

4 YEARS UNDERGRADUATE PROGRAMME FOR SOCIOLOGY

(New Education Policy, 2020)



**Department of Sociology
Cotton University
Panbazar, Guwahati
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. **Understanding Basic Concepts specific to the discipline:** Ability to interpret and analyze various concepts and theories of Sociology.
2. **Critical Thinking:** The ability to question and create a critical bent of mind.
3. **Research and Innovation:** Identification of research problems, development of research skills. Conducting empirical field work to understand the issues and challenges of contemporary society. Acquiring knowledge of qualitative and quantitative methods of data collection.
4. **Public policy and Communication Skills:** Understand existing public policies of the state and apply and evaluate in specific study context. Communicate sociological imagination, concepts and theories effectively using oral and written sources.
5. **Understanding societal-environmental interactions:** Analyze the interface between human society and wider eco-system, develop inter-disciplinary knowledge of environmental issues and be able to contribute positively towards sustainable living.

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														x

methods of data collection														
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

Programme Specific Outcomes	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:

$(14 \text{ Core papers} \times 6 \text{ credit each}) + (4 \text{ GE papers} \times 6 \text{ credit each}) + (2 \text{ AECC papers} \times 2 \text{ credit each}) + (2 \text{ SEC papers} \times 2 \text{ credit each}) + (4 \text{ DSE papers} \times 6 \text{ credits each}) = 140 \text{ Credits}$

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

*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:

$(14 \text{ Core papers} \times 6 \text{ credit each}) + (4 \text{ GE papers} \times 6 \text{ credit each}) + (2 \text{ AECC papers} \times 2 \text{ credit each}) + (2 \text{ SEC papers} \times 2 \text{ credit each}) + (4 \text{ DSE papers} \times 6 \text{ credits each}) = 140 \text{ Credits}$

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			GE-1 Credit- 6
	C 2 Credit- 6	**Environmental Science for BSc Course Credit- 2			
II	C 3 Credit- 6	*English Communication/MIL			GE-2 Credit- 6

	C 4 Credit- 6	for BSc Course **Environmental Science for BA Course Credit- 2			
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.

SEMESTER-I
SOC23C101

CORE 1 (Level 100): INTRODUCTION TO SOCIOLOGY-I

(3+1+0= 4 Credits)

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

Learning Outcomes:

C01- The course will enable students to develop sociological perspective

C02-It will help students build critical insights of the self and society.

C03- It will help them to read and interpret complex texts.

Unit	Content	No. of Lectures
1	Introducing Sociology: What is Sociology? What is Sociological Imagination? Application of Sociological perspective Sociology and Common-sense	15
2	Origin and Development of Sociology: Historical trajectory of the discipline Nature and Scope of Sociology	15
3	Sociology and other Disciplines: Relationship of Sociology with other disciplines- Anthropology and Psychology History, Political Science and Economics	15

4	Sociological Concepts: Group, Community, Association, Society Social Institutions and agents of Socialization Culture, Social order and Change Power and authority	15
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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.
- Inkles, 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.

MINOR 1 (Level 100): INTRODUCTION TO SOCIOLOGY-I
SOC23M101

(3+1+0= 4 Credits)

(NOTE: In Minor 1, the same paper as CORE 1 will be taught)

**(Multidisciplinary Elective) MDE1: SOCIETY IN INDIA I
SOC23MDE101**

(2+1+0=3 Credits)

Course Objective:

The course introduces students to different theoretical perspectives on Indian society. It familiarises students with the distinctive nature of Indian society focusing on social institutions such as caste, family, marriage, kinship and religion.

Learning Outcomes:

CO1- Students will learn become familiar with theoretical approaches applied to the study of Indian society.

CO2- Students will learn about social institutions that build the fabric of Indian society.

CO3- The course will enable students to apply the conceptual framework of social order and change in the understanding of changing dynamics of Indian society

Unit	Content	No. of Lectures
1	Approaches to the study of Indian Society: Indological Structural-Functionalist Marxist Subaltern Feminist	15
2	Social Institutions: Caste and Varna, Jajmani System Changing aspects of caste in Indian society, Dominant caste 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	10
3	Processes of Social Change: Tribe-Caste continuum Sanskritization Westernization Modernization Industrialization Urbanization Globalization	10

Suggested Readings

- Elwin, Verrier. 2008. *The Oxford India Elwin-Selected Writings*. New Delhi: OUP.
- Elwin, Verrier. 1964. *The Tribal World of Verrier Elwin*. Delhi: OUP.
- 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
- Xaxa, V. 2005 "The Politics of Language, Religion and Identity: Tribes in India" in Economic and Political Weekly. Vol. 37 No.17, 2005.
- Xaxa, V. 1999. "Tribes as Indigenous People of India". Economic and Political Weekly. Volume XXXIV(51).

SEC1: READING, WRITING AND REASONING FOR SOCIOLOGY (2+1+0=3 Credits)

SOC23SEC001

Course Objective

The purpose of this course is to set the foundation for the students of Sociology in making sense of the common-sensical phenomena through sociological lens. Its objective is to enhance the reasoning, reading as well as writing skills so that students may have the means to realize learning outcomes of all the other courses in the program optimally.

Learning Outcomes:

C01- The students will learn about the relationship between common sense and sociological knowledge

C02- The course will enable students to read original texts and grasp central arguments which will enable them to ideate academic contents

C03- The students will become aware of ethics of academic writing

Unit	Contents	No. of Lectures
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1	Reasoning <ul style="list-style-type: none"> • Common sense and Sociology • Sociological Imagination • Reviewing visual contents 	10
2	Writing <ul style="list-style-type: none"> • Purpose, features, and types of academic writing • Virtues of repetition • Structure of an academic text • Plagiarism • Writing models – Case study, Report Writing • Proofreading and Paraphrasing • Risk in Academic writing 	15
3	Reading <ul style="list-style-type: none"> • Finding and reviewing literature • Taking texts apart • Active reading • Issues in reading a text 	10

Suggested Readings

- Thomson, A. Et. Al. (2001). *Critical Reasoning*. London: Routledge.
- Deshpande, S. (2003). *Contemporary India: A Sociological View*, pp. 1-24. Gurgaon: Penguin Books
- Bailey, S. (2005). *Academic Writing*. London: Routledge
- Becker, H. S and Pamela Richards, P. (2007). *Writing For Social Scientists*. Chicago: University of Chicago Press
- Axelrod R.B. and Cooper, C.R. (1991). *The St. Martin's Guide to Writing*. New York: St. Martin's Press.
- Fairbairn, G. and Fairbairn, S. (2010). *Reading at University*. Buckingham: Open University Press.

VAC1: SOCIOLOGY OF HEALTH

(1+1+0=2 Credits)

Objective: The course introduces students to the Sociology of Health by exploring theoretical perspectives as well as policy implications with relation to socio-cultural dimensions in the construction of health and medicine. Emerging insights on One Health are used to highlight new approach in health and development discourse.

The Specific Learning Outcomes:

CO1- To be able to use sociological perspectives in promoting the concept of inclusive health and well-being

CO2- To develop a holistic understanding of health and medicine as a plurality.

CO3- To familiarise students with new approaches to health and development focusing on the importance of ‘one health’ in a post-pandemic world.

Unit	Content	No. of Lectures
1	Introduction to Sociology of Health: Definition of Health Social determinants of health Doctor-patient relationship	15
2	New approach to Health and Development: Family and community as basic units in healthcare Health equity, gender and social justice One Health	15

Suggested Readings:

- Acharya, S. S. (2022). Health Disparity and Health Equity in India. *CASTE: A Global Journal on Social Exclusion*, 3(2), 211-222.
- Chapman, A. R. (2010). The social determinants of health, health equity, and human rights. *Health & Hum. Rts.*, 12, 17.
- Cockerham, W. C. (2013). *Medical Sociology on the Move: New Directions in Theory*. Springer, Dordrecht. <http://doi.org/10.1007/978-94-007-6193-3>
- Coreil, J. (2010). Why study social and behavioral factors in public health. *Social and behavioral foundations of public health*, 3-21.
- Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2010). Social relationships and mortality risk: a meta-analytic review. *PLoS medicine*, 7(7), e1000316.
- Litman, T. J. (1974). The family as a basic unit in health and medical care: A social-behavioral overview. *Social Science & Medicine (1967)*, 8(9-10), 495-519.
- Marmot, M. (2017). Social justice, epidemiology and health inequalities. *European journal of epidemiology*, 32, 537-546.

- Morgan, M. (2008). The doctor-patient relationship. *Sociology as applied to medicine. Edinburgh: Saunders Elsevier.*
- Sadana, R., & Blas, E. (2013). What can public health programs do to improve health equity?. *Public Health Reports, 128(6_suppl3), 12-20.*
- Walton, M. (Ed.). (2019). *One Planet, One Health.* Sydney University Press. <https://doi.org/10.2307/j.ctvvgx2kn>
- WHO Commission on Social Determinants of Health, & World Health Organization. (2008). *Closing the gap in a generation: health equity through action on the social determinants of health: Commission on Social Determinants of Health final report.* World Health Organization.
- Wilkinson, R. G., & Marmot, M. (Eds.). (2003). *Social determinants of health: the solid facts.* World Health Organization.
- Witter, S., Govender, V., Ravindran, T. S., & Yates, R. (2017). Minding the gaps: health financing, universal health coverage and gender. *Health policy and planning, 32(suppl_5), v4-v12.*

SEMESTER- II

CORE 2 (Level 100): SOCIOLOGY OF INDIA-I (3+1+0= 4 Credits) SOC23C201

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.

Learning Outcomes:

CO1- The course will equip students with theoretical knowledge to analyze Indian society, its institutions and practices.

CO2- It will acquaint students with different conceptual frameworks highlighting structural dynamics and institutions of Indian society

CO3- Students will also learn about emerging gender issues and related challenges in Indian society.

Unit	Content	No. of Lectures
1	Perspectives on Indian Society:	15

	Colonial Discourse and Nationalist Perspective Dalit Perspective Subaltern Discourse	
2	Contextualizing Plurality in Indian Society: Theories of Caste Class: Concept and Critique Tribe: Profile and Location	15
3	Structural Dynamics and Social Institutions: Village, Region and Civilization Family, Marriage, Kinship, Religion	15
4	Gender Issues: The origin of gender concerns in India Feminist Movement and Challenges in India	15

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
- Ambedkar, B.R. 2015. *Annihilation of Caste: The Annotated Critical Edition*. New Delhi: Navayana.
- Omvedt, Gail. 1994. *Dalits and the Democratic Revolution: DrAmbedkar 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
- 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 Rajni Palriwala and Carl Risseuw (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.

MINOR 2 (Level 100): SOCIOLOGY OF INDIA- I
SOC23M201

(3+1+0=4 Credits)

(NOTE: In Minor 2, the same paper as CORE 2 will be taught)

MDE II: SOCIETY IN INDIA -II
SOC23MDE201

(2+1+0=3 Credits)

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 challenges faced by Indian society.

Learning Outcomes:

CO1- The course will facilitate students to reflect upon Indian society through perspectives developed by Indian sociologists.

CO2- The course will familiarise students with an overview of Indian Sociology highlighting its history and methods.

CO3- The students will learn about the complexities of Indian society through a deeper engagement with India-specific issues related to nation-building processes.

Unit	Content	No. of Lectures
1	Indian Sociological Tradition-I: Sociology and Anthropology: An interface Institutionalizing Sociology: Patrick Geddes Indological/Orientalist Trend in Sociology: G.S. Ghurye, Louis Dumont	10
2	Indian Sociological Tradition- II Structural Functional Perspective: M.N. Srinivas Marxist Perspective: A.R. Desai Historical Perspective: D.D. Kosambi	15
3	Issues and Challenges in Indian Society: Nation building and Nationalism Secularism Regionalism and Communalism	10

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.

SEC II: Action Research
SOC23SEC002

(2+1+0=3 Credits)

Course Objective

The purpose of this introductory-level course on action research is to familiarise students with the principles of the field including basic concepts of research and data collection techniques. Additionally, it contains pertinent case studies to demonstrate the critical role that action research plays in the development of knowledge inside organisational structures.

Learning Outcomes:

C01- Students will be able to make sense of the necessity of participants in an action research framework

C02- They will be able to use action research as a part of their professional development and research practice

C03- The course will enable students to develop action research projects that are oriented towards problem-solving approach

Unit	Contents	No. of Lectures
1	What is action research? Emergence, nature and scope Functions, advantages and disadvantages	10
2	Difference between action research and traditional social research: Area of focus for action research Steps in action research	10
3	Important elements of a Research design: Tools and techniques of action research Case study on action research	15

Suggested Readings

- McNiff, J & Whitehead, J. (2006). *All you need to know about Action Research*. London: Sage Publications
- Johnson, A.P., (2012). *A Short Guide to Action Research*. Upper Saddle River, NJ: Pearson Education, Inc.
- Kindon, S., Pain, R., and Kesby, M. (2007). *Participatory Action Research Approaches and Methods: Connecting people, participation and place*. 1-18, New York: Routledge.
- Day, Christopher et al (eds.) 2002 *Theory and Practice in Action Research: Some International Perspectives*, Oxford: Symposium Books

SEMESTER- III

**CORE 3 (Level 200) INTRODUCTION TO SOCIOLOGY-II
SOC23C301**

(3+1+0= 4 Credits)

Objective: The course aims to introduce students to the major theoretical trends in sociology ranging from positivism and structural-functionalism to interpretive sociology and conflict model. It intends to enable students to apply these sociological theories to diverse social realities.

Learning Outcomes:

CO1- Students will learn about three major theoretical approaches in sociology and also the relevance of positivism in the development of the discipline.

CO2- Students will become familiar with issues of objectivity and subjectivity in sociological theory-building

CO3- They will learn how to read, interpret and critique original works of important thinkers.

Unit	Content	No. of Lectures
1	Positivism: Auguste Comte: Importance of objectivity in sociology, law of three stages	10
2	Structuralism, Functionalism and Structural-functionalism: Herbert Spencer and Emile Durkheim Claude Lévi-Strauss A.R Radcliffe Brown and Bronislaw Malinowski Talcott Parsons Robert K. Merton	20
3	Interpretive Sociology: Max Weber: Importance of subjectivity in sociology, verstehen	15
4	Conflict Perspective: Karl Marx Lewis Coser Ralf Dahrendorf	15

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.

CORE 4 (Level 200): SOCIOLOGY OF INDIA –II
SOC23C302

(3+1+0= 4 Credits)

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.

Learning Outcomes:

C01- The course will enable students to reflect upon Indian society through varied perspectives developed by Indian sociologists.

C02- It will also provide a historical overview of Indian Sociology.

C03- The students will learn about the complexities of Indian society through a deeper engagement with issues related to nation-building

Unit	Content	No. of Lectures
1	Development of Sociology in India: Anthropology and Sociology: M.N. Srinivas Development of Sociology in India: Patrick Geddes	15
2	Indian Sociological Tradition- I: Indological/Textual Perspective- G.S. Ghurye, Louis Dumont Historical Perspective- D.D. Kosambi	15
3	Indian Sociological Tradition- II: Structural-Functional Perspective- M.N. Srinivas Marxist Perspective- A.R. Desai, D.P. Mukherjee	15
4	Issues and Challenges in Indian Society: Tradition and Modernity- Yogendra Singh Nation building and Nationalism Secularism, regionalism and communalism	15

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.

MINOR 3 (level 200): INTRODUCTION TO SOCIOLOGY- II (3+1+0=4 Credits)
SOC23M301

(NOTE: In Minor 3, the same paper as CORE 3 will be taught)

MDE III: EDUCATION AND SOCIETY (2+1+0=3 Credits)

SOC23MDE301

Objective: This course aims to provide students with introductory level understanding of institutional practices of education and their changing forms in contemporary society. It also looks into the social context of educational processes and the impact of various factors such as capitalism, liberalization, privatization and globalization. Students will be able to critically understand the modern school curriculum in relation to state and nation building mechanism.

Learning Outcomes:

CO1- Students through this course will learn to deconstruct the idea of 'learning' as internalised in schools and institutions.

C02- The texts selected for the course will enable them to critically engage in the concept of 'education' and knowledge.

C03- Students will be able to make connections between the changes of political economy and its impact on education in contemporary period.

Units	Contents	No. of Lectures
1	The Idea of Education: 'Good' Education and Basic Education Education and Liberation	10
2	Education and Society: Socialization and Education Agency and Resistance	10
3	Schooling practices: Modern Education System and state School Culture, Curriculum and Classroom Practices	15

Suggested Readings:

- Apple, M. W. 1982. *Cultural and Economic Reproduction in Education: Essays on class, ideology and the state*. London: RKP. (Chapters 1, 9).
- Althusser, L. 1971. "Ideology and Ideological State Apparatuses". in L. Althusser (ed.) *Lenin and Philosophy and Other Essays*. London: New Left Books.
- Benei, Veronique. 2009. *Schooling India. Hindus, Muslims and the Forging of Citizens*. New Delhi, Orient Blackswan.
- Bernstein, Basil. 1996. *Pedagogy. Symbolic Control and Identity*. London: Taylor and Francis. (Chapter 1).
- Beteille, A. 2009. "Institutions and Networks". *Current Science*. 97, 2:148-156.
- Boren, M.E. 2001. *Student Resistance. A History of the Unruly Subject*. New York. London: Routledge.
- Bourdieu, P. and Passeron. J.C. 1978. *Reproduction in Education, Society and Culture*. London: Sage. (Book 1).
- Coleman, J. S. 1968. "The Concept of Equality of Educational Opportunity". *Harvard Educational Review*. 38(1): 7-22.
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Free Press.
- Durkheim, E. 1956. *Education and Society*. New York: Teachers College Press.
- Friere, P. 1970. *Pedagogy of the Oppressed*. New York: Continuum.
- Froerer, Peggy. 2007. "Disciplining the Saffron Way: Moral Education and the Hindu Rashtra". *Modern Asian Studies*. 41, 5: 1033-1071.
- Gandhi, M.K. 1977. "Basic Education". in *The Collected Works*. Ahmedabad: Navajivan.

- Jayaram, N. 2015. *Sociology of Education in India*. Jaipur: Rawat Publications.
- Jeffrey, Craig, Roger Jeffrey and Patricia Jeffrey. 2008. "School and madrasah education: gender and the strategies of Muslim young men in rural north India". *Compare: A Journal of Comparative and International Education*. 38, 5: 581-593.
- Kumar, K. 2002. *Prejudice and Pride*. New Delhi: Viking.
- Rousseau, Jean-Jacques. 1974. *Emile*: Translated by Barbara Foxley. Everyman's Library. London, J.M. Dent and Sons.
- Saigol, R. 2000. *Symbolic Violence, Curriculum, Pedagogy and Society*. Lahore: Sahe. (Chapters 5, 6, and 7).
- Thapan, Meenakshi. 1991/ 2006. *Life at School: An Ethnographic Study*. New Delhi: Oxford University Press.
- Thapan, Meenakshi. 2015. *Education and Society: Themes, Perspectives and Practices*. New Delhi: Oxford University Press.
- Willis, P. E. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Surrey, England: Saxon House.

SEC III: TECHNIQUES OF SOCIAL RESEARCH
SOC23SEC003

(2+1+0=3 Credits)

Objective: The course will help students develop research skills that will be required in their further studies and professional career. It will provide students with elementary knowledge of both qualitative and quantitative methods and techniques. The course will also enable students to prepare a research proposal.

Learning Outcomes:

C01- Students through this course will learn methods and techniques employed by social scientists to study social reality

C02- The course will equip students to handle research design formulation.

C03- Students will acquire basic knowledge of qualitative and quantitative methods.

Units	Contents	No. of Lectures
1	Basic concepts: Introduction to Qualitative method Introduction to Quantitative method	10
2	Methods, tools and techniques: Observation : participant and non-participant Interview as a tool and as method Survey method	10

	Case Study method	
3	Research Design: Basic Components of research Selecting the topic Literature Review Framing the research problem and Research questions	15

Suggested Readings:

- Bryman, A. 2008, Social Research Methods, Oxford: Oxford University Press.
- Beteille, A. and T. N. Madan; 1975; Encounters and Experience: Personal Accounts of Fieldwork; New Delhi; Vikas Publishing House.
- Creswell, John W. (1994), Research design: Qualitative & quantitative approaches. Sage Publications, Inc.
- Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill.
- Goode, William J. and Paul K. Hatt; 1987; Methods in Social Research; London: Mc Graw Hill Books Company
- Morgan, David L. 1996, "Focus Groups", Annual Review of Sociology
- Srinivas, M.N. et. al. 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction

SEMESTER- IV

CORE 5 (Level 200): SOCIOLOGICAL THOUGHT-I SOC23C401

(3+1+0=4 Credits)

Objective: The objective of the course is to equip students with a comprehensive understanding of the works of classical thinkers based in 19th century Europe. The course will help students develop connections between sociological thought and empirical world.

Learning Outcomes:

C01- The students will develop an ability to comprehend and appreciate diverse strands of thought in classical sociological theories

C02 - It will enable students to apply sociological thought in study of empirical reality

C03- It will familiarize students with the major trends in macro sociology with a brief introduction of tracing the origin of micro sociology

Unit	Content	No. of Lectures
1	Auguste Comte: Law of three stages, Social statics and dynamics, Relevance of positivism in Sociology	15
2	Emile Durkheim: Social Fact, Social Solidarity Collective representations and Collective conscience Anomie and Suicide	15
3	Karl Marx: Dialectical method, Materialist interpretation of History Class struggle	15
4	Max Weber: Social Action and Ideal types Rationality and Bureaucracy in Modern world Religion and Economy	15

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

**CORE 6 (Level 200): ECONOMY AND SOCIETY
SOC23C402**

(3+1+0=4 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.

Learning Outcomes:

C01- The course will acquaint students with perspectives in Economic sociology highlighting the relationship between economy and society.

C02- Students will learn about pre-modern and modern variants of economy.

C03- The course will enable students to analyze contemporary issues related to economy of India as well as that of the world from a sociological perspective.

Unit	Content	No. of Lectures
1	Perspectives in Economic Sociology: Formalism and Substantivism New Economic Sociology	15
2	Forms of Exchange: Reciprocity and Gift, Exchange, Money and Markets	15
3	Pre-modern and modern types of Production, Circulation and Consumption: Hunting and Gathering, Domestic Mode of Production, Agricultural economy and peasants Capitalism, Socialism, Mixed model	15
4	Contemporary Issues in Economic Sociology: Impact of globalisation in world market Liberalisation, Privatisation and Globalisation in India	15

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.

CORE 7 (Level 200): SOCIAL STRATIFICATION

(3+1+0=4 Credits)

SOC23C403

Objective: The course introduces students to a sociological study of inequalities in society with reference to stratification systems. Students will learn about the theoretical

perspectives that aid an understanding of contemporary issues related to inequalities and its diverse forms.

Learning Outcomes:

CO1- Students will develop an understanding of stratification theories that would sensitise them to various sociological aspects of inequality in societies.

CO2- The course will enable students to engage in applied learning with reference to empirical social realities.

CO2- The course will help them develop reflective thinking skills related to issues of inclusion, exclusion and discrimination in society.

Unit	Content	No. of Lectures
1	Conceptualising Stratification: Understanding Social stratification: Characteristics and Functions Difference and Hierarchy Natural and social inequality	15
2	Theories of Social stratification: Functionalist perspective Marxist perspective Weberian perspective	15
3	Forms of Stratification: Class, caste and gender Race, tribe and ethnicity	15
4	Social Mobility: Meaning and types of social mobility Aspects of social mobility in India’s caste system	15

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".in Dipankar 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, Patrica 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>

MINOR 4 (Level 200): SOCIOLOGICAL THOUGHT- I

(3+1+0=4 Credits)

SOC23M401

(NOTE: In Minor 4, the same paper as CORE 5 will be taught)

SEMESTER-V

CORE-8 (Level 300): SOCIOLOGICAL THOUGHT- II

(3+1+0=4 Credits)

SOC23C501

Objective: The objective of the course is to train students in micro sociological knowledge and critical theories such that they can develop a comprehensive analysis of everyday social reality with reference to important post-classical sociological thinkers. It aims to equip students with theoretical know-how of the characteristics and dynamics of the social world in the context of contemporary sociologists' endeavors to understand changing social reality.

Learning Outcomes:

CO1- Students will be able to understand social reality from the vantage point of contemporary sociological thinkers of 20th century.

CO2-The work of the contemporary thinkers will enable students to analyze the classical theories in present context.

CO3- Students will gain important insights of critical theory.

Unit	Content	No. of Lectures
1.	G. H. Mead and Erving Goffman: Pragmatism and Symbolic interactionism Social act and interactional self	15
2.	Peter L. Berger and Thomas Luckmann: Social Stock of Knowledge Social Construction of Reality	15
3.	Max Horkheimer and T.W. Adorno: Frankfurt school and critical theory	15
4.	Pierre Bourdieu: Theory of Practice: Objective field and subjective habitus Theory of capital and class distinction	15

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
- Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 72-95.

- Ritzer, G. 1996. Sociological Theory. New York: McGraw Hill Companies Black, Max ed. 1961.
- Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63

CORE-9 (Level 300): KINSHIP AND SOCIETY

(3+1+0=4 Credits)

SOC23C502

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

Learning Outcomes:

CO1- Students will be able to analyse relationships in their private lives from a broader sociological perspective.

CO2- Students will be able to grasp historical evolution of kinship theories

CO3- Students can have a better understanding of the significance of changes in kinship and family patterns in the contemporary period including the spread of new reproductive technologies

Unit	Content	No. of Lectures
1	Introduction to the basic concepts of Kinship: Descent, Consanguinity Filiations, Incest taboo, Affinity, Residence	15
2	Approaches to the study of Kinship: Descent, Alliance, Culture	15
3	Kinship Institutions: Family, Household, Marriage	15
4	Re-casting Kinship: Kinship and Gender, Relatedness, Re-imagining family New Reproductive technologies, surrogacy	15

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
- Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95
- Fox Robin, 2001, 'Kinship and Marriage: An Anthropological Perspective', Cambridge University Press.
- Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15- 52
- Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs ', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72
- Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34
- Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R.Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77
- Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113
- Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134
- Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25 49
- Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP.1-39
- Ragone Helena (2004). *Surrogate Motherhood and American Kinship* in R. Parkin and L. Stone(ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361).

- 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

CORE-10 (LEVEL 300): RELIGION AND SOCIETY**(3+1+0=4 Credits)****SOC23C503**

Objective: The course exposes 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.

Learning Outcomes:

C01- Students will understand basic concepts in sociology of religion and the tenets of world religions.

C02- They will learn how religion works as a governing force both at social and individual levels.

C03- Students will also learn about the connections between religion and state with reference to Indian society

Unit	Content	No. of Lectures
1	Basic Concepts: Sociological and Anthropological theories of religion Sacred and Profane Religion and Rationality Magic, Science and Religion	15
2	Religion as Belief and Practice: Rituals, Symbols and Myth Rites of passage Religious conversion	15
3	Basic tenets of World Religions: Buddhism; Christianity; Hinduism; Islam	15
4	Religion and State with special reference to India: Secularism, fundamentalism and communalism Economy and politics Pluralism in India Negotiating gender and religion in India	15

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.
- Chaterjee, 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
- Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44,303-412, 418- 448.
- Emerson and Hartmann. 2006. "The Rise of Religious Fundamentalism." *Annual Review of Sociology*, 32:127-44.
- Frawle, David. 2018. *What Is Hinduism? A Guide for the Global Mind*. India: Bloomsbury.
- Geertz, Clifford. *The Interpretation of Cultures. Selected Essays*. Basic Books, 1973, *Religion as a Cultural System*, pp.87-125.
- Ludden, David (ed.). 2005. *Making India Hindu: Religion, Community, and the Politics of Democracy in India*. Delhi: Oxford University Press.
- 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.
- Rowena Robinson (ed.) *Sociology of Religion in India*. New Delhi: Sage.
- Omvedt, G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*. New Delhi: Sage.
- Smith, Donald, E. 1963. *India as a Secular State*. Princeton University Press, Princeton. Pp.1-40.
- 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.
- Turner, Victor. 2002. 'Liminality and Communitas', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*, 2nd edition. Malden, Massachusetts: Blackwell Publishing.
- 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
- Visvanathan, Susan. 1993. *The Christians of Kerala: history, belief and ritual among the Yakoba*. India: Oxford University Press.

- Weber. Max. 2001. The Protestant Ethic and the Spirit of Capitalism. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

**CORE-11 (LEVEL 300): POLITICAL SOCIOLOGY
SOC23C504**

(3+1+0=4 Credits)

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

Learning Outcomes:

C01-Students will learn both classical and contemporary arguments on power, authority and citizenship and their manifestations on political institutions and political systems worldwide.

C02-They will be able to comprehend the dynamics of state and stateless societies in shaping politics in a cross-cultural and comparative context.

C03-It will enable students to understand the working of local level politics in the Indian context.

Unit	Content	No. of Lectures
1	Introducing Political Sociology: Definition and subject matter of political sociology Origin and development of political Sociology Attributes of a political system	15
2	Understanding Basic Concepts: State and stateless society Power and Authority Masses and Elites	15
3	Politics and Society: Democratic and totalitarian systems Different aspects of citizenship in modern society	15
4	Local Structures of Power in India: Role of caste, religion and language in Indian politics Bureaucracy and its significance in political development	15

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.
- Drake, Michael, 2010, 'Political Sociology for a Globalised World', USA: Polity Press.
- Damle Y.B., 1982. *Caste, Religion & Politics in India*, Oxford & IBM publishing company New Delhi.
- 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
- Samuel P., Huntington, 1969 – *Political Order in Changing Societies*. Yale University Press: New Haven.
- S M Lipset, 1995, 'The Social Requisites of Democracy Revisited', *American Sociological Review*, vol 59: Springer.
- Blau P. 1956 – *Bureaucracy in Modern Society*. Random House, New York.
- 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, Harvard University Press.
- Mitra, Subratha K. 1992 – *Power protest and participation – Local Elites and the politics of development in India*. Routledge.
- Marris, Jones, W.H., 1982 – *Government and Politics in India*. Cambridge.

MINOR-5 (LEVEL 200): SOCIOLOGICAL THOUGHT- II

(3+1+0=4 Credits)

SOC23M501

(NOTE: In MINOR 5, Sociological Thought-II, same paper as CORE 8 will be taught)

SEMESTER- VI

CORE-12 (LEVEL 300): ENVIRONMENT AND SOCIETY

(3+1+0=4 Credits)

SOC23C601

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.

Learning Outcomes:

C01- The course will provide both theoretical and empirical knowledge of human-nature interactions.

C02- Students will learn about different environmental movements in India

C03- The course will familiarize students with regional as well as global challenges related to climate change, environmental politics and related policy implementations.

Unit	Content	No. of Lectures
1	Environmental Sociology: What is Environmental Sociology? Realist and Constructivists Debates	15
2	Theoretical Approaches: Human Ecology - New Environmental Paradigm; Treadmill of Production Nature versus Nurture; Ecofeminism; Sustainable Development	15
3	Environmental Movements in India: Forest based movement – Chipko; Water based movement – Narmada, Anti-Dam Movement in Northeast India; Land based movements – Anti-mining and Seed	15
4	Global Issues: Climate change and global environmental politics	15

Suggested Readings

- 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. Organization & 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
- Munshi, Indra. 2000 "Environment' in Sociological Theory" Sociological Bulletin.Vol.49, No.2.
- Schnaiberg Allan, 1980 The Environment, Oxford University Press. N.Y.
- Sharma, S.L. 1994 "Perspective on Sustainable Development In South Asia" in Samad (Ed.) Perspectives On Sustainable Development in Asia. Kuala Lumpur: ADIPA
- Catton, W. R. Jr. & Dunlap, R. E. (1978) Environmental Sociology: A New Paradigm. The American Sociologist 13: 41-49.
- Shiva, V. (1988).Women in Nature.In Staying Alive: Women, Ecology and Development.Zed Books.Ch 3 (pp.38-54).
- 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).
- Shiva, V. (1988).Women in nature. In Staying alive: Women, ecology and development. Zed Books.Ch 3. pp.38-54.
- Dunlap, R. E &Catton, W. R. Jr. (1979). Environmental Sociology. Annual Review of Sociology. Vol. 5:243-273.
- Baruah, Sanjib. 2012. Whose river is it anyway? The political economy of hydropower in the eastern Himalayas. Economic and Political Weekly, 47(29).

CORE-13 (LEVEL 300): GENDER AND SOCIETY
SOC23C602

(3+1+0=4 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 developing countries on issues concerning women.

Learning Outcomes:

C01-Students will learn to understand society from a gendered perspective.

C02-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 the issue of 'rights'.

C03-Students will become familiar with women's movements in Indian society and also develop a cross- cultural analysis of gender.

Unit	Content	No. of Lectures
1	Social Construction of Gender: Sex and Gender; Private-Public dichotomy; Gender roles; Sexual division of labour; Patriarchy	15
2	Differences and Inequalities: Class and Caste; Production vs. Reproduction; household work	15
3	Emergence of Feminist Thought: Waves of Feminism; Feminist critiques of Sociological theories	15
4	Gender, Power and Resistance: Power and Subordination, Resistance and Movements in India	15

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.
- Sharma, Ursula. 1983. Women, Work and Property in North-West India. London: Tavistock.
- Srinivas, M.N. Caste: Its Modern Avatar, New Delhi: Penguin (Leela Dube's Article on Caste and Women).
- Sangari, Kumkum. And Sudesh Vaid, (ed). 1989. Recasting Women: Essays in Colonial History. India. Kali for Women/ Zuban Books
- Connell, R. W. (1987) Gender and Power. Cambridge. Polity
- Barrett, Michele. (1980). Women's Oppression Today. London. Verso.
- Beauvoir, S. de (1992). The Second Sex. trans. H.M. Parshley.
- Harmondsworth. Penguin. Butler, Judith. (1990). Gender Trouble: Feminism and the Subversion of Identity. New York. Routledge.

- 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].
- Mead, Margret. (1935). Sex and Temperament in Three Primitive Societies. London. Routledge.
- 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).

CORE-14 (LEVEL 300): URBAN SOCIOLOGY
SOC23C603

(3+1+0=4 Credits)

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.

Learning Outcomes:

C01- The course will help students understand basic concepts on ideas of urbanism, urban space and the intersections in these institutions, processes and identities from a sociological perspective.

C02- It will also help students to critically analyze policies and programs related to urban politics and planning in India.

C03- Students will learn about the scope of urban sociology in modern societies

Unit	Content	No. of Lectures
1	Introducing Urban Sociology: The concept of Urban, Urbanism and the City Origin of Urban societies Classical theories of city, the Chicago school and its critics	15
2	Perspectives in Urban Sociology: Ecological, Political Economy, Network, City as Culture The new urban sociology	15
3	Movements and Settlements: Migration; Community	15
4	Politics of Urban Space:	15

	Caste, Class and Gender; Culture and Leisure; Urban planning in India Problems and Future for Urban Sociology	
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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.

CORE-15 (LEVEL 300): SOCIAL DIMENSIONS OF HEALTH AND ILLNESS (3+1+0=4 Credits)

SOC23C604

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 related to health and medicine.

Learning Outcomes:

CO1- The course will help students understand the social issues related to health and illness.

C02- It will help them to critically look at the social stigma related to health and medicine through the intersectional lens of class and gender.

C03-Students will also learn about the interconnections between state, community and health policy frameworks.

Unit	Content	No. of Lectures
1	Introductory concepts Health, medicine, disease, sickness and illness Socio-cultural dimensions of health, illness and medicine	15
2	Theoretical Orientations: Systems Approach Political Economy of Health	15
3	Power dynamics in health discourses: Health as a power discourse Class and gendered dimensions in health	15
4	The State, community and health policies: Public health systems and health policies Health programmes in rural and urban communities	15

Suggested Readings:

- 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
- Conrad, Peter et al. (2000). Handbook of medical sociology, New Jersey: Prentice Hall.
- Foucault, Michel. (1973) The Birth of the Clinic: an Archaeology of Medical Perception. London : Tavistock.
- 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)
- Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, Medical Anthropology Quarterly, Vol. 20(3): 345-378.
- Joyce B. F. (2006) .In Amma's Healing Room: Gender and Vernacular Islam in South India. Bloomington and Indianapolis: Indiana University Press.
- 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).
- 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
- Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).

- Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapter 5 Pages (86-108).

MINOR- 6 (LEVEL 200): Gender and Society

(3+1+0=4 Credits)

SOC23M602

(NOTE: In MINOR 6, Gender and Society, same paper as CORE 13 will be taught)

SEMESTER- VII

CORE-16 (LEVEL 400) METHODS OF SOCIOLOGICAL RESEARCH

(3+1+0=4 Credits)

SOC23C701

Objective: The course aims to introduce 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.

Learning Outcomes:

CO1- Students will understand the importance of research in social science.

CO2- Students will learn about the different methods of data collection and their practical applicability.

CO3- The course will enable students to use basic level statistics in social science research.

Unit	Content	No. of Lectures
1	The Logic of Social Research: What is Sociological Research? Objectivity in Social Sciences	15
2	Doing Social Research: The Process of doing social research Theory and Research; Concepts and Hypothesis	15
3	Methods of Data Collection:	15

	Quantitative and Qualitative approaches- Survey Method: Sampling, Questionnaire and Interview schedule Interview method, Observation: participant and non- participant, Case study and Ethnography	
4	Overview of Statistics in Sociology Use of statistics in Sociological research	15

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.

CORE-17 (LEVEL 400): SOCIOLOGY OF NORTH-EAST INDIA
SOC23C702

(3+1+0=4 Credits)

Objective: This course aims to introduce students to the social and political processes in the north-eastern region of India. It historicizes the concept of northeast India and the processes of political and socio-cultural formations of the region. It explains the traditional land relations in northeast India, the main axis of traditional social organisation in the region. It also discusses the changes in the traditional land relations, emerging social consequences and contemporary socio-political processes.

Learning Outcomes:

CO1- The course focuses on the society in Northeast India. The students will be able to have an objective outlook towards their own culture and the socio-spatial complexities of the region.

CO2- Sociology of Northeast India will bring out the critical aspects of culture, institutions and practices embedded in geo-political context.

CO3- Students will learn about the challenges faced by the region in the context of development policies.

Units	Contents	No. of Lectures
1	Northeast India as a Region: Historicizing the 'northeast' Interpreting Religion, Culture and People Northeast India as a borderland	15
2	Land Relations: Traditional Land Systems and Agricultural Practices Economic Transformations: Colonial and Post-colonial interventions Impact on the tribal communities	15
3	Identity and Ethnicity: Ethnic Assertion Idea of Homeland Immigration and Citizenship	15
4	Development question in northeast: Nehruvian Vision Development and new infrastructures Displacement, Ecological Hazards, popular resistance	15

Suggested Readings

- Baruah, S. 2005. *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.
- Bora, Simashree. 2018. Gendered Devotion in neo-Vaishnavism: Women, Monks and Sattras of Majuli, Assam. *Indian Journal of Gender Studies*, 25 (3) 331-350

- Baruah, S. 1999. *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press.
- Baruah, S. 2009. Separatist militants and contentious politics in Assam, India: the limits of counterinsurgency. *Asian Survey*, 49(6).
- Baruah, Sanjib. 2012. Whose river is it anyway? The political economy of hydropower in the eastern Himalayas. *Economic and Political Weekly*, 47(29).
- Biswas, P. and C. Suklabaidya. 2007. *Ethnic Life Worlds in Northeast India*. New Delhi: Sage.
- Brunner, H. P. (Ed.) 2010. *Northeast India: Local Economic Development and Global Markets*. New Delhi: Sage.
- Chaube, S. 1999. *Hill Politics in North-East India*. Delhi: Orient Longman.
- Dutta, B.B. 1987. *Land Relations in Northeast India*. Delhi: People's Publishing House.
- Elwin, V. 1947. *A Philosophy for NEFA*. Itanagar: Directorate of Research, Government of Arunachal Pradesh.
- Guha, A. 1991. *Medieval and early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences.
- Joy L.K. Pachuau, Willem van Schendel (ed). 2016. Borderland Histories, Northeastern India, *Studies in History (Special Issue)*. Pp. 1–146, Sage (select essays)
- Karna, M. N. 2004. *Agrarian Structure and Land Reforms in Assam*. Delhi: Regency.
- Kikon, Dolly. 2019. *Living with Oil and Coal: Resource Politics and Militarization in Northeast India*. United States: University of Washington Press.
- Krishna, Sumi. (ed.) 2012. *Agriculture and a Changing Environment in Northeastern India*. New Delhi: Routledge.
- Misra, U. 2000. *The Periphery Strikes Back: Challenges to the Nation-States in Assam and Nagaland*. Shimla: Indian Institute of Advanced Study.
- Nath, D. 2011. *Religion and Society in Northeast India*. Guwahati: DVS Publishers.
- Nayak, P. (Ed.). 2010. *Growth and Human. Development in North-East India*. New Delhi: Oxford University Press.
- Nongbri, Tiplut. 1990. Gender and the Khasi Family Structure: Some implications of the Meghalaya Succession to Self-acquired Property Act, 1984", *Sociological Bulletin*, 37 (1&2).
- Nongbri, Tiplut. 2003. *Development, Ethnicity and Gender: Select Essays on Tribes in India*, Delhi & Jaipur, Rawat Publications.
- Scott, C. James. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press
- Sharma, C. K. 2000. "Assam: Tribal Land Alienation: Government's Role" in *Economic and Political Weekly*, 36 (52), pp. 4791-4795.
- Sharma, C. K. 2012. "The Immigration Issue in Assam and Conflicts around it" in *Asian Ethnicity*. 13 (3), pp. 306-7.

- Subba, T. B. & G.C. Ghosh (Eds.). 2003. *The Anthropology of North-East India*. New Delhi: Orient Longman.
- Sur, Malini. 2021. *Jungle Passports: Fences, Mobility, and Citizenship at the Northeast India-Bangladesh Border*. United States: University of Pennsylvania Press, Incorporated.
- Weiner, M. 1978. *Sons of the Soil*. Delhi: OUP.
- Sharma, C K and Sarma, I. 2014. "Issues of Conservation and Livelihood in a Forest Village of Assam". *International Journal of Rural Management*. Sage Publications. 10(1). Pp 47-68.
- Ramesh, J. 2005. Northeast India in a new Asia. *Seminar*. No. 550.
- Ziipao, Raile Rocky. 2020. *Infrastructure of Injustice: State and Politics in Manipur and Northeast India*. Oxon and New York: Routledge.

**CORE- 18 (LEVEL 400): DEVELOPMENT DISCOURSES: ISSUES AND CONCERNS
(3+1+0=4 Credits)**

SOC23C703

Objective:The course is designed to equip students with fundamental concepts, theories, practices and approaches related to development discourses including the historical genesis of state-sponsored development. It will familiarize students with multi-faceted meanings of development including mainstream as well as alternative perspectives. The course aims to enable students analyze development politics at local as well as global level.

Learning Outcomes:

CO1- Students will learn key concepts and debates centering around development discourses both in Indian and global contexts.

CO2-The course will provide students with a critical understanding of contemporary challenges related to state-sponsored development.

CO3- Students will become aware of alternative models of development with sensitivity towards issues concerning gender, inequality and development.

Unit	Content	No. of Lectures
1	Unpacking Development: Historical trajectory of the idea of development Measuring and defining development Developmentalism: A critique	15
2	Theorizing Development: Modernization theory Dependency theory World-systems analysis	15

3	Issues in Development thinking and practice: Alternative approaches to development Globalization and the crisis of development Gender and Development	15
4	Politics of Development in India: Democracy and Economic Transformations in India Linkages between decentralization of power, poverty, inequality and development	15

Suggested Readings:

- Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press, pp. 3-54.
- Sen, Amartya. 1999. Development as Freedom. New Delhi: Oxford University Press, pp. 311, 3554. Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff& Nan Wiegiersma (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 Wiegiersma (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.
- 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.
- Harrison, D. (1988) The Sociology of Modernization and Development. Unwin Hyman, London.

CORE-21 (LEVEL 400): AGRARIAN SOCIOLOGY
SOC23C704

(3+1+0=4 Credits)

Objective: The course will familiarise students with agrarian situation during pre and post independent India with the help of theories. It attempts to make sense of agrarian communities, their structure and their transformations. It focuses on the contemporary practices to understand the continued relevance in contemporary times.

Learning Outcomes:

CO1- Students will learn about the implications of agrarian issues on political and social lives of larger society through theoretical as well as empirical case studies.

CO2- The course will engage students on the emerging as well as enduring issues of concern in Indian agrarian society.

CO3- The course will familiarise students with global development challenges related to rural societies.

Unit	Content	No. of lectures
1	Agrarian Societies and Agrarian Studies: Features of agrarian societies, peasant society; Marxian approach on agrarian studies	15
2	Issues in Agrarian Sociology: The Agrarian Question; The Peasant Economy; Agrarian Commodity Systems	15
3	Themes in Agrarian Sociology of India: Agrarian social structure in India Markets, Land Reforms and Green Revolution Agrarian Movements, Caste, Gender and Agrarian Realities	15
4	Agrarian Futures: Development concerns in rural society Agrarian Crisis; The Global Agrarian Order	15

Suggested Readings:

- Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) Peasants and Peasant Societies, Hamondsworth: Penguin. 1971. Pp. 141-149.
- Ludden, David. (1999), 'Agriculture' from, An Agrarian History of South Asia, Cambridge: Cambridge University Press. 1999, Pp . 6-35.
- Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from Marxism and Class Analysis, New Delhi: Oxford. 2007. Pp.84-93.
- Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, Land and Labour in India, Bombay: Asia Publishing House. 1962. Pp. 3-13

- Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 & 2, January/April 2010, 177–199 & 255–280
- Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34
- Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31
- Friedland, William. 1984. —Commodity Systems Analysis: An Approach to the Sociology of Agriculture||. *Research in Rural Sociology and Development* 1: 221–235
- Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74
- Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064
- Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495-1503
- Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28, 29
- Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327
- Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.) *Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia*, Cambridge: Cambridge University Press. 1984. Pp. 37-51
- Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.
- Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1406
- Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

- Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', Journal of Agrarian Change, Volume 3 (4) (October, 2003) Pp. 453-478.
- Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' Signs, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774
- Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', Journal of Peasant Studies, Volume 3, Issue 3, 1976. Pp. 343-352
- Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', Economic and Political Weekly, Volume 34, Number 32. (1999). Pp. 2263-2268
- Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. Cadernos de Ciência & Tecnologia, Brasília, v.18, n.2, p.11-36, maio/ago. 2001.

MINOR-7 (LEVEL 300): METHODS OF SOCIOLOGICAL RESEARCH (3+1+0=4 Credits)
(NOTE: In MINOR 7, Methods of Sociological Research, same paper as CORE 16 will be taught)
SOC23C701

(NOTE: Dissertation/Project of 12 credits over Semesters- VII and VIII, for Honours with Research Degree, only if CGPS >7.5 up to Semester-VI. During this Semester Evaluation of 4 credits. *Other students must take Core 21 in this Semester).

SEMESTER- VIII

CORE-19 (LEVEL 400): SOCIOLOGY OF EDUCATION (3+1+0=4 Credits)
SOC23C801

Objective: This course aims to introduce students to sociological perspectives in the field of educational practices and their changing forms in globalizing world. It also looks into the social context of educational processes and the major theoretical perspectives related to it.

Learning Outcomes:

CO1- Students through this course will learn to deconstruct the idea of 'learning' as internalised in schools and institutions.

C02- The texts selected for the course will enable them to critically engage in the concept of education and knowledge.

C03- Students will be able to make connections between the changes of political economy and its impact on education in contemporary period.

Units	Contents	No. of Lectures
1	The Idea of Education: 'Good' Education and Basic Education Education and Liberation, Democracy and Citizenship	15
2	Education and Society Socialization and Education Cultural and Social Reproduction, Hegemony and Domination Agency and Resistance	15
3	Schooling practices Modern Education System School Culture, Curriculum and Classroom Practices Counter-School Culture	15
4	The State, Education and Equality Education and Social Stratification Education, Social Mobility and Affirmative Action Aspects of Higher Education	15

Suggested Readings:

- Apple, M. W. 1982. *Cultural and Economic Reproduction in Education: Essays on class, ideology and the state*. London: RKP. (Chapters 1, 9).
- Althusser, L. 1971. "Ideology and Ideological State Apparatuses". in L. Althusser (ed.) *Lenin and Philosophy and Other Essays*. London: New Left Books.
- Benei, Veronique. 2009. *Schooling India. Hindus, Muslims and the Forging of Citizens*. New Delhi, Orient Blackswan.
- Bernstein, Basil. 1996. *Pedagogy. Symbolic Control and Identity*. London: Taylor and Francis. (Chapter 1).
- Beteille, A. 2009. "Institutions and Networks". *Current Science*. 97, 2:148-156.
- Boren, M.E. 2001. *Student Resistance. A History of the Unruly Subject*. New York. London: Routledge.
- Bourdieu, P. and Passeron. J.C. 1978. *Reproduction in Education, Society and Culture*. London: Sage. (Book 1).
- Coleman, J. S. 1968. "The Concept of Equality of Educational Opportunity". *Harvard Educational Review*. 38(1): 7-22.
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Free Press.

- Durkheim, E. 1956. *Education and Society*. New York: Teachers College Press.
- Friere, P. 1970. *Pedagogy of the Oppressed*. New York: Continuum.
- Froerer, Peggy. 2007. "Disciplining the Saffron Way: Moral Education and the Hindu Rashtra". *Modern Asian Studies*. 41, 5: 1033-1071.
- Gandhi, M.K. 1977. "Basic Education". in *The Collected Works*. Ahmedabad: Navajivan.
- Jayaram, N. 2015. *Sociology of Education in India*. Jaipur: Rawat Publications.
- Jeffrey, Craig, Roger Jeffrey and Patricia Jeffrey. 2008. "School and madrasah education: gender and the strategies of Muslim young men in rural north India". *Compare: A Journal of Comparative and International Education*. 38, 5: 581-593.
- Kumar, K. 2002. *Prejudice and Pride*. New Delhi: Viking.
- Rousseau, Jean-Jacques. 1974. *Emile*: Translated by Barbara Foxley. Everyman's Library. London, J.M. Dent and Sons.
- Saigol, R. 2000. *Symbolic Violence, Curriculum, Pedagogy and Society*. Lahore: Sahe. (Chapters 5, 6, and 7).
- Thapan, Meenakshi. 1991/ 2006. *Life at School: An Ethnographic Study*. New Delhi: Oxford University Press.
- Thapan, Meenakshi. 2015. *Education and Society: Themes, Perspectives and Practices*. New Delhi: Oxford University Press.
- Willis, P. E. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Surrey, England: Saxon House.

**CORE- 20 (LEVEL 400): POPULATION STUDIES
SOC23C802**

(3+1+0=4 Credits)

Objectives: The course provides an introduction to population studies focusing on the relationship between demography and society. It will discuss classical as well as modern theories of population including analysis of differential impact of overpopulation in modern societies. The course will use sociological perspectives to understand different aspects of population such as fertility, mortality and migration along with population policies and schemes.

Learning Outcomes:

C01- Students will be able to theoretically explain the social dynamics of population engaging themselves with sociological debates around population and society.

C02- The course will enable students develop a critical approach in demographic studies.

C03- Students will learn about population planning policies in Indian context.

Units	Contents	No. of Lectures
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1	Demography and Sociology: Malthusian Theory: Relevance and Criticism Demographic Transition Post-Malthusian developments Biological and Marxian perspectives	15
2	Major Variables of Population: Sociological Theories: Fertility, Mortality and Migration Population Structures: Age and Sex Population Size and Development	15
3	Interaction between Demographic variables and Social Structure and Institutions: Fertility and Culture Urbanization Population Growth	15
4	Population and Society of India: Population Policies Family Planning Programmes	15

Suggested Readings:

- Bongaarts, J. "Human Population Growth and the Demographic Transition" in *Philosophical Transactions: Biological Science*. 364, 1532.
- Bose, A. "Demographic transition and demographic imbalance in India" in *Health Transition Review*. Supplement.
- Bose, A. 2010. *India's Quest for Population Stabilization*. New Delhi: National Book Trust.
- Bose, A. et al. 1970. (ed.). *Studies in Demography*. London: Allen & Unwin. (Relevant Chapters).
- Bose, A. et al. 1974 (ed.). *Population in India: Development. 1947-2000*. Delhi: Vikas Publishing House. (Relevant Chapters).
- Davis, K. 1961. *The Population of India and Pakistan*. New York: Russell and Russell.
- Halbwachs, M. 1960. *Population and Society: Introduction to Social Morphology*. Glencoe: Free Press.
- Haq, E. 2007. *Sociology of Population in India*. USA-: MacMillan.
- Jackson, J.A. (ed.). 1969. *Migration*. Cambridge: Cambridge University Press, (Relevant Chapters).
- Jeffery, R and P Jeffery. 1997. *Population, gender and politics: Demographic change in rural north India*. Cambridge : CUP.
- Malthus, Thomas, Robert. 1798. *An Essay on the Principle of Population*. London.

- Mandelbaum, David. 1974. *Human Fertility in India: Social Components and Policy Perspectives*. Berkeley: University of California Press.
- Pande, R.P, and N.M. Astone. “Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors” in *Population Research and Policy Review*. 26(1) 1-29, 2007.
- Radhakrishna, R., K.H. Rao, C. Ravi and B. Sambhi Reddy. “Chronic Poverty and Malnutrition” in *Economic and Political Weekly*. 39 (28) 3121-3130, 1990.
- Peterson, W. 1967. *Population*. (2nd ed.). London: Collier Macmillan
- Premi, M.K. 1983. *An Introduction to Social Demography*. Delhi: Vikas Publishing House.
- UNO, 1973. *The Determinants and Consequences of Population Trend. Vol. I*, New York. (Relevant portions in Chapters 3, 4, 5 and 6).
- Weeks, John Robert: 2015. *Population: An Introduction to Concepts and Issues*. Wadsworth Publishing Co Inc; 12th edition.
- William, L. and P. Rangazas. 2006. “Fertility and Development: The Roles of Schooling and Family Production” in *Rangaza Journal of Economic Growth*. 11(3) 229-261.

**CORE- 22 (LEVEL 400): MEDIA, CULTURE AND SOCIETY
SOC23C803**

(3+1+0=4 Credits)

Objective: This course aims to introduce students to diverse forms of mass media and how it contributes in formulating a comprehensive understanding of culture. While dealing with conceptual and theoretical perspectives, the paper will introduce students on how these perspectives help to understand the transformation of media in contemporary times. It will focus on different forms of media- print media, television to social media platforms in Indian as well as global context.

Learning Outcomes:

CO1- The students will be able to analyse the emerging relationship between media and society in India and worldwide.

CO2- Along with conceptual knowledge, the paper will enhance students’ practical application of media technologies focusing on usage of media forms and its varied implications on everyday lives.

CO3- With capitalism and globalization bringing a shift in everyday life, studying about media and culture would help them to critically look into different issues concerning modern societies.

Units	Contents	No. of Lectures
1	Introducing Media and Culture:	15

	Culture Industry, Media and Globalisation Forms of culture	
2	Public, media and Popular Culture: Introducing Advertisements Music and films Cinema and Visual Pleasure	15
3	Media processes: Protests, Movements and Media Social Marketing and Media Internet, Digitalisation and Media platforms	15
4	Analysis of media technologies in the Indian Context: Newspaper Revolution in India Role of Media and Nationalism Folklore and popular culture in India Television, Family and kinship	15

Suggested Readings:

- Appadurai, Arjun. 1996. *Modernity at Large: The Cultural Dimensions of Globalisation*. Oxford University Press.
- Arato, A. and E. Gebhardt. 1988. *The Essential Frankfurt School Reader*. New York: The Cossntinuum Publishing Company.
- Benjamin, W. 1969. *The Work of Art in the age of Mechanical Reproduction*. Illuminations. New York: Schocken Books.
- Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.
- Desai, A.R. 1948. *The Role of the Press in the Development of Indian Nationalism*. In *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Grossman, L. 2009. *Iran Protests: Twitter, the Medium of the Movement*. Time.com
- Hall, S. (1980). "Cultural Studies: Two Paradigms". *Media, Culture and Society*. (2) 57-72.
- Herman, Edward S. and Chomsky, Noam. 1988. *Manufacturing Consent: The Political Economy of Mass Media*, Pantheon Books.
- James Curran and Myung-Jin Park(eds.). 2000. *De-westernizing Media Studies*. Routledge.
- Jeffrey, Robin. 2000. *India's Newspaper Revolution. Capitalism, Politics and the Indian Language*. New York: St. Martins Press.

- Khan, R. and D. Keller. 2004. "New Media and Internet Activism: From the Battle of Seattle to Blogging". *New Media and Society*.
- Kohli, V. 2003. *The Indian Media Business*. London: Sage.
- Said, Edward. 1981. *Covering Islam: How the Media and Experts Determine How We See the Rest of the World*. New York: Pantheon.
- Uberoi, Patricia. 2006. *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press.
- Rajagopal, Arvind. *Politics after Television: Religious Nationalism and the Reshaping of the Indian Public*. Cambridge, UK: Cambridge UP, 2001.

**CORE-23 (LEVEL-400): SOCIOLOGY OF SOCIAL MOVEMENTS
SOC23C804**

(3+1+0=4 Credits)

Objectives: This course introduces students to the important conceptual frameworks of social movements and their critical role in transformation of societies. It familiarises them with various sociological approaches to the study of movements. It includes both old and new social movements in India and across the world related to issues of labour, ethnicity, nationalism, gender, caste, class, identity etc. Case studies will be used as illustrations to understand general patterns of social movements.

Learning Outcomes:

CO1- This course will help students understand one of the most prolific areas of sociological research (movements) that has direct implications for the trajectory of social, political, cultural and economic shifts in contemporary societies.

CO2- Students will develop an understanding of the 'how, when, why and effects' of mobilisation across the world in historicity as well as in recent times.

CO3- They will also learn to use sociological theories of social movements to identify a phenomenon as one.

Units	Contents	No. of Lectures
1	Introduction to social movements: Meaning and characteristics Important elements of social movements Social movement and social change	15
2	Nature and scope of Social movements: Types of social movements Stages of movements Social movement and its relationship with state and civil society	15

3	Theoretical approaches to Social Movements: Structural –functional approach Marxist model Resource Mobilization theory New Social Movement	15
4	Social Movements in India: Defining features and case studies: Peasant movement Dalit movement	15

Suggested Readings:

- Banks, J.A. 1972: The Sociology of Social Movements, London, Macmillan.
- Buechler, S. 1997. "New Social Movement Theories" in Buechler, S. and Cylke, F.K., Jr. (eds.) *Social Movements: Perspectives and Issues*. Mountain View: Mayfield Publishing Company.
- Crossley, Nick, 2002, Making Sense of Social Movements, Open University Press, Buckingham.
- Fowaraker, Joe, 1995, Theorizing Social Movements, Pluto Press, London.
- Frank, Andre Gunder and Marta Fuentes, 1987, Nine Theses on Social Movements, Economic and Political Weekly, Vol. 22, No. 35, Pp. 1503-1507+1509-1510.
- Klandermans, Bert and ConnyRoggeband, (eds.), 2009, Handbook of Social Movements Across Disciplines (Handbooks of Sociology and Social Research), Springer, New York.
- Marcuse, Peter, 2005, Are Social Forums the Future of Social Movements? International Journal of Urban and Regional Research, Volume 29.2 Pp. 417–24.
- Porta Donatella Della and Mario Diani, 2006 (2nd Ed.), Social Movements: An Introduction, Blackwell Publishing, Malden, USA.
- Dhanagare, D.N., 1983, Peasant Movements in India 1920-1950. Delhi, OUP.
- Oommen, T.K., 1972, Charisma, Stability and Change: An Analysis of BhoodanGrandan Movement. New Delhi, Thomas Press.
- Oommen, T.K., 1990, Protest and Change: Studies in Social Movements, Delhi; Sage.
- Shiva, Vandana, 1991, Ecology and the Politics of Survival, New Delhi, Sage.
- Singh, K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
- Zelliott, Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar.
- Foran, John, 1997, ed., Theorizing Revolutions, Routledge, London.
- Skocpol, Theda, 1979, States and Social Revolutions: Comparative Analysis of France, Russia and China, CUP, New York.
- McAdam, Doug, Sidney Tarrow and Charles Tilly, 2007, Comparative Perspectives on Contentious Politics, in Mark Lichbach and Alan Zuckerman (eds.), Comparative Politics: Rationality, Culture, and Structure: Advancing Theory in Comparative Politics. Cambridge University Press, Cambridge.

- Misra,Udayon. 2014. *India's North-East: Identity Movements, State and Civil Society*. New Delhi: Oxford University Press.
- Oommen,T.K.2004. *Nation, Civil Society and Social Movements*. New Delhi: Sage.
- Rao, M.S.A. 1978. *Social Movements in India*. Vol.I and II. Delhi: Manohar.
- Rege, Sharmila. 1998. Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position. *Economic and Political Weekly*. Volume 33, Number 44. Pp WS39-WS46.
- Shah,Ghanshyam. 2002. *Social Movements and the State*. New Delhi: Sage.
- Singh, K.S. 1982 *Tribal movements in India*. (ed.) Vol. I & II. New Delhi: Manohar Publications.
- Touraine, A. 1981. *The voice and the eye: An analysis of social movements*. Cambridge: Cambridge University Press.
- Reimer, Matthew & Brown, L.2019. *We are everywhere- Protest, power and pride in the History of Queer Liberation*. California: Ten Speed Press.

MINOR-8 (LEVEL 300): MEDIA, CULTURE AND SOCIETY (3+1+0=4 Credits)
SOC23C803

(NOTE: In MINOR 8, MEDIA, CULTURE AND SOCIETY, same paper as CORE 22 will be taught)

(NOTE: Dissertation/Project of 12 credits over Semesters- VII and VIII, for Honours with Research Degree, only if CGPS >7.5 up to Semester-VI. During this Semester Evaluation of 4 credits. *Other students must take Core 21 in this Semester).
