



Pondicherry University

(School of Social Sciences & International Studies)

Department of Sociology

COURSE STRUCTURE AND SYLLABUS

(For Affiliated Colleges)

Bachelor of Arts in Sociology

(Effective from Academic Year 2023-24)

B.A. Programme in Sociology

(With effect from the Academic Year 2023-2024 onwards)

Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4 (Levels in NHEQF).

Duration of the Programme

The duration of the UG programme is 3 years or 6 semesters. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table below). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme. Students may be permitted to take a break from the study, they are allowed to re-enter the degree programme within 3 years and complete the programme within the stipulated maximum period of seven years.

Awarding of UG Certificate, UG Diploma and UG Degrees

UG Certificate: Students who opt to exit after completion of the first year and have earned a minimum of 40 credits will be awarded a **Certificate in Sociology** if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the first year.

UG Diploma: Students who opt to exit after completion of the second year and have earned a minimum of 80 credits will be awarded a **Diploma in Sociology** if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the second year.

3 year UG Degree: Students who wish to discontinue after the 3-year UG programme will be awarded a **Bachelor of Arts in Sociology** after successful completion of three years, earning a minimum of 120 credits and satisfying the minimum credit requirements as mentioned in the table below.

STRUCTURE OF THE UNDERGRADUATE PROGRAMME

The UG Programme offered by the University shall conform to the structure specified hereunder. A programme must mandate the students to complete 120 credits to complete a basic Bachelor's Degree within first 3 years. The UG Programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG programme are given below.

Table 1 - Breakup of Credits and Courses - Minimum requirement Outline

| Sl.No. | Component | 3 Year UG |
|---------------|--|---|
| 1 | Major Disciplinary / Interdisciplinary Courses | 60 Credits (15 Courses of 4 credits) |
| 2 | Minor Disciplinary/interdisciplinary Courses (Vocational programme included) | 24 Credits (6 Courses of 4 Credits) |
| 3 | Multi-Disciplinary Courses | 9 Credits (3 courses of 3 credits) |
| 4 | Ability Enhancement Courses | 8 Credits (4 courses of 2 credits) |
| 5 | Skill Enhancement Course | 9 Credits (3 courses of 3 credits) |
| 6 | Value-added courses | 8 Credits (4 courses of 2 credits) |
| 7 | Summer internship | (4 credits - Included in Major courses of 60 credits) |
| 8 | Community engagement and service | 2 Credits (1 course) |
| | Total | 120 |

PATTERN OF EXAMINATION

The End-Semester examination for each course in a Programme of Study shall be conducted for a maximum of 75 marks and Internal Continuous Assessment for 25 marks.

Internal Assessment

Internal assessment for all theory courses shall be done on the basis of at least two Internal Assessment tests (15 marks), term papers/assignments/seminars/case demonstrations/presentations/ write-ups/viva etc. (5 marks) and attendance (5 marks).

The following weightage shall be given to attendance:

95% - 100% (5 marks)

90% - 94% (4 marks)

85% - 89% (3 marks)

80% - 84% (2 marks)

75% - 79% (1 mark)

All documents of internal assessments are to be kept in the department/college for verification if required and Internal Assessment marks shall be displayed a week before the commencement of endsemester examinations. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teach the paper.

Minimum Marks for Pass

Passing Eligibility and classification for the award of the Degree is as per Pondicherry University UG NEP regulations.

LETTER GRADES AND GRADE POINTS

Performance of students in each paper will be expressed as marks as well as Letter Grades.

| Letter Grade | Grade Point |
|---------------------|--------------------|
| O (outstanding) | 10 |
| A+ (Excellent) | 9 |
| A (Very good) | 8 |
| B+ (Good) | 7 |
| B (Above average) | 6 |
| C (Average) | 5 |
| P (Pass) | 4 |
| F (Fail) | 0 |
| Ab (Absent) | 0 |

In case of fractions the marks shall be rounded off to nearest integer. The class interval K will be calculated by the formula given below:

$$K = (X-50)/6$$

where X is the highest mark secured.

According to K value, one of the following grading scheme will be followed.

- (i) If $K \geq 5$, then the grades shall be awarded as given in Table III.

| Table III | | |
|-----------------------------|--------------------------------|--------------------------------|
| Range of Marks in % | Letter Grade Points for | Letter Grade Points for |
| X to (X-K)+1 | O | 10 |
| (X-K) to (X-2K)+1 | A+ | 9 |
| (X-2K) to (X-3K)+1 | A | 8 |
| (X-3K) to (X-4K)+1 | B+ | 7 |
| (X-4K) to (X-5K)+1 | B | 6 |
| (X-5K) to 50 | C | 5 |
| 40 – 49 | P | 4 |
| Below 40 | F | 0 |
| Absent (Lack of Attendance) | Ab | 0 |

- (ii) If $K < 5$, then the grades shall be awarded as given in Table IV.

| Table IV | | |
|-----------------------------|--------------------------------|--------------------------------|
| Range of Marks in % | Letter Grade Points for | Letter Grade Points for |
| 80-100 | O | 10 |
| 71-79 | A+ | 9 |
| 66-70 | A | 8 |
| 61-65 | B+ | 7 |
| 56-60 | B | 6 |
| 50-55 | C | 5 |
| 40-49 | P | 4 |
| Below 40 | F | 0 |
| Absent (lack of attendance) | Ab | 0 |

B.A. Programme in Sociology

Semester wise distribution of courses and credits

| Certificate in Sociology | | | |
|---|-------------|--|---------|
| Semester I | | | |
| Sl. No | Course Code | Title of the Course | Credits |
| Major | | | |
| 1. | SOC 111 | Introducing Sociology | 4 |
| Minor | | | |
| 2. | SOC 112 | Understanding Society | 4 |
| Skill Enhancement Course 1 | | | |
| 3. | SOC 113 | Data Collection Skills | 3 |
| Disciplinary Credits - Total | | | 11 |
| Multidisciplinary Course (for other department students) | | | |
| 4. | SOC 114 | Social Problems in India | 3 |
| Ability Enhancement Course | | | |
| 5. | | English -1 (Or) Language Course - 1 | 2 |
| Value Added Course | | | |
| 6. | | VAC 1 - Environmental Science / Edn | 2 |
| 7. | | VAC 2 - Understanding India | 2 |
| Overall Credits - Total | | | 20 |

| Semester II | | | |
|---|-------------|--|---------|
| Sl. No | Course Code | Title of the Course | Credits |
| Major | | | |
| 1. | SOC 121 | Society in India | 4 |
| Minor | | | |
| 2. | SOC 122 | Youth and Society | 4 |
| Skill Enhancement Course 2 | | | |
| 3. | SOC 123 | Social skills for sustainable water management | 3 |
| Multidisciplinary Course (for other department students) | | | |
| 4. | SOC 124 | Social Inequalities and Marginalization | 3 |
| Disciplinary Credits -Total | | | 14 |
| Ability Enhancement Course | | | |
| 5. | | English – 2 (or) Indian Language - 2 | 2 |
| Value Added Course | | | |
| 6. | | VAC 3- Health and Well-being | 2 |
| 7. | | VAC 4- Digital Technologies | 2 |
| Overall Credits - Total | | | 20 |

| Diploma in Sociology | | | |
|---|--------------------|---|----------------|
| Semester III | | | |
| Sl.No | Course Code | Title of the Course | Credits |
| Major | | | |
| 1. | SOC 211 | Classical Sociological Traditions | 4 |
| 2. | SOC 212 | Rural Sociology | 4 |
| Minor | | | |
| 3. | SOC 213 | Kinship and Family | 4 |
| Skill Enhancement Course 3 | | | |
| 4. | SOC 214 | Digital Sociology | 3 |
| Multidisciplinary Course (for other department students) | | | |
| 5. | SOC 215 | Tribal Society in India | 3 |
| Disciplinary Credits -Total | | | 18 |
| Ability Enhancement Course | | | |
| 6. | | English – 3 (or) Indian Language - 3 | 2 |
| Overall Credits - Total | | | 20 |

| Semester IV | | | |
|------------------------------------|--------------------|---|----------------|
| Sl.No | Course Code | Title of the Course | Credits |
| Major | | | |
| 1. | SOC 221 | Urban Sociology | 4 |
| 2. | SOC 222 | Media and Society | 4 |
| 3. | SOC 223 | Population and Society | 4 |
| Minor | | | |
| 4. | SOC 224 | Sociology of Health | 4 |
| | | (Summer Internship is initiated during holidays and continued in the next semester) | |
| Disciplinary Credits -Total | | | 16 |
| 5. | | English – 4 (or) Indian Language - 4 | 2 |
| Value Added Course | | | |
| 6. | | VAC 5- Community Engagement and Service | 2 |
| Overall Credits - Total | | | 20 |

| B.A Sociology | | | |
|---------------------------------|--------------------|----------------------------------|----------------|
| Semester V | | | |
| Sl.No | Course Code | Title of the Course | Credits |
| Major | | | |
| 1. | SOC 311 | Pioneers of Indian Sociology | 4 |
| 2. | SOC 312 | Methods of Sociological Research | 4 |
| 3. | SOC 313 | Social Movements in India | 4 |
| Minor | | | |
| 4. | SOC 315 | Social Stratification | 4 |
| Skill Enhancement Course | | | |
| 5. | | Summer Internship for 60 days | 4 |
| Total | | | 20 |

| Semester VI | | | |
|--------------------|--------------------|------------------------------------|----------------|
| Sl.No | Course Code | Title of the Course | Credits |
| Major | | | |
| 1. | SOC 321 | Modern Sociological Theory | 4 |
| 2. | SOC 322 | Sociology of Development | 4 |
| 3. | SOC 323 | Sociology of Gender | 4 |
| 4. | SOC 324 | Agrarian Social Structure in India | 4 |
| Minor | | | |
| 5. | SOC 325 | Sociology of Work | 4 |
| Total | | | 20 |

SEMESTER 1

| Sl.No | Course Code | Title of the Course | Credits |
|-----------------------------------|--------------------|--|----------------|
| Major | | | |
| 1. | SOC 111 | Introducing Sociology | 4 |
| Minor | | | |
| 2. | SOC 112 | Understanding Society | 4 |
| Skill Enhancement Course 1 | | | |
| 3. | SOC 113 | Data Collection Skills | 3 |
| | | Total | 11 |
| | | Multidisciplinary Course (for other department students) | |
| 4. | SOC 114 | Social Problems in India | 3 |

SOC 111: INTRODUCING SOCIOLOGY

Course Objective:

The course introduces the student to examining society and societal relations through a Sociological lens which is reflexive. Basic concepts, genealogy and trajectory of the discipline would enable the students to relate Sociology with the discourses in other social science disciplines. Society as *Sui generis* and human agency is also highlighted.

Course Outline:

Unit I

What do Sociologists do? Early theorization and positivism, Sociology as a Reflexive Humanistic Discipline

Essential Readings:

- Bottomore, T.B. (1962). *Sociology: A Guide to Problems and Literature*. Barnes & Noble. Pp- 15-47
- Berger, Peter. (1963). *Invitation to Sociology: A Humanistic Perspective*. Chapter I Sociology as Individual Pastime. New York: Anchor Books Doubleday and co. Pp. 1-24.
- Smelser, Neil. (1993). *Sociology*. Prentice Hall India Ltd. New Delhi. pp 1-21
- Giddens, Anthony. (1996). *In Defence of Sociology*. Wiley

Unit II

The emergence of Sociology: Historical context –Enlightenment, French Revolution Industrial Capitalism, and modernity, Pioneers of early Sociological thought

Essential Readings:

- Ritzer, George. (2010). *Sociological Theory*. McGraw-Hill. Pp 31-217
- Hozien, Muhammad. (2009). *Ibn Khaldun: His Life and Works*. Academia
- Fountoulakis, Konstantinos. (2022). *The Age of Enlightenment*. Research Gate.
- Acemoglu, Daron. (2011). *The Consequences of Radical Reform: The French Revolution*. *The American Economic Review*. Vol. 101, No. 7. pp. 3286-3307.
- Allen, R. C. (2011). *Why the industrial revolution was British: commerce, induced invention, and the scientific revolution*. *The Economic History Review* Vol. 64, No. pp. 357-384.
- Locke, Edwin A. (1982). *The Ideas of Frederick W. Taylor: An Evaluation*. *The Academy of Management Review*. Vol. 7, No. 1. pp. 14-24.
- Richardson, David. (1987). *The Slave Trade, Sugar, and British Economic Growth, 1748-1776*. *The Journal of Interdisciplinary History* Vol. 17, No. 4, pp. 739-769.
- *Slave House; Goree Island Documentary (Senegal, December 2010)*
<https://www.youtube.com/watch?v=RRSGknxiOgk>

Unit III

Locating Sociology in Social science discourse: Relationship with Philosophy, Economics, History, Psychology, Anthropology and Literature,

Essential Readings:

- Abraham, M. Francis. (2004). *Contemporary Sociology- An Introduction to Concepts and Theories*, Oxford.
- Wallerstein, Immanuel. (1996). *Open the Social Sciences; Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*.
- Bierstedt, Robert (1963). *The Social Order: An Introduction to Sociology*. McGraw-Hill.

Unit IV

Essential Concepts: Class, Status-Role, Groups, Community, Institution, Association, Social Mobility, and Nation-State.

Essential Readings:

- Giddens, Anthony and Philip Sutton. (2014). *Essential Concepts in Sociology*, Cambridge: Polity Press.
- Movies of Charlie Chaplin - City Lights and The Kid

Unit V

Perspectives to understand Society and Social Relations: Micro and Macro, Structure-Agency

Essential Readings:

- William H. Sewell, Jr. (1992), A Theory of Structure: Duality, Agency, and Transformation. *American Journal of Sociology*. Vol. 98, No. 1 pp. 1-29.
- <https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/three-major-perspectives-in-sociology>
- Amzat, Jimoh. & Abdullahi, M. Muhammad. (2021). Macro and Micro Perspectives in Sociology In book: *Introduction to Sociology: African Culture, Context and Complexity*. Apex Publishers (pp.82-91)

Course Outcome: Students will be able to grasp everyday reality through sociological lens. They can now comprehend power relations at micro and at macro level.

Teaching Methods: Regular lectures together with discussions. Screening of documentaries and films. Role plays will also be used.

Further Readings:

- Abraham, M. Francis. (2004). *Contemporary Sociology- An Introduction to Concepts and Theories*, Oxford.
- Berger, Peter. (1963). *Invitation to Sociology: A Humanistic Perspective*. Chapter I Sociology as Individual Pastime. New York: Anchor Books Doubleday and co. Pp. 1-24.
- Bottomore. T.B. (1962). *Sociology: A Guide to Problems and Literature*. Barnes & Noble.
- Inkeles, Alex. (1991). *What is Sociology-* Prentice Hall India Ltd. New Delhi. (Threepathstoa definition)
- Giddens, Anthony. (1997). *Sociology*. Third Edition, Polity Press, New York.
- Giddens, Anthony and Philip Sutton. (2014). *Essential Concepts in Sociology*,

Cambridge: Polity Press.

- Hunt; Chester L and Paul B Horton. (2004). Sociology, New Delhi: McGraw Hill Education
- Mills, C. Wright. (1959). The Sociological Imagination, New York: Oxford University Press.
- Smelser,Neil. (1993). Sociology. Prentice Hall India Ltd. New Delhi.
- Ritzer, George. (2010). Sociological Theory. McGraw-Hill

SOC 112: UNDERSTANDING SOCIETY

Course Objective:

The course is meant to be a formal introduction to the discipline of sociology. It introduces the student to the basic concepts in sociology in order to show how sociology is premised on society as an object of study.

Course Outline:

Unit I

Individual and Society: Society in Individual, Individual in Society

Essential Readings:

- Inkeles, Alex. (1991). What is Sociology? Prentice Hall India Ltd. New Delhi. PP 1-128.
- Berger, Peter. (1963). Invitation to Sociology: A Humanistic Perspective. New York: Anchor Books Doubleday and Co. PP 1-24.
- Bottomore, T.B. (1962). Sociology: A Guide to Problems and Literature. Barnes & Noble. PP 15-28.
- Hunt, Chester L, and Paul B, Horton. (2004). Sociology. New Delhi: McGraw Hill Education. PP 51-75.

Unit II

Social Processes: Associative, Dissociative

Essential Readings:

- Gisbert, Pascual. (1991) Fundamentals of Sociology. Oriental Longman. PP 188-217.
- Giddens, Anthony. (3rd Ed.). (1997). Sociology. Polity Press New York. PP 1-640.

Unit III

Elements of Culture: Norms, Values, Folkways, Customs, Mores, Tradition

Essential Readings:

- Johnson, M Harry. (1966). Sociology: A Systematic Introduction. Allied Publishers. PP 86-106, 111- 171.
- Haralambos, Michael and Martin, Holborn. (2013). Sociology Themes and perspectives. Collins. Chapter 11
- Mac Iver, R.M. and Page, Charles H. (1986). Society: An Introductory Analysis, Mac MillanIndia Limited, Madras. PP. 1-22, 213-237, 280-309.
- Ogburn, William F. (1964) On Culture and Social Change. Chicago and London: TheUniversity of Chicago Press PP 3-16.
- Ogburn, William F. Nimkoff, Meyer F. (1979) A Handbook of Sociology. New Delhi: EurasiaPublishing House. PP 27-46.

Unit IV

Social Control and Socialization: Formal and Informal agencies.

Essential Readings:

- Hunt, Chester L, and Paul B, Horton. (2004). Sociology. New Delhi: McGraw Hill Education. PP 154-181.
- Haralambos, Michael and Martin, Holborn. (2013). Sociology Themes and Perspectives. Collins. Chapter 8,6.

Course Outcome: Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time. Students can associate the different historical experiences, values, norms, and belief systems and control agencies with specific cultures nationally and globally.

Teaching Methods: Regular lectures together with discussions. Screening of documentaries and films. Role plays will also be used.

Further Readings:

- Abraham, M. Francis. (2004). Contemporary Sociology- An Introduction to Concepts and Theories. Oxford.
- Berger, Peter. (1963). Invitation to Sociology: A Humanistic Perspective. Pp. 24. New York: Anchor Books Doubly and Co.
- Bottomore. T.B. (1962). Sociology: A Guide to Problems and Literature. Barns & Noble.
- Inkeles, Alex. (1991). What is Sociology. Prentice Hall India Ltd. New Delhi.
- Gisbert, Pascual. Fundamentals of Sociology. Oriental Longman.
- Giddens, Anthony. (3rd Ed.). (1997). Sociology. Polity Press New York.
- Johnson, M Harry.(1966). Sociology: A Systematic Introduction. Allied Publishers.
- Haralambos, Michael and Martin, Holborn. (2013). Sociology Themes and Perspectives. Collins.
- Hunt, Chester L and Paul B, Horton. (2004). Sociology. New Delhi: McGraw Hill Education.

SOC 113: DATA COLLECTION SKILLS

Course objective:

This course is designed to impart students with the skills of organizing and conducting surveys in different social settings. They will also be familiarized with the steps, techniques and modalities of collecting quantitative and qualitative data. Field visits and hands on training offered through this course will equip students to be employed as Research investigators in various organizations.

Course Outline:

Unit I

Introduction: Concept of Research and Data Collection- Values and Ethics of Data collection, Understanding the social context: Planning field visit- knowing the Socio- political, cultural, historical and geographical context of the community, Identifying who is who of the community

Essential Readings:

- Dawson, Catherine. (2009). *Introduction to Research Methods: A Practical guide for anyone undertaking a research project*. Spring Hill House, Begbroke, Oxford OX5 1RX,UK
- C. Bell & H. Newby (Eds.), *Doing Sociological Research* (pp. 108-129). London, UK: Allen & Unwin.
- Babbie, Earl. (2008). *Basics of Social Research*. Thomson Wadsworth. PP 1-63.
- Hughes, E.C. (1960). Introduction: The Place of Fieldwork and Social Science. In B.H. Junker (Ed.), *Fieldwork: An Introduction to the Social Sciences* (pp. iii-xiii). Chicago: University of Chicago Press.
- Junker, B.H. (1960). *Fieldwork: An Introduction to the Social Sciences*. Chicago: University of Chicago Press.
- Burgess Robert G. (1986). *Field Research: a Sourcebook and Field Manual*. Routledge

Unit II

Setting out for data collection: Establishing rapport –Identifying key informants, locating the respondents, arranging interaction with individual respondents, arranging interaction with group of respondents

Essential Readings:

- Wax, R.H. (1952). *Field Methods and Techniques: Reciprocity as a Field Technique*. *Human Organization*, 11, 34-37.
- Powdermaker, H. (1968). *Fieldwork*. In D.L. Sills (Ed.), *International Encyclopedia of the Social Sciences* (Vol. 5, pp. 418-424). New York: Macmillan.
- Burgess Robert G. (2006). *In the Field: An Introduction to Field Research*. Routledge.
- Aldine. Geer, B. (1964). *First Days in the Field*. In P. Hammond (Ed.), *Sociologists at Work* (pp. 322-344). New York: Basic Books.

Unit III

Familiarizing with tools of data collection – Questionnaire, Interview guide, Interview schedule – Asking questions and recording responses– open ended and closed ended – observation skills, organizing and conducting Focus groups.

Essential Readings:

- Walliman, Nicholas. (2006). *Social Research Methods*. Sage publication. PP 109-128, 129-146.
- Gans, H. (1968). The Participant Observer as a Human Being: Observations on the Personal Aspects of Fieldwork. In H.S. Becker, B. Greer, D. Reisman, & R. Weiss (Eds.), *Institutions and the Person* (pp. 300-317). Chicago:
- Douglas, J.D. (1976). *Investigating Social Research: Individual and Team Field Research*. Beverly Hills, CA: Sage.

Unit IV

Compiling Data: preparing field notes – Critical analyses of information - Documentation – organizing, editing, coding, classification and tabulation of Quantitative data – thematic presentation and writing narratives of qualitative data.

Essential Readings:

- Miller, L. Robert. & Brewer, D. John. (2003). *The A-Z of Social Research*. Sage Publication. PP 22-24, 44-45.
- Shaffir, William, Marshall, Victor, & Haas, J. (1980). Competing Commitments: Unanticipated Problems of Field Research. *Qualitative Sociology*, 2, 56-71.
- Moser, Claus. and Kalton, G. (1976). *Survey Methods in Social Investigation*, New Delhi: Heinmann.
- Young, Pauline V. (1979). *Scientific Social Surveys and Research*, New Delhi: Prentice-Hall.

Course Outcome: The course will equip students to organize and conduct field study and collect quantitative and qualitative data. They also will be trained with necessary skills to carry out interviews, surveys FGD's etc and perform processing and analyses of Data. On the completion of this course students will be equipped to be employed as field investigators in Research projects, conducting baseline surveys, data compilation in Government departments and civil service organizations.

Teaching Methods: Regular lectures, field visits for hands on training, documentaries, hands on training in data collection, handling and processing.

Further Readings:

- Adler, P.A., & Adler, P. (1987). *Membership Roles in Field Research*. Newbury Park, CA: Sage.
- Cicourel, A.V. (1964). *Method and Measurement in Sociology*. New York: Free Press.
- Johnson, J.M. (1975). *Doing Field Research*. New York: Free Press.
- Addison-Wesley. Newby, H. (1977). *In the Field: Reflection on the Study of Suffolk*

Farm Workers.

- Wax, R. H. (1971). *Doing Fieldwork: Warnings and Advice*. Chicago: University of Chicago Press.
- Dawson, Catherine. (2009). *Introduction to Research Methods: A Practical guide for anyone undertaking a research project*. Spring Hill House, Begbroke, Oxford OX5 1RX,UK

SOC 114: SOCIAL PROBLEMS IN INDIA

Course Objective:

The objective of this course is to introduce the student to the problems of contemporary society in India and enable them to understand these problems from a sociological perspective.

Course Outline:

Unit I: Introduction: Significance of studying social problems, theoretical approaches to social problems, social problems and disorganization, perspectives on social problems.

Essential Readings:

1. Rose, A. M. (1957). Theory for the Study of Social Problems. *Social Problems*, 4(3), 189–199. <https://doi.org/10.2307/798770>
2. Fuller, R. C. (1938). The Problem of Teaching Social Problems. *American Journal of Sociology*, 44(3), 415–435. <http://www.jstor.org/stable/2770132>
3. Blumer, H. (1937). Social Disorganization and Individual Disorganization. *American Journal of Sociology*, 42(6), 871–877. <http://www.jstor.org/stable/2767808>

Unit II: Poverty and Unemployment: Conceptual debates; Causes of poverty; effective measures in poverty alleviation; Unemployment in India, Types, causes and consequences.

Essential Readings:

1. Lemanski, C. (2016). Poverty: multiple perspectives and strategies. *Geography*, 101(1), 4–10. <http://www.jstor.org/stable/43825457>
2. Beteille, A. (2003). Poverty and Inequality. *Economic and Political Weekly*, 38(42), 4455–4463. <http://www.jstor.org/stable/4414161>
3. Kacowicz, A. M. (2007). Globalization, Poverty, and the North-South Divide. *International Studies Review*, 9(4), 565–580. <http://www.jstor.org/stable/4621860>
4. Satya Paul. (1988). Unemployment and Underemployment in Rural India. *Economic and Political Weekly*, 23(29), 1475–1483. <http://www.jstor.org/stable/4378766>

Unit III: Violence and Terrorism: Nature, types, causes, Theoretical explanation of violent Behavior and Terrorism.

Essential Readings:

1. Turk, A. T. (2004). Sociology of Terrorism. *Annual Review of Sociology*, 30, 271–286. <http://www.jstor.org/stable/29737694>
2. Nagengast, C. (1994). Violence, Terror, and the Crisis of the State. *Annual Review of Anthropology*, 23, 109–136. <http://www.jstor.org/stable/2156008>

Unit IV: Alcoholism and Drug Addiction: Concept, causes, consequences, treatment of alcoholics; Drug addiction, causes, preventing drug abuse.

Essential Readings:

1. Robson, S., & Salcedo, N. (2014). Alcohol and Drug Use. In Behavioral Fitness and Resilience: A Review of Relevant Constructs, Measures, and Links to Well-Being (pp. 13–20). RAND Corporation. <http://www.jstor.org/stable/10.7249/j.ctt14bs379.10>
2. Barber, J. G. (1994). Alcohol Addiction: Private Trouble or Social Issue? Social Service Review, 68(4), 521–535. <http://www.jstor.org/stable/30012256>

Suggested references:

1. Ahuja Ram, (1999). Social Problems in India. Rawat Publication: New Delhi.
2. Madan, G. R. (1976). Indian Social Problems. Allied Publishers, New Delhi.

SEMESTER II

| Sl. No | Course Code | Title of the Course | Credits |
|--|-------------|--|---------|
| Major | | | |
| 1. | SOC 121 | Society in India | 4 |
| Minor | | | |
| 2. | SOC 122 | Youth and Society | 4 |
| Skill Enhancement Course 2 | | | |
| 3. | SOC 123 | Social skills for sustainable water management | 3 |
| Multidisciplinary Course (for other department students) | | | |
| 4. | SOC 124 | Social Inequalities and Marginalization | 3 |
| | | Total | 14 |

SOC 121: SOCIETY IN INDIA

Course Objective:

This course provides a sociological perspective in the understanding of society in India. It is also aimed at familiarizing the students with the idea of India and its transformation over the years. The course also provides an understanding about the debates on diversity and democracy.

Course Outline:

Unit I

Idea of India: Gandhi, Nehru, Ambedkar and Tagore

Essential Readings:

- Ambedkar, B.R. (2020). *Ambedkar's India- A collection of 3 Works by Dr. B.R. Ambedkar*. New Delhi: Srishti Publishers and Distributors.
- Gandhi, M. K. (1938). *Hind Swaraj or Indian Home Rule [1908]*. Ahmedabad: Navajivan Publishing House. Pp. 38-53
- Nehru, Jawaharlal.(1946).*The Discovery of India*.UK: Meridian Books. Chapter-4
- Khilnani, Sunil.(2004). *The idea of India*. New Delhi: Penguin Books. Introduction, Chapter 1 and Chapter 4
- <https://mast.queensu.ca/~murty/Tagore-Nationalism-1915.pdf>

Unit II

Pluralism and Diversity: Religion, Language, Region and Ethnicity

Essential Readings:

- Dube, S.C. (1992).*Indian Society*. New Delhi: National Book Trust. Pp: 1-46
- Sharma, K.L. (2007). *Indian Social Structure and Change*. New Delhi. Chapters 1 and 2
- Documentary- Sikh Genocide <https://www.youtube.com/watch?v=0YqK-VxaZV0>

Unit III

Region, Class and Gender: Caste and Tribe, Class and Social Mobility, Patriarchy and Gender

Essential Readings:

- Shah, A.M.(2010). *The Structure of Indian Society- Then and Now*. Routledge. Pp. 30-50
- Sharma, K.L. (2007). *Indian Social Structure and Change*. New Delhi. Ch 4, Ch 8, Ch 9, Ch 10, Ch 11, Ch 12, Ch 13, Ch 14
- Documentary- Father, Son & Holy War <https://www.youtube.com/watch?v=SmAJJGiKZQk>
- Documentary- India Untouched : Stories of a People Apart. <https://www.youtube.com/watch?v=fvke6ycgkL4>

Unit IV

State, Democracy and Citizenship: Welfare State, Client- Patron Relations, Identity Politics and Citizenship Rights

Essential Readings:

- Guha, Ramachandra. (2017). *India After Gandhi: The History of the World's Largest Democracy*. Pan Macmillan.
- Documentary- History of the Kurds.
<https://www.youtube.com/watch?v=BDgFc7ZpZcg>
- Documentary-Are The Rohingya To Remain Stateless Forever?
<https://www.youtube.com/watch?v=i0qEA3xVS74>

Unit V

Globalizing India: Neoliberal State, Democratization of Knowledge, Consumerism, Social mobility and Migration

Essential Readings:

- Nagla, B.K. (2008) *Indian Sociological thought*. Rawat publication.
- Damodaran, Harish. (2008). *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Palgrave Macmillan.
- Harriss-White, Barbara. (2002). *India Working*. Cambridge University Press.
- Breman, Jan. (1996). *Footloose Labour: Working in India's Informal Economy*
- David Harvey on Neoliberalism-
<https://www.youtube.com/watch?v=6MnNPFw9sGY>

Course Outcome: Students will be introduced to the diversities and pluralities within the Indian society. They will be able to comprehend state-society relationships.

Teaching Methods: Regular lectures together with discussions. Screening of documentaries and films. Role plays will also be used.

Further Readings:

- Ambedkar, B.R. (2020). *Ambedkar's India- A collection of 3 Works by Dr. B.R. Ambedkar*. New Delhi: Srishti Publishers and Distributors.
- Chakrabarty, Bidyut. (2019). *The Socio-political ideas of B.R. Ambedkar- Liberal Constitutionalism in a Creative Mould*. Abington: Routledge.
- Dube, S.C.(1992). *Indian Indian society Society*. New Delhi: National Book Trust.
- Gandhi, M. K. (1938). *Hind Swaraj or Indian Home Rule [1908]*. Ahmedabad: Navajivan Publishing House.
- Guha, Ramachandra. (2017). *India After Gandhi: The History of the World's Largest Democracy*. PanMacmillan.
- Khilnani, Sunil.(2004). *The idea of India*. New Delhi: Penguin Books.
- Nagla, B.K. (2008) *Indian Sociological thought*. Rawat publication.
- Nehru, Jawaharlal.(1946).*The Discovery of India*.UK: Meridian Books.
- Shah, A.M.(2010). *The Structure of Indian Society-Then and Now*. Routledge.
- Sharma, K.L. (2007). *Indian Social Structure and Change*. New Delhi: Rawat Publications.

SOC 122: YOUTH AND SOCIETY

Course Objective:

This Course is designed to acquaint students with selected sociological concepts, theories and their applications to problems in the sociology of youth.

Course Outline:

Unit I

Understanding Youth: Theories of Youth, Youth Culture; Subculture

Essential Readings:

- Bucholtz, M. (2002). Youth and cultural practice. *Annual review of anthropology*, 525-552.
- Hebdige, D. (2012). *Subculture: The meaning of style*. Routledge. Pp. 1-4, 5-22
- A level component 1: Youth Cultures, Steve Bassett, Playlist (15), 20-dec-2019, (73) [A level Component 1: Youth Cultures - YouTube](#)
- Subcultures, Mayuri Sajjani, <https://youtu.be/o9fZqWmrdZU>

Unit II

Ethnicity, Identity and Youth: The Self and Identity, Gender, and Sexuality.

Essential Readings:

- Erikson, E. H. (1994). *Identity: Youth and Crisis*. pp. 128-141, 232-260. WW Norton & Company.
- Larson, R.W. and S. Wilson. (2004). "Adolescence across Place and Time: Globalization and the Changing Pathways to Adulthood" in *Handbook of Adolescent Psychology*, edited by R.M. Lerner and L. Steinberg, 299-330. New York: Wiley.
- Mehta, Hansal, 2015, *Aligarh Movie* (Hindi) Production: Shailesh R Singh, Sunil Lulla
- Transforming gender (Transgender Documentary), Real Stories, <https://youtu.be/B67OVJTyV0I>

Unit III

Inter and Intra group Behaviours: Peer Groups, Resilience and agency, and Action Group.

Essential Readings:

- Jhaveri, D. H., & Choksi, A. (2014). Crowdfunding at India: A Study of Indian Online Crowdfunding Platform. *Research gate*. 1-11.
- Thapan, Meenakshi. (2009). Youth cultures and the making of citizens. *Economic and Political Weekly*, VOL XL, (18), Pp. 10-13.
- Thio, Alex. (1995). Deviant behaviour; Ohio University; Cherk E. *Menu Pub*.

Company. Pp. 27-35.

- Weitzer, R. J. (Ed.). (2002). *Deviance and social control: A reader*. McGraw-Hill Humanities, Social Sciences & World Languages. Pp. 74-75.

Unit IV

Contemporary challenges and Youth: Work, Aspirations, Success and failures, technology and youth.

Essential Readings:

- Cotterell, John. (2007). *Social Networks in Youth and Adolescence*. pp. 1-22, 183-202. London and New York: Routledge.
- Dube, Leela. (1988). On the construction of gender: Hindu girls in patrilineal India. *Economic and Political Weekly*, WS11-WS19
- Kumari, Sundarshan. (1978). *Aspirations of Indian Youth: A Study in Sociology of Youth*, Delhi: Chaukhambha Orientalia.
- Reddy, S., & Jain, S. K. (2018). Re-envisioning engineering education in India: IIT Gandhinagar's Foundation Programme. *Current Science*, 115(2), 217–221.
- Youth can move the world- documentary, UNESCO, 5-March-2021 <https://youtu.be/vJOfA3nGoVc>

Course Outcome: Critique historical and contemporary theories of youth and youth culture. Demonstrate an ability to apply sociological theories, concepts and evidence to sociological questions within complex and changing social contexts. It will also establish a sociological understanding of the nature of social relationships and institutions, patterns of social diversity and inequality, and processes that underpin social change and stability as they impact on the experience of youth.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Bourdieu, Pierre. (2000). " *Cultural Reproduction and Social Reproduction* "in *The Structure of Schooling: Readings in the sociology of Education*, edited by Richard Arum and Irene R. Beattie, 55-68. Mountain View. CA: Mayfield Publishing.
- Brown, B. B., S. A. Eicher, and S. Petrie. (1986). " *The Importance of Peer Group ("Crowd") Affiliation in Adolescence*." *JAdolescence* 9, no. 173-96.
- Bynner, John, Heinz, Walter. (2021). *Youth Prospects in the Digital Society*. UK: Policy Press.
- Daiute, Colette, Zeynep Beykont et.al (eds.). (2006). *International Perspectives on Youth Conflict and Development*. pp. 3-22, 86-106, 173-176, 267-268. New York: Oxford University Press.
- Furlong, Andy (ed.) (2009). *Handbook of Youth and Young Adulthood: New Perspectives and Agendas*. pp.1-21,47-57,95-104,145-156,373-383. London and New York: Routledge.

- Ghadially, R. (Ed.). (2007). *Urban women in contemporary India: a reader*. Sage. Pp. 31-45
- Manning, Peter K. & Marcello Truzzi. (1972). *Youth and Sociology*. pp.15-29,39-69,93-113,148-175,325-343. New Jersey: Prentice Hall Inc.
- Nayak, Anoop (2003). *Race, Place and Globalization: Youth Cultures in a Changing World*. pp.3-11, 53-74, 167-178. New York: Berg.
- Nongkynrih, A.K. "Problems of the Youth of North-East India: A Sociological Inquiry." *Sociological Bulletin* 58, no. 3 (2009): 367–82.
- Saraswathi, T. S., Menon, S., & Madan, A. (Eds.). (2017). *Childhoods in India: Traditions, trends and transformations*. Taylor & Francis. Pp. 1-20, 87-108, 181-201.
- White, Rob. & Johanna, Wyn. & Brady, Robards. (2017). *Youth and Society*. UK: OUP.
- Wu, J. (2006). Rise of the Communist Youth League. *Economic and Political Weekly*, 1172-117
- Masoodi, Ashwaq (2017). The changing fabric of Dalit Life, mint. [The changing fabric of Dalit life | Mint \(livemint.com\)](https://www.livemint.com)
- The Changing Face of Beauty in Northeast India, Short film Showcase, National Geographic, 15-Nov-2015 <https://youtu.be/l-8EC1sHZmQ>

SOC 123: SOCIAL SKILLS FOR SUSTAINABLE WATER MANAGEMENT

Course Objective:

Premised on the SDG 6 goal of ensuring clean water for all, this course is designed to sensitise students about the challenges and strategies of sustainable water management. This course aims to impart social foundations and inculcate the social skills for organising user participation and sustainable management of water for all. On completion of this course, students will be equipped for careers in water sector.

Unit 1: Social Aspects of Water Management:

Social Construction of Water, Socio-cultural dimensions of Water resources, Religion and Water management, Water and health, Caste and water, gender and water, Water Conflicts, Water as Social Opportunity, Water Justice.

Essential Readings:

Grigg, N.S. (2016). Social Aspects of Water Management. In: Integrated Water Resource Management. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-57615-6_17

Ulanicki, B., Vairavamoorthy, K., Butler, D., Bounds, P. L., & Memon, F. A. (2020). Social aspects of water management. In: Water Management Challenges in Global Change. Taylor and Francis.

Water, a fundamental story of life

<https://www.youtube.com/watch?v=ydURyuFU77M>

<https://www.youtube.com/@UNEP>

https://www.youtube.com/@SIWI_water

Who owns water? | DW Documentary

<https://www.youtube.com/watch?v=9edWX7TTsLw>

Unit 2: Water Management Challenges and Issues:

Social Construction of Water Scarcity, Water crisis, Hydraulic inequalities, Social Inequalities in water management, Groundwater Depletion, Water salination, Water Pollution, Waste Water Management, Privatisation and commercialization of water, Climate Change and Water Security, Inter linking of Indian Rivers.

Essential Readings:

Bozorg-Haddad, O. (Ed.). (2021). *Economical, political, and social issues in water resources*. Elsevier

Priyan, K. (2021). Issues and challenges of groundwater and surface water management in semi-arid regions. In Groundwater Resources Development and Planning in the Semi-Arid Region, 1-17. Springer.

Gupta, A. D. (2001). Challenges and opportunities for water resources management in Southeast Asia. *Hydrological sciences journal*, 46(6), 923-935.

Heidebrecht, R., & Mar, N. Y. (2012). Skills challenges in the water and wastewater industry. India is cleaning up Ganga river. Here's how.
<https://www.youtube.com/watch?v=H0BKaVbcC8I>

Connect all Rivers ?? || Indian Rivers Interlinking Project (IRIP) || SOCCE || MondayFacts
<https://www.youtube.com/watch?v=KUbqQfkUwSg>

Groundwater in 12 Indian states found to be contaminated with uranium
<https://www.youtube.com/watch?v=b4WAxXXNSM4>

Our drinking water - Is the world drying up? | DW Documentary
https://youtu.be/_t6sg2C-jqw?si=CsT7-oMMkQBGWSNd

The fight for water | DW Documentary-
<https://www.youtube.com/watch?v=1MZFrJPPIQ8>

Climate change – living on the water | DW Documentary-
<https://www.youtube.com/watch?v=vy3gMVGwjuc>

Explained | World's Water Crisis | FULL EPISODE | Netflix
<https://www.youtube.com/watch?v=C65iqOSCZOY>

The Water Crisis | National Geographic
<https://www.youtube.com/watch?v=3VvfN30XzDM>

Unit 3: Institution Building for Sustainable Water Management:

Urban Water Management, Irrigation Management Transfer, Integrated Watershed Management, Citizens' Participation in Rain Water Harvesting, Social Responsibility in Water Conservation, Water Governance, Public Private Partnership, Water Rich Puducherry, Jal Shakti Abhiyan, Pradhan Mantri Krishi Sinchai Yojna, Neerum Oorum and OSOP Project- Pondicherry.

Essential Readings:

Kumar, M. Dinesh (2014), *Thirsty Cities: How Indian Cities Can Meet their Water Needs*. Oxford Academic. Delhi.
<https://doi.org/10.1093/acprof:oso/9780198099550.001.0001>,

Hamdy, A., Abu-Zeid, M., & Lacirignola, C. (1998). Institutional capacity building for water sector development. *Water International*, 23(3), 126-133.
<https://rajnivas.py.gov.in/fd5f828b2f8ffe789d54967465557066/73a248fdd7959b0e/2019123111061513372.pdf>
<https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1809267>

When Every Drop Counts: A documentary on the legacy of rainwater harvesting
<https://www.youtube.com/watch?v=52jwradWC-Y>

Integrated water management and climate resilience

https://www.youtube.com/watch?v=GS9Mxn4_RrI

Boond (A Drop of Water)

https://www.youtube.com/watch?v=8ZV_yFMeC8w

Participatory Scientific Watershed Management Programme

<https://www.youtube.com/watch?v=UTGgDAgiI2k>

Integrated water management and climate resilience

https://www.youtube.com/watch?v=GS9Mxn4_RrI

Water Management Documentary (English) 2019

<https://www.youtube.com/watch?v=g32wLDJSY00>

Unit 4: Social Skills for Water Management Professionals:

Organizational skills for Water Professionals- Communication, Leadership, Problem-Solving, Resource Mobilization and Conflict Resolution Skills, Coordination and collaboration with State, Development agencies, Users and other Stake Holders; Capacity building for Sustainable Water Management, Inventions and Innovations for sustainable development, Research Skills- BLS, PRA and RRA for building Water user organizations;

Essential Readings:

Wolfson, L., Lewandowski, A., Bonnell, J., Frankenberger, J., Sleeper, F., & Latimore, J. (2015). Developing capacity for local watershed management: Essential leadership skills and training approaches. *Journal of Contemporary Water Research & Education*, 156(1), 86-97.

De Nys, Erwin., & Cordoba, C.L. Nurturing Future Water Experts for Sustainable Water Resources Management in Africa. <https://blogs.worldbank.org/water/nurturing-future-water-experts-sustainable-water-resources-management-africa>

Ganga Success Story: A testimony to India's 'Can-Do' attitude

<https://www.youtube.com/watch?v=7KDvrbH8DZc>

An innovation of clean water for everyone | Planet Healers E2P2 | Discovery Channel India

https://www.youtube.com/watch?v=FvV1zAh_qB0

Course outcome:

On the completion of this course, students will gain knowledge, skills and field exposure in sustainable water management and will be equipped for careers in water sector.

Teaching Methods:

Lecture, Discussions, Group discussions, Contemporary Case Analysis, field visits, policy analysis, audio visual aid, practicals.

SOC 124: SOCIAL INEQUALITIES AND MARGINALIZATION

Course Objective:

The course presents a historical overview of the structured inequalities, social exclusion and marginalization embedded in social reality. The aim of the course is to sensitize students about social issues that engender differences and sustain inequalities across pre-colonial, colonial, post-colonial and neo liberal phase.

Course Outline:

Unit I

Emergence of Nation State and Citizenship: Idea of Social Contract, Capitalism, Democracy and Inequality

Essential Readings:

- Chatterjee, Partha. (2010). *Empire and Nation: Selected Essays*. Columbia University Press. (Chap. 01, 10, 11).
- Anderson, Benedict. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. Pp. 39-49, 85-115.
- Marshall, T. H. (1950). *Citizenship and social class*. Cambridge University Press.
- Davis, Nira Yuval. (2019). *Women, Citizenship and Difference*. Sage Journals.

Unit II

Colonialism and Marginalization: Land Alienation, Indentured Labour, Economic Exploitation, Slave Trade, criminalization of Tribe

Essential Readings:

- Guha, Ranjit. (1999). *Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press. (Chap. 01).

Unit III

Post-Colonial Inequalities: Intersection of Class, caste, religion and Inequalities, Racial and Ethnic Violence, Displacement

Essential Readings:

- Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Tulika Print Communication Services. Pp. 138-156, 156-183
- Abraham, Francis. (2006). *Contemporary Sociology*. OUP. Pp. 117-132, 135-138.
- How Narmada Bachao Andolan Is Still Far From Over <https://www.youtube.com/watch?v=oikFywukM2s&t=85s>

Unit IV

Globalization, Inequalities and Marginalization: Class Inequality, Rural-Urban Inequality, Marginalization of Minorities, Racial and Ethnic Marginalization, Gender Inequality

Essential Readings:

- Fanon, Frantz. (1963). *The Wretched of the Earth* (Constance Farrington, Trans.). New York: Grove Press. (Originally published 1961).
- Fanon, Frantz. (1967). *Black Skin, White Masks*. (Charles Lam Markmann, Trans.). New York: Grove Press. (Original work published 1952).

Course Outcome: students will be able to comprehend marginalizations based on social locations and historic contingencies.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Abraham, Francis. (2006). *Contemporary Sociology*. OUP.
- Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Tulika Print Communication Services
- Chatterjee, Partha. (2010). *Empire and Nation: Selected Essays*. Columbia University Press.
- Fanon, Frantz. (1963). *The Wretched of the Earth* (Constance Farrington, Trans.). New York: Grove Press. (Originally published 1961).
- Fanon, Frantz. (1967). *Black Skin, White Masks*. (Charles Lam Markmann, Trans.). New York: Grove Press. (Original work published 1952).
- Guha, Ranjit. (1999). *Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press.
- Fanon, Frantz. (1961) *The Wretched of the Earth*, (1963) translation by Constance Farrington: New York: Grove Weidenfeld)

SEMESTER III

| Sl.No | Course Code | Title of the Course | Credits |
|--|--------------|-----------------------------------|---------|
| Major | | | |
| 1. | SOC 211 | Classical Sociological Traditions | 4 |
| 2. | SOC 212 | Rural Sociology | 4 |
| Minor | | | |
| 3. | SOC 213 | Kinship and Family | 4 |
| Skill Enhancement Course 3 | | | |
| 4. | SOC 214 | Digital Sociology | 3 |
| Multidisciplinary Course (for other department students) | | | |
| 5 | SOC 215 | Tribal Society in India | 3 |
| | Total | | 18 |

SOC 211: CLASSICAL SOCIOLOGICAL TRADITION

Course Objective:

This course is designed to acquaint students with the theories propounded by the founders of sociology. It is intended to give students grounding in sociological theory that they can carry over and apply to all other courses on the study of society.

Course Outline:

Unit I

The emergence of Classical Sociological traditions: Positivism, Structural-functionalism, Conflict perspective.

Essential Readings:

- Ritzer, George. (2013), Sociological Theory, 9th edition, McGraw-Hill Education. (pp.1-42)
- Turner, H. Jonathan, Leonard Bheegly, Charles, H Power. (2012) ,The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California(pp.1-12)

Unit II

Karl Marx: Communist Manifesto, The German Ideology, Das Kapital, Wage-labour & Capital Value Price & Profit.

Essential Readings:

- Ritzer, George. (2013). Sociological Theory, 9th edition, McGraw-Hill Education (pp.43-75)
- Turner, H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.89-107)(pp.113-143)

Unit III

Emile Durkheim: Division of Labour, Rules of Sociological Method, Suicide, Elementary Forms of Religious Life

Essential Readings:

- Ritzer, George. (2013), Sociological Theory,9th edition, McGraw-Hill Education. (pp.76-111)
- Turner, H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.237-258)(pp.259-290)

Unit IV

Max Weber: The theory of Social and Economic Organization, On Capitalism, Bureaucracy & Religion, On Methodology of Social Sciences, Sociology of Domination, Protestant Ethics and Spirit of Capitalism, World Religion.

Essential Readings:

- Ritzer George (2013), Sociological Theory,9th edition, McGraw-Hill Education. (pp.112-157)
- Turner H. Jonathan, Leonard Bheegly, Charles H Power (2012) ,The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.145-159)(pp.161-195)

UNIT V

Comparing Marx, Weber and Durkheim: Methodology, Capitalism & Religion.

Essential Readings:

- Comparative Methods in Social Sciences, Neil J.Smeler
- Turner H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.150-159) (pp.256-258)

Course Outcome: This course will introduce the students with classical sociology which will enable them to understand the earlier sociological theories and how earlier sociologist have understood and reflected on the society.

Teaching Methods: Instructions, chalk and board, lecture and Discussion.

Further Readings:

- Turner, H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California
- Comparative Methods in Social Sciences, Neil J.Smeler
- Ritzer George (2013), Sociological Theory,9th edition, McGraw-Hill Education

SOC 212: RURAL SOCIOLOGY

Course Objective:

The course is designed to provide sociological perspective of analyzing rural society. Students will also gain an understanding of the rural community, economy and governance.

Course Outline:

Unit I

Emergence of Rural Sociology: Origins of Rural Studies –Global and Indian context of rural studies.

Essential Readings:

- Srinivas, M. N. (1960). *India's villages*. Asia Publishing House. PP 1-218
- Desai, A. R. (1994). *Rural Sociology in India*. Popular Prakashan. PP 7-11.
- Desai, A. R. (2005). *Rural India in Transition*. Popular Prakashan. PP 1-20.

Unit II

Imagining the Rural: Pre-Colonial, Colonial, Post-Colonial and Neo-Liberal.

Essential Readings:

- Jodhka, Surinder S. (2016). Revisiting the Rural in 21st Century India. *Economic and Political Weekly*. Vol. 51, No. 26/27, pp. 5-7.
- Dirks, N. B. (1989). The Original Caste. Power, history and hierarchy in South Asia. *Contributions to Indian sociology*.

Unit III

Rural Social Structure: Class, Gender, Religion, Caste, Tribe, Family & Kinship System, Migration & Mobility.

Essential Readings:

- Joshi, S. L. & Jain, P. C. (2002). *Rural Sociology*, New Delhi: Rawat Publications. PP 1- 365.
- Sharma, K. L. (2011). *Indian social structure and change*. Rawat Publications. PP 1-388.
- Sharma, K. L. (2013). *Sociological probing in Rural Society*. Rawat Publications. PP 1-450
- Dirks, N. B. (1989). The Original Caste. Power, history and hierarchy in South Asia. *Contributions to Indian sociology*, 23(1), 59-77.
- Documentary-The Lost Identities https://www.youtube.com/watch?v=-WqPx7r_UNY
- Caste, Gender and Violence in India <https://www.youtube.com/watch?v=bhgnFphhcTY>

Unit IV

Rural Economy: Land, Labour Relations & Indebtedness, Agriculture & Non-Farm, Rural Employment and livelihood – Tradition and Modern, Changing Rural Occupational Structure

Essential Readings:

- Mandelbaum, David. (1975). *Society in India*. Popular Books. PP 1-173
- Jodhka, S. S. (2017). *Caste in contemporary India*. Routledge, India. PP 1-274.
- Singh, Y. (2018). *Modernization of Indian Tradition*. Rawat Publications. PP 1-280.
- Aajeevika Documentary Film on lives of rural India. MNREGA-
<https://www.youtube.com/watch?v=djM-XWRuSDU>

Unit V

Rural Governance: Traditional Power Structure in Rural India, Rural local Governance and Rural Development.

Essential Readings:

- Singh, Katar. (3rded.). (2009). *Rural development, principles, policies and Management*, Sage. Chapter 7, 8.
- Dube, S. C. (1959). *India's Changing Villages*. Routledge. PP1-56
- Immoral Daughters in the Land of Honour
<https://www.youtube.com/watch?v=APJ6jMxIySg>

Course Outcome: Students will be able to comprehend power relations based on caste, caste and gender.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Beteille, A. (1974). *Six Essays in Comparative Sociology*. Delhi; New York: Oxford University Press.
- Desai, A. R. (1994). *Rural Sociology in India*. Popular Prakashan.
- Desai, A.R. (2005). *Rural India in Transition*. Popular Prakashan.
- Dirks, N.B. (1989). The Original Caste: Power, history and hierarchy in South Asia. *Contributions to Indian sociology*, 23(1), 59-77.
- Dube, S.C. (1959). India's Changing Villages. *Ekistics*,7(41), 242-247.
- Jodhka, S.S. (2017). *Caste in contemporary India*. Routledge India.
- Joshi, S.L. & Jain, P.C.(2002). *Rural Sociology*, New Delhi: Rawat Publications.
- Mandelbaum, David. (1975). *Society in India*. Popular Books.

- Shah, A.M. (2014). *The Household & Family in India*. Orient Blackswan.
- Sharma, K.L. (2011). *Indian social structure and change*. Rawat Publications.
- Sharma, K.L. (2013). *Sociological probing in Rural Society*. Rawat Publications.
- Singh, Y. (2018). *Modernization of Indian tradition*. Rawat Publications.
- Srinivas, M.N. (1960). *India's villages*. Asia Publishing House.
- Singh, Katar. (3rd ed.). (2009). *Rural and management, principles, policies and Management*, Sage.

SOC 213: KINSHIP AND FAMILY

Course Objective:

The course introduces students to the emergence of interest in kinship studies. It shows the shift in the perspective of kinship and family studies by highlighting some of the major debates. It further exposes students to recent trends through the inclusion of third gender, surrogacy, etc., in questioning how we see relatedness and family.

Course outline:

Unit I

Relatedness and Kinship: Consanguineal and Affinal, Descent and Alliance-cognatic systems, unilineal descent groups; kinship terminologies.

Essential Readings:

- Fox, R. (1968). Kinship and Marriage: An Anthropological Perspective. pp. 57-7. Middlesex: Penguin Books.
- Goody, J. (1973). Strategies of heirship. Comparative studies in society and history, 15(1), Pp. 3-20.
- Levi-Strauss, Claude. (1969). The Elementary Structures of Kinship. London: Eyre and Spottiswoode. PP. 12-28, 42-51, 119-133.
- SRIVASTAVA, A. (2011). Anthropology of the Kinship, a Critique. Indian Anthropologist, 41(1), 77-84.
- Kinship Systems Anthropology, Michelline Hilpert, 7-Apr-2020 <https://youtu.be/6KoVPm9dPkI>

Unit II

Conceptualizing Family: Family of orientation and procreation; Forms of Family; State, law family, Family and Household, Inheritance

Essential Readings:

- Beck, Ulrich and Elisabeth Beck-Gernsheim. (2004). 'Families in a runaway world' in Jacqueline Scott, Judith Treas and Martin Richards (eds.) The Blackwell Companion to sociology of families. Oxford: Blackwell. Pp.499-514
- Featherstone, Katie et.al. (2006). *Risky relations: Family, kinship and the new genetics*. New York: Berg Publishers. 117-138.
- Shaw, Alison. (1997). 'Women, the household and family ties: Pakistani migrants in Britain' in Hastings Donnan and Selier. Family and Gender in Pakistan: Domestic Organisation in a Muslim Society. New Delhi: Hindustan Publishing Corporation. Pp.8-18.
- Simpson, Bob. (1998). *Changing Families: An ethnographic approach to divorce and separation*. Berg Publishers: Oxford. Pp. 1-23,24-51
- Uberoi, Patricia. (1994). *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press. Pp. 416-434, 435-451.
- M-06. Family, Marriage and Household, e-Content: Social Science, 16-Oct-2020. <https://youtu.be/8dg-d17S9BY>

Unit III

Marriage choice and restrictions: Incest, Exogamy and Endogamy, Marriage Residence; Marriage Transactions, Honour killings and violence in marriage

Essential Readings:

- Basu, Srimati. (ed.). (2005). *Dowry and inheritance*. New Delhi: Women Unlimited, Kali for Women, selected essays. pp. i-ix, 246-264
- Das, Veena. (1995). 'National Honour and Practical Kinship' in *Critical Events*. New Delhi: Oxford University Press. Pp.55-83.
- Reddy, Gayatri. (2006). 'The Bonds of Love: Companionate Marriage and the desire for intimacy among Hijras in Hyderabad, India' in Jennifer Hirsch and Holy Wardlow(ed.) *Modern Loves: The anthropology of romantic courtship and companion marriage*. Ann Arbor: University of Michigan Press. Pp. 174-193.
- Stacey, Judith. (2003). 'The making and unmaking of modern families' in David Cheal (ed.) *Family: Critical concepts in sociology*. New York: Routledge. vol.4. Pp.84-108
- Finding Mr Right and the meaning of marriage / HER - Women in Asia (Season 1) DW Documentary, 2-July-2021. https://youtu.be/4_Ct8VsYnPM
- Vettramaran, 2020, Oor Iravu (Tamil-Film) from Paava Kathakal, RSVP Movies& Flying unicorn entertainment.

Unit IV

Social Constructs of Gender: Beyond gender binary, Gay and lesbian relatedness, surrogacy, motherhood; technological possibilities

Essential Readings:

- Butler, Judith. (2002). 'Is Kinship Always Already Heterosexual?'. *Differences: A Journal of Feminist cultural studies*. Pp. 14-44
- Carsten J. (ed.). (2000). *Cultures of Relatedness: New Approaches to the Study of kinship*. Cambridge: Cambridge University Press. selected chapters. Pp.1-36.
- Finkler, Kaja. (2001). 'The Kin in the Gene: The Medicalization of Family and Kinship in American Society'. *Current Anthropology*. Pp.235-263
- Rapp, Rayna. (1991). 'Moral pioneers: Women, Men and Fetuses on a Frontier of Reproductive Technology' In Micaeladi Leonardo (ed.) *Gender at the Cross Roads of Knowledge: Feminist Anthropology in the Postmodern Era*. Berkley and Los Angeles California: University of California Press. Pp.383 – 396.
- Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia university press. Pp. 103-136
- Outsourcing Surrogacy | Red Border Films | TIME, 27-Sep-2015. <https://youtu.be/N9FPiNc6-dI>

Course outcome: The course will enable the students to understand the role and functions of marriage and family in society, different marriage rules in various societies, exchanges of

goods and rights of marriage. It will also help in learning how kinship is different from family and forms of descent.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Ahmad, Fawziya. (2011). Despite all odds: single mothering's empowerment. *Journal of Feminist Studies in Religion*, 27(2), 140-143.
- Biblarz, T. J., & Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72(3), 480-497.
- Boas, F. (2021). *Anthropology and modern life*. Routledge. Pp. ix-xxii.
- Engels, Frederick. (1948). *The Origins of the Family, Private Property and the State*. Moscow: Progress Publishers Pp.82-155, 285-290.
- Firth, R. (1951). The Web of Kinship among the Tallensi. By Meyer Fortes. London, Oxford University Press, for the International African Institute, 1949. Pp. xiv+ 358. 38s. 6d. net. *Africa*, 21(2), 155-159.
- Mauss, M. (2002). *The gift: The form and reason for exchange in archaic societies*. Routledge. Pp. ix-xxiii, 1-9.
- Murdock, G. P. (1949). Social structure. The Macmillan Company. Pp. 1-23,91-112.
- Nongbri, Tiplut, 1988, gender and the quasi-family structure: Some implications of the Meghalaya Succession to self-Acquired property act, 1984, Sociological Bulletin, Vol 37, 1/2 Pp. 71-82.
- Palriwala, R., & Uberoi, P. (Eds.). (2008). *Marriage, migration and gender* (Vol. 5). SAGE Publications Ltd Pp. 23-62
- Radcliffe-Brown, A.R. (1950). 'Introduction', in A.R. Radcliffe-Brown (ed.) *African Systems of Kinship and Marriage*. U.K.: Oxford University Press. .Pp.1-85
- Schneider, David M. (1984). *A critique of the study of kinship*. Michigan: University of Michigan press, selected chapters. Pp. 57-66, 67-78, 79-94, 165-180.
- Shah, A.M, 1996, Is the joint household disintegrating?, EPW, March 2, vol.31 No9.Pp.537-542.
- Trautmann, T. R. and Lewis, Morgan Henry. (1987). *Invention of Kinship*. Berkeley: University of California Press Pp. 1-17, 179-204.
- Manjule, Nagraj, 2016, Sairat (Marathi- Film), Essel Vision Productions.
- Reinventing Family: The Rise of Non-Normative Households in South Korea | Paul Chang, Global Cornell, 26-aug-2022. https://youtu.be/Sddfi_i1Cvk

SOC 214: DIGITAL SOCIOLOGY

Course Objective:

To familiarize the student with digitization of society and assess its implications on everyday human experience. It also highlights the processes of digital communication and the interplay between internet, social media and society. The students will also be made aware of issues relating to surveillance, power disparities and politics of representation

Course Outcomes:

- Demonstrate a conceptual and practical understanding of the role of emerging digital technology in the analysis of social phenomena.
- Identify and reflect on key methodological, epistemic and normative issues raised by digital technologies and practices;
- Evaluate in practical terms the usefulness of digital platforms for the study of sociological phenomena;
- Develop reflexive skills regarding the innovative forms of participation and interactivity that digital technologies enable, and the potential of digital culture to transform society.

Unit I

Introducing the concepts

- Introducing Visual Culture and the process of ‘seeing’
- The Spectacles of Modernity
- Visual Environments and Representations

Essential readings:

- Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7- 33)
- Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7- 17)
- Fenske, Gail & Deryck Holdsworth, ‘Corporate Identity and the New York Office Building: 1895-1915’ In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City, 1900-1940*. Baltimore: Johns Hopkins UP, 1997.
- Foucault, Michel. ‘Panopticism’ In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)
- Mirzoeff, Nicholas. ‘The Right to Look, or, How to Think With and Against Visuality’ In *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP, 2011.
- Mitchell, W.J.T. ‘Showing Seeing: A Critique of Visual Culture’ In *Journal of Visual Culture*, August 2002 vol. 1 no. 2 165-180
- Roma Chatterji ‘Global Events and Local Narratives: 9/11 and the Chitrakaars’ In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103)

- Selwyn Neil ,What is Digital Sociology? Cambridge : Polity Press, 2019 (Introduction)
- Shohat, Ella and Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) The Visual Culture Reader. 2nd ed. London: Routledge, 2002. (p. 37-41)
- Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In Essays on Photographies and Histories. Amherst: University of Massachusetts, 1988

Unit II

Visual culture and the everyday

- Visual Practices and Identity Formation
- Visual Contestations
- Visual Culture of the everyday life

Essential readings:

- Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser and Monica Greco (ed) The Body: A Reader. London: Routledge, 2005.
- Eco, Umberto. On Ugliness. New York: Rizzoli, 2007. Print. pp. 8-20.
- Ranciere, Jacques. 'Problems and Transformations of Critical Art' In Aesthetics and Its Discontents. Cambridge, UK: Polity, 2009.
- Mally, Lynn. Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938. Ithaca: Cornell UP, 2000. p. 147-169
- Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In Economic and Political Weekly Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345
- MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in Visual Anthropology, 1992, 5 (2): 103-29.
- Certeau, Michel De. The Practice of Everyday Life. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)
- Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In Photos of the Gods: The Printed Image and Political Struggle in India. London: Reaktion, 2004. Pp. 181-200
- Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In Winterthur Portfolio. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

Unit III

Audio-visual ethnography

- Choosing the social context
- The choice of media
- Etic and Emic within the social and Ethical concerns

Essential readings:

- Latour, Bruno et al., 'The Whole is Always Smaller Than its Parts: A Digital Test of Gabriel Tarde's Monads,' *British Journal of Sociology*, 2013
- Mazumdar, Ranjani. *Bombay Cinema: An Archive of the City*. Minneapolis: University of Minnesota, 2007
- Ruppert, E., Law, J., and Savage, M., *Reassembling social science methods: The challenge of digital devices*. *Theory, culture & society*, 30(4), 22-46, 2013
- Marres, N, *Digital Sociology: the reinvention of social research*, Cambridge: Polity, 2017.
- Pinney, Christopher. *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago, 1997.

Unit IV

Engaging and representing through digital media

- Content creation and editing
- Identifying audience and presenting findings
- Reception and innovation

Essential readings:

- Becker, Howard S. 'Visual Sociology, Documentary Photography, and Photojournalism: It's (Almost) All a Matter of Context' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 74-85, 1995
- Collier, John and Malcom Collier, *Visual Anthropology: Photography as a Research Method*, University of New Mexico Press, Chaps 1, 2 and 3, 1986.
- Mead, Margaret, 'Visual Anthropology in a Discipline of Words' in *Principles of Visual Anthropology* (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp 3-10, 1995
- Pink, Sarah, *Doing Visual Ethnography*, Sage Publications Limited, Chaps 1 and 2, 2013
- Prosser, Jon & Dona Schwartz, 'Photographs within the Sociological Research Process' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 101-115, 1998.

SEMESTER IV

| Sl.No | Course Code | Title of the Course | Credits |
|--------------|-------------|---|---------|
| Major | | | |
| 1. | SOC 221 | Urban Sociology | 4 |
| 2. | SOC 222 | Media and Society | 4 |
| 3. | SOC 223 | Population and Society | 4 |
| Minor | | | |
| 4. | SOC 224 | Sociology of Health | 4 |
| | | (Summer Internship is initiated during holidays and continued in the next semester) | |
| | | Total | 16 |

SOC 221: URBAN SOCIOLOGY

Course Objective:

The course offers a broad trajectory of the development of Urban Sociology as a discipline with the most recent discourses in the area. The course will also pay special attention to consequences of urbanization, social structure in Urban Society and challenges in urban governance.

Course Outline:

Unit I

Emergence of Urban Sociology: Classical and Contemporary Perspectives

Essential Readings:

- Burges, E. E. (1962). *Urban Sociology*. New York: Free Press. Pp. 1-344.
- David A. Karp, Gregory P. Stone, William C. Yoels. (1991). *Being Urban: A Sociology of Urban Life*. London: Praeger. Pp. 3-23.
- Rajendra K. Sharma. (1997). *Urban Sociology*. New Delhi: Atlantic Publishers. Pp. 1-15, 50-56.
- Rao, M. S. A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman. Pp. 279-285.

Unit II

Theorizing Urban Space: Urban Space as Culture, Occupation, Population, economy and Ecology

Essential Readings:

- Harvey, David. (1989). *The Urban Experience*. Baltimore: John Hopkins Press. Pp. 1-293.
- Jayaram, N. (2017). *Social Dynamics of the Urban: Studies from India*. New Delhi: Springer. Pp. 1-14.
- Wirth, Louis. (1991). *Urbanism a Way of Life*. Irvington Publications. Pp. 1-24.
- Wilson R. A, and Schlutz David. (1978). *Urban Sociology*. London: Prentice Hall. Pp. 1-368.

Unit III

Contested Spaces and Identities of the Urban: Slums, Politics of Urban Development, Ghettoization

Essential Readings:

- Mahala, O. M. (2011). *Urban governance in India: emerging challenges in liberalized era*. New Delhi: Authors press. Pp. 1-272.
- Patel, Sujata & Kushal Deb (ed.) (2006). *Urban Studies*. Delhi: Oxford University Press. Pp. 1-494.
- Varshney, Ashutosh. (2002). *Ethnic conflicts and civic life: Hindus and Muslims in India*. New Delhi: Oxford University Press. Pp. 1-382.
- Castells, M. and Sheridan, A. (1977). *The Urban Question*. London: Edward Arnold. Pp. 1-502.
- Dharavi: A Slum In The Centre Of India's Financial Capital <https://www.youtube.com/watch?v=NEVWL4o95cw>
- City of God: Inside Brazil's Infamous Favela! <https://www.youtube.com/watch?v=-RAs-gZFFWA>

Unit IV

Urbanisation and Urbanism in India: The Colonial and Post-Independence Experience

Essential Readings:

- Shrivastava, A.K. (1989). *Urbanization: Concept & Growth*. New Delhi: H.K. Publishers. Pp. 1-27.
- Simon Parker. (2004). *Urban Theory and the Urban Experience: Encountering the City*. London: Routledge. Chapter-2, Pp. 8-26.
- Wirth, Louis. (1938). "Urbanisation as a Way of Life." *American Journal of Sociology*. Pp. 1-24.
- Bose, A. (1973). *Studies in India's Urbanization*. New Delhi: Tata Mc Graw Hill. Pp. 1-449.

Unit V

The Underbelly of Cities: Poverty and Crime and Street Culture segregation of cities

Essential Readings:

- Zukin, Sharon. (1995). *The Cultures of Cities*. London: Black well. Pp. 134-136.
- Simmel, George. (1976). *The Metropolis and Mental Life: The Sociology of Georg Simmel*. New York: Free Press. Pp. 1-28.
- Weber, Max et. al. (1966). *The city*. Free Press, New York. (Translation and edited by Don Martindale and Gertrud Neuwirth). Pp. 65-89.
- Davis, Kingsley (ed.) (1973). *Cities: Their Origin, Growth and Human Impact*. W.H Freeman and CO. San Francisco. Pp. 1-297.
- <https://www.nytimes.com/2001/05/13/nyregion/the-underbelly-of-a-city-in-transition.html>
- Srivastava, Sanjay. (2015). *Entangled Urbanism: Slum, Gated Community and Shopping Mall in Delhi and Gurgaon*. OUP.

Course Outcome: Students will get to explore the different theories on urban society. They will be able to understand urban space from different perspectives and how politics plays role around it.

Teaching Methods: The basic method of this course will be the lecture with chalk and board. Discussion on urban space and slums will be there, with the help of some documentaries and case studies.

Further Readings:

- Burges, E.E. (1962). *Urban Sociology*. New York: Free Press.
- Bose, Ashish. (1973). *Studies in India's Urbanization*. New Delhi: Tata McGraw Hill.
- Castells, Manuel and A. Sheridan. (1977). *The Urban Question*. London: Edward Arnold.
- David A. Karp, Gregory P. Stone, William C. Yoels, (1991). *Being Urban: A Sociology of Urban Life*. London: Praeger.
- Davis, Kingsley (ed.). (1973). *Cities: Their Origin, Growth and Human Impact*. W.H Freeman and CO. San Francisco
- Harvey, David. (1989). *The Urban Experience*. Baltimore: John Hopkins Press.
- Jayaram, N. (2017). *Social Dynamics of the Urban: Studies from India*. pp: 1-14. New Delhi: Springer.
- Wirth, Louis. (1991). *Urbanism a Way of Life*. Irvington Publications.
- Weber, Max et. al. (1966). *The City, Free Press, New York*. (Translation and edited by Don Martindale and Gertrud Neuwirth)
- Mahala, O. M. (2011). *Urban governance in India: emerging challenges in liberalized era*. New Delhi: Authorspress.
- Patel, Sujata & Kushal Deb (ed.). (2006). *Urban Studies*. Delhi: Oxford University Press.
- Rajendra K. Sharma. (1997). *Urban Sociology*. New Delhi: Atlantic Publishers.
- Rao M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Shrivastava, A.K. (1989). *Urbanization: Concept & Growth*. New Delhi: H.K. Publishers.
- Simmel, Georg. (1976). *The Metropolis and Mental Life: The Sociology of Georg Simmel*. New York: Free Press.
- Simon Parker. (2004). *Urban Theory and the Urban Experience: Encountering the City*. London: Routledge.
- Varshney, Ashutosh. (2002). *Ethnic conflicts and civic life: Hindus and Muslims in India*. New Delhi: Oxford University Press.
- Wilson R.A, and Schlutz David. (1978). *Urban Sociology*. London: Prentice Hall.
- Wirth, Louis. (1938). "Urbanisation as a Way of Life". pp: 1-24. American Journal of Sociology.
- Zukin, Sharon. (1995). *The Cultures of Cities*. London: Blackwell.

SOC 222: MEDIA AND SOCIETY

Course Objective:

Drawing upon various media including television, radio, books, film, and the internet, the course will examine the social, cultural and political underpinnings of media, the content of media messages, the relationship between media and the public, and the growth of new media technologies. The course assumes that mass media and the industries that produce media products play significant cultural and political roles in contemporary societies.

Course Outline:

Unit I

Interfacing Media with Society: Folk, Popular, Mass and alternate

Essential Readings:

- Burton, Graeme. (2011). *Media and Society*. New Delhi: Tata Mc Graw Hill. pp. 61-77
- Carah, Nicholas. (2021). *Media and Society: Power, Platforms and Participation*. Sage Publications. Pp. 34-64
- Easterine Kaire_ A Terrible Matriarchy_CET93.0FM, CET93.0FM Podcast, 29-Aug-2021 <https://youtu.be/4kgQXkxBoHk>
- India's Trans Community is Fighting for the Right to work, Transnational, VICE News, 29-Dec-2021 <https://youtu.be/eHX9y0-4UCA>

Unit II

Theoretical Approaches to Media Studies: Cultural Studies, Public Domain, Semiotics, Consumption, representation, production and dissemination.

Essential Readings:

- Appadurai, Arjun. (1996). *Modernity at Large; Cultural Dimensions of Globalization*, University of Minnesota Press. Pp. 66-88
- David, Inglis. (2005). *Culture and Everyday Life*. Pp.1-52,77-99. Routledge.
- Dissemination and Dissemination Strategies, IRL- Research and Science Course, 30-Aug-2019 <https://youtu.be/N14filsEJ7A>
- Ong, W. J. (1979). Literacy and Orality in Our Times. *Profession*, 1-7.
- Our Consumer Society, Then & Now, 9-June-2022 <https://youtu.be/wmDoUa4f-NM>

Unit III

Political economy of Media: Political Processes, Media and the State, Building Political Reality

Essential Readings:

- Carah, Nicholas. (2021). *Media and Society: Power, Platforms and Participation*. Sage Publications. Pp. 16-33.
- Herman, E. S., & Chomsky, N. (2010). *Manufacturing consent: The political economy of the mass media*. Random House. Pp. 1-36
- Katzman, L. (1993). The Politics of Media: Painting and Photography in the Art of Ben Shahn. *American Art*, 7(1), 61–87
- Rudolph, L. I. (1992). The Media and Cultural Politics. *Economic and Political Weekly*, 27(28), 1489–1496.
- Role of social media in politics- emerging ministry of truth, Dr. Nihar Amoncar, TEDx Talks. 30 Apr-2019. <https://youtu.be/mY6QWwzRkZk>

Unit IV

Globalization and Media: Neoliberalism, Visual Culture

Essential Readings:

- Hines, Jessica, (2002). Book review: Dwyer & Patel's “*Cinema India: visual culture of hindi film*”. *India today.in/magazine/Society and The Arts*
- Mitchell, W.J.T. (2002). Showing Seeing: A Critique of Visual Culture, *Journal of Visual Culture*, Vol. 1 (2): 165-181, Sage Publications, London/New Delhi
- Muley, Laura. (1975). Visual Pleasure and Narrative Cinema, *Screen*, Vol. 16, Autumn, pp. 6-18. Also in Mulvey (1989) *Visual and Other Pleasures*, New York: Palgrave
- Cinema as a medium of change in Society: Nagesh Kukunoor, TEDx Talks, 5-Apr-2014 <https://youtu.be/DzWjaWFLjgg>
- How the media affects the youth, Oda Faremo Lindholm, TEDx Talks, 10-Feb-2015 <https://youtu.be/HjnclEhy960>

Unit V

New Media: Technology, Creativity, Community, Internet, Alternative Identities and Virtual Realities

Essential Readings:

- Khan, Rand D. Keller. (2004). “*New Media and Internet Activism: From the “Battle of Seattle to Blogging”*”. Pp. 87-95. *New Media and Society*.
- Orłowski, Jeff (2020), *The Social Dilemma*, Netflix Film
- Williams, L. (1991). Film Bodies: Gender, Genre, and Excess. *Film Quarterly*, 44(4), 2–13.
- India’s Thriving Scam Industry: Before you Call Tech Support, *Undercover Asia*, 31-July-2022 <https://youtu.be/7CZReZ24-to>
- Teens, *Social Media and Technology* (Full Documentary), FRONTLINE PBS, 27-July-2019 <https://youtu.be/JqamKb7gTWY>

Course outcome: The course will enable the students to analyse the functions of media and communication systems and their effects on society. It will highlight the histories and connections between different media. Students will be able to make connections between and among the different elements influencing media.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Adorno, Theodor. (2001). *The Culture Industry*. London: Routledge. Pp.1-28, 98-106.
- Castells, M., & Cardoso, G. (1996). *The network society* (Vol. 469). oxford: blackwell. Pp. 3-22, 23-70
- Chaudhuri, Maitrayee (1979) Refashioning Indian; gender, media and a transformed Public Discourse, Orient Blackswan Private Limited, pp. 1-38, 134-156,219-238.
- Grossman, L. (2009). Iran Protests: Twitter, the Medium of the Movement. Time.com.
- Hall, Stuart, (1980). ‘*Cultural Studies: Two Paradigms*’, *Media, Culture and Society*2, pp. 57-72. Sage.
- Hasan, D. (2004). Out of the box: televisual representations of north-east India. *Sarai Reader, 4*, 126-129.
- Herman, Edward S. and Chomsky, Noam. (1988). *Manufacturing Consent: the political Economy of Mass Media*. pp.xi-viii,143-168.Pantheon Books.
- Knochel, A. D. (2013). Assembling Visuality: Social Media, Everyday Imaging, and Critical Thinking in Digital Visual Culture. *Visual Arts Research*, 39(2), 13–27
- Lindgren, Simon. (2021). *Digital Media and Society*. Sage Publications, UK. Pp.9-129.
- McLuhan, Marshall. (1964). *Understanding Media: The Extensions of Man*, London: Ark Paperbacks. Pp. 3-62.
- Mulvey, L. (2019). *Afterimages: on cinema, women and changing times*. Reaktion Books. Pp.18-24.
- Ritzer, G., & Malone, E. L. (2000). Globalization Theory: Lessons from the Exportation of McDonaldization and the New Means of Consumption. *American Studies*, 41(2/3), 97–118
- Said, Edward. (1981). *Covering Islam: How Media and Experts Determine How We See the Rest of the world*. pp. xi-xlix,2-68. New York: Pantheon.
- Uberoi, Patricia. (2006). *Freedom and Destiny: Gender, Family and Popular Culture in India*.pp.1-47,138-179. Oxford University Press.
- The Changing Face of Beauty in Northeast India, Short film Showcase, National Geographic, 15-Nov-2015<https://youtu.be/l-8EC1sHZmQ>
- How advertisements rewires kid’s Brain, The Story of Stuff Project, 26-Apr-2019 https://youtu.be/hGN1ZEABk_Y
- How Social Media is Shaping our Political Future, Victoria Bonney, TEDx Talks, 18-dec-2018<https://youtu.be/9Kd99IIWJUw>

SOC 223: POPULATION AND SOCIETY

Course Objective:

The course enables students to understand the demographic process and its interface in society. It acquaints the students with population trends and key issues of Population.

Course Outline:

Unit I

Conceptual and Theoretical overview: Interface between population society, Key Demographic concepts and theoretical approaches.

Essential Readings:

- Poston, L. Dudley & Micklin, Michael. (2005). *Handbook of Population*. Kulwer Academic/ Plenum Publishers. pp 1-16
- Birdsall, Nancy. & Sinding, W. Steven. (2001). *Population Matters*. How and why population matters (chapter). Oxford University Press. pp 3-22
- Weeks, John R. (2008). *Population: An Introduction to Concepts and Issues*. Wadsworth Cengage learning. 1-23, 59-99
- Kirk, Dudley. (1996). Demographic Transition Theory. *Taylor & Francis, Ltd. on behalf of the Population Investigation Committee* Vol. 50, No. 3, pp. 361-387.
- Charles Hirschman. (2005). "Population and Society: Historical Trends and Future Prospects." In Craig Calhoun, Chris Rojek, and Bryan S. Turner, (eds.) *The Sage Handbook of Sociology*, pp. 381-402. London: Sage Publications
- Malthus, Thomas Robert. (1986). *An Essay on the Principle of Population*. Chapters 1-2, pp. 01-11. London: William Pickering.
- Poston, Dudley L. and Leon F. Bouvier. (2010). *Population and Society: An Introduction to Demography*, First edition. New York: Cambridge University Press. Pp 3-15, 17-32.
- Conley, Dalton. 2017. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*, Fifth Edition. New York: W. W. Norton and Company. pp. 16-41

Unit II

Sources of demographic data and trends: Census, Vital Statistics and Sample surveys, Global and regional trends in population growth.

Essential Readings:

- Weeks, John R. (2008). *Population: An Introduction to Concepts and Issues*. Wadsworth Cengage learning. 25-57, 100-137
- Dudley L. Poston and Leon F. Bovier. (2010). *Population and Society: An Introduction to Demography*. Cambridge University Press –15-38
- <https://censusindia.gov.in/census.website>
- Gill, Mehar Singh. (2007). "Politics of Population Census Data in India." *Economic and Political Weekly*. 42 (3):241-49.

Unit III

Population dynamics: Fertility and Mortality transition, Measurements, theories and policies, Theories of Migration, politics of Migration

Essential Readings:

- Weeks, John R. (2008). *Population: An Introduction to Concepts and Issues*. Wadsworth Cengage Learning. 139-296
- Kalpana, H. S. & Bock, J. (2001). *Fertility Theory: Caldwell's Theory of Intergenerational Wealth Flows*. Elsevier Science Ltd. All rights reserved. Pp. 5557-5560.
- Omran, R. Abdel. (2005). The Epidemiologic Transition: A Theory of the Epidemiology of Population Change. *The Milbank Quarterly*, Vol. 83, No. 4. pp. 731-57. *Milbank Memorial Fund. Published by Blackwell Publishing*.
- Lee, S. Everett. (1966). A Theory of Migration. *Demography*, Vol. 3, No. 1. pp. 47-57.
- Castles, Stephen. (2003). 'The International Politics of Forced Migration', *Development*. Springer. 46(3):11-20
- Visaria, Pravin and Visaria, Leela. (2006). 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*. New Delhi: Oxford University Press. pp. 61-77.

Unit IV

Debates on population growth and control: Role of State and Market

Essential Readings:

- S. Sudha and S. Irudaya Rajan, (1999), Female Demographic Disadvantage in India 1981-1991: Sex Selective Abortions and Female Infanticide. *Development and Change* Vol. 30 585-618. *Institute of Social Studies. Blackwell Publishers Ltd, 108 Cowley Rd, Oxford OX4 1JF, UK*.
- Mary E. John, Ravinder Kaur, Rajni Palriwala Saraswati Raju, Alpana Sagar, (2008) *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana, and Punjab*. Action Aid (Delhi).
- Steven W. Sinding (2000). The Great Population Debates: How Relevant Are They for the 21st Century? *American Journal of Public Health* December. Vol. 90, No. 12: 1841
- Mytheli, Sreenivas. (2009). "Population Bomb? The Debate over Indian population". *Origins: Current Events in Historical Perspective*. <https://origins.osu.edu/article/population-bomb-debate-over-indian-population?>
- Toney, M.B., Stinner, W.F. & Kim, Y. (1981). The population debate: A survey of opinions of a professional organization's membership. *Population and Environment*. Springer. Vol.4, No.3. 156-173
- Karkai Malini. (1998). *Population Control: State-Sponsored Violence against Women*. CEHAT, Mumbai.
- Gupta, Jyotsna Agnihotri. (2000). *New Reproductive Technologies: Women's Health and Autonomy: Freedom or Dependency?*. Sage Publications, New Delhi.
- Rao, Mohan. (2000). *Family Planning Program: Paradigm Shift in Strategy*. *Economic and Political Weekly*. 35(49). 4317-4322.

Course outcome: By the end of this course students will be able to identify trends in human populations, compare causes and consequences of demographic changes and will be able to understand contemporary demographic changes.

Teaching Methods: Lecture, Review of articles, Documentaries, Group discussion and analysing secondary data.

Further Readings:

- Asha, Bhende & Tara, Kanitkar. (2003). Principles of Population Studies. Bombay: Himalaya Publishing House.
- Bose, Ashish. (1991). Demographic diversity of India. Delhi: B.R. Publishing Corporation.
- Cox, Peter Richmond. (1950). Demography. pp. 01-08. University of California Press.
- Finkle, Jason, L & C Alison McIntosh. (ed) (1994). The New Policies of Population. New York: The Population Council.
- Furedi, Frank. (1997). Population and Development: A Critical Introduction. pp. 40-55. Oxford: Polity Press.
- Heer, David M. and Grigsby, Jill S. (1992). Fertility, Society and Population. pp. 46-61. New Delhi: Prentice Hall.
- Poston, Dudley L. & Bouvier Leon F. (2010). An Introduction to Demography. Cambridge University Press
- Weeks, John R. (2008). Population: An Introduction to Concepts and Issues. Wadsworth Cengage learning.
- Castles, Stephen. (2003). 'The International Politics of Forced Migration', Development. Springer. 46(3): 11-20.
- Gill, Mehar Singh. (2007). "Politics of Population Census Data in India." Economic and Political Weekly. 42 (3): 241-49.
- Government of India. (2000). National Population Policy. New Delhi
- (<http://www.populationcommission.nic.in/facts1.htm>).

SOC 224: SOCIOLOGY OF HEALTH

Course Objective:

This course provides general understanding of sociological aspects of medicine and health. It also familiarizes the students with the health policy and planning in India.

Course Outline:

Unit I

Conceptual and theoretical discourses: Development of Sociology of Health, the body, Sick Role, Illness as Deviance, Stigma, Birth of the Clinic

Essential Readings

- Arnold, David. (1993). *Colonizing the Body- State, Medicine and Epidemic Disease in Nineteenth Century India*. California: University of California Press. Chapter 1.
- Bury, Michael. (1997). *Health and Illness in a Changing Society*. London: Routledge. Pp. 77-109.
- Butler, Judith. (1993). *Bodies that Matter- On the Discursive Limits of Sex*. New York: Routledge. Pp. 21-50.
- Cockerham, William. C. (14th Ed.) (2016). *Medical Sociology*. New York: Routledge. Pp. 147-153, 188-203, 212-216, 271-275.
- Foucault, Michel. (1963). *The Birth of the Clinic- An Archaeology of Medical Perception*. London: Routledge.

Unit II

Social Inequalities and Health Status: Gender, Caste, Class, Religion, ageing

Essential Readings:

- Bartley, Mel. (2016). *Health Inequality: An Introduction to Concepts, Theories and Methods*. Chapter: 1,8,9,10.
- Bury, Michael, and Jonathan Gabe (ed.) (2004). *The Sociology of Health and Illness A Reader*. London: Routledge. Pp. 61-172.
- Dalal, K, Ajit and Subha Ray (ed.) (2005). *Social Dimensions of Health*. Jaipur: Rawat Publications. Pp. 1-37.

Unit III

Health Problems and Stigma: Epilepsy, AIDS, Dementia, Mental Health, COVID-19.

Essential Readings:

- Link, Bruce G and Jo C. Phelan. (2001). 'Conceptualising Stigma'. *Annual Review of Sociology*. 27. 363-385.
- Mason, Tom et al. (ed.) (2001). *Stigma and Social Exclusion in Health care*. London: Routledge. Pp. 1-14, 117-125, 265-269.
- Thoits, Peggy. A. (2005). "Differential Labeling of Mental Illness by Social Status: A new look at an old problem." *Journal of Health and Social Behavior*. 46(91). 102-119
- <https://www.sciencedirect.com/science/article/pii/S0890406521000578?via%3Dihub>

Unit IV

Health and Development: Health planning and policy of India, Alternative medicine, Privatisation and Commercialisation of Health care facilities

Essential Readings:

- Bode, M. (2008). *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry*. Delhi: Orient Blackswan. 1980-2000.
- Park. K. (21thEd.) (2011). *Park's text book of Preventive and Social Medicine*. Jabalpur: Banarsidas Banot Publishers. Pp. 12-22,43-46, 640-643,821-826.
- Purohit, Brijesh C. (2020). *Economics of Public and Private Healthcare and Health Insurance in India*. New Delhi: Sage Publications.
- Pati, Biswamoy and Mark Harrison (ed.). (2001). *Health, Medicine, and Empire*. New Delhi: Orient Longman Ltd. Pp. 1-36, 37-87.

Course Outcome: By the completion of this course, students will be able to analyse the varied discourses on health and illness. They will be able to evaluate the inequalities in the accessibility of health and healthcare facilities in various social contexts.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Baru, Rama V. (2003). "Privatization of Health Services: A South Asian Perspective." *Economic and Political Weekly*. 38 (42). 4433-4437.
- Deborah, L. (2012). *Medicine as Culture: Illness, Disease, and the Body*. London: Sage.
- George, M. (2010). Voice of Illness and Voice of Medicine in Doctor-Patient Interaction. *Sociological Bulletin*. 159-178.
- Govt. of India. 2002. National Health Policy II, New Delhi: Ministry of Health and Finance.
- Kutty, Raman V. (1999). *A Premier of Health Systems Economics*. New Delhi: Allied Publishers. Pp. 14-38.
- IPHS.(2022).Ministry of Health and Family Welfare, Govt of India.
- National Health Policy. (2017). Ministry of Health and Family Welfare, Govt. of India.

- Rao S.P. Ranga. (1993). *Administration of Primary Health Centers in India*. New Delhi: Mittal Publications. Pp. 14-36.
- Sujatha, V. (2014). *Sociology of Health and Medicine*. New Delhi: Oxford University Press.
- Nagla, Madhu. (2018). *Sociology of Health and Medicine*. New Delhi: Rawat
- Mahal, Ajay, Bibek Debroy and Laveesh Bhandari (ed.) *Indian Health Report 2010*. New Delhi: Business Standard Books. Pp: 109-126. 16.
- Nettledon, Sarah. (2006). *The Sociology of Health and Illness*. Cambridge: Polity Press.
- Palit, Chittabrata and Achintya Dutta (ed.) (2005). *History of Medicine in India the Medical Encounter*. Delhi: Kalpaz Publications. Pp. 11-33, 159-176, 207-218.
- Schneider, Mary Jane. (2ndEd.) (2006). *Introduction to Public Health*. Sudbury: Jones and Bartlett Publishers. Pp. 3-16.
- Thomas, Richard. K. (2002). *Society and Health- Sociology for Health Professionals*. New York: Kluwer Academic Publishers. Pp. 213-246, 125-154.

SOC 225: TRIBAL SOCIETY IN INDIA

Course Objective:

The course provides a comprehensive history on the categorization of the 'tribal' society. It introduces the student to understand the demographic features, social structure and cultural patterns. It also seeks to enable the students to understand the problems of tribal people and the welfare policies available.

Course Outline:

Unit I

Conceptual Overview: Tribe-Caste, Scheduled Tribe, De-notified Tribe, PVTG, Indigenous People; Mapping tribes in India: Racial, linguistic and regional and Demographic Profile

Essential Readings:

- Xaxa, Virginius. 'Tribes in India' in Veena Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press. 373-408.
- Subba, Tanka. (2016). *From Caste to Tribe: An Autobiographical Essay*. In Sundar, Nandini. 2016. *The Scheduled Tribes and Their India*. The Oxford University Press, Unit. 2
- Xaxa, Virginius. (2008). *State, Society and Tribes: Issues in Post-Colonial India*. Pearson. Pp: 1-12, 28-40.
- Bokil, M. (2002). De-Notified and Nomadic Tribes: A Perspective, *Economic and Political Weekly*. 37 (2).148-154

Unit II

Tribal Culture and Territory: Language, Religion and Identity, Gender, Youth, Kinship

Essential Readings:

- Elwin. V. (1990). *The Tribal World of Verrier Elwin: An Autobiography*. Delhi: Oxford University Press. Chapter 1
- Xaxa, Virginius. (2008). *State, Society and Tribes: Issues in Post-Colonial India*. Pearson. Pp. 74-86, 101-112, 113-128.
- Kannada Movie- Kanthara
- <https://www.survivalinternational.org/tribes/sentinelese>

Unit III

Deprivation and Resistance: land alienation, Food Security and livelihood, displacement

Essential Readings:

- Govinda Chandra Rath (ed.). (2006). *Tribal Development in India: The Contemporary Debate*. New Delhi, Sage Publications. Pp: 112-132, 218-238, 169-181
- Prasad, Archana. (2016). *Tribal Livelihood and the Agrarian Crises*. In Sundar, Nandini. 2016. *The Scheduled Tribes and Their India*. The Oxford University Press. Unit.22

- <https://www.survivalinternational.org/tribes/tigerreservetribe>
- <https://www.survivalinternational.org/tribes/jenu-kuruba>
- <https://www.survivalinternational.org/tribes/jarawa>

Unit IV

State, Welfarism and Social Change: Changing approaches to tribal development- Pre & Post- Independence, Forest Regulation and Policy, PESA, Social Mobility and rise of elites among tribes

Essential Readings:

- Govinda Chandra Rath (ed.) (2006). *Tribal Development in India: The Contemporary Debate*. New Delhi, Sage Publications. Pp. 65-91.
- McDuie-Ra, Duncan. (2016). *Cosmopolitan Tribals: Frontier Migrants in Delhi*, In Sundar, Nandini. 2016. *The Scheduled Tribes and Their India*. The Oxford University Press. Unit.26.
- Sarin, Madhu. (2016). *India's Forest Tenure Reforms, 1992-2012*, in In Sundar, Nandini. 2016. *The Scheduled Tribes and Their India*. The Oxford University Press. Unit. 17.
- Strumpell, Christian. (2016). *The Making and Unmaking of an Adivasi Working Class in Western Orissa*, In Sundar, Nandini. 2016. *The Scheduled Tribes and Their India*. The Oxford University Press. Unit. 25
- Xaxa, Virginius. (2016). *Protective Discrimination: Why Scheduled Tribes Lag Behind Scheduled Castes*. In Sundar, Nandini. 2016. *The Scheduled Tribes and Their India*, The Oxford University Press. Unit. 14

Course Outcome: Upon successful completion of this course, the students would be able to understand the Diversity of Indian tribes in various aspects of their social life. It helps them to develop a perspective on the life, struggles and social change of indigenous communities in India.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Beteille, A. (1998). The Idea of Indigenous People. *Current Anthropology*.39.187-191.
- Haimendorf, Christoph von. (1982). *Tribes of India: The Struggle for Survival*. Oxford University Press.
- Munshi, I. (2007). *Adivasi Life Stories: Context, Constraints, Choices*. New Delhi: Rawat Publications.
- Padel, Felix. (2009). *Sacrificing People: Invasions of a Tribal Landscape*. Hyderabad: Orient Blackswan.
- Pati, B. (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.
- Xaxa, V. (1999). "Tribes as Indigenous People of India." *Economic and Political Weekly*.

SEMESTER V

| Sl.No | Course Code | Title of the Course | Credits |
|--------------|--------------|----------------------------------|---------|
| Major | | | |
| 1. | SOC 311 | Pioneers of Indian Sociology | 4 |
| 2. | SOC 312 | Methods of Sociological Research | 4 |
| 3. | SOC 313 | Social Movements in India | 4 |
| 4. | SOC 314 | Internship | |
| Minor | | | |
| 5. | SOC 315 | Social stratification | 4 |
| | Total | | 20 |

SOC 311: PIONEERS OF INDIAN SOCIOLOGY

Course Objective:

The course exposes the students to the contribution of sociologists who have built-Up sociology in India.

Course Outline:

Unit I

Indological and Civilizational Perspectives: G.S Ghurye, Irawati Karve, Surajit Sinha and Radhakamal Mukherjee

Essential Readings:

- Karve, Irawati.(1961). Hindu Society: An interpretation. Poone: Deccan College. Pp. 15-130
- Ghurye, G.S. (1950). Caste, Class and Occupation. Bombay: Popular Prakashan. Pp.- 01-356
- Ghurye, G.S. (1945). Culture and Society. Bombay: Popular Prakashan
- Mukerjee, R.K. (1926).The Rural Economy of India: London: Longmans, Green & Co.; Publication. Pp. 1-8, 57-83, 141-163, 215-230.

Unit II:

Structural-Functional Perspective: S.C. Dube and M.N. Srinivas

Essential Readings:

- Dube, S.C. (2005). Indian Society. New Delhi: National Book Trust. Pp. 1-106
- Dube, S.C. (1995). Indian Village. London: Routledge. Chap. 01, 02, 04, 05, 08.
- Dube, S.C. (1958). India's Changing Village. London: Routledge. Chap. 01, 02, 03.
- Srinivas, M.N. (1980). India: Social Structure. New Delhi: Hindustan Publishing. Chap. 01, 02.
- Srinivas, M. N. (1963.). Social Change in Modern India. California Berkeley: California University Press. Pp. 01-95.

Unit III

Marxist Perspective: D. P Mukherjee, A. R Desai

Essential Readings:

- Mukerjee, D.P. (1958). Diversities. Delhi: Peoples Publishing House.
- Desai, A.R. (1948). Social Background Of Indian Nationalism Ed. 1 st . Bombay: Popular Press. Pp: 7-351

- Desai, A.R. (2005). Rural India in Transition. Bombay: Popular Prakashan. Pp. 01-46.

Unit IV

Subaltern Perspective and the Sociology of the Adivasis: B.R Ambedkar, and Ranajit Guha-

Essential Readings:

- Ambedkar, B. R. (Bhimrao Ramji), 1891-1956. (1990). Annihilation of caste: an undelivered speech. New Delhi: Arnold Publishers.
- Sarkar, Sumit. (1997). “The Decline of the. Subaltern in Subaltern Studies”. Delhi: Oxford University Press

Unit V

Feminist Perspective: Leela Dube, Neera Desai, Gail Omvedt and Sharmila Rege

Essential Readings:

- Omvedt, G. (1995). Dalit Visions: The Anti-caste movement and Indian Cultural Identity. Orient Longman. Pp. 01-34.
- Dube, Leela et. al. (eds.) (1986). Visibility and Power. Essays on Women in Society and Development. New Delhi: OUP. Pp. 03-15, 22-54, 107-136, 287-300, 324-341.
- Rege, Sharmila. (2013). Against the Madness of Manu: B R Ambedkar’s writings on Brahmanical patriarchy: Delhi: Narayana Publisher. pp. 01-226.
- Nair, Janaki. (1994). On the Question of Agency in Indian Feminist Historiography. Gender & History.

Course Outcome: After this course, students will be able to understand how Indian sociologists have understood the Indian society and what are their important theories and contributions the sociological discourse. Students will also be familiarized with the different perspectives to look at society such as Indological, Feminist, Subaltern, etc.

Teaching Methods: Method of this course will be lecture and instructions with the help of chalk and board. Review of literature will be there to make students familiar with the original texts of the sociologists.

Further Readings:

- Singh, Yogendra. (1973). Modernization of Indian Tradition. Delhi: Thomson Press.
- Majumdar, D. N. (1958). Races and Culture of India. Bombay: Asia Publishing House.
- Oommen, T.K. and Mukherjee, P. N. (1986). Indian Sociology: Reflections and Introspections. Bombay: Popular Prakashan.
- Andre, Beteille. (1974). Essays in Comparative Sociology. New Delhi: Oxford University Press.
- Uma Chakravarti. (2018). Gendering caste: through a feminist lens, SAGE Publications, New Delhi.

SOC 312: METHODS OF SOCIOLOGICAL RESEARCH

Course Objective:

This course is designed to offer an introduction to students to the process of researching society and culture. On the completion of this course, students will be acquainted with the Principles and methods of qualitative and quantitative research in investigating sociological phenomena.

Course Outline:

Unit I

Sociological Inquiry: Foundations and Dialectics of Social Research, the interrelation of problems, theories, facts and methods, Debating the Relevance of Scientific methods for social sciences, Quantitative and Qualitative methods, Process of Doing Social Research

Essential Readings:

- Bulmer, Martin. (1984). *Sociological Research Methods: An introduction*, 2nd edition, Macmillan Education Ladyland. PP.15-28.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research*, 7th edition, SAGE Publications Inc, USA. PP1-6.
- Babbie, Earl. (2020). *The Practice of Social Research*, 15th edition. Wadsworth Publishing Co Inc., USA. pp.29-57.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press. pp.65-66.
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research*, McGraw-Hill Book Company INC, New York. pp.7-17.
- Seal, Clive. (2018). *Researching Society and culture*, 4th edition, SAGE Publications Ltd, UK (pp.70-104)

Unit II

Formulating Research Design and Hypothesis, Types of research design & hypothesis, Characteristics, sources & functions of hypothesis

Essential Readings:

- Blumer, Martin. (1984). *Sociological Research Methods: An Introduction*, 2nd edition Macmillan Education Ladyland (pp.1-8)
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research*, McGraw-Hill Book Company INC, New York. pp.56-73. pp.92-102.
- Seal, Clive. (2018). *Researching Society and culture*, 4th edition, SAGE Publications Ltd, UK. pp.231-275.

Unit III

Sampling Design, Census Vs. Sampling, Sampling Design for Quantitative Research, Sampling Design for Qualitative Research

Essential Readings:

- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research*, 7th edition, SAGE Publications Inc, USA pp.135-170.
- Babbie, Earl. (2020). *The Practice of Social Research*, 15th edition. Wadsworth Publishing Co Inc., USA. pp. 187-212.
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research*, McGraw-Hill Book Company INC, New York pp. 209-231.
- Seal, Clive (2018). *Researching Society and culture*, 4th edition, Sage Publications Ltd, UK. pp. 338-379

Unit IV

Quantitative Methods Questionnaire, Interview Survey, Telephone Survey & online survey, Content Analysis, Analyzing Existing Statistics

Essential Readings:

- Goode, William & Paul, Hatt. (1952). *Methods in Social Research*, McGraw-Hill Book Company INC, New York. pp.132-169. pp. 170-183.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press. pp.110-115.
- Bulmer, Martin. (1984). *Sociological Research Methods: An Introduction*, 2nd edition, MacMillan Education LTD, London. pp.53-82.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research*, 7th edition, SAGE Publications Inc, USA. pp. 229-279.

Unit V

Qualitative methods Observation, Interviews, Case Study Focus Group Discussion, Ethnography, Unobtrusive Online Research

Essential Readings:

- Goode, William & Paul, Hatt. (1952). *Methods in Social Research*, McGraw-Hill Book Company INC, New York. pp. 119-131, pp.184-208, pp.313-340.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press. pp. 105-110.
- Seal, Clive. (2018) *Researching Society and culture*, 4th edition, SAGE Publications Ltd, UK. pp.417-460, pp.462-495, pp.497-532, pp.534-569, pp.671-699.
- Bulmer, Martin. (1984). *Sociological Research Methods: An Introduction*, 2nd edition, MacMillan Education LTD, London. pp. 105-112.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research*, 7th edition, SAGE Publications Inc, USA. pp. 280-319.

Course Outcome: This course will make students to understand the difference between

practice and theory. Students will be familiarized with the social research and more importantly how one can approach the social research.

Teaching Methods: Chalk and board, Instructions, Lecture, Discussion and Reflection from Students.

Further Readings:

- Bulmer, Martin. (1984). *Sociological Research Methods: An Introduction*, 2nd edition Macmillan Education London (pp.1-8)
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research*, McGraw-Hill Book Company INC, New York. pp. 56-73. pp.92-102.
- Seal, Clive. (2018). *Researching Society and culture*, 4th edition, SAGE Publications Ltd, UK. pp. 231-275.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research*, 7th edition, SAGE Publications Inc, USA. pp. 280-319.
- Babbie, Earl. (2020). *The Practice of Social Research*, 15th edition. Wadsworth Publishing Co Inc., USA. pp. 187-212.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press.

SOC 313: SOCIAL MOVEMENTS IN INDIA

Course Objective:

This course aims to inculcate students with sociological perspectives to study social movements. It provides an overview of conceptual and theoretical issues in the study of social movements. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period.

Course Outline:

Unit I

Conceptualizing Sociology of Social Movements: Emergence of Social Movements as a subject of Sociological enquiry

Essential Readings:

- Oommen, T.K. (ed.) (2010). *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp. 1-44.
- Rao, M.S.A. (ed.) (2004). *Social Movements in India*. New Delhi: Manohar Publishers and Distributors. Pp. 1-16.
- Shah, Ghanshyam. (2004). *Social Movements in India: A review of Literature*. New Delhi: Sage Publications. Pp:
- Tilly, Charles. (2004). *Social Movements*. Routledge. pp:
- Ruggiero, Vincenzo. & Nicola, Montagna. (2008). *Social Movements: A Reader*. Routledge Publications. Pp.

Unit II

Theoretical Approaches: Relative Deprivation, Resource Mobilization and New Social Movements and Contemporary Debates

Essential Readings:

- Buechler, S. (1995). New Social Movement Theories. *The Sociological Quarterly*. 36(3). 441-464.
- Cohen, Jean. L. (1985). Strategy or identity: New theoretical paradigms and contemporary social movements. *Social research*. 663-716.
- Goodwin, Jeff & Jasper, James. M. (Eds.). (2014). *The social movements reader: Cases and concepts*. John Wiley & Sons.
- Gurney, Joan Neff, and Kathleen J. Tierney. (1982). 'Relative Deprivation and Social Movements: A Critical Look at Twenty Years of Theory and Research.' *The Sociological Quarterly*. 23(1). 33- 47.
- Jenkins, J. Craig. (1983). 'Resource Mobilization Theory and the Study of Social Movements.' *Annual Review of Sociology*. 9 (1983). Pp. 527-555.

Unit III

Towards Equality: Gender, Class, Caste, Tribe, and Environment

Essential Readings:

- Agnihotri, Indu and Vina, Mazumdar. (2010). 'Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990's in T.K. Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp.181-202.
- Baviskar, A. (1995). *In the belly of the river: Tribal conflicts over development in the Narmada Valley*. Delhi: Oxford University press.
- Brass, Tom. (ed.) (1995). *New Farmers Movement in India*. Essex: Frank Cass. Pp. 3-26.
- Mukherji, Partha. (2010). 'Naxalbari Peasant Movement' in T.K. Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp.72-87.
- Omvedt, Gail. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage.
- Pandian, M.S.S. (1996). 'Towards National-Popular: Notes on Self-Respecter's Tamil.' *Economic and Political Weekly*. 31(51). 3323-3329.
- Sangharsh. (2018). Documentary film (<https://vimeo.com/364462260>)

Unit IV

Quest for Autonomy: Regional and State Formation Movements

Essential Readings:

- George, Sudhir Jacob. (1994). 'The Bodo Movement in Assam: Unrest to Accord.' *Asian Survey*, 34 (10). 878-892.
- Nathan, Dev. (2003). 'Jharkhand: Factors and Future' in Munda, Ram Dayal and Mullick S, Bosu (ed.) *The Jharkhand Movement: Indigenous People's Struggle for Autonomy in India*. Denmark: International Work-Group for Indigenous Affairs. Pp: 119-130.
- N, D. (1988). 'Factors in the Jharkhand Movement.' *Economic and Political Weekly*. 23(5). 185-187.
- Pathania, Gaurav J. 'Regional Movement in Democracy: The Case of Telangana,' in deSouza et.al (ed.). *Companion to Indian Democracy: Resilience, Fragility and Ambivalence*. Routledge. Pp:
- Ram, M. Kodanda. (2007). 'Movement for Telangana State: A Struggle for Autonomy.' *Economic and Political Weekly*. 42 (2). 90-94.

Unit V

Movement and Social Change: State, Policies, Development and Change

Essential Readings:

- Balagopal, K. (2001). 'The Constitution and Social Movements.' *Indian Journal of Human Rights*. January-December.
- <https://balagopal.org/the-constitution-and-social-movements-indian-journal-of->

human- rights-january-december-2001/

- Berberoglu, Berch. (ed.) (2019). *The Palgrave Handbook of Social Movements, Revolution and Social Transformation*. Palgrave Macmillan. Pp. 1-13.
- Bhattacharya, Niloshree and Jairath. (2012). 'Social Movements, 'Popular' Spaces and Participation: A Review.' *Sociological Bulletin*. 61(2). 299-319.
- Ray, Raka, and Mary Fainsod Katzenstein(eds.) (2005). *Social Movements in India: Poverty, Power, and Politics*. UK: Rowman and Littlefield. Pp.
- Schaeffer. (2014). '*Social Movements and Global Social Change: The Rising Tide.*' UK: Rowman and Littlefield. Pp. 1-18.

Course Outcome: On successful completion of this course, students will be able to understand the conceptual and theoretical aspects of social movements. It will help them to develop a sociological perspective on the major social movements that happened in India at different time periods and the resultant transformations in Indian society.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Butalia, Urvashi. (2002). 'Confrontation and Negotiation: The Women's Movement's Responses to Violence Against Women' in Karin Kapadia (ed.) *The Violence of Development: Politics of Identity, Gender, and Social Inequalities*. Pp.207-234. New Delhi: Kali for Women.
- Hardgrave, Robert. (1965). *The Dravidian Movement*. Bombay: Popular Prakasam.
- Mullick, S. Bosu. (1993). 'The Jharkhand Movement: A Historical Analysis' in Mrinal Miri (ed.) *Continuity and Change in Tribal Society*. Shimla: Indian Institute of Advanced Studies. Pp.447-465.
- Omvedt, Gail. (1971). Jyotirao Phule and the Ideology of Social Revolution in India. *Economic and Political Weekly*. 6(37).1969-1979.
- Oommen, T.K. (2010). 'Protests against Displacement and Development Projects' in T.K. Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp. 317-335
- Shiva, Vandana. (2010). 'Ecology Movements in India' in T.K. Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp.275-296.
- Sinha, Surajit. (2010). 'Tribal Solidarity Movements' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. New Delhi: Oxford University Press. Pp.209-222.
- Pandian, M.S.S. (2007). *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
- Sen, Samita. (2002). 'Towards a Feminist Politics? The Indian Women's Movement in Historical Perspective' in Karin Kapadia (ed.) *The Violence of Development: Politics of Identity, Gender, and Social Inequalities*. New Delhi: Kali for Women. pp.459-524.
- Tarrow, S. (3rd-Ed.). (2011). *Power in Movement: Social Movements and Contentious Politics*. Cambridge: Cambridge University Press. Pp.459-524.

SOC 314: SOCIAL STRATIFICATION

Course Objective:

The objective of this paper is to develop a critical understanding of the approaches, theories and dimensions of social stratification. It contextualizes social stratification in a caste-class-gender framework.

Course Outline:

Unit I

Conceptual Issues: Inequality, Hierarchy, Differentiation, Social Exclusion

Essential Readings:

- Grusky, David B. (Ed). (2014). *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder: Westview Press.
- Gupta, Dipankar, (Eds.). (1991). *Social Stratification*. New Delhi: Oxford University Press, pp. 339-352, 454-470, 471-491.
- Giddens, Anthony. (1991). *Introduction to Sociology*. New York W.W. Norton. (Chapter 7).
- Beteille, Andre. (2002). *Antinomies of Society: Essays on Ideologies & Institutions*. Delhi: Oxford University Press. (Chapter 1).

Unit II

Theories: Functionalism, Marxian and Weberian Theory

Essential Readings:

- Davis, Kingsley and Wilbert E. Moore. (1944). 'Some Principles of Stratification', *American Sociological Review*, Vol. 10, No. 2, pp. 242-249.
- Grusky, David B. (Ed). (2014). *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder: Westview Press.
- Marx, Karl. (1966). 'A Note on Classes'. in R. Bendix and S.M. Lipset. eds. *Class, Status and Power*. London: Routledge and Kegan Paul.
- Weber, Max. (1991). 'Class, Status and Party'. in Dipankar Gupta. ed. *Social Stratification*. Delhi: Oxford University Press.
- Tumin, Melvin. (1999). *Social Stratification- The Forms and Functions of Social Inequality*. New Delhi: Prentice Hall, pp. 12-23.

Unit III

Forms of Stratification: Caste, Class, Gender, Race and Disability

Essential Readings:

- Beteille, Andre. (1971). *Caste, Class and Power: Changing Patterns of Stratification in Tanjore Village*. New York: University of California Press.
- Dube, Leela. (1996). 'Caste and Women'. in M.N. Srinivas. Ed. *Caste: It's Twentieth Century Avatar*. New Delhi: Viking.
- Chaudhuri, Maitrayee. (2003). 'Gender in the Making of the Indian Nation-State'. in Sharmila Rege. ed. *Sociology of Gender*. New Delhi: Sage Publication.
- Grusky, David B. (Ed). (2014). *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder: Westview Press.
- Karna, G.N. (2001). *Disability Studies in India: Retrospects and Prospects*, New Delhi: Gyan Publishing House. Pp. 17-173.

Unit IV

Stratification and Social Mobility: Conditions and Consequences of Social Mobility, Social mobility in caste and class, Social mobility and social changes

Essential Readings:

- Lipset, Seymour and Bendix, Reinhard. (1959). *Social Mobility in Industrial Society*, Berkeley: University of California Press. pp. 1-49.
- Majumdar, Rajarshi. (2013). *Intergenerational Mobility*. New Delhi: Springer. Pp. 23-31, 45-58.
- Sorokin, P.A. (1959). *Social and Cultural Mobility*. Glencoe: The Free Press, pp.11-22,133-163.
- Srinivas, M.N (1996). *Caste: Its Twentieth Century Avatar*. New Delhi: Penguin. (Introduction Chapter) and pp. 1-110.

Unit V

Recent Debates in Inclusion and Exclusion: Globalisation, Privatisation, Affirmative Action

Essential Readings:

- Kennedy-Dubourdieu, Elaine. (2006). *Race and Inequality: World Perspectives on Affirmative Action*. London: Routledge. Chapter 3.
- Scholte, Jan Aart. (2000). *Globalization: A Critical Introduction*. New York: Palgrave Macmillan. Pp. 1-121, 122-224, 279-382.
- Stiglitz, Joseph. (2002). *Globalisation and its Discontents*. New York: W.W Norton & Company, pp. 3-22.
- Weisskopf, Thomas E. (Ed.). (2004). *Affirmative Action in the United States and India: A Comparative Perspective*. London: Routledge. Chapter 1, 2,
- Jaffrelot, Christophe. (2006). The Impact of Affirmative Action in India: More Political than Socioeconomic, *India Review*, 5:2, 173-189, DOI: 10.1080/14736480600824516.

Course Outcome: The purpose of this paper is to explain how the field of stratification has developed and where it currently stands. The paper describes the contours of inequality and explains its causes. To this end, it helps to understand several questions around which the field of stratification has developed: What have been the major forms of inequality in human history? Is some amount of inequality an inevitable feature of human life? Why is income inequality increasing in so many countries?

Teaching Methods: Teacher for this course shall use different teaching methods that can reach all students effectively. The objective is to achieve the learning outcomes through systematic teaching methods. The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment.

Further Readings:

- Aron, R. (1969). Two Definitions of Class. In Andre Beteille (ed.) *Social Inequality: Selected Readings*. Bristol: Penguin Books Limited, pp. 16-44.
- Beteille, A. (1990). Race, Caste and Gender. *Economic and Political Weekly*, Vol. 25, No. 3, pp. 489-504.
- (1996). Caste in Contemporary India. In C.J. Fuller (ed.) *Caste Today*. Delhi: Oxford University Press, pp. 150-179.
- (1991). 'Caste, Class and Power' in Gupta, Dipankar (Eds.) *Social Stratification*. New Delhi: Oxford University Press, pp.339-352.
- Dahrendorf, R. (1969). On the Origin of Inequality among Men. In Andre Beteille (ed.) *Social Inequality: Selected Readings*. Bristol: Penguin Books Limited, pp.16-44.
- Deshpande, Satish. (1999). 'Caste and Census'. *Sociological Bulletin*, Vol. 48, No. ½, pp. 257-262.
- Deshpande, Satish. (2013). 'Caste and Castelessness-Towards a Biography of the 'General Category'', *Economic and Political Weekly Issue*. Vol. 48, No. 15, pp. 32-39.
- Dumont, Louis. (1970). *Homo Hierarchicus: The Caste System and its Implications*. London: Paladin, pp. 21- 32,33-64.
- Giddens, A. (1973). *The Class Structure of Advanced Societies*. Hutchinson, London, pp. 9-22,23-40.
- Goldthrope, J.H. (2016). 'Social class mobility in modern Britain: changing structure, constant process', *Journal of the British Academy*.4, 89–111, pp. 89-109.

- Goldthrope, J.H. (1983). 'Women And Class Analysis: In Defence Of The Conventional View', *Sociology*, Vol. 17, No. 4, pp.465-488.
- Gupta, Dipankar, (Eds.). (1991). *Social Stratification*. New Delhi: Oxford University Press, pp. 339-352, 454-470, 471-491.
- Madan, T.N. (1970). 'On the Nature of Caste in India: A Review Symposium on Homo Hierarchicus: Introduction', *Contributions to Indian Sociology*.vol.5. 1-13.
- Marriot, Mckim. (1973). 'Caste Systems' in *Encyclopaedia Britannica*, vol.3, pp .982– 991.
- Marx, Karl and Frederick Engels. (1959). *Selected Work (3vols.) .vol.1*. Moscow: Progress Publishers.
- Lerner, G. (1986). *The Creation of Patriarchy*. New York: Oxford University Press, pp.3-14,15-35, 161-179, 212-230.
- Radhakrishnan, P. (1990). *Backward Classes in Tamil Nadu*. Economic and Political Weekly, Vol.25, No.10, pp. 509-520.
- Scott, John. (1994). 'Class Analysis: Back To The Future' *Sociology*, Vol. 28, No.4, pp.933-942.
- Sharma, K.L. (2010). *Perspectives on Social Stratification*. Jaipur: Rawat Publications, pp.14-64, 109-162, 163-170.
- Singh, Yogendra. (1999). *Social Stratification and Change in India*. Delhi: Manohar, pp. 7-26.
- Sorokin, P.A. (1959). *Social and Cultural Mobility*. Glencoe: The Free Press, pp. 11-22,133-163.
- Sharma, Ursula. (1999). *Caste*. Buckingham: Open University Press, pp. 5-46.
- Stigilitz, Joseph. (2002). *Globalisation and its Discontents*. New York: W. W Norton & Company, pp. 3-22.
- Tumin, Melvin. (1999). *Social Stratification-The Forms and Functions of Social Inequality*. New Delhi: Prentice Hall, pp. 12-23.
- 'Inclusion Matters–The Foundation for Shared Prosperity (2013). Washington: The World Bank.
- Visvanathan, Shiv. (2001). 'The Race for Caste: Prolegomena to the Durban Conference' *Economic and Political Weekly*, Vol. 36, No. 27, pp.2512-2516.
- Weisskopf, Thomas E. (2003). 'Globalisation and Affirmative Action. *Economic and Political Weekly*, Vol. 38, No. 27, pp. 2818-2819.

SEMESTER VI

| Sl.No | Course Code | Title of the Course | Credits |
|--------------|-------------|------------------------------------|---------|
| Major | | | |
| 1. | SOC 321 | Modern Sociological Theory | 4 |
| 2. | SOC 322 | Sociology of Development | 4 |
| 3. | SOC 323 | Sociology of Gender | 4 |
| 4. | SOC 324 | Agrarian Social Structure in India | 4 |
| Minor | | | |
| 5. | SOC 325 | Sociology of Work | 4 |
| Total | | | 20 |

SOC 321: MODERN SOCIOLOGICAL THEORY

Course Objective:

The objective of this course is to accustom students with modern sociological theorists and their work as well as to develop critical thoughts and assessment of sociological theory.

Course Outline:

Unit I

Functionalism: The Emergence of Functionalism; Functionalism of A. R. Radcliff Brown and Bronislaw Malinowski; Talcott Parsons: Structural Functionalism; Robert K Merton: Revision of Functional Analysis, Neo functionalism

Essential Readings:

- Alexander, Jeffrey C (1985). *Neofunctionalism*, London: Sage. pp. 1-33.
- Appelrouth, Scott and Laura D Edles (2021). *Classical and Contemporary Sociological Theory*, London: Sage. Pp. 348-382.
- Malinowski, Bronislaw (1969]. *A Scientific Theory of Culture and Other Essays*. London; Oxford; New York: Oxford University Press. pp. 2-29, 33-69.
- Merton, R.K. (1968). *Social Theory and Social Structure*. New York : The Free Press. pp. 1-37, 45-87.
- Parsons, Talcott. (1951). *The Social System*. New York: The Free Press. Radcliffe-Brown, A.R. 1922. *The Andaman Islanders*. Cambridge: Cambridge University Press. pp. 2-43, 53-74.
- Radcliffe-Brown. A.R. (1951). *Structure and Function in Primitive Society: Essays and Addresses*. London: Cohen & West. pp. 1-34, 43-65.

Unit II

Conflict Theory: Karl Marx and the origin of conflict; Ralf Dahrendorf: The Dialectical Conflict Model; Lewis A Coser: The Conflict Functionalism

Essential Readings:

- Collins, Randal. (ed). (1994). *Four Sociological Traditions*. Oxford: Oxford University Press. pp. 1-32, 37-57, 67-97.
- Coser, Lewis. (1956). *The Functions of Social Conflict*. New York: Routledge. Pp. 1-43, 54-77.
- Dahrendorf, Ralph. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press. pp. 2-37. 53-84.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 109 -160.
- Ritzer, George (ed.). (1990). *Frontiers of Social Theory: The New Synthesis*. New York: Columbia University Press.
- Turner, Jonathan (1995). *The Structure of Sociological Theory*. Jaipur: Rawat. (Chapter wise)

Unit III

Exchange Theory: George C. Homans: The Exchange Behaviourism; Peter M. Blau: The Structural Exchange

Essential Readings:

- Allan, Kenneth (2010). *Contemporary Social and Sociological Theory*, London: Sage. Pp. 123-143.
- Appelrouth, Scott and Edles, D. (2008). *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press. Pp. 437-454.
- Blau, Peter. (1964). *Exchange and Power in Social Life*. New York: Wiley. Pp. 2-54, 65-87.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 165 -191.
- Homans, George Caspar. (1961). *Social Behaviour: Its Elementary Forms*. New York: Harcourt. Pp. 3-46, 54-89.

Unit IV

Symbolic Interactionism and Every day Practices: Contributions of G. H. Mead and Herbert Blumer

Essential Readings:

- Allan, Kenneth (2010) *Contemporary Social and Sociological Theory: Visualizing the World*, London: Sage. Pp. 1-23.
- Blumer, Herbert. (1969). *Symbolic Interactionism: Perspective and Method*. Berkeley, CA: University of California Press. pp. 1-47.
- Giddens, Anthony. (1993). *New Rules of Sociological Method: A Positive Critique of Interpretative Sociologies*. Second Edition. Cambridge: Polity Press. pp. 28-60.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 109 -133.
- Mead, George. Herbert. (1972). *Mind, Self and Society: From the Standpoint of a Social Behaviourist*. Chicago: The University of Chicago Press. pp. 2-64.

Unit V

Phenomenology and Ethnomethodology: Contributions of Edmund Husserl and Alfred Schutz; Harold Garfinkel: Ethnomethodology

Essential Readings:

- Allan, Kenneth (2010). *Contemporary Social and Sociological Theory*, London: Sage. Pp. 49-70.
- Garfinkel, Harold. (1967). *Studies in Ethnomethodology*. New Jersey: Prentice Hall. Pp. 2-57.
- Husserl, Edmund. (1999). *The Idea of Phenomenology*. New York: Spriger Science. Pp. 1-57.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. Pp. 137 -160.

- Schutz, Alfred. (1967). *The Phenomenology of the Social World*. New York: Northwestern University Press. pp. 1-62, 67-95.
- Wallace, Ruth. A. and Wolf, Alison. (1995). *Contemporary Sociological Theory (Fourth edition)*. New Jersey: Prentice Hall. pp. 275-294.

Course Outcome: This course helps in understanding the major theoretical perspectives in sociological inquiry and serves as a foundation or framework for more specialized study in specific substantive areas of the field. Further, through this course it will be easy to expand our consciousness of all aspects of the social world and to provide new insights that go beyond our implicit everyday life understanding.

Teaching Methods: Teacher for this course shall use different teaching methods that can reach all students effectively. The objective is to achieve the learning outcomes through systematic teaching methods. The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment.

Further Readings:

- Appelrouth, Scott and Edles, D. (2008). *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press.
- Blau, Peter. (1964). *Exchange and Power in Social Life*. New York: Wiley.
- Blumer, Herbert. (1969). *Symbolic Interactionism*. New York: Prentice-Hall.
- Bottomore, Tom. (1984). *The Frankfurt School*. London: Tavistock Publications.
- Coser, Lewis. (1956). *The Functions of Social Conflict*. New York: The Free Press.
- Dahrendorf, Ralf. (1979). *Class and Class Conflict in Industrial Society*. Routledge and Kegan Paul.
- Elliott, Anthony. (2010). *Contemporary Social theory: An Introduction*, New York: Routledge.
- Garfinkel, Harold. (1967). *Studies in Ethnomethodology*. New York: Wiley.
- Giddens, Anthony. (2004). *In Defense of Sociology*. Cambridge: Polity Press.
- Giddens, Anthony and Turner, J. H. Ed. (1987). *Social Theory Today*. Cambridge: Polity Press.
- Gramsci, Antonio. (1971). *Selections from the Prison Notebooks*. London: Lawrence and Wishart.

- Homans, George Caspar. (1961). *Social Behaviour: Its Elementary Forms*. New York: Harcourt.
- Hier, Sean P. (2005). *Contemporary Sociological Thought*. Toronto: Canadian Scholars Press.
- Husserl, Edmund. (1999). *The Idea of Phenomenology*. New York: Spriger Science.
- Luckmann, Thomas. (Ed.). (1978). *Phenomenology and Sociology: Selected Readings*. New York: Penguin Books.
- Malinowski, B., (1974). *Magic, Science and Religion and Other Essays*. London: Souvenir Press.
- Marx, Karl, (1859). *A Contribution to the Critique of Political Economy*. Moscow: Progress Publishers.
- Mead, George Herbert. (1934). *Mind, Self and Society*. Chicago: University of Chicago Press.
- 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. (1951). *The Social System*. London: Routledge.
- Parsons, Talcott et al. (1965). *Theories of Society: Foundations of Modern Sociological Theory*. New York: Free Press.
- Radcliff-Brown, A.R. (1952). *Structure and Function in Primitive Society: Essays and Address*, The University Press: Aberdeen.
- Ritzer, George. (1992). (9th edition). *Sociological Theory*, New York: McGraw-Hill.
- Schutz, Alfred. (1967). *The Phenomenology of the Social World*. New York: Northwestern University Press.
- Seidman Steven. (1994). *Contested Knowledge- Social Theory in the Post modern Era*, New York: Blackwell Pub.
- Seidman, Steven and Alexander, J. C. (Ed.) (2001). *Contemporary Debates*. London: Routledge.
- Turner, J.H. (2007). *The Structure of Sociological Theory*, New Delhi: Rawat
- Turner, J.H. (2001). *Handbook of Sociological Theory*. USA: Springer.
- Zeitlin, Irving M. (1998). (Indian edition). *Rethinking Sociology: A Critique of Contemporary Theory*. Jaipur and New Delhi: Rawat.

SOC 322: SOCIOLOGY OF DEVELOPMENT

Course Objective:

The objective of this course is to explore dominant development theories and to highlight issues related to development and its impact on society.

Course Outline:

Unit I

Eurocentricism and the Emergence of Modernization Perspective: Historical Context, Contributions of Marion Levy, W.W Rostow, David McClelland, Alex Inkles, S. M. Lipset and Samuel P. Huntington.

Essential Readings:

- Huntington, Samuel. (1976). *The Change to Change: Modernization. Development and Politics* in Cyril E Blalck (ed.) *Comparative Modernization: A Reader*, New York: Free Press.
- Inkles, Alex. (1975). *Becoming Modern: Individual Change in Six Developing Countries*, *Journal of the Society for Psychological Anthropology*, 3 (2): 323-342.
- Levy, M.J. (1966). *Modernization and the Structure of Societies: The Organisational Contexts of Societies*, New York: Princeton University Press.
- Lipset, SM. (1963). *Economic Development and Democracy* in SM Lipset, *Political Man*, pp. 27-63, Garden City NY Anchor:
- McClelland, David. (1961). *The Achieving Society*, New York: The Free Press

Unit II:

Development of Underdevelopment and the World System Perspective: Historical Context, Contributions of A. G. Frank, Samir Amin and Immanuel Wallerstein

Essential Readings:

- Amin, Samir. (1976). *Unequal Development: An Essay on the Social Formation of Peripheral Capitalism*. New York: Monthly Review Press. 1-76, 87-109.
- Baran, Paul. (1957). *The Political Economy of Growth*. New York: Monthly Review Press.
- Frank, A. G. (1967). *Capitalism and Underdevelopment in Latin America*, New York: Monthly Review Press.
- Wallerstein, Immanuel. (1987). "World-System Analysis". In Anthony Giddens and Jonathan H. Turner (eds.) *Social Theory Today*. Stanford: Stanford University Press. Pp. 309-324.
-1988. "Development: Lodestar or Illusion." *Economic and Political Weekly*, 23 (39): 2017-2023.

Unit III

Post Developmentalism and Feminist Theory of Development: Encountering Development; Post developmentalism; Feminist Criticism of Development Theory; Gender and Development; Women, Environment and Development

Essential Readings:

- Braidotti et al. (1994). *Women, the Environment and Sustainable Development: Towards a Theoretical Synthesis*, London: Zed Books.
- Escobar, Arturo. (1994). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. pp. 3-212.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 429 -441.
- Peet, Richard and Elaine Hartwick. (2009). *Theories of Development: Contentions, Arguments, Alternatives*. Second Edition, London, New York: The Guilford Press. pp. 221-269.
- Rapley, John. (2007). *Understanding Development: Theory and Practice in the Third World*. London: Boulder. Pp. 135-205.

Unit IV

Neoliberalism Development: The Rise of Neoliberalism, Neoliberalism and the Global order, Crisis of Neoliberalism

Essential Readings:

- Chomsky, Noam. (1999). *Profit Over People: Neoliberalism and Global Order*, New York NY: Seven Stories Press. (Introduction Chapter by Robert W McChesney and Chapter I, II, III and IV).
- Harvey, David. (2005). *A Brief History of Neoliberalism*. Oxford: Oxford University Press. pp. 1-119.
- Steger, Manfred B and Ravi K Roy. (2010). *Neoliberalism: A Very Short Introduction*. Oxford: Oxford University Press. pp. 1-137.
- Stigilitz, Joseph. (2002). *Globalisation and its Discontents*. New York: W.W Norton & Company, pp. 3-22, 32-97.

Unit V

Alternatives and Sustainable Development: Small is Beautiful, Development as Freedom, Hind *Swaraj*

Essential Readings:

- Schumacher, E. F. (1973). *Small is Beautiful: A Study of Economics as if People Mattered*. New York: Harper and Row. Pp. 1-157.
- Sen Amartya. (1999). *Development as Freedom*, Delhi: Oxford University Press. pp. 1-93.
- Gandhi, M. K. (1938). *Hind Swaraj or Indian Home Rule [1908]*. Ahmedabad: Navajivan Publishing House. Pp.1-97.
- Kazuya Ishii. (2001). The Socioeconomic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development, *Review of Social Economy*, 59:3, 297-312, DOI: [10.1080/00346760110053914](https://doi.org/10.1080/00346760110053914).
- Pieterse, Jan Nederveen. (2000). After post-development, *Third World Quarterly*, 21:2, 175-191, DOI: [10.1080/01436590050004300](https://doi.org/10.1080/01436590050004300).

Course outcome: This course helps to understand the latest debates in the Sociology of development, linking theoretical and empirical issues of social change with specific reference to the Third World. After covering various conceptual issues of modernization and underdevelopment, it attempts to explore various developmental perspectives and their policy implications.

Teaching Methods: Teacher for this course shall use different teaching methods that can reach all students effectively. The objective is to achieve the learning outcomes through systematic teaching methods. The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment

Further Readings:

- Bardhan, Pranab. (1981). *Political Economy of India's Development*, Delhi: OUP
- Barnett, Tony. (1988). *Sociology of Development*, London: Hutchinson.
- Charles, Wood and Bryan, Roberts. (eds.) (2005). *Rethinking Development in Latin America*, Penn State Press.
- Coleman, James Samuel. (1971). *The Development Syndrome: Differentiation, Equality, Capacity*, New York: Princeton.
- Currie Bob. (2000). *The Politics of Hunger*, Chennai: Macmillan.
- Frank, A. G. (1967). *Capitalism and Underdevelopment in Latin America*, New York: Monthly Review Press.
- Harrison, David. (1990). *The Sociology of Modernization and Development*, London: Routledge
- Harvey, David. (1935). *The Condition of Post Modernity*, Cambridge and Oxford: Blackwell.
- Kothari, Uma. (1995). *A Radical History of Development Studies*, New York: Zed Books.
- NayarBaldevRaj.(1989). *India's Mixed Economy*, Bombay: Popular Prakashan.
- Nederveen Pieterse, Jan. (2000). "After Post-Development." *Third World Quarterly* 21(2)175-91.
- Rahnema, Majid and Victoria, Bawtree. (1997). *The Post-Development Reader*. London: Zed Books.
- Ratner, Blake D. (2004). "Sustainability" as a Dialogue of Values: Challenges to the Sociology of Development, *Sociological Inquiry*, Vol. 74, No. 1, pp. 50–69.
- Smelser, Neil.J., (1959). *Social Change in the Industrial Revolution*, New York: Routledge.
- So, Y Alvin. (1990). *Social Change and Development*, London: Sage.
- Spybey, Tony. (1992). *Social Change, Development and Dependency*, Cambridge: Polity Press.

SOC 323: SOCIOLOGY OF GENDER

Course Objective:

The course introduces the students to concepts such as gender, sex, masculinity and femininity. A historical overview of the development of women's movements, as well as the theory in forming these movements are discussed. The course also aims at enabling the students to critically analyse social and political institutions within the framework of gender and to engage with policies that aim at establishing equity. By inclusion of topics on the LGBTQ+ communities, the course aims at engaging fruitfully with contemporary debates, and to also investigate the inclusion of women in developmental processes.

Course Outline:

Unit I

Gender in Sociological Discourses: Global & Indian Trajectories

Essential Readings:

- Flavia, Agnes. (2000). "Women, Marriage and the Subordination of Rights" in Community, Gender and Violence: Subaltern Studies XI, Permanent Black, New Delhi. PP 106-138.
- Kumar, Radha. (1993). The History of Doing. Kali for women. New Delhi. (Select chapters: Introduction; The Nineteenth century; Towards becoming 'the mothers of the nation). PP 1-204.

Unit II

Feminist Perspectives & Methodology: Post-modern and Post-structural feminism, Ecofeminism

Essential Readings:

- Connell, R. (2013). Gender and power: Society, the person, and sexual politics. John Wiley & Sons. Chapter 1.

Unit III

Gender, Identity & Negotiations: Class, Ethnicity, Race, Caste & Religion

Essential Readings:

- Palriwal, Rajni. (1993). 'Economics and Patriliney: Consumption and Authority within the Household', *Social Scientist* 21. No.9-11. pp. 47-73.
- Documentary - Birth 1871 (2014) by Dakxin kumar Bajrange, <https://filmfreeway.com/187348#:~:text=Birth1871%20is%20first%20well-researched,and%20legal%20and%20judiciary%20system>.
- Documentary - It's a boy (2009) by Vani Subramanian <https://www.youtube.com/watch?v=PWc-fuAVcvo>
- Documentary - In Her Words: The Journey Of Indian Women (2015) by Annie Zaidi https://www.youtube.com/watch?v=qXy_paRZbhs

Unit IV

Gender, Culture & Politics: Constructions of Gender, Gender Representations in Media, State Mediation

Essential Readings:

- Moser, Caroline. (1993). *Gender Planning and Development: Theory, Practice, and Training*. Routledge. PP 3-298.
- Niranjana, Seemanthini. (2002). *Exploring Gender Inflections within Panchayati Raj Institutions: Women's Politicization in Andhra Pradesh* (Ed) Kapadia, Karin. *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. New Delhi: Zubaan. pp. 352-392.

Unit V

Contestations & Gender Justice: Protest, Resistance & Change- Gender Empowerment, Gender Budgeting and Gender Mainstreaming

Essential Readings:

- Pan, Anandita. (2021). 'Mapping Dalit Feminism: Towards an Intersectional Standpoint'. New Delhi: Sage. PP 1-201.
- Rege, Sharmila. (1998). 'A Dalit Feminist Standpoint'. *Seminar* Vol. 471. PP 47-52.
- Rege, Sharmila. (2003). *Sociology of Gender: The Challenge of Feminist*. Sociological Knowledge. Sage publications: New Delhi. PP 298-300.
- Tharu, Susie & Niranjana, Tejaswini. (2004). 'Problems for a contemporary theory of gender. In *Feminism in India*'. Maitrayee Chaudhuri (ed.). Kali for Women New Delhi. pp. 259-270.
- Tong, Rosemary, and Tina Fernandes Botts. (2018). *Feminist Thought: A More Comprehensive Introduction*. New York: Routledge 11-498.

- Uberoi, Patricia. (2003). 'Problems with Patriarchy: Conceptual issues in anthropology and feminism' (ed.) Rege, Sharmila. *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage publications: New Delhi. pp. 88-126.
- Walby, Sylvia. (1990). *Theorizing Patriarchy*. Basil Blackwell 1-173.

Course Outcome: This course will sensitize the students about gender construction and its role in society. Students of the course will be able to understand the sociological discourse on the gender which includes different strands of gender studies.

Teaching Methods: The method for this course will be lectures, discussions, Documentaries, and short films to engage with the students.

Further Readings:

- Bhasin, Kamala. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- Cixous, Helene. (1976). 'The Laugh of Medusa'. *Signs*, vol.1 (4):875-893.
- Connell, R. (2013). *Gender and power: Society, the person and sexual politics*. John Wiley & Sons.
- Flavia, Agnes. (2000). "Women, Marriage and the Subordination of Rights" in *Community, Gender and Violence: Subaltern Studies XI*, Permanent Black, New Delhi.
- Geetha, V. (2007). 'Patriarchy: a history of the term'. In *Patriarchy* by Geetha. Calcutta: Stree. pp.1-40.
- Halberstam, John. (1998). 'An Introduction to Female Masculinity: Masculinity without Men'. In *Female Masculinity* by Jack Halberstam: Duke University Press, pp. 1-43.
- Haraway, Donna. (1987). 'A Manifesto for Cyborgs: Science, Technology and Socialist-Feminism in the 1980s'. *Australian Feminist Studies*, vol. 2(4): 1-42.
- John, Mary E. (2004). 'Gender and Development in India, 1970-90s: some reflections on the constitutive role of context' Chaudhuri, Maitrayee. (ed.) *Feminism in India*, New Delhi: Kali for women. pp. 246-258.
- John, Mary E. (2008). 'Feminism, Poverty and Globalization'. John, E Mary (ed),
- *Women's studies in India: A Reader*. New Delhi: Penguin. pp.196-202.
- Kumar, Radha. (1993). *The History of Doing*. Kali for women. New Delhi. (Select chapters: Introduction; The Nineteenth century; Towards becoming 'the mothers of the nation').
- Menon, Nivedita.(2000). "Embodying the Self: Feminism, Sexual Violence and the Law" in Partha Chatterjee and Pradeep Jeganathan (ed)- *Subaltern Studies XI: Community, Gender and Violence*, Permanent Black and Ravi Dayal.
- Moser, Caroline. (1993). *Gender Planning and Development: Theory, Practice and Training*. Routledge.
- Niranjana, Seemantini. (2002). *Exploring Gender Inflections within Panchayati Raj Institutions: Women's Politicization in Andhra Pradesh* (Ed) Kapadia, Karin. *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. New Delhi: Zubaan. pp. 352-392.
- Palriwal, Rajni. (1993). 'Economics and Patriliney: Consumption and Authority within the Household', *Social Scientist* 21. No.9-1. pp. 47-73.
- Pan, Anandita. (2021). 'Mapping Dalit Feminism: Towards an Intersectional Standpoint'. New Delhi: Sage.

- Rege, Sharmila. (1998). '*A Dalit Feminist Standpoint*'. SeminarVol.471.
- Rege, Sharmila. (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage publications: New Delhi,
- Tharu, Susie & Niranjana, Tejaswini. (2004). '*Problems for a contemporary theory of gender. In Feminism in India*'. Maitrayee Chaudhuri (ed.). Kali for Women New Delhi. pp. 259-270.
- Tong, Rosemary and Tina Fernandes Botts. (2018). *Feminist Thought: A More Comprehensive Introduction*. New York: Routledge.
- Uberoi, Patricia. (2003). '*Problems with Patriarchy: Conceptual issues in anthropology and feminism*'(ed.) Rege, Sharmila. *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage publications: New Delhi. pp. 88-126.
- Walby, Sylvia. (1990). *Theorising Patriarchy*. Basil Blackwell.

SOC 324: AGRARIAN SOCIAL STRUCTURE IN INDIA

Course Objective:

This course tries to provide a comprehensive understanding on agrarian social structure and its change in India under the impact of colonialism, planning and the recent neo-liberalism and the underlying conceptual and theoretical issues linking with major debates at national and global levels.

Course Outline:

Unit I

Study of Agrarian Social Structure: Peasant Studies, Sociology of Agriculture, Theories, Concepts and Methods

Essential Readings:

- Bernstein, Henry (2010) *Class Dynamics of Agrarian Change*. Halifax, N.S: Fernwood. Pp. 1-11.
- Beteille, Andre. (1974). *Six Essays in Comparative Sociology*, New Delhi: OUP. Pp. 21-57.
- Byres, TJ, (1995). Political Economy, the Agrarian Question and the Comparative Method. *Journal of Peasant Studies*, 22 (4): 561–80
- Harriss, John. (ed.) (1982). *Rural Development: Theories of peasant economy and agrarian change*. Hutchinson: London. (Introduction)
- Jodhka, Surinder. (ed.) (2022). *Agrarian Change in India: Readings on the Economy, Polity and Society*. Orient Black Swan. Pp. 27-35.

Unit II

Agrarian studies in Indian Sociology; From village studies to agrarian studies, perspectives and themes of agrarian studies.

Essential Readings:

- Jodhka, S S (2004) 'Agrarian Structures and their Transformations' in Veena Das. (ed.). *Handbook of Indian Sociology*. Oxford University Press: New York. Pp. 365-387, 2004
- Mohanty, BB. (ed.) (2012). *Agrarian Change and Mobilisation*, New Delhi: Sage Publication. (Introduction)
- Jodhka, S. S. & D'Souza Paul. (2009). Rural and Agrarian Studies, in Atal, Yogesh. (ed.) (2009). *Sociology and Social Anthropology in India*. Indian Council of Social Science Research, Longman. Pp. 118-184.
- Xaxa, Virginus. (1988). Studies in Indian Agrarian Social Structure: A Survey of Trends and Perspectives. *The Eastern Anthropologists*. 41 (1), 18-48.

Unit III

Colonialism and Agrarian Change: Measures of Land Settlement, Commercialization of Agriculture, Commodification of land and depeasantisation, Rise of Peasant Rebellions.

Essential Readings:

- Appu, P.S. (1996). *Land Reforms in India*. New Delhi: Vikas. (Introduction)
- Dhanagare, DN (1988). *Peasant Movements in India*. New Delhi: OUP (Chapters 1, 2, 3 and 7).
- Kumar, Dharma. (ed.) (1983). *The Cambridge Economic History of India, Volume c.1751- c.1970*. Cambridge: Cambridge University Press. (Part 1- Chapters I and II)
- Tomlinson, B.R. (1993). *The New Cambridge History of India (III): The Economy of Modern India, 1860-1970*, Cambridge: Cambridge University Press. Pp. 1-91.
- Moore, Barrington. (1966). *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston, MA: Beacon Press. (Chapter 6)

Unit IV

Agrarian Change in Post-colonial India: Land reforms, Green Revolution, Debate over mode of production, Farmers movements, Gender and Land rights

Essential Readings:

- Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press. Pp. 1-45.
- Dhanagare, D. N. (2016). *Populism and Power: Farmers' Movement in Western India (1980-2014)*, New Delhi: Routledge. Pp. 44-124.
- P. C. Joshi (1974) Land reform and Agrarian change in India and Pakistan since 1947: 1, *The Journal of Peasant Studies*, 1:2, 164-185.
- Special issue on New Farmers Movements in India, *The Journal of Peasant Studies*, Vol. 21 (3&4), April & July 1994. (T. J. Byres, Tom Brass, D. N. Dhanagare, Staffan Lindberg, Gail Omvedt, Joya Hasan, Sucha Singh Gill, Muzaffar Assadi, Jairus Banaji have contributed papers to this issue.)
- Thorner, A. (1982). Semi-feudalism or capitalism? Contemporary debate on classes and modes of production in India (part1,2and3). *Economic and Political Weekly*, Vol.17, No. 49, 50 and 51.
- Dhanagare, D. N. (1987). Green revolution and social inequalities in rural India. *Economic and political weekly*, 137-144.

Unit V

Neoliberalism and Agrarian Change: Globalisation and agriculture, agrarian crisis, distress and Protest; Food security and sovereignty, Debate on agrarian transition.

Essential Readings:

- Mohanty, B.B(ed.). (2016). *Critical Perspectives on Agrarian Transition: Indian the Global Debate*, New York: Routledge. (Introduction).
- Mohanty, BB. (2005) 'We are Like the Living Dead': Farmer Suicides in Maharashtra, Western India. *Journal of Peasant Studies*. 32(2). 243-276.
- Special issue on Global Agrarian Transformations Volume 2: Critical Perspectives on Food Sovereignty. *The Journal of Peasant Studies*, Volume 41. 6 (2014). (Marc Edelman, James C. Scott, Amita Baviskar, Saturnino M. Borrás Jr., Deniz Kandiyoti, Eric Holt-Gimenez, Tony Weis, and Wendy Wolford have contributed to this issue.)

- Reddy, Narasimha & Mishra, Srijit (eds.). (2009). *Agrarian Crisis in India*. Oxford Academic: Delhi. Pp. 3-43.
- Special issue of *Sociological Bulletin* on New Farm Bills and Farmers' Resistance to Neoliberalism. Volume 71 Issue 4, October 2022.

Course Outcome: On completion of this course the students will gain a comprehensive understanding of the social framework of Indian agriculture and nuances of agrarian changes in a historical perspective. Exposure to the experiences of different categories of agrarian population and their diverse manifestations will help them to connect with the implications of ongoing transition of rural-agrarian economy. Learning outcome of this course will also ignite interest among the students to pursue research on contemporary agrarian issues afflicting rural-agrarian society. Students will be well equipped to engage themselves with development practitioners and policy makers.

Teaching Methods: The method for this course will be lecture, discussion, and question-answer sessions with the students.

Further Readings:

- Beteille, Andre. (1974). *Studies in Agrarian Social Structure*, New Delhi: OUP (Chapter 1 and 2)
- Chayanov, A. V., & Čajanov, A. V. (1986). *AV Chayanov on the theory of peasant economy*. Univ of Wisconsin Press.
- Gupta, Dipankar. (2009). *The caged phoenix: Can India fly?*. Penguin Random House India Private Limited. Pp. 112-129.
- Jackson, C. (2003). Gender analysis of land: beyond land rights for women? *Journal of Agrarian Change*, 3(4), 453-480.
- Jodhka, Surinder. (ed.) (2022). *Agrarian Change in India: Readings on the Economy, Polity and Society*. Orient BlackSwan.
- Lenin, V. I. (1964). *The development of capitalism in Russia*. Progress Pub.
- Newby, Howard. (1983). The Sociology of Agriculture: Toward a new Rural Sociology. *Annual reviews in Sociology*. 9: 67-81.
- Patnaik, U. (1987). *Peasant Class Differentiation*, New Delhi: OUP.
- *Rural Struggles in India*. New York: Cambridge University Press. (Chapters 1, 2, 3 and 4)
- Scott, J. C. (1977). *The moral economy of the peasant. In The Moral Economy of the Peasant*. Yale University Press.
- Stokes, Eric. (1978). *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge: Cambridge University Press. Pp. 19-62.
- T. J. Byres (1977) Agrarian transition and the Agrarian question, *The Journal of Peasant Studies*, 4:3, 258-274.
- Varshney, A. (1994). *Democracy, Development and the countryside: Urban-*

SOC 325: SOCIOLOGY OF WORK

Course Objective:

This course provides a sociological perspective in the understanding of work. It is also aimed at familiarizing the students with the theoretical approaches and get them acquainted with the transformation in the notion of work across time. The course also provides an understanding about the debates on work and inequality.

Course Outline:

Unit I

Approaches to Work: Wage Labour, Rationalism, Bureaucracy, The Division of Labour, McDonaldization, The Emotional Labour

Essential Readings:

- Caplow, Theodore. (1964). *The Sociology of Work*. Mc Graw Hill. Pp. 9-29.
- Hochschild, Arlie Russell. (2012). *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.
- Ritzer, George. (2010). *McDonaldization: The Reader*. New Delhi: Sage Publications India Pvt. Ltd. Pp. 3-25.
- Strangleman, Tim and Tracy Warren. (2008). *Work and society: Sociological Approaches, Themes and Methods*. Oxon: Routledge. Pp. 99-124, 151-298.
- Watson, Tony. 2008. *Sociology, Work, and Industry (5th edition)*. Oxon: Routledge. Pp. 1-28, 29-69, 74-106.

Unit II

Transformation of Work: Pre-industrial Society, Industrial Capitalist Society, Post-industrial Society, Information Society.

Essential Readings:

- Bell, Daniel. (1976). *The Coming of Post-Industrial Society*. London: Heineman, Introduction. Pp.12-45.
- Kumar, Krishan. (1999). *From Post-industrial to Post-modern society*. Oxford: Blackwell Publishers Ltd. Pp. 6-35, 154-163.
- Thompson, E.P. (1967). *Time, Work-Discipline, and Industrial Capitalism, Past & Present*. No. 38. Pp. 56-97.
- Zmolek, M. A. (2013). "The Social Origins of the Factory" in *Rethinking the industrial revolution: five centuries of transition from agrarian to industrial capitalism in England*. Leiden; Boston: Brill. Pp. 343-367

Unit III

Women and Work: Organisational, Inequality, Women and Paid Work, Domestic Labour, Gender and Social Construction of the Skill, Feminisation of Labour

Essential Readings:

- Acker, Joan. (1990). "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." *Gender & Society*. 4(2). 139–58.
- Edgell, Stephen. (2006). *The Sociology of Work: Continuity and Change in Paid and Unpaid Work*. London: Sage Publications Ltd. Pp. 1-27.
- Grint, Keith. (2005). *The Sociology of Work: An Introduction*. Cambridge: Polity Press. Pp. 1-43, 45-82, 90-112, 190-236.
- Swaminathan, Padmini. (ed.) (2012). *Women and Work*. New Delhi: Orient Blackswan Private Limited.

Unit IV

Work in the Era of Globalization: Labour Migration, Transnational Labour, Work and Informal Sector, Privatisation, and Work, Technology, and new forms of work.

Essential Readings:

- Breman, Jan. (2003). "The Informal Sector" in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: OUP. Pp. 1287-1312
- Friedman, T. (2007). *World is flat: A Brief History of Globalised World in 21st Century*. London: Penguin. Pp. 3-37.
- Steinberg, Ronnie. (1990). "Social construction of skill: Gender, power, and comparable worth." *Work and Occupations*. 17(4). 449-482.

Course Outcome: This course facilitates students to gain an understanding of the diverse nature of work in contemporary times and the sociological legacy behind differential valuations of work. It enables critical thinking and engagement by helping students learn about and articulate various discussions in the sociology of work over time.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Bombay; Our City (1985), Anand Patwardhan.
<https://www.youtube.com/watch?v=JEIX36rbIJM>
- Uncovering Eight-Year-Old Children Working in Factories (2022), Vice Asia
<https://www.youtube.com/watch?v=Ak4GR9qGi-Y>
- Hodson, Randy. (2001). *Dignity at Work*. New York: Cambridge University Press. Unit I.
- Kalleberg, Arne L. (2009). "Rethinking the Sociology of Work, Workers and the

- Workplace.” *Labour & Industry: A Journal of the Social and Economic Relations of Work*. 19(3). 29–48.
- Mondal, Nandita and Vibhuti Patel. (2022). *Gendered Inequalities in Paid and Unpaid Work of Women in India*. Springer. Pp. 1-14, 29-44.
 - Neve, Geert de. (2005). *The Everyday Politics of Labour: Working Lives in India’s Informal Economy*. Berghahn Books.
 - Shestakofsky, Benjamin. (2017). “Working Algorithms: Software Automation and the Future of Work.” *Work and Occupations*. 44(4). 376–423.
 - Statham, Anne, and Elaenor M. Miller (ed.) (1998). *The Worth of Women’s work: A Qualitative Synthesis*. Albany: State University of New York Press. Pp. 1-36.
 - Stigilitz, Joseph. (2002). *Globalisation and its Discontents*. New York: W.W Norton & Company. Pp. 3-22.
 - Taylor, Steve. (1998). “*Emotional Labour and the new Workplace*” in Thompson and Walhurst (ed.) *Workplace of the Future*. London: Macmillan. Pp. 84-100.
 - Tomaskovic-Devey, Donald and Dustin Avent-Holt. (2019). *Relational Inequalities: An Organizational Approach*. Oxford University Press.
 - Vallas, Steven and Christopher Prener. (2012). “Dualism, Job Polarization, and the Social Construction of Precarious Work.” *Work and Occupations*. 39(4). 331–53
 - Williams, Christine, and Megan Tobias Neely. (2015). “*Gender and Work: Precariousness and Inequality*.” *Emerging Trends in the Social and Behavioral Sciences*. Edited by Robert Scott and Stephen Kosslyn. New York: Sage.
 - Wright, Melissa W. (2006). *Disposable Women and Other Myths of Global Capitalism*. New York: Routledge.

**PATTERN OF QUESTION PAPER
(END SEMESTER THEORY)**

**B. A. SOCIOLOGY
END SEMESTER EXAMINATIONS
PAPER TITLE AND COURSE CODE**

Time: 3 Hours

Max. Marks: 75

**Part – A
(Short Questions)**

Answer all the questions

Total 10 questions. Each question carries 2 marks (10 × 2 = 20 marks)

**Part – B
(Descriptive Short Questions)**

To answer 5 questions out of 8 questions (5 × 5 = 25 marks)

Each question carries 5 marks

**Part – C
(Descriptive Essay Type)**

To answer 3 questions out of 5 questions (3 × 10 = 30 marks)

Each question carries 10 marks.