boulder, CO: Paradigm Publishers.

Durkheim, E. (1958). *The Rules of Sociological Method.* New York: The Free Press.

Coser, L. A. (2014). *Masters of Sociological Thought: Ideas in Historical and Social Context.* Jaipur: Rawat.

Giddens, A. (1993). *New Rules of Sociological Method.* Stanford: Stanford University Press.

Emmanuel, S. M., & Goold, P. A. (2002). *Modern philosophy, from Descartes to Nietzsche: An anthology.* Malden, Mass: Blackwell Publishers.

Bacon, F. (1970). On the Interpretation of Nature and the Empire of Man. In J. E. Curtis, & J. W. Petras, *The Sociology of Knowledge: A Reader* (pp. 89-96). London: Duckworth.

Kuhn , T. (1962). *The Structure of Scientific Revolutions.* Chicago: The University of Chicago.

Marx, K., & Engels, F. (1970). *The German Ideology.* New York: International Publishers Co.

Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought.* London: Sage.

Sallis, J. (1987). *Deconstruction and Philosophy: The Texts of Jacques Derrida.* Chicago: University of Chicago.

Turner, J. H. (2013). *Theoretical Sociology: 1830 to the Present.* Thousand Oaks, California: Sage.

Weber, M. (1949). *The Methodology of the Social Sciences.* New York: Free Press.

Adorno, T. W. (1999). *Introduction to Sociology.* Stanford: Stanford University Press.

Babbie, R. E. (2010). *The Practice of Social Research.* Belmont, CA: Thomson Wadsworth.

Flick, U. (2006). *An Introduction to Qualitative Research.* London: Sage.

Gray, D. E. (2014). *Doing research in the real world.* London: Sage.

Luckmann, T. (1978). *Phenomenology and Sociology: selected readings.* New York: Penguin.

Course Title: Sociology of Social Stratification in India

Course Code: SAHS SC 1 1 04 CC 4105

Credits: 5

Course Objectives

This course will familiarize the learners with the concepts of hierarchy, differences, and social mobility. It will also examine the notion of purity and pollution, inequality, politics associated with caste in India. Furthermore, class and occupation, agrarian class, middle class, and industrial society, which form a basis while understanding class in India, will be discussed in this course. The course will also have readings on patriarchy, subordination of women, family and inequality, gender, work and entitlements, community, state, and patriarchy to discuss the domain of gender and stratification.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Developa more nuanced understanding of the inequality that exists in society.
2. Understanding of the intricacies of social stratification like caste, class, gender, etc.
3. Identify and reflect on the diverseconcepts that exist in the domain of Social Stratification.

Unit I: Social Stratification; Concepts

Social Stratification; Hierarchy and Differences, Social Mobility.

Unit II: Caste in India

Purity and Pollution (Louis Dumont) Sanskritization (M. N. Srinivas), Inequality (A. Beteille). Caste and Politics (Rajni Kothari) Hierarchy and Differences (Dipankar Gupta)

Unit III: Class in India

Class and Occupation (Marx, Weber, Davis, Parsons); Agrarian Class in India; India's Middle Class, Industrial Society in India.

Unit IV: Gender and Stratification

Patriarchy and the Subordination of Women; the Family as a Site of Inequality; Gender, Work and Entitlements; The Community, State and Patriarchy.

Suggested Readings

Agarwal, B, 1988. *Structures of Patriarchy: State, Community and Household in Modernising Asia.* New Delhi: Kali for Women.

_____ 1994. *A Field of One's Own: Gender and Land Rights in South Asia.* New Delhi: Foundation Books.

Ahmad, Imtiaz and Helmut Reifeld (ed.), 2001. *Middle Class Values in India and Western Europe. New Delhi*: Social Science Press. (esp. Chapters 1, 4, 8, 11 and 12).

Banks, M., 1996. *Ethnicity: Anthropological Constructions.* London: Routledge.

Bayly, S. 1999 *Caste, Society and Politics in India from Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press.

Bendix, R. and S. M. Lipset, 1966. *Class, Status and Power.* New York: Free Press.
Beneria, L (ed.), 1982.*Women and Development: The Sexual Division of Labour in Rural Societies*. New York: Praeger.

Beteille, A., 1917.*Inequality among Men*. Oxford: Basil Blackwell (Chapter on Race).

Bhaduri, A, 1984. The Economic Structure of Backward Agriculture. Delhi: Macmillan.

Bhalla, S, 1976. "New Relations of Production in Haryana Agriculture". *Economic and Political Weekly*. Vol. 11(13), pp. 23-30.

Bhalla Ajit and Frederic Lapeyre, 1997. 'Social Exclusion: Towards an Analytical and Operational Framework', *Development and Change,* Vol. 28 pp. 413-433.

Crompton Rosemary and Michael Mann (eds.), 1986. *Gender and Stratification*, Cambridge: Polity Press. (esp. Chapters 1, 2, 3, 4, 7, 9, 13, 14)

Dahrendorf, R., 1959. *Class and Class Conflict in Industrial Society*, CA: Stanford University Press.

Das, Veena, 1990. *Mirrors of Violence: Communities, Riots and Survivors in South Asia*, Delhi: Oxford University Press. (Chapters 1, 12 and 14).

Desai, A. R., l948. *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.

Dirks, N. B., 2001. *Castes of Mind: Colonialism and the Making of Modern India.* Princeton: Princeton University press.

Edgell, Stephen, 1993. *Class (Key Ideas series)*. London: Routledge.

Frankel, F. and Rao, 1999; 2000. *Domination and State Power in Modern India: Decline of a Social Order*, Volumes I & 11, Delhi: Oxford University Press.

Fuller, C. J., 1996. *Caste Today,* Delhi: Oxford University Press.

Giddens, A., 1980, *The Class Structure of the Advanced Societies*. London: Unwin.

_____ 1989. Sociology. Cambridge: Polity Press.

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

_____2000. Interrogating Caste: Understanding Hierarchy and Difference in Indian Society. New Delhi: Penguin (Chapter 4).

Hechter, M. and D. Okamoto, 2001. 'Political Consequences of minority Group Formation', *Annual Review of Political Science*. 4:189- 215.

Jodhka S. S., 2005. 'Caste and Democracy: Assertion and Identity among the Dalits of Rural Punjab. *Sociological Bulletin*.

Klass, M., 1983. *Caste: The Emergence of the South Asian Social System.* Philadelphia: ISHA.

Ludden, D., 1997. *Making India Hindu: Religion: Community and the Politics of Democracy in India*. Delhi: Oxford University Press.

Marshall, T. H., 1950. *Citizenship and Social Class. Cambridge*, Cambridge University Press (essay on citizenship).

Marx K. and F. Angels, 1962. 'Manifesto of the Communist Party', in *Selected Works Vol. I.* Moscow: Progress Publishers.

Mies, M., 1981. 'Dynamics of Sexual Division of Labour and Capital Accumulation: Women Lace-Workers of Narsapur', *Economic and Political Weekly*, Vol. XVI no. 10, 11, 12.
Mishra, B. B., 1961. *The Indian Middle Class: Their Growth in Modern Times*, Bombay: Oxford University Press.

Moffat, M., 1979. *An Untouchable Community in South India*, Princeton: Princeton University Press

Mukherjee, A., 2002. *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947,* Delhi: Sage Publications.

Pandey, G., 1999. 'Can a Muslim be an India?', *Comparative Study of Society and History*. Pp. 608-629.

Parsons, T. et. al., 1967. *Theories of Society: Foundations of Modern Sociology Vol. I.*, Glencoe: The Free Press.

Quibriathe M. G., 2003. Puzzle of Social: Capital A Critical Review*, Asian Development Review*, vol. 20, no. 2, pp. 19-39

Quigley, D., 1993, *The Interpretations of Caste*, Delhi: Oxford University Press.

Raheja G. G., 1988. *The Poison in the Gift: Ritual, Presentation and the Dominant Caste in a North Indian Village,* Chicago: University of Chicago Press.

Rao, Anupama (ed.), 2003. *Gender And Caste*, New Delhi: Women Unlimited.

Sease Richard, 1992. *Class,* Buckingham: Open University Press.

Shah, A.M. et.al. (eds.), 1996. *Social Structure and Change*, Vol. 2. (Women in Indian Society). New Delhi: Sage Publications.

Sharma, K. L., 1997. *Social Stratification in India: Issues and Themes,* New Delhi: Sage Publications. (Chapter 3, 4 and 6).

Singh, Y., 1977. *Social Stratification and Social Change in India,* Manohar: Delhi. Sorokin, P. A., 1927. *Social Mobility,* New York: Harper.

Srinivas, M. N., 1962. 'Varna and Caste', in *Caste in Modern India and Other Essays*.

_____ (ed.), 1996. *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin.

_____ 1994. *The Dominant Caste and Other Essays,* Delhi: Oxford University Press.
Thorner, A., l982. 'Semi-Feudalism or Capitalism?, Contemporary Debate on Classes and Modes of Production in India', *Economic and Political Weekly,* Vol. 17(49-51) pp. 993-99; 2061-86.

Tumin Melvin, M., 1987. *Social Stratification: the forms and functions of inequality,* New Delhi: Prentice-Hall of India.

Unni, Jeemol. 'Earnings and Education among Ethnic Groups in Rural India', Working Paper Series No. 79, New Delhi: NCERT

Varma, P. K., 1998. *The Great Indian Middle Class*, New Delhi, Viking.

Gerth, H. and C. Wright Mills (eds.), 1948. *From Max Weber*, London: Routledge and Kegan Paul.

Wiener, M., 1978. *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton: Princeton University Press.

Xaxa, V., 2003. 'Tribes in India', in Veena Das (ed.) *Oxford India Companion to Sociology and Social Anthropology*, Volume I, pp. 373-408, Delhi: Oxford University Press.

Semester II

Course Title: Family Life and Kinship in India

Course Code: SAHS SC 1 1 05 CC 4105

Credits: 5

Course Objectives

This course aims to introduce the students to the universally acknowledged concept/institution of family, marriage, and kinship. This course will also familiarize the students with different approaches, issues, and debates in studies of family, marriage, kinship, and the changing nature of family and kinship relations in the modern world. Moreover, exposure to the different approaches, issues, and debates in studies of kinship and family in India will enable the student to understand the social structure of their society.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of the specialized terminology associated with the subject.
2. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of family and kinship.
3. Distinguish between the alliance and descent models in the study of kinship.
4. Elaborate on the nature of family, marriage, and household in India and the forces of change.

Unit I: General Principles and Basic Concepts

Nature and significance of the subject; Kinship studies in the world and in India;
Approaches: Historical and Evolutionary, Structural Functional, Structural, Cultural, Gender perspective.

Unit II: Descent Model

Kinship as an organizing principle: Descent: Patrilineal, Matrilineal, Double and Cognate descent, Complimentary Filiation, Descent groups, Corporate groups and Local groups.

Unit III: Alliance Model, Marriage and Affinity

Alliance theory: Symmetrical and Asymmetrical exchange; Prescriptive and Preferential marriage; Monogamy and Polygamy; Marriage transactions; Stability of marriage; Rules of residence: Virilocal, Uxorilocal, Neolocal and Natolocal residence.

Unit IV: Family, Marriage and Household in India

Family: Nature of the family; Family and Household; Elementary and extended family; Family and marriage in India: Regional diversities; Forces of change.

Suggested Readings

Ahmad, Imtiaz (ed.), 1976. *Family, Kinship and Marriage among Muslims in India,* New Delhi:Manohar

Das, Veena, 1973. 'The structure of marriage preference: An account from Pakistan fiction', *Man*, (n.s.) Vol. 8, No. 1, pp. 3045.

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Dumont, L., 1983. *Affinity as a Value: Marriage alliance in South India with comparative essays on Australia*, Chicago: University of Chicago Press.

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Fuller. C. J., 1976. *The Nayars Today,* Cambridge: Cambridge University Press.

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Goody, J. and Tambiah. S. J., 1973. *Brideswealth and Dowry*, Cambridge: CUP.

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Gough, Kathleen, 1959. 'Nayars and the Definition of Marriage', *Journal of Royal Anthropologist Institute,* R9, pp. 23-34, (Reprinted in P. Uberoi (ed.) 1993.)

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Kolenda, Pauline, 1987. *Regional Differences in Family Structure in India*, Jaipur: Rawat.
Leach, E. R., 1961. *Rethinking Anthropology,* London: Athlone Press. (esp. Chapters 1 &3).

Levi-Strauss, Claude, 1969. *Elementary Structure of Kinship*, London: Eyre and Spottiswoode.

Madan, T. N., 1965/89. *Family and Kinship: A Study of Pandits of Rural Kashmir*, Delhi: OUP, (2d revised edition).

_____ , 1965. 'Structural Implication of Marriage in North India: Wife givers and Wife Takers among the Pandits of Kashmir', *Contribution to Indian Sociology*, n. s. 9(2). pp. 217-43.

Mayer, Adrian C., 1960. *Caste and Kinship in Central India: A Village and its Region*, London: Routledge and Kegan Paul.

Maynes, Mary Jo et al, 1996. *Kinship, Gender and Power: A Comparative and Interdisciplinary History*, New York: Routledge.

Murdock, G. P., 1949. *Social Structure*, New York: Free Press.

Nakane, Chie, 1967. *Garo and Khasi: A Comparative Study in Matrilineal Systems*, Paris:Mouton.

Papanek, Hannah, 1989/90. "Socialization for Inequality: Issues for Research and Action', *Samya Shakti: A Journal of Women's Studies*, 4 &5 pp l-10.

Pahl, R & Spencer. L. 2010. 'Family, Friends and Personal Communities: Changing Models-in-the-Mind', Journal of Family Theory & Review 2. September, pp.197-210.

Palriwala R. and C. Risseeuw (eds.), 1996. *Shifting Circles of Support; Contextualising Kinship and Gender in South Asia and Sub Saharan Africa*, Delhi: Sage.

Parry, Jonathan, 1979. *Caste and Kinship in Kangra*, London: Routledge and Kegan Paul.

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Radcliffe-Brown, A. R. and Daryl Forde, (eds.) 1950. *African Systems of Kinship and Marriage*, London: OUP. (esp. Introduction and chapter by A. L. Richards).

Raheja G. G., 1988. *The Poison in the Gift: Ritual, Presentation and the Dominant Caste in a North Indian Village,* Chicago: University of Chicago Press.

Sen, Amartya, 1983. 'Economics and the Family', in *Asian Development Review*. 1 &2 pp. 14-26. (Reprinted in P. Uberoi, 1993).

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Simpson, B. 2004, "Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Sri Lanka", in Radhika Chopra, Caroline Osella and FilippoOsella (eds.), South Asian Masculinities: Context of Change, Sites of Continuity, Delhi: Kali for Women, pp. 160-174.

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Srinivas, M. N., 1984. *Some Reflection on Dowry*, Delhi: OUP.

Trautman, Thomas R., 1981. *Dravidian Kinship*, Cambridge University Press.

Uberoi, Patricia, (ed.), 1993. *Family, Kinship and Marriage in India*, Delhi: OUP.

Uberoi, Patricia. 2009. Your Law and My Custom: Legislating the Family in India. New Delhi: Critical Quest. Pp. 1-24.

Vatuk, Sylvia, 1975. 'Gifts and Affines in North India,' *Contributions in Indian Sociology*, No. 9, pp. 155-96.

Wilt, Richard R. and Robert Me L. Netting, 1984. 'Households: Changing forms and Functions' in Netting et al. (eds.) *Households: Comparative and Historical Studies of the Domestic Group,* Berkley, University of California Press, pp. 1-28.

Course Title: Sociological Theory

Course Code: SAHS SC 1 1 06 CC 4105

Credits: 5

Course Objectives

Having a sound knowledge of various theories in the domain of Sociology is essential for the learners of this discipline to analyze the social phenomenon through a Sociological lens and undertake future research on the same. Thus, this course has been designed with the aim to acclimatize the students with advanced Sociological theory. While doing that, the focus will be to build on the prior knowledge of the students. This course has units to make them well acquitted with theories that form an integral part of sociological studies.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Sound understanding of Sociological theories that would be useful for research in the future.
2. Identify the theoretical base and draw the practical knowledge.

Unit I: Functional and Non-functional
    T. Parsons: Social systems, Pattern Variables.
    R. K Merton: Latent and Manifest Functions, Conformity and Deviance, Reference Groups
    Middle Range Theory, New Functional Theory
    Jeffrey Alexander: Neo -Functionalist

Unit II: Structuralist Theory:
    S. F. Nadel: Social Structure
    A. Giddens: Theory of Structuration
    M. Foucault: Idea of Power

Unit III: Critical and new Marxian Theory
    J. Habermass: Theory of Communication
    Louis Althusser: Marxist Structuralism
    Gramsci: Hegemonic Theory

Unit IV: Phenomenology and Ethnomethodology:
    Alfred Schultz: Phenomenology of Social World

Peter Berger and Luckmann: Social Construction of Reality
Erving Goffman: Dramaturgical Theory

Suggested Readings

Alexander,JeffreyC.(ed.),1985.*Neofunctionalism*,London:Sage.

Althusser,L.,1971.*LeninandPhilosophyandOtherEssays,*NewYork:MonthlyReviewPress.

Appelrouth, Scott and Laura D. Edles, 2008. *Classical and Contemporary Sociological Theory: Textand Readings*. Los Angeles: Pine Forge Press.

Bourdieu, Pierre, 1990. *In Other Words: Essays Towards a Reflexive Sociology*, Oxford: Polity Press.

Connerton, Paul (ed.), 1976. *Critical Sociology*, Harmondsworth: Penguin.

Dahrendorf, Ralf, 1979. Class and Class Conflict in Industrial Society, London: Routledge and Kegan Paul.

Giddens, Anthony, 2004. *In Defense of Sociology*. Cambridge: Polity Press.

Giddens, Anthony and Turner, J. H. (ed.), 1987. *Social Theory Today*. Cambridge: Polity Press.
Gouldner, Alvin, 1971. *The Coming Crisis of Western Sociology*. London: Heinemann.

Gramsci, Antonio, 1971. *Selections from the Prison Notebooks*, London: Lawrence and Wishart.

Luckmann, Thomas. (ed.) 1978. Phenomenology and Sociology: Selected Readings.New York: Penguin Books.

Mennell, Stephen, 1980. *Sociological Theory: Uses and Unities.* Surrey: Thomas Nelson and Sons, 2nd Edition.

Merton, Robert K., 1968. *Social Theory and Social Structure*, New York: Free Press.

Parsons, Talcott (et al.), 1965. *Theories of Society: Foundations of Modern Sociological Theory*, New York: Free Press.

Rabinow, Paul (ed.), 1986. *The Foucault Reader*, Harmondsworth: Penguin.

Ritzer, George (ed.), 2007. *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell.

Seidman, Steven and Alexander, J. C. (ed.), 2001. *New Social Theory Reader: Contemporary Debates,* London: Routledge.

Skinner, Quentin (ed.), 1990. *The Return of Grand Theory in the Human Sciences.* Cambridge: Cambridge University Press.

Smith, Dorothy E., 1999. *Reading the Social: Critique, Theory and Investigations,* Toronto: University of Toronto Press.

Wright, Mills, C., 1959. *The Sociological Imagination,* New York: Oxford University Press.

Course Title:PolityandSociety inIndia

CourseCode:SAHS SC1107CC4105

Credits:5

Course Objectives

The course is designed to introduce the learners of Sociology to the various frameworks, concepts, and theories related to the role of polity in Indian society so that they can reflect on the nature and dynamics of political movements in Indian society.

How and when do groups mobilize and resist power? What is the role of ideology and leadership in Society? What are the reasons for the emergence of different political movements in society? How crucial are human rights and political movements in social change? Questions such as these will be discussed in the course.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding about the social system of Indian society.
2. Knowledge about theimportance of human rights, responsibilities, human dignity, and democratic modes of governance.
3. Students can understand and learn about the meaning and importance of sustainable development.
4. They will be able to actively participate in social and political activities of their society
5. It will help students in critical and independent thinking.
6. It will help students in capacity building for engagement in peaceful and democratic means of resolving conflicts.
7. It will help students inculcate a sense of care and respect for others and value diversity in all areas of human life within the parameters of human rights principles.

Unit I: Meaning,Definition and Scope of Political Sociology; Inter-RelationshipbetweenPoliticalandSociety; Distinctive Approaches of PoliticalSociology.

Unit II: Indian Society and its Power Matrix: Caste and Class, Gender and Politics, Politics of Minorities,CrimePoliticsNexus.

UnitIII: PoliticalModernization; Forms of Government; PoliticalCulture–MeaningandSignificance;Political Socialization– Meaning,Significanceand Agencies.

UnitIV: PoliticalParties:Characteristics,SocialCompositionofParties,Political Apathy: Its Causes and Consequences, Media and Politics, Politicization of social life, Contemporary trends in Political Sociology in India.

SuggestedReadings

Anderson,Benedict,1983.*ImaginedCommunities:ReflectionsontheoriginandSpreadofNationalism*,London:Beso.

Bayly, Susan, 2000. *Caste, Society and Politics*, Cambridge:

OUP.Beteille,A.,1966. *Caste,Class andPower*,Cambridge: OUP.

Biswas, Dipti Kumar, 1989. *Political Sociology*, Calcutta: Firma KLM

Private.Blau,P.,1956.*Bureaucracyin ModernSociety*.RandomHouse: NewYork.

Bottomore, T. B., 1979. *Political Sociology*, New Delhi:

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Cohn, B. S., 1989. *An Anthropologist Among Historians and Other Essays*, New Delhi

OUP.Desai,A. R.,1968. *SocialBackgroundofIndianNationalism* Bombay:Popular.

Dowse, R. E. & Hughes 1971. *Political Sociology*, New York: Basic

Book.Drez,J.and AmartyaSen,1997. *IndianDevelopment,*Delhi: OUP.

Frankel,FandandM.S.A.Rao,1989.*DominanceandStatePowerinModemIndia*,Delhi: OUP.

Gabriel,AlmondA.et.al.,1973.*Crises,ChoiceandChange:HistoricalStudiesofPoliticalDevelopment*,Boston.

Gandhi,M.K..1968.*HindSwaraj*,Ahmedabad:Nayjeevan.

Horowitz,IrvingL.,1972.*FoundationofPoliticalSociology*,NewYork:Harperand

Huntington,SamuelP.,1969.*PoliticalOrderinChangingSocieties*.YaleUniversityPress: NewHaven.

Kaviraj,Sudipta,1997.*PoliticsinIndia,*NewDelhi:OUP.

Kohli,Atul,2002,*TheSuccessofIndia'sDemocracy*,Cambridge:OUP.

Kothari,Rajani(ed),1973.*CasteinIndianPolitics*,NewDelhi:OrientLongmansLtd.

_____ 1979. *Politics in India*, New Delhi: Orient Longmans

Ltd.Kumar,Anand,1989. *StateandSocietyinIndia*, NewDelhi:Radiant.

_____, 2000, *Nation Building in India*, New Delhi: Radiant.Lipset,S. M., 1959.*PoliticalMan*, H.E.B.

Michels,Robert,1949.*PoliticalParties*,Glencko:FreePress.

MillsC.W.and HansGerth,1946. *EssaysinSociology*. Oxford:NewYork

Mitra,SubrathaK.,1992.*PowerProtestandParticipation–LocalElitesandthePoliticsofDevelopmentin India*. Delhi: Routledge.

Moore, Barrington Jr., 1958. *Political Power and Social Theory*, Cambridge: Harvard UniversityPress.

Oommen. T. K. 1990. *State and Society in India*, New Delhi: Sage.Rao,M.S.A.1978.*SocialMovementsinIndia*,NewDelhi:Monohar.

Rudolph, L. and S. Rudolph, 1978. *In pursuit of Laxmi*, New Delhi: OUP.Singh,Yogendra,1978.*ModernizationofIndianTradition*,Delhi:Thompson.

_____,2000.*CulturalChangein India*,New Delhi,2000

Course Title: Sociology of Gender

Course Code: SAHS SC 1 1 08 CC 4105

Credits: 5

Course Objectives

Over the years, in academics, Gender as a field of study has gained popularity. Sociology is not an exception to it. Hence, this course will study the dual relationship between Gender and Sociology. To make this course engaging and fitting for the intellectual quest of the students, this course will provide audio-visual aids, and there will be interactions regarding various topics.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of the social construction of Gender.
2. Reflect on Liberalist, Radical, Marxist, and Post-Marxist theories of Gender relations.
3. Ability to delve into the discourse of politics of Gender.
4. Analyse development policies on Gender.

Unit I: Basic Concepts: Sex and Gender; Gender as a Social Construct; Social Structure andInequality; Patriarchy-Matriarchy; Division of Labour- Production and Reproduction; Gender Roles.

Unit II: Theories of Gender Relations: Liberalist, Radical, Marxist and Post-Modernist.

Unit III: Politics of Gender: Complementarity; Inequality; Dependence; Subordination

Unit IV: Gender and Development: Development Policies on Gender; Gender, Development and Empowerment.

Audio-Visual aids will be part of the Classroom Lectures and Interactions.

Suggested Readings

Beauvoir, Simone De, 1983. *The Second Sex*, Harmondsworth:

Penguin.Cavallaro,Dani,2003.*FrenchFeministTheory,*NewYork:Continuum.

Chakrawarti,Uma,2006.*GenderingCaste:ThroughaFeministLens*,Kolkata:Stree.

_____1993.'ConceptualizingBrahmanicalPatriarchyinEarlyIndia:Gender,Casteand ClasstheState'. *EconomicandPoliticalWeekly*, 28(14), 579-585.

_____1995.Gender,CasteandLabourIdeologicalandMaterialStructureof Widowhood*Economicand PoliticalWeekly*, 30(36), 2248-2256.

Chowdhry, Prem, 2014. "Masculine Spaces: Rural Male Culture in North India".*Economic and Political Weekly*, 49 (47), 41-49.

DeVault, Marjorie L., 1996. 'Talking Back to Sociology: Distinctive Contributions of FeministMethodology', *Annual Review of Sociology,* 22, 29-50.

Engels, F., 2010. *The origin of the Family, Private Property and the State,* New Delhi: Peoples Publishing House.

Agnes, Flavia, 2000*Women, Marriage and the Subordination of Rights in Community, Gender andViolence.*Subaltern Studies XI. New Delhi: Permanent Black.

Gopal, M., 2013. Ruptures and Reproduction in Caste/ Gender/ Labour, *Economic and Political Weekly*, 48(18) 91-97.

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Guru, G., 1995. 'Dalit Women Talk Differently', *Economic & Political Weekly*, 14, (21), 2548 49.

Halberstam, Judith, 1998. *Female Masculinity,* London: Duke University Press.

Harding, Sandra (ed,.), 1987. *Feminism and Methodology,* Bermington USA: Indiana University Press.

_____ 1991. *Whose Science? Whose Knowledge: Thinking from Women's Lives,*Ithaca, New York: Cornell University Press.

Hasan, Zoya and Menon Ritu, 2004. *Unequal Citizens: A Study of Muslim Women in India.* New Delhi: Oxford University Press.

Kannabiran, V. and Kannabiran. K. 2003. 'Caste and Gender: Understanding Dynamics of Power and Violence, in Anupama Rao (ed). *Gender and caste*, New Delhi: Kali for Women.

Bhasin, Kamla, 2000. *Understanding Gender* (Kali Primaries) New Delhi: Kali for Women.

Kent, K. Susan, 2012. *Gender and History.* England: Palgrave Macmillian.

Khiamniungan, Longkoi, T., 2013. 'Gender and Democracy: Disparity in Women's Political Representation in Nagaland', *Eastern Quarterly,* 9 (III-IV).

Kimmel, S. Michale and Amy Aroson, 2008. *The Gendered Society,* New York: OUP.

Menon, Nivedita, 2000. 'Embodying the Self: Feminism, Sexual Violence and the Law', in Partha Chatterjee and Pradeep Jeganathan (eds.) *Subaltern Studies XI: Community, Gender and Violence.* New Delhi*:* Permanent Black.

_____ 2000. 'Elusive Women: Feminism and Women's Reservation Bill', *Economic and Political Weekly*, 35, (43/44), 53835-3844.

Nongbri, Tiplut, 2003. *Development, Ethnicity and Gender: Select Essays on Tribes in India,*New Delhi: Rawat Publications.

Oakley, Ann, 1972. *Gender, Sex and Society,* London: Maurice Temple Smith Ltd.

Panjabi. Kavita and Paromita Chakravarti, 2012. *Women Contesting Culture: Changing of GenderPolitics in India,* Kolkata: Stree.

Puwar, Nirmal and Parvati Raghuram. 2003. *A Kiss is Just a Kiss OR is it? South Asian Lesbian and Bisexual Women and the Construction of Space*, New York: Berg Publishers.

Rao, Anupama, 2002. *Issues in Contemporary Indian Feminism: Gender and Caste*, New Delhi; Kali forWomen.

Rege, Sharmila. 1998. 'Dalit Women Talk Differently: A Critique of 'Difference' and Towards Dalit Feminist Standpoint Position', *Economic and political Weekly*, 31(6) 39-46.

_____ 2000. 'Real Feminism' and Dalit Women: Scripts of Denial and Accusation',*Economic and Political Weekly*. 35, (6), 492-495.

Tong, Marie, 2009 "Feminist Thought: A More Comprehensive Introduction". North Carolina: West View Press.

Course Title: Environment and Society

Course Code: SAHS SC 1 1 05 GEC 2002

Credits: 2

Course Objective

The objective of the course is to familiarize the students with the conceptual and theoretical perspectives related to Environment and Society.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of the different types of environmental issues and problems.
2. Identify the diverse theoretical perspectives and conceptual issues in environmental Sociology.
3. Understanding of the different theoretical perspectives of scholars on environmental concerns.
4. Elaborate on the issues pertaining to development and sustainability.

Unit I: Environmental Sociology:

The Rise, Decline and Resurgence of Environmental Sociology

Environmental Discourse: The trajectory of social ecology, Global Environmental problem.

Unit II: Classical Sociological Tradition

Marx, Durkheim and Weber on Environmental Concerns; R. Mukherjee and Ramachandra Guha; Elements and Basic Categories of Social Ecology

Unit III: Environmental Issues and Problems: Population, Water, Sanitation, Energy, Housing, Urban development and rural poverty.

Unit IV: Environment and Interest Groups: Issues and Concerns in the context of Nationhood and State; issues pertaining to Development and Sustainability as Social Change; emergence model of Environment and Society.

Suggested Readings

Agrawal, Arun & K. Sivaramakrishnan (ed.), 2001. *Social Nature: Resources, Representations and Rule in India.* New Delhi: OUP.

Barry, Commoner, 1971. *The Closing Circle: Nature, Man and Technology*. New York: Random House Inc.

Brara,Rita.2003. 'Ecology and Environment' in Veena Das(Ed.) TheOxford IndiaCompanion to sociology and social anthropology.

Chaudhary, Sukant K., 2014. *Sociology of Environment*. New Delhi: Sage Publications

Dave & Katewa, 2012. *Textbook of Environment Studies*, New Delhi: Cengage Learning India.

Descola, Philippe and Gisli Palsson.1996.Nature and society.Anthropological perspectives. Routledge; London.

Eugene. 1989. Foundations of environmental ethics. Prentice Hall; New Jersey.

Franklin, Adrian, 2002. *Nature and Social Theory*. London: Sage.

Giddens, Anthony, 2013. *Sociology.* New Delhi*:* John Wiley and Sons.

Goldfrank, Walter, David Goodman, and Andrew Szasz (Ed.), 1999. Ecology and the world- system. Greenwood Press: London.

Gosling,David, 2001.Religion and Ecology in India and South Asia.Routledge.

Grove, Richard, Vinita Damodaran and Satpal Sangwan (Ed.), 1998. Nature and the orient.OUP:New Delhi.

Guha, Ramachandra (ed.), 1994. *Social ecology*, New Delhi: OUP.

_____ 2000. *Environmentalism: A Global History*. New Delhi: OUP.

Guha, Sumit, 1999. *Environment and Ethnicity in India 1200-1991,* Cambridge: Cambridge University Press.

Hughes, Jonathan, 2000. Ecology and Historical Materialism, Cambridge University Press; Cambridge.

Jeffery, Roger and Nandini Sunder (ed.), 1999. *A New Moral Economy for India's forests?: Discourses of Community and Participation*, New Delhi: Sage.

Martell, Luke, 1995. *Ecology and Society: An Introduction*. U. K.: Polity Press. Mukherjee, Radhakamal, 1942. *Social Ecology.* London: Longmans.

Murphy, Raymond, 1994. *Rationality and Nature: A Sociological Enquiry into a Changing Relationship.* USA: West view Press.

Pepper, David, 1996. *Modern Environmentalism: An Introduction,* London: Routledge.

Redclift, M. and Ted Benton, (ed.), 1994. *Social Theory and Global Environment,* London: Routledge.

Course Title:Population and Society in India
Course Code:SAHS SC 1 1 01 DCEC 4105
Credits:5

Course Objectives

The course aims at making the learner aware of the relationship between demography and sociology. The course will provide an overview of the major processes bringing change in the population of a society. It will help the students develop an understanding of how different aspects of the population are affected by various socio-cultural, political, economic, health, and other factors. The learners will get an overview of the major theoretical orientations in the field. A field-based report will be part of the course to provide in-depth knowledge about the implementation of population policy in the country.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding the interface between population and society.
2. Familiarization with different theoretical approaches to population.
3. Learn about different demographic processes and policies with reference to Indian Society.

Unit I: Population and Society: a general overview

Nature, scope and characteristics of social demography and its relationship with sociology, economics, history and politics

Unit II: Theoretical Approaches to Social Demography

1. Malthusian
2. Demographic Transition
3. Marxist

Unit III: Demographic Processes

1. Fertility
2. Mortality
3. Migration.

Unit IV: Implementation of Population Policy in India: Learnings from the Field

A Report based on the implementation of population policy and family planning programme at the selected District and State Level.

Suggested Readings

Agarwal, S. N. (1977). *India's Population Problems.* Bombay: Tata McGraw-Hill.

Agnihotri, S. B. (2000). *Sex- Ratio Patterns in Indian Population: A fresh exploration.* New Delhi: Sage.

Becker, G. S. (1960). An Economic Analysis of Fertility. In G. B. Roberts, *Demographic and Economic Change in Developed Countries* (pp. 209-240). Massachusetts: National Bureau of Economic Research.

Bhende, A. A., & Kanitkar, T. (1994). *Principles of Population Studies.* Bombay: Himalaya Publishing House.

Bose, A. (1996). *Demography of Religion in India.* Delhi: B.R. Publication.

Bose, A. (1998). *Demographic Diversity in India.* Delhi: B.R. Publication.

Caldwell , J. C. (1996). Demography and Social Science. *Population Studies, 50*(3), 305-333.

Chandrasekhar, S. (2010). *Infant Mortality, Population Growth and Family Planning in India: An Essay on Population Problems and International Tensions.* London: Routledge.

Cox, P. R. (1970). *Demography.* Cambridge: Cambridge University Press.

D'Souza, V. S. (1988). *Economic Development, Social Structure and Population Growth.* New Delhi: Sage.

Davis, K. (1951). *The Population of India and Pakistan.* New York: Princeton University.

Djurfeldt, G., & Lindberg, S. (1975). *Pills against poverty: a study of the introduction of western medicine in a Tamil village.* Stockholm: Sweden: Studentlitt.

Drèze, J., & Sen, A. (2002). *India: Development and Participation.* New Delhi: Oxford University Press.

Epstein, T. S., & Jackson, D. (1975). *The Paradox of poverty: socioeconomic aspects of population growth.* Delhi: Macmillan.

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Gill, R. (2011). Nursing Shortage in India with special reference to International Migration of Nurses. *Social Medicine, 6*(1), 52-59.

Haq, E. (2007). *Sociology of Population in India.* New Delhi: Macmillan.

Hartman, B., & Rao, M. (2015). India's Population Programme: Obstacles and Opportunities. *Economic and Political Weekly, 50*(44), 10-13 .

Hassan, M. I. (2005). *Population Geography.* Jaipur: Rawat.

International Institute for Population Sciences. (1992-93, 1997-98, 2005-06 & 2015-16). *National Family Health Survey, India.* Bombay: International Institute for Population Sciences.

James, K. S., Pandey , A., Bansod, D. W., & Subaiya, L. (2010). *Population, Gender and Health in India: Methods, Processes And Policies.* New Delhi: Academic Foundation.

Jeffery , P., & Jeffery, R. (2002). We Five, Our Twenty-five: Myths of population out of control in contemporary India. In M. Nichter, & M. Lock, *New Horizons in Medical Anthropology* (pp. 172-199). London & New York: Routledge.

Jeffery, P., & Jeffery, R. (2002). A Population out of Control? Myths about Muslim Fertility in Contemporary India. *World Development, 30*(10), pp. 1805-1822.

Jeffery, R., & Jeffery, P. (1997). *Population, Gender and Politics: Demographic Change in Rural North India .* Cambridge: Cambridge University Press.

Jeffery, P., & Jeffery, R. (2006). *Confronting Saffron Demography: Religion, Fertility, and Women's Status in India.* New Delhi: Three Essays Collective.

Jones, A. (2012). *Human Geography: The Basics.* New York: Routledge.

Kamat, A. R. (1969). *Population Problems of India.* Delhi: Central Family Planning Institute.

Kapur , D. (2010). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India.* New Delhi: Oxford University Press.

Lorimer, F. (1958). *Culture and Human Fertility.* New York: Greenwood.

Majumdar , P. K. (2013). *India's Demography: Changing Demographic Scenario in India.* Jaipur: Rawat.

Majumdar, P. K. (2010). *Fundamentals of Demography.* Jaipur: Rawat.

Malthus, T. R. (1973). *An Essay on the Principle of Population.* Westminster: Penguin Classics.

Mamdani, M. (1972). *Myth of Population Control: Family, Caste and Class in an Indian Village.* New York: Monthly Review Press.

Mandani, M. (1972). *The Myth of Population Control.* London: Monthly Review Press.

Mandelbaum, D. G. (1974). *Human fertility in India: Social components and policy perspectives.* Berkeley: University of California Press.

Marx, K., Engels, F., & Meek, R. L. (1971). *Marx and Engels on the population bomb; selections from the writings of Marx and Engels dealing with the theories of Thomas Robert Malthus.* Berkeley: Calif.: Ramparts Press.

Mukherjee, R. (1976). *Family and Planning in India.* New Delhi: Orient Longman.

Patel, T. (1994). *Fertility Behaviour: Population and Society in a Rajasthan Village.* New Delhi: Oxford University Press.

Premi, M. K. (2001). The Missing Girl Child. *Economic and Political Weekly, XXXVI*(21), 1875-1880.

Premi, M. K. (2003). *Social Demography: A Systematic Exposition.* New Delhi: Jawahar.

Premi, M. K. (2010). *India's Changing Population Profile.* New Delhi: National Book Trust.

Premi, M. K., Bambawale, U., & Ramanamma, A. (1983). *An Introduction to Social Demography.* New Delhi: Vikas Publishing House.

Rao, M. (2004). *From Population Control to Reproductive Health.* New Delhi: Sage.

Rao, M. S. A (1986). *Studies in Migration: internal and international migration in India.* New Delhi: Manohar Publications.

Rubenstein, J. M. (2015). *Contemporary Human Geography.* Noida: Pearson India.

Sandhya, S. (1991). *Socio-economic and Cultural Correlates of Infant Mortality.* Delhi: Concept Publications.

Singh, J. P. (1998). *Studies in Social Demography.* New Delhi: M.D. Publications.

Sollund , R. A. (2012). *Transnational Migration, Gender and Rights, Advances in Ecopolitics- Volume 10.* Warrington: Emerald Group Publishing Limited.

Srinivas, M. N., & Ramaswamy, E. A. (1977). *Culture And Human Fertility In India .* New Delhi: Oxford University Press.

United Nations. (1953). *Population Studies, No. 17 The Determinants and Consequences of Population Trends.* New York: United Nations.

United Nations Development Programme. (2017). *Human Development Report 2016: Human Development for Everyone.* New York: United Nations Development Programme.

Wyon, J. B., & Gordon, J. E. (1971). *The Khanna Study: Population Problems in the Rural Punjab.* Cambridge, Massachusetts: Harvard University Press.

Course Title: Rural Society and Agrarian Change

Course Code: SAHS SC 1 1 02 DCEC 4105

Credits: 5

Course Objectives

This course aims to familiarize the students with the various theoretical perspectives, conceptual issues, and the roles of the agrarian community in Indian society. Learners will also get an opportunity to engage with and understand the various approaches of different scholars while also examining how rural society has undergone multiple changes over the period of time.

What is the role ofagrarian relations in the transformation of Indian society? How to critically evaluate various Govt. welfare schemes for peasant society? Questions such as these will also be discussed in the present course.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. The students will learn about the agrarian social structure.

2. They will learn about major theoretical approaches regarding agrarian society.

3. Students will learn how to review development projects and prepare reports on the same.

4. Students can critically analyze various Govt. welfare schemes regarding agrarian community.

5. The students can critically analyze the various agrarian movements.

Unit I: Study of Agrarian Social Structure and Change:

'Peasant Studies', `Sociology of Agriculture': Theories, Concepts and Methods; State interventions in Agrarian Relations: Land Reforms, Green Revolution and their Impact; Select Case Studies.

Unit II: Mode of Production Debate (MOPD) in Agriculture

Primitive mode of production, Colonial Mode of Production, Feudal Mode of Production and Semi-Feudal Mode of Production and Capitalist Mode of Production.

Unit III. Agrarian Movements

A typology of Movements: Agrarian Movements in India; New Farmers; Movements; Land and Caste; Tribal Movements; Gender and Land Rights.

Unit IV: Contemporary Agrarian Conditions

Changing Relations in Indian Agriculture: Crisis and Emerging Trends; Globalisation and its impact on agriculture; Issues of Development, Decentralization, and Migration; Food Security, Droughts, and other Calamities.

Suggested Readings

Agarwal, Bina, 1994. *Field of One's own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.

Asthana M. D. and Pedro Madrano (ed.), 2001. *Towards Hunger Free India: Agenda and Imperatives*. New Delhi: Manohar.

Bandyopadhyay, D., Saila K. Ghosh and Buddadeb Ghosh, 2003. Dependency versus India. Delhi: Concept Publications.

Beteille, A., 1974. *Studies in Agrarian Social Structure*. New Delhi: OUP. (Introduction and Chapter 1).

Brass, T., 1994. 'New Farmer's Movements in India'. *Journal of Peasant Studies*, 21 (3,4). Special issue. pp. 3-25.

Breman Jan, Peter Kloos and Ashwani Saith, 1997. The Village in Asia Revisited. Delhi: OUP.

Desai, A. R., 1967. *Rural Sociology in India*, Delhi: Popular Prakashan.

Dhanagare, D. N., 1983. *Peasant Movements in India*, 1925-1950. OUP, I & II Chapter.

Dreze, Jean, 2004. 'Democracy and Right to Food'. *Economic and Political Weekly*, Vol.39, No.17, pp. 1723-31.

Frankel, F., 1971. *India's Green Revolution*, Bombay: OUP, pp.3-46, 191-215.

Guha, R., 1982. Subaltern Studies I. Pp. 1-8.

Gupta, Dipankar, 2005. 'Whither the Indian Village: Culture and Agriculture in `Rural' India', Economic and Political Weekly; 40, 8; 751-758

Hardiman, David (1992). *Peasant Resistance in India*. Delhi: OUP.

Harriss-White, Barbara, 2004. India's Socially Regulated Economy. *The Indian Journal of Labour Economics*, 47(1): 49-68.

Joshi, P. C., 1976. *Land Reforms in India.* Delhi: Allied Publishers.

Kloppenburg, Jack Ralph Jr., 1990. First the Seed: The Political Economy of Plant Biotechnology, 1492-2000. Cambridge: CUP.

Kodoth, Praveena, 2004. Gender, Property Rights and Responsibility for Farming in Kerala. Economic and Political Weekly, May 8, pp. 1911-1920.

Kolenda, Pauline, 1983. Caste, Cult and Hierarchy. Meerut: Folklore Institute.

Kumar, Dharma, 1992. *Land and Caste in South India*. Delhi: Manohar.

Macdougall, John, 1980. 'Two Models of Power in Contemporary rural India'. *Contributions to Indian Sociology,* n.s. 14: 77-94.

Mearns, Robin, 2000. *Access to Land in Rural India: Policy Issues and Options*.

Newby, H., 1980. 'Trend Report: Rural Sociology'. *Current Sociology*, 78 (Spring). pp.5-10, 23-30; 36-53; 76-93.

Sahai Suman (2001). The TRIPS Agreement: Implications for Developing Countries.

Sen, A. K., 1981. Poverty and Famines: An Essay on Entitlement and Deprivation. Delhi: OUP.

Sengupta Nirmal, 1990. 'The Social and Economic Basis of Current Tribal Movements'. *Social action*, vol.40, No.4, p.336.

Shah, Ghansyam (ed.), 1991. 'Report of the National Commission on Rural Labour'. New Delhi: Ministry of Labour.

Shanin, T., 1987. Peasants and Peasant Societies. pp.1-11, 176-184; 331-337; 447-475.

Shiva, Vandana (2001). Patents: Myths and Reality. New Delhi: Penguin Books India.

Singh, K. S., 1982. *Tribal Movements in India*. Vol.1 & 2., New Delhi: Manohar.

Singh, Rajendra, 2001. *Social Movements: Old and New A Post-modern Critique*. New Delhi: Sage.

Suri, K. C. 2006. 'Political Economy of Agrarian Distress'. *Economic and Political Weekly*, XL (16), pp. 1523-29.

Vasavi, A. R., 2005. 'Individualization of Agriculture: Suicides and themaking of Agrarian Distress'. Unpublished paper.

Thomas P et.al (1994). Dunkel Text: Implications for Rural Sector, Economic and Political Weekly, 26, March.

Thorner Alice, 1982. 'Semi-Feudalism or Capitalism', Economic and Political Weekly, December, pp.1961-8, 1993-9, 2061-6.

Thorner, Daniel, 1956. *The Agrarian Prospect in India*. Delhi: University Press.

Thorner, Daniel, 1966. *The Theory of Peasant Economy*, Delhi: University Press.

Course Title: Social Movements

Course Code: SAHS SC 1 1 03 DCEC 4105

Credits: 5

Course Objectives

The course is designed to introduce the learners of Sociology to the various frameworks, concepts, and theories related to Social Movements so that they can reflect on the nature and dynamics of Social Movements to become independent Scholars who might undertake future research in the same.

How and when do groups mobilize and resist power? What is the role of ideology and leadership in Social Movements? What are the reasons for the emergence of different Social Movements? Questions such as these will be discussed in the course. The students will also get an opportunity to reflect on the empirical cases of social movements in India and the historical trajectory they have taken over the years.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of social movements.

2. Understand the role of ideology and leadership in social movements.

3. Recognize the various types of social movements in India and elaborate on how they have evolved historically.

4. Develop a sociological lens to analyze social movements.

5. Utilize their comprehension, analytical, and research skills to undertake independent research on Social Movements in the future if the need arises.

Unit I: Conceptual Issues

Nature, Definition, Classification; Genesis, Ideology and Identity; Collective Mobilization and Leadership.

Unit II: Theories of Social Movement

Collective Behaviour and Social Unrest (H. Blumer); Structural Restrain theory (Smelser); Resource Mobilization and New Social Movements.

Unit III: Types of Movements in India

Peasant, Backward Class movement, Religious Sectarian movement.

Unit IV: Politics of Transcendence

Tribal and Dalit Movement, Women and Environment movement.

Suggested Readings

Barrington, Moore, 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, Boston: Beacon Press.

Della, Pord and Diani M., 2006. *Social Movements and Introduction*. New Delhi: OUP.

Desai, A. R., 1982. *Peasant Struggle in India:* New Delhi: OUP.

Dourain, A., 1981, *The Voice and the Eye: An Analysis of Social Movement*, Cambridge: Cambridge University.

Frankel, R. F. and M.S.A Rao, 1989. *Dominance and State Power in Modern Power: Decline of Social Order-* Vol. I & II, New Delhi: OUP.

Giddens, Anthony, 2013. *Sociology,* New Delhi: John Wiley and Sons.

Goodwill, J and Jasper J. (eds.), 2002. *The Social Movements: Reader Cases and Concepts*, Oxford: Wiley Blackwell.

Habermass, J., 1981. *New Social Movements, Telos,* No.49 (Fall), pp. 33-37.

_____ 1989. *The Structural Transformation of the Public Sphere,* Cambridge: MIT Press.

Hardtmann, Eva Maria, 2009. *The Dalit Movement in India: Local Practices, Global Connections.* New Delhi: OUP.

Jaffrelot, C., 2003. *India's Silent Revolution: The Rise of Lowe Castes in North Indian Politics.* London: Hurst Publishers.

Melucci, A., 1989. *Nomads of the Prison: Social Movement and Individual Needs in Contemporary Society,* London: Hutchinson Radius.

Oddie, G. A (ed.), 1977. *Religion in South Asia: Religious Conversion and Revival Movements in South Asia in Medieval and Modern Times,* Cambridge: Cambridge University Publications.

Omvedt, Gail, 2015. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage.

Prasad, Jitender and Sangita Thakur, 2015. *Gandhi, Ambedkar in Dalits Emancipation*, New Delhi: Academic Excellence.

Prasad, Jitender, 2005. *Tribal Movements in India,* New Delhi: Kilaso Publications.

Rao, M. S. A., 1979. Social Movements and Social Transformation: A Study of Two Backward Classes Movements in India. New Delhi: Macmillan.

Shah, Ghanshyam, 2001. *Dalit Identity and Politics*, New Delhi: Sage.

Smelser, N. J. C., 1962. *Theory of Collective Behavior*, London: Routledge and Kegan Paul.

Snow, D. A., Soule, S. A., & Kreisi, H. (2004). *The Blackwell Companion to Social Movements.* UK:Blackwell Publishing Limited.

Tarrow, S., 1998. *Power and Movement: Social Movement, Collective and Politics*. New Delhi: Cambridge University Press.

Thorat, Sukhadao, 2009. *Dalits in India: Search for Common Destiny*. New Delhi: Sage.

Course Title: Urban Life in India

Course Code: SAHS SC 1 1 04 DCEC 4105

Credits: 5

Course Objectives

More than half of the world's population is currently living in cities, and most of us have first-hand experience of urban life in different cities. Have you ever wondered why your neighborhood is changing and what processes are behind it? Would you like to make sense of your daily observations and understand them in a broader sociological context?

This course will introduce learners to urban processes and patterns in India. The students will be introduced to the major sociological, anthropological, and other allied traditions of understanding Urban space and life. The course will also attempt to understand how urban spaces are also sites of difference and contestation.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of the different theoretical perspectives/literatures used in the study of Urban.

2. Reflect on the nature of social stratification in cities.

3. Critically evaluate the changes in gender, kinship, and family relations in the urban society.

4. Demonstrate a critical understanding of why cities are crucial sites in the negotiation of identity and difference.

5. Possess the ability to deploy specific social science techniques to describe and critically analyze the social life of urban spaces.

Unit I: Theorizing Urbanism: Space, Place and Urban

Classical structuralist; Marxist; postmodern/post structuralist literature on space and place-making; modern history of urban planning; Urban space and social processes. Factors influencing urban space: the built environment and urban life. Rural Urban Contrasts and continuum, rurbanisation, peri-urbanization.

Unit II: Stratification in Cities

Social stratification in cities: class, caste, status, ethnicity, and power.

Unit III: Urban Society and Culture

Aspects of urban society and culture: changes in gender, kinship and family relations.

Unit IV: Continuities and Change

Continuity and change: tradition and modernity in urban India; the Indian city in the context of globalization; Urban Villages.

Suggested Readings

Advani, Mohan, 2009. *Urbanization, Displacement and Rehabilitation: A Study of People Affected by Land Acquisition*. Jaipur: Rawat.

Appadurai, A. 1996. Modernity At Large: *Cultural Dimensions Of Globalization*. Minneapolis: University Of Minnesota Press

Baviskar, A. 2003. Between Violence and Desire: Space, Power And Identity in The Making Of Metropolitan Delhi, *International Social Science Journal*, Vol. 55, no. 175, pp. 89-98.

Bergel, Egon E., 1955. *Urban Sociology.* New York: McGraw-Hill.

Beteille, A., 1974. *Studies in Agrarian Social Structure,* Delhi: Oxford University Press.
Castells, Manuel, 1977. *The Urban Question: A Marxist Approach*, (Translated by: Alan Sheridan, Edward Arnold, Bath), London: Edward Arnold Publishers.

Das, V. (ed) 1990. Mirrors Of Violence — Communities, Riots and Survivors In South Asia New Delhi: Oxford University Press

Desai, A. R., 1968. *Rural Sociology in India*, Bombay: Popular Prakshan.

Dickey, S. 2000. Permeable Homes: Domestic Service, Household Space and The Vulnerability Of Class Boundaries In Urban India, American Ethnologist, no. 27, pp. 462–489.

Dube, S. C., 1955. *Indian Village,* London: Routledge and Kegan Paul.

Dube, S.C., 1990. *Indian Society,* New Delhi: National Book Trust.

Gottdiener, Mark and Leslie Budd, 2005. *Key Concepts in Urban Studies*, London: Sage.

Gupta, Dipankar, 2005. 'Whither the Indian Village: Culture and Agriculture in Rural India', *Economic and Political Weekly*, XL(8), 751-8.

Harvey, David, 1989. *The Urban Experience,* Baltimore: John Hopkins Press.

Hansen, Thomas Blom. 2001. Wages of Violence: Naming And Identity In Postcolonial Bombay. Princeton, N.J.: Princeton University Press.

Hutchinson, Ray (ed.), 2010. *Encyclopaedia of Urban Studies*, California: Sage, Thousand Oaks.

Jodhka, Surinder S. (ed.), 2012. *Village Society,* Hyderabad: Orient Blackswan.

Joshi, P. C., 1975. *Land reforms in India: Trends and Perspectives*, Bombay: Allied Publishers.

Kolenda, Pauline, 1983. *Caste, Cult and Hierarchy,* Meerut: Folklore Institute.

Kumar, Dharma, 1992. *Land and Caste in South India,* Delhi: Manohar.

Lefebvre, Henri, 2007 (1991). *The Production of Space*, (Translated by: Donald Nicholson- Smith), Delhi: Blackwell Publishing.

LeGates, Richard T. and Frederic Stout, 1996. *The City Reader*, London: Routledge.

Low, Setha. 1996. Spatializing Culture: The Social Production and Social Construction Of Public Space, American Ethnologist, Vol. 23, no. 4, pp. 861-879

Mehta, D and Chatterji, R. 2007. *Living With Violence: An Anthropology of Events And Everyday Life*. Delhi: Routledge

Park, R. E., E. W. Burgess & R. D. McKenzie, 1967 (1925). *The City*, Chicago The University of Chicago Press.

Patel, Sujata and Kushal Deb (ed.), 2006. *Urban Studies.* Delhi: Oxford.

Phillips, W. S. K., 1990. *Social Stratification and Mobility in Urban India.* New Delhi: Rawat.

Qadeer, M. A., 1974. 'Do Cities 'Modernize' the Developing Countries? An Examination of the

South Asian Experience', *Comparative Studies in Society and History*, 16(3), pp. 266-283.

Rao, M. S. A. (ed.), 1991. *A Reader in Urban Sociology,* New Delhi: Orient Longman.

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

R. Ramachandran, 1998. India's Urbanization, OUP.

Redfield, R andSinger M. 1954, "The Cultural Role of Cities", *Economic Development and Cultural Change*, Number 4.

Sassen, Saskia (ed.), 2007. *Urban Sociology in the 21st Century.* Columbia: Sage Publications.

Sassen,Saskia, 1995. Cities in a World Economy, Sage Publications.

Saunders, Peter, 1981. *Social Theory and the Urban Question* (2nd Edition), London: Routledge.

Sharma, Rajendra K. 1997. *Urban Sociology,* New Delhi: Atlantic Publishers and Distributors.

Srinivas, M.N, 1972. Social Change in Modern India, Orient Longman.

Tambiah, Stanley J, 1997. "Friends, neighbours, enemies, strangers: Aggressor and victim in civilian ethnic riots." *Social Science & Medicine* 45.8: 1177-1188.

Taylor, Peter J. (ed.), 2007. *Cities in Globalization: Practices, Policies and Theories,* London: Routledge.

Weber, Max (ed.), 1958. *The City,* (Translated by: Don Martindale and Gertrud Newirth), London: The Free Press.

Vatuk, Sylvia, 1972. Kinship and Urbanization, University of California Press.

Course Title: Cinema and Society

Course Code: SAHS SC 1 1 05 DCEC 4105

Credits: 05

Course Objective

The course aims to introduce the importance of Cinema and Society as one of the essential aspects of understanding society. In varied ways, the projection about society gets reflected through cinema. The course will familiarize the students with how cinema can be seen as a symbolic game of knowledge and Power. The course will also discuss the cultural history and political economy of Indian Cinema.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Ability to reflect on the relationship between society and cinema.
2. Awareness that cinema is not just a reflection of the society but has its own cultural, economic and political importance.
3. Understanding of the theoretical orientations and methodological constrains in the study of Cinema and culture in India

Unit I: Theoretical Orientations and Methodological Constrains in the Study of Cinema and Culture in India

Western Tradition: Semiology, Semiotics, Critical Theory, Structural and Post Structural Theory, Cultural Analysis and Feminist Theory.

Indic Tradition: Traditional, Modern, Colonial, Post-Colonial

Unit II: Cinema and Culture in India

Cultural History of Indian Cinema

The Political Economy of Indian Cinema

Popular Genres of Indian Cinema

Unit III: The Texts of Indian Cinema

Evolution of Indian Cinema as a Symbolic Text in Indian Culture

Dialectics of Technology and Culture: Transmission of Oral Myths as Cinematic Texts Canonization of Texts in Indian Cinema

Unit IV: Sociology of Indian Cinema

Sociology of Blockbusters in Indian Cinema

Cinema as a Symbolic game of Knowledge and Power

Cinema and Audience

Suggested Readings

Basu,Anustup,2012.*BollywoodintheAgeofNewMedia*.Hederabad:OrientBlackswan.

Bharat, Meenakshi and Nirmal Kumar (eds.), 2008. *Filming the Line of Control: The Indo-PakRelationshipthrough theCinematicLenses*,New Delhi: Sage.

Bhattacharya, Meheta, Rini and R. V. Pandharipande (eds.) 2011. *Bollywood and Globalization:IndianPopular Cinema, Nation, and Diaspora*.Delhi: Anthem Press.

Coomarswamy, A. K., 2004. *The Transformation of Nature in Art*. New Delhi: MunshiramManoharlalPublishers.

Dayal,Samir,2015.*DreamMachine*.Philadelphia:TempleUniversityPress.

Dwyer, R. and C. Pinney (eds.) 2001. *Pleasure and Nation: The History, Politics andConsumptionofPublicCulturein India.* New Delhi:OUP.

Dudrah,RajendraKumar,2006.*Bollywood:SociologyGoestotheMovies*.NewDelhi:Sage.

Garg, B. D., 2006. *The Art of Cinema: An Insider's Journey through Fifty Years of Film History*.NewDelhi: Penguin/Viking.

Jain, Jasbir (ed.), 2011. *Muslim Culture in Indian Cinema*. Jaipur:

Rawat.Joshi,Priya,2015.*Bollywood'sIndia*.NewYork:ColumbiaUniversityPress.

Juluri,Vamsee,2013,*BollywoodNation:IndiathroughItsCinema*.NewDelhi:Penguin.

Kabir, Nasreen Munni, 1999, *Talking Films: Converstions on Hindi Cinema with Javed Akhtar*.Delhi:OUP.

Kazmi, Fareed, 1999. *The Politics of India's Conventional Cinema: Imaging a Universe,SubvertingtheMultiverse*. New Delhi: Sage.

Lal, Vinay and Ashis Nandy (ed.), 2006. *Fingerprinting Popular Culture: The Mythic and theIconicin Indian Cinema.* New Delhi: OUP.

Mazumdar,Ranjani,2007.*BombayCinema:AnArchiveoftheCity*,Ranikhet:PermanentBlack.Mishra,Vijay

, 2002.*Bollywood Cinema:Temples ofDesire*. NewYork:Routledge.

Parasad, M. Madhayan, 1998. *Ideology of the Hindi Film: A Historical Construction*. New Delhi:OUP.

Rajadhyaksha, Ashish, 2009. *Indian Cinema in the Time of Celluloid.* New Delhi: Tulika

Books.Sarkar,Bhaskar, 2010.*Mourning theNation:Indian Cinema intheWakeofPartition.*

Hyderabad:OrientBlackswanPvt.Ltd.(2^nd^Edition)

Raghavendra,M.K.,2008.*SeducedbytheFamiliar.*NewYork:OxfordUniversity Press.

Sharma,AmitKumar,2011a,*ReligionandCultureinIndianCivilization:EssaysintheHonorofC. N. Venugopal.* New Delhi: D K Printworld.

_____ 2011b, *Symbols of Kinship Identity in a North Indian Village,* Germany:LapLambartAcademicPublishing Company.

Vaasanthi, 2006. *Cut-Outs, Caste and Cinestars: The World of Tamil Politics*, New Delhi:Penguin.

Vasudevan,RaviS.(ed.),2000.*MakingMeaningofIndianCinema,*NewDelhi:OUP.

_____ 2011. *The Melodramatic Public: Film Form and Spectatorship inIndianCinema.* Ranikhet: PermanentBlack.

Vatsyayan, Sachchidanand Hiranand, 1996. *A sense of time: An Exploration of Time in Theory,Experience,*and Art. New Delhi: OUP

Vitali,Valentina,2008.*HindiActionCinema:Industries,Narratives,Bodies*.NewDelhi:OUP.

Semester III

Course Title: Anthropological Theories

Course Code: SAHS CC 1 1 09 CC 4105

Credits: 5

Course Objectives

The disciples of Anthropology and Sociology are involved in studying social and cultural lives in a systematic manner. This course will discuss the various cause and consequences that are the result of human action while interacting with the social environment. The introductory part of the course will deal with the basics of anthropology, and subsequently, it will have readings on anthropological theory and its founders. It will also have lectures on the approaches that emerged in the early Twentieth century and the new debates in anthropological theory that have surfaced in the recent past.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of the cultural patterns of the society
2. Demonstrate nuanced comprehensionof human history.
3. Reflect on the multiple anthropological approaches.
4. Discuss the new debates in anthropological theory.

Unit I: Anthropology: Basics

> Defining anthropology, distinguishing cultural differences from physical ones, what is culture, how anthropologist look at culture.

Unit II: Rise of Anthropological Theory: The Founders

> E.Taylor-Evolution of Culture, L.H. Morgan-Evolution of Society, F.Boas- Culture in Context.

Unit III: Early Twentieth Century Approaches

> Functionalism (B. Malinowki), Structural Functionalism (Radcliffe Brown).
>
> Theory at Mid Century: Structuralism (Levi Strauss), Interpretative Sociology (C.Geertz).

Unit IV: New Debates and Anthropology Theory

Feminist anthropology (Ortner), Global Ethnoscapes (Appadurai)

Suggested Readings

Appadurai, Arjun, 2005.*Modernity at Larger: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.

Benedict, Ruth, 1934.*Patterns of Culture.* Boston: Houghton Mifflin Co.

Boas, F, 1896. "The Limits of the Comparative Method of Anthropology".*American Association for theAdvancement of Science.* 4.103: 901-908.

Boas, Franz, 1932."The Aims of Anthropological Research". Science. New Series. 76. 1983,605-613.

Bourdieu, P, 1990. *The Logic of Practice*. Cambridge: Polity Press.

Bourdieu, P, 1977.*Outline of a Theory of Practice*. London: Cambridge University Press.

Clifford, James and George Marcus (eds.). 1986. *Writing Culture: The Poetics and Politics of Ethnography.* Berkeley: University of California Press.

Douglas, Mary, 1966. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge.

Evans-Pritchard, 1981, *E E.A History of Anthropological Theory*. New York: Basic Books.

Gayle, Rubin, 1975. "The Traffic in Women: Notes on the 'Political Economy' of Sex". In Rayna

Reiter (ed.).Toward an Anthropology of Women. New York: Monthly Review Press: 157-210.

Geertz , Clifford, 1973. The Interpretation of Cultures. New York: Basic Books. [Chapter on "Thick Description", "The Impact of the Concept of Culture on the Concept of Man", "Deep Play: Notes on the Balinese Cockfight"].

Gupta, A and J Ferguson (ed.), 1997. *Culture, Power, Place: Explorations in Critical Anthropology*. Durham: Duke University Press.

Harris, Marvin, 1966. "The Cultural Ecology of India's Sacred Cattle". *Current Anthropology*, 7:51-66.

Harris, Marvin, 1968. *The Rise of Anthropological Theory*. New York: Crowell.

Harris, Marvin, 1977. *Cannibals and Kings: The Origins of Cultures*. New York: Vintage.

Kuper, A,1983. *Anthropology & Anthropologists: The Modern British School*. London: Routledge.

Leach, Edmund, 1961. *Rethinking Anthropology*. London: Athlone Press.

Leslie White, 1943. "Energy and the Evolution of Culture". *American Anthropologist,* 45: 335-356.

Levi-Strauss, Claude, 1963. *Structural Anthropology*. Trans. Claire Jacobson. New York: Basic Books. (Introduction chapter, Structural Analysis in Linguistics and Anthropology)

Levi-Strauss, Claude, 1969. *Totemism*. Boston Beacon Press.

Lowie, Robert, 1937. *History of Ethnological Theory*. Holt: Rinehart and Winston.

Malinowski, B, 1944.*A Scientific Theory of Culture*. Chapel Hill: University of North Carolina Press.

Malinowski, B, 1961. *Argonauts of the Western Pacific*. New York: E.P. Dutton.

Mead, Margaret,1963. *Sex and Temperament in Three Primitive Societies*. Morrow Quill: New York.

Nadel, S F, 1969. *Foundations of Social Anthropology*. London: Cohen & West.

Ortner, Sherry, 1974. "Is Female to Male as Nature is to Culture?". In Michelle Z. Rosaldo and LouiseLamphere (ed.).*Woman, Culture, and Society*, Stanford: Stanford University Press: 6887.

Ortner, Sherry B. and Harriet Whitehead (ed.), 1981.*Sexual Meanings: The Cultural Construction ofGender and Sexuality*. New York: Cambridge University Press, 1981.

Ortner, Sherry, 1984. "Theory in Anthropology since the 1960s".*Comparative Studies in Society and History*, 6: 126 -166.

Radcliffe-Brown, A R, 1924. *Structure and Function in Primitive Society*. Glencoe II: The Free Press.

Sahlins, Marshall, 1987. *Islands of History.* Tavistock.

Tylor, E B, 1871. *Primitive Culture*. New York: Harper & Row.

Tylor, Stephen, 1969. *Introduction to Cognitive Anthropology*. New York.

Course Title: Religion and Society in India

Course Code: SAHS SC 1 1 10 CC 4105

Credits: 5

Course Objectives

Religion is a ubiquitous phenomenon, and its relation to society, culture, and polity raise important sociological issues. This paper introduces the students to the subfield of sociology of religion. After analyzing the basic concepts and key interpretations of religion, it focuses on the interface between religion and society in India and the contestation over religion in contemporary times.

While discussing the substantive themes and issues in relation to religion, the focus will be on the distinctive analytical perspective of sociology/anthropology rather than on the normative view of theology/ethics.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Develop an understanding of the various theories of religion.

2. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of religion.

3. Critically analyze the relationship of religion with society, culture, and polity.

4. Analyze the concepts of secularism, fundamentalism, communalism, and proselytism in India through a sociological lens.

Unit I:
The scope of sociology of Religion: Concepts: Magic, Religion and Science; Elements of religious experience; Typology of religion.

Unit II:
Sociological Interpretations of Religion: Durkheim, Weber, Levi-Strauss, Karl Marx and Malinowski.

Unit III:
Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism and tribal religion.

Unit IV:
Social change and Religion: Socio-religious movements; Popular religion and emerging cults; Fundamentalism; Communalism; Secularism; Proselytism.

Suggested Readings

Baird, Robert D. (ed.), 1995. *Religion in Modern India*, New Delhi: Manohar.

Durkheim, E., 1957. *The Elementary Forms of Religions Life,* London: Allen & Unwin Ltd.

Jones, Kenneth W., 1989. *Socio-religious reform movements in British India*, Hyderabad: Orient Longman.

Kakar, Sudhir, 1982. *Shamans, Mystics and Doctors*, New Delhi: OUP.

Madan, T. N. (ed.), 1992. *Religion in India*, New Delhi: Oxford University Press.

Malinowski, B., 1948. *Magic, Science and Religion,* Tambiah, Boston: Beacon Press.

Muzumdar, H. T., 1986. *India's Religious Heritage*. New Delhi: Allied.

Regunathan, Sudhamahi, 1999. 'Sunshine on Faith: Life and Belief in Some Arunachal Communities', *India International Centre Quarterly*, 26 (2), 138-147.

Roberts, Keith A., 1984. *Religion in Sociological Perspective*, New York: Dorsey Press.

Shakir, Moin (ed.), 1989. *Religion, state and politics in India*, Delhi: Ajanta Publications.

Srinivas, M. N., 1952. *Religion and Society Among the Coorgs*, New Delhi: Asia Publishing House.

Turner, Bryan S., 1991. *Religion and Social Theory.* London: Sage.

Weber, M., 1958. *The Protestant Ethic and the Spirit of Capitalism. London: Allen* & Unwin.

Visvanathan, Susan, 1993. *The Christians of Kerala*, Delhi: OUP.

CourseTitle: Economy andSocietyinIndia

CourseCode: SAHS SC1111CC4105

Credits: 5

Course Objectives

This course aims to familiarize the students with the various theoretical perspectives and conceptual issues about the role of the economy in Indian society. Learners will also get an opportunity to engage with and understand the various approaches of different scholars while also examining how Indian society has undergone multiple changes over the years with the change in the economy.

What is the role of economic development in the transformation of Indian society? How to critically evaluate various Govt. welfare schemes regarding different sections of the society? Questions such as these will also be discussed in the present course.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. The students will learn about the relationship between the economy and society.
2. They will learn about major theoretical approaches in economic sociology.
3. Students will learn about how to review development projects and prepare reports on the same.
4. Students can critically analyze various Govt. welfare schemes regarding different sections of the society.

Unit I: Economic anthropology/sociology as a field: perspectives in economic sociology:formalism and substantivism, various forms of exchange. New economic sociology, distinction between 'new' and'old'institutional economics.

UnitII: Sociologyofmarkets: Marketasaformofexchange,marketefficiencyandsocialefficacy,needformarketregulation,marketandsocietyinIndia.Trendsincontemporaryglobalization.

UnitIII:Industrializationandtrendstowardsknowledgeeconomy:Changingpatternofindustrialization,growthofservice sector,industrialcorporations and corporate governance, the challenge of globalization: foreign capital versusindigenousenterprise.labor policy and the decline of trade unions.

Unit IV: Human economy and the question of unequal development: Impact of liberalisationon poverty and inequalities. The political economy of caste and communalism, the moral economy ofcorruption,gender issuesin development.

SuggestedReadings

Bagchi, Amiya Kumar (ed.), 1999. *Economy and Organization: Indian Institutions under theNeoliberalRegime*, New Delhi: Sage.

Bhaduri, Amit & Deepak Nayyar, 1996. *A Political Economy of Agricultural Markets in SouthIndia:Masters oftheCountryside*, NewDelhi: SagePublications.

_____,1996. *TheIntelligentPerson'sGuidetoLiberalization,*Penguin.

Bhagwati,Jagdish,2001.FreeTradeToday,Delhi:OxfordUniversityPress.

Breman,Jan,1990.'EvenDogsareBetterOff:TheOngoingBattleBetweenCapitalandLabour',*Jou rnalofPeasantStudies*, Vol. 17.

_____1993.*BeyondPatronageandExploitation:ChangingAgrarianRelationsinSouthGujarat*, Delhi: Oxford University Press.

Chakravarty,Sukhamoy,1987.*DevelopmentPlanning:TheIndianExperience*,Oxford:ClarendonPres.

Drahos,PeterandJohnBraithwaite,2002.*InformationFeudalism:WhoOwnstheKnowledgeEconomy* ,Delhi: Oxford University Press.

Dutta,Sudipt,1997.*FamilyBusinessinIndia*,NewDelhi:ResponseBooks.

Gilpin,Robert,2000.*TheWorldEconomy:ChallengeofGlobalCapitalisminthe21stCentury*,Princeton:Pri nceton University Press.

Goody,Jack,2004.*CapitalismandModernity:TheGreatDebate*,PolityPress.

Granovetter,M.,1985,EconomicActionandSocialStructure:TheProblemofEmbeddedness,

AmericanJournalofSociology,Vol.91,No.3(Nov),pp.481-507.

Gupta,Akhil,1998.*PostcolonialDevelopments:AgricultureintheMakingofModernIndia*,DukeUniver sity Press.

Hann,C.andK.Hart,2011.*EconomicAnthropology:History,Ethnography,Critique*,Cambridge:Polity.

Harriss-White,Barbara,2003.*IndiaWorking:EssaysonSocietyandEconomy*,Cambridge:CambridgeUniversity Press.

_____,2005.*India'sMarketSociety:ThreeEssaysinPoliticalEconomy*,Gurgaon:ThreeEssays Collective.

Harvey,David,2005.*ABriefHistoryofNeoliberalism,*OUP:Oxford/NY.(Chapter3).

Holmström,Mark,1985.*IndustryandInequality:TheSocialAnthropologyofIndianLabour*,Cambridge,CambridgeUniversity Press.

ImtiazAhmadandHelmutReifeld,2002.*MiddleClassValuesinIndiaandWesternEurope*,NewDelhi: Social SciencePress.

Jenkins, Rob, 1999*. Democratic Politics and Economic Reform in India*, Cambridge: CambridgeUniversityPress.

Jodhka, Surinder, 2003. 'Agrarian Structures and Their Transformations', in Veena Das (ed.), *TheOxford India Companion to Sociology and Social Anthropology*, Delhi: Oxford University Press,pp. 1213-1242.

Kohli,Atul,1987.*TheStateandPovertyinIndia:ThePoliticsofReform,*Cambridge:CambridgeUniversity Press.

Kumar,Arun,1999.*TheBlackEconomyinIndia*,NewDelhi:PenguinIndia.

Lal,Deepak,1988.*TheHinduEquilibrium:VolumeI:CulturalStabilityandEconomicStagnation,India, c.1500 BC-AD 1980*, Oxford: ClarendonPress.

Mamkootam,Kuriakose,2003.'Labour,TechnologyandIndustry'inVeenaDas(ed.),*TheOxfordIndiaCompaniontoSociologyandSocialAnthropology*,Delhi:OxfordUniversityPress.

Marx,Karl,1867.*Capital:ACritiqueofPoliticalEconomy*,(Chapter1,Section4:TheFetishismof Commodities and theSecret Thereof).

Mauss,M.,1924.*TheGift:FormsandFunctionsofExchangeinArchaicSocieties*,London:Cohenand West.

Moddie,A.D.(ed.),1990.*TheConceptofWorkinIndianSociety*,NewDelhi:ManoharPublications.

Navlakha,Suren,1989.*EliteandSocialChange:AStudyofEliteFormationinIndia*,NewDelhi:SagePublication.

Omvedt,Gail,1994.*DalitsandtheDemocraticRevolution:Dr.AmbedkarandtheDalitMovementin ColonialIndia*, New Delhi:SagePublications.

Pandey,Gyanendra,1990.*TheConstructionofCommunalisminColonialNorthIndia*,Delhi:OxfordUniversity Press.

Parry,J.,Breman,J.andK.Kapadia(eds.),1999.'TheWorldsofIndianIndustrialLabour.'in *ContributionstoIndianSociology*.SagePublications:NewDelhi

Piore, Michael & Charles Sabel, 1984. *The Second Industrial Divide*: Possibilities for Prosperity,NewYork:BasicBooks.

Rajagopal,Arvind,2001,*PoliticsafterTelevision:HinduNationalismandtheReshapingofthePublicin India*, Cambridge: CambridgeUniversity Press.

Rudolph,LloydI.andS.H.Rudolph,1987.*InPursuitofLakshmi:ThePoliticalEconomyoftheIndianState*, New Delhi: OrientLongman.

Sachidananda & B. B. Mandal, 1985. *Industrialisation and Social Disorganization Study ofTribesin Bihar*, New Delhi: Conceptpublishing House.

Sassen,Saskia.2007.*ASociologyofGlobalization*,London:W.W.Norton& Co.

Scott, James, 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*, New Haven:YaleUniversity Press.

Sen,Amartya,1981.*PovertyandFamines*,Delhi:OxfordUniversityPress.

_____,2000.*DevelopmentasFreedom*,Delhi:OxfordUniversityPress.

Shah, A. M., B. S. Baviskar and E. A. Ramaswamy, 1997. *Social Structure and Change-Volume3:ComplexOrganisations*, New Delhi: Sage.

Sheth,Narayan,2003.'LabourandTradeUnions'inVeenaDas(ed,)*TheOxfordIndiaCompaniontoSoci ologyandSocialAnthropology*,Delhi:OxfordUniversity Press,pp.1243-65.

Singh, K. S., 1982. *Economics of the Tribes and Their Transformation*, New Delhi: ConceptPublishingHouse.

Sinha,J.B.P.1990,*WorkCultureintheIndianContext*,NewDelhi;SagePublications.

Smelser, Neil. J. and Richard Swedberg, 1994. 'The Sociological Perspective on the Economy',in N.J. Smelser and Richard Swedberg (eds), *The Handbook of Economic Sociology,* New York:RussellSageFoundation.

Streefkerk, H., 1985. *Industrial Transition in Rural India: Artisans, Traders and Tribals in SouthGujarat*,Bombay:Popular Prakashan.

Swedberg, R., 1991. Major Traditions of Economic Sociology, *Annual Sociological Review*,Vol.17, pp251-276.

The Economist, 2002. *Globalisation: Making Sense of an Integrating World*, London: ProfileBooks.

Tonkiss,Fran,2006.*ContemporaryEconomicSociology*.London:Routledge,(Chapter1,Capitalisman d Globalization. Pp. 3-28).

Ward,PeterM.(ed.),1989.*Corruption,DevelopmentandInequality*,London:Routledge.

Weber,Max,1978.Economyandsociety.anoutlineofinterpretativesociologyEditedbyGuentherRoth andClaus Wittich. Berkely:University of CaliforniaPress

Weber, Max, *The Protestant Ethic and the Spirit of Capitalism*, Translated by Talcott Parsons,Routledge:London. (Chapter 2)

Zelizer, Viviana A. 1989. 'The Social Meaning of Money: Special Monies', *American Journal ofSociology*,Vol.95.   (Sept.)

Course Title: Sociology of Education

Course Code: SAHS SC 1 1 06 DCEC 4105

Credits: 5

Course Objectives

This course aims to introduce the learners to the universally acknowledged concept/institution of education. They will be able to examine the structure and process of education in contemporary society. This course will also familiarize them with different approaches to the Sociology of Education. Moreover, they will also get opportunities to reflect on education and analyze its intersections with other key socio-cultural developments.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of the nature, characteristics, and scope of Sociology of Education.
2. Identify the diverse theoretical perspectives, concepts, and approaches of Sociology of Education.
3. Elaborate on the relationship between Education with Society.
4. Reflect on the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories, and identities.

Unit I: Sociology of Education

Nature, Characteristics and Scope of Sociology of Education: relationship between society and education; concepts of education; aims and importance of inclusive education.

Unit II: Issues and Processes

School as a Social System Parsons, school as a Process Ivan Illich.

Unit III: Approaches to Sociology of education

Functionalist (Durkheim, Marxist, Althusser; Cultural reproduction Bourdieu; Symbolic Theory (Labov)

Unit IV: Relationship of Sociology of education with Society

Evolution and Social Context; Education and Socialization, education and stratification, Patterns of education and social Change; role of the State and social transformation through education.

Suggested Readings

Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in *Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151

Sen, Amartya and Jean Dreze, 1996. *India Economic Development and Social Opportunity*, New Delhi: OUP.

_____1997. *Development: Selected Regional Perspectives*, New Delhi: OUP.

Banks, Olive, 1971. *Sociology of Education,* London: Batsford.

Chanana, Karuna, 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.

Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. The Crisis of Elementary Education in India. New Delhi: Sage. pp. 200-223

_____ 2001, *Interrogating Women Education,* Jaipur: Rawat.

Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). The Routledge Falmer Reader in Sociology of Education. London: Routledge Falmer. pp. 128-139

Deshpande, Satish and Apoorvanand. 2018.'Exclusion in Indian Higher Education Today' in India Exclusion Report. New Delhi:Yoda Press. pp. 191-218

Durkheim, E., 1967. *Education and Sociology,* New York: Free Press.

Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. pp. 92-104

Gore, M. S., 1975. *Papers on Sociology of Education in India,* New Delhi: NCERT

Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' in *Economic and Political Weekly*. Vol. 49. No. 32. pp.65-72

Humayan, Kabir, 1961. *Indian Philosophy of Education*. New Delhi: Allied Publishers.

Illich, Ivan, 1973. *De-schooling Society*, London: Penguin.

Jayaram, N., 1990. *Sociology of Education in India,* Jaipur: Rawat Publication.

Jeffrey, Craig., 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. *A Companion to Anthropology in India*. UK: Blackwell. pp. 62-79

Jeffrey, Roger et.al., 2006. 'Parhai Ka Mahaul: An Educational Environment in Bijnor, Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local: Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.

Kappuswamy, B., 1975. *Social Change in India,* New Delhi: Vikas Publications.

Kamat, A. R., 1985. *Education and Social Change in India,* Somaiya: Bombay.

Kumar, Krishna.1989. 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. pp. 59-77

Kumar, Krishna. 2009. *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

Morris, Iror, 1978. *Sociology of Education*, London: Allan and Unvin.

Sarangapani, Padma., 2003. *The End of Childhood' in Construction of School Knowledge*. New Delhi: Sage. Pp 72-101.

Parsons, Talcott., 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). *Schools and Society: A Sociological Approach to Education*. 3rd Ed. California: Pine Forge Press. (pp. 80-85).

Haralambos M. and R.M. Heald, 2002. *Sociology: Theme and Perspective*, New Delhi: OUP.

Robinson, P., 1987. *Perspective in the Sociology of Education: An Introduction.* London: Routledge and Kegan Paul.

Ramachandra, V., 2004. *Gender and Social Equity in Primary Education,* New Delhi: Sage.

Thapan, Meenakshi. 2006. 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in *Economic and Political Weekly*. Vol. 41, No. 39. pp.4195-4203

Woods, Peter. 1983. *Sociology and the School. An Interactionist Perspective*. London: Routledge and Kegan Paul.

Course Title: Sociology of Knowledge

Course Code: SAHS SC 1 1 07 DCEC 4105

Credits: 5

Course Objectives

This course aims to introduce the learners to the domain of Sociology of Knowledge. What is knowledge? Are there different "knowledges" and "ways of knowing"? What are some of the philosophical theories of Knowledge in India? Questions such as these will be discussed in the course.

Learners will also get an opportunity to understand that how the social organization of a particular society (nature, culture, and politics) can affect the form that knowledge will take in the society.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of initial and emerging perspectives in the Sociology of Knowledge.
2. Identify the diverse approaches to the study of Science, Technology, and Society.
3. Reflect on the relationship between knowledge and power.
4. Critically evaluate Orientalism, Occidentalism, and their application in Social Sciences.

Unit I: Sociology of Knowledge - Initial and Emerging Perspectives

Karl Mannheim's proposal for sociology of knowledge; Philosophical theories of knowledge in India; Ambedkar's enquiry into the inner and outer dimensions of knowledge.

Unit II: Approaches to the Study of Science, Technology and Society

Science and technological studies; Science and capital - new alliances

Unit III: Knowledge and Power

Sciences and the history of science; Colonialism and knowledge; Nature, culture and politics.

Unit IV: Sociology of Social Science Knowledge:

Modern myths and the social sciences; Orientalism, Occidentalism and the social sciences.

Suggested Readings

Ambedkar, B. R., 2008. *'Buddha or Karl Marx',* in Dr. Babasaheb Ambedkar, *Writings and speeches,* pp. 441—464.

Andresky, S., 1993. *Social Sciences as Sorcery*, St. Merton's: New York.

Benton, Ted, 1977. *Philosophical Foundations of Three Sociologies,* London: Routledge.

Berger, Peter and Thomas Luckmann, 1966. *The Social Construction of Reality: A Treaties in the Sociology of Knowledge,* London: Penguin.

Brodbeck, May, 1968. *Readings in the Philosophy of Social sciences*, New York: Macmillan.

Chakrabarty, Dipesh, 2011. 'History and the Politics of Recognition', in Anjan Ghosh, Tapati

Guha Thakurtha and Janaki Nair (eds.), *Theorizing the Present,* New Delhi*:* Oxford.

Davis, Kingsley, 1949. *Human Society,* New York: Macmillan.

Foucault, Michel, 1969, *Archaeology of knowledge*. London: Routledge.

_____ 1971. *The Order of Things: The Archaeology of the Human Sciences,* New York: Pantheon.

Giddens, Anthony, 1993. *New Rules of Sociological Methods*, Stanford: Stanford University Press.

Habermass, J., 1971. *Knowledge and Human Interest* (Translated: Jeremy J. Shabiro), Boston: Beacon Press.

Kuhn, Thomas, 2012. *The Structure of Scientific Revolutions*, Chicago: University of Chicago Press.

Mannheim, Karl, 1982. *Structures of Thinking*, London: Routledge and Kegan Paul, pp. 37-46, 55-66)

_____ 1982. 'The Sociology of Knowledge', in James E. Curtis and John W. Petras (eds.), *The Sociology of knowledge. A Reader*, London: Gerald Duckworth and Co., pp. 109-130.

_____ 1968. *Social Theory and Social Structure*, New York: Free Press.

Merton, K. Robert, 1979. *Sociology of Science: Theoretical and Empirical Investigations,* Chicago: University of Chicago Press.

Mills, C. Wright, 1959, *The Sociological Imagination*. New York: OUP.

Nagel, Ernest, 1979. *The Structure of science: Problems in the Logic of Scientific Explanation,* Santiago: Harcourt, Brace & World.

Nandy, Ashis, 1989. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism,* Delhi: OUP.

Needham, Joseph, 1969. 'Science and Society in the East and the West' in *The Grand Titration.* London: George Allen and Unwin.

Omvedt, Gail, 2013. *Buddhism in India: Challenging Brahmanism and Caste,* New Delhi: Sage.

Sunder R. Kaushik, 2005. 'Subjects of Speculation: Emergent life sciences and Market Logics in the United States and India,' *American Anthropologist,* 107(1), 19-23.

Theodre, W. Adorno, 1976, *The Positive Dispute in German Sociology* (Translated: Glyn Adey and David Frisby), London: Heinemann.

Winch, Peter, 1958. *The Idea of Social Science and its Relation to Philosophy*. London: Routledge.

Course Title: South Asian Social thought

Course Code: SAHS SC 1 1 08 DCEC 4105

Credits: 5

Course Objective

South Asia is a bureaucratic category as well as a region defined in both geographical and ethnocultural terms. It is also a space where most of the modern nation-states have grappled with colonialism. This course aims to develop an informed first-hand understanding of some of the key ideas propounded by the South Asian thinkers and leaders usually not discussed in western social theory. The aim is to introduce learners to critical South Asian texts and ideas so that they can further reflect and research on the same.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. An informed understanding of essential ideas of some significant personalities who shaped modern South Asia.

2. Understanding of contemporary South Asian socio-political situation in reflection of those ideas.

3. Reflect on the tradition of dissent in South Asia and how do different writers contest caste, religion, and gender.

4. Inclination towards reading innovative literature and ideas of various intellectuals.

Unit I: Examining Modernity

1. Necessity of Modernity: Raja Ram Mohan Roy and Sir Syed Ahmad Khan.
2. Pursuit of another Modernity: Rabindranath Tagore.
3. Critique of Modernity: Mohandas Karamchand Gandhi.

Unit II: Religion and Politics in South Asia

1. Composite nationalism: Maulana Muhammad Ali Jauhar and Maulana Abul Kalam Azad.
2. Muslim nationalism and the expedition for separatism: Muhammad Iqbal and Muhammad Ali Jinnah.
3. Essentialised religion and othering: M. S. Golwalkar and V. D. Savarkar.
4. Secular politics: Jawaharlal Nehru and Sheikh Mujibur Rahman.

Unit III: The Tradition of Dissent in South Asia

1. Literary dissent and responsible art: Krishan Chander and Mahasweta Devi

2. Questioning caste and religious order: Mahatma Jyotirao Phule, B.R. Ambedkar
3. Questioning Patriarchy: Pandita Ramabai and Tarabai Shinde.

Unit IV: Present Times

1. Ashish Nandy: Marginalized systems of Knowledge.
2. Eqbal Ahmad: Politics and The Roots of Religious Right
3. Gananath Obeyesekere and the world of the irrational.

Suggested Readings

Ahluwalia, B. K. (ed.), 1970, *M. K. Gandhi: Select Writings*, Delhi: Sagar Publications.

Alam, Fakhrul and Radha Chakrabarthy (eds.) 2011, *The Essential Tagore*, Harvard: HarvardUniversity Press.

Chakravarty, Amiya (ed.), 1961, *A Tagore Reader*, New York: The MacMillan Company.

Devkota, Laxmi Prasad, *Haai! Haai! Angreji* (trans. Michael Hutt), Available athttp://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR_44_15.pdf

Deshpande, Govind P. (ed.), 2002, *Selected Writings of Jotirao Phule*, New Delhi: NewDelhi.

Guha, Ramachandra (ed.), 2012, *Makers of Modern India*, New Delhi: Penguin.

Ghose, Jogendra Chunder (ed.), [1906] 1945, *The English Works of Raja Rammohun Roy – Volume I*, Calcutta: Sadharan Brahmo Samaj.

Iqbal, Afzal (ed.), 1963, *Select Writings and Speeches of Mohamed Ali: Volume I and II*,Lahore: Sh. Muhammad Ashraf.

Iyengar, Uma (ed.), 2007, *The Oxford India Nehru, New Delhi*: Oxford University Press.

Iyer, Raghavan (ed.), 2003, *The Essential Writings of M. K. Gandhi, New Delhi*: OxfordUniversity Press.

Muhammad, Shan (ed.), 1972, *Writings and Speeches of Sir Syed Ahmad Khan*, Bombay:Nachiketa.

Nag, Kalidas and Debajyoti Burman (eds.), 1945, *The English Works of Raja Rammohun Roy – Part I*,Calcutta: Sadharan Brahmo Samaj.

Nandy, Ashis, 2004, *Bonfire of Creeds*, New Delhi: OUP.

Nehru, Jawaharlal, 2012 (1946), *The Discovery of India*, New Delhi: Penguin.

Obeyesekere, Gananath, 1992, T*he Apotheosis of Captain Cook: European Mythmaking in the Pacific*, Princeton: Princeton University Press.

Parel, Anthony (ed.), 1997, *Hind Swaraj and other writings*, Cambridge: CambridgeUniversity Press.

Roy, M. N., 1952, *Radical Humanism*, New Delhi: Janta Press.

Shahabuddin, Syed (ed.), 2007, *Maulana Abul Kalam Azad: Selected Speeches and Writings*,Gurgaon: Hope India.

Sherwani, Latif Ahmad (ed.), 2006, *Speeches, Writings and Statements of Iqbal*, New Delhi:Adam Publishers.

Tagore, Rabindranath, 2010, *Crisis in Civilisation and Other Essays*, New Delhi: RupaPublications.

Tharu, Susie and K. Lalita (eds.), 1991, *Women Writing in India*, Volume I, New York: TheFeminist Press.

1956, *Speeches of Maulana Azad: 1947-1955*, Delhi: Publications Division, Ministry ofInformation and Broadcasting, Government of India.

Course Title: Sociology of Health and Medicine
Course Code: SAHS SC 1 1 09 DCEC 4105
Credits: 5

Course Objective

The aim of the course is to help the learner develop an understanding of inter-disciplinary knowledge in the domain of health and medicine. The difference between Sociology of Medicine and Sociology in Medicine will be taught along with the important theoretical orientations in the concerning domain of knowledge. The learner will also get a chance to understand the different health issues faced by the population in India and the underlying causal factors behind these problems. With the intent of making the students learn in-depth practically about the nature and working of health services in the country, they will be made to submit a field-based project on the district health system functioning or health programme in the selected state.

Course Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Understanding of the concepts related to Sociology of Health and Medicine
2. Familiarization with different social processes affecting health
3. Ability to comprehend health and illness from different theoretical perspectives
4. Familiarity with the health services delivery in India

Unit I: Introduction
Nature, definition and scope of Medical Sociology and its relationship with other social sciences

Unit II: Theoretical Perspectives
Functionalist, Marxist, Feminist, Symbolic Interactionist, Medical Pluralism

Unit III: Social Determinants of Health
The Social Demography of Health in India: Class, Gender, Caste, Religion and Education

Unit IV: Learnings from the Field
A Field Based Report on the nature and working of District Health Services or implementation of selected Health Programme at State level

Suggested Readings

Annandale , A. (2001). *The Sociology of Health and Medicine - A Critical Introduction.* Cambridge: Polity Press.

Banerji, D. (1985). *Health and Family Planning Services in India: An Epidemiological Socio Cultural and Political Analysis and a Perspective.* New Delhi: Lok Paksh.

Popper, K. R. (1968). *The logic of scientific discovery.* New York: Harper & Row.

Abraham, F. M. (2014). *Contemporary Sociology: An Introduction to Concepts and Theories.* New Delhi: Oxford University Press.

Andre, B. (1996). Sociology and Common Sense. *Economic and Political Weekly, 31* (35/37), 2361-2365.

Buechler, S. M. (2014). *Critical sociology.* Boulder, CO: Paradigm Publishers.

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Coser, L. A. (2014). *Masters of Sociological Thought: Ideas in Historical and Social Context.* Jaipur: Rawat.

Giddens, A. (1993). *New Rules of Sociological Method.* Stanford: Stanford University Press.

Emmanuel, S. M., & Goold, P. A. (2002). *Modern philosophy, from Descartes to Nietzsche: An anthology.* Malden, Mass: Blackwell Publishers.

Bacon, F. (1970). On the Interpretation of Nature and the Empire of Man. In J. E. Curtis, & J. W. Petras, *The Sociology of Knowledge: A Reader* (pp. 89-96). London: Duckworth.

Kuhn , T. (1962). *The Structure of Scientific Revolutions.* Chicago: The University of Chicago.

Marx, K., & Engels, F. (1970). *The German Ideology.* New York: International Publishers Co.

Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought.* London: Sage.

Sallis, J. (1987). *Deconstruction and Philosophy: The Texts of Jacques Derrida.* Chicago: University of Chicago.

Turner, J. H. (2013). *Theoretical Sociology: 1830 to the Present.* Thousand Oaks, California: Sage.

Weber, M. (1949). *The Methodology of the Social Sciences.* New York: Free Press.

Adorno, T. W. (1999). *Introduction to Sociology.* Stanford: Stanford University Press.

Babbie, R. E. (2010). *The Practice of Social Research.* Belmont, CA: Thomson Wadsworth.

Flick, U. (2006). *An Introduction to Qualitative Research.* London: Sage.

Gray, D. E. (2014). *Doing research in the real world.* London: Sage.

Luckmann, T. (1978). *Phenomenology and Sociology : selected readings.* New York: Penguin.

Zurbrigg, S. (1984). *Rakku's Story: Structures of Ill Health and the Source of Change.* Bangalore: Centre for Social Action.

Semester IV

Course Title: Techniques of Social Research

Course Code: SAHS SC 1 1 12 CC 4105

Credits: 5

Course Objectives

The main objective of this course is to inculcate research orientation and aptitude among the learners. The course aims at making them acquainted with the basics of methods and tools used for conducting research. The students will be given an overview of different quantitative and qualitative tools for conducting social research. The course will also provide knowledge on report writing and other associated topics.

Course Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Knowledge the framework of research process.
2. Familiarization with the basics of research designs and methods.
3. Ability to identify different sources available for literature review.
4. Understanding of the procedure of data collection.
5. Developing the ability to undertake report writing.
6. Awareness of different referencing styles and plagiarism issues.

Unit I: Nature and Scope of Social Science Research

1. Introduction to Social Research
2. Different types of Research
3. Steps in Research Process
4. Types of Research Design

Unit II: Hypothesis, Research design and Sampling

1. Formulation and Characteristics of Hypothesis
2. Sampling Techniques: Purposive and Non-Purposive

Unit III: Tools of Social Science Research

1. Quantitative Research Methods: Survey, Observation, Questionnaire, Interview

2. Qualitative Research Methods: Participant observation, Case study, Content analysis, Oral history, Life history

Unit IV: Ethical Issues in social science research, Report Writing, Referencing and Plagiarism issues

1. Ethical Issues in Conducting Social Science Research
2. Report Writing
3. Referencing
4. Plagiarism Issues

Suggested Readings

Ahuja, R. (2001). *Research Methods.* Jaipur: Rawat.

Asthana, H. S., & Bhushan, B. (2016). *Statistics for social sciences (with SPSS applications).* Delhi: PHI Learning Pvt. Ltd.

Babbie, E. R. (2010). *The Practice of social Research.* Belmont, CA: Thomson Wadsworth.

Bailey, K. D. (1978). *Methods of Social Research.* New York: Free Press.

Blumer, H. (1986). *Symbolic Interactionism: Perspective and Method.* Berkeley: University of California.

Bose, P. K. (1995). *Research Methodology.* New Delhi: Indian Council of Social Sciences Research.

Bryman, A. (1988). *Quality and Quantity in Social Research.* London: Pluto Press.

Bryman, A. (1990). *Quantitative data Analysis for Social Sciences.* London: Routledge.

Bryman, A. (2012). *Social Research Methods.* New Delhi: Oxford University Press.

Creswell, J. W. (2011). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches.* New Delhi: Sage.

Flick, U. (2006). *An Introduction to Qualitative Research.* London: Sage.

Geertz, C. (1973). *The Interpretation of Cultures.* New York: Basic Books.

Gibson, W. J., & Brown, A. (2009). *Working with Qualitative Data.* London: Sage.

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

Gray, D. E. (2014). *Doing research in the real world.* London: Sage.

Hahn, C. (2008). *Doing Qualitative Research Using your computer: A Practical Guide.* New Delhi: Sage.

Harding, S. (1987). *Feminism and Methodology.* Bloomington: Indiana University Press.

Kothari, C. R., & Garg, G. (2014). *Research Methodology: Methods and Techniques.* New Delhi: New Age International.

Madan, T. N., & Beteille, A. (1975). *Encounter and Experience.* New Delhi: Vikas.

Madge, J. (1965). *The Tools of Social Science.* New York: Doubleday Anchor.

Mehrotra, N. (2004). Women and Movement Politics: Some Methodological Reflections. *The Eastern Anthropologist, 58*(2), 149- 170.

Moser, S. C., & Kalton, G. (1971). *Survey Methods in Social Investigation.* London: Heinmann.

Mueller, J. H., & Schuessler, K. F. (1961). *Statistical Reasoning in Sociology.* New Delhi: Oxford University Press.

Mukherjee, P. N. (2000). *Methodology in Social Research: Dilemmas and Perspectives.* New Delhi: Sage.

Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches.* Boston: Allyn and Bacon.

Olsen, W. (2012). *Data collection: Key Debates and Methods in Social Research.* London: Sage.

Payne, G. (1989). *Sociology and Social Research.* London: Routledge.

Rosaldo, R. (1991). *Culture and Truth: The Remaking of Social analysis.* Boston: Beacon Press.

Scheyens, R., & Storey, D. (2003). *Development Field work: A Practical Guide.* New Delhi: Sage.

Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S. (1959). *Research Methods in Social Relations.* New York: Henry Holt and Co.

Sieber, J. (Ed.) (1982). *The Ethics of Social Research: Surveys and Experiments*. New York: Springer.

Sjoberg, G., & Nett, R. (1968). *A Methodology for Social Research.* New York: Harper and Row.

Srinivas, M. N., & Shah, A. M. (1979). *The Field Worker and the Field.* New Delhi: Oxford University Press.

Srivastava, V. K. (2004). *Field Work and Methodology.* New Delhi: Oxford University Press.

Wagner, W. E. (2013). *Using IBM SPSS statistics for Research Methods and Social Science Statistics.* Sage: California.

Yin, R. K. (1984). *Case Study Research: Design and Methods.* California: Sage.

Young, P. V. (1988). *Scientific Social Surveys and Research.* New Delhi: Prentice Hall.

CourseTitle:SociologyofDevelopment

CourseCode: SAHS SC1 1 13CC4105

Credits: 5

Course Objectives

This course aims to familiarize the students with the various theoretical perspectives, conceptual issues, and debates on the relationship between society and development. Learners will also get an opportunity to engage with and understand the various approaches of different scholars while also examining how the Indian model of development has undergone change over the years.

What is the role of the state in the development of Indian society? How to critically analyze the development debates and the relationship between culture and development? How to critically evaluate various development plans and projects implemented in India? These are some of the questions that will be discussed in the course.

Course Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. The students will learn about the relationship between society and development, development debates, and the relationship between culture and development.
2. They will learn about theories of development.
3. They will also learn about various development plans and projects implemented in India.
4. From the practical components, they will learn about how to review development projects and prepare reports on the same.

UnitI:Conceptualissuesrelatedtodevelopment:

EconomicGrowth,HumanDevelopment, Social Development, Ecological Development andSustainableDevelopment.

UnitII:TheoriesofUnderdevelopment:

Liberal: Marx, Weber and Gunnar Myrdal, Dependency Theory: A. G. Frank (Core-Periphery), Uneven Development-Samir Amin; World System Theory: ImmanuelWallerstein.

UnitIII:Pathsof Development:

ModernizationandGlobalization;Socialist;Mixed;Gandhian.

UnitIV:SocialStructureandDevelopment:

Social Structure as Facilitator or Inhibitor; Development and Socio-Economic Disparity;Gender Dimensions of Development; Challenges of Development in Indian Society.

SuggestedReadings:

Alavi,HamzaandTeodorShanin(ed.),1982.*IntroductiontotheSociologyofDevelopingSocieties*.London:Macmillan.

Alexander,KC.,1994.*TheProcessof Developmentof Societies*.New Delhi: Sage.

Blomstrons, M. and B Hettne., 1984.*Development Theory in Transition: The Dependency Debate andBeyond:ThirdWorld Responses*.London:Zed.

Chandhoke, Neera.,1995.*State and Civil Society: Explorations in Political Theory*. New Delhi: Sage.

Cooke,BillandUmaKothari(ed.).,2001. *Participation:TheNewTyranny?*London:Zed.

Escobar, Arturo, 1995.*Encountering Development: The Making and Unmaking of the Third World*.NewJersey: Princeton UniversityPress.

Esteva,Gustavo, 2010."Development".InWolfgangSachs(ed.).*TheDevelopmentDictionary*.London:Zed: 1-23.

Feldman, Shelley, 1997. "NGOs and Civil Society: (Un)stated Contradictions". *Annals of the AmericanAcademy of Political and Social Science*: *The Role of NGOs: Charity and Empowerment*, 554: 46-65.

Frank, Andre Gunder, 1967.*Capitalism and underdevelopment in Latin America: Historical Studies ofChileand Brazil.* New York:MonthlyReviewPress.

Freire,Paulo, 1972.*Pedagogy oftheOppressed*.NewYork:HerderandHerder.

Gandhi, M K., 1945.*Constructive Programme: Its Meaning and Place*. Ahmedabad: Navajivan Press.

_____1993. *An Autobiography: The Story of My Experiments with Truth*. Boston: BeaconPress.

Ghosh,Biswajit, 2009."NGOs,Civil SocietyandSocialReconstructioninContemporaryIndia".*Journalof Developing Societies*, 25.2(2009): 229 – 252.

Gusfield,JR.,1967. "TraditionandModernity:MisplacedPolaritiesintheStudyofSocialChange".*AmericanJournalof Sociology,* 72.4:351-362.

Illich,Ivan., 1978.*TowardsaHistoryofNeeds*.NewYork:PantheonBooks.

Kaviraj, Sudipta andS. Khilnani (ed.), 2001. *Civil Society: History and Possibilities*. Cambridge:Cambridge UniversityPress.

Lauer, Robert H and Jeanette C Lauer, 2013. *Social Problems and the Quality of Life.* Ohio: McGraw-HillEducation.

Lerner, Daniel., 1958. *The Passing of Traditional Society: Modernizing the Middle East*. Illinois: FreePress.

Meadows,DonellaH., 1972.*TheLimitstoGrowth:AReportfortheClubofRome'sProjectonthePredicamentof Mankind.*New York: Universe Books.

Moore,WilbertEllis.,1963.*SocialChange*.NewJersey:Prentice-Hall Inc.

Morris-Suzuki,Tessa., 2000."ForandAgainstNGOs:ThePoliticsoftheLivedWorld".*NewLeftReview*,2: 63-84.

Nederveen,PieterseJ.,2010.*DevelopmentTheory:Deconstructions/reconstructions*.LosAngeles:Sa ge.

Rahnema,Majid,andVictoriaBawtree.,1997.*ThePost-DevelopmentReader*.London:ZedBooks.

Rudolph, LloydIandSusanne HRudolph., 1967.*The Modernity ofTradition: PoliticalDevelopmentinIndia*.Chicago: UniversityofChicago Press.

Sachs,Wolfgang., 1992.*TheDevelopmentDictionary:AGuidetoKnowledgeasPower*.London:ZedBooks.

Schuurman,FransJ(ed.).,2001.*GlobalizationandDevelopmentStudies*.NewDelhi:Vistaar.

Wallerstein,ImmanuelM., 2004.*World-SystemsAnalysis:AnIntroduction*.Durham:DukeUniversityPress.

Generic Elective Courses (GEC)

Course Title: The Study of Society

Course Code: SAHS SC 1 1 01 GEC 4004

Credits: 4

Course Objectives

This course aims to familiarize the students from a non-sociology discipline with the theoretical perspectives, ways, and processes of engaging in the study of society. The course begins with discussion on the emergence of Sociology in Europe as a separate discipline in the particular socio-historical circumstances. The main concern here would be to understand the context in which the disciple emerged and evolved in the various institutional practices. The learners will also get an opportunity to reflect on sociology's specialized nature, thereby negating the commonsensical assumptions about it.

What is society? What are the different institutions that exist in society? What functions do they play in society? These are some of the questions that will also be discussed during the course journey. In the end, the course will provide students an opportunity to develop a sociological lens to understand the world around them.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Develop an understanding about the history, origin, and the nature of sociology and its relationship with other social sciences.

2. Understand the diverse theoretical lens such as positivism, functionalism, conflict, and humanism that can be used to study society.

3. Identify the meanings and definitions of basic concepts such as community, association, institution, culture, social groups, etc.

4. Critically analyze processes such as Globalization, Modernization, Westernization, and Sanskritization in Indian society.

5. Develop a holistic understanding of the relationship between the individual the society.

Unit I:

History, origin and the nature and definition of Sociology; its relationship with other social sciences, Social Anthropology, Psychology, History, Economics and Politics.

Unit II:

Basic Concepts: Community, Association, Institution, Culture, Social Groups, its Types-Primary and Secondary Group

Unit III:

Theoretical Orientation: Positivism, Functionalism, Conflict and Humanism.

Unit IV:

Structure and Dynamics of Society: Status and Role, Multiple Roles, Role Conflict; Sanskritization, Westernization, Modernization and Globalization.

Suggested Readings

Abraham, Francis M., 2006. *Contemporary Sociology: An Introduction to Concepts and Theories*, New Delhi: OUP.

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

Bose, N. K., 1975. *Structure of Hindu Society*, New Delhi: National Book Trust.

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

_____ 1990. *Society in India*, New Delhi: National Book Trust.

_____ 1995. *Indian Village*, London: Routledge.

Giddens, Anthony, 2013. *Sociology,* New Delhi: John Wiley and Sons.

Haralambos, M., 1997. *Sociology: Themes and Perspectives*, New Delhi: OUP.

Karve, Irawati, 1961. *Hindu Society: An Interpretation*. Poona:Deccan College.

Ken, Morrison, 1998. *Marx Weber, Durkheim,* New Delhi: Sage.

Lannoy, Richard, 1971. *The Speaking Tree: A Study of Indian Society and Culture* New Delhi: OUP.

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

Rao, C., 2003. *Sociology: Primary principles. New Delhi:* S. Chand & Company Ltd.

Singh, Yogendra, 1973. *Modernization of Indian Tradition.* New Delhi: Thomson Press.

Srinivas, M. N., 1963. *Social Change in Modern India*, Berkeley: University of California Press.

Srinivas, M. N., 1980. *India: Social Structure,* New Delhi: Hindustan Publishing Corporation.

Uberoi, Patricia. (1993). *Family, Kinship and Marriage in India*. New Delhi: OUP.

Course Title: Women and Society

Course Code: SAHS SC 1 1 02 GEC 4004

Credits: 4

Course Objectives

This course will try to make the learners understand the different nuances between women and society. The history of women's position in Indian society will be the introductory theme, under which there will be a discussion on the position of women from Vedic times to the present, along with women's participation in the Independence movement and post-independence period. Additionally, there will be readings on the social construction of gender and gender roles. Concerns relating to various issues faced by the women in India will be comprehensively covered in this course. Empowerment of women through the measures taken by the State, the interrelation between women and civil society, as well as women and social movements in India will be discussed in this course.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Ability to comprehend women's position at the different time periods in India.
2. Understanding of social construction of gender and gender roles.
3. Identify the problems and concerns of women in India.
4. Critically analyze the empowerment measures taken by the state and civil society for women empowerment.

Unit I: History of Women's Position in Indian Society

Women's position from Vedic times to the present, Women's participation in India's

Independence movement; Post independence period.

Unit II: Social Construction of Gender and Gender Roles

Socialization- Stages of socialization, Agencies of Socialization – Family, Peer group,

Mass Media - Gender Socialization– Gender Identity, Concepts in Feminism- Feminism,

Masculinity, Gendered Division of Labour.

Unit III: Women in India: The Concerns

Marriage- problems faced by married women, Women and Health issues, Violence

against women; women and globalization- nature of women's labour, discriminatory

wages, changing working conditions and workplace related issues.

Unit IV: Empowerment of Women

Empowerment measures taken by the State, Women and Civil Society, Women and Social Movements in India.

Suggested Readings:

Altekar, A S. The Position of Women in Hindu Civilization. Delhi: Motilal Banarasidass, 1983.

Caeden, Maren L. The New Feminist Movement. Russell Sage Foundation: New York, 1974.

Calman, Leslie. Towards Empowerment: Women and Movement Politics in India. Colardo:Westview, 1992.

Caplan, Patricia. Class and Gender in India: Women and Their Organizations in a South Indian City. London: Tavistock, 1985.

Carr, Marilyn, Martha Alter Chen and Renana Jhabvala (ed.). Speaking Out Women's EconomicEmpowerment in South Asia. New Delhi: Vistaar, 1996.

Connell, R W. Masculinities. Berkeley: University of California Press, 1995.

De Beauvoir, Simone. The Second Sex. Trans. H.M. Parshley. New York: Vintage, 1974.

Desai, N and M Krishnaraj. Women and Society in India. Delhi: Ajantha, 1987.

Desai, Neera and Vibhuti Patel. Indian Women: Change and Challenge in the International Decade, 1975-85. Mumbai: Popular Prakashan, 1985.

Dines, Gain And Jean M Humez. Gender, Race and Class in Media. California: Sage, 1994.

Forbes, G. Women in Modern India. Cambridge: Cambridge University Press, 1998.

Friedan, Betty. The Feminine Mystique. London: Norton, 1963.

Glover, David and Cora Kaplan. Genders. London: Routledge, 2007.

Goffman, Erving. Gender and Advertisement. New York: Harper and Row, 1976.

Gutmann, Amy. Liberal Equality. New York: Cambridge University Press, 1978.

Jain, Jasbir (ed.). Women's Writing- Text and Context. Jaipur: Rawat, 1997.

Jayawardena, Kumari. Feminism and Nationalism in the Third World. London: Zed, 1986.

Kaplan, Patricia (ed.). The Cultural Construction of Sexuality. London: Tavistock, 1987.

Mulvey, Laura. "Visual Pleasure and Narrative Cinema". In Leo Braudy and Marshall Cohen(ed.). Film Theory and Criticism: Introductory Readings. New York: OUP, 1999: 833-44.

Macdonald, Myra. Representing Women: Myths of Femininity in the Popular Media. London: E.Arnold, 1995.

Mac Cormark, Carol P. and Marilyn Strathern (ed.). Nature, Culture and Gender. Cambridge: Cambridge University Press, 1980.

Mohanty, C T. Feminism Without Borders: Decolonising Theory Practising Solidarity. DurhamN.C: Duke University Press, 2003.

Myers, Kristen A, Cynthia M Anderson and Barbara Risman. Feminist Foundations: Toward Transforming Sociology (A Gender & Society Reader). London: Sage, 1998.

Oakley, Ann. Sex, Gender and Society. New York: Maurice Temple Smith Ltd, 1972.

Rich, Andrienne. Of Women Born: Motherhood as Experience and Institution. New York:Norton, 1976.

Sharma, S R. Perspectives on Feminism. Jaipur: Ritu, 2008.

Sharmila Rege (ed.). Sociology of Gender: The Challenge of Feminist Sociological Knowledge.London: Sage, 2003.

Krishna, Sumi. Livelihood and Gender Equity in Community Resource Management. New Delhi:Sage, 2004.

Thakur, B S and Binod C Agarwal. Media Utilisation for the Development of Women and Children. New Delhi: Concept, 1989.

Van Zoonen, Lisbet. Feminist Media Studies. New Delhi; Sage, 1994.

Whyte, R O and P Whyte. The Women of Rural Asia. Colardo: Westview, 1982.

CourseName: IndianSociety

CourseCode: SAHS SC1103GEC4004

Credits: 4

Course Objectives

This course aims to familiarize the students with the various theoretical perspectives, conceptual issues, and debates on Indian society. Learners will also get an opportunity to engage with and understand the various approaches of different scholars while also examining how Indian society has undergone multiple changes over the period of time.

How society affect peoples' way of life? How can people affect society? Questions such as these will also be discussed in the present course.

Course Level Learning Outcomes:

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Develop an understanding of the factors that promote diversity in Indian society.

2. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of Indian society.

3. Trace the trajectory of social transformation in India.

4. Critically analyze the role of the state, civil society, and other processes such as globalization, urbanization, industrialization, and secularization in Indian society.

UnitI:Featuresof Indian Society

UnityandDiversity: Cultural,Regional,Linguistic,Religiousand Ethnic

UnitII:ComponentsofIndian Society

Caste, Class, Gender, Family,Kinship,Tribal,RuralandUrbanSociety

UnitIII:Contemporary IssuesandProblemsofIndianSociety

Populationandassociatedissues,PovertyandUrbanization:itsproblemsandremedies

UnitIV:Stateand Society

SocialEmpowermentand Development,RoleofCivilSocietyinSocialTransformation

SuggestedReadings

Abraham, Francis M. (2014). *Contemporary Sociology: An Introduction to Concepts andTheories*,New Delhi: Oxford University Press.

Beteille Andre. (1999). 'Empowerment'.*Economic and Political Weekly*, Vol. 34(10/11), 589-597

BeteilleAndre.(2003).*PovertyandInequality.*38(42), 4455-4463

BeteilleAndre.(1974).*SixEssaysinComparativeSociology*.NewDelhi:OUP.

Bhattacharya Prabir C. (2002). 'Urbanisation in Developing Countries'. *Economic and PoliticalWeekly*,Vol. 37 (41), 4219-4218.

Bose, Ashish, (1978) *India's Urbanisation 1901-2001,* NewDelhi: Tata McGraw Hill.

Castells,Manuel., 1983.*TheCityand theGrassroots*.London:Edward Arnold.

_____.*TheUrbanQuestion:AMarxistApproach*. London:EdwardArnold,1977.

Dube,S.C, (1990). *Indian Society*.New Delhi: National Book Trust.

Dube, S.C.(ed). (1977).*India Since Independence; Social Report on India 1947-1972.* NewDelhi.Vikas.

D'Souza Victor S. (1975). 'Social Inequalities and Development in India'.*Economic andPoliticalWeekly*, 10 (19), 770-773.

Haq,Ehsanul.(2017).*SociologyofPopulationinIndia*,NewDelhi:Macmillan.

Harris, John (2007).Antimonies of Empowerment Observations on Civil Society, Politics andUrbanGovernanceinIndia, *EconomicandPoliticalWeekly*, 42(26), 2716-2724.

Hartman, Betsy & Rao, Mohan (2015). 'India's Population Programme: Obstacles andOpportunities',*Economicand PoliticalWeekly*,50 (44), 10-13.

Kasarda,JohnDandEdwardMCrenshaw.
(1991)."ThirdWorldUrbanization:Dimensions,Theories,andDeterminants". *Annual Reviewof Sociology,*17,467-501.

Kohli, Atul, (2001) *The Success of India's Democracy,* Cambridge: Cambridge University Press.

KosambiMeera.(1994). *Urbanisationand UrbanDevelopmentinIndia*. NewDelhi: ICSSR.

Kothari, Rajni (ed.).(1970).*Caste in Indian Politics,* Mumbai: Orient

LongmanKothari,Rajni,(2012).*Politics inIndia*,Hyderabad:OrientBlackSwan.

Masan,Philip.(1967).*Indiaand Ceylon:UnityandDiversity*.London:London.

Modi Ishwar. (2014). *Polity, Civil Society and Development: Essays in Honour of ProfessorYogendraSingh.* Jaipur:Rawat

Mohan Sudha, (2002). 'Role and Relevance of Civil Society Organisations'. *The Indian JournalofPoliticalScience,* 63 (2/3), 193-211.

Mohanty,Bidyut(ed.) (1993).*UrbanisationinDevelopingCountries:BasicServicesandCommunityParticipation.*New Delhi:Instituteof Social SciencesandConcept Pub.

Nath,VandSKAggarwal, (2007).*Urbanization,UrbanDevelopment,andMetropolitanCitiesin India.*New Delhi: Concept Pub.

Social Movements in India

SAHS SC 1 1 04 GEC 4004

Credits: 4

Course Objectives

The course is designed to introduce the learners to the various frameworks, concepts, and theories related to Social Movements so that they can reflect on the nature and dynamics of Social Movements.

How and when do groups mobilize and resist power? What is the role of ideology and leadership in Social Movements? What are the reasons for the emergence of different Social Movements? Questions such as these will be discussed in the course. The students will also get an opportunity to reflect on the empirical cases of social movements in India and the historical trajectory they have taken over the years.

Course Level Learning Outcomes

Upon the completion of the course, some of the learning outcomes that the students of this course are expected to demonstrate are:

1. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of social movements.

2. Understand the role of ideology and leadership in social movements.

3. Recognize the various types of social movements in India and elaborate on how they have evolved historically.

4. Develop a sociological lens to analyze social movements.

Unit I: Conceptual Issues
Nature, Definition, Classification; Genesis, Ideology and Identity; Collective Mobilization and Leadership.

Unit II: Theories of Social Movement
Collective Behaviour and Social Unrest (H. Blumer); Structural Restrain theory (Smelser); Resource Mobilization and New Social Movements.

Unit III: Types of Movements in India
Peasant, Backward Class movement, Religious Sectarian movement.

Unit IV: Politics of Transcendence
Tribal and Dalit Movement, Women's, and Environment movement.

Suggested Readings

Barrington, Moore, 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, Boston: Beacon Press.

Della, Pord and Diani M., 2006. *Social Movements and Introduction*. New Delhi: OUP.

Desai, A. R., 1982. *Peasant Struggle in India:* New Delhi: OUP.

Dourain, A., 1981, *The Voice and the Eye: An Analysis of Social Movement*, Cambridge: Cambridge University.

Frankel, R. F. and M.S.A Rao, 1989. *Dominance and State Power in Modern Power: Decline of Social Order-* Vol. I & II*,* New Delhi: OUP.

Giddens, Anthony, 2013. *Sociology,* New Delhi: John Wiley and Sons.

Goodwill, J and Jasper J. (eds.), 2002. *The Social Movements: Reader Cases and Concepts*, Oxford: Wiley Blackwell.

Habermass, J., 1981. *New Social Movements, Telos,* No.49 (Fall), pp. 33-37.

_____ 1989. *The Structural Transformation of the Public Sphere,* Cambridge: MIT Press.

Hardtmann, Eva Maria, 2009. *The Dalit Movement in India: Local Practices, Global Connections.* New Delhi: OUP.

Jaffrelot, C., 2003. *India's Silent Revolution: The Rise of Lowe Castes in North Indian Politics.* London: Hurst Publishers.

Melucci, A., 1989. *Nomads of the Prison: Social Movement and Individual Needs in Contemporary Society,* London: Hutchinson Radius.

Oddie, G. A (ed.), 1977. *Religion in South Asia: Religious Conversion and Revival Movements in South Asia in Medieval and Modern Times,* Cambridge*:* Cambridge University Publications.

Omvedt, Gail, 2015. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage.

Prasad, Jitender and Sangita Thakur, 2015. *Gandhi, Ambedkar in Dalits Emancipation*, New Delhi: Academic Excellence.

Prasad, Jitender, 2005. *Tribal Movements in India,* New Delhi: Kilaso Publications.

Rao, M. S. A., 1979. Social Movements and Social Transformation: A Study of Two Backward Classes Movements in India. New Delhi: Macmillan.

Shah, Ghanshyam, 2001. *Dalit Identity and Politics*, New Delhi: Sage.

Smelser, N. J. C., 1962. *Theory of Collective Behavior*, London: Routledge and Kegan Paul.

Snow, D. A., Soule, S. A., & Kreisi, H. (2004). *The Blackwell Companion to Social Movements.* UK: Blackwell Publishing Limited.

Tarrow, S., 1998. *Power and Movement: Social Movement, Collective and Politics*. New Delhi: Cambridge University Press.

Thorat, Sukhadao, 2009. *Dalits in India: Search for Common Destiny*. New Delhi: Sage.