

Department of Sociology
Master of Arts in Sociology
(School of Humanities and Social Sciences)
2025

Programme Specific Outcomes:

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

1. Demonstrate a critical understanding of diverse sociological literature, theoretical perspectives, conceptual issues, and debates in Sociology.
2. Use different sociological theories, concepts, propositions, and methodological perspectives to explain or interpret human behaviour, social issues, and sociological questions.
3. Demonstrate an in-depth understanding of the Indian Society and its various structures and institutions.
4. Describe the fundamental differences in the purposes and procedures of qualitative and quantitative research design.
5. Develop the ability to conduct sociological research, culminating in the successful completion of a Master's thesis under the mentorship of program faculty.
6. Communicate clearly and coherently in written and oral communication to convey sociological concepts and understandings to a broader audience.
7. Evaluate and respond to inequalities that emerge due to gender, class, caste, ethnicity, race, and other primordial identities.

Postgraduate Attributes:

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

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

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

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

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

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

Sociology and SDGs

Sociology plays a crucial role in achieving the Sustainable Development Goals (SDGs) by offering a framework for understanding social structures, inequalities, and behaviours that influence sustainable development.

How sociology connects to the SDGs:

Understanding Social Structures and Inequalities:

- Sociology helps us understand how social structures, such as class, race, gender, and ethnicity, create inequalities that impact access to resources and opportunities.
- By analyzing these inequalities, we can develop policies and interventions that promote inclusivity and reduce disparities, thus contributing to SDGs like reducing inequalities (Goal 10).

Analyzing Social Behaviors and Cultural Norms:

- Sociology examines how cultural norms and social behaviors influence consumption patterns, environmental practices, and social justice.
- Understanding these influences is crucial for promoting sustainable consumption and production patterns (SDG 12), encouraging responsible environmental behaviors, and addressing issues of social justice (SDG 16).

Addressing Poverty and Inequality:

- Sociological research can shed light on the root causes of poverty and inequality, helping to develop effective strategies for poverty reduction and inclusive economic growth (SDGs 1 and 8).

- Understanding social and economic factors that contribute to poverty is crucial for designing effective policies and programs that promote sustainable livelihoods and well-being.

Promoting Social Justice and Equality:

- Sociology plays a vital role in understanding and addressing issues of gender inequality, discrimination, and social injustice.
- By examining how gender roles, social norms, and power structures impact individuals and communities, sociology can contribute to achieving gender equality (SDG 5) and promoting social justice.

Enhancing Education and Well-being:

- Sociology can help understand the social determinants of health and well-being, including access to education, healthcare, and social support systems.
- By studying these factors, sociology can contribute to achieving SDG 3 (good health and well-being) and SDG 4 (quality education), and promoting healthy and equitable societies.

General Instructions about the M.A. Programme:

- For M.A. Programme in Sociology, Students have to choose 88 credits in total. Students must choose 72 credits from the Department Core Courses, 8 credits from Departmental Elective Courses, and 8 credits from another department as a Generic Elective Course.
- Exit with P.G. Diploma after two semesters/one year with the required 40 of credits.
- Exit with M.A. Sociology after one year/ two semesters after a four-year Bachelor's degree/B.A. / B.Sc. with honours/research/engineering with the required no. of credits.
- Exit with M.A. Sociology after two years/ four semesters after a three-year Bachelor's Degree with the required no. of credits.
- In the second year, a student can choose either a semester-long dissertation of 12 credits or 12 credits internship relevant to the area of Sociology along with two core courses of 4 credits each.
- The evaluation pattern for the internship/dissertation will be in 70:30, i.e., 70% marks will be awarded by the internal supervisor of the Department, and 30% will be given by the external supervisor.

Central University of Haryana
Master of Arts in Sociology (Semester-wise structure)
(School: Humanities and Social Sciences)

Semester- I

S. No.	Course Code	Course Title	L	T	P	Credits	Level
1.	SHSSC1101 CC4004	Classical Sociological Tradition	4	0	0	4	6
2.	SHSSC1102 CC4004	Indian society- Structure Process	4	0	0	4	
3.	SHSSC1103 CC4004	Methodology of Social Sciences	4	0	0	4	
4.	SHSSC1104 CC4004	Sociology of Social Stratification in India	4	0	0	4	
5.	SHSSC1105 CC4004	Environment and Society	4	0	0	4	
6.	GEC	<i>To be taken from other Department</i>	4	0	0	4	

Total Credits =20 (Excluding 4 Credit of GEC)

Semester -II

1.	SHSSC1106 CC4004	Family Life and Kinship in India	4	0	0	4	6
2.	SHSSC1107 CC4004	Sociological Theory	4	0	0	4	
3.	SHSSC1108 CC4004	Polity and Society in India	4	0	0	4	
4.	SHSSC1109 CC4004	Sociology of Gender	4	0	0	4	
5.	DCEC	To be taken (any one) from the following five Courses	4	0	0	4	
	SHSSC1101 DCEC4004	Population and Society in India					
	SHSSC1102 DCEC4004	Rural Society and agrarian change					
	SHSSC1103 DCEC4004	Social Movements					
	SHSSC1104 DCEC4004	Urban Life in India					
	SHSSC1105 DCEC4004	Cinema and Society					

Note: Exit Option: The students opting to exit with “PG Diploma in Sociology” are required to complete 4 Credits Summer Internship

Total Credits =20

Semester- III

1.	SHSSC1110 CC4004	Anthropological Theories	4	0	0	4	6.5
2.	SHSSC1111 CC4004	Religion and Society in India	4	0	0	4	
3.	SHSSC1112 CC4004	Economy and Society in India	4	0	0	4	
4.	SHSSC1113 CC4004	Seminar Paper	4	0	0	4	
5.	DCEC	To be taken (any one)from the following four courses	4	0	0	4	
	SHSSC1106 DCEC4004	Sociology of Education					
	SHSSC1107 DCEC4004	Sociology of Knowledge					
	SHS SC 1108 DCEC 4004	South Asian Social Thought					
	SHSSC1109 DCEC4004	Sociology of Health and Medicine					
6.	GEC	To be taken from other department		0	0	4	

Total Credits=20 (Excluding 4 Credit of GEC)

Semester- IV

Sl. No	Course code	Course title	L	T	P	Credits	6.5
1.	SHSSC1114 CC4004	Techniques of Social Research	4	0	0	4	
2.	SHSSC1115 CC4004	Sociology of Development	4	0	0	4	
3.	SHSSC1116 CC0012	Dissertation	0	0	12	12	
4.	SHSSC1117 CC0012	OR Internship	0	0	12	12	

Total Credits =20

List of Generic Elective Courses (GEC) offered by the Department to students of other departments

S.No.	Course code	Course title	L	T	P	Credits
<i>Offered in Semester I</i>						
1.	SHSSC1101 GEC4004	The Study of Society	4	0	0	4
2.	SHSSC1102 GEC4004	Women and Society	4	0	0	4
<i>Offered in Semester III</i>						
3.	SHSSC1103 GEC4004	Indian Society	4	0	0	4
4.	SHSSC1104 GEC4004	Social Movements	4	0	0	4

Semester: I

Course Title: Classical Sociological Tradition

Course Code: SHSS C1101 CC4004

Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

1. Students will be able to understand original texts of sociological theorists.
2. They will be able to analyze the theoretical arguments of different scholars critically.
3. Students will be able to reflect and critically analyze the modern and postmodern sociological theories.
4. Students will be able to apply sociological theories to understand the social phenomenon in the practical world.

Unit-I: The Positivist Tradition:

Auguste Comte: Social Statics and Social Dynamics; Law of Three Stages; Positive Method.

Herbert Spencer: The Science of Sociology, The Functionalist Doctrine; Organic Analogy.

Emile Durkheim: Study of Society as Things; Social Fact; Division of Labour; Suicide and Social Interpretation of Religion.

Unit-II: The Structural-Functional Tradition:

Bronislaw Malinowski: Functionalist in Social Anthropology; Field and Participant

Observation; Theory of Needs; Magic, Religion and Science.

Radcliffe Brown: Structural-Functional Approach; Social Structure; Ethnography.

Levi Strauss: Social Structure; Conscious and Unconscious Model.

Unit-III: The Conflict Tradition:

Karl Marx: Historical Materialism; Mode of Production; Alienation; Class Struggle.

Lewis Coser: Causes of Conflict; Functions of Social Conflict.

Unit-IV: Action Theorists:

Max Weber: Sociology of Action; Ideal Types; Authority; Bureaucracy, Protestant Ethics and Spirit of Capitalism.

Vilfredo Pareto: Logical and Non-Logical Action; Residue and Derivatives; Circulation of Elites, George Herbert Mead: Mind Self and Society

Suggested Readings:

Aron, Raymond, 1998. *Main Currents of Sociological Thought Vol. 1 and Vol. 2*. New York: Basic Books.

Coser, Lewis, 1977. *Masters of Sociological Thought*, HBJ: New York. [Chapter on Marx, Weber and Durkheim]

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

Durkheim, Emile, 1977. *Division of Labour in Society*. Free Press, Macmillan. [Chapters I, II & III]

Durkheim, Emile, 2002. *Suicide: A Study in Sociology*. London: Routledge

George, Simmel, 1971. *On Individuality and Social Forms: Selected Writings*, Chicago: University of Chicago Press. [Chapter II, II and V]

Gerth, H.H. and C. Wright Mills, 1981. *From Max Weber, Essays in Sociology*, OUP.

Giddens, Anthony, 1994. *Capitalism and Modern Social Theory*, Cambridge: CUP. [Especially Chapter Introduction]

Karl, Lowith, 1986. *Max Weber and Karl Marx: Controversies in Sociology*, London: Union Public Relation [Chapter on Rationalization]

- Marcuse, Herbert, 1967. *Reason and Revolution*, London: Routledge & Kegan Paul, pp. 323-360.
- Marx, Karl and Friedrich Engels, 1970. *The German Ideology*, International Publishers Co.
- Marx, Karl, 1970. *Contribution to the Critique of Political Economy of Progress*, Moscow: Progress Publishers, 1970 pp. 221-30.
- Marx, Karl, 1977. *Economic and Philosophical Manuscripts of 1844*. Progress Publication. [Profit of Capital, pp. 36-51, Estranged Labour pp. 66-87]
- Marx, Karl, 2007. *Capital: A Critique of Political Economy, Volume 1, The Process of Production of Capital*. New York: Penguin Books, 1993
- McLellan, David, 1971. *The Thought of Karl Marx: An Introduction*. London: Macmillan. Pp. 117 - 192.
- Randall, Collins, 1986. *Max Weber - A Skeleton*, California: Sage. [Chapter on Social Action and Typology]
- Weber, M., 1949. *The Methodology of Social Sciences*. New York: Free Press.
- Weber, M. 1978. *Economy and Society: An Outline Interpretative Sociology* (edited by G. Roth and C. Wittich) Vol. 1., Berkeley: University of California Press. [Part-I, Chapters 1, 2].
- Weber, M., 2002. *The Protestant Ethic and the Spirit of Capitalism*, Los Angeles: Blackwell Publishers
- Weber, Max, Hans Gerth and C Wright Mills, 1980. *From Max Weber: Essays in Sociology*. New York: Oxford University Press.

Course Title: Indian Society: Structure and Process

Course Code: SHSS C1102 CC 4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

1. Develop an understanding of the factors that promote diversity in Indian society.
2. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of Indian society.
3. Trace the trajectory of social transformation in India.
4. Critically analyze the role of the state, civil society, and other processes such as globalization, urbanization, industrialization, and secularization in Indian society.
5. Utilize their comprehension, analytical, and research skills to undertake independent research on Indian Society in the future if the need arises.

Unit- I: Conceptualizing Indian Society

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

Unit -II: Theoretical Perspectives (a)

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

Unit- III: Theoretical Perspectives (b)

- Marxian and Subaltern perspective-D.P. Mukherjee, A.R. Desai, and Ranajit Guha
- Civilizational Perspective-N.K. Bose, and Surajit Sinha
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Unit- IV: Processes of Change

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

Suggested Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Title: Methodology of Social Sciences

Course Code: SHSS C1103 CC 4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit -I: Introduction to Research Methodology

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

Unit- II: Science as a Body of Knowledge

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

Unit- III: Scientific sociology: Positivism and other Traditions

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

Unit- IV: Emerging Debates

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

Suggested Readings:

- Popper, K. R. (1968). *The logic of scientific discovery*. New York: Harper & Row.
- Abraham, F. M. (2014). *Contemporary Sociology: An Introduction to Concepts and Theories*. New Delhi: Oxford University Press.
- Bettleille, Andre, (1996). Sociology and Common Sense. *Economic and Political Weekly*, 31 (35/37), 2361-2365.
- Buechler, S. M. (2014). *Critical sociology*. Boulder, CO: Paradigm Publishers.
- Durkheim, E. (1958). *The Rules of Sociological Method*. New York: The Free Press.
- Coser, L. A. (2014). *Masters of Sociological Thought: Ideas in Historical and Social Context*. Jaipur: Rawat.
- Giddens, A. (1993). *New Rules of Sociological Method*. Stanford: Stanford University Press.
- Emmanuel, S. M., & Goold, P. A. (2002). *Modern philosophy, from Descartes to Nietzsche: An anthology*. Malden, Mass: Blackwell Publishers.
- Bacon, F. (1970). On the Interpretation of Nature and the Empire of Man. In J. E. Curtis, & J. W. Petras, *The Sociology of Knowledge: A Reader* (pp. 89-96). London: Duckworth.
- Kuhn , T. (1962). *The Structure of Scientific Revolutions*. Chicago: The University of Chicago.
- Marx, K., & Engels, F. (1970). *The German Ideology*. New York: International Publishers Co.
- Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage.
- Sallis, J. (1987). *Deconstruction and Philosophy: The Texts of Jacques Derrida*. Chicago: University of Chicago.
- Turner, J. H. (2013). *Theoretical Sociology: 1830 to the Present*. Thousand Oaks, California: Sage.
- Weber, M. (1949). *The Methodology of the Social Sciences*. New York: Free Press.
- Adorno, T. W. (1999). *Introduction to Sociology*. Stanford: Stanford University Press.
- Babbie, R. E. (2010). *The Practice of Social Research*. Belmont, CA: Thomson Wadsworth.
- Flick, U. (2006). *An Introduction to Qualitative Research*. London: Sage.
- Gray, D. E. (2014). *Doing research in the real world*. London: Sage.
- Luckmann, T. (1978). *Phenomenology and Sociology: selected readings*. New York: Penguin.

Course Title: Sociology of Social Stratification in India

Course Code: SHSS C1104 CC 4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit -I: Social Stratification; Concepts

Social Stratification; Hierarchy and Differences, Social Mobility.

Unit- II: Caste in India

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

Unit- III: Class in India

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

Unit -IV: Gender and Stratification

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

Suggested Readings:

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

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

Ahmad, Imtiaz and Helmut Reifeld (ed.), 2001. *Middle Class Values in India and Western Europe*.

New Delhi: Social Science Press. (esp. Chapters 1, 4, 8, 11 and 12).

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

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

Bendix, R. and S. M. Lipset, 1966. *Class, Status and Power*. New York: Free Press.

Beneria, L (ed.), 1982. *Women and Development: The Sexual Division of Labour in Rural Societies*. New York: Praeger.

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

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

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

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

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

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

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

Desai, A. R., 1948. *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.

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

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

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

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

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

_____ 1989. *Sociology*. Cambridge: Polity Press.

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

_____ 2000. *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society*. New Delhi: Penguin (Chapter 4).

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

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

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

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

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

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

Mies, M., 1981. 'Dynamics of Sexual Division of Labour and Capital Accumulation: Women Lace-Workers of Narsapur', *Economic and Political Weekly*, Vol. XVI no. 10, 11, 12.

- Mishra, B. B., 1961. *The Indian Middle Class: Their Growth in Modern Times*, Bombay: Oxford University Press.
- Moffat, M., 1979. *An Untouchable Community in South India*, Princeton: Princeton University Press
- Mukherjee, A., 2002. *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*, Delhi: Sage Publications.
- Pandey, G., 1999. 'Can a Muslim be an India?', *Comparative Study of Society and History*. Pp. 608-629.
- Parsons, T. et. al., 1967. *Theories of Society: Foundations of Modern Sociology Vol. I.*, Glencoe: The Free Press.
- Quibria M. G., 2003. Puzzle of Social: Capital A Critical Review, *Asian Development Review*, vol. 20, no. 2, pp. 19-39
- Quigley, D., 1993, *The Interpretations of Caste*, Delhi: Oxford University Press.
- Raheja G. G., 1988. *The Poison in the Gift: Ritual, Presentation and the Dominant Caste in a North Indian Village*, Chicago: University of Chicago Press.
- Rao, Anupama (ed.), 2003. *Gender And Caste*, New Delhi: Women Unlimited.
- Sease Richard, 1992. *Class*, Buckingham: Open University Press.
- Shah, A.M. et.al. (eds.), 1996. *Social Structure and Change*, Vol. 2. (Women in Indian Society). New Delhi: Sage Publications.
- Sharma, K. L., 1997. *Social Stratification in India: Issues and Themes*, New Delhi: Sage Publications. (Chapter 3, 4 and 6).
- Singh, Y., 1977. *Social Stratification and Social Change in India*, Manohar: Delhi. Sorokin, P. A., 1927. *Social Mobility*, New York: Harper.
- Srinivas, M. N., 1962. 'Varna and Caste', in *Caste in Modern India and Other Essays*.
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 _____ 1994. *The Dominant Caste and Other Essays*, Delhi: Oxford University Press.
- Thorner, A., 1982. 'Semi-Feudalism or Capitalism?', *Contemporary Debate on Classes and Modes of Production in India*, *Economic and Political Weekly*, Vol. 17(49-51) pp. 993-99; 2061-86.
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- Unni, Jeemol. 'Earnings and Education among Ethnic Groups in Rural India', Working Paper Series No. 79, New Delhi: NCERT
- Varma, P. K., 1998. *The Great Indian Middle Class*, New Delhi, Viking.
- Gerth, H. and C. Wright Mills (eds.), 1948. *From Max Weber*, London: Routledge and Kegan Paul.
- Wiener, M., 1978. *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton: Princeton University Press.
- Xaxa, V., 2003. 'Tribes in India', in Veena Das (ed.) *Oxford India Companion to Sociology and Social Anthropology*, Volume I, pp. 373-408, Delhi: Oxford University Press.

Course Title: Environment and Society

Course Code: SHSS C1105 CC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit- I: Environmental Sociology:

The Rise, Decline and Resurgence of Environmental Sociology

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

Unit- II: Classical Sociological Tradition

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

Unit- III: Environmental Issues and Problems: Population, Water, Sanitation, Energy, Housing, Urban Development and Rural Poverty.

Unit- IV: Environment and Interest Groups: Issues and Concerns in the context of Nationhood and State; Issues Pertaining to Development and Sustainability as Social Change; Emergence Model of Environment and Society.

Suggested Readings:

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

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

Brara, Rita. 2003. 'Ecology and Environment' in Veena Das (Ed.) *The Oxford India Companion to sociology and social anthropology*.

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

- Dave & Katewa, 2012. *Textbook of Environment Studies*, New Delhi: Cengage Learning India.
- Descola, Philippe and Gisli Palsson. 1996. *Nature and society. Anthropological perspectives*. Routledge; London.
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- Franklin, Adrian, 2002. *Nature and Social Theory*. London: Sage.
- Giddens, Anthony, 2013. *Sociology*. New Delhi: John Wiley and Sons.
- Goldfrank, Walter, David Goodman, and Andrew Szasz (Ed.), 1999. *Ecology and the world- system*. Greenwood Press: London.
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- Grove, Richard, Vinita Damodaran and Satpal Sangwan (Ed.), 1998. *Nature and the orient*. OUP: New Delhi.
- Guha, Ramachandra (ed.), 1994. *Social ecology*, New Delhi: OUP.
- _____ 2000. *Environmentalism: A Global History*. New Delhi: OUP.
- Guha, Sumit, 1999. *Environment and Ethnicity in India 1200-1991*, Cambridge: Cambridge University Press.
- Hughes, Jonathan, 2000. *Ecology and Historical Materialism*, Cambridge University Press; Cambridge.
- Jeffery, Roger and Nandini Sunder (ed.), 1999. *A New Moral Economy for India's forests?: Discourses of Community and Participation*, New Delhi: Sage.
- Martell, Luke, 1995. *Ecology and Society: An Introduction*. U. K.: Polity Press. Mukherjee, Radhakamal, 1942. *Social Ecology*. London: Longmans.
- Murphy, Raymond, 1994. *Rationality and Nature: A Sociological Enquiry into a Changing Relationship*. USA: West view Press.
- Pepper, David, 1996. *Modern Environmentalism: An Introduction*, London: Routledge.
- Redclift, M. and Ted Benton, (ed.), 1994. *Social Theory and Global Environment*, London: Routledge.

Semester- II

Course Title: Family Life and Kinship in India

Course Code: SHSS C1106 CC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit- I: General Principles and Basic Concepts

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

Unit- II: Descent Model

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

Unit- III: Alliance Model, Marriage and Affinity

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

Unit- IV: Family, Marriage and Household in India

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

Suggested Readings:

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

- Das, Veena, 1973. 'The structure of marriage preference: An account from Pakistan fiction', *Man*, (n.s.) Vol. 8, No. 1, pp. 3045.
- Dube, Leela, 1974. *Sociology of Kinship: An analytical survey of Literature*, Bombay: Popular Prakashan.
- _____, 1997. *Kinship and Women*. Delhi: Vistaar Publications
- Dumont, L., 1961. 'Descent, Filiation and Affinity', *Man* 61, 11, pp. 24-25.
- Dumont, L., 1983. *Affinity as a Value: Marriage alliance in South India with comparative essays on Australia*, Chicago: University of Chicago Press.
- Fortes, Mayer, 1953. 'The Structures of Unilineal Descent Groups', *American Anthropologist* 55, pp. 17-41 (Reprinted in M. Fortes, 1970, *Time and Social Structure and other essays*. London: Athlone Press).
- Fuller. C. J., 1976. *The Nayars Today*, Cambridge: Cambridge University Press.
- Goody. J., 1976. *Production and Reproduction: A Comparative study of the Domestic Domain*, Cambridge: CUP.
- Goody, J. and Tambiah. S. J., 1973. *Brideswealth and Dowry*, Cambridge: CUP.
- Goode, William. J. 1987. *The Family*. New Delhi: Prentice-Hall of India, Private Limited. Ch.10: Understanding Family Change: Theory and Method. Pp. 168-178.
- Gough, Kathleen, 1959. 'Nayars and the Definition of Marriage', *Journal of Royal Anthropologist Institute*, R9, pp. 23-34, (Reprinted in P. Uberoi (ed.) 1993.)
- Gray, John N. and Mearus. David J., 1989. *Society from the Inside Out*, New Delhi: Sage (esp. Introduction).
- Hershman, Paul, 1981. *Punjabi Kinship and Marriage*, Delhi: Hindustan Publishing Corporation.
- Karve, Iravati, 1953/65/68. *Kinship Organization in India*. Bombay: Asia Publishing House, (3rd revised edition). See also, Karve, "The Kinship Map of India," in P. Uberoi (ed.), 1993, pp. 50-73.
- Kath, W. 1991. *Families we Choose, Lesbians, Gays, Kinship*. New York: Columbia University.
- Kolenda, Pauline, 1987. *Regional Differences in Family Structure in India*, Jaipur: Rawat.
- Leach, E. R., 1961. *Rethinking Anthropology*, London: Athlone Press. (esp. Chapters 1 & 3).
- Levi-Strauss, Claude, 1969. *Elementary Structure of Kinship*, London: Eyre and Spottiswoode.
- Madan, T. N., 1965/89. *Family and Kinship: A Study of Pandits of Rural Kashmir*, Delhi: OUP, (2d revised edition).
- _____, 1965. 'Structural Implication of Marriage in North India: Wife givers and Wife Takers among the Pandits of Kashmir', *Contribution to Indian Sociology*, n. s. 9(2). pp. 217-43.
- Mayer, Adrian C., 1960. *Caste and Kinship in Central India: A Village and its Region*, London: Routledge and Kegan Paul.
- Maynes, Mary Jo et al, 1996. *Kinship, Gender and Power: A Comparative and Interdisciplinary History*, New York: Routledge.
- Murdock, G. P., 1949. *Social Structure*, New York: Free Press.
- Nakane, Chie, 1967. *Garo and Khasi: A Comparative Study in Matrilineal Systems*, Paris: Mouton.
- Papanek, Hannah, 1989/90. "Socialization for Inequality: Issues for Research and Action", *Samya Shakti: A Journal of Women's Studies*, 4 & 5 pp 1-10.
- Pahl, R & Spencer. L. 2010. 'Family, Friends and Personal Communities: Changing Models-in-the-Mind', *Journal of Family Theory & Review* 2. September, pp.197-210.

- Palriwala R. and C. Risseuw (eds.), 1996. *Shifting Circles of Support; Contextualising Kinship and Gender in South Asia and Sub Saharan Africa*, Delhi: Sage.
- Parry, Jonathan, 1979. *Caste and Kinship in Kangra*, London: Routledge and Kegan Paul.
- Patel, T. (ed.), 2005. *The Family in India: Structure and Practice*. New Delhi: Sage
- Radcliffe-Brown, A. R. and Daryl Forde, (eds.) 1950. *African Systems of Kinship and Marriage*, London: OUP. (esp. Introduction and chapter by A. L. Richards).
- Raheja G. G., 1988. *The Poison in the Gift: Ritual, Presentation and the Dominant Caste in a North Indian Village*, Chicago: University of Chicago Press.
- Sen, Amartya, 1983. 'Economics and the Family', in *Asian Development Review*. 1 &2 pp. 14-26. (Reprinted in P. Uberoi, 1993).
- Schneider, D. and K. Gough, 1961. *Matrilineal Kinship*. Berkeley: University of California Press.
- Shah, A. M., 1973. *The Household Dimension of the Family in India*, Delhi: Orient Longman.
- Sharma, Ursula, 1980. *Women, Work and Property in N. W India*. London: Tavistock.
- Simpson, B. 2004, "Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Sri Lanka", in Radhika Chopra, Caroline Osella and Filippo Osella (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women, pp. 160-174.
- _____, 1984. "Dowry in North India: Its Consequences for Women," in Renee Hirschon (ed.) *Women and Property: Women as Property*, London: Croom Helm, pp. 62-74.
- Srinivas, M. N., 1984. *Some Reflection on Dowry*, Delhi: OUP.
- Trautman, Thomas R., 1981. *Dravidian Kinship*, Cambridge University Press.
- Uberoi, Patricia, (ed.), 1993. *Family, Kinship and Marriage in India*, Delhi: OUP.
- Uberoi, Patricia. 2009. Your Law and My Custom: Legislating the Family in India. New Delhi: Critical Quest. Pp. 1-24.
- Vatuk, Sylvia, 1975. 'Gifts and Affines in North India,' *Contributions in Indian Sociology*, No. 9, pp. 155-96.
- Wilt, Richard R. and Robert Me L. Netting, 1984. 'Households: Changing forms and Functions' in Netting et al. (eds.) *Households: Comparative and Historical Studies of the Domestic Group*, Berkeley, University of California Press, pp. 1-28.

Course Title: Sociological Theory
Course Code: SHSS C1107 CC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit- I: Functional and Non-functional

T. Parsons: Social systems, Pattern Variables.

R. K Merton: Latent and Manifest Functions, Conformity and Deviance, Reference Groups
Middle Range Theory, New Functional Theory

Jeffrey Alexander: Neo -Functionalist

Unit- II: Structuralist Theory:

S. F. Nadel: Social Structure

A. Giddens: Theory of Structuration

M. Foucault: Idea of Power

Unit-III: Critical and new Marxian Theory

J. Habermass: Theory of Communication

Louis Althusser: Marxist Structuralism

Gramsci: Hegemonic Theory

Unit- IV: Phenomenology and Ethnomethodology:

Alfred Schultz: Phenomenology of Social World

Peter Berger and Luckmann: Social Construction of Reality

Erving Goffman: Dramaturgical Theory

Suggested Readings:

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

Althusser, L., 1971. *Lenin and Philosophy and Other Essays*, New York: Monthly Review Press.

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

- Bourdieu, Pierre, 1990. *In Other Words: Essays Towards a Reflexive Sociology*, Oxford: Polity Press.
- Connerton, Paul (ed.), 1976. *Critical Sociology*, Harmondsworth: Penguin.
- Dahrendorf, Ralf, 1979. *Class and Class Conflict in Industrial Society*, London: Routledge and Kegan Paul.
- Giddens, Anthony, 2004. *In Defense of Sociology*. Cambridge: Polity Press.
- Giddens, Anthony and Turner, J. H. (ed.), 1987. *Social Theory Today*. Cambridge: Polity Press.
- Gouldner, Alvin, 1971. *The Coming Crisis of Western Sociology*. London: Heinemann.
- Gramsci, Antonio, 1971. *Selections from the Prison Notebooks*, London: Lawrence and Wishart.
- Luckmann, Thomas. (ed.) 1978. *Phenomenology and Sociology: Selected Readings*. New York: Penguin Books.
- Mennell, Stephen, 1980. *Sociological Theory: Uses and Unities*. Surrey: Thomas Nelson and Sons, 2nd Edition.
- Merton, Robert K., 1968. *Social Theory and Social Structure*, New York: Free Press.
- Parsons, Talcott (et al.), 1965. *Theories of Society: Foundations of Modern Sociological Theory*, New York: Free Press.
- Rabinow, Paul (ed.), 1986. *The Foucault Reader*, Harmondsworth: Penguin.
- Ritzer, George (ed.), 2007. *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell.
- Seidman, Steven and Alexander, J. C. (ed.), 2001. *New Social Theory Reader: Contemporary Debates*, London: Routledge.
- Skinner, Quentin (ed.), 1990. *The Return of Grand Theory in the Human Sciences*. Cambridge: Cambridge University Press.
- Smith, Dorothy E., 1999. *Reading the Social: Critique, Theory and Investigations*, Toronto: University of Toronto Press.
- Wright, Mills, C., 1959. *The Sociological Imagination*, New York: Oxford University Press.

Course Title: Polity and Society in India

Course Code: SHSS C1108 CC4004

Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

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

Unit- I: Meaning, Definition and Scope of Political Sociology; Inter-Relationship between Polity and Society; Distinctive Approaches of Political Sociology.

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

Unit-III: Political Modernization; Forms of Government; Political Culture–Meaning and Significance; Political Socialization– Meaning, Significance and Agencies.

Unit-IV: Political Parties: Characteristics, Social Composition of Parties, Political Apathy: Its Causes and Consequences, Media and Politics, Politicization of social life, Contemporary trends in Political Sociology in India.

Suggested Readings:

Anderson, Benedict, 1983. *Imagined Communities: Reflections on the origin and Spread of Nationalism*, London: Beso.

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

Beteille, A., 1966. *Caste, Class and Power*, Cambridge: OUP.

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

Blau, P., 1956. *Bureaucracy in Modern Society*. Random House: New York.

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

Chatterjee, P., 1997. *State and Politics in India*, Delhi, OUP.

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

Desai, A. R., 1968. *Social Background of Indian Nationalism* Bombay: Popular.

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

Drez, J. and Amartya Sen, 1997. *Indian Development*, Delhi: OUP.

Frankel, F. and M. S. A. Rao, 1989. *Dominance and State Power in Modern India*, Delhi: OUP.

Gabriel, Almond A. et al., 1973. *Crises, Choice and Change: Historical Studies of Political Development*, Boston.

Gandhi, M. K., 1968. *Hind Swaraj*, Ahmedabad: Nayjeevan.

Horowitz, Irving L., 1972. *Foundation of Political Sociology*, New York: Harper and

Huntington, Samuel P., 1969. *Political Order in Changing Societies*. Yale University Press: New Haven.

Kaviraj, Sudipta, 1997. *Politics in India*, New Delhi: OUP.

Kohli, Atul, 2002, *The Success of India's Democracy*, Cambridge: OUP.

Kothari, Rajani (ed), 1973. *Caste in Indian Politics*, New Delhi: Orient Longmans Ltd.

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

Kumar, Anand, 1989. *State and Society in India*, New Delhi: Radiant.

_____, 2000, *Nation Building in India*, New Delhi: Radiant.

Lipset, S. M., 1959. *Political Man*, H.E.B.

Michels, Robert, 1949. *Political Parties*, Glencko: Free Press.

Mills C. W. and Hans Gerth, 1946. *Essays in Sociology*. Oxford: New York

Mitra, Subratha K., 1992. *Power, Protest and Participation – Local Elites and the Politics of Development in India*. Delhi: Routledge.

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

Oommen. T. K. 1990. *State and Society in India*, New Delhi: Sage.

Rao, M.S.A. 1978. *Social Movements in India*, New Delhi: Monohar.

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

Singh, Yogendra, 1978. *Modernization of Indian Tradition*, Delhi: Thompson.

_____, 2000. *Cultural Change in India*, New Delhi, 2000

Course Title: Sociology of Gender
Course Code: SHSS C1109 CC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

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

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

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

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

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

Suggested Readings:

Beauvoir, Simone De, 1983. *The Second Sex*, Harmondsworth: Penguin.
Cavallaro, Dani, 2003. *French Feminist Theory*, New York: Continuum.
Chakrawarti, Uma, 2006. *Gendering Caste: Through a Feminist Lens*, Kolkata: Stree.
_____. 1993. 'Conceptualizing Brahmanical Patriarchy in Early India: Gender, Caste and the State'. *Economic and Political Weekly*, 28(14), 579-585.

_____. 1995. Gender, Caste and Labour Ideological and Material Structure of Widowhood *Economic and Political Weekly*, 30(36), 2248-2256.

Chowdhry, Prem, 2014. "Masculine Spaces: Rural Male Culture in North India". *Economic and*

Political Weekly, 49 (47), 41-49.

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

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

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

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

Ghosh, G. K. and Shukla Ghosh, 1997. *Dalit Women*. New Delhi: A.P.H Publication. Giddens, Anthony, 2013. *Sociology*. New Delhi: John Wiley and Sons.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Title: Population and Society in India

Course Code: SHSS C1101 DCEC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit- I: Population and Society: a general overview

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

Unit- II: Theoretical Approaches to Social Demography

1. Malthusian
2. Demographic Transition
3. Marxist

Unit- III: Demographic Processes

1. Fertility
2. Mortality
3. Migration

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

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

Suggested Readings:

- Agarwal, S. N. (1977). *India's Population Problems*. Bombay: Tata McGraw-Hill.
- Agnihotri, S. B. (2000). *Sex- Ratio Patterns in Indian Population: A fresh exploration*. New Delhi: Sage.
- Becker, G. S. (1960). An Economic Analysis of Fertility. In G. B. Roberts, *Demographic and Economic Change in Developed Countries* (pp. 209-240). Massachusetts: National Bureau of Economic Research.
- Bhende, A. A., & Kanitkar, T. (1994). *Principles of Population Studies*. Bombay: Himalaya Publishing House.
- Bose, A. (1996). *Demography of Religion in India*. Delhi: B.R. Publication.
- Bose, A. (1998). *Demographic Diversity in India*. Delhi: B.R. Publication.
- Caldwell, J. C. (1996). Demography and Social Science. *Population Studies*, 50(3), 305-333.
- Chandrasekhar, S. (2010). *Infant Mortality, Population Growth and Family Planning in India: An Essay on Population Problems and International Tensions*. London: Routledge.
- Cox, P. R. (1970). *Demography*. Cambridge: Cambridge University Press.
- D'Souza, V. S. (1988). *Economic Development, Social Structure and Population Growth*. New Delhi: Sage.
- Davis, K. (1951). *The Population of India and Pakistan*. New York: Princeton University.
- Djurfeldt, G., & Lindberg, S. (1975). *Pills against poverty: a study of the introduction of western medicine in a Tamil village*. Stockholm: Sweden: Studentlitt.
- Drèze, J., & Sen, A. (2002). *India: Development and Participation*. New Delhi: Oxford University Press.
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- Sandhya, S. (1991). *Socio-economic and Cultural Correlates of Infant Mortality*. Delhi: Concept Publications.
- Singh, J. P. (1998). *Studies in Social Demography*. New Delhi: M.D. Publications.
- Sollund , R. A. (2012). *Transnational Migration, Gender and Rights, Advances in Ecopolitics- Volume 10*. Warrington: Emerald Group Publishing Limited.
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Course Title: Rural Society and Agrarian Change

Course Code: SHSS C1102 DCEC4004

Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

1. The students will learn about the agrarian social structure.
2. They will learn about major theoretical approaches regarding agrarian society.
3. Students will learn how to review development projects and prepare reports on the same.
4. Students can critically analyze various Govt. welfare schemes regarding agrarian community.
5. The students can critically analyze the various agrarian movements.

Unit- I: Study of Agrarian Social Structure and Change

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

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

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

Unit- III. Agrarian Movements

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

Unit- IV: Contemporary Agrarian Conditions

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

Suggested Readings:

- Agarwal, Bina, 1994. *Field of One's own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.
- Asthana M. D. and Pedro Madrano (ed.), 2001. *Towards Hunger Free India: Agenda and Imperatives*. New Delhi: Manohar.
- Bandyopadhyay, D., Saila K. Ghosh and Buddadeb Ghosh, 2003. *Dependency versus India*. Delhi: Concept Publications.
- Beteille, A., 1974. *Studies in Agrarian Social Structure*. New Delhi: OUP. (Introduction and Chapter 1).
- Brass, T., 1994. 'New Farmer's Movements in India'. *Journal of Peasant Studies*, 21 (3,4). Special issue. pp. 3-25.
- Breman Jan, Peter Kloos and Ashwani Saith, 1997. *The Village in Asia Revisited*. Delhi: OUP.
- Desai, A. R., 1967. *Rural Sociology in India*, Delhi: Popular Prakashan.
- Dhanagare, D. N., 1983. *Peasant Movements in India, 1925-1950*. OUP, I & II Chapter.
- Dreze, Jean, 2004. 'Democracy and Right to Food'. *Economic and Political Weekly*, Vol.39, No.17, pp. 1723-31.
- Frankel, F., 1971. *India's Green Revolution*, Bombay: OUP, pp.3-46, 191-215.
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- Gupta, Dipankar, 2005. 'Whither the Indian Village: Culture and Agriculture in 'Rural' India', *Economic and Political Weekly*; 40, 8; 751-758
- Hardiman, David (1992). *Peasant Resistance in India*. Delhi: OUP.
- Harriss-White, Barbara, 2004. India's Socially Regulated Economy. *The Indian Journal of Labour Economics*, 47(1): 49-68.
- Joshi, P. C., 1976. *Land Reforms in India*. Delhi: Allied Publishers.
- Kloppenburg, Jack Ralph Jr., 1990. *First the Seed: The Political Economy of Plant Biotechnology, 1492-2000*. Cambridge: CUP.
- Kodoth, Praveena, 2004. Gender, Property Rights and Responsibility for Farming in Kerala. *Economic and Political Weekly*, May 8, pp. 1911-1920.
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- Mearns, Robin, 2000. *Access to Land in Rural India: Policy Issues and Options*.
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- Sen, A. K., 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Delhi: OUP.
- Sengupta Nirmal, 1990. 'The Social and Economic Basis of Current Tribal Movements'. *Social action*, vol.40, No.4, p.336.
- Shah, Ghansyam (ed.), 1991. 'Report of the National Commission on Rural Labour'. New Delhi: Ministry of Labour.
- Shanin, T., 1987. *Peasants and Peasant Societies*. pp.1-11, 176-184; 331-337; 447-475.
- Shiva, Vandana (2001). *Patents: Myths and Reality*. New Delhi: Penguin Books India.
- Singh, K. S., 1982. *Tribal Movements in India*. Vol.1 & 2., New Delhi: Manohar.
- Singh, Rajendra, 2001. *Social Movements: Old and New A Post-modern Critique*. New Delhi: Sage.
- Suri, K. C. 2006. 'Political Economy of Agrarian Distress'. *Economic and Political Weekly*, XL (16), pp. 1523-29.
- Vasavi, A. R., 2005. 'Individualization of Agriculture: Suicides and themaking of Agrarian Distress'. Unpublished paper.
- Thomas P et.al (1994). Dunkel Text: Implications for Rural Sector, *Economic and Political Weekly*, 26, March.
- Thorner Alice, 1982. 'Semi-Feudalism or Capitalism', *Economic and Political Weekly*, December, pp.1961-8, 1993-9, 2061-6.
- Thorner, Daniel, 1956. *The Agrarian Prospect in India*. Delhi: University Press.
- Thorner, Daniel, 1966. *The Theory of Peasant Economy*, Delhi: University Press.

Course Title: Social Movements
Course Code: SHSS C1103 DCEC4004
Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

1. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of social movements.
2. Understand the role of ideology and leadership in social movements.
3. Recognize the various types of social movements in India and elaborate on how they have evolved historically.
4. Develop a sociological lens to analyze social movements.
5. Utilize their comprehension, analytical, and research skills to undertake independent research on Social Movements in the future if the need arises.

Unit- I: Conceptual Issues

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

Unit- II: Theories of Social Movement

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

Unit- III: Types of Movements in India

Peasant, Backward Class movement, Religious Sectarian movement.

Unit- IV: Politics of Transcendence

Tribal and Dalit Movement, Women and Environment movement.

Suggested Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Title: Urban Life in India
Course Code: SHSS C1104 DCEC4004
Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

1. Understanding of the different theoretical perspectives/literatures used in the study of Urban.
2. Reflect on the nature of social stratification in cities.
3. Critically evaluate the changes in gender, kinship, and family relations in the urban society.
4. Demonstrate a critical understanding of why cities are crucial sites in the negotiation of identity and difference.
5. Possess the ability to deploy specific social science techniques to describe and critically analyze the social life of urban spaces.

Unit- I: Theorizing Urbanism: Space, Place and Urban

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

Unit- II: Stratification in Cities

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

Unit- III: Urban Society and Culture

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

Unit- IV: Continuities and Change

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

Suggested Readings:

- Advani, Mohan, 2009. *Urbanization, Displacement and Rehabilitation: A Study of People Affected by Land Acquisition*. Jaipur: Rawat.
- Appadurai, A. 1996. *Modernity At Large: Cultural Dimensions Of Globalization*. Minneapolis: University Of Minnesota Press
- Baviskar, A. 2003. Between Violence and Desire: Space, Power And Identity in The Making Of Metropolitan Delhi, *International Social Science Journal*, Vol. 55, no. 175, pp. 89-98.
- Bergel, Egon E., 1955. *Urban Sociology*. New York: McGraw-Hill.
- Beteille, A., 1974. *Studies in Agrarian Social Structure*, Delhi: Oxford University Press.
- Castells, Manuel, 1977. *The Urban Question: A Marxist Approach*, (Translated by: Alan Sheridan, Edward Arnold, Bath), London: Edward Arnold Publishers.
- Das, V. (ed) 1990. *Mirrors Of Violence — Communities, Riots and Survivors In South Asia* New Delhi: Oxford University Press
- Desai, A. R., 1968. *Rural Sociology in India*, Bombay: Popular Prakshan.
- Dickey, S. 2000. Permeable Homes: Domestic Service, Household Space and The Vulnerability Of Class Boundaries In Urban India, *American Ethnologist*, no. 27, pp. 462–489.
- Dube, S. C., 1955. *Indian Village*, London: Routledge and Kegan Paul.
- Dube, S.C., 1990. *Indian Society*, New Delhi: National Book Trust.
- Gottdiener, Mark and Leslie Budd, 2005. *Key Concepts in Urban Studies*, London: Sage.
- Gupta, Dipankar, 2005. 'Whither the Indian Village: Culture and Agriculture in Rural India', *Economic and Political Weekly*, XL(8), 751-8.
- Harvey, David, 1989. *The Urban Experience*, Baltimore: John Hopkins Press.
- Hansen, Thomas Blom. 2001. *Wages of Violence: Naming And Identity In Postcolonial Bombay*. Princeton, N.J.: Princeton University Press.
- Hutchinson, Ray (ed.), 2010. *Encyclopaedia of Urban Studies*, California: Sage, Thousand Oaks.
- Jodhka, Surinder S. (ed.), 2012. *Village Society*, Hyderabad: Orient Blackswan.
- Joshi, P. C., 1975. *Land reforms in India: Trends and Perspectives*, Bombay: Allied Publishers.
- Kolenda, Pauline, 1983. *Caste, Cult and Hierarchy*, Meerut: Folklore Institute.
- Kumar, Dharma, 1992. *Land and Caste in South India*, Delhi: Manohar.
- Lefebvre, Henri, 2007 (1991). *The Production of Space*, (Translated by: Donald Nicholson- Smith), Delhi: Blackwell Publishing.
- LeGates, Richard T. and Frederic Stout, 1996. *The City Reader*, London: Routledge.
- Low, Setha. 1996. Spatializing Culture: The Social Production and Social Construction Of Public Space, *American Ethnologist*, Vol. 23, no. 4, pp. 861-879
- Mehta, D and Chatterji, R. 2007. *Living With Violence: An Anthropology of Events And Everyday Life*. Delhi: Routledge
- Park, R. E., E. W. Burgess & R. D. McKenzie, 1967 (1925). *The City*, Chicago The University of Chicago Press.
- Patel, Sujata and Kushal Deb (ed.), 2006. *Urban Studies*. Delhi: Oxford.
- Phillips, W. S. K., 1990. *Social Stratification and Mobility in Urban India*. New Delhi: Rawat.
- Qadeer, M. A., 1974. 'Do Cities 'Modernize' the Developing Countries? An Examination of the South Asian Experience', *Comparative Studies in Society and History*, 16(3), pp. 266-283.

- Rao, M. S. A. (ed.), 1991. *A Reader in Urban Sociology*, New Delhi: Orient Longman.
- Rao, M.S.A. (ed.), 1974. *Urban Sociology in India*, Delhi: Orient Longman.
- R. Ramachandran, 1998. *India's Urbanization*, OUP.
- Redfield, R and Singer M. 1954, "The Cultural Role of Cities", *Economic Development and Cultural Change*, Number 4.
- Sassen, Saskia (ed.), 2007. *Urban Sociology in the 21st Century*. Columbia: Sage Publications.
- Sassen, Saskia, 1995. *Cities in a World Economy*, Sage Publications.
- Saunders, Peter, 1981. *Social Theory and the Urban Question* (2nd Edition), London: Routledge.
- Sharma, Rajendra K. 1997. *Urban Sociology*, New Delhi: Atlantic Publishers and Distributors.
- Srinivas, M.N, 1972. *Social Change in Modern India*, Orient Longman.
- Tambiah, Stanley J, 1997. "Friends, neighbours, enemies, strangers: Aggressor and victim in civilian ethnic riots." *Social Science & Medicine* 45.8: 1177-1188.
- Taylor, Peter J. (ed.), 2007. *Cities in Globalization: Practices, Policies and Theories*, London: Routledge.
- Weber, Max (ed.), 1958. *The City*, (Translated by: Don Martindale and Gertrud Newirth), London: The Free Press.
- Vatuk, Sylvia, 1972. *Kinship and Urbanization*, University of California Press.

Course Title: Cinema and Society
Course Code: SHSS C1105 DCEC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

1. Ability to reflect on the relationship between society and cinema.
2. Sociology of knowle
3. Understanding of the theoretical orientations and methodological constrains in the study of Cinema and culture in India

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

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

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

Unit- II: Cinema and Culture in India

Cultural History of Indian Cinema

The Political Economy of Indian Cinema

Popular Genres of Indian Cinema

Unit- III: The Texts of Indian Cinema

Evolution of Indian Cinema as a Symbolic Text in Indian Culture

Dialectics of Technology and Culture: Transmission of Oral Myths as Cinematic Texts

Canonization of Texts in Indian Cinema

Unit- IV: Sociology of Indian Cinema

Sociology of Blockbusters in Indian Cinema

Cinema as a Symbolic game of Knowledge and Power

Cinema and Audience

Suggested Readings:

- Basu, Anustup, 2012. *Bollywood in the Age of New Media*. Hyderabad: Orient Blackswan.
- Bharat, Meenakshi and Nirmal Kumar (eds.), 2008. *Filming the Line of Control: The Indo-Pak Relationship through the Cinematic Lenses*, New Delhi: Sage.
- Bhattacharya, Meheta, Rini and R. V. Pandharipande (eds.) 2011. *Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora*. Delhi: Anthem Press.
- Coomarswamy, A. K., 2004. *The Transformation of Nature in Art*. New Delhi: Munshiram Manoharlal Publishers.
- Dayal, Samir, 2015. *Dream Machine*. Philadelphia: Temple University Press.
- Dwyer, R. and C. Pinney (eds.) 2001. *Pleasure and Nation: The History, Politics and Consumption of Public Culture in India*. New Delhi: OUP.
- Dudrah, Rajendra Kumar, 2006. *Bollywood: Sociology Goes to the Movies*. New Delhi: Sage.
- Garg, B. D., 2006. *The Art of Cinema: An Insider's Journey through Fifty Years of Film History*. New Delhi: Penguin/Viking.
- Jain, Jasbir (ed.), 2011. *Muslim Culture in Indian Cinema*. Jaipur:
- Rawat. Joshi, Priya, 2015. *Bollywood's India*. New York: Columbia University Press.
- Juluri, Vamsee, 2013, *Bollywood Nation: India through Its Cinema*. New Delhi: Penguin.
- Kabir, Nasreen Munni, 1999, *Talking Films: Conversations on Hindi Cinema with Javed Akhtar*. Delhi: OUP.
- Kazmi, Fareed, 1999. *The Politics of India's Conventional Cinema: Imaging a Universe, Subverting the Multiverse*. New Delhi: Sage.
- Lal, Vinay and Ashis Nandy (ed.), 2006. *Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema*. New Delhi: OUP.

Mazumdar, Ranjani, 2007. *Bombay Cinema: An Archive of the City*, Ranikhet: Permanent Black. Mishra, Vijaya, 2002. *Bollywood Cinema: Temples of Desire*. New York: Routledge.

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

Rajadhyaksha, Ashish, 2009. *Indian Cinema in the Time of Celluloid*. New Delhi: Tulika Books. Sarkar, Bhaskar, 2010. *Mourning the Nation: Indian Cinema in the Wake of Partition*. Hyderabad: Orient Blackswan Pvt. Ltd. (2nd Edition)

Raghavendra, M. K., 2008. *Seduced by the Familiar*. New York: Oxford University Press.

Sharma, Amit Kumar, 2011a, *Religion and Culture in Indian Civilization: Essays in the Honor of C. N. Venugopal*. New Delhi: D K Printworld.

_____ 2011b, *Symbols of Kinship Identity in a North Indian Village*, Germany: Lap Lambert Academic Publishing Company.

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

Vasudevan, Ravi S. (ed.), 2000. *Making Meaning of Indian Cinema*, New Delhi: OUP.

_____ 2011. *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*. Ranikhet: Permanent Black.

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

Vitali, Valentina, 2008. *Hindi Action Cinema: Industries, Narratives, Bodies*. New Delhi: OUP.

Semester- III

Course Title: Anthropological Theories

Course Code: SHSS C1110 CC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit- I: Anthropology: Basics

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

Unit- II: Rise of Anthropological Theory: The Founders

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

Unit- III: Early Twentieth Century Approaches

Functionalism (B. Malinowski), Structural Functionalism (Radcliffe Brown).

Theory at Mid Century: Structuralism (Levi Strauss), Interpretative Sociology (C.Geertz).

Unit- IV: New Debates and Anthropology Theory

Feminist anthropology (Ortner), Global Ethnoscapes (Appadurai)

Suggested Readings:

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

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

- Boas, F, 1896. "The Limits of the Comparative Method of Anthropology". *American Association for the Advancement of Science*. 4.103: 901-908.
- Boas, Franz, 1932. "The Aims of Anthropological Research". *Science*. New Series. 76. 1983,605-613.
- Bourdieu, P, 1990. *The Logic of Practice*. Cambridge: Polity Press.
- Bourdieu, P, 1977. *Outline of a Theory of Practice*. London: Cambridge University Press.
- Clifford, James and George Marcus (eds.). 1986. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Douglas, Mary, 1966. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge.
- Evans-Pritchard, 1981, *E.E.A History of Anthropological Theory*. New York: Basic Books.
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- Geertz, Clifford, 1973. *The Interpretation of Cultures*. New York: Basic Books. [Chapter on "Thick Description", "The Impact of the Concept of Culture on the Concept of Man", "Deep Play: Notes on the Balinese Cockfight"].
- Gupta, A and J Ferguson (ed.), 1997. *Culture, Power, Place: Explorations in Critical Anthropology*. Durham: Duke University Press.
- Harris, Marvin, 1966. "The Cultural Ecology of India's Sacred Cattle". *Current Anthropology*, 7:51-66.
- Harris, Marvin, 1968. *The Rise of Anthropological Theory*. New York: Crowell.
- Harris, Marvin, 1977. *Cannibals and Kings: The Origins of Cultures*. New York: Vintage.
- Kuper, A, 1983. *Anthropology & Anthropologists: The Modern British School*. London: Routledge.
- Leach, Edmund, 1961. *Rethinking Anthropology*. London: Athlone Press.
- Leslie White, 1943. "Energy and the Evolution of Culture". *American Anthropologist*, 45: 335-356.
- Levi-Strauss, Claude, 1963. *Structural Anthropology*. Trans. Claire Jacobson. New York: Basic Books. (Introduction chapter, Structural Analysis in Linguistics and Anthropology)
- Levi-Strauss, Claude, 1969. *Totemism*. Boston Beacon Press.
- Lowie, Robert, 1937. *History of Ethnological Theory*. Holt: Rinehart and Winston.
- Malinowski, B, 1944. *A Scientific Theory of Culture*. Chapel Hill: University of North Carolina Press.
- Malinowski, B, 1961. *Argonauts of the Western Pacific*. New York: E.P. Dutton.
- Mead, Margaret, 1963. *Sex and Temperament in Three Primitive Societies*. Morrow Quill: New York.
- Nadel, S F, 1969. *Foundations of Social Anthropology*. London: Cohen & West.
- Ortner, Sherry, 1974. "Is Female to Male as Nature is to Culture?". In Michelle Z. Rosaldo and Louise Lamphere (ed.). *Woman, Culture, and Society*, Stanford: Stanford University Press: 6887.

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

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

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

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

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

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

Course Title: Religion and Society in India

Course Code: SHSS C1111 CC4004

Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

1. Develop an understanding of the various theories of religion.
2. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of religion.
3. Critically analyze the relationship of religion with society, culture, and polity.
4. Analyze the concepts of secularism, fundamentalism, communalism, and proselytism in India through a sociological lens.

Unit- I:

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

Unit- II:

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

Unit- III:

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

Unit- IV:

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

Suggested Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Title: Economy and Society in India

Course Code: SHSS C1112 CC4004

Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

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

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

Unit-II: Sociology of markets: Market as a form of exchange, market efficiency and social efficacy, need for market regulation, market and society in India. Trends in contemporary globalization.

Unit-III: Industrialization and trends towards knowledge economy: Changing pattern of industrialization, growth of service sector, industrial corporations and corporate governance, the challenge of globalization: foreign capital versus indigenous enterprise. Labor policy and the decline of trade unions.

Unit- IV: Human economy and the question of unequal development: Impact of liberalisation on poverty and inequalities. The political economy of caste and communalism, the moral economy of corruption, gender issues in development.

Suggested Readings:

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

- Bhaduri, Amit & Deepak Nayyar, 1996. *A Political Economy of Agricultural Markets in South India: Masters of the Countryside*, New Delhi: Sage Publications.
- _____, 1996. *The Intelligent Person's Guide to Liberalization*, Penguin.
- Bhagwati, Jagdish, 2001. *Free Trade Today*, Delhi: Oxford University Press.
- Breman, Jan, 1990. 'Even Dogs are Better Off: The Ongoing Battle Between Capital and Labour', *Journal of Peasant Studies*, Vol. 17.
- _____, 1993. *Beyond Patronage and Exploitation: Changing Agrarian Relations in South Gujarat*, Delhi: Oxford University Press.
- Chakravarty, Sukhamoy, 1987. *Development Planning: The Indian Experience*, Oxford: Clarendon Press.
- Drahoš, Peter and John Braithwaite, 2002. *Information Feudalism: Who Owns the Knowledge Economy*, Delhi: Oxford University Press.
- Dutta, Sudipt, 1997. *Family Business in India*, New Delhi: Response Books.
- Gilpin, Robert, 2000. *The World Economy: Challenge of Global Capitalism in the 21st Century*, Princeton: Princeton University Press.
- Goody, Jack, 2004. *Capitalism and Modernity: The Great Debate*, Polity Press.
- Granovetter, M., 1985. Economic Action and Social Structure: The Problem of Embeddedness, *American Journal of Sociology*, Vol. 91, No. 3 (Nov), pp. 481-507.
- Gupta, Akhil, 1998. *Postcolonial Developments: Agriculture in the Making of Modern India*, Duke University Press.
- Hann, C. and K. Hart, 2011. *Economic Anthropology: History, Ethnography, Critique*, Cambridge: Polity.
- Harriss White, Barbara, 2003. *India Working: Essays on Society and Economy*, Cambridge: Cambridge University Press.
- _____, 2005. *India's Market Society: Three Essays in Political Economy*, Gurgaon: Three Essays Collective.
- Harvey, David, 2005. *A Brief History of Neoliberalism*, OUP: Oxford/NY. (Chapter 3).
- Holmström, Mark, 1985. *Industry and Inequality: The Social Anthropology of Indian Labour*, Cambridge, Cambridge University Press.
- Imtiaz Ahmad and Helmut Reifeld, 2002. *Middle Class Values in India and Western Europe*, New Delhi: Social Science Press.
- Jenkins, Rob, 1999. *Democratic Politics and Economic Reform in India*, Cambridge: Cambridge University Press.

- Jodhka, Surinder, 2003. 'Agrarian Structures and Their Transformations', in Veena Das (ed.), *The Oxford India Companion to Sociology and Social Anthropology*, Delhi: Oxford University Press, pp. 1213-1242.
- Kohli, Atul, 1987. *The State and Poverty in India: The Politics of Reform*, Cambridge: Cambridge University Press.
- Kumar, Arun, 1999. *The Black Economy in India*, New Delhi: Penguin India.
- Lal, Deepak, 1988. *The Hindu Equilibrium: Volume I: Cultural Stability and Economic Stagnation, India, c. 1500 BC-AD 1980*, Oxford: Clarendon Press.
- Mamkootam, Kuriakose, 2003. 'Labour, Technology and Industry' in Veena Das (ed.), *The Oxford India Companion to Sociology and Social Anthropology*, Delhi: Oxford University Press.
- Marx, Karl, 1867. *Capital: A Critique of Political Economy*, (Chapter 1, Section 4: The Fetishism of Commodities and the Secret Thereof).
- Mauss, M., 1924. *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West.
- Moddie, A. D. (ed.), 1990. *The Concept of Work in Indian Society*, New Delhi: Manohar Publications.
- Navlakha, Suren, 1989. *Elite and Social Change: A Study of Elite Formation in India*, New Delhi: Sage Publication.
- Omvedt, Gail, 1994. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications.
- Pandey, Gyanendra, 1990. *The Construction of Communalism in Colonial North India*, Delhi: Oxford University Press.
- Parry, J., Breman, J. and K. Kapadia (eds.), 1999. 'The Worlds of Indian Industrial Labour.' in *Contributions to Indian Sociology*. Sage Publications: New Delhi
- Piore, Michael & Charles Sabel, 1984. *The Second Industrial Divide: Possibilities for Prosperity*, New York: Basic Books.
- Rajagopal, Arvind, 2001. *Politics after Television: Hindu Nationalism and the Reshaping of the Public in India*, Cambridge: Cambridge University Press.
- Rudolph, Lloyd I. and S. H. Rudolph, 1987. *In Pursuit of Lakshmi: The Political Economy of the Indian State*, New Delhi: Orient Longman.
- Sachidananda & B. B. Mandal, 1985. *Industrialisation and Social Disorganization Study of Tribes in Bihar*, New Delhi: Concept Publishing House.
- Sassen, Saskia. 2007. *A Sociology of Globalization*, London: W. W. Norton & Co.
- Scott, James, 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*, New Haven: Yale University Press.

Sen, Amartya, 1981. *Poverty and Famines*, Delhi: Oxford University Press.

_____, 2000. *Development as Freedom*, Delhi: Oxford University Press.

Shah, A. M., B. S. Baviskar and E. A. Ramaswamy, 1997. *Social Structure and Change- Volume 3: Complex Organisations*, New Delhi: Sage.

Sheth, Narayan, 2003. 'Labour and Trade Unions' in Veena Das (ed.), *The Oxford India Companion to Sociology and Social Anthropology*, Delhi: Oxford University Press, pp. 1243-65.

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

Sinha, J. B. P. 1990. *Work Culture in the Indian Context*, New Delhi: Sage Publications.

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

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

Swedberg, R., 1991. Major Traditions of Economic Sociology, *Annual Sociological Review*, Vol. 17, pp 251-276.

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

Tonkiss, Fran, 2006. *Contemporary Economic Sociology*. London: Routledge, (Chapter 1, Capitalism and Globalization. Pp. 3-28).

Ward, Peter M. (ed.), 1989. *Corruption, Development and Inequality*, London: Routledge.

Weber, Max, 1978. *Economy and Society. An Outline of Interpretative Sociology* Edited by Guenther Roth and Claus Wittich. Berkeley: University of California Press

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

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

Course Title: Seminar Paper

Course Code: SHSS C1113 CC4004

Credits: 4

Course Objectives:

By the end of this course, students will be able to conduct a sociological literature review on a specific theme or issue of academic and societal relevance. The course aims to develop the ability to identify, review, and synthesize theoretical and empirical sociological studies to draw meaningful insights and academic contributions.

Course Level Learning Outcomes:

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

1. Apply critical and analytical thinking to review existing sociological literature.
2. Identify sociological gaps and debates across various thematic areas.
3. Develop academic writing skills suitable for research-based careers.
4. Formulate a well-structured review paper that aligns with sociological frameworks and concepts.

At the end of their semester the students shall submit the written review article as per the Guidelines prescribed.

Unit-I: Introduction to Seminar Paper Writing

A common orientation session will be conducted at the beginning of the semester by the department to brief all students and faculty supervisors about the objectives, expectations, guidelines, and evaluation criteria of the seminar paper. This session will also help students narrow down their areas of interest.

Unit-II: Selection of Topic for Seminar Paper

Students shall finalize their seminar paper's theme/topic and work plan in consultation with their assigned faculty supervisor. The topic and schedule should be finalized within the first few weeks of the semester and must be approved by the department's research committee.

Unit-III: Allocation of Guide and Review of Literature

Each student will be assigned a faculty supervisor for individual guidance throughout the semester. Allocation will be based on the supervisor's area of expertise and student preferences. The supervisor will provide continuous feedback and ensure academic rigor in the literature review process.

Unit-IV: Seminar Paper Preparation and Submission

The final review paper is compulsory for the semester. Therefore, students must adhere to the following parameters:

Word Limit: 3000–4000 words

No. of Copies: 01 (hard copy)

Binding: Spiral binding

Language: English / Hindi

Paper Size: A4

Margins: As per APA guidelines

Referencing Style: APA preferred, unless otherwise advised

Suggested Readings:

Singleton Jr, R., Straits, B. C., Straits, M. M., & McAllister, R. J. (1988). *Approaches to social research*. Oxford University Press.

Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

Creswell, J. W., & Creswell, J. (2003). *Research design* (pp. 155-179). Thousand Oaks, CA: Sage publications.

Pan, M. L. (2016). *Preparing literature reviews: Qualitative and quantitative approaches*. Routledge.

Course Title: Sociology of Education

Course Code: SHSS C1106 DCEC4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

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

Unit- I: Sociology of Education

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

Unit- II: Issues and Processes

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

Unit-III: Approaches to Sociology of education

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

Unit- IV: Relationship of Sociology of education with Society

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

Suggested Readings:

Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in *Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151
Sen, Amartya and Jean Dreze, 1996. *India Economic Development and Social Opportunity*, New Delhi: OUP.

1997. *Development: Selected Regional Perspectives*, New Delhi: OUP.

- Banks, Olive, 1971. *Sociology of Education*, London: Batsford.
- Chanana, Karuna, 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223
- _____ 2001, *Interrogating Women Education*, Jaipur: Rawat.
- Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). *The Routledge Falmer Reader in Sociology of Education*. London: Routledge Falmer. pp. 128-139
- Deshpande, Satish and Apoorvanand. 2018. 'Exclusion in Indian Higher Education Today' in *India Exclusion Report*. New Delhi: Yoda Press. pp. 191-218
- Durkheim, E., 1967. *Education and Sociology*, New York: Free Press.
- Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. pp. 92-104
- Gore, M. S., 1975. *Papers on Sociology of Education in India*, New Delhi: NCERT
- Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' in *Economic and Political Weekly*. Vol. 49. No. 32. pp.65-72
- Humayan, Kabir, 1961. *Indian Philosophy of Education*. New Delhi: Allied Publishers.
- Illich, Ivan, 1973. *De-schooling Society*, London: Penguin.
- Jayaram, N., 1990. *Sociology of Education in India*, Jaipur: Rawat Publication.
- Jeffrey, Craig., 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. *A Companion to Anthropology in India*. UK: Blackwell. pp. 62-79
- Jeffrey, Roger et.al., 2006. 'Parhai Ka Mahaul: An Educational Environment in Bijnor, Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local: Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.
- Kappuswamy, B., 1975. *Social Change in India*, New Delhi: Vikas Publications.
- Kamat, A. R., 1985. *Education and Social Change in India*, Somaiya: Bombay.
- Kumar, Krishna.1989. 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. pp. 59-77
- Kumar, Krishna. 2009. *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.
- Morris, Iror, 1978. *Sociology of Education*, London: Allan and Unvin.
- Sarangapani, Padma., 2003. *The End of Childhood' in Construction of School Knowledge*. New Delhi: Sage. Pp 72-101.
- Parsons, Talcott., 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). *Schools and Society: A Sociological Approach to Education*. 3rd Ed. California: Pine Forge Press. (pp. 80-85).
- Haralambos M. and R.M. Heald, 2002. *Sociology: Theme and Perspective*, New Delhi: OUP.
- Robinson, P., 1987. *Perspective in the Sociology of Education: An Introduction*. London: Routledge and Kegan Paul.
- Ramachandra, V., 2004. *Gender and Social Equity in Primary Education*, New Delhi: Sage.

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

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

Course Title: Sociology of Knowledge

Course Code: SHSS C1107 DCEC4004

Credits: 4

Course Objectives:

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

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

Course Level Learning Outcomes:

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

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

Unit- I: Sociology of Knowledge - Initial and Emerging Perspectives

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

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

Science and technological studies; Science and capital - new alliances

Unit- III: Knowledge and Power

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

Unit- IV: Sociology of Social Science Knowledge:

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

Suggested Readings:

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

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

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

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

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

Chakrabarty, Dipesh, 2011. 'History and the Politics of Recognition', in Anjan Ghosh, Tapati Guha Thakurtha and Janaki Nair (eds.), *Theorizing the Present*, New Delhi: Oxford.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Title: South Asian Social Thoughts

Course Code: SHS SC 1108 DCEC 4004

Credits: 4

Course Objectives:

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

Course Level Learning Outcomes:

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

1. An informed understanding of essential ideas of some significant personalities who shaped modern South Asia.
2. Understanding of contemporary South Asian socio-political situation in reflection of those ideas.
3. Reflect on the tradition of dissent in South Asia and how do different writers contest caste, religion, and gender.
4. Inclination towards reading innovative literature and ideas of various intellectuals.

Unit- I: Examining Modernity

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

Unit- II: Religion and Politics in South Asia

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

Unit- III: The Tradition of Dissent in South Asia

1. Literary dissent and responsible art: Krishan Chander and Mahasweta Devi
2. Questioning caste and religious order: Mahatma Jyotirao Phule, B.R. Ambedkar
3. Questioning Patriarchy: Pandita Ramabai and Tarabai Shinde.

Unit- IV: Present Times

1. Ashish Nandy: Marginalized systems of Knowledge.

2. Eqbal Ahmad: Politics and The Roots of Religious Right
3. Gananath Obeyesekere and the world of the irrational.

Suggested Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Title: Sociology of Health and Medicine

Course Code: SHSS C1109 DCEC4004

Credits: 4

Course Objectives:

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

Course Learning Outcomes:

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

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

Unit- I: Introduction

Nature, definition and scope of Medical Sociology and its relationship with other social sciences

Unit- II: Theoretical Perspectives

Functionalist, Marxist, Feminist, Symbolic Interactionist, Medical Pluralism

Unit- III: Social Determinants of Health

The Social Demography of Health in India: Class, Gender, Caste, Religion and Education

Unit- IV: Learnings from the Field

A Field Based Report on the nature and working of District Health Services or implementation of selected Health Programme at State level

Suggested Readings:

Annandale , A. (2001). *The Sociology of Health and Medicine - A Critical Introduction*. Cambridge: Polity Press.

Banerji, D. (1985). *Health and Family Planning Services in India: An Epidemiological Socio Cultural and Political Analysis and a Perspective*. New Delhi: Lok Paksh.

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

- Abraham, F. M. (2014). *Contemporary Sociology: An Introduction to Concepts and Theories*. New Delhi: Oxford University Press.
- Andre, B. (1996). Sociology and Common Sense. *Economic and Political Weekly*, 31 (35/37), 2361-2365.
- Buechler, S. M. (2014). *Critical sociology*. Boulder, CO: Paradigm Publishers.
- Durkheim, E. (1958). *The Rules of Sociological Method*. New York: The Free Press.
- Coser, L. A. (2014). *Masters of Sociological Thought: Ideas in Historical and Social Context*. Jaipur: Rawat.
- Giddens, A. (1993). *New Rules of Sociological Method*. Stanford: Stanford University Press.
- Emmanuel, S. M., & Goold, P. A. (2002). *Modern philosophy, from Descartes to Nietzsche: An anthology*. Malden, Mass: Blackwell Publishers.
- Bacon, F. (1970). On the Interpretation of Nature and the Empire of Man. In J. E. Curtis, & J. W. Petras, *The Sociology of Knowledge: A Reader* (pp. 89-96). London: Duckworth.
- Kuhn , T. (1962). *The Structure of Scientific Revolutions*. Chicago: The University of Chicago.
- Marx, K., & Engels, F. (1970). *The German Ideology*. New York: International Publishers Co.
- Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage.
- Sallis, J. (1987). *Deconstruction and Philosophy: The Texts of Jacques Derrida*. Chicago: University of Chicago.
- Turner, J. H. (2013). *Theoretical Sociology: 1830 to the Present*. Thousand Oaks, California: Sage.
- Weber, M. (1949). *The Methodology of the Social Sciences*. New York: Free Press.
- Adorno, T. W. (1999). *Introduction to Sociology*. Stanford: Stanford University Press.
- Babbie, R. E. (2010). *The Practice of Social Research*. Belmont, CA: Thomson Wadsworth.
- Flick, U. (2006). *An Introduction to Qualitative Research*. London: Sage.
- Gray, D. E. (2014). *Doing research in the real world*. London: Sage.
- Luckmann, T. (1978). *Phenomenology and Sociology : selected readings*. New York: Penguin.
- Zurbrigg, S. (1984). *Rakku's Story: Structures of Ill Health and the Source of Change*. Bangalore: Centre for Social Action.

Semester- IV

Course Title: Techniques of Social Research

Course Code: SHSS C1114 CC4004

Credits: 4

Course Objectives:

The main objective of this course is to inculcate research orientation and aptitude among the learners. The course aims at making them acquainted with the basics of methods and tools used for conducting research. The students will be given an overview of different quantitative and qualitative tools for conducting social research. The course will also provide knowledge on report writing and other associated topics.

Course Learning Outcomes:

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

1. Knowledge the framework of research process.
2. Familiarization with the basics of research designs and methods.
3. Ability to identify different sources available for literature review.
4. Understanding of the procedure of data collection.
5. Developing the ability to undertake report writing.
6. Awareness of different referencing styles and plagiarism issues.

Unit- I: Nature and Scope of Social Science Research

1. Introduction to Social Research
2. Different types of Research
3. Steps in Research Process
4. Types of Research Design

Unit- II: Hypothesis, Research design and Sampling

1. Formulation and Characteristics of Hypothesis
2. Sampling Techniques: Purposive and Non-Purposive

Unit- III: Tools of Social Science Research

1. Quantitative Research Methods: Survey, Observation, Questionnaire, Interview
2. Qualitative Research Methods: Participant observation, Case study, Content analysis, Oral history, Life history

Unit- IV: Ethical Issues in social science research, Report Writing, Referencing and Plagiarism issues

1. Ethical Issues in Conducting Social Science Research
2. Report Writing
3. Referencing
4. Plagiarism Issues

Suggested Readings:

- Ahuja, R. (2001). *Research Methods*. Jaipur: Rawat.
- Asthana, H. S., & Bhushan, B. (2016). *Statistics for social sciences (with SPSS applications)*. Delhi: PHI Learning Pvt. Ltd.
- Babbie, E. R. (2010). *The Practice of social Research*. Belmont, CA: Thomson Wadsworth.
- Bailey, K. D. (1978). *Methods of Social Research*. New York: Free Press.
- Blumer, H. (1986). *Symbolic Interactionism: Perspective and Method*. Berkeley: University of California.
- Bose, P. K. (1995). *Research Methodology*. New Delhi: Indian Council of Social Sciences Research.
- Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Pluto Press.
- Bryman, A. (1990). *Quantitative data Analysis for Social Sciences*. London: Routledge.
- Bryman, A. (2012). *Social Research Methods*. New Delhi: Oxford University Press.
- Creswell, J. W. (2011). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. New Delhi: Sage.
- Flick, U. (2006). *An Introduction to Qualitative Research*. London: Sage.
- Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Gibson, W. J., & Brown, A. (2009). *Working with Qualitative Data*. London: Sage.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. New York: McGraw Hill.
- Gray, D. E. (2014). *Doing research in the real world*. London: Sage.
- Hahn, C. (2008). *Doing Qualitative Research Using your computer: A Practical Guide*. New Delhi: Sage.
- Harding, S. (1987). *Feminism and Methodology*. Bloomington: Indiana University Press.
- Kothari, C. R., & Garg, G. (2014). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
- Madan, T. N., & Beteille, A. (1975). *Encounter and Experience*. New Delhi: Vikas.
- Madge, J. (1965). *The Tools of Social Science*. New York: Doubleday Anchor.
- Mehrotra, N. (2004). Women and Movement Politics: Some Methodological Reflections. *The Eastern Anthropologist*, 58(2), 149- 170.
- Moser, S. C., & Kalton, G. (1971). *Survey Methods in Social Investigation*. London: Heinmann.
- Mueller, J. H., & Schuessler, K. F. (1961). *Statistical Reasoning in Sociology*. New Delhi: Oxford University Press.

- Mukherjee, P. N. (2000). *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage.
- Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Olsen, W. (2012). *Data collection: Key Debates and Methods in Social Research*. London: Sage.
- Payne, G. (1989). *Sociology and Social Research*. London: Routledge.
- Rosaldo, R. (1991). *Culture and Truth: The Remaking of Social analysis*. Boston: Beacon Press.
- Scheyens, R., & Storey, D. (2003). *Development Field work: A Practical Guide*. New Delhi: Sage.
- Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S. (1959). *Research Methods in Social Relations*. New York: Henry Holt and Co.
- Sieber, J. (Ed.) (1982). *The Ethics of Social Research: Surveys and Experiments*. New York: Springer.
- Sjoberg, G., & Nett, R. (1968). *A Methodology for Social Research*. New York: Harper and Row.
- Srinivas, M. N., & Shah, A. M. (1979). *The Field Worker and the Field*. New Delhi: Oxford University Press.
- Srivastava, V. K. (2004). *Field Work and Methodology*. New Delhi: Oxford University Press.
- Wagner, W. E. (2013). *Using IBM SPSS statistics for Research Methods and Social Science Statistics*. Sage: California.
- Yin, R. K. (1984). *Case Study Research: Design and Methods*. California: Sage.
- Young, P. V. (1988). *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

Course Title: Sociology of Development

Course Code: SHSS C1115 CC4004

Credits: 4

Course Objectives:

This course aims to familiarize the students with the various theoretical perspectives, conceptual issues, and debates on the relationship between society and development. Learners will also get an opportunity to engage with and understand the various approaches of different scholars while also examining how the Indian model of development has undergone change over the years.

What is the role of the state in the development of Indian society? How to critically analyze the development debates and the relationship between culture and development? How to critically evaluate various development plans and projects implemented in India? These are some of the questions that will be discussed in the course.

Course Learning Outcomes:

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

1. The students will learn about the relationship between society and development, development debates, and the relationship between culture and development.
2. They will learn about theories of development.
3. They will also learn about various development plans and projects implemented in India.
4. From the practical components, they will learn about how to review development projects and prepare reports on the same.

Unit-I: Conceptual issues related to development:

Economic Growth, Human Development, Social Development, Ecological Development and Sustainable Development.

Unit-II: Theories of Underdevelopment:

Liberal: Marx, Weber and Gunnar Myrdal, Dependency Theory: A. G. Frank (Core-Periphery), Uneven Development-Samir Amin; World System Theory: Immanuel Wallerstein.

Unit-III: Paths of Development:

Modernization and Globalization; Socialist; Mixed; Gandhian.

Unit-IV: Social Structure and Development:

Social Structure as Facilitator or Inhibitor; Development and Socio-Economic Disparity; Gender Dimensions of Development; Challenges of Development in Indian Society.

Suggested Readings:

Alavi, Hamza and Teodor Shanin (ed.), 1982. *Introduction to the Sociology of Developing Societies*. London: Macmillan.

Alexander, K.C., 1994. *The Process of Development of Societies*. New Delhi: Sage.

Blomstrons, M. and B Hettne., 1984. *Development Theory in Transition: The Dependency Debate and Beyond: Third World Responses*. London: Zed.

Chandhoke, Neera., 1995. *State and Civil Society: Explorations in Political Theory*. New Delhi: Sage.

Cooke, Bill and Uma Kothari (ed.), 2001. *Participation: The New Tyranny?* London: Zed.

Escobar, Arturo, 1995. *Encountering Development: The Making and Unmaking of the Third World*. New Jersey: Princeton University Press.

Esteva, Gustavo, 2010. "Development". In Wolfgang Sachs (ed.). *The Development Dictionary*. London: Zed: 1-23.

Feldman, Shelley, 1997. "NGOs and Civil Society: (Un)stated Contradictions". *Annals of the American Academy of Political and Social Science: The Role of NGOs: Charity and Empowerment*, 554: 46-65.

Frank, Andre Gunder, 1967. *Capitalism and underdevelopment in Latin America: Historical Studies of Chile and Brazil*. New York: Monthly Review Press.

Freire, Paulo, 1972. *Pedagogy of the Oppressed*. New York: Herder and Herder.

Gandhi, M K., 1945. *Constructive Programme: Its Meaning and Place*. Ahmedabad: Navajivan Press.

_____. 1993. *An Autobiography: The Story of My Experiments with Truth*. Boston: Beacon Press.

Ghosh, Biswajit, 2009. "NGOs, Civil Society and Social Reconstruction in Contemporary India". *Journal of Developing Societies*, 25.2(2009): 229 – 252.

Gusfield, J.R., 1967. "Tradition and Modernity: Misplaced Polarities in the Study of Social Change". *American Journal of Sociology*, 72.4: 351-362.

Illich, Ivan., 1978. *Towards a History of Needs*. New York: Pantheon Books.

Kaviraj, Sudipta and S. Khilnani (ed.), 2001. *Civil Society: History and Possibilities*. Cambridge: Cambridge University Press.

Lauer, Robert H and Jeanette C Lauer, 2013. *Social Problems and the Quality of Life*. Ohio: McGraw-Hill Education.

Lerner, Daniel., 1958. *The Passing of Traditional Society: Modernizing the Middle East*. Illinois: Free Press.

Meadows, Donella H., 1972. *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind*. New York: Universe Books.

Moore, Wilbert Ellis., 1963. *Social Change*. New Jersey: Prentice-Hall Inc.

Morris-Suzuki, Tessa., 2000. "For and Against NGOs: The Politics of the Lived World". *New Left Review*, 2: 63-84.

Nederveen, Pieterse J., 2010. *Development Theory: Deconstructions/reconstructions*. Los Angeles: Sage.

Rahnema, Majid, and Victoria Bawtree., 1997. *The Post-Development Reader*. London: Zed Books.

Rudolph, Lloyd I and Susanne H Rudolph., 1967. *The Modernity of Tradition: Political Development in India*. Chicago: University of Chicago Press.

Sachs, Wolfgang., 1992. *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books.

Schuurman, Frans J (ed.), 2001. *Globalization and Development Studies*. New Delhi: Vistaar.

Wallerstein, Immanuel M., 2004. *World Systems Analysis: An Introduction*. Durham: Duke University Press.

Generic Elective Courses (GEC)

Course Title: The Study of Society

Course Code: SAHS SC1 101 GEC 4004

Credits: 4

Course Objectives:

This course aims to familiarize the students from a non-sociology discipline with the theoretical perspectives, ways, and processes of engaging in the study of society. The course begins with discussion on the emergence of Sociology in Europe as a separate discipline in the particular socio-historical circumstances. The main concern here would be to understand the context in which the discipline emerged and evolved in the various institutional practices. The learners will also get an opportunity to reflect on sociology's specialized nature, thereby negating the commonsensical assumptions about it.

What is society? What are the different institutions that exist in society? What functions do they play in society? These are some of the questions that will also be discussed during the course journey. In the end, the course will provide students an opportunity to develop a sociological lens to understand the world around them.

Course Level Learning Outcomes:

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

1. Develop an understanding about the history, origin, and the nature of sociology and its relationship with other social sciences.
2. Understand the diverse theoretical lens such as positivism, functionalism, conflict, and humanism that can be used to study society.
3. Identify the meanings and definitions of basic concepts such as community, association, institution, culture, social groups, etc.
4. Critically analyze processes such as Globalization, Modernization, Westernization, and Sanskritization in Indian society.
5. Develop a holistic understanding of the relationship between the individual and the society.

Unit- I:

History, origin and the nature and definition of Sociology; its relationship with other social sciences, Social Anthropology, Psychology, History, Economics and Politics.

Unit- II:

Basic Concepts: Community, Association, Institution, Culture, Social Groups, its Types-Primary and Secondary Group

Unit- III:

Theoretical Orientation: Positivism, Functionalism, Conflict and Humanism.

Unit IV:

Structure and Dynamics of Society: Status and Role, Multiple Roles, Role Conflict; Sanskritization, Westernization, Modernization and Globalization.

Suggested Readings:

- Abraham, Francis M., 2006. *Contemporary Sociology: An Introduction to Concepts and Theories*, New Delhi: OUP.
- Bose, N. K., 1967. *Culture and Society in India*, Bombay: Asia Publishing House.
- Bose, N. K., 1975. *Structure of Hindu Society*, New Delhi: National Book Trust.
- Dube, S. C., 1958. *India's Changing Villages*, London: Routledge and Kegan Paul.
- _____ 1990. *Society in India*, New Delhi: National Book Trust.
- _____ 1995. *Indian Village*, London: Routledge.
- Giddens, Anthony, 2013. *Sociology*, New Delhi: John Wiley and Sons.
- Haralambos, M., 1997. *Sociology: Themes and Perspectives*, New Delhi: OUP.
- Karve, Irawati, 1961. *Hindu Society: An Interpretation*. Poona:Deccan College.
- Ken, Morrison, 1998. *Marx Weber, Durkheim*, New Delhi: Sage.
- Lannoy, Richard, 1971. *The Speaking Tree: A Study of Indian Society and Culture* New Delhi: OUP.
- Mandelbaum, D. G., 1970. *Society in India*, Bombay: Popular Prakashan.
- Rao, C., 2003. *Sociology: Primary principles*. New Delhi: S. Chand & Company Ltd.
- Singh, Yogendra, 1973. *Modernization of Indian Tradition*. New Delhi: Thomson Press.
- Srinivas, M. N., 1963. *Social Change in Modern India*, Berkeley: University of California Press.
- Srinivas, M. N., 1980. *India: Social Structure*, New Delhi: Hindustan Publishing Corporation.
- Uberoi, Patricia. (1993). *Family, Kinship and Marriage in India*. New Delhi: OUP.

Course Title: Women and Society
Course Code: SAHS SC 1 1 02 GEC 4004
Credits: 4

Course Objectives:

This course will try to make the learners understand the different nuances between women and society. The history of women's position in Indian society will be the introductory theme, under which there will be a discussion on the position of women from Vedic times to the present, along with women's participation in the Independence movement and post-independence period. Additionally, there will be readings on the social construction of gender and gender roles. Concerns relating to various issues faced by the women in India will be comprehensively covered in this course. Empowerment of women through the measures taken by the State, the interrelation between women and civil society, as well as women and social movements in India will be discussed in this course.

Course Level Learning Outcomes:

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

1. Ability to comprehend women's position at the different time periods in India.
2. Understanding of social construction of gender and gender roles.
3. Identify the problems and concerns of women in India.
4. Critically analyze the empowerment measures taken by the state and civil society for women empowerment.

Unit- I: History of Women's Position in Indian Society

Women's position from Vedic times to the present, Women's participation in India's Independence movement; Post independence period.

Unit- II: Social Construction of Gender and Gender Roles

Socialization- Stages of socialization, Agencies of Socialization – Family, Peer group, Mass Media - Gender Socialization– Gender Identity, Concepts in Feminism- Feminism, Masculinity, Gendered Division of Labour.

Unit- III: Women in India: The Concerns

Marriage- problems faced by married women, Women and Health issues, Violence against women; women and globalization- nature of women's labour, discriminatory wages, changing working conditions and workplace related issues.

Unit- IV: Empowerment of Women

Empowerment measures taken by the State, Women and Civil Society, Women and Social Movements in India.

Suggested Readings:

- Altekar, A S. *The Position of Women in Hindu Civilization*. Delhi: Motilal Banarasidass, 1983.
- Caeden, Maren L. *The New Feminist Movement*. Russell Sage Foundation: New York, 1974.
- Calman, Leslie. *Towards Empowerment: Women and Movement Politics in India*. Colorado:Westview, 1992.
- Caplan, Patricia. *Class and Gender in India: Women and Their Organizations in a South Indian City*. London: Tavistock, 1985.
- Carr, Marilyn, Martha Alter Chen and Renana Jhabvala (ed.). *Speaking Out Women's Economic Empowerment in South Asia*. New Delhi: Vistaar, 1996.
- Connell, R W. *Masculinities*. Berkeley: University of California Press, 1995.
- De Beauvoir, Simone. *The Second Sex*. Trans. H.M. Parshley. New York: Vintage, 1974.
- Desai, N and M Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987.
- Desai, Neera and Vibhuti Patel. *Indian Women: Change and Challenge in the International Decade, 1975-85*. Mumbai: Popular Prakashan, 1985.
- Dines, Gain And Jean M Humez. *Gender, Race and Class in Media*. California: Sage, 1994.
- Forbes, G. *Women in Modern India*. Cambridge: Cambridge University Press, 1998.
- Friedan, Betty. *The Feminine Mystique*. London: Norton, 1963.
- Glover, David and Cora Kaplan. *Genders*. London: Routledge, 2007.
- Goffman, Erving. *Gender and Advertisement*. New York: Harper and Row, 1976.
- Gutmann, Amy. *Liberal Equality*. New York: Cambridge University Press, 1978.
- Jain, Jasbir (ed.). *Women's Writing- Text and Context*. Jaipur: Rawat, 1997.
- Jayawardena, Kumari. *Feminism and Nationalism in the Third World*. London: Zed, 1986.
- Kaplan, Patricia (ed.). *The Cultural Construction of Sexuality*. London: Tavistock, 1987.
- Mulvey, Laura. "Visual Pleasure and Narrative Cinema". In Leo Braudy and Marshall Cohen(ed.). *Film Theory and Criticism: Introductory Readings*. New York: OUP, 1999: 833-44.
- Macdonald, Myra. *Representing Women: Myths of Femininity in the Popular Media*. London: E.Arnold, 1995.
- Mac Cormark, Carol P. and Marilyn Strathern (ed.). *Nature, Culture and Gender*. Cambridge: Cambridge University Press, 1980.
- Mohanty, C T. *Feminism Without Borders: Decolonising Theory Practising Solidarity*. DurhamN.C: Duke University Press, 2003.
- Myers, Kristen A, Cynthia M Anderson and Barbara Risman. *Feminist Foundations: Toward Transforming Sociology (A Gender & Society Reader)*. London: Sage, 1998.
- Oakley, Ann. *Sex, Gender and Society*. New York: Maurice Temple Smith Ltd, 1972.
- Rich, Andrienne. *Of Women Born: Motherhood as Experience and Institution*. New York:Norton, 1976.
- Sharma, S R. *Perspectives on Feminism*. Jaipur: Ritu, 2008.
- Sharmila Rege (ed.). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*.London: Sage, 2003.
- Krishna, Sumi. *Livelihood and Gender Equity in Community Resource Management*. New Delhi:Sage, 2004.
- Thakur, B S and Binod C Agarwal. *Media Utilisation for the Development of Women and Children*. New Delhi: Concept, 1989.
- Van Zoonen, Lisbet. *Feminist Media Studies*. New Delhi; Sage, 1994.
- Whyte, R O and P Whyte. *The Women of Rural Asia*. Colorado: Westview, 1982.

Course Title: Indian Society

Course Code: SAHS SC1103GEC4004

Credits: 4

Course Objectives:

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

How society affect peoples' way of life? How can people affect society? Questions such as these will also be discussed in the present course.

Course Level Learning Outcomes:

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

1. Develop an understanding of the factors that promote diversity in Indian society.
2. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of Indian society.
3. Trace the trajectory of social transformation in India.
4. Critically analyze the role of the state, civil society, and other processes such as globalization, urbanization, industrialization, and secularization in Indian society.

Unit-I: Features of Indian Society

Unity and Diversity: Cultural, Regional, Linguistic, Religious and Ethnic

Unit-II: Components of Indian Society

Caste, Class, Gender, Family, Kinship, Tribal, Rural and Urban Society

Unit-III: Contemporary Issues and Problems of Indian Society

Population and associated issues, Poverty and Urbanization: its problems and remedies

Unit-IV: State and Society

Social Empowerment and Development, Role of Civil Society in Social Transformation

Suggested Readings:

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

- Beteille Andre. (1999). 'Empowerment'. *Economic and Political Weekly*, Vol. 34(10/11), 589-597
- Beteille Andre. (2003). *Poverty and Inequality*. 38(42), 4455-4463
- Beteille Andre. (1974). *Six Essays in Comparative Sociology*. New Delhi: OUP.
- Bhattacharya Prabir C. (2002). 'Urbanisation in Developing Countries'. *Economic and Political Weekly*, Vol. 37 (41), 4219-4218.
- Bose, Ashish, (1978) *India's Urbanisation 1901-2001*, New Delhi: Tata McGraw Hill.
- Castells, Manuel., 1983. *The City and the Grassroots*. London: Edward Arnold.
- _____. *The Urban Question: A Marxist Approach*. London: Edward Arnold, 1977.
- Dube, S.C, (1990). *Indian Society*. New Delhi: National Book Trust.
- Dube, S.C. (ed). (1977). *India Since Independence; Social Report on India 1947-1972*. New Delhi. Vikas.
- D'Souza Victor S. (1975). 'Social Inequalities and Development in India'. *Economic and Political Weekly*, 10 (19), 770-773.
- Haq, Ehsanul. (2017). *Sociology of Population in India*, New Delhi: Macmillan.
- Harris, John (2007). Antinomies of Empowerment Observations on Civil Society, Politics and Urban Governance in India, *Economic and Political Weekly*, 42(26), 2716-2724.
- Hartman, Betsy & Rao, Mohan (2015). 'India's Population Programme: Obstacles and Opportunities', *Economic and Political Weekly*, 50 (44), 10-13.
- Kasarda, John D and Edward M Crenshaw. (1991). "Third World Urbanization: Dimensions, Theories, and Determinants". *Annual Review of Sociology*, 17, 467-501.
- Kohli, Atul, (2001) *The Success of India's Democracy*, Cambridge: Cambridge University Press.
- Kosambi Meera. (1994). *Urbanisation and Urban Development in India*. New Delhi: ICSSR.
- Kothari, Rajni (ed.). (1970). *Caste in Indian Politics*, Mumbai: Orient
- Longman Kothari, Rajni, (2012). *Politics in India*, Hyderabad: Orient Black Swan.
- Masan, Philip. (1967). *India and Ceylon: Unity and Diversity*. London: London.
- Modi Ishwar. (2014). *Polity, Civil Society and Development: Essays in Honour of Professor Yogendra Singh*. Jaipur: Rawat
- Mohan Sudha, (2002). 'Role and Relevance of Civil Society Organisations'. *The Indian Journal of Political Science*, 63 (2/3), 193-211.
- Mohanty, Bidyut (ed.)
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- Nath, V and S K Aggarwal, (2007). *Urbanization, Urban Development, and Metropolitan Cities in India*. New Delhi: Concept Pub.

Course Title: Social Movements in India

Course Code: SAHS SC 1 1 04 GEC 4004

Credits: 4

Course Objectives:

The course is designed to introduce the learners to the various frameworks, concepts, and theories related to Social Movements so that they can reflect on the nature and dynamics of Social Movements.

How and when do groups mobilize and resist power? What is the role of ideology and leadership in Social Movements? What are the reasons for the emergence of different Social Movements?

Questions such as these will be discussed in the course. The students will also get an opportunity to reflect on the empirical cases of social movements in India and the historical trajectory they have taken over the years.

Course Level Learning Outcomes:

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

1. Identify the diverse theoretical perspectives, conceptual issues, and debates in the study of social movements.
2. Understand the role of ideology and leadership in social movements.
3. Recognize the various types of social movements in India and elaborate on how they have evolved historically.
4. Develop a sociological lens to analyze social movements.

Unit- I: Conceptual Issues

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

Unit- II: Theories of Social Movements

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

Unit- III: Types of Movements in India

Peasant, Backward Class movement, Religious Sectarian movements.

Unit- IV: Politics of Transcendence

Tribal and Dalit Movements, Women's, and Environment movements.

Suggested Readings:

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

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

- Desai, A. R., 1982. *Peasant Struggle in India*: New Delhi: OUP.
- Dourain, A., 1981, *The Voice and the Eye: An Analysis of Social Movement*, Cambridge: Cambridge University.
- Frankel, R. F. and M.S.A Rao, 1989. *Dominance and State Power in Modern Power: Decline of Social Order*- Vol. I & II, New Delhi: OUP.
- Giddens, Anthony, 2013. *Sociology*, New Delhi: John Wiley and Sons.
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- Hardtmann, Eva Maria, 2009. *The Dalit Movement in India: Local Practices, Global Connections*. New Delhi: OUP.
- Jaffrelot, C., 2003. *India's Silent Revolution: The Rise of Lower Castes in North Indian Politics*. London: Hurst Publishers.
- Melucci, A., 1989. *Nomads of the Prison: Social Movement and Individual Needs in Contemporary Society*, London: Hutchinson Radius.
- Oddie, G. A (ed.), 1977. *Religion in South Asia: Religious Conversion and Revival Movements in South Asia in Medieval and Modern Times*, Cambridge: Cambridge University Publications.
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- Prasad, Jitender and Sangita Thakur, 2015. *Gandhi, Ambedkar in Dalits Emancipation*, New Delhi: Academic Excellence.
- Prasad, Jitender, 2005. *Tribal Movements in India*, New Delhi: Kilaso Publications.
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- Tarrow, S., 1998. *Power and Movement: Social Movement, Collective and Politics*. New Delhi: Cambridge University Press.
- Thorat, Sukhadao, 2009. *Dalits in India: Search for Common Destiny*. New Delhi: Sage.

