

# **Learning Outcomes Based Curriculum Framework (LOCF) For Sociology**

**Undergraduate Programme**



**Department of Sociology  
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Assam**

## PART I

### 1.1 Introduction

“Neither the life of an individual nor the history of a society can be understood without understanding both.” (C. Wright Mills, 1959)

An understanding of the key ideas and the fundamental concepts of modern sociological thought, requires a prior thorough understanding of the historical conditions of the birth of this social science discipline. In fact, the advantages of such an approach are clearly endorsed by scholars like Robert Nisbet and T.B. Bottomore in their book ‘A History of Sociological Analysis’, that “the objects of sociological analysis include not only universal characteristics of human societies but also historical and changing phenomena, a history of the various approaches and theories reveals the extent to which many of them, at least in some aspects, have a restricted and specific scope inasmuch as they deal with the facts and problems of particular historical periods.” (1978: xiv). The roots of sociology can be traced back to the Enlightenment era characterized by the dwindling ecclesiastical authority which marred the middle Ages. It was a time when the authority of the Church was questioned. This was a time of a critical bent of mind; a mind which was open to discovery and which cherished the importance of statements corroborated by empirical evidence. Thus, four key propositions emerge about Enlightenment which have been clearly formulated by Robert Bierstedt are: “There was first of all the replacement of the supernatural by the natural, of religion by science, of divine decree by natural law, and of priests by philosophers. Second, was the exaltation of reason guided by experience, as the instrument that would solve all problems, whether social, political or even religious. Third was the belief in the progress of the human race. And finally there was humane and humanitarian regard for the rights of man, and especially the right to be free from the oppression and corruption of governments – a right claimed in blood in the French Revolution” (1978: 5). The French Revolution and the Industrial Revolution, together with the Scientific Revolution of the Enlightenment period, gave further impetus to the development of sociological thought.

Importantly, some of the ideas which were to form the base of the classical sociological tradition of Karl Marx, Emile Durkheim and Max Weber were laid down. Taking cue from these Enlightenment ideas and the existing socio-political and economic situations of the time, these three key figures went on to establish various sociological traditions. For instance, Marx became the proponent of conflict school, Durkheim became one of the founders of functionalist tradition and Weber’s idea of authority can be traced back to the French Revolution. Enlightenment formed the background of some of the key ideas which were to become the foundation of sociological thought. This era also witnessed intense debates on the contesting models of the normative framework of society, state and economy.

## **1.2 Learning Outcomes-based Approach to Curriculum Planning and Development**

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

## **1.3 Key outcomes underpinning curriculum planning and development**

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

### **1.3.1 Graduate Attributes**

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good

in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
15. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

### 1.3.2 Programme Outcomes (POs) for Undergraduate programme (Honours)

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge:** Understand the concepts and processes related to an academic field of study and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.
2. **Specialised knowledge and skills:** Demonstrate procedural knowledge and skills in areas related to one's specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.
3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Research and Innovation:** Demonstrate comprehensive knowledge about current research in the subject of specialisation; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialisation for formulating evidence-based research output.
5. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains.
6. **Communication Competence:** Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study
7. **Career development:** Show proficiency in academic, professional, soft skills and employability required for higher education and placements.
8. **Teamwork:** Work in teams with enhanced interpersonal skills leadership qualities.
9. **Commitment to the society and the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

### 1.3.3 Programme Specific Outcomes (PSOs) in Sociology

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme

specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

1. **Basic Concepts:** Ability to interpret and analyze various concepts and theories of Sociology.
2. **Understanding Sociological Perspectives:** Understanding the society through sociological theories and concepts.
3. **Critical Thinking:** The ability to question and create a critical bent of mind.
4. **Application of Conceptual Framework:** Sociological concepts are applied in understanding the social reality.
5. **Field knowledge and Case study-based analysis:** Sociological concepts enable to study society as a field of knowledge.
6. **Understanding research methods of data collection:** Conducting field work to understand the issues and challenges of society. Use of statistical tools and techniques for sociological analysis and interpretation of complex social phenomena.
7. **Research and innovations:** Use of sociological knowledge to identify a wide range of contemporary issues and to acquire research skills.
8. **Public policy:** Understand existing public policies of the state and apply and evaluate in specific study context.
9. **Communication Skills:** Communicate sociological imagination, concepts and theories effectively using oral and written sources.
10. **Engagement of Individual with Society:** It enables to understand the relationship between individual and society.
11. **Understanding societal-environmental interactions:** It looks into the interface between the human society and environmental issues.

### 1.3.4 Course Level Learning Outcome Matrix

Course Level Learning Outcomes Matrix – Core Course

Programme Specific Outcomes	101	102	201	202	301	302	303	401	402	403	501	502	601	602
Basic Concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understanding Sociological Perspectives	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Critical Thinking	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Application of Conceptual Framework	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Field knowledge: Case study-based analysis	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understanding research methods of data collection														x
Research and innovations	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Public policy	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Communication Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Engagement of Individual with Society	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understanding societal-environmental interactions						x			x			x	x	

### Elective and Department Specific Elective Courses

<b>Programme Specific Outcomes</b>	10 3G	20 3G	30 4G	40 4G	503 DSE	504 DSE	603 DSE	604 DSE
Basic Concepts	x	x	x	x	x	x	x	x
Understanding Sociological Perspectives	x	x	x	x	x	x	x	x
Critical Thinking	x	x	x	x	x	x	x	x
Application of Conceptual Framework	x	x	x	x	x	x	x	x
Field knowledge: Case study-based analysis	x	x	x	x	x	x	x	x
Research and innovations					x	x	x	x

Public policy					X	X	X	X
Communication Skills	X	X	X	X	X	X	X	X
Engagement of Individual with Society	X	X	X	X	X	X	X	X
Understanding societal-environmental interactions				X	X	X	X	X

#### **1.4 Teaching-learning process**

The department of Sociology, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Most of the teachers use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

#### **1.5 Assessment methods**

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.



## **PART II**

### **Structure of Under-Graduate programme in Sociology**

#### **Outline of the courses under Choice Based Credit System:**

Each course of a program will be of one of the following categories-

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

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

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

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

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

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

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. These are mandatory for all disciplines. SEC courses are value-

based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

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

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

Introducing Research Component in Under-Graduate Courses:

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

**Details of courses and corresponding Credits under Undergraduate (Honours):**

Minimum credits required for the complete programme are:

*(14 Core papers × 6 credit each) +(4GE papers × 6credit each)+ (2 AECC papers × 2 credit each) + (2 SEC papers × 2 credit each) + (4 DSE papers × 6 credits each) = 140 Credits*

Course		No of Papers	Credits	
			Theory+ Practical	Theory + Tutorial
<b>I. Core Course</b>		14	14×(4+2) = 84	14×(5+1) = 84
<b>II. Elective Course</b> Total : 8 Papers	<b>A. Discipline Specific Elective</b>	4	4×(4+2) = 24	4×(5+1) =24
	<b>B. Generic Elective (Interdisciplinary)</b>	4	4×(4+2) = 24	4×(5+1) =24
<b>III. Ability Enhancement Courses</b> (Min 2, Max. 4)	<b>A. Ability Enhancement Compulsory Courses (AECC)</b>	2	2×(2+0) =4	2×(2+0) =4
	<b>B. Skill Enhancement Courses (SEC)</b>	2	2×(2+0)=4	2×(2+0)=4
		26	<b>Total credit= 140</b>	<b>Total credit= 140</b>

\*Wherever there is a practical there will be no tutorial and vice-versa.

\* Figures in the parenthesis indicate the credits

**Semester wise Course and Credit Distribution:**

Course : Undergraduate (Honours)

Minimum credits required for the complete programme are:

*(14 Core papers × 6 credit each) + (4GE papers × 6credit each)+ (2 AECC papers × 2 credit each) + (2 SEC papers × 2 credit each) + (4 DSE papers × 6 credits each) = 140 Credits*

Semester	CORE COURSE No of Paper -14	Ability Enhancement Compulsory Course (AECC) No of Paper - 2	Skill Enhancement Course (SEC)No of Paper - 2	Elective: Discipline Specific DSE No of Paper - 4	Elective: Generic (GE) No of Paper - 4
I	C 1 Credit- 6	*English Communication/ MIL for BA Course **Environmental Science for BSc Course Credit- 2			GE-1 Credit- 6
	C 2 Credit- 6				
II	C 3 Credit- 6	*English Communication/MIL for BSc Course **Environmental Science for BA Course Credit- 2			GE-2 Credit- 6
	C 4 Credit- 6				
III	C 5 Credit- 6		SEC -1 Credit- 2		GE- 3 Credit- 6
	C 6 Credit- 6				
	C 7 Credit- 6				
IV	C 8 Credit- 6		SEC -2 Credit- 2		GE-4 Credit- 6
	C 9 Credit- 6				
	C 10 Credit- 6				
V	C 11 Credit- 6			DSE-1 Credit- 6	
	C 12 Credit- 6			DSE -2 Credit- 6	
VI	C 13 Credit- 6			DSE -3 Credit- 6	
	C 14 Credit- 6			DSE -4 Credit- 6	

**Choice of Ability Enhancement Compulsory Course (AECC):**

1.Students of BSc (Honours):

For First Semester-

\*It is mandatory to take Environmental Science by all students.

For Second Semester-

\*Students having an MIL course in the qualifying examination, will have to take the same MIL as an AECC course otherwise they will take English Communication as an AECC course.

2. Students of BA (Honours) :

For First Semester-

(a) Students with an MIL as their core subject: This category of students will take English Communication as their AECC course.

(b) Students with English as their core subject: They will take a MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication as AECC course.

(c) Students with neither an MIL nor English as their core subject: They will take an MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication AECC course.

For Second Semester-

\*It is mandatory to take Environmental Science by all students.

**COTTON UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY**  
**Undergraduate Syllabus**  
**COURSE STRUCTURE OF SOCIOLOGY (UNDERGRAGUATE PROGRAMME)**

<b>CORE PAPERS (6 Credit)</b>	<b>ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2 Credit)</b>	<b>SKILL ENHANCEMENT COURSE (SEC) (2 Credit)</b>	<b>DISCIPLINE SPECIFIC ELECTIVES (DSE) (6 Credit)</b>	<b>GENERIC ELECTIVES (GE) (6 Credit)</b>
<b>SEMESTER-I</b> SOC101 C Introduction to Sociology-I  SOC102 C Sociology of India- I	Environmenta l Science			SOC 103G Introducing Sociology
<b>SEMESTER-II</b> SOC201 C Introduction to Sociology-II  SOC202 C Sociology of India – II	English/MIL			SOC 203G Society in India
<b>SEMESTER-III</b> SOC301C Sociological Thought-I  SOC302 C Economy and Society  SOC303 C Social Stratification		SOC001S Reading, Writing and Reasoning for Sociology		SOC 304 G Introduction to Sociological Theories
<b>SEMESTER-IV</b> SOC401 C Sociological Thought-II  SOC402 C Kinship and Society  SOC403 C Religion and Society		SOC002 S Society through the Visual		SOC404 G Introduction to Sociology of Gender
<b>SEMESTER-V</b> SOC501 C Political Sociology			SOC503 DSE Sociology of Health	

SOC502 C Environment and Society			SOC503 DSE Urban Sociology	
<b>SEMESTER-VI</b> SOC601C Gender and Society			SOC603 DSE Agrarian Sociology	
SOC602C Methods of Sociological Research			SOC603 DSE Development: Issues and Concerns	

- 1 credit = 1 theory period of 1 hour duration per week (L)
- 1 credit = 1 tutorial period of 1 hour duration per week (T)
- 1 credit = 1 practical period of 2 hour duration per week (P)

### **SEMESTER-I**

#### **SOC101C INTRODUCTION TO SOCIOLOGY-I**

**(5+1+0= 6 Credit)**

**Objective:** The course seeks to introduce the students to sociological ways of thinking. They will learn how to apply sociological concepts to the everyday life. It traces the emergence of Sociology as a systematic and scientific field of study and seeks to familiarise students with the relationship of sociology with other disciplines such as Anthropology, History, Political Science, and Economics.

**Outcomes:** The course will enable students to develop critical insights of the self and the society. It will help them to read and interpret complex texts.

Unit	Content	Weeks
1	<b>Introducing Sociology:</b> What is Sociology? Sociological Imagination	2
2	<b>Origin and Development of Sociology:</b> Origin and History of the Discipline; Nature and Scope of Sociology	2
3	<b>Sociology and other Disciplines:</b> Relationship of Sociology with- Anthropology, History, Political Science, Economics	2
4	<b>Sociological Concepts:</b> Group, Community, Association; Social Institutions; Socialization; Culture; Class, Status, Power and Authority.	3
5	<b>Structure and Change:</b> Social Structure and Substructure; Social Order and Conflict; Difference and Inequality; Social Mobility	4

#### **Suggested Readings:**

- Berger, L. Peter. 1963. *An Invitation to Sociology: A Humanistic Perspective*. Anchor.
- Mills, C. Wright. 1959. *The Sociological Imagination*. USA: Oxford University Press.
- Inkle, Alex. 1964. *What is Sociology?* New Jersey: Prentice Hall
- Giddens, Anthony. 2009. *Sociology*, 6 Edition. Cambridge. UK: Polity Press.
- Ritzer, George. 1996. *Classical Sociological Theory*. New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- Nisbet, R.A. 2017 *The Sociological Traditions*. New York. Routledge, Taylor and Francis.
- Macionis, John & Ken Plummer. 2011 *Sociology: A Global Introduction*. Pearson.
- Tischler, Henry. L. 2007. *Introduction to Sociology (9th Edition)*. Thompson and Wardsworth.
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- Béteille, André. 1985. *Six Essays in Comparative Sociology*. New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'
- Bottomore, T. B. 2014. *Sociology: A Guide to Problems and Literature*. London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
- Beattie, J. 1966. *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29.
- Burke, Peter. 1980. *Sociology and History*. George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30.
- Horton, Paul B., Chester L. Hunt. 2004. *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp104-115; Chapter 8, Pp. 185-209.
- Horton, Paul B., Chester L. Hunt. 2004. *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.
- Haralambos and Holborn. 2014. *Sociology Themes and Perspectives*. Harpin Collins.
- Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368.
- Bierstedt, R. 1974. *The Social Order*. McGraw Hill. University of Minnesota.
- Ritzer, George. 2010. *McDonaldization: The Reader*. Pine Forge Press. Ch-1. An Introduction to McDonaldization. Pp. 3-25.
- Beteille, Andre. 1977. *Inequality among Men*. London: Blackwell. Ch- 1. The Two Sources of Inequality. Pp. 1-22
- Gupta, Dipankar. 2015. *Hierarchy and Difference in Dipankar Gupta's (ed.) Social Stratification*. Pp 1-21. Delhi. Oxford University Press.

**Objective:** The course lays the foundation of constructing images and ideas of India through sociological perspectives. The students will learn sociological concepts and institutions in the Indian context such as caste, class, tribe, village, gender, family, marriage, kinship and religion. It aims to develop critical insights about the various institutions and practices in social life.

**Outcome:** The course will help to develop an outlook to analyse Indian society – its institutions and practices. It will acquaint the students with different sociological perspectives.

Unit	Content	Weeks
1	<b>Perspectives on India Society:</b> Colonial Discourse and Nationalist Perspective; Dalit Perspective; Subaltern Discourse	3
2	<b>Contextualizing Plurality in Indian Society:</b> Theories of Caste; Class: Concept and Critique; Tribe: Profile and Location	3
3	<b>Structural Dynamics:</b> Village, Region and Civilization	2
4	<b>Social Institutions:</b> Family, Marriage, Kinship, Religion	3
5	<b>Gender and Intersectionality:</b> The origin of gender concerns in India; Feminist Movement and Challenges in India	2

**Suggested Readings:**

- Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*. Delhi: Oxford University Press, pp. 136-171.
- Kaviraj, S., 2010, *The Imaginary Institution of India*. Ranikhet: Permanent Black, Pp.85- 126.
- Gandhi, M.K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House. [https://www.mkgandhi.org/ebks/hind\\_swaraj.pdf](https://www.mkgandhi.org/ebks/hind_swaraj.pdf)
- Ambedkar, B.R. 2015. *Annihilation of Caste: The Annotated Critical Edition*. New Delhi: Navayana.
- Omvedt, Gail. 1994. *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications
- Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford University Press, Pp.1-8.
- Ludden, David, 2002, "Introduction" in *Reading Subaltern Studies: Critical History, Contested Meaning and the Globalisation of South Asia*, USA: Anthem South Asian Studies. [https://www.sas.upenn.edu/~dludden/ReadingSS\\_INTRO.pdf](https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf)



- Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, Pp. 265-272.
- Shah, A. M., 2007, "Caste in 21st Century: From System to Elements", *Economic and Political Weekly*, Vol. 42, No. 44, pp. 109-116.
- Leela Dube 1996 'Caste and Women' in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).
- Baviskar, Amita and Raka Ray. 2011. Introduction in *Elite and Everymen; The Cultural Politics of Indian Middle Class*. Delhi: Routledge.
- Xaxa, V. 2011. Tribes and Social Exclusion (Occasional Paper, No. 2). Calcutta: CSSSC UNICEF, Pp. 1-18.
- Xaxa, V. 1999. Transformation of Tribes in India: Terms of Discourse, *Economic and Political Weekly*, Vol. 34, No. 24, pp. 1519-1524.
- Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.
- Kumaramaswamy, A.K. 1987. *What is a Civilisation? And other Essays*. Ignc: Oxford University Press.
- Sharma, Amit, 2003, Elements of Indian Civilisation: A Sociological Perspective, *Indian Anthropologist*, Vol. 33, No. 1, pp. 71-92.
- Uberoi, Patricia (ed), 1994, *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press.
- Karve, I. 1994 *The Kinship Map of India*, in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73.
- Palriwala, Rajni, 1994, *Changing Kinship, Family and Gender Relations in South Asia: Processes, Trends and Issues*, Leiden: Women and Autonomy Centre.
- Momin, A.R. 1977. The Indo Islamic Tradition *Sociological Bulletin*, 26, Pp. 242-258.
- Srinivas, M.N. and A.M. Shah., 1968, Hinduism, in D.L. Sills (ed.), *The International Encyclopaedia of Social Sciences*, Volume 6. New York: Macmillan, Pp. 358-366.
- Uberoi, J.P.S., 1991, Five Symbols of Sikh Identity, in T.N. Madan (ed.), *Religion in India*. Delhi: Oxford University Press, Pp. 320- 332.
- Rege, Sharmila. (ed.) 2003. *Sociology of Gender: The Challenge of Feminist Sociological Thought*, New Delhi: Sage Publications.
- Chaudhui, Maitrayee, 2012, Feminism in India: The Tale and its Telling, *Reveu Tires Monde*, Vol 209, 1, 19-36.
- Palriwala, Rajni, 1999, "Negotiating Patriliney: Intra Household Consumption and Authority in Rajasthan (India)", in RajniPalriwala and Carl Risseeuw (eds) *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub Saharan Africa*, Delhi: Sage S
- Roy, Anupama. 2003.(ed). *Gender and Caste*. New Delhi; Women Unlimited.
- Walby, Silvia. 1989. Theorising Patriarchy. *Sociology*. 23(2): 213-234.

**SOC103G INTRODUCING SOCIOLOGY**

**(5+1+0=6)**

**Course Objective:**

The course introduces the students to the discipline of sociology. It explores the basic principles of sociology and familiarises the students to sociological way of thinking.

**Outcome:** The course will acquaint the students with the basic concepts of sociology and help to develop inter-disciplinary approach in social sciences.

Unit	Content	Weeks
1	<b>Introducing Sociology</b> What is Sociology? Origin and History of Sociology as a discipline Is Sociology a Science? Meaning and features Nature and Scope Sociology and Its Relations with Other Social Sciences: Anthropology, History, Psychology, Economics and Political Science	3
2	<b>Basic Sociological Concepts</b> Society, Community, Institutions, Associations Status and Role Individual and Groups: In-group and Out-group, Primary and Secondary Social Control Social Change	3
3	<b>Social Institutions</b> Family Marriage Kinship Religion	2
4	<b>Culture and Socialisation</b> Culture and Civilization Cultural Lag Socialisation: Meaning and Types Socialisation as a process, Stages of Socialisation Agencies of Socialisation Culture and Socialisation	3
5	<b>Social Stratification</b> Difference and Inequality Caste Class Gender Race	2

### Suggested Readings

- Giddens, Anthony. 2009. *Sociology*, 6 Edition. Cambridge. UK: Polity Press.

- Tischler, Henry. L. 2007. *Introduction to Sociology (9th Edition)*.Thompson and Wardsworth.
- Beteille, Andre, 2002. *Sociology: essays in Approach and Method*, Oxford University Press, Chapter 1.
- Bierstedt, R. 1974. *The Social Order*.McGraw Hill.University of Minnesota.
- Burke, Peter. 1980. *Sociology and History*. George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30.
- Geertz, Clifford. 1973. *The Interpretations of Cultures*. New York: Basic Books.
- Horton, Paul B., Chester L. Hunt. 2004. *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.
- Geertz, Clifford. 1973. *The Interpretations of Cultures*. New York: Basic Books.
- Bottomore, T.B. 1972. *Sociology: A guide to problems and literature*. Bombay:George Allen and Unwin(India)
- Harlambos, M.1998.*Sociology:Themes and Perspectives*.NewDelhi:Oxford University Press. Inkeles, Alex. 1987.*What is Sociology?* New Delhi:Prentice-Hall of India.
- Johnson,M.Harry.1996.*Sociology: A systematic Introduction*. Allied Publishers Pvt.Ltd.
- Mills,C.Wright.1967. *Sociological Imagination*.Harmondsworth: Penguin.
- Beteille, Andre. 1996. "Sociology and Common Sense". *Economic and Political Weekly*.Volume XXXI.Number 35-36-37.September.

## SEMESTER- II

### INTRODUCTION TO SOCIOLOGY-II (5+1+0= 6 Credit)

**Objective:** The course aims to introduce the students to the works and theories of the classical thinkers. The course intends to equip students to develop a critical understanding of application of sociological theories to social realities.

**Outcome:** Students will become well acquainted with the classical sociological theories. They will learn how to read, interpret and critique original works of various thinkers.

Unit	Content	Weeks
1	<b>Positivism:</b> Auguste Comte: Law of Three Stages	1
2	<b>Functionalism:</b> Emile Durkheim: Collective Conscience, Social Solidarity, Anomie; Radcliffe Brown: Structure and Function; Talcott Parsons: Systems Theory	3
3	<b>Interpretive Sociology:</b> Max Weber: Social Action, Ideal Types	2
4	<b>Conflict Perspective:</b> Karl Marx: Historical Materialism; Lewis	3

	Coser: Social Conflict; Ralf Dahrendorf: Consensus and Conflict	
5	<b>Structuralism:</b> Claude Lévi-Strauss: Structuralism	2
6	<b>Interactionism:</b> Herbert Blumer: Symbolic Interactionism; George Herbert Mead: Mind, Self and Society	2

### Suggested Readings:

- Giddens, Anthony. 2009. *Sociology*. 6th edition. UK: Polity Press
- Ritzer, George. 2016. *Classical Sociological Theory*. Jaipur: Rawat
- Ritzer, George. 2008. "Introduction to Structural Functionalism." Pp. 97-136 in *Modern Sociological Theory, Seventh Edition*.
- Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.
- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*. New York: Free Press Chapter 9 & 10, Pp. 178-204.
- Parsons, Talcott. 2013. *The Social System*. Routledge.
- Merton, Robert K. 1938. "Social Structure and Anomie." *American Sociological Review* 3(5): pp. 672-682
- Weber, Max, 1978. *Economy and Society: An outline of Interpretive Sociology*. 1:4-26. University of California Press
- Levi-Strauss, Claude. 1993. Structure and Dialectics in *Structural Anthropology*. Vol 1. Harmondsworth: Penguin
- Deliege, Robert. 2004. Translated by Nora Scott. *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.
- Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66
- Coser, Lewis. 2001. *The Functions of Social Conflict*. New York. Routledge.
- Dahrendorf, Ralf. 1958. *Toward a Theory of social Conflict*. *The Journal of Conflict Resolution*. Vol. 2, No. 2, pp. 170-183.
- Mead, G.H. 2015. *Mind, Self and Society*. Chicago: University of Chicago Press.
- Blumer, Herbert. 1969. *Symbolic Interactionism: Perspective and Method*. New Jersey: Prentice Hall
- Magill, Frank N. 1996. *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

### SOCIOLOGY OF INDIA –II (5+1+0= 6 Credit)

**Objective:** The course introduces the students to the different modes of knowledge-construction of Indian history, society, culture and politics. It also exposes the students to various discourses and debates pertaining to Indian society.

**Outcome:** The course will facilitate in reflecting on Indian society through varied perspectives developed by Indian sociologists. It also provides a historical overview of the Indian Sociology. The students will learn about the complexities of Indian society through a deeper engagement with the specific issues.

Unit	Content	Weeks
1	<b>Development of Sociology in India:</b> Anthropology and Sociology: M.N. Srinivas; Development of Sociology in India: Patrick Geddes	2
2	<b>Indian Sociological Tradition- I:</b> Indological/ Textual Perspective; G.S. Ghurye; Louis Dumont; Historical Perspective; D.D. Kosambi	3
3	<b>Indian Sociological Tradition- II:</b> Structural Functional Perspective: M.N. Srinivas; Marxist Perspectives: A.R. Desai, D.P. Mukherjee	3
4	<b>Tradition and Modernity</b> Yogendra Singh	1
5	<b>Issues and Challenges in Indian Society:</b> Nation building and Nationalism; Secularism and communalism	4

### Suggested Readings:

- Munshi, Indra. 2013. On the Margins of Sociology: An Appreciation of Patrick Gedde's Work in India. *Sociological Bulletin*, Vol. 62(2); 217-238
- Momin, A.R. (ed.) 1996. The Legacy of G.S.Ghurye: A Centennial Festschrift. Bombay: Popular Prakashan.
- Upadhyaya, Carol. 2002. The Hindu Nationalist Sociology of G.S. Ghurye. *Sociological Bulletin*, Vol. 51(1); 28-57.
- Dumont, Louis. 1966. *Homo Hierarchicus; The Caste System and its Implications*. Delhi: Vikas Publications
- Madan, T.N. 1999. Louis Dumont. *Contributions to Indian Sociology*. (n.s) 33,3.
- Srinivas, M.N. 1996. Indian Anthropologists and the study of Indian Society. *Economic Political Weekly* 31(11): 656-657.
- Srinivas, M.N. 1971. *Social Change in Modern India*. University of California Press Berkeley, Chp 4-5
- Srinivas, M. N. 1992. *On Living in a Revolution and Other Essays*. Delhi: OUP. Chap 1, 2,3&5
- Kosambi, D.D. 1956. *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan

- Desai, A.R. (ed.) 1959. *Rural Sociology in India*. Bombay: Popular Prakashan
- Desai, A.R. 1981. Relevance of the Marxist Approach to the Study of Indian Society. *Sociological Bulletin*, 30(1); 1-20
- Mukerji, D.P. 1924. *Perspectives in the Social Sciences*. Calcutta: The Book Company
- Madan, T.N. 1993. "Dialectic of Tradition and Modernity in the Sociology of D.P. Mukerji" in N.K.Singh (ed.) *Theory and Ideology in Indian Sociology*, Jaipur:Rawat Publications.
- Guha, Ramchandra. 2010. Between Anthropology and Literature: The Ethnographies of Verrier Elwin in Patricia Uberoi, SatishDespande and NandiniSundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black.
- Madan, T.N. 2010. Search for Synthesis: The Sociology of D.P Mukerji in Patricia Uberoi, SatishDespande and NandiniSundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black
- Singh, Yogendra. 1986. *Modernization of Indian Tradition*. Jaipur: Rawat Publications.
- Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pages 177-225, 261-276.
- Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New Delhi: Rawat Publications (revised edition 2015)
- Madan, T. N. 2009. *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. New Delhi: Oxford University Press.
- Vanaik, Achin. 1997. *The Furies of Indian Communalism: Religion, Modernity and Secularization*. New York: Verso.

## SOC203 G INTRODUCTION TO SOCIOLOGICAL THEORIES (5+1+0=6)

### Course Objective:

The course introduces the students to the social and intellectual forces during the 19<sup>th</sup> century Europe that led to the emergence of sociology as a discipline. It also focuses on the classical sociologists and their contributions to the discipline.

**Course Outcome:** The course will provide a foundation for sociological theories which will help students to pursue other advance courses in sociology.

Unit	Content	Weeks
1	<b>Origin and development of sociology as a distinct discipline:</b> Emergence of Sociology Intellectual and Social Forces Auguste Comte: Positivism, Law of Three Stages	2
2	<b>Functionalist Perspective:</b>	3

	Emile Durkheim: What is a Social Facts? Mechanical and Organic Solidarities A.R. Radcliffe Brown Structure and Function in Primitive Society	
3	<b>Interpretive Sociology :</b> Max Weber Natural Science and Social Science Interpretative understanding ( <i>Verstehen</i> )	2
4	<b>Conflict Perspective [3 WEEKS]</b> Karl Marx: Historical Materialism Capitalist mode of production Class and Class Struggle Ralf Dahrendorf: The Rulers and the Ruled	3
5	<b>Interactionism:</b> Charles Horton Cooley The Looking Glass Self George Herbert Mead The Genesis of the Self The Self in Society The "I" and the "Me"	3

### Suggested Readings

- Ritzer, George. 1996. *Sociological Theory*. New Delhi: Tata McGraw Hill.
- Morrison, Ken. 1995. *Marx, Durkheim, Weber: Formation of Modern Social Thought*. London: Sage.
- Giddens, Anthony. 1994. *Capitalism and Modern Social Theory*. New Delhi: Cambridge University Press.
- Coser, A. Lewis, 2014. *Masters of Sociological Thought: Ideas in Historical and Social Context*. Jaipur: Rawat Publications.
- Turner, H. Jonathan. 2003. *The Structure of Sociological Theory*. (Seventh Edition). USA: Wadsworth/Thomson.
- Radcliffe Brown, A.R., 1976. *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.
- Durkheim, Emile. 1933. *The Division of Labour in Society*. Glencoe: The Free Press.
- Dahrendorf, Ralf. 1959. *Class and Class Conflict in Industrial Society*. Stanford, CA: Stanford University Press.
- Giddens, Anthony, 2013, *Sociology*, 7th Edition, New Delhi: Willey India. Chapter 8.
- Mead, G.H. 1934. *Mind, Self and Society*. Chicago: University of Chicago Press.

### **SEMESTER- III**

## SOCIOLOGICAL THOUGHT-I

(5+1+0=6 Credits)

**Objective:**The objective of the course is to make the students understand the origin and development and sociological theories during the 19<sup>th</sup> century Europe. It also intends to familiarise them with the classical sociologists and their theories related to various aspects of the society.

**Outcome:** The students will develop an ability to comprehend theory and practice. They will be able to appreciate diverse theories to understand society and its different aspects. It will orient the students to think sociologically which will aid in its applicability.

Unit	Content	Weeks
1	<b>Auguste Comte:</b> Law of three stages, Social statics and dynamics, Relevance of positivism in Sociology	3
2	<b>Emile Durkheim:</b> Social Fact, Types of Solidarity, Collective representations and Collective consciousness	3
3	<b>Karl Marx:</b> Dialectical method, Materialist interpretation of History, Capitalist Mode of Production	4
4	<b>Max Weber:</b> Social Action and Ideal Types, Rationality, Religion and Economy	3

### Suggested Readings:

- Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13-15 (Theses on Feuerbach ), pp. 16-80 (A Critique of the German Ideology ) pp.98-137 (Manifesto of the Communist Party ) ,pp. 142-173 (Wage Labour and Capital ), 56 pp. 502-506 (Abstract of Preface from A Contribution to the Critique of Political Economy ).
- Ritzer, George. 1996. *Classical Sociological Theory*. New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- Nisbet, R.A. 2017 *The Sociological Traditions*. New York. Routledge, Taylor and Francis.
- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
- Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism*(translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V
- Weber , Max. 'Science as a Vocation' in David Owen and Tracy Strong eds.
- Max Weber : *The Vocation Lectures*. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31



- Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press. pp. 48-107, 119-144
- Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 41-56, 145-151.
- Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133. Additional Reading

### **ECONOMY AND SOCIETY (5+1+0=6 Credits)**

**Objective:** The course offers an introduction to the key concepts and theoretical foundations of Economic Sociology. Students will learn socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis of the economic processes and institutions in local and global contexts.

**Outcome:** The course will acquaint the students to learn about the relationship between economy and society. The course will benefit them to understand and observe economy of the world as well as India from a sociological perspective.

<b>Unit</b>	<b>Content</b>	<b>Weeks</b>
1	<b>Perspectives in Economic Sociology:</b> Formalism and Substantivism; New Economic Sociology	2
2	<b>Forms of Exchange:</b> Reciprocity and Gift, Exchange, Money and Markets	3
3	<b>Pre-modern types of Production, Circulation and Consumption:</b> Hunting and Gathering, Domestic Mode of Production, Agricultural economy and peasants	3
4	<b>Modern forms of economy:</b> Capitalism, Socialism, Mixed model	3
5	<b>Contemporary Issues in Economic Sociology:</b> Globalisation and Liberalisation, Privatisation in India	2

### **Suggested Readings:**

- Polanyi, Karl. 1975. The Great Transformation. Octagon Press: New York.
- Granovetter, M. 1985. 'Economic action and social structure: The problem of embeddedness', American Journal of Sociology, 91: 481-510
- Smelser, N. J. and R. Swedberg (eds.). 2005. The Handbook of Economic Sociology. (2nd Edition). Princeton: Princeton University Press. (Selections).
- Swedberg, R., Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17, 1991, pp 251-276.

- Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, *The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money*. Pp. 1 - 46.
- Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. *Gifts and Commodities, People and Things*. Pp.19-39.
- Gregory, C.A. 1997. *Savage Money: The Anthropology and Politics of Commodity Exchange*. Amsterdam: Harwood.
- Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1, 2, 3.
- George Dalton, H. Russell Bernhard, Beverly Chiñas, Beverly Chiñas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) *Peasantries in Anthropology and History [and Comments and Replies]*, *Current Anthropology*.13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415.
- Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp.100-119
- Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. *Commodification of Everything: Production of Capital*. Pp. 13 – 43.
- Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.
- Petras, J. and H. Veltmeyer. 2001. *Globalization Unmasked*. London: Zed Books. (Chapters 1, 3, 6, 9).
- Scott, J.C. 1998. *Seeing Like a State*. Yale, New Haven: University Press. (Chapter 5).
- Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.
- Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp.100-119.
- Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

### **SOCIAL STRATIFICATION (5+1+0=6 Credits)**

**Objective:** The course introduces students to Sociological Study of Social Inequalities. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.

**Outcome:** Students will develop an understanding of stratification theories that would sensitise them to its various sociological aspects, providing scope for applied learning with reference to empirical social realities. The course will help them develop reflective thinking skills related to issues of inclusion, exclusion and discrimination in society.

Unit	Content	Weeks
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1	<b>Conceptualising Stratification:</b> Understanding Social stratification: Characteristics and Functions, Difference and Hierarchy, Natural and Social Inequality	2
2	<b>Theories of Social stratification:</b> Functionalist perspective, Marxist perspective, Weberian perspective	3
3	<b>Forms of Stratification: Identities and inequalities:</b> Class and Caste, Race, Ethnicity and Gender	2
4	<b>Social Mobility: Meaning and Patterns:</b> Meaning and importance of Social mobility, Types of social mobility, Aspects of Social mobility in India	3
5	<b>Modern theories of Stratification:</b> Neo-liberal theories of Stratification, State of stratification in late-modern society.	3

### Suggested readings:

- Bendix and S.M. Lipset.1996. Class, Status and Power: Social Stratification in Comparative Perspective. New York: The Free Press.
- Beteille, A. 1983.The Idea of Natural Inequality and other Essays. Delhi: Oxford University Press. (Pp. 7-32).
- Beteille, Andre. 1977. Inequality among Men. London: Blackwell. Chapter 1.The Two Sources of Inequality. Pp. 1-22
- Tumin, M.M. (ed.). 1967. Reading on Social stratification. Englewood, Cliffs N.J: Prentice Hall
- Erikson, R and J.H. Goldthorpe. 1992. The Constant Flux: A Study of Class Mobility in Industrial Societies. Oxford: Clarendon Press. (Chapters: 1 and 7).
- Gupta, D. 1991. "Hierarchy and Difference".inDipankar Gupta (ed.): Social Stratification (1-21). Delhi: Oxford University Press.
- Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
- Davis, Kingsley and Wilbert E. Moore. 1945. 'Some Principles of Stratification' in American Sociological Review 10.2 (1945): pp. 242-249
- Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
- Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' Economic and Political Weekly, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

- Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) Gender: A Sociological reader. London: Routledge (pp 93-96).
- Collins, Patricia Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993),pp. 25-45
- Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
- Haralambos&Holborn.Sociology Themes and Perspectives, 2013.Chapter 1 London.HarperCollin Publishers
- Seiyama, K., &Miyasaka, J. (2000).The Modern Stratification System and Its Transformation.*International Journal of Sociology*, 30(1), 7-36. Retrieved June 24, 2021, from <http://www.jstor.org/stable/20628583>

### SOC304E SOCIETY IN INDIA

(5+1+0=6)

#### Course Objective:

The course focuses on the different perspectives on Indian society. It introduces the students to the distinctive nature of the Indian society like caste, class, religion, language, and so on.

**Outcome:** The course will familiarize the students with the conceptual framework of social order and change in Indian society. They will learn about different theoretical approaches to study of Indian society.

Unit	Content	Weeks
1	<b>Approaches to the study of Indian Society</b> Indological Structural-Functionalist Marxist Subaltern Feminist	2
2	<b>Caste, Class and Tribe</b> Class, Characteristics, Types Caste and Class Tribes: Characteristics, Types, Caste and Tribes Caste, Caste and Varna, Sub-caste, Jajmani System Dominant caste, changing aspects of caste Caste, Class and Tribes in India	3
3	<b>Social Institutions</b>	3

	Family: Types of Family, Joint Family System, Changing trends and Patterns in Family Marriage: Types, Inheritance and Property Rights Kinship: Types, Regional Variations of Kinship system in India Religion: Types and Demographic Composition	
4	<b>Processes of Social Change</b> Sanskritization Westernization Modernization Industrialization Urbanization Globalization	3
5	<b>Socio-Political Issues</b> Regionalism Communalism Ethnicity Multiculturalism	2

### Suggested Readings

- Mandelnaum, D.G. 1970.*Society in India* .Bombay:PopularPrakashan.
- Nagla,B.K.2013.*Indian Sociological Thought*. New Delhi:Rawat Publications.
- Srinivas, M.N. 1963. *Social Change in Modern India*. California, Berkeley: University of California Press.
- Singh,Yogendra. 1973. *Modernization of Indian Tradition*. Delhi :Thomson Press.
- Srinivas,M.N.1980.*India: Social Structure*. New Delhi: Hindustan Publishing Corporation.
- Uberoi, Patricia. 1993.*Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
- Rawat, H.K.2013.*Contemporary Sociology*. New Delhi: Rawat Publications

### SOC001S READING, WRITING AND REASONING FOR SOCIOLOGY (2+0+0=2 Credits)

**Objective:** To enhance the skills of Reading, Writing and Reasoning for Sociology so that students may have the means to realize learning outcomes of all the other courses in the program optimally. The course seeks to teach elements of good academic writing and form habits that go with it.

**Outcome:** The students will be equipped to read academic texts and identify the central argument(s) and grasp the content of the texts. The students will be able to read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases

Unit	Content	Weeks
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1	<b>Introduction:</b> The virtues of repetition	1
2	<b>Techniques for reading academic texts:</b> Grasping the whole: How to get an overview; Divide and conquer: Taking texts apart; Getting outside help: Recruiting extra resources	5
3	<b>How to begin writing academic prose:</b> Building a structure: What do you want to say? Working with blocks: Sections, paragraphs, sentences; Borrowing material: Paraphrasing, quoting, citing	5

### Suggested Readings:

- Bailey, S. (2005). *Academic Writing*. London: Routledge
- Becker, Howard Saul and Pamela Richards. *Writing For Social Scientists*. Chicago: University of Chicago Press, 2007
- Creme, P. and Lea, M. (2006). *Writing at University*. Berkshire: Open University Press
- Dillard, A. (1995). *The writing life*. New York, NY: HarperPerennial
- Fairbairn, G. and Fairbairn, S. (2010). *Reading at University*. Buckingham: Open University Press.
- Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e, New York: W. W. Norton & Company
- Johnson, William A. Et. Al. *The Sociology Student Writer's Manual*. New Jersey: Prentice Hall, 2000.
- Thomson, A. Et. Al. *Critical Reasoning*. London: Routledge. 2001
- Axelrod Rise B. and Charles R. Cooper. *The St. Martin's Guide to Writing*. New York: St. Martin's Press. 1991.
- Shrodes, Caroline. Et. Al (Eds.) *The Conscious Reader*. New York: Macmillan, 1988.

## SEMESTER-IV

### SOCIOLOGICAL THOUGHT-II

**(5+1+0=6 Credits)**

**Objective:** The objective of the course is to enable the students to apply theory to their everyday life experiences. It also aims to make the students to understand the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.

**Outcome:** Students will be able to understand social reality from different perspectives. The study of the contemporary thinkers will enable the students to comprehend and compare the classical theories in the present context.

Unit	Content	Weeks
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1	<b>Talcott Parsons:</b> Action Systems, Pattern Variables	3
2	<b>G. H. Mead and Erving Goffman:</b> Interactional Self	3
3	<b>Peter L. Berger and Thomas Luckmann:</b> Social Stock of Knowledge, Social Construction of Reality	3
4	<b>Max Horkheimer and T.W. Adorno:</b> Critical Theory	2
5	<b>Pierre Bourdieu:</b> Theory of Practice	2

### Suggested Readings:

- Parsons, T. 1951. (New edition first published 1991) The Social System. London : Routledge. Ch 1 & 2. Pp. 1-44.
- Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226
- Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
- Berger, P. L. and T. Luckmann. 1991. The Social Construction of Reality. London: Penguin Books, pp. 31-62
- Horkheimer, M. and Adorno, T.W. The Dialectic of Enlightenment. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
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- Ritzer, G. 1996. Sociological Theory. New York: McGraw Hill Companies Black, Max ed. 1961.
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### KINSHIP AND SOCIETY (5+1+0=6 Credits)

**Objective:** The course enables the students to grasp the evolution of kinship theories from a biological deterministic approach to culture of relatedness. It aims to acquaint the students to comprehend the perspectives in the study of family, marriage and kinship. Also, the course acknowledges the significance of the emergence of new reproductive technologies on recasting kinship.

**Outcome:** Students will understand and analyse relationships in their own lives from a sociological perspective. With the introduction of concepts and theories, the students can have a better understanding of the significance of the changes in kins and other relationships in the contemporary period.

Unit	Content	Weeks
1	<b>Introduction to the basic concepts of Kinship:</b> Descent; Consanguinity; Filiations; Incest; Affinity	1
2	<b>Approaches to the study of Kinship:</b> Descent, Alliance, Culture	3
3	<b>Institutions and Groups:</b> Family, Household (residence); Marriage and alliance; Corporate and non-corporate kinship groups.	3
4	<b>Kinship and Gender:</b> Gender, kinship and marriage in India New reproductive technologies; Surrogacy	3
5	<b>Modern approaches:</b> Re-casting kinship; Newer forms of relatedness; Re-imagining family and residence	3

### Suggested readings

- Beattie, J.H.M, 1964, 'Other Cultures: Aims, Methods and Achievements in Social Anthropology', Routledge.
- Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' American Ethnologist, 22 (2): 223-24.1
- Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), Family, Kinship and Marriage in India, Delhi: Oxford University Press, Pp.198-222
- Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), International Encyclopaedia of the Social Sciences, U.S.A.: Macmillan and Free Press, Pp. 19- 23
- Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell, Pp. 64-78
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- Lévi-Strauss, Claude, 1969, The Elementary Structures of Kinship, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25 49
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- Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell, Pp. 257-274
- Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', Contributions to Indian Sociology, n.s. 29, 1&2: 319-45
- Vatuk, Sylvia, Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage. (Pp. 107- 137).
- Weston, Kath, 1991, Families We Choose: Lesbians, Gays, Kinship, New York: Columbia University Press, Pp. 103-136

## **RELIGION AND SOCIETY (5+1+0=6 Credits)**

**Objective:** The course exposes the students to the distinctiveness of the sociological approach to the study of religion. Students will be familiarised with the basic theoretical and methodological perspectives on the study of religion. They will be able to identify different theories, approaches and concepts that make up the study of religion. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.

**Outcome:** The students will understand the basic concepts in religion and the tenets of the world religions. They will learn how religion works as a governing force both at social and individual levels.

Unit	Content	Weeks
1	<b>Basic Concepts:</b> Religion and Sociology; Sacred and Profane; Religion and Rationality; Magic, Science and Religion	3
2	<b>Religion as Belief and Practice:</b> Religion and meaning in everyday life; Rituals, Symbols and Myth; Rites of passage	2
3	<b>Basic tenets of World Religions:</b> Buddhism; Christianity; Hinduism; Islam	2
4	<b>Religion and State:</b> Secularism; Fundamentalism; Religion, economy and politics	3
5	<b>Religion in South Asia: Exploring Indian Context:</b> Dynamics of Religions; Pluralism in India; Negotiating gender and religion	3

### Suggested Readings

- Bajpai, Rochana. 2017. Why Did India Choose Pluralism? Lessons from a Postcolonial State. The Global Centre for Pluralism.
- Beteille, Andre. 2002. "Religion as a Subject for Sociology", in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-2
- Berger, P.L. 1990. The Sacred Canopy: Elements of a Sociological Theory of Religion, 2nd Edition, New York: Anchor. (Selected Chapters)
- Bhuriya, Mahipal. 1986. "Tribal Religion in India: A Case Study of the Bhils", Social Compass, Vol. 33, No. 2-3, pp. 275-283.
- Chatterjee, Partha. 1995. 'Religious Minorities and the Secular State: Reflections on an Impasse', Public Culture, 8, pp 11-39.
- Dumont, L., 1997, Religion, Politics and History in India. Paris: Mouton, Pp. 89-110
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- Geertz, Clifford. The Interpretation of Cultures. Selected Essays. Basic Books, 1973, Religion as a Cultural System, pp.87-125.
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- Madan, T.N. 1997. Religion in India (Sociology and Social Anthropology) Oxford University Press.

- Malinowski, Bronislaw. 1948. Magic, Science and Religion and Other Essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50, pp. 119-124.
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- Omvedt, G. 2003. Buddhism in India: Challenging Brahmanism and Caste. New Delhi: Sage.
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- Srinivas, M. N. 1952. Religion and Society among the Coorgs of South India. Clarendon : Oxford, pp100-122.
- Srinivas, M.N. and A.M. Shah, (1968) 'Hinduism' in International Encyclopedia of Social Sciences,(ed.) by David L. Sills, vol. 6, Macmillan company and the Free Press. pp. 358 – 366.
- Tambiah, Stanley Jeyaraja. 1990. Magic, Science, Religion and the Scope of Rationality. Cambridge: Cambridge University Press, pp. 1-41.
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- Van Gennep, A. 1960. The Rites of Passage. London": Routledge and Kegan Paul.
- Veer, Peter van der 2002. Religion in South Asia. Annual Review of Anthropology, Vol. 31: 317 – 187
- Weber. Max. 2001. The Protestant Ethic and the Spirit of Capitalism. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

## **SOC404G INTRODUCTION TO THE SOCIOLOGY OF GENDER (5+1+0=6 Credits)**

### **Course Objective:**

This course introduces the students to various gender-based issues and challenges in India. It encourages the students to view these problems through sociological perspectives.

**Outcome:** The course will enable students to understand the social construction of gender in society. It will help them to understand different issues on gender. It will also acquaint them with different strands of feminism on the backdrop of social movements.

<b>Unit</b>	<b>Content</b>	<b>Weeks</b>
1	<b>Gender as a Social Construct</b> Sex and Gender Masculinity and Femininity Socialisation and Gender roles Patriarchy as ideology and practice	3
2	<b>Gender and Sociological Analysis</b> Emergence of Feminist Thought Approaches to the study of gender: Liberalist, Radicals, Socialist, Feminist and Post-Modernist	2

3	<b>Production versus Reproduction</b> Public and private dichotomy Sexual Division of Labour Work, Property and Family	2
4	<b>Gender and Development</b> Gender and Governance Development Policies Liberalisation and Globalisation Women's work and technology	3
5	<b>Women's movement</b> Gender and Violence Women's Movement in India Gender and Environment LGBT Movements	3

- Altekar, A.S. 1983. The Position of Women in Hindu Civilization. Delhi: MotilalBanarasidass, Second Edition: P Fifth reprint..
- Chodrow, Nancy. 1978. The Reproduction of Mothering. Berkeley: University of California Press.
- Desai, Neera and M. Krishnaraj. 1987. Women and Society in India. Delhi: Ajanta.
- Dube, Leela et.al.(eds.) 1986. Visibility and Power: Essays on Women in Society and Development. New Delhi: OUP.
- Forbes, G. 1998. Women in Modern India. New Delhi, Cambridge University Press.
- Maccoby, Eleanor and Carol Jacklin. 1975. The Psychology of Sex Differences. Stanford: Stanford University Press.
- McCormack, C. And M. Strathern (ed.) 1980.Nature, Culture and Gender. Cambridge: Cambridge University Press.
- Myers, Kristen Anderson et.al.(eds.) 1998. Feminist Foundations: Towards Transforming Sociology. New Delhi: Sage.
- Oakley, Ann. 1972. Sex, Gender and Society. New York: Harper and Row.
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- Srinivas, M.N. Caste: Its Modern Avatar, New Delhi: Penguin (LeelaDube's Article on Caste and Women).
- Vaid, S. & K. Sangari. 1989. Recasting Women: Essays in Colonial History, New Delhi: Kali For Women.
- Tong, Rosemarie, 1989. Feminist Thought: A Comprehensive Intrtroduction. Colarodo: Westview Press.
- Whelham, Imelda. 1997. Modern Feminist Thought. Edinburgh: Edinburgh University Press.

- Agarwal, B. 1994. A Field of One's Own: Gender and Land Rights in South Asia, Cambridge: Cambridge University Press.
- Chanana, Karuna. 1988. Socialization, Women and Education: Explorations in Gender Identity, New Delhi: Orient Longman.
- Dube, Leela. 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia. Tokyo: United Nations University Press.
- Gandhi, N. And N. Shah. 1992. The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali For Women.
- Jayawardene, Kumari. 1991. Feminism and Nationalism in the Third World. New Delhi: Kali for Women.
- Mies Maria. 1980. Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women. New Delhi: Concept.
- Omvedt, Gail. 1975. 'Caste, Class and Women's Literation in India,' Bulletin of Concerned Asian Scholars.
- **Whelham**, Imelda. 1997. Modern Feminist Thought. Edinburgh: Edinburgh University Press.

### **SEMESTER- V**

#### **SOC501C POLITICAL SOCIOLOGY (5+1+0=6 Credits)**

**Objective:** The course aims to acquaint the students with the nature and functioning of political system(s), and the political processes. It also intends to generate in the minds of students an awareness of their status and role as citizens of the state.

**Outcome:** Students will learn both classical and contemporary arguments on power, authority and their manifestations in political institutions and political systems worldwide. They will be able to comprehend the dynamics of state and society in shaping politics in a cross-cultural and comparative context. It will enable the students to understand the working of local level politics in the Indian context.

<b>Unit</b>	<b>Content</b>	<b>Weeks</b>
1	<b>Introducing Political Sociology:</b> Definition and subject matter; Development of Political Sociology; Interrelationship between political system and society	3
2	<b>Understanding Basic Concepts:</b> State, Power and Authority; Masses and Elites	3
3	<b>Politics and Society:</b> Democratic and totalitarian systems; Class, Gender, Patriarchy in welfare state; Democracy and Citizenship	3

4	<b>Local Structures of Power in India:</b> Role of caste, religion, regionalism and language in Indian politics; Bureaucracy, its characteristics, its types, its significance in political development with special reference to India.	4
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### Suggested Readings

- Bhambri C.P., 1971. Bureaucracy and Politics in India, Vikas Publications, Bombay.
- Horowitz, Irving L., 1972, Foundation of Political Sociology, New York, Harper and Row.
- Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book.
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- Nash, Kate. 2010.Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42
- Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266
- Bottomore, Tom. 1964.Elites and Society,Harmondsworth: Penguin Books, Ch- 1, 2 & 3
- Kothari R. 1979 – Politics in India, Orient Longmans Ltd.
- Marshall, T.H. 1950. *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press, pp.10-27
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- S M Lipset, 1995, 'The Social Requisites of Democracy Revisited', *American Sociological Review*, vol 59: Springer.
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- Riker William et.al., 1973 – An Introduction to Positive Political Theory. Englewood,Cliff.
- Anderson Benedict, 1983 – Imagined Communities: Reflections on the origin and Spread of Nationalism, Beso, London
- Biswas Dipti Kumar 1989 – Political Sociology, Firma KLM Private, Calcutta,Rajani Kothari 1973 (Ed) – Caste in Indian Politics – Orient Longmans Ltd.
- Barrington Moore Jr., 1958 – Political Power and Social Theory. Cambridge, Harward University Press.
- Mitra, Subratha K. 1992 – Power protest and participation – Local Elides and the politics of development in India.Routledge.
- Marris, Jones, W.H., 1982 – Government and Politics in India. Cambridge.

## SEMESTER-V

### SOC502 C ENVIRONMENT AND SOCIETY (5+1+0=6 Credits)

**Objective:** The course aims to reflect on the 'environment' as an object of sociological inquiry. It enables the students to comprehend societal-environmental interactions. It also orients them to the core debates of environmental sociology, different approaches as well as environmental movements in India.

**Outcome:** The course will provide knowledge on human-nature interactions. They will learn about different environmental movements in India, global crisis like climate change as well as politics around policy implementations.

Unit	Content	Weeks
1	<b>Environmental Sociology:</b> What is Environmental Sociology? Realist and Constructivists Debates	3
2	<b>Theoretical Approaches:</b> Human Ecology – New Environmental Paradigm; Treadmill of Production; Nature versus Nurture; Ecofeminism; Sustainable Development	4
3	<b>Environmental Movements in India:</b> Forest based movement – Chipko; Water based movement – Narmada, Anti-Dam Movement in Northeast India; Land based movements – Anti-mining and Seed	3
4	<b>Global Issues:</b> Global Environmental Politics; Climate Change	3

#### Suggested Readings

- Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan.(ed.) 2007. Environmental Issues in India: A Reader. New Delhi: Pearson, Longman, Ch 19, (pp. 316-324, 342-352). 2. Bell, MM. (2008).
- An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed. Ch 1. ( pp. 1-5). 3.
- Leahy, T. (2007).Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch. 21 pp. 431-442.
- Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. Environmental Values, 61-81.
- Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask.Organizational & Environment, 17(3), 296-316.
- Burns, T.R. (2016) Sustainable development: Agents, systems and the environment, Current Sociology, Vol. 64, Issue 6, pp.875-906. 4. Buttel F. H. (1987) New Directions in Environmental Sociology. Annual Review of Sociology, Vol.13: 465-88. 5

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- Catton, W. R. Jr. & Dunlap, R. E. (1978) Environmental Sociology: A New Paradigm. The American Sociologist 13: 41-49.
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- Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shah ed.(2002). Social movements and the state (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.
- Khagram, S., Riker, J. V., &Sikkink, K. (2002).Restructuring the global politics of development: The case of India’s Narmada Valley Dams.Restricting world politics: transnational social movements, networks, and norms (Vol. 14).U of Minnesota Press. (pp.206-30).
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- Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan.(ed.) 2007. Environmental Issues in India: A Reader. New Delhi: Pearson, Longman, Ch 19(pp. 316-324, 342-352).

### **SOC503DSE1 SOCIOLOGY OF HEALTH AND ILLNESS (4+1+0=5 Credits)**

**Objective:**The course introduces students to the sociology of health, illness and medical practices by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. The theoretical perspectives aim to examine the dynamics of local, regional and global knowledge.

**Outcome:** The course will help the students to understand the social issues related to illness and health. It will help them to critically look at the social stigma related to health and medicine through the lens of gender, caste, age and disability.

<b>Unit</b>	<b>Content</b>	<b>Weeks</b>
1	<b>Introducing the concepts of Health, Illness and Medicine:</b> Conceptualising Disease; Sickness and Illness; Social and Cultural Dimensions of Illness and Medicine	4
2	<b>Theoretical Orientations on Health &amp; Illness:</b> Political Economy of Health; Systems Approach; Health as a Power Discourse; Feminist Approach	5
3	<b>The State and the Health:</b> Health Systems and Health Policies; Health programmes in rural and urban communities	4



**Suggested Readings:**

- Conrad, Peter et al. (2000). Handbook of medical sociology, New Jersey: Prentice Hall.
- Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).
- Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)
- Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. Medical Anthropology Quarterly, New Series, Vol.1, No.2 ( June, 1987) pp. 131-154
- Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 of The Social System. Glencoe, IL: Free Press. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapter 3 Pages (44-54).
- Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapter 5 Pages (86-108).
- Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, Medical Anthropology Quarterly, Vol. 20(3): 345-378.
- Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437
- Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? Indian Journal of Public Health Volume 57 Issue 4 October-December 2013 pp 225-229

**SOC503 DSE2 URBAN SOCIOLOGY (4+1+0=5)**

**Objective:** The course provides an exposure to key theoretical perspectives for understanding the urban phenomena in historical and contemporary contexts. It aims to focus on urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation. It also engages in issues of public policy, urban transformation and change.

**Outcome:** The course will help the students to understand the basic concepts on the idea of urbanism, urban space and the intersections in these institutions, processes and identities from a sociological perspective.

Unit	Content	Weeks
1	<b>Introducing Urban Sociology:</b> The concept of Urban, Urbanism and the City	3
2	<b>Perspectives in Urban Sociology:</b> Ecological; Political Economy Network; City as Culture	4
3	<b>Movements and Settlements:</b> Migration; Community	3

4	<b>Politics of Urban Space:</b> Caste, Class and Gender; Culture and Leisure; Problems and Future for Urban Sociology	3
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### **Suggested Readings:**

- Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.
- Mumford, Lewis 1961. The City in History: its origins and transformations and its prospects. Mariner Books: Pp 329, 94118
- Weber, Max 1978. The City. The Free Press: New York. Pp 6589
- Hannerz, Ulf. 1980. Exploring the City: Toward an Urban Anthropology, NY:Columbia University Press. Chapter 2.Pp 1958 2.2.
- Harvey, David 1985 The Urban Experience, Baltimore: Johns HopkinsUniversity Press, Chapter 1. Money, Time, Space and the City.Pp.1-35 2.3.
- Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in The Royal Dutch Geographical Society KNAG, Vol. 93, No. 5, Blackwell Publishers. pp. 548-558 2.4.
- Wirth, Louis. 1938. "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 124
- Rao, M.S.A, 1981, "Some aspects of the sociology of migration", SociologicalBulletin,Vol. 30, 1. Pp2138
- Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", Economic & Political Weekly, May 4, Vol. XLVIII, No 18, Pp 4455
- Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" Sociological Forum, Vol. 24, No. 4 (Dec., 2009), pp. 908917
- Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles andTim Hall (Eds.) City Cultures Reader, London: Routledge. Pp. 125-139
- Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) Urban Studies. OUP: Delhi, Pp. 466-483.
- Castells Manuel, 1983, "Cultural Identity, Sexual Liberation and UrbanStructure: The Gay Community in San Francisco" in City and the Grassroots, Pp.138170.

## **SEMESTER- VI**

### **SOC601C GENDER AND SOCIETY (5+1+0=6 Credits)**

**Objective:**The course traces the evolution of gender as a category of social analysis. It focuses on the emergence of women’s movements and women’s studies in the context of feminist thought and critiques of sociological theories and methodologies. It provides a comparative perspective about developed and the developing countries on issues concerning women.

**Outcome:** The students will learn to understand society from a gendered perspective. The course will create awareness on inequality and gender- based division of labour in society. It will raise questions on women’s position, alternative sexualities and more importantly on ‘rights’. The students will also be able to understand gender cross-culturally.

Unit	Content	Weeks
1	<b>Social Construction of Gender:</b> Gender vs. Biology; Equality vs. Difference; Private–public dichotomy; Gender roles; Socialisation and sexual division of labour; Patriarchy as ideology and practice	3
2	<b>Gender: Differences and Inequalities:</b> Class and Caste; Production vs. Reproduction; household work; invisible work; Third Gender; Sexual violence	3
3	<b>Emergence of Feminist Thought:</b> Feminist critiques of sociological theories	3
4	<b>Gender, Power and Resistance:</b> Power and Subordination; Resistance and Movements; Gender and Society in India	4

### Suggested Readings:

- S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, pp. 1-26.
- Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction.
- Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) Women, Culture and Society. Stanford: Stanford University Press (pp. 67-87).
- Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) Gender: A Sociological reader. London: Routledge (pp 93-96).
- Oakley, Ann. 1972. Sex, Gender and Society. New York: Harper and Row.
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- Srinivas, M.N. Caste: Its Modern Avatar, New Delhi: Penguin (Leela Dube's Article on Caste and Women).
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- Susie, Tharu and Tejaswini Niranjana. 1999. "Problems for a Contemporary theory of Gender" in Nivedita Menon (ed.) Gender and Politics in India, New Delhi: Oxford University Press [pp 494-525].

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Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31- Nov. 6, 1998)(pp 39-48).

### **SOC602C METHODS OF SOCIOLOGICAL RESEARCH (5+1+0=6 Credits)**

**Objective:** The course aims to introduce the students to sociological research both from theoretical and methodological perspectives. Through theoretical and practical knowledge students will learn the different stages of the research process like research design, methods of data collection and analysis. The course will enable students to develop a sound understanding of both quantitative as well as qualitative research.

**Outcome:** The students will understand the importance of research in social science. They will learn about the different methods of data collection and their practical applicability.

<b>Unit</b>	<b>Content</b>	<b>Weeks</b>
1	<b>The Logic of Social Research:</b> What is Sociological Research? Objectivity in the Social Sciences	3
2	<b>Doing Social Research:</b> The Process of Social Research; Theory and Research; Concepts and Hypothesis	3
3	<b>Methods of Data Collection:</b> Survey Methods: Sampling, Questionnaire and Interview; Observation: Participant and non-participant; Quantitative and Qualitative Methods	5
4	<b>Overview of Statistics in Sociology</b> Use of statistics in Sociological Research	2

#### **Suggested Readings:**

Agresti, A. and B. Finley. 1997. *Statistical Methods for the Social Sciences*. Prentice Hall and Pearson Publishing, (Several editions available, under more than one imprint).

Babbie, E.R. 2010. *The Practice of Social Research* (12th edition). USA: Wadsworth: Cengage Learning.

Goode, W.J. and P. K. Hatt. 2006. *Methods in Social Research* (Indian reprint). New Delhi: Surjeet Publisher.

Guthire, G. 2010. *Basic Research Methods: An Entry to Social Science research*. New Delhi: Sage.

Neuman, W.L. 2006. *Social Research Methods: Quantitative and Qualitative Approach*. New Delhi: Pearson Education India.

Be'teille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp.72-94

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

Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46,125-140

Mills, C. W. 1959, *The Sociological Imagination*, London: OUP Chapter 1 Pp.3-24

Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword and Chapter 2 Pp.49-112

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp.xv-xxiv

Kothari, C.R. 1989. *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern.

Raftery A E. 'Statistics in Sociology, 1950-2000' ,*Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

### **SOC603 DSE1 AGRARIAN SOCIOLOGY (4+1+0=5 Credit)**

**Objective:**The course focuses on the theoretical discussions on agrarian issues such as agrarian communities, structures and transformations in contemporary society.

**Outcome:** The course enables the students to learn about the significance of agriculture in the economy. The course will facilitate the students to analysesocio-economic culture of agrarian realities and its changing scenario with industrialisation and commercialisation of markets.

<b>Unit</b>	<b>Content</b>	<b>Weeks</b>
1	<b>Agrarian Societies and Agrarian Studies:</b> Village community: Features and Types; Rural social structure; Village studies: An overview	3
2	<b>Key Issues in Agrarian Sociology:</b> Concepts and Indicators of Agrarian Development: Policy implications in Agrarian Commodity Systems: Markets	4
3	<b>Agrarian Sociology of India:</b> Agrarian Class Structure; Land Reforms and Green Revolution; Agrarian Movements; Caste, Gender and Agrarian Realities	4
4	<b>Agrarian Futures:</b> Commercialisation of agriculture; Agrarian Crisis; The Global Agrarian Order	2

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### **Suggested Readings:**

- Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93.
- Chitambar J. B. (1973). *Introduction Rural Sociology*. New Delhi: Wiley Eastern Limited.
- Dhanagare D.N. (1988). *Peasant movements in India*, New Delhi, Oxford.
- Desai A.R. (1997). *Rural Sociology in India – Bombay Popular Prakasan*.
- Desai, A.R. (1979): *Rural India in Transition*, Bombay: Popular Prakashan.
- Doshi S.L. & P.C. Jain 2002. *Rural Sociology*, Jaipur, Rawat.
- Dube, S.C. (1988). *India's changing Village: Human Factor in Community Development* Himalayan Publishing House, Bombay.
- Ludden, David. 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp . 6-35
- Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93
- Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13
- Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503
- Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.
- Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974)
- Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20
- Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268
- Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93
- Hobsbawm, E. J. 'Peasants and Politics', *The Journal of Peasant Studies*, Vol. 1, No. 1, October 1973, 3–20
- Thorner, Daniel. 'Chayanov's Concept of Peasant Economy' from, A. V. Chayanov on the *Theory of Peasant Economy*, Manchester: Manchester University Press. 1966. Pp. xi-xxiii

### **SOC603 DSE2 DEVELOPMENT: ISSUES AND CONCERNS (4+1+0=5 Credit)**

**Objective:** The course aims to focus on the fundamental concepts, theories, practices and approaches to development including the historical genesis of state-initiated development. It focuses on the sociological study of the dynamics of institutions, actors, policies, implementation, consequences, and experiences of development processes in the postcolonial India.

**Outcome:** The students will learn the key ideas, concepts, and debates centering around development from a sociological perspective both in Indian and global contexts.

Unit	Content	Weeks
1	<b>Unpacking Development:</b> Historical trajectory of the idea of 'development': Development as a multi-faceted concept; Developmentalism: A Critique	3
2	<b>Theorizing Development:</b> Modernization theory; Dependency theory; World-systems analysis; Development as Freedom	5
3	<b>Politics of Development in India:</b> Democracy and Economic; Transformations in India; Linkages between decentralisation; power and poverty; Gender and Development in India	3
4	<b>Issues in Development thinking and practice:</b> Development and Globalisation; Poverty, Inequality and Development Emerging of role of CBOs and NGOs: Role of law, education, media and international organisations such as World Bank.	2

### Suggested Readings:

- Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.
- Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.
- Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 311, 355-4.
- Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.
- Sachs, Wolfgang (ed). 1992. *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed Books, pp. 1-21.
- Dirlik, Arif. 2014. 'Developmentalism: A Critique,' *Intervention* 16 (1), pp 30-48.
- Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.
- Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.
- Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.
- Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.
- Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London: Zed Books, pp. 1-24

- Leys, Colin. 2005. 'The Rise and Fall of Development Theory,' in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Oxford: Blackwell Publishing, pp 109-125.
- Sanyal, Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189.
- Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.
- Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.
- Elyachar, Julia. 2002. 'Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,' *Public Culture* 14 (3), pp. 493-513.
- Pigg, Stacy. 1992. 'Inventing Social Categories through Place: Social Representations and Development in Nepal,' *Comparative Studies in Society and History* 34 (3), pp. 491-513.

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