



**Postgraduate CBCS Structure, Sociology, WBSU (Semester wise Course, Credit and Mark Distribution)**

Semester	Type of course		Credit	Marks	Total
<b>I</b>	Departmental 1 Core	<b>Core Concepts And Frameworks In Sociology</b>	4	50	Marks : 275
	Departmental 2 Core	<b>Rise of Sociological Thinking</b>	4	50	Credits : 22
	Departmental 3 Core	<b>Modern Sociological Theory</b>	4	50	
	Departmental 4 Core	<b>Indian Sociology 1</b>	4	50	
	Departmental 5 Core	<b>Social Exclusion and Indian Society</b>	4	50	
	AECC	<b>Sociology and Legal Aid</b>	2	25	
<b>II</b>	Departmental 6 Core	<b>Indian Sociology 2</b>	4	50	Marks : 275
	Departmental 7 Core	<b>Subject, Power and Language</b>	4	50	Credits : 22
	Departmental 8 Core	<b>Media and Society</b>	4	50	
	Departmental 9 Core	<b>Social Research Methodology I</b>	4	50	
	Departmental 10 Core	<b>Social Movements in India</b>	4	50	
	SEC	<b>Sociology and Media Analysis</b>	2	25	
<b>III</b>	Departmental 11 Core	<b>The Post-Modern and Post-Colonial Turns</b>	4	50	Marks : 300
	Departmental 12 Core	<b>Social Research Methodology II</b>	4	50	Credits : 24
	Departmental 13 DSE	<b>Gender and the Indian Society 1 Or Development and Indian Society 1</b>	4	50	
	Departmental 14 DSE	<b>Gender and the Indian Society 2 Or Development and Indian Society 2</b>	4	50	
	Departmental 15 Core	<b>Society in India (Structures and Processes)</b>	4	50	
	GEC	<b>Social Research Method</b>	4	50	
<b>IV</b>	Departmental 16 Core	<b>The Feminist Critique</b>	4	50	Marks : 300
	Departmental 17 Core	<b>Sociology of Religion</b>	4	50	Credits : 24
	Departmental 18 DSE	<b>Society in Bengal: Identities and Ideologies Or Sociology of Rural India</b>	4	50	
	Departmental 19 DSE	<b>Sociology of Urban India Or Sociology of Industry and Occupation</b>	4	50	
	Departmental 20 (Project)	<b>Social Research Project (Dissertation and Presentation)</b>	8	100	



1. **Departmental courses:**20courses  
Core courses: 15 (4 credits each)  
Department specific Elective (DSE) courses: 04 (4credits each)  
Project: 01(departmental course 20 - 8 credits)
2. **Ability Enhancement Compulsory Course(AECC)** : 1 course (2 credits) in semester 1 from the department of Sociology
3. **Skill Enhancement Course (SEC)** : 1 course (2 credits) in semester 2 from the department of Sociology
4. **Generic Elective Course(GEC)** : 1 course(4 credits) in semester 3 from other departments

## **The Post-Graduate Course in Sociology**

### **Effective Academic Session 2019-2010**

The post-graduate course in Sociology orients the students to study social interactions within the overlapping fields of social processes and institutions. It introduces the students to sociological imagination, or “the quality of mind essential to grasp the interplay of individual and society, of biography and history, of self and the world”. The course explores the minute everyday aspects of social life (microsociology) as well as global social processes and structures (macrosociology). There are a few key areas in the course which sets its distinctiveness. It offers four core courses on sociological theory. With a strong hold on theory the syllabus tends to orient the students towards sound research. Two courses are allotted to research methodology and one to a full-length dissertation. Sociology of gender is also a defining feature of the course. Unlike the dominant trend of incorporating gender as an add-on to the existing syllabus, we seek to establish the issue of gender in its own right. Social exclusion, media and industry are the other thrust areas of the course. Other themes covered in the four semesters include: Indian sociology, social issues, development and global inequality, sociology of law, rural sociology and many more. Sociology of Bengali society remains yet another unique element of the syllabus. Moving beyond the dominant sociological stance that examines social interactions untethered from the local situations; the course attempts to comprehend the specificity and import of the local in constituting social worlds. Each of these courses teaches distinctive skills of doing sociology such as applying theories and employing research methodologies. The course tends to act as a catalyst for thinking through change and the emergence of new forms of social life. Also, it attempts to develop a template of pedagogic practices (oral, written, visual) enabling a continuous negotiation between the classroom, research field, and the everyday.



## **Objectives of the Course**

- Critical Thinking - the ability to analyse and evaluate multiple and contending social, political, and cultural arguments, debunk the taken for granted meanings.
- Comprehension– the ability to analyse how people from different cultural, class, caste, religious, and gender-sexuality backgrounds interpret the world around them.
- Communication - the ability to formulate effective and convincing written and verbal arguments.
- Doing research - the ability to interpret and evaluate the major social science research methods, as well as the relationship between theory, research and methodology.
- Theorizing - the ability to use and evaluate both classical and contemporary perspectives in sociological theory.
- Employment – the course trains students for positions in a wide range of public and private sectors including: social science academia; social welfare and policy making in the fields of gender, caste, class and labour, politics and environment; rural-urban planning; industrial and organizational management, print and electronic media.

## **Semester -I**

### **CORE COURSE -1**

#### **Title: CORE CONCEPTS AND FRAMEWORKS IN SOCIOLOGY**

**Course Specific Objective:** This introductory course provides the students with the skills to analyse society from a sociological perspective. It examines a number of pressing social issues of the contemporary societies and offers an overview of the discipline of sociology. The course exposes the students to the fundamental concepts and theories covering human interactions and cultural phenomena around globalization, postmodernity and new social movements. It aims to analyse these general social trends and understand their impact on the individual.

#### **Course Outline:**

Module: I

1. Freedom and Dependence: Individual in Society and Society in Individual
2. Sociological Imagination; Sociology and Common Sense
3. Social Institutions and Groups; The Idea of Social Structure, Social System-Subsystems;



4. Culture and its Elements; Culture as Ideology; Sources of Social Solidarity: Classification Boundaries and Rituals, Community, Imagined Community

#### Module: II

5. Rationalization, Power, Discourse, Authority versus Power; Public Sphere, Civil Society
6. Global Village, Network Society, Knowledge Society
7. Identity, Ethnicity, Sub-Culture, Diaspora
8. Modernity, Post-modern Conditions, McDonaldization, New Social Movements

#### **Evaluation:**

1. Internal Assessment: Student Seminar and Group Discussion 10 Marks
2. End Semester Examination 40 Marks

#### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- highlight the key concepts and their arguments and apply them to comprehend the critical issues of the contemporary society
- situate the concepts/theories within their historical context and express a critical opinion of their relevance in contemporary social life
- collaborate within small groups to prepare and deliver presentations applying concept/theory to an issue of concern in contemporary society

#### **Basic Readings**

- Bauman, Z. & May, T. (2001). *Thinking Sociologically* (2nd Ed.) Wiley-Blackwell
- Berger, P.L. (1963) *Invitation to Sociology*. Anchor
- Best, S., & Kellner, D. (1991). *Postmodern theory: Critical Interrogations*. Macmillan.
- Brahm, P. (2013). *Key Concepts in Sociology*. Sage
- Edgell, S. (1993). *Class: Key Concept in Sociology*. Routledge
- Giddens, A. (2000). *Runaway world: How Globalisation is Re-shaping our Lives*. London, UK: Profile Books.
- Giddens, A. & Sutton, P.W. (2017). *Essential Concepts in Sociology* (2nd Ed.). Polity
- Haralambos, M. & Holborn, M. (2008). *Sociology: Themes and Perspectives* (8th Ed.) UK, Harper-Collins.
- John, S. (2006). *Sociology: The Key Concepts*. Routledge
- Kivisto, P. (2011). *Key Ideas in Sociology* (3rd Ed.). Sage.
- Grenfell, M. (2014). *Pierre Bourdieu: Key Concepts*. Routledge
- Macionis, J.J. & Plummer K. (2012). *Sociology: A Global Introduction*. (4th Ed.) Prentice Hall.



- Mills, C. W. (2000). *The Sociological Imagination*. Oxford England New York: Oxford University Press.
- Painter, E. & Zarifi, E. (2013) *Sociology (Collins Key Concepts)*. Harper Collins
- Shilling, C. (2003). *The Body and Social Theory*. London, Thousand Oaks, New Delhi: Sage Publications.
- Slattery, M. (2003). *Key Ideas in Sociology*. Nelson Thornes.
- Sturken, M. C., Lisa. (2004). *Practices of Looking: An Introduction to Visual Culture*. Oxford: Oxford University Press

## **Semester -I**

### **CORE COURSE - 2**

#### **Title: Rise of Sociological Thinking**

**Course Specific Objective:** The objective of this introductory course is to make the students familiar with the history of sociological thought. We tend to read excerpts from the “classics” by the “founding fathers” of sociology (Marx, Durkheim, and Weber). We also read sections from the theoretical writings of some of sociology’s “other parents” – but their works have generally not been considered as part of the canon. We will attempt to understand each thinker within their own time so that we can appreciate the specific social and historical contexts, which gave rise to their particular forms of theorizing. A constant theme that will be developed in the course is the complex relationship between ideology, social order, and social change.

#### **Course Outline:**

##### Module I

1. Empiricism/Logical Positivism; Realism
2. Emile Durkheim: Morality and Integration in Society
3. Karl Marx: Inequality, Capitalism, Ideology, Alienation, Fetishism of Commodities; Class Conflict
4. Max Weber: Rationality and Bureaucracy

##### Module II

5. Vilfredo Pareto: Theory of Elites
6. Georg Simmel: Sociological Relation and Culture
7. Charles Wright Mills: The Cultural Apparatus; Power Elites and Anomie



### **Evaluation:**

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|--|----------|
| 1. Internal Assessment: Home Assignments | 10 Marks |
| 2. End Semester Examination              | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- understand the origins of social theory in the 19th and early twentieth century
- compare and contrast major classical social theories
- critically evaluate the classical sociological theorists
- apply the theorizations of the classical thinkers to explain the social issues concerning the contemporary societies

### **Basic Readings –**

- Collins, R. (1994). *Four Sociological Traditions*. New York: Oxford University Press.
- Copleston, F. (2003). *A History of Philosophy 1950* (Vol. 11: Logical Positivism and Existentialism), London and New York: Continuum
- Coser, L. (1996) *Masters of Sociological Thought*, Rawat, Jaipur.
- Durkheim, E. (1982) *The Rules of Sociological Method*, New York, Free Press
- Frisby, D. (1992) *Simmel and Since: Essays on Georg Simmel's Social Theory*. London: Routledge
- Longhofer, W. & Winchester, D. (ed). (2012) *Social Theory Re-Wired: New Connections to Classical and Contemporary Perspectives*. New York: Routledge.
- Marx, K. 1974. *Capital* Vol. I. Moscow: Progress Publishers. (Part I and chapter 7)
- Marx, K. 1963. 'Alienated Labour' in T.B. Bottomore (ed.): *Karl Marx: Early Writings*. New York: McGraw Hill
- Marx, K. "Alienation and Social Classes," in Robert Tucker (ed.), *The Marx-Engels Reader* (pp. 133-135)
- Marx, K. & Engels, F. (1947), *The German Ideology* New York: International Publishers Co. Inc
- Marx & Engles (1967) *The Communist Manifesto*, Penguin: Harmondsworth
- Mills, C.W. (1959) *Sociological Imagination*. New York: Oxford University Press
- Pareto, V. (1991) *The Rise and Fall of Elites: An Application of Theoretical Sociology*, Transaction Publishers



- Ritzer, G. (2007). *The Blackwell Encyclopedia of Sociology*. Oxford: Blackwell Publishing. (Select Entries)
- Simmel, G. (1972) *On Individuality and Social Forms*. Edited by D. Levine. Chicago, IL: University of Chicago Press.
- Simmel, G. (1990) *The Philosophy of Money*, London: Routledge
- Weber, M. (1978). *Economy and Society: An outline interpretative sociology* (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
- Weber, M. (1930) *The Protestant Ethic and the Spirit of Capitalism*, Allen and Unwin
- Weber, M. (2015) "Bureaucracy" in *Weber, Max. Weber's Rationalism and Modern Society: New translations on Politics, Bureaucracy, and Social Stratification*. Edited and Translated by Tony Waters and Dagmar Waters, Palgrave Macmillan
- Weber, M. (1904) 1949, "'Objectivity' in Social Science and Social Policy", *The Methodology of the Social Sciences*. New York: The Free Press, pp. 49-112
- Zeitlin, I. (2000). *Ideology and the Development of Sociological Theory* (7th Ed.) Toronto: Pearson

### **Semester -I**

### **CORE COURSE - 3**

#### **Title: Modern Sociological Theory**

**Course Specific Objective:** The purpose of this introductory course on sociological theory is to familiarise the students to a variety of theoretical orientations, past and present, with an emphasis on the strengths and weaknesses of each approach. It presents views from the classical as well as some of the current perspectives within the discipline addressing questions concerning: *sociology of knowledge* (asking how epistemological questions remain linked to social contexts); *structural-functionalism* (asking how societies function and maintain order also how system and structure operate in social life); *symbolic interactionism* (asking how 'reality' is constructed through social interactions); *exchange theories* (asking how rational choices are made in interaction situations also how power is distributed in exchange networks).

#### **Course Outline:**

##### **Module I**

1. Knowledge and Science
  - a. Manheim, Scheler : Sociology of Knowledge



- b. Popper, Kuhn: Study of Science
  - c. Merton, Latur: Sociology of Science
2. System and Structure
    - a. Talcott Parsons: Institutions
    - b. Robert K Merton: Dysfunctions
    - c. J C Alexander: Neo-Functionalism
    - d. Saussure: Structure of Language
    - e. Levi Strauss: Structural Anthropology

## **Module II**

3. Interaction and Everyday
  - a. Blumer: Symbolic Interactionism
  - b. Husserl and Schutz: Phenomenological Approach
  - c. Erving Goffman: Performing the Self
  - d. Harold Garfinkle: Ethnomethodology
  - e. Berger and Luckman: Social construction of Reality
4. Exchange Networks
  - a. James Frazer, Malinowski and Marcel Mauss: Anthropological Tradition
  - b. George C Homans: Behaviouristic Exchange
  - c. Peter M Blau: Dialectical Exchange
  - d. Richard Emerson and K.S. Cook: Exchange Networks

### **Evaluation:**

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|---|----------|
| 1. Internal Assessment: Writing Book Review | 10 Marks |
| 2. End Semester Examination                 | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

At the end of the course the students will be able to –

- identify major sociological theories and the theoretical concepts
- evaluate and discuss sociological theories critically
- compare and contrast different types of sociological theory
- challenge the common sense perceptions and understandings
- relate the theoretical insights with their lived experiences





## **Basic Readings**

- Alexander, J. C. Ed. (1985). *Neo-functionalism*. London: Sage.
- Appelrouth, S. & Edles, D. (2008). *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press
- Berger, P. and Luckmann, T. (1966) *Social Construction of Reality*, Garden City, New York: Anchor Books
- Blau, P. (1964). *Exchange and Power in Social Life*. New York: Wiley
- Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. New Jersey, Prentice-Hall
- Bruno, L. & Woolgar, S. (1979). *Laboratory life: The Social Construction of Scientific Facts*, Princeton: Princeton University Press.
- Bruno, L. (1993). *We Have Never Been Modern*. (1st Ed.) New York: Harvester Wheatsheaf
- Cook, K. S.; Emerson, R. M. (1978) "Power, Equity and Commitment in Exchange Networks" *American Sociological Review*. 43 (5), 721–739
- Garfinkel, H. (1984). *Studies in Ethnomethodology*. Cambridge: Polity Press (Chapter 1, 2)
- Giddens, A. & Turner, J. H. Ed. (1987). *Social Theory Today*. Cambridge: Polity Press
- Goffman, E. (1958). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh, Social Sciences Research Centre.
- Goffman, E. (1961). *Asylums*. New York: Doubleday
- Haraway, D. (2001). 'Situated Knowledges: The Science Question in Feminism and the Privileges of Partial Perspective' in Muriel Lederman and Ingrid Bartsch (ed.) *Gender and Science Reader*. (pp. 169-188) London. Routledge.
- Homans, G. C. (1958). "Social Behavior as Exchange". *American Journal of Sociology* 63 (6): 597–606
- Kuhn, T.S. (1970). *The Structure of Scientific Revolutions*. (2nd ed.), Chicago: University of Chicago Press.
- Levi–Strauss. (1973). 'Structure and Form: Reflections on a Work by Vladimir Propp', in C. Levi–Strauss (ed.) *Structural Anthropology* Vol. 2 (115-145). Harmondsworth: Penguin Books
- Levi-Strauss. (1986). *The Raw and the Cooked Introduction to a Science of Mythology*. Middlesex: Penguin Books



- Levi-Strauss, C. (1963). 'Do Dual Organisations Exist?' in C. Levi-Strauss (ed.) *Structural Anthropology* (132-166). Middlesex: Penguin
- Levi-Strauss, C. (1978). *Totemism*. Harmondsworth: Penguin
- Luckmann, T. (ed.). (1978). *Phenomenology and Sociology*. Middlesex: Penguin Books. (Chapters 1, 12 and 17)
- Mannheim, K. & Kecskemeti, P. (1952). *Essays on the Sociology of Knowledge*. London. Routledge & Kegan Paul
- Malinowski, B. (1920). *Kula: The Circulating Exchange of Valuables in the Archipelagos of Eastern New Guinea*. *Man* 20: 97-105
- Mauss, M. (1967). *The Gift: Forms and Functions of Exchange In Archaic Societies*. New York: Norton
- Mead, G.H. (1964). *Social Psychology*. Chicago: University of Chicago Press
- Mannheim, K. (1954), *Ideology and Utopia*, London, Routledge and Kegan Paul Ltd
- Mead, G. H. (1913). "The Social Self" in *The Journal of Philosophy, Psychology and Scientific Methods*. Vol. 10, No. 14, (Jul. 3, 1913), pp. 374-380.
- Mead, George H. (1934). *Mind, Self and Society*. Chicago: University of Chicago Press.
- Merton, R. K. (1968). *Social Theory and Social Structure*. New York: Free Press
- Merton, R. K. (1973). *The Sociology of Science*. Chicago: University of Chicago Press. (Chapters 5, 13, 14, and 21)
- Parsons, T. (1982). *On Institutions and Social Evolution*. Chicago: University of Chicago Press. (selected chapters)
- Popper, K. (2002). *Conjectures and Refutations: The Growth of Scientific Knowledge*, London & New York: Routledge.
- Radcliffe-Brown, A.R. (1971). *Structure and Function in Primitive Society*. London: Cohen and West. (Chapters 9, 10)
- Saussure, F.D. (1966). *Course in General Linguistics*. New York: McGraw Hill (selected chapters)
- Schutz, A. (1970). *On Phenomenology and Social Relation* (72-78). Chicago: University of Chicago Press
- Seidman, S. and Alexander, J. C. Ed. (2001). *New Social Theory Reader: Contemporary Debates*. London: Routledge

### **Semester -I**

### **CORE COURSE - 4**

### **Title: Indian Sociology 1**

### **Course Specific Objective:**



This course provides the students with a theoretical understanding of the development of Indian sociology. It traces the intellectual history of Indian Sociology referring to the works of some of the early social philosophers and reformers and proceeds to read the three nodal figures of independent India (Gandhi, Ambedkar and Nehru). Then it exposes the students to the development of the main stream sociology of India through the contributions of the early sociologists working in Bombay and Lucknow Universities. The second section of the course introduces the students to three major approaches to the study of Indian society. The ‘for a sociology of India’ debate initiated by Louis Dumont, back in 1957, had circumscribed the sociology of India within the scope of classical Indology (book-view). Moving beyond the orientalist-indologist concerns of the book-view the sociologists and social-anthropologists opted for the ‘field view’ and developed a critical understanding on the nature of the village community (mostly in terms of caste, gender and political faction). On the other hand the ‘subaltern historians’ develop the notion of the ‘subaltern’ to speak about the non-dominant social classes (defined, according to the context in which it is being used, differentially from the elite who dominates the discourse) in colonial and postcolonial India.

### **Course Outline:**

#### **Module I**

1. Contribution of Rammohan, Vidyasagar, Vivekananda and Rabindranath towards Understanding of Indian Society
2. Contribution of Gandhi, Nehru and Ambedkar towards Understanding of Indian Society
3. The Emergence of Sociology in India: Bombay School; Lucknow School
4. Early Conception of Indian Society: Radhakamal Mukherjee, Iravati Karve, G. S. Ghurye

#### **Module II**

1. For a Sociology of India – the Debate (Dumont, Pocock, Bailey, Saran)
2. Field Views: Village Studies (Village India, Indian Villages)
3. Subaltern Studies

### **Evaluation:**

- |  |          |
|--|----------|
| 1. Internal Assessment: Home Assignments | 10 Marks |
| 2. End Semester Examination              | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**



At the end of the course the students will be able to –

- acquire a comprehensive understanding of Indian society in all its multiple dimensions
- conceptualize Indian society in terms of certain distinctive characteristics and configurations
- identify and contrast the different schools of thought with reference to the milestone studies in certain theoretical traditions

### **Basic Readings**

- Atal, Y. (2009). *Sociology & Social Anthropology in India*. Pearson Education India
- Beteille, A. (1974), *Six Essays in Comparative Sociology*, Oxford: Oxford University Press.
- Dhanagare, D N. (1998). *Themes & Perspectives in Indian Sociology*. Rawat
- Dube, S.C. (1990). *Indian Society*. New Delhi: National Book Trust, Pp: 1-46
- Dumont, L. (1966). *Homo Hierarchicus*. University of Chicago Press
- Illiah, K. (1996). *Why I am not a Hindu*. Sage
- Madan, T. N. (1996). *Pathways: Approaches to the Study of Society in India*. OUP.
- Marriott, M. (1990). *India through Hindu Categories*. Sage
- Modi, I. (2014). *Pioneers of Indian Sociology*. Sage
- Nandy, A. (2007). *The Romance of the State and the Fate of Dissent in the Tropics*, OUP India
- Oommen, T.K. & Mukherjee, P.N. (eds.) (1986) *Indian Sociology: Reflections and Introspections*, Popular Prakashan, Bombay.
- Singer, M. & Cohn, B. (eds.) (1968). *Structure and Change in Indian Society*, Aldine Publishing Company.
- Singh, K.S. (1992). *The People of India: An Introduction*, Seagull Books
- Singh, Y. (1973). *Modernization of Indian Tradition*. Thomson Press
- Srinivas, M.N. (1960). *India's Villages*, Asia Publishing House.
- Thorner, D. (1964). *Agricultural Cooperatives in India*. Asia Publishing House
- Quigley, D. (1995). *The Interpretation of Caste*, OUP India

### **Semester -I**

### **CORE COURSE - 5**

**Title: Social Exclusion and Indian Society**



**Course Specific Objective:** Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. It not only generates stress, hostility and disorder but also perpetuates inequality and deprivation in society. In India, despite sharing material traits, cultural space, language and regional ethos, with the evolution of composite cultural legacy, certain communities experience systemic exclusion due to their historically-embedded diversities. This has further consequences upon the macroeconomic policies on poverty, illiteracy, unemployment and involuntary migration negatively affecting the victims of exclusion. This course aims at sensitizing the students in understanding the marginalized communities and how they deal with the various responses and strategies of the development process. Moreover, it also intends to make the students aware about how diversity, exclusion and State's development interventions are faring under the impact of globalization.

### **Course Outline:**

#### **Module I**

- 1) Social Exclusion and the Conception of 'Other'
- 2) Basis of Exclusion: Caste, Tribe, Ethnicity, Religion, Gender and Disability
- 3) Basis of Exclusion: Class, Region, Culture, Language, Migrants and Refugees
- 4) Approaches to Social Exclusion

#### **Module II**

- 5) Indian Constitution, the Marginalized and the practice of Inclusive policy
- 6) Work, Employment and Social Exclusion
- 7) Globalization and Social Exclusion
- 8) Social Exclusion and its Discontent

### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Writing Book Review | 10 Marks |
| 2. End Semester Examination                 | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:



- conceptualize, contextualize and problematize discrimination, exclusion and inclusion on various levels
- develop an empirical understanding of the nature and dynamics of discrimination and exclusion
- develop their ability to apply the theories and perspectives to the research problems they are working with
- debate on the implications of exclusion and marginalization to the concept of *social* justice, citizenship and nationhood or fraternity

### **Basic Readings**

- Athreya, V. B. & Chunkath, S.R. (1996). *Literacy and Empowerment*. Sage Publications
- Beteille, A. (1981). *The Backward Classes and the New Social Order*. OUP.
- Byrne, D. (1999) *Social Exclusion* Open University Press
- Byrne, D. (2<sup>nd</sup> Ed) (2008). *Social Exclusion* Rawat
- Chant, S. (2007). Gender, Generation and Poverty: Exploring the ‘Feminisation of Poverty’ in Africa, Asia and Latin America.-Cheltenham: Edgar Elgar.
- Danda, A. K. (1991). *Ethnicity in India*. Inter-India Publications.
- Hasnain, N. (2<sup>nd</sup> Ed.) (1991). *Tribal India Today* Harnam Publications.
- Hills, J., Le Grand, J. & Piachaud, D. (eds.) (2002) *Understanding Social Exclusion*. OUP
- Jordan, B. (1996). *A Theory of Poverty and Social Exclusion*. Cambridge: Polity Press.
- Khare, R. (Ed.). (2009). *Caste, Hierarchy, and Individualism: Indian critiques of Louis Dumont's Contributions*. OUP
- Larson, G. J. (1995). *India's Agony over Religion*. Sunny Press
- Madan, T. N. (1992). *Religion in India*. OUP India
- Madan, T. N. (2009) *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*, OUP India
- Poverty and Social Exclusion in India (Equity and development) (2011) World Bank Publications
- Robinson, R. (2004) *Sociology of Religion of India*. Sage
- Sen, A. & Dreze, J. (1998) The Amartya Sen and Jean Dreze Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity: Economic Development and Social Opportunity. OUP
- Sen, A. (1997). *Inequality Re-examined*. OUP
- Sen, A. (1999). *Commodities & Capabilities*. OUP



- Sharma, K L & Singh, Y. (Eds.) (1995). *Social Inequality in India: Profiles of Caste, Class, Power, and Social Mobility*. Rawat
- Sharma, K L (1997) *Social Stratification in India: Issues and Themes*. Sage
- Sharma, K. L. (2006). *Social Stratification and Mobility*. International Specialized Book Service Incorporated
- Singh, A. & Rajan, S. (2015). *Politics of Migration: Indian Emigration in a Globalized World*. Routledge
- Singh, Y. (1989). *Social Stratification and Change in India*. Manohar Publications
- Singh, S.Y. & Dalapati, T.K. (Eds) (2015). *Development and Discontent in Tribal India*. Rawat
- Srinivas., M. N (Ed.). (1996). *Caste: Its Twentieth Century Avatar*. Penguin Random House
- Thapar, R. (ed.), (1977) *Tribe, Caste and Religion*. Macmillan
- Thorat, S. & Newman, K.S. (2012). *Blocked by Caste: Economic Discrimination in Modern India*, OUP
- Thorat, S. & Kumar, N. (2009). *B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies*. OUP
- Tumin, M. (1999). *Social Stratification the Forms and Functions of Inequality*. PHI Learning
- Waghmare, N. C. & Gandhi, S.J. (2012). *Human Rights and Social Exclusion in Globalized India*. Manas Publishers
- Welshman, J. (2007). *From Transmitted Deprivation to Social Exclusion: Policy, Poverty, and Parenting*. Polity Press
- Wilkinson, R., & Pickett, K. (2009). *The Spirit Level: Why More Equal Societies Almost Always Do Better*. Allen Lane.

## **Semester -I**

### **AECC -1**

#### **Sociology and Legal Aid**

##### **Course Outline:**

The ability enhancing compulsory course on sociology of law studies the law and legal institutions as social relationships. The course inquiries into how laws are constituted through a wide range of political, economic and cultural practices. It also studies the means through which law organises the social life in general. Everyday life both creates and incorporates legal meanings and practices. Beginning with some of the major theories on sociology of law the course moves on to the questions concerning



social justice and its relationship with law. If law is not informed by social justice, and an understanding of the social dynamics, it will serve a hegemonic purpose. This course provides students with the opportunity to engage in an inquiry into the hegemonic and subversive uses of law. With a special reference to the Constitution of India the course explores law as a mode of social control, dispute resolution and social change. It also looks into how the intersecting factors such as, caste, ethnicity, class, gender, sexuality, age, and ability shape the law and legal institutions.

#### Module I

1. Sociology of Law: Durkheim, Weber, Marx, Bourdieu
2. Social Justice: Libertarianism, Utilitarianism, Egalitarianism, and Distributive Justice, Capabilities Approach to Justice
3. Relationship between Law and Justice; law as an instrument of social control and social change; legal culture
4. Indian Constitution: Philosophy, Interpretation and Application

#### Module II

5. Law in India: Issues, Challenges and Recent trends
6. Access to justice and Legal Aid
7. Know Your Rights: Property and Succession Rights, Tenancy, Unemployment Insurance, Employment Rights, Marriage and Divorce, Violence Against Women (Domestic Violence, Rape, Dowry, Child-Marriage, Trafficking, Sexual Harassment at Workplace, Teasing), Cyber Law, Juvenile Rights, LGBT Rights, Child Support, Spousal Support, Custody and Visitation, Consumer, Foster Care for Aged and Child

#### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- be empowered with an ability to understand of the nature and functions of law
- describe law as a social phenomenon
- explain the social conditions that produce law
- relate law to the wider normative systems and political or ideological foundations
- debate on the accuracy and fitness of the features of law
- approach legal problems on the grounds of human rights
- have a critical understanding towards social and legal issues and have the ability of finding solutions in the light of the universal legal principles
- acquire the ability to get employed in the public and private professional fields of human rights protection, protection of child rights and women's rights, gender main-streaming, protection of consumer's rights, community development and planning as sociologist, consultant, counsellor, human-resource planner, researcher and field worker.





## **Basic Readings**

- Agnes, F. (2005). *Law and Gender Inequality. Writing the Women's Movement: A Reader*, OUP
- Baxi, U. (1982). *The Crisis of Indian Legal System*, Vikas Publication.
- Baxi, U. (1988) (Ed). *Law and Poverty: Critical Essays*. Bombay: N M Tripathi.
- Black, D. J. (1972). The Boundaries of Legal Sociology. *The Yale Law Journal*, 81(6), 1086-1100.
- Chakma, N. D. (2015) *Access to Justice for Dalits in India*, Equity Watch, New Delhi: National Dalit Movement for Justice
- Cohen, G. A. (1997). Where the action is: On the site of distributive justice. *Philosophy & public affairs*, 26(1), 3-30.
- D'Sami, B. (2010). Indian Legal System and its Relevance for Marginalized and Disadvantaged Groups. *Social Work Intervention with Individuals and Groups*, 282.
- D'Amato, A. (1992). On the connection between law and justice. *UC Davis L. Rev.*, 26, 527.
- Deshta, S. & Deshta, K. (2000). *Law and Menace of Child Labour*, Anmol Publications
- Duncan, D. (1999). *The State, Religion and Law in India*. OUP
- Ericson, R. V., Baranek, P. M., & Chan, J. B. (1991). Representing Order: Crime, Law, and Justice in the News Media (pp. 3-4). Milton Keynes: Open University Press.
- Galanter, M. (1997) (Ed). *Law and Society in Modern India*. OUP
- Ghosh, B., & Choudhuri, T. (2011). Legal Protection against Domestic Violence in India: Scope and Limitations. *Journal of family violence*, 26(4), 319-330.
- Gunasekhare, S. (1997). *Children, Law and Justice*, Sage
- Jain, M. P. (2017). *Outlines of Indian Legal History*. NM Tripathi Private Ltd.
- Kruttschnitt, C. (2016). The Politics, and Place, of Gender in Research on Crime. *Criminology*, 54(1):8–29
- Kumar, C. R. (2013). Legal education, globalization, and institutional excellence: challenges for the rule of law and access to justice in India. *Indiana Journal of Global Legal Studies*, 20(1), 221-252.
- Mayo, M., Koessl, G., Scott, M. and Slater, I. (2014) *Access to Justice for Disadvantaged Communities*. Bristol: Policy Press
- Meagher, R. F. (2015). *Law and Social Change Indo-American Reflections*. Indian Law Institute, New Delhi.
- Mitra, S. K. (2007). *The Puzzle of India's Governance: Culture, Context and Comparative Theory*. Routledge.
- Mukherjee, D. (2005). *Women and Urban Crimes*. Gyan Books.
- National Institute of Open Schooling TEXT. Concept of Law Etc.
- NCERT TEXT. Historical Evolution of the Indian Legal System
- NCERT TEXT. Legal Studies



- Oommen, T. K., & Venugopal, C. N. (1988). *Sociology for Law Students*. Eastern Book Company.
- Ovicegan, S. K. (2015). *Faces of Discrimination in Higher Education in India: Quota Policy, Social Justice and the Dalits*. Routledge.
- Papa, M., & Wilkins, D. B. (2011). Globalization, Lawyers and India: Toward A Theoretical Synthesis of Globalization Studies and the Sociology of the Legal Profession. *International Journal of the Legal Profession*, 18(3), 175-209.
- Sankaran, Kamala.& Singh, Ujjwal Kumar. (2008) (Ed) *Towards Legal Literacy: An Introduction to Law in India*, OUP
- Sehgal, R. (2010). Social Ideals of Indian Constitution. *Social Work and Social Development*, 276.
- Sharma, A. (2011). Specifying citizenship: Subaltern politics of rights and justice in contemporary India. *Citizenship Studies*, 15(8), 965-980.
- Singh, M.P. (2008). *Constitution of India*. (11th Ed.) Lucknow: Eastern Book Co.,
- Singh, R. et.al. (Ed.). (2012). *Access to Legal Information & Research in Digital Age*. National Law University.
- Smart, C. (2002). *Feminism and the Power of Law*. Routledge.
- Trevino, A. J. (2017). *The Sociology of Law: Classical and Contemporary Perspectives*. Routledge.

## **Semester -II**

### **CORE COURSE - 6**

#### **Title: Indian Sociology 2**

The course primarily focuses on the differing theoretical perspectives on Indian society, from late 19th Century to the present times, and their role in shaping the field of sociology. It focuses on the scholars with varying research trajectories and the threads that bind them together into a perspective. It approaches the enduring problem of hierarchy and inequality in India through an examination of caste as a concept and as a lived reality. The course also introduces the students to the dalit critique, reflecting upon the elitist/upper-caste underpinnings, of the caste studies. The second module deals with the issues of social change and the interventions of the state in the course of social development. Development in the context of globalisation involves a complex combination of the homogenisation of some traits of Indian culture and a proliferation of certain 'indigenous' sentiments.

#### **Course Outline:**



## Module I

1. Caste and Village in India
  - a. M.N.Srinivas, M. Marriot
  - b. Kathleen Gough, D. Thorner
  - c. L. Dumont, Declan Quigley
2. The Dalit Critique:
  - a. Gail Ombvedt
  - b. Kancha Illiah and E. Zelliot
  - c. Gopal Guru and Sundar Sarukkai

## Module II

3. Social Change in India
  - a. D.P Mukherji, M.N.Srinivas, Ram Krishna Mukherjee
  - b. Yogendra Singh, Andre Béteille,
4. State and Development in India
  - a. T.K. Oommen, Partha Nath Mukherjee
  - b. T. N. Madan, Ashis Nandy

### Evaluation:

- |   |          |
|---|----------|
| 1. Internal Assessment: Writing Book Review | 10       |
| Marks                                       |          |
| 2. End Semester Examination                 | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

At the end of the course the students will be able to –

- think critically about the scale and magnitude of cultural diversity ( religious beliefs and rituals, institutions, cultural patterns, linguistic diversity)
- decipher the linkages and networks binding regions, groups and communities
- decode the continuity between past and present in institutions, cultural and behavioural patterns



## **Basic Readings**

- Ambedkar, B.R. (1945). *Annihilation of Caste* (3rd edition). Delhi: Gautam Book Centre.
- Das, V. (2006). *Handbook of Indian Sociology*. OUP India
- Guha, R. (ed.) (1982). *Subaltern Studies I*. OUP India
- Guha, R. (ed.) (1983). *Subaltern Studies II*. New Delhi: Oxford University Press
- India
- Ghosh, B. (2019). *Globalisation and Social Transformation: Yogendra Singh on Culture Change in Contemporary India*
- Hastrup, K. (2013). *A Passage to Anthropology: Between Experience and Theory*. Routledge
- Karve, I. (1961). *Hindu Society: An Introduction*. Deccan College.
- Madan, G.R. (1990). *India's Developing Villages*. New Delhi: Allied Publishes, (pp. 3-28).
- Mayaram, S., Pandian, M. S. S. & Skaria, A. (ed.) (2005) *Subaltern Studies XII: Muslims, Dalits and the Fabrications of History*. New Delhi: Permanent Black and Ravi Dayal Publisher.
- Momin, A. R. (1996). *The Legacy of G. S. Ghurye: A Centennial Festschrift*. Popular Prakashan
- Mukherjee, R.K. (1979). *Sociology of Indian Sociology*, Allied.
- Mukherjee, R.K. (1958). *Six Villages of Bengal*. Popular Prakashan
- Mukherji, D.P. (1958). *Diversities*. People's Publishing House.
- Oommen, T.K. (2013). *Knowledge and Society: Situating Sociology and Social Anthropology Collected Essays*. OUP India
- Patel, S. (Ed.). (2016) *Doing Sociology in India: Genealogies, Locations, and Practices*. OUP
- Singh, K.S. (1992) *The People of India: An Introduction*, Seagull Books.

## **Semester -II**

### **CORE COURSE -7**

#### **Title: Subject, Power and Language**

This course offers a study of three major theoretical questions concerning society and politics; language and culture; body and subjectivity. It discusses the account of ideology and conflict, found in the writings of Karl Marx, and its fate in the subsequent Marxist tradition. This historical pattern is exemplified by the writings of Antonio Gramsci and Louis Althusser. Recognising 'the materiality of signs' and the 'cultural technologies' as



forms of social relationships and practices the course attempts to outline a synthesis of structuralist semiology with the sociology of culture. The course finally sketches the development of sociological approaches to the body and subjectivity with key contributions coming from diverse schools of thought like post-modernism, post-structuralism and queer theories.

### **Course Outline:**

#### Module I

##### 1. Structure and Power

- b. Marx and Engels: conflict and dissent
- c. Althusser: Ideological State Apparatus
- d. Gramsci: Hegemony, State and Civil Society
- e. Foucault: Governmentality and Bio-politics

##### 2. Culture and Language

- a. Saussure: General Linguistics
- b. Barthes: Elements of Semiology
- c. Adorno and Horkheimer: Culture Industry
- d. Raymond Williams: Cultural Forms

#### Module II

##### 3. Body and Subjectivity

- a. Freud: The Split Subject
- b. Merleau-Ponty: Body Image
- c. Bourdieu: The Logic of Practice Habitus and Embodiment
- d. Foucault: Subject and Power
- e. Butler: Performativity

### **Evaluation:**

- |  |          |
|--|----------|
| 1) Internal Assessment: Home Assignments | 10 Marks |
| 2) End Semester Examination              | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:



- engage with a range of theoretical orientations
- make a distinction between different types of sociological theory
- question the taken-for-granted views
- relate theoretical insights with lived experiences

### **Basic Readings**

- Adorno, T. W. & Bernstein, J. M. (2001). *The Culture Industry: Selected Essays on Mass Culture*. London. Routledge
- Althusser, L. (2001). "Ideology and Ideological State Apparatuses" in *Lenin and Philosophy and other Essays*. Monthly Review Press
- Barthes, R. (1967). *Elements of Semiology*. New York: Hill & Wang.
- Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.
- Butler, J. (1993). *Bodies that Matter*. London: Routledge
- Foucault, M. (1991). "Governmentality" in *The Foucault Effect: Studies in Governmentality*, ed., Graham Burchell, Colin Gordon and Peter Miller, 87-104. London, Toronto, Sydney, Tokyo, Singapore: Harvester Wheatsheaf.
- Foucault, M. (1971). *The Archaeology of Knowledge*. New York: Pantheon Books.
- Foucault, M. (1980). Power-Knowledge. Selected interviews and other writings, 1972-1977. Edited by Colin Gordon. Essex. Prentice Hall
- Freud, S. 2001 (1933). "Femininity" in *The Standard Edition of the Complete Psychological Works of Sigmund Freud* Vol. XXII, Ed., James Strachey. London: Vintage. The Hogarth Press and the Institute of Psycho-Analysis.
- Gramsci, A. (1992). *Selections from the Prison Books*. International Publishers
- Horkheimer, M. (2012). *Critique of Instrumental Reason*. Reprinted. London, New York. Verso Radical Thinkers. (Selected Chapters)
- Marx, K. (1976). *Capital* Vol. I (selected Chapters). New Left Review
- Merleau-Ponty, M. (2012) *Phenomenology of Perception*, New York: Routledge.
- Saussure, F.D. (1966). *Course in General Linguistics*. New York: McGraw Hill (selected chapters)
- Williams, R. (2005). 'Culture and Masses' in *Popular Culture: A Reader* Eds. Raiford A Guins and Omayra Zaragoza Cruz. London: Sage Publications.

### **Semester -II**

### **CORE COURSE -8**

**Title: Media and Society**



**Course Specific Objective:** The course includes the basic theories on mass culture, media analysis and communication as well as the responsibilities and ethics of mass media. The course examines both the cultural and industrial aspects of the media phenomenon. It intends to look at the social and political consequences of the dominance of the privately owned corporate media on a democratic society. The course attempts to develop critical tools to explore how the non-dominant groups including lower caste, class, women and LGBTQ are represented in the media. It also looks at how these representations have changed over time to reproduce inequality. It also focuses on the evolution of media systems and how inequality of access combined with the proliferation of platforms influences social perceptions, interaction, as well as the social structure.

### **Course Outline:**

#### **Module I**

1. Introduction to Media Studies, Theories of Communication
2. Media and Class, 'Mass Culture', and Popular Culture
3. Media, Everyday Life and Audiences

#### **Module II**

4. Politics of Representation and Ideology, Feminism and Media
5. The Impact of New Media, Media and Social Change, Reality within Hyper-reality
6. Visual methodology, Analysis of Media Texts

#### **Evaluation:**

- |  |          |
|--|----------|
| 1. Internal Assessment: PPT Presentation | 10 Marks |
| 2. End Semester Examination              | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

At the end of the course the students will be able to –

- identify the basic functions of the media in modern society, and describe the role of the media in democratic societies
- describe how the media relates to power structures in society, and what interests the media represent in given situations
- understand the ways in which media can influence and/or respond to the issues of the minorities in society



- explain how the structure and functions of the media have changed over the years, and how these changes have influenced the society
- gather, identify and critically evaluate the content of a media product, and draw inferences about its manifest and latent meaning
- develop skills required in the fields of media analysis

### **Basic Readings**

- Appadurai, A. (1986). *The Social Life of Things: Commodities in Cultural Perspective*, Cambridge University Press
- Appadurai, A. (1996). *Modernity at Large: The Cultural Dimensions of Globalisation*, Oxford University Press
- Benjamin, W. (1969). 'The Work of Art in the Age of Mechanical Reproduction' in *Illuminations*. New York: Schocken
- Branston, G. & Roy, S. (2010). *The Media Student's Book*. Routledge. (Chapter 4, 5 & 6)
- Briggs, A. & Burke, P. (2005). *A Social History of the Media*. Cambridge: Polity Press.
- Chanda, I. (2000). "Displaying the Modern Woman: Feminism in the Labyrinths of Media Culture." *Social Scientist* 28, no. 3/4: 40-60.
- Croteau, D.R. & Hoynes, W. (2002). *Media/Society: Industries, Images, and Audiences*. Third Edition. Thousand Oaks, CA: Sage Publication.
- Durham, M. G. & Kellner, D.M. (2012). (eds.) *Media and cultural studies. Keywords:* Wiley-Blackwell.
- Hall, S. (ed). (2001). *Representation*. London: Sage.
- Hall, S. (ed). (1997). *Representation: Cultural Representation and Signifying Practices*. Sage publication: London
- Herman, E. S. & Chomsky, N. (1988) *Manufacturing Consent: The Political Economy of Mass Media*, Pantheon Books
- Inglis, D. (2005). *Culture and Everyday Life*. Oxon: Routledge.
- Long, E. (ed). (1997). *From Sociology to Cultural Studies*. Massachusetts: Blackwells
- Monaco, J. (2009). *How to Read a Film* (4th edition). New York: Oxford University Press.
- Uberoi, P. (2006) *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press
- Williams, R. (1962). *Communications*. Penguin: Harmondsworth

### **Semester -II**





## **CORE COURSE - 9**

### **Title: Social Research Methodology - I**

**Course Specific Objective:** This course aims to provide an exposure to the fundamentals of various research methodologies and the basic assumptions in adopting different methodologies for diverse kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook of the existing perspectives and methods. The second module of the course deals with qualitative research methodology. Students will explore how people make sense of their lives, and recognise ways in which qualitative research bridges the gap between scientific evidence and the everyday experiences and practices. The students will be introduced to the key concepts of qualitative research and also the methodologies involving action research, case study, ethnographic research, and grounded theory. The course will help them learn the techniques of thematic/ qualitative data analysis.

### **Course Outline:**

#### **Module I**

1. Methodology and Epistemology, Philosophy of social science
2. Scientific method in social research; Objectivity/value neutrality; Positivism and its critique; Hermeneutics analysis
3. Issues of Power, Domination and Social Research; Ethics in Social Research
4. Stages of Social Research

#### **Module II**

5. Qualitative Research Techniques (Participant observation/ethnography, Case study method, Content analysis, Oral history, Narrative Study. Life history)
6. Qualitative data processing and analysis
7. Validity and reliability in qualitative research
8. Methodological dilemmas and issues in qualitative research

### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Class Assignments | 10 Marks |
| 2. End Semester Examination               | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:



- gain an understanding of the various methodological tools used for social scientific research
- develop understanding of how knowledge is collected, presented and, disseminated
- learn the ethical, political, and pragmatic issues involved in the research process
- acquire the skill to formulate a question, find the data relevant to their question, analyze those data, and present their findings articulate the key features and benefits of qualitative research and when and how it can be utilized
- assess the applicability of a range of core qualitative approaches to research and understand how these approaches can be applied to conduct effective research
- develop critical skills in interpreting and evaluating reports of qualitative studies

### **Basic Readings**

- Anzul, M., Ely, M., Freidman, T., et al. (2003). *Doing Qualitative Research: Circles within Circles*. Routledge.
- Barnes, J. A. (1979). *Who Should Know What? Social Science, Privacy and Ethics*. Harmondsworth: Penguin.
- Beteille, A. & Madan, T.N. (1975). *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bleicher, M. (1988). *The Hermeneutic Imagination*. London: Routledge and Kegan Paul (Introduction only)
- Bose, P. K. (1995). *Research Methodology*. New Delhi: ICSSR.
- Brannen, J. (2017). *Mixing Methods: Qualitative and Quantitative Research*. Routledge.
- Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman.
- Bryman, A., & Burgess, B. (Eds.). (2002). *Analyzing Qualitative Data*. Routledge.
- Coffey, A., & Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. Sage
- Denzin, N. K., & Lincoln, Y. S. (2008). *Strategies of Qualitative Inquiry* (Vol. 2). Sage.
- Denzin, N. K., & Lincoln, Y. S. (2008). *The Landscape of Qualitative Research* (Vol. 1). Sage.
- Fayeraband, P. (1975). *Against Method: Outline of an Anarchistic Theory of Knowledge*. London: Humanities Press.
- Hawthorne, G. (1976). *Enlightenment and Despair: A History of Sociology*. Cambridge: Cambridge University.
- Glesne, C., & Peshkin, A. (1991). *Becoming Qualitative Researchers*. Longman.
- Hughes, J. (1987). *The Philosophy of Social Research*. London: Longman.



- Irvine, J., Miles, I. & Evans, J. (eds.) (1979). *Demystifying Social Statistics*, London: Pluto Press.
- Knowles, J. G., & Cole, A. L. (2008). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Sage.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. London: The University of Chicago Press.
- Madge, J. (1970). *The Origins of Scientific Sociology*. London: Tavistock.
- Marsh, C. (1988). *Exploring Data*. Cambridge: Polity Press.
- Merchant, B. & Willis, A. (Eds) (2000). *Multiple and Intersecting Identities in Qualitative Research*, Psychology Press
- Miller, T., Birch, M., Mauthner, M., & Jessop, J. (Eds.). (2012). *Ethics in Qualitative Research*. Sage
- Mukherjee, P.N. (eds.) (2000). *Methodology in Social Research: Dilemmas and Perspective*. Sage
- Newman, I., Benz, C. R., & Ridenour, C. S. (1998). *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*. SIU Press.
- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. Sage
- Popper K. (1999). *The Logic of Scientific Discovery*. Routledge.
- Punch, K. (1986). *Introduction to Social Research*, London: Sage.
- Shipman, M. (1988). *The Limitations of Social Research*, Longman.
- Silverman, D. (Ed.). (2016). *Qualitative Research*. Sage.
- Sjoberg, G. & Nett, R. (1997). *Methodology for Social Research*, Rawat.
- Smelser, N. J. (2013). *Comparative Methods in the Social Sciences*. Quid Pro Books.
- Srinivas, M.N. & Shah, A.M. (1979). *Field Worker and the Field*. New Delhi: Oxford
- Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to Qualitative Research Methods: A Guidebook and Resource*. John Wiley & Sons.
- Vaus. de. D.A. (1986). *Surveys in Social Research*. London: George Relen and Unwin.

## **Semester -II**

### **CORE COURSE – 10**

#### **Title: Social Movements in India**

#### **Course Specific Objective:**

This course aspires to help the students comprehend social movements both conceptually and contextually (placing them in their socio-political background). It exposes the students to the existing structures and processes of conflict in India. The course begins with the conceptualization



of social movements as a sociological category and the approaches to study it. The course then takes its turn to chart out the overall sequence of social movements in India before and after independence and their negotiations with the state and civil society. Now we move on to some specific movements in India around various issues like labour, environment, and ethnicity. The students are also introduced to the practices of resistance in everyday life manifested in film, oral or literary narratives music and theatre.

#### Module 1

1. Approaches to the Study of Social Movements
2. Social Movement in India pre and post-independence – an over view
3. Resistance in Everyday Life
4. Social movement and its relationship with state and civil society (Jan Lokpal Bill)

#### Module II

5. Tribal and Peasant Movements
6. Ethnic Movements
7. Labour and Trade Union Movements
8. Environmental Movements (Case Studies - NBA MP. MH. Guj 1985, Silent Valley - 1985, Tehri Dam - Uttarakhand 1990, Jungle Banchao - Singhbhum 1982)

#### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Class Assignments | 10 Marks |
| 2. End Semester Examination               | 40 Marks |

#### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- develop an understanding of the causes and consequences of different social movements
- relate the trajectories of the movements with the general socio-political structure and processes
- undertake a comparative analysis of different social movements

#### **Basic Readings**



- Bagguley, P. (1992). Social change, the middle class and the emergence of “new social movements”: A critical analysis. *The Sociological Review* 40.1: 26-48 3.
- Bagguley, P. (1997). Beyond political sociology? Developments in the sociology of social movements. *The Sociological Review* 45.1: 147-61.
- Banks, J.A. (1972). *The Sociology of Social Movements*. London: Macmillan.
- Bates, C. & Shah, A. (eds.). (2014). *Savage Attack: Tribal Insurgency in India*. New Delhi: Social Science Press.
- Bhatia, N. (2004). *Acts of Authority/Acts of Resistance: Theatre and Politics in Colonial and Postcolonial India*. Ann Arbor: University of Michigan Press
- Brueck, L. R. (2014). *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. New York: Columbia University Press
- Buechler, S. (1995). New Social Movement Theories, *The Sociological Quarterly*, Vol. 36 no. 3, (pp. 441-464)
- Chaudhury, N., Hviid, P., Marsico, G. & Viiladsen, J.W. (eds.) (2017). *Resistance in Everyday Life: Constructing Cultural Experiences*. Singapore: Springer.
- Desai, A.R. (ed.). (1986). *Agrarian Struggle in India after Independence*. Delhi: Oxford University Press.
- Foweraker, J. (1995). *Theorising Social Movements*, Pluto Press, London,
- Katzenstein, R. *Social Movements in India*, OUP, 2005.
- Omvedt, G. (1993). *Reinventing Revolution: New Social Movements and the Social Tradition in India*. London: Sharpe.
- Oommen, T.K. (1972). *Charisma, Stability and Change*. Delhi: Sage.
- Oommen, T.K (ed.). (2009). *Social Movements: Concerns of Equity and Security*. New Delhi: Oxford University Press.
- Oommen, T.K (ed.). (2009). *Social Movements: Issues in Identity*. New Delhi: Oxford University Press.
- Petras, J., & Vettmeyer, H. (2005). *Social Movements and State Power*, Pluto Press, London.
- Pickett, B. L. (1996). Foucault and the Politics of Resistance, *Polity*, 28(4)
- Rao, M.S.A. (ed.). (1979). *Social Movements in India* (Vol. I & II). New Delhi: Manohar Publication.
- Shah, G. (ed.). (2001). *Dalit Identity and Politics*. New Delhi: Sage.
- Shah, G. (ed.). (2002). *Social Movements and the State*. New Delhi: Sage.
- Sharma, S. (1985). *Social Movements and Social Change*. New Delhi: Vikas Publication.
- Singh, R. (2006). *Social Movements: Old and New*. New Delhi: Sage.
- Singha, R. K. (2004). *Peasant Movements in Post Colonial India*. New Delhi: Sage.
- Vivienne (2013). *Resistance as the Claim to Politics in Post Colonial Subject: Claiming Politics/ governing others in Late Modernity*. Oxon: Routledge.



- Wallerstein, I. (1990). Antisystemic Movements: History and Dilemmas in Transforming the Revolution: Social Movements and the World System, Samir Amin, Giovanni Arrighi, Andre Gunder Frank and Immanuel Wallerstein. New York: Monthly Review Press.

## **Semester -II**

### **SEC**

#### **Title: Sociology and Media Analysis**

#### **Course Specific Objective:**

This course involves the study of the relationships between media, culture and society covering the history, organization and social roles of the major mass communication media (such as radio, television, motion pictures, print and advertising) operational in India. It will delve into both mainstream and emerging media, the organizational foundations and business of these industries, their impact, and how the media consumers, negotiate with the media content. All through the coursean emphasis will be on media literacy or the capability to critically evaluate the media and their messages.

#### **Module I**

1. The Print Media in India , History of News Papers in India, News Paper and India/Regional Journalism, Role of print media in Indian democracy and politics
2. Indian Television and Radio, History of Electronic Media in India
3. Changing trends of Advertisement in Contemporary India

#### **Module II**

4. Contemporary Indian Cinema
5. Web analytics: social; media sites
6. Social Uses and Abuses of the Media

#### **Course Outcome (Knowledge & Understanding, and Skills):**



At the end of the course the students will be able to –

- Understand the societal impact on the media and the media's impact on individuals and society
- understand the media output as expressions of individual and societal values within technical, economic, historical and social contexts
- develop an awareness, appreciation, and understanding of the functions, objectives, and responsibilities of the media
- become knowledgeable and self-critical consumers of mass media content
- acquire the skill to get employed in the fields of media and journalism as sociologist, content writer/planner/designer and analyst, film critique, web analyst

### **Basic Readings**

- Athique, A. "From cinema hall to multiplex: A public history." *South Asian Popular Culture* 9, no. 02 (2011): 147-160.
- Branston, G. & Stafford, R. (2010). *The Media Student's Book*. Routledge. (Chapter 4, 5 & 6)
- Chanda, I. "Displaying the Modern Woman: Feminism in the Labyrinths of Media Culture." *Social Scientist* 28, no. 3/4 (2000): 40-60.
- Desai, A.R. (1948). *The Role of the Press in the Development of Indian Nationalism*. In *Social Background of Indian Nationalism*. Bombay: Popular Prakashan
- Durham, M. G. & Kellner, D.M. (2012) (eds.). *Media And Cultural Studies: Keywords*. Wiley-Blackwell.
- Jeffrey, R. (2000) *India's Newspaper Revolution. Capitalism, Politics And The Indian Language*, New York: St. Martin Press
- Kohli-Khandekar, V. (2008). *The Indian Media Business*. Sage Publications India. (Chapter 1,2 & 5)
- Kumar, K. J. (2010). *Mass Communication in India*, Jaico Publishing House



- Kumar, S. (2010). "Globalization, media privatization, and the redefinition of the "public" in Indian television." *BioScope: South Asian Screen Studies* 1, no. 1: 21-25.
- Lelyveld, D. (1994). "Upon the Subdominant: Administering Music on All-India Radio." *Social Text*
- Mulder, A. (2006). "Media." *Theory, Culture & Society* 23, no. 2–3 (May 2006): 289–96.
- Munshi, S. (1998). "Wife/mother/daughter-in-law: Multiple avatars of homemaker in 1990s Indian advertising." *Media, Culture & Society* 20, no. 4: 573-591.
- Noronha, F. (2000). "Who's Afraid of Radio in India?" *Economic and Political Weekly*: 3385-3387.
- Prasad, M. (1998). *Ideology of Hindi Film: A Historical Construction*. New Delhi: Oxford University Press.
- Prasad, M. (2003). 'This Thing Called Bollywood', Seminar 525. Retrieved from <http://www.india-seminar.com>
- Rao, S. (2010). "I need an Indian touch": Glocalization and Bollywood films." *Journal of International and Intercultural Communication* 3, no. 1: 1-19.
- Roy, A. (2005). "The Apparatus and its Constituencies: On India's Encounters with Television'." *Journal of the Moving Image* 4.
- Sen, B. (2014). "A new kind of radio: FM broadcasting in India." *Media, Culture & Society* 36, no. 8: 1084-1099.
- Sinclair, J. & Harrison, M. (2004). "Globalization, nation, and television in Asia: The cases of India and China." *Television & New Media* 5, no. 1: 41-54.
- Timke, E. & O'Barr, W.M. (2017). "Representations of masculinity and femininity in advertising." *Advertising & Society Review* 17, no. 3.
- Viridi, J. (2003). *The Cinematic Imagination: Indian Popular Films as Social History*. Ranikhet: Permanent Black.
- Williams, R. (1974). *Television: Technology and Cultural Form*. London: Fontana

### **Semester -III**

### **CORE COURSE – 11**

### **Title: The Post-Modern and Post-Colonial Turns**





This course attempts to initiate the students to two inter-related theoretical pursuits of Sociology – Post-colonial Critique and Post-Modernism. The theoretical readings of post-colonialism span a variety of historical moments, from the anti-colonial writings of the Negritude and nationalist independence movements of the era of decolonization to the postcolonial interventions of Edward Said, Gayatri Spivak and Homi Bhabha. The course also considers postcolonial theory's relationship to the post-modern turn. The post-modern theorists attempt to rethink a number of modernist concepts including subjectivity, temporality, referentiality, progress, empiricism, and the rule of law. The course undertakes to survey important theoretical statements concerning this development by authors such as Jacques Derrida, and Jean Baudrillard, Anthony Giddens and Zygmunt Bauman.

### **Course Outline:**

#### **Module I**

1. Post-Structural and Post-modern Turns
  - a. Louis Althusser: Overdetermination
  - b. Anthony Giddens: Structuration
  - c. Jean Baudrillard: Simulacra and Simulation
  - d. Jacques Derrida: Deconstruction
  - e. Gilles Deleuze: Rhizomatism
  - f. Zygmunt Bauman: Postmodern Ethics

#### **Module II**

2. Post-colonial Turns
  - a. Franz Fanon: Dying Colonialism
  - b. Edward Said: Orientalism
  - c. Homi Bhabha: Hybridity
  - d. Spivak: Post-Colonial Critique

### **Evaluation:**

1. Internal Assessment: Assignments on Writing Essay 10 Marks



2. End Semester Examination

40 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- analyse the relationship between modernism and postmodernism as well as what differentiates the two movements
- critically respond to a range of theoretical debates and the ethical encounters between self and other
- be conversant with the critical approaches to postcolonial milieux and texts through theories (Orientalism, Othering, hybridity etc.) and themes (culture, nationalism, multiculturalism, gender, class and race)

**Basic Readings**

- Baudrillard, J. (1994). *Simulacra and Simulation*. Ann Arbor :University of Michigan Press
- Bauman, Z. (2001). 'The Uniqueness and Normality of the Holocaust', in *Organisation Studies: Critical Perspectives in Business and Management*, edited by Warwick Organizational Behaviour Staff. Vol. IV. London: Routledge
- Beck, U. (1992). *Risk society: Towards a New Modernity*. London: Newbury Park, Calif.: Sage Publications.
- Bhabha, H. (1994). *Location of Culture*. London and New York: Routledge.
- Derrida, J. (1978). *Writing and Difference*, London & New York: Routledge (select chapters)
- Fanon, F. (1991). *Black Skin, White Masks*. New York : Grove Weidenfeld
- Foucault, M. (1984). The Subject and Power. In H. L. Dreyfus and P. Rabinow, Michel *Foucault: Beyond Structuralism and Hermeneutics*. Chicago: University of Chicago Press, 2nd Edition.



- Giddens, A. (1979). *Central Problems in Sociological Theory: Action, Structure and Contradiction in Social Analysis*. California: University Press
- Giddens A. (1984). *Constitution of Society: Outline of the Theory of Structuration*. New York: Vintage
- Seidman, S. (Ed.) (1994). *The Postmodern turn: New Perspective on Social Theory*. Cambridge: Cambridge University Press
- Spivak, G. C. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Calcutta: Seagull Books
- Young, R. (1981). *Untying the text: A Post-Structuralist Reader*, London: Routledge

### **Semester III**

#### **CORE COURSE - 12**

##### **Title: Social Research Methodology II**

**Course Specific Objective:** This course exposes students to the quantitative research methods required for analysis in sociology. It aims to provide an understanding of the formulation of quantitative research questions in terms of statistical concepts. It intends to acquaint the students with the basic statistical tests and analysis used in Sociology following appropriate research procedures and data collection methods.

##### **Course Outline:**

###### **Module I**

1. Assumptions of quantification and measurement
2. Operationalization and Quantitative Research design
3. Sampling
4. Methods of data collection (questionnaire, structured interview, observation)
5. Methods of data analysis (Measurement and Scaling)
6. Reliability and Validity, Limitations of quantitative Methods
7. Triangulation



## **Module II**

8. Statistics in social research
9. Measures of central tendency: Mean, Median, Mode
10. Measures of Dispersion: Standard/Quartile Deviation
11. Correlation Analysis: Tests of Significance and Covariance
12. Regression Analysis

### **Evaluation:**

1. Internal Assessment: Assignments on Portfolio of Questions      10 Marks
2. End Semester Examination      40 Marks

### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- demonstrate a firm understanding of how the different quantitative research designs be applied to answer a sociological question
- understand potential limitations of specific research design and discuss the implications of these limitations for specific findings
- appreciate the diversity of methodological approaches
- design a quantitative inquiry to answer research questions
- evaluate critically quantitative studies in their field
- identify common pitfalls in designing and implementing quantitative research and a plan to avoid them

### **Basic Readings**



- Babbie, E. R. (2012). *The Practice of Social Research*, Wadsworth Publishing, 13th edition
- Bajaj & Gupta. (1972). *Elements of Statistics*. S. Chand and Co.
- Bergman, M. M. (Ed.). (2008). *Advances in Mixed Methods Research: Theories and Applications*. Sage.
- Beteille, A. & Madan, T.N. (1975). *Encounter and Experience: Personal Accounts of Fieldwork*. Vikas Publishing House.
- Bryman, A., & Cramer, D. (1997). *Quantitative Data Analysis with SPSS for Windows: A Guide for Social Scientists*. Routledge.
- Bryman, A. (1988). *Quality and Quantity in Social Research*. Unwin Hyman.
- De Vaus, Delpont, A.S., Fouché, C.S.L. & Strydom, H. (2011). *Research At Grass Roots: A Primer For The Social Science And Human Professions*. Van Schaik Publishers.
- Jayaram, N. (1989). *Sociology: Methods and Theory*. MacMillian.
- Kothari, C.R. (1989). *Research Methodology: Methods and Techniques*, Wiley Eastern.
- Panter, A. T., & Sterba, S. K. (Eds.). (2011). *Handbook of Ethics in Quantitative Methodology*. Taylor & Francis.
- Punch, K. (1996). *Introduction to Social Research*. Sage.
- Shipman, M. (1988). *The Limitations of Social Research*. Sage.
- Srinivas, M.N. & Shah, A.M. (1979). *Fieldworker and the Field*. OUP.
- Vogt, W. P. (2007). *Quantitative Research Methods for Professionals*, Pearson/ Allyn and Bacon
- Williams, W., & Elmore, R. F. (Eds.). (2014). *Social Program Implementation: Quantitative Studies in Social Relations*. Academic Press
- Young, P.V. (1988). *Scientific Social Surveys and Research*. PHI LEARNING

### **Semester – III**

#### **Course 13(OPTIONAL COURSE)**



## **DSE**

### **Title: Gender and the Indian Society -1**

**Course Specific Objective:** The course aims to provide an overview of the issues related to gender and sexuality in India from a feminist perspective. The diversity of Indian society will be a lens through which the course will explore the issues. It begins with some basic questions regarding the patriarchal nature of the Indian familial structure and gender roles, community and state. Hetero-patriarchal hegemony and the devaluation of women lie at the root of gender-based violence. For a variety of reasons (like sexual repression, defining women primarily within the family), one of the central agents of this oppression has been the institution of the family. Gendered ideology is not confined within the sphere of the private, it is reflected in the state behaviour and environmental politics as well. The course tends to point out that the modes of exploitation of nature and women are interconnected. It ends with the concerns of Intersectionality. The course recognizes that the identity markers (e.g. caste, class, sexual orientation, religion) do not exist independently of each other and also each informs the others, often creating a complex convergence of the oppressive mechanisms.

### **Course Outline:**

#### **Module I**

1. Patriarchy, Women as repositories of tradition and honour
2. Violence against women
3. Family, Reproduction, Sexuality and Ideology

#### **Module II**

1. Gender, State and Environment
2. Women and Intersecting Marginalities (class, religion, caste, tribe, disability, health, ethnicity, education)
3. Women's studies in India

### **Evaluation:**

- |  |          |
|--|----------|
| 1. Internal Assessment: Group Discussion | 10 Marks |
| 2. End Semester Examination              | 40 Marks |



### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the students will be able to –

- develop analytical skills and critical thinking about the operation of gender at multiple levels of the Indian society
- appreciate the intersections between the personal and the political
- understand the dynamics of creation and perpetuation of gender inequalities
- intervene into the field of inter-disciplinary feminist research and relevant methodologies
- intervene in multiple settings – governmental and non-governmental organizations, educational, mental health and disability, media and academia – requiring a focus on inequities associated with gender

### **Basic Readings**

- Agnes, F. et. al. (2004). *Women and Law in India*. New Delhi: OUP.
- Bennett, L. (1983). *Dangerous Wives and Sacred Sisters: Social and Symbolic Role of High Caste Women in Nepal*. Columbia: Columbia University Press.
- Bhagwat, V. (2004). *Feminist Social Thought*. Jaipur: Rawat.
- Bhattacharya, A. (1994). “The Bhutia -Lepcha Women in Sikkim: Tradition and Response to Change” in M. P. Lama (ed.). *Sikkim: Society, Polity, Economy, Environment*. New Delhi: Indus Publishing Company.
- Chen, M. A. (1998). *Widows In India: Social Neglect and Public Action*. New Delhi: Sage.
- Chowdhry, P. (1997). ‘Enforcing Cultural Codes: Gender and Violence in Northern India’, *Economic and Political Weekly*, 32(19):10119-28
- Desai, N. & Krishnaraj, M. (1987). *Women and Society in India*. Delhi: Ajanta
- De Souza, A. (1987). *Women in Contemporary India*. (ed.) Delhi: Ajanta



- Devgan, A. (2008). *Crime Against Women and Children: An Emerging Social Problem*. New Delhi: Cyber Tech.
- Diana, Y. P. (1979). *Women in Buddhism*. California: Horner.
- Dube, L. (ed). (2001). *Anthropological Explorations in Gender*. Delhi: Sage.
- Everelt, J. M. (1981). *Women and Social Change in India*. New Delhi: Heritage Publishers.
- Firestone, S. (1975). *The Dialectic of Sex*. New York: Morrow.
- Gatso, T. R. & Bagdass, B.B. (1998). *Health Status in Sikkim*. Gangtok: Department of Health and Family Welfare, Government of Sikkim.
- Geetha, V. (2002). *Gender in Theorizing Feminism Series*, Stree, Calcutta
- Goonesekere, S. (Ed) (2004). *Violence, Law and Women's Rights in South Asia*. New Delhi: Sage.
- Goswami, S. (2007). *Female Infanticide and Child Marriage*. Jaipur: Rawat.
- Gupta, B. K. D. (1978). *Tribal Women in North East India, Tribal Women in India*. Calcutta: Indian Anthropological Society.
- Horner, I.B. (1975). *Women under Primitive Buddhism*. Delhi: Motilal Banarsi Dass.
- Jain, D. & Rajput, P. (1942). *Narratives From The Women's Studies Family: Recreating Knowledge*. New Delhi: Sage.
- John, M. E. (1996). Gender and Development in India 1970-1990s: Some Reflection on the Constitutive Role of Contexts", *Economic and Political Weekly*. vol 31, No. 47.
- Khullar, M. (2005). *Writing the Women's Movement: A Reader* (ed.) New Delhi: Zubaan,
- Krishnaraj, M. et-al. (eds.). (1989). *Gender and the Household Domain*. New Delhi: Sage.
- Majumdar, V. (1978). "Towards Equality: The Status of Women in India" in U. Phadnis, and Malini (ed.). *Woman of the World: Illusion and Reality*. Delhi: Vikas Publication.
- March, K. S. (1984). "Weaving, Writing, and Gender: Metaphors of Continuity and Change", *Man* (N.S.) 18 (4):729-744
- Mazumdar, V. & Sharma, K. (1990). 'Sexual Division of Labour and the Subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): *Persistent Inequalities* (185-97). New York: Oxford University Press





- Mies, M. (1980). *Indian Women and Patriarchy*. Delhi: Concept.
- Mohanty, M (ed.) (2006) *Class, Caste & Gender*, Sage, New Delhi
- Mukherjee, R. (1999). *Women, Law and Free Legal Aid*. New Delhi: Deep and Deep, 1999.
- Nagla, B. K. (1991). *Women, Crime and Law*. Rawat: New Delhi.
- Nanda, B.R. (1976). *Indian Women: From Purdah to Modernity*. Delhi: Vikas.
- Omvedt, G. (1990). *Violence against Women: New Movements and New Theories in India*: New Delhi.
- Palriwala, R. (2000). 'Family: Power Relations and Power Structures', in C. Kramarae and D. Spender (eds.): *International Encyclopaedia of Women: Global Women's Issues and Knowledge* (Vo1.2: 669-74). London: Routledge
- Patricia Oberoi. (1993). *Family, Kinship and Marriage in India*, New Delhi: OUP
- Rege. S. (ed.) (2003) *Sociology of Gender*, Sage, New Delhi
- Sahai, S. (1986). *Social Legislation and Status of Hindu Women*. Jaipur: Rawat.
- Saxena, S. (1999). *Crime against Women and Protective Laws*. New Delhi: Deep and Deep.
- Singh, A. (1991). *Women in Muslim Personal Law*. Jaipur: Rawat.
- Srinivas, M.N. (1998). *Village, Caste, Gender and Method: Essays in Indian Social Anthropology*. Delhi: OUP.
- Vasanth & Kannabiran. K. (2003). 'Caste and Gender: Understanding Dynamics of Power and Violence', in Anupama Rao (ed.): *Gender & Caste* (249-60). Delhi: Kali for Women

### **Semester – III**

#### **Course 13(OPTIONAL COURSE)**

#### **DSE**

#### **Title: Development and Indian Society - 1**



**Course Specific Objective:** This course deals with the theories of development in general and also the criticalities associated with the same. It begins with the old schools of thought that originated back in the era of 60's and 70's (centre-periphery, world-systems etc.) wherein the new phenomenon of globalisation is found to set its foot in the world market. Gradually, it extends to include theories covering complex implications (reflexivity, risk society) that demanded increasing attention among Sociologists of twentieth and twenty first century. These are of exceptional importance to analyse the modern-day relationships. Critical perspectives ranging from the Marxian notion to the post-development theories are mindfully added up. This will facilitate a comprehensive approach towards development and its outcomes. The course finally attempts to discuss the impact of globalisation as it is reflected in the Indian scene with special reference to green revolution, sustainability and issues of women.

### **Course Outline:**

#### **Module I**

1. Theories of Development and Underdevelopment: modernization theories, centre-periphery, world-systems, unequal exchange
2. Theories of Globalization: Globalization as compression of the world: Roland Robertson; Reflexivity and time- space distancing: Anthony Giddens; Disjuncture and difference in global cultural economy; Arjun Appadurai

#### **Module II**

3. Critical Perspectives on Development: Ecological, Marxian, Cultural critique of Development, Post Development
4. Indian Experience of Development, Sociological appraisal of:- Welfare Model, Green Revolution; Women and Development; Sustainable Development

### **Evaluation:**

1. Internal Assessment: Group Discussion 10 Marks
2. End Semester Examination 40 Marks

### **Course outcome:**



At the end of the course students should be able to:

- map thoroughly the body of theory relating to development studies
- understand how globalisation has impacted in differential aspects of society, culture and environment along with the economy including
- get introduced with the concept of globalisation with a few specificities in Indian context

### **Basic Readings:**

- Appadurai, A. (1997) *Modernity at Large: Cultural Dimensions of Globalization*.
- Bardhan, P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press.
- Deshpande, S. (1997). 'From Development to Adjustment: Economic Ideologies, the Middle Class and 50 Years of Independence'; in Review of Development and Change,
- Escobar, A. (1995). *Encountering Development: The Making and Unmarking of the Third World*, Princeton: Princeton University Press
- Frank, A.G. (1998). *Re-Orient: Global Economy in the Asian Age*. Berkeley: University of California Press. 4th printing 2002
- Frans J. S. (ed) (2001) *Globalization and Development Studies*, New Delhi: Vistaar Publication.
- Gadgil, M. & Guha, R. (1995). *Ecology and Equity: Use and Abuse of Nature*.
- Gupta, A. (1998). *Postcolonial Developments: Agriculture in the Making of Modern India*. Delhi: Oxford University Press. (selected chapters).
- Kabeer, N. (1995) *Empowerment from Below: Learning from the Grassroots in Naila Kabeer Reversed Realities: Gender Hierarchies in Development Thought*, New Delhi Kali for Women, (pp 223-265)
- Lucas & Papanek (1989). *The Indian Economy*, Oxford P.W. Preston, Development Theory, Oxford Blackwell
- Ludden, D. (1992). 'India's Development Regime' in N. Dirks (ed.): *Colonialism and Culture*, Ann Arbor: University of Michigan Press.



- Nussbaum, M. C. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press.
- Pieterse, J.N. (2001). *Development Theory: Deconstruction/ Reconstruction*. Sage Publication
- Sharma, S. L. (1998): Sustainable Development: Socio-cultural Imperatives in Y. G. Joshi and D. K. Verma (eds) *Social Environment for Sustainable Development*. Jaipur: Rawat Publications
- Smelser, N.J. (1987). *Sociology of Economic Life*, Prentice Hall Publisher
- Stights, J. (2003). *Globalization and its Discontents*. New Delhi, Penguin Books (p) Ltd.
- So, A.Y. (1999). *Social Change and Development*, Sage Publications

### **Semester – III**

#### **Course 14(OPTIONAL COURSE)**

##### **DSE**

##### **Title: Gender and the Indian Society - 2**

##### **Course Outline:**

The follow-up course is designed to be an introduction to the field of gender and development in the context of post/colonialism and globalization. The interventions of transnational capital and world market transformed, the state-sponsored, development pattern of India having multiple adverse effects on the women. Focusing on the sphere of work the course tends to see, in terms of justice and responsibility, how globalization presents a number of challenges to the lived realities of women. The course now moves on to the analysis of the legal infrastructure through which justice for the marginalised and, women in particular, could be achieved. Finally the course charts out how these issues have been taken up by the different phases of women's movement in India. The section will focus on some of the key issues related to women's movement over the last century.

##### **Module I**

1. Post-colonialism, Globalization and Gender Development Policies (UN Conventions, Convention of Discrimination against Women CEDAW, Millennium Development Goals MDGs)
2. Work (primary, secondary and tertiary sectors) and Property



## Module II

1. Women and Law (Fundamental Rights, Protective Legislation for Women in the Indian Constitution – Anti Dowry, SITA, PNDT, Domestic Violence Prevention Act, Uniform Civil Code debates)
2. Women's and LGBT Movements

### Evaluation:

- |  |          |
|--|----------|
| 3. Internal Assessment: Group Discussion | 10 Marks |
| 4. End Semester Examination              | 40 Marks |

### Course Outcome (Knowledge & Understanding, and Skills):

By the end of the course the students will be able to –

- understand social reality from a gender sensitive perspective
- develop the skills to bring about change, create new areas of services and impact the policies on women's development
- understand the history and politics of women's activism and social change
- learn a range of analytical and field-based skills, which will equip them for professional careers in academics, journalism, culture and arts, civil and administrative functions of the government, national and international non-government organisations working on women and gender issues

### Basic Readings

- Agarwal, B. (1998). "Environment, Management, Equity and Eco-feminism: Debating India's Experience." *Journal of Peasant Studies* 25(4):55-95
- Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. Delhi: Oxford University Press



- Agnes. F. (2001). *Law & Gender Inequality*, Oxford University Press, New Delhi
- Geraldine, F. (1998). *Woman in Modern India*, Cambridge University Press
- Kapur, R. (ed.). (1996). *Feminist Terrains in Legal Domains*. New Delhi: Kali for Women. (Chapter 4)
- Kumar, R. (2001). From Chipko to Sati: The Contemporary Indian Women's Movement. In Nivedita Menon (ed.), *Gender and Politics in India*. Delhi: Oxford University Press.
- Kumar, R. (2006), *The History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zuban, an imprint of Kali for Women.
- Menon, N. (2000). Elusive Woman: Feminism and Women's Reservation Bill in EPW, 28 October 2000
- Niranjana, S. (2000). Transitions and Reorientations: On the Women's Movements in India in P.R. Desouza *Contemporary India- Transitions*, New Delhi, Sage Publication
- Oberoi, P. (1993). *Family, Kinship and Marriage in India*, New Delhi: OUP
- Shiva, V. (1988). *Staying Alive Woman: Ecology and Survival in India*, New Delhi: Kali for Women Press, pp.1-37, 218-228

### **Semester – III**

#### **Course 14(OPTIONAL COURSE)**

#### **DSE**

#### **Title: Development and Indian Society 2**

#### **Course specific objective:**

The following course is specifically designed to analyse globalisation in the contemporary Indian society. As the platform for globalisation in India remains the LPG model in the early nineties, the course begins with examining economic reforms that India experienced in that period. It also intends to understand in detail how the other facets were heavily influenced through the same. Introduction of offshore networking services transformed the demography and culture bringing



in huge profit accumulation to this country. Consumer culture and a new group of knowledge workers are its biggest antecedents. All of these remain embedded in the info-tech revolution. The idea of development, primarily economic in sense and application, was borrowed from the western societies. A rapid and merciless implementation of the westernized industrialization process resulted in displacement of thousands of already marginalized sections and a disruption and imbalance in the ethnic flavour in this part of globe. At the end celebrated works of Amit Bhaduri and Amartya Sen have also been incorporated keeping in mind the significance of contextual and insightful criticisms.

### **Course Outline:**

#### **Module I**

1. Indian Experience of Economic Reforms, Socio-cultural repercussions of Globalization, Info-tech revolution
2. Culture and Development: culture as an aid/impediment to development, development and displacement of tradition, development and upsurge of ethnicity

#### **Module II**

3. Embedded Socio-economic disparities in Indian Social Structure and Development
4. Paths and Partners of Development: Major Critiques – Amartya Sen, Amit Bhaduri

### **Evaluation:**

- |  |          |
|--|----------|
| 1. Internal Assessment: Group Discussion | 10 Marks |
| 2. End Semester Examination              | 40 Marks |

### **Course outcome:**

At the end of this course students should be able to:

- know India's reaction to globalisation and its deep-rooted impact in our lives
- criticize the policies that in the name of development have remained beneficial to the privileged sections of society
- understand how development needs to account for the diversities existing in societies

### **Basic Readings:**



- Bardhan, P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press.
- Bhaduri, A. (2005). *Development with Dignity: A Case for Full Employment*, National Book Trust
- Byres, T. (1981). 'The New Technology, Class Formation and Class Action in the Indian Countryside' in *Journal of Peasant Studies*, 8(4).
- Dreze, J. & Sen, A. (1995). *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.
- Escobar, A. (1995). *Encountering Development: The Making and Unmarking of the Third World*, Princeton: Princeton University Press
- Ludden, D. (1992). 'India's Development Regime' in N. Dirks (ed.): *Colonialism and Culture*, Ann Arbor: University of Michigan Press.
- Sen, A. (2000). *Development as Freedom*. New Delhi: Oxford University Press
- Sharma, S. L. (1998): *Sustainable Development: Socio-cultural Imperatives* in Y. G. Joshi and D. K. Verma (eds) *Social Environment for Sustainable Development*. Jaipur: Rawat Publications
- Stights, J. (2003). *Globalization and its Discontents* New Delhi, Penguin Books (p) Ltd.

### **Semester-III**

#### **COURSE -15 CORE**

**Title: Society in India (Structure and Processes)**

**Course Specific Objective:** Contemporary Indian society is undergoing rapid and large scale changes, many of which tend to call into question the ages-old social norms and practices. This gives rise to some critical social issues. This course is designed to identify and analyse some of such emerging social issues from the sociological perspective. The course seeks to go beyond the common-sense understanding of the prevailing social problems and place them into their structural context.

#### **Course Outline:**

##### **Module I**

1. Indigenization and Sanskritization, Modernization, Industrialization and Globalization





2. Dynamics of Indian Politics, Nationalism and Nation Building
3. Democracy in Post-colonial India, Polity and Civil Society
4. State of Corruption (black money, child labour, bonded labour)

## **Module II**

5. Marriage, Family and Kinship
6. Indian Tribes in Transition
7. Caste and Class, Caste violence and mobility
8. State of Crime (political and cyber, crime against children and old-age, trafficking)

### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Assignments on Portfolio of Questions | 10 Marks |
| 2. End Semester Examination                                   | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- get sensitized to the structural causes and consequences of the problems
- relate to the emerging social issues and problems of contemporary India, and acquire a sociological understanding of these issues and problems over and above their common-sense understanding
- empower themselves to deal with these issues and problems and serve as change agents both in governmental and non-governmental organizations

### **Basic Readings**

- Beteille, A. (1992). *Society and Politics in India*. New Delhi, OUP.
- Beteille, A. (1996). *Caste, Class and Power*. OUP.



- Beteille, A. (2000). *Chronicles of our Time*. New Delhi, New Delhi, India: Penguin Books India.
- Brosius, C. (2012). *India's Middle Class: New Forms Of Urban Leisure, Consumption And Prosperity*. Routledge, India.
- Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). *Contemporary India: Economy, Society, Politics*. Pearson Education India.
- Chandra, B., & Mahajan, S. (2007). *Composite Culture in a Multicultural Society*. Pearson Education India.
- Das. V. (2006). *Hand Book of Indian Sociology*. OUP India
- Desai, A. R. (1984). *India's path of Development*. Popular Prakashan; Bombay.
- Desai, A. R. (Ed.). (1986). *Violation of Democratic Rights in India*. Popular Prakashan.
- Desai, A. R. (2005). *Social Background of Indian Nationalism* (6<sup>th</sup> Ed.). Popular Prakashan.
- Fuller, C. J., & Benei, V. (2009). *The Everyday State and Society in Modern India*. Social Science Press.
- Galanter, M. (1990) *Law and Society in Modern India*. OUP
- Gupta, A., & Sivaramakrishnan, K. (2010). *The State in India after Liberalization*. Routledge.
- Gupta, D. (1991) *Social Stratification*. OUP India
- Gupta, G. R. (Ed.). (1976). *Family and Social Change in Modern India* (No. 2). Vikas Publishing House
- Jayaram, N. (Ed.). (2005). *On Civil Society: Issues and Perspectives*. Sage.
- Kuppaswamy, B. (1972) *Social Change in India*: Vikas Publications
- Oommen, T. K. (1990). *Protest and Change: Studies in Social Movements*. Sage Publications.
- Oommen, T. K. (2005). *Crisis and Contention in Indian Society*. Sage
- Rao, M. S. A. (1972). *Tradition, Rationality, and Change: Essays in Sociology of Economic Development and Social Change*. Bombay: Popular Prakashan.



- Sharma, R. K. (2004). *Indian Society: Institutions and Change*: Atlantic Publishers
- Singh, Y. (1973) *Modernization of Indian Tradition*. Thomson Press
- Singh, Y. (2000). *Culture Change in India*. Jaipur: Rawat Publications.
- Uberoi, P. (1993) *Family, Kinship and Marriage in India*. OUP India
- Unnithan, T. K. K. N., Deva, I., & Singh, Y. (Eds.). (1965). *Towards a Sociology of Culture in India: Essays in Honour of Professor DP Mukerji*. Prentice-Hall of India.
- Vanaik, A. (1997). *The Furies Of Indian Communalism: Religion, Modernity, And Secularization*. Verso.
- Vanaik, A., & Bhargava, R. (Eds.). (2010). *Understanding Contemporary India: Critical Perspectives*: Orient Blackswan.

### **Semester - III**

#### **GEC (INTER DEPARTMENTAL)**

##### **Social Research Methods**

##### **Course Specific Objective:**

This course starts with the assumption that research not only generates useful insight and confidence but also acts as a stimulant for academic growth, for which students need to have sound conceptual understanding of various research methods, research instruments, tools and techniques. This course will prepare the students for undertaking high quality research and writing good research papers by collecting, interpreting and logically documenting the information. The course would attempt to enable the students to the art of drawing coherent conclusions, supported by appropriate research tools and reference citation. It would introduce the students with the availability/use of software applications allowing them to test more complex, multilevel/dynamic models and present them in public forum.

##### **Course Outline:**

##### **Module I**

1. Overview of methodological concerns in social science; questions of research design; Theory and research
2. Formulating research questions; rationale and selection of appropriate research methods, understanding different forms of sampling.



3. Understanding the concepts of generalizability, validity, reliability and replicability

## Module II

4. Writing research proposal and report; writing for subject specific and interdisciplinary publication, writing styles and techniques, bibliographic skills
5. Introductory computing skills
6. Ethics and politics in social research; potential biases in the interpretation of research finding
7. Forms of Oral presentation: Paper, Poster, PPT

**Course Outcome:** By the end of the course the student will be able to:

- formulate research proposal, develop suitable research methods and choose appropriate design
- draw conclusions from the analysis
- write viable research proposals papers

## Basic Readings:

- Adler, M. J., & Van Doren, C. (2014). *How To Read A Book: The Classic Guide To Intelligent Reading*. Simon and Schuster.
- Becker, H. S. (2008). *Writing For Social Scientists: How To Start And Finish Your Thesis, Book, Or Article*. University of Chicago Press.
- Bryman, A. (2016). *Social Research Methods*. OUP
- Bulmer, M. (2017). *Sociological Research Methods*. Routledge.
- Denzin, N. K. (2017). *The Research Act: A Theoretical Introduction to Sociological Methods*. Routledge.
- Kamler, B., & Thomson, P. (2006). *Helping Doctoral Students Write: Pedagogies for Supervision*. Routledge.



- McNeill, P. (2006). *Research Methods*. Routledge.
- Miller, D. C., & Salkind, N. J. (2002). *Handbook of Research Design And Social Measurement*. Sage.
- Rettig, R. P., Scott, G. M., & Garrison, S. M. (2010). *Sociology Student Writer's Manual*, Pearson.
- Yellin, L. L. (2009). *A Sociology Writer's Guide*. Allyn and Bacon.

## **Semester -IV**

### **CORE COURSE - 16**

#### **Title: The Feminist critique**

**Course Specific Objective:** The course begins with the sex-gender system debates. On the one hand through the social constructionist approach it critiques the biological explanations of gender. On the other hand it delineates how the ideology of gender is constructed at the institutional level to work as a patriarchal system as well as how we engage in the re-production of sexism in our everyday lives. The problem of gender is discussed in relation to its intersections with work and class, reproduction and sexuality, technological advances and globalisation. The course also examines the complex and polyphonic nature of the key theoretical approaches to the study of gender (e.g., those influenced by liberalism, Marxism/socialism, psychoanalysis, radical feminism, post-modernism, and post-colonialism). Without periodizing feminist thought into a progress narrative composed of “waves”, the course intends to read the conceptual linkages between waves of feminist movements and strands of feminist thoughts. It also focuses on the feminist critique of the discipline (where very little of traditional understandings of the social remain unscathed) and charts out the basic principles of feminist methodology.

#### **Course Outline:**

##### **Module I**

1. Patriarchy as ideology and practice
2. Sex gender system
3. Intersectionality of gender-sexuality – class, religion, caste, nationality and post-colonialism
4. Public – Private Debate



## Module II

5. Feminist critiques of sociological theories
6. Feminist methodology as critique of sociological methods/methodology
7. Genealogies of Feminism: Waves (first, second, third waves and post-feminisms) and Conceptual Classifications (Liberal Feminism, Radical Feminism, Marxist-SocialistFeminism, BlackFeminism, Third-worldFeminism, FrenchFeminism, QueerFeminism and Eco Feminisms)
8. Stand-Point Theory

### **Evaluation:**

1. Internal Assessment: Assignments on Portfolio of Questions      10 Marks
2. End Semester Examination      40 Marks

### **Course Outcome (Knowledge & Understanding, and Skills):**

At the end of the course the students will be able to –

- evolve a critical perspective on gender in society and knowledge production
- address the diversities within feminist thought in terms of epistemological positions as well as the degree of attention to differences among women
- interpret the world from a variety of feminist perspectives, exploring tensions that have inspired new ways of theorizing
- conceptually counter the patriarchal, sexist, misogynist impulses of the society
- develop the skill set to work as gender experts in the sectors of: Media (print and electronic, information and communication); Development, Corporate; Law; Health care; and Sports

### **Basic Readings**

- Alsop, R. F. & Lennon, K. (2002) *Theorizing Gender*. Cambridge: Polity.
- Barrett, M. (1980). *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, 6)



- Beauvoir, S. (1972). *The Second Sex*, Harmondsworth: Penguin.
- Bulbeck, C. (1998) *Re-orienting Western Feminisms: Women's Diversity in a Post-Colonial World*. Cambridge: Cambridge University Press.
- Butler, J. (1988). "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" in *Theatre Journal*, Vol. 40, No. 4. (Dec.), pp. 519-531.
- Butler, J. (1990) *Gender Trouble*. London: Routledge
- Butler, J. (1993). *Bodies that Matter*. New York & London: Routledge
- Chanter, T. (2000). Gender Aporias in *Signs, Feminisms at a Millennium* (Summer), Vol. 25, No. 4, pp. 1237-1241
- Connell, R. (1995) *Masculinities*. Berkeley: University of California Press.
- Davis, A. Y. (1981) *Women, Race and Class*. London: Women's Press.
- Dworkin, A. (1974). *Woman Hating: A Radical Look At Sexuality* Dutton: New York
- Engels, F. (2010). *The Origin of the Family, Private Property and the State*. Penguin Classics
- Ghosh, A. (2007) *Behind the Veil: Resistance, Women and the Everyday in Colonial South Asia*. Ranikhet: Permanent Black
- Harding, S. (1987) 'Is there a feminist method?' in S. Harding (ed.), *Feminism and Methodology: Social Science Issues*. Bloomington, Indiana: Indiana University Press.
- Harding, S. (1991) 'Who knows / Identities and feminist epistemology'. In J. Hartman and E. Masser-Davidson (eds.), *(En)gendering Knowledge: Feminists in Academe*. Knoxville: University of Tennessee Press.
- Hockey, J., Meah, A. and Robinson, V. (2007) *Mundane Heterosexualities: From Theories to Practices*. London: Palgrave MacMillan.
- Hooks, B (1981) *Ain't I a Woman? Black Women and Feminism*. Boston: Southend.
- Jaggar, A. (1983). *Feminist Politics and Human Nature*, Brighton: The Harvester Press
- Mead, M. (1935). *Sex and Temperament in Three Primitive Societies*, New York: William Morrow
- Millett, K. (1971). *Sexual Politics*, London: Granada Publishing Ltd.



- Mohanty, C.T. (1991) *Cartographies of Struggle: Third World Women and the Politics of Feminism* in *Third World Women and the Politics of Feminism* Chandra Talpade Mohanty, et al. eds. (Bloomington and Indianapolis: Indiana University Press.
- Pateman, C. (1989) “Feminist Critiques of the Public/Private Dichotomy” in C. Pateman, *The Disorder of Women: Democracy, Feminism and Political Theory*. Cambridge: Polity.
- Plant, J. (1989). *Healing The Wounds: The Promise Of Eco-Feminism*
- Rajan, R.S. (1993) *Real and Imagined Women: Gender, Culture and Post Colonialism*. London: Routledge.
- Rich, A. (1980) Compulsory Heterosexuality and Lesbian Existence. *Signs*. 5(4): 631-660
- Rubin, G. (1975). “The Traffic in Women: Notes on the ‘Political Economy’ of Sex”, in *Toward an Anthropology of Women*, R. Reiter (ed.), New York: Monthly Review Press.
- Scott, W. J. (1986). “Gender: A Useful Category of Historical Analysis” in *The American Historical Review*, Vol. 91, No. 5. (Dec.) pp. 1053-1075.
- Simmel, G. (1984). *On Women, Sexuality and Love*. New Haven: Yale University Press
- Smith, D. E. (1999). *Reading the Social: Critique, Theory and Investigations*, Toronto: University of Toronto Press
- Tharu, S. & Niranjana, T. (1996) “Problems for a Contemporary Theory of Gender” in *Subaltern studies IX* ed. Shahid Amin and DipeshChakrabarty. Delhi: Oxford University Press.
- Tong, R. (1998) *Feminist Thought* (2nd Ed.) Boulder: Westview Press.

#### **Semester –IV**

#### **CORE COURSE - 17**

#### **Title: Studying Religion in India**

#### **Course Specific Objective:**

This course focuses on social patterns within religious groups in Indian society, the relation of religious groups to society, and the methodological problems in studying such groups. It seeks to equip the students with the conceptual and theoretical understanding of the relationship between religion and society. It presents the social theories of different institutional and non-institutional





religions and discusses their changing nature in the contemporary times with special reference to India. This course critically looks at various religious practices and issues in the context of their relation with different social forces, thereby introduces the student to the diversity in/of India's 'religions' and traditions in everyday lives of people. It further explores the relation between religion and politics, and introduces the thesis of secularization and the debate on secularism in India.

#### Module I

1. Defining the term-religion-in Indian Society, Religion as a Cultural Construct
2. Hindu and Islamic tradition in India,
3. Theorizing Religion in India,
4. Operation of Power in Religion, Gender Issues and Religion

#### Module II

5. Role of Rituals, beliefs and myths, and religious texts,
6. Religion in Indian History: Sects, Cults, Shrines and the Making of Traditions
7. Religious Divisions and Social Conflict
8. Religious Movements, Religiosity in India

#### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Assignments on Portfolio of Questions | 10 Marks |
| 2. End Semester Examination                                   | 40 Marks |

#### **Course Outcome:**

By the end of the course the student will be able to



- critically assess a range of existing research and formulate relevant sociological questions that address a substantively relevant area of religion, culture and society, specifically in context of Indian society
- explicate the emerging forms and shapes of practices of religion in everyday life

### Basic readings:

- Ahmad, I. (Ed.). (1981). *Ritual and Religion among Muslims In India*. New Delhi: Manohar.
- Alexander, J. C. (Ed.). (1990). *Durkheimian Sociology: Cultural Studies*. Cambridge University Press.
- Almond, G., Appleby, S. & Emmanuel S. (2003). *Strong Religion: The Rise of Fundamentalisms around the World*. University of Chicago Press.
- Appleby, S. R. (2000). *The Ambivalence of the Sacred: Religion, Violence, and Reconciliation*. Lanham: Rowman and Littlefield Publishers.
- Banchoff, T. (Ed.). (2008) *Religious Pluralism, Globalization, and World Politics*. OUP
- Bataille, G. (1989). *Theory of Religion* (p. 49). Zone Books.
- Beckford, J. A., & Demerath, J. (Eds.). (2007). *The Sage Handbook Of The Sociology Of Religion*. Sage.
- Berger, P. (1969). *The Sacred Canopy*. Anchor.
- Beyer, P. (2006). *Religion in Global Society*. Routledge
- Bloch, E., Keppens, M., & Hegde, R. (Eds.). (2009). *Rethinking Religion in India: The Colonial Construction Of Hinduism*. Routledge.
- Baird, R.D. (1995). *Religion In Modern India* (3rd edition). Manohar
- Cavanaugh, W. (2009). *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. OUP
- Clarke, S. (1998). *Dalits and Christianity: Subaltern Religion and Liberation Theology In India*. OUP
- Davie, G. (2013). *The Sociology of Religion: A Critical Agenda*. Sage.



- Dressler, M. & Mandair, A. (2011). *Secularism and Religion-Making*. OUP.
- Durkheim, E. (1915). *The Elementary Forms of Religious Life*. London: Allen and Unwin.
- Fenn, R. K. (Ed.). (2001). *The Blackwell Companion To Sociology Of Religion*. Oxford: Blackwell Publishers.
- Geertz, C. (1973). *The Interpretation of Cultures*. Basic Books.
- Hinnells, J. R. (Ed.). (2005). *The Routledge Companion To The Study Of Religion*. Psychology Press.
- Hoover, S. M., & Lundby, K. (Eds.). (1997). *Rethinking Media, Religion, and Culture* (Vol. 23). Sage.
- Hunt, S. (2013). *Religion and Everyday Life*. Routledge.
- Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking of World Order*. Touchstone
- Jacobsen, K. A. (Ed.). (2008). *South Asian Religions on Display: Religious Processions In South Asia And In The Diaspora*. Routledge.
- Johnstone, R. L. (1975). *Religion and Society In Interaction: The Sociology Of Religion*. Prentice Hall.
- Jondhale, S., & Beltz, J. (Eds.). (2004). *Reconstructing the World: BR Ambedkar and Buddhism In India*. OUP.
- Juergensmeyer, M. (Ed.). (2005). *Religion in Global Civil Society*. OUP.
- King, R. (2013). *Orientalism and Religion: Post-Colonial Theory, India and "The Mystic East"*. Routledge.
- Kinnvall, C. (2007). *Globalization and Religious Nationalism In India: The Search For Ontological Security*. Routledge.
- Lorenzen, D. N. (Ed.). (1995). *Bhakti Religion in North India: Community Identity and Political Action*. SUNY Press.
- Luckmann, T. (1967). *The Invisible Religion*. Macmillan.
- Madan, T. N. (2009). *Modern Myths, Locked Minds: Secularism And Fundamentalism In India*. Oxford University Press.



- Madan, T. N. (1992). *Religion in India*. Oxford University Press, USA.
- Muzumdar, H.T. (1996) *India's Religious Heritage*. Allied
- Mannheim, Karl. (1963). *Ideology and Utopia*. Harcourt, Brace and World.
- Marriott, M. (Ed.). (1990). *India through Hindu Categories*. Sage.
- Morris, P. (Ed.). (1998). *Religion, Modernity, and Postmodernity*. Blackwell Pub
- Pickering, W. S. F. (2009). *Durkheim's Sociology of Religion: Themes and Theories*. Casemate Publishers.
- Robertson, R. (1970). *The Sociological Interpretation of Religion*, Blackwell.
- Robinson, R. (Ed.). (2004). *Sociology of Religion in India*. SAGE.
- Roof, W. C. (1999). *Spiritual Marketplace*. Princeton.
- Smith, C. (Ed.). (1996). *Disruptive Religion*. Routledge.
- Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Asia Publishing House
- Thapar, R. (Ed.). (1977). *Tribe, Caste, and Religion in India*. Macmillan.
- Timothy, D., & Olsen, D. (Eds.). (2006). *Tourism, Religion and Spiritual Journeys*. Routledge.
- Weber, M. (2000). *The Religion of India: The Sociology of Hinduism and Buddhism*. Munshiram Manoharlal Publishers
- Wuthnow, R. (1994). *Producing the Sacred*. Illinois.
- Young, L. A. (2016). *Rational Choice Theory and Religion: Summary and Assessment*. Routledge.

#### **Semester-IV**

#### **Course 18 (Optional)**

#### **DSE**

#### **OPTIONAL COURSE**



## **Title: Course Outline: Society in Bengal: Identities and Ideologies**

This course attempts to outline the shifting structures and practices of the Bengali society. In the face of the multifarious mediations of history, politics and culture we tend to hold on to the generality implicated in the concept, Bengali society, to deal with some of its specificities. The course introduces the students to the rich plethora of literature on the social, economic, political, cultural and demographic aspects of Bengal. Also it invites its takers, while mapping the dynamics of the Bengali society, to link up to the general sociological discourses. The course is divided into two modules. The first unit deals with few significant moments in the 'long nineteenth century'. Beginning with the 'Bengal Renaissance' it moves on to the two phases of partition of Bengal and the crisis-ridden independence of the colony. The second section recounts the 'post-colonial predicaments' concerning state policies, social movements, caste and gender violence, globalization and hybridity. A constant theme that will be developed in the course is that of the intricate inter-play of the ideologies (elitist -upper class, imperialist - orientalist, hindu - castist, patriarchal - bourgeois, misogynist-homophobic) in the constructions of *Bangaliana* (or Bengaliness reflected in the patterns of literature, food, art, intimacy, culture, politics,) and Bengali identities (*Bhadramahila-Bhadralok/Chotolok*).

### **Module: I**

- 1) The age of reform/the liberal moment: discourses on personhood, women, family, parenting, health, sexuality, religion
- 2) The moments of Divide: 1905, 1945
- 3) The moment of Independence: overriding the discriminations of religion and caste, class and gender

### **Module: II**

- 4) Politics of the post-colony: state and its dissents
- 5) The Post-colonial predicaments: migration; famine; caste, class, gender violence
- 6) Global Bengal: local versus cosmopolitan
- 7) Shifting contours of *Bangaliana*: the cultural facets

### **Course Outcome (Knowledge & Understanding, and Skills):**

At the end of the course the students will be able to –



- develop a basic understanding of the conceptual category called Bengali Society
- challenge the common sense perceptions and understandings about it
- relate the theoretical insights with their lived experiences
- be equipped to undertake inter-disciplinary research projects on Bengal

### Basic Readings

- Bagchi, A.K. (1995). *Sanskriti, Samaj, Arthaniti (Culture, Society, Economy)*. Calcutta: Anustup.
- Bandyopadhyay, S. (1994). "Producing and Re-producing the New Women: a Note on the Prefix "re". In *Social Scientist* Vol. 22 nos. 1-2, 19-39.
- Bandyopadhyay, S. (2002). *Bangla Upanyase Ora*. Kolkata: Papyrus.
- Banerjee, S. (2002). *Logic in a Popular Form: Essays on Popular Religion in Bengal*. Calcutta. Seagull Books.
- Banerjee, S. M. (2006). 'Child, Mother, and Servant: Motherhood and Domestic Ideology in Colonial Bengal'. In *Rhetoric and Reality: Gender and the Colonial Experience in South Asia*. ed Avril A. Powell and Siobhan Lambert- Hurley. New Delhi: Oxford University Press.
- Banerjee, P. (2006). *Politics of time: 'Primitives' And History-Writing In A Colonial Society*, OUP, New Delhi.
- Bhadra, G. & Chatterjee, P. (1997). (eds.) *Nimnabarger Itihas (The History of the Subaltern Classes)*. Calcutta: Ananda Publishers.
- Bose, P. K. (1996). "Sons of the Nation: Child Rearing in the New Family" in *Texts of Power: Emerging Disciplines in Colonial Bengal*, ed., Partha Chatterjee. Calcutta: Samya and Centre for Studies in Social Sciences, Calcutta.
- Bose, P.K. (1998). (ed.) *Samayiki (The Periodical)*. Calcutta: Ananda Publishers.
- Bose, P. K. (1999). "The Discourse on the Urban Family in Colonial Bengal" *Enreca Occasional Paper Series. Urban Culture and Democracy:*



*Family and Gender* Bose & Bodil Folke Frederiksen. Centre for Studies in Social Sciences, Calcutta.

- Bose, P.K. (2000) (ed.) *Refugees in West Bengal: Institutional Practices and Contested Identities*. Calcutta: Calcutta Research Group.
- Bose, P. K. (2005). *Health and Society in Bengal: A Selection from Late 19th Century Bengali Periodicals*.
- Chakrabarti, D. (1989). *Rethinking Working-Class History: Bengal 1890-1940*, Princeton: Princeton University Press.
- Chakrabarti, D. (2000). *Provincialising Europe: Postcolonial Thought and Historical Difference*, Princeton University Press.
- Chatterjee, P. (1985). *Bengal 1920-1947: The Land Question*. Calcutta: K. P. Bagchi.
- Chatterjee, P. (1986). *Nationalist Thought and the Colonial World*. London: Zed Books.
- Chatterjee, P. (1989). “The Nationalist Resolution of Women’s Question” in *Recasting Women: essays in Colonial History* ed. by Kumkum Sangari and Sudesh Vaid. New Delhi: Kali for Women.
- Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press.
- Chatterjee, P. (1995). (ed.) *Texts of Power: Emerging Disciplines in Colonial Bengal*. Minneapolis: University of Minnesota Press.
- Chatterjee, P. (1996). (ed.) *Texts of Power: Emerging Disciplines in Colonial Bengal*. Calcutta: Samya and Centre for Studies in Social Sciences, Calcutta.
- Chatterjee, P. (1997). *The Present History of West Bengal*. Delhi: Oxford University Press.
- Chatterjee, P. (1997). (ed.) *State and Politics in India*. Delhi: Oxford University Press.
- Chatterjee, P. & Ghosh, A. (2002). (eds.) *History and the Present*. New Delhi: Permanent Black.
- Chatterjee, P. (2002). *Itihaser Uttaradhikar*. Calcutta: Ananda Publisher.



- Chaudhuri, R. (2002). *Gentlemen Poets in Colonial Bengal: Imagined Nationalism and the Orientalist Project*. Calcutta: Seagull.
- Cohn, B. (1996). *Colonialism and its forms of knowledge*, Princeton University Press, 1996
- Dutta, B.N. (1945). *Baishnaba Sahitye Samajatattva*.
- Dutta, B.N. (1983). *Bharatera Dvitiya Svadhinatara Samgrama: Aprakasita Rajanitika Itihas*.
- Dutta, B.N. (1983). *Bharatiya Samaja-Paddhati*
- Guha Thakurta, T. (1992). *The Making of a New 'Indian' Art: Artists, Aesthetics and Nationalism in Bengal, 1850-1920*. Cambridge: Cambridge University Press.
- Guha Thakurta, T. (2000). *Dharmanarayan Dasgupta, 1939 - 1997: Representing the Bengali Modern*. Calcutta: Galerie 88.
- Guha Thakurta, T. (2002). *Visual Worlds of Modern Bengal*. Calcutta: Seagull.
- Kumar, N. (1995). (ed.) *Women as Subjects*. Charlottesville: University of Virginia Press.
- Mehta, U.S. (1999). *Liberalism and empire*, University of Chicago Press, Chicago.
- Ray, R. & Joshi, V.C. (1975) (eds.), *Rammohun Roy and the process of modernization in India*, Vikas, New Delhi.
- Roy, D. (1978). *Rabindranath O Tar Adi Godya (Rabindranath and His Early prose)*. Calcutta: Riddhi.
- Roy, D. (1990). *Upanibeshar Samaj O Bangla Sangbadik Godya (Colonial Society and the Prose of Bengali Journalism)*. Calcutta: Papyrus.
- Roy, D. (1991). *Upanyas Niye (On the Novel)*. Calcutta: Dey's.
- Sanyal, H. (1981). *Social Mobility in Bengal*. Calcutta: Papyrus.
- Sanyal, H. (1989). *Bangla Kirtaner Itihas (History of the Bengali Kirtan)*. Calcutta: K. P. Bagchi.





- Sarkar, S. (1973). *The Swadeshi Movement In Bengal 1903-1908* New Delhi: People's Publishing House.
- Sarkar, S. (1983). *Modern India Modern India 1885-1947*. New Delhi: Macmillan.
- Sarkar, T. (2001). *Hindu Wife Hindu Nation: Community, Religion and Cultural Nationalism*. New Delhi: Permanent Black.
- Sarkar, T. (2001). *Adhunikatar du ek dik: Dharma Sahitya O Rajniti*, Calcutta: Camp.
- Sen, A. (1977). *Iswarchandra Vidyasagar and his Elusive Milestones*. Calcutta: Riddhi.
- Sen, A., Chatterjee, P. & Mukherji, S. (1982). *Three Studies on Agrarian Structure in Bengal 1850-1947*. Calcutta: Oxford University Press.
- Thakur, A.N. (1943) (1350 Bengali). *Banglar Brata*. Kolkata: Visva Bharati.
- Thakur, R. N. (1995) (1917). *Nationalism*. New Delhi: Macmillan India Limited.

## **Semester-IV**

### **Course 18**

#### **DSE**

#### **OPTIONAL COURSE**

### **Title: Sociology of Work and Industry and Organization**

**Course Specific Objective:** The focus of this course is to examine how work developed into its present forms; how it is organized; how individuals experience it; and the essential social relationships and institutional frameworks. This course presents the fundamental concepts and main theories of sociology which analyse work experiences and relations, including the social structures and dynamics. It attempts to integrate sociological factors into the decision-making processes within professional, business organisations and governing institutions. By critically examining key concepts, theories and research findings in the sociology of work and industry, the course attempts to provide the students with a deeper understanding of the dynamics of change and continuity, the basis for cooperation and conflict, and the varieties of human



experiences in the world of work. Thus, this course aims to equip students with the basic concepts, theories and methods related to industrial sociology, and raise awareness on social factors, namely class, status, power relations, intrinsic and extrinsic job values, as well as alienation and societal conflict.

## **Course Outline:**

### **Module I**

1. Work:
  - b. Notions of work.
  - c. Broad trends that affect the study of work.
  - d. The occupational structure
  - e. Profession, Professionalism, Service work, Emotional labour.
  - f. Routinization of work
  - g. Occupational Prestige and stigma
2. Organizational theories
  - a. Classical organization Theory: Taylor's Scientific management Approach; Weber's Bureaucratic Approach; Fayol's Administrative Theory
  - b. Neoclassical Theories: Hawthorn's Approach; Roethlisberger and Dickson
  - c. Modern Theories: The Systems Approach; Socio-technical Approach; The Contingency or Situational Approach.

### **Module II**

3. Workplace Culture, Power and Control;
4. Changing Workplace, Work Force, Work Roles and Life Roles
5. Work and Leisure (Stanley Parker's "influence of work on leisure)
6. Globalization and Work, Trends in Work and Future of Work

### **Evaluation:**



- |   |          |
|---|----------|
| 1. Internal Assessment: Class Assignments | 10 Marks |
| 2. End Semester Examination               | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- conceptualise sociological structures and processes within organisations and societies
- realise the impetus of environmental, social, psychological and political factors on the humanisation of work
- integrate sociological insights into business, entrepreneurship and good governance
- analyse sociological capacity that is vital for driving business strategies and public policy
- develop and nurture a social conscience which is essential to guarantee human dignity in organisations and establish a healthy and sustainable work ethic
- develop professional skills to work in industrial organizations, business houses as sociologist, consultant, human-resource planner, public/labour relation official, researcher.

### **Basic Readings**

- Abdul, A. (1984). *Labour Problems or Developing Economy*, Ashish Publishing House.
- Agarwal, R.D. (1972). *Dynamics of Labour Relations in India, A book readings*, Tata Mc Graw Hill.
- Behari, B. (1976). *Rural Industrialization in India*. Vikas Publishing House.
- Dhar, P. N. (2003). *Evolution of Economic Policy in India: Selected essays*. OUP.
- Dunkerley, D. (2013). *Occupations and Society*, Routledge.
- Giddens, A. (1990). *The Consequences of Modernity*. Polity Press
- Gilbert, S.J. (1985). *Fundamentals of Industrial Sociology*, Tata Mc Graw Hill



- Gisbert, P. (1972). *Fundamentals of Industrial Sociology*, Tata McGraw Hill
- Johri, C. K. (1992). *Industrialism and Employment Systems in India*. Indian Institute of Advanced Study.
- Karnik, V. B. (1970). *Indian Trade Union: A Survey*, Popular Prakashan.
- Kumar, N. & Siddharthan, N.S. (1997). *Technology, Market Structure and Internationalization: Issues and Policies for Developing Countries*, Routledge
- Laxmanna, C. et.al, (1990). *Workers, Participation and Industrial Democracy*. Ajantha Publications
- Miller & Form (1964). *Industrial Sociology*, Harper and Row
- Parker, S. R. (1977). *The Sociology of Industry* (Vol. 1). Allen & Unwin.
- Schneider, E.V. (1957). *Industrial Sociology*, McGraw Hill
- Volti, R. (2011). *An Introduction to the Sociology of Work and Occupations*. Sage.
- Waters, M. (1995). *Globalization*. New York: Routledge and Kegan Paul
- Watson, K. T. (1995). *Sociology, Work and Industry*, Routledge Kegan, Paul.

#### **Semester-IV**

#### **Course 19(OPTIONAL COURSE)**

#### **DSE**

#### **Title: Sociology of Urban India**

**Course Specific Objective:** Urban Society, differentiating itself from rural society, is yet another dimension of Indian society. This course deals with the issues required to be dealt with sociological skills to analyse and diagnose the urban question in India. This course will pay special attention to the emergence and growth of Urban Sociology, the consequences of urbanization, social structure in Urban Society and the challenges in urban governance. With the basic background of urban sociology, the student will be sensitized on urban dimensions of society, its social structure and social process in India.

#### **Course Outline:**

#### **Module I**



1. Emerging Centrality of City in Sociology of India; Understanding Urban India in the Theoretical Backdrop of Durkheim, Weber, Tonnies, Simmel, Robert Park, Louis Wirth, Manuel Castle and David Harvey
2. Emerging trends in urbanization, Factors of urbanization, Sociological dimensions of urbanization, Social consequences of urbanization; Urbanity and Urbanism,
3. Classification of urban centres, cities and towns, City industrial urban-base, its growth and special features, Industry centered developments.

## **Module II**

4. Changing occupational structure in Urban India, and its impact on social stratification–class, caste, Gender, family;
5. Indian City and its growth, migration, problems of housing, slum development, urban ecology, urban poverty, and Health; Urban planning and problems of urban management in India.
6. Individual and Group in Urban India, Quality of Life in Urban India

## **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Assignments on Portfolio of Questions | 10 Marks |
| 2. End Semester Examination                                   | 40 Marks |

## **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- develop an overview of the social science perspectives pertaining to the interaction between human behaviour, social organization, and various dimensions of both natural and "built" environments in the urban setting
- expand a sociological understanding of the urban issues through a rural-urban continuum
- gain a critical understanding about the social problems experienced by the urban population
- acquire the expertise for urban-planning and policy making



- acquire the skill to work in the governmental and non-governmental initiatives of town-planning and urban-development as sociologist, consultant, town-planner, researcher

### **Basic Readings**

- Abrahamson, M. (1976). *Urban Sociology*, Prentice Hall
- Bharadwaj, R.K. (1974). *Urban Development in India*, National Publishing House.
- Bose, A. (1978). *Studies in India Urbanisation 1901-1971*, Tata McGraw Hill.
- Castells, M. (1977). *The Urban Question*, Edward Arnold
- Colling, W. J. B. (1972). *Problems of Urban Society* VOL. 2, George and Unwin
- Desai, A. R. & Pillai, S. D. (Ed) (1970). *Slums and Urbanisation*, Popular Prakashan
- De Souza. A. (1979). *The Indian City; Poverty, Ecology and Urban Development*, Manohar
- Gold, H. (1982). *Sociology of Urban Life*. Prentice Hall
- Grover, S. (2017). *Marriage, Love, Caste and Kinship Support: Lived Experiences of the Urban Poor in India*. Routledge.
- Harvey, D., & Harvey, D. (1989). *The Urban Experience* (p. 173). Baltimore: Johns Hopkins University Press.
- Jaffrelot, C., & Veer, V.D. (Eds.). (2008). *Patterns of middle class consumption in India and China*. Sage Publications India.
- Johnson, E. H. (1973). *Social Problems of Urban Man*. Dorsey Press.
- Nan, E. (1996). *Post Modern Urbanisim*, OUP.
- Pickwance, C. G. (Ed) (1976). *Urban Sociology: Critical Essays*, Methuen.
- Quinn. J. A. (1955). *Urban Sociology*, S Chand & Co
- Ramachandran, R. (1991). *Urbanisation and Urban Systems in India*, OUP.



- Rao, M. S. A., Bhat, C., & Kadekar, L. N. (Eds.). (1991). *A Reader in Urban Sociology*. Advent Books Division.
- Ronnan, P. (2001). *Handbook of Urban Studies*. Sage
- Saunders, P. (1981). *Social Theory and Urban Question*, Hutchinson.
- Soja, E.W. (2000). *Post Metropolis; Critical Studies of Cities and Regions*. Oxford Blackwell.
- Sylvia, F.F. (1968). *New Urbanism in World Perspectives – A Reader*. T.Y. Cowell
- Waibel, M. (2016). *Urban Informalities: Reflections on the Formal and Informal*. Routledge.
- Wheeler, S. M., & Beatley, T. (Eds.). (2014). *Sustainable Urban Development Reader*. Routledge.

## **Semester-IV**

### **Course 19(OPTIONAL COURSE)**

#### **DSE**

#### **Title: Sociology of Rural India**

**Course Specific Objective:** This course aims to orient the students with the sociological approach to the study of rural society. It attempts to provide a comprehensive understanding of the socio-economic and political structure of the rural society in India. This course also offers a synoptic overview of rural governance and development. It intends to prepare the students to arrive at a level where they will have a sociological understanding to critically examine the possible ways of reconstruction of the rural institutions and development programmes.

#### **Course Outline:**

##### **Module I**

1. Rural Society in India as agrarian and peasant social structure: Basic Characteristics; Debates on mode of production and agrarian relation – land, labour and Social classes
2. Family, caste, religions, habitat and settlement in Rural India



3. Agrarian legislation and Indian rural social structure

## **Module II**

4. Rural poverty, emigration, landless labour in India; Major Agrarian Movements in India – A critical analysis
5. Planned Change for Rural India, local self-governance and community in India; Rural Development strategies of India;
6. Globalization and its Impact on Indian Agriculture

## **Evaluation:**

1. Internal Assessment: Assignments on Portfolio of Questions 10 Marks
2. End Semester Examination 40 Marks

## **Course Outcome (Knowledge & Understanding, and Skills):**

By the end of the course the student will be able to:

- critically engage with the social processes in the rural setting, agrarian social structure and change
- to understand the differences between the rural and the urban societies.
- harness opportunity for discussion of concepts, theories, and applications through the use of examples from local settings
- acquire expertise for policy making and rural-planning
- acquire the professional skills to work with the governmental and non-governmental projects related to the sustainable rural development a sociologist, consultant, rural-planner, researcher and field worker

## **Basic Readings**

- Berch, B. (1992). (Ed) *Class, State and Development in India*. Sage
- Béteille, A. (1974). *Studies in Agrarian Social Structure*. OUP
- Bettle A. (1974). *Six Essays in Comparative Sociology*, OUP.





- Brass, T. (2014). *New Farmers' Movements in India*. Routledge.
- Curtis, K.J. (2012). (Ed.) *International Handbook of Rural Demography*. Springer.
- Desai, A. R. (1994). *Rural Sociology in India*. Popular Prakashan.
- Desai, A. R. (2005). *Rural India in Transition*. Popular Prakashan.
- Desai, A.R. (1980). (ed.). *Agrarian Struggles in India after Independence*, OUP
- Dhanagare, D. N. (1988). *Peasant Movements in India*, OUP
- Fukunaga, M. (1993). *Society, Caste and Factional Politics: Conflict and Continuity in Rural India*. Manohar Publications.
- Gough, K. (2008). *Rural Society in Southeast India* (Vol. 38). Cambridge UP.
- Himanshu, H., Jha, P., & Rodgers, G. (2016). *The Changing Village in India: Insights from Longitudinal Research*. OUP.
- Kapadia, K. (1995). *Siva and her Sisters: Gender, Caste, and Class in Rural South India*. Westview Press
- Lal, P. C. (1932/2018). *Revival: Reconstruction and Education in Rural India*. Routledge.
- Mencher J.P., (1983): *Social Anthropology of Peasantry Part III*, OUP
- Nandy, A. (1999). *Ambiguous Journey to the City*, OUP
- Sarkar, G. K. (1995). *Agriculture and Rural Transformation in India*. OUP
- Singh, S. K., Pandey, P. K., & Goswami, D. K. (Eds.). (2018). *Rural Development of India*. Bharti Publications.
- Thorner, D. & Alice, T. (1962). *Land and Labour in India*, Asia Publications.

#### **Semester-IV**

#### **COURSE - 20**

#### **CORE**



## **Title: Dissertation**

### **Module I**

**Course Specific Objective:** The purpose of this course is to offer the students the opportunity to synthesize the knowledge acquired in the overall programme. In this course, the students are required to write a full length dissertation based on the work of an original nature undertaken by them during the course and to present their findings and conclusions in a scholarly manner. This module will enable the students to demonstrate the research skills expected at Masters level. These include the ability to: formulate a research problem; review relevant literature; design research to address the problem; collect and analyse data; and communicate findings and conclusions effectively.

### **Course Outline:**

The dissertation takes the shape of independent research under the guidance of a supervisor. The module is organized into the following five stages and each stage supports the drafting of different parts or chapters of the dissertation.

- Stage 1 - Preparing a research synopsis which is effectively the plan for the research project. It provides the rationale for the research, the research objectives, and the proposed methods for data collection, its logic of selection and recording formats and modes of data analysis
- Stage 2 - Reviewing the literature and refining the research ideas and question(s)
- Stage 3 - Research Design: charting out the research approach and methods
- Stage 4 - Carrying out research: collecting and analyzing data
- Stage 5 - Completion: writing up the dissertation (maintaining proper style and citation).

Each stage includes learning material that will support the carrying out of the research and the writing of the dissertation. Some stages provide detailed material, while others require greater independent work and are shorter in learning content. Stage 2 and 3 are the two stages that provide the largest volume of taught material. Greater independence and self-study is expected in Stages 4 and 5.

### **Evaluation:**

- |   |          |
|---|----------|
| 1. Assessment of Dissertation (Internal): | 10 Marks |
| 2. Assessment of Dissertation (External): | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**



At the end of the course the students will be able to:

- comprehend the differences between the methodologies and can argue for the methodological choices
- gain experience in analysis, interpretation, and writing based on field data
- use a holistic view to critically and independently identify and deal with the complex issues of doing social research
- add to the existing body of knowledge in the field
- acquire the skill to get employed in social research institutions, non/governmental social projects

## **Module- II**

This module focuses on the presentation and defense of the dissertation in an open seminar.

It deals with the best practices and layouts specifically designed to help the students present and defend the thesis in oral presentations.

### **Course Outline:**

The purpose of the Dissertation Presentation is to assess the merit of the research project, test its scholarly validity and the articulation skills of the student. The course tends to introduce the students to: sound presentation skills. As with any presentation, it is important to speak clearly and concisely. And it often depends on the degree of knowledge and clarity, one has, about the topic of research. If the students have kept pace with their reading assignments and practical work they remain equipped to face the questions posed to them. The students must be meticulous about: **Theoretical foundation** – knowing how and why the specific theory/theories relate to the dissertation; **Conceptual framework** – clearly conceptualizing the key concepts/categories used; **Methodological orientation** –justifying the deployment of the specific research methods; **Literature review** – giving detail information to make it clear that student has an understanding of the field; **Relevance of the study** – knowing how might the research impact the field of study, how could it impact the work of the student as a professional, what is the practical significance of the study.

### **Evaluation:**

1. Assessment of Dissertation (Internal): 10 Marks
2. Assessment of Dissertation (External): 40 Marks

### **Course Outcome (Knowledge & Understanding, and Skills):**



At the end of the course the students will be able to:

- present the arguments and conclusions of their findings and develop articulation skills
- add to the existing body of knowledge in the field
- acquire the skill to get employed in social research institutions, non/governmental social projects

### **Basic Readings**

- Blaxter, L. (2010). *How to Research*. McGraw-Hill Education
- Denscombe, M. (2012). *Research proposals: A Practical Guide*. McGraw-Hill Education
- Garson, G. D. (2001). *Guide to Writing Empirical Papers, Theses, and Dissertations*. CRC Press.
- Hofmann, A. H. (2014). *Scientific Writing and Communication: Papers, Proposals, and Presentations*. OUP.
- Maree, K., & Van der Westhuizen, C. N. (2009). *Head Start in Designing Research Proposals in the Social Sciences*. Juta and Company Ltd.
- Miller, D. C., & Salkind, N. J. (2002). *Handbook of Research Design and Social Measurement*. Sage.
- Nesi, H., & Gardner, S. (2012). *Genres across the Disciplines: Student Writing in Higher Education*. Cambridge University Press.
- Panter, A. T., & Sterba, S. K. (Eds.). (2011). *Handbook of Ethics in Quantitative Methodology*. Taylor & Francis.
- Piaw, C. Y. (2012). *Mastering Research Methods*. McGraw-Hill.
- Punch, K. (2000). *Developing Effective Research Proposals*. Sage.
- Smith, N. L., & Krathwohl, D. R. (2005). How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences. Syracuse University Press.



- Thomas, R. M. (2003). *Blending Qualitative and Quantitative Research Methods in Theses and Dissertations*. Corwin Press.
- Verschuren, P., Doorewaard, H., & Mellion, M. (2010). *Designing a Research Project* (Vol. 2) Eleven International Publishing.
- Weissberg, R., & Buker, S. (1990). *Writing up Research*. Prentice Hall.
- Wolcott, H. F. (2008). *Writing up Qualitative Research*. Sage Publications.