Learning Outcomes Based Curriculum Framework (LOCF)

For

Sociology

Postgraduate Programme

Department of Sociology
Cotton University
Panbazar, Guwahati
Assam

PART I

1.1 Introduction

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

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

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

witnessed intense debates on the contesting models of the normative framework of society, state and economy.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

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

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

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

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

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and

development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

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

15. **Lifelong learning**: Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/reskilling.

1.3.2 Programme Outcomes (POs) for Postgraduate programme

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

1. **In-depth knowledge**: Acquire asystematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
2. **Understanding Theories**: Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
3. **Analytical and critical thinking**: Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Critical assessment**: Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
5. **Research and Innovation**: Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.
6. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.
7. **Communication Competence:** Demonstrate effective oral and written communicative skills to covey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study
8. **Career development**: Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.

9. **Teamwork**: Work in teams with enhanced interpersonal skills and leadership qualities.
10. **Commitment to the society and to the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

1.3.3 Programme Specific Outcomes (PSOs) in Sociology

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

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

Course Level Learning Outcomes Matrix – Core Course

Programme Specific Outcomes	701	702	703	704	705	801	802	803	804	805	901	902	903	1001
Basic Concepts	x	x	x	x	x	x	x	x	x	x	x	x	X	x
Understanding Sociological Perspectives	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Critical Thinking	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Application of Conceptual Framework	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Field knowledge: Case study-based analysis	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understanding research methods of data collection/ Use of statistical tools											x			
Research and innovations	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Public policy	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Communication Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Engagement of Individual with Society	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understanding societal-environmental interactions			x		x					x	x		x	x

Course Level Learning Outcomes Matrix **– Special papers**

Outcomes	904 SP1	904 SP2	904 SP3	905 OE1	905 OE2	1002 SP1	1002 SP2	1003 OE1	1003 OE2	1004 DPW
Basic Concepts	x	x	x	x	x	x	x	x	x	x
Understanding Sociological Perspectives	x	x	x	x	x	x	x	x	x	x
Critical Thinking	x	x	x	x	x	x	x	x	x	x
Application of Conceptual Framework	x	x	x	x	x	x	x	x	x	x
Field knowledge: Case study-based analysis	x	x	x	x	x	x	x	x	x	x
Understanding research methods of data collection/ Use of statistical tools										X
Research and innovations	x	x	x	x	x	x	x	x	x	x
Public policy	x	x	x	x	x	x	x	x	x	x
Communication Skills	x	x	x	x	x	x	x	x	x	x
Engagement of Individual with Society	x	x	x	x	x	x	x	x	x	x
Understanding societal-environmental interactions					X		X		x	

1.4 Teaching-learning process

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

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

The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems.

Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

1.5 Assessment methods

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

PART II
Structure of Post-Graduate programme in Sociology

I. Outline of the courses under Choice Based Credit System:

The Postgraduate programmes consist of four semesters with minimum credits required for the complete programme being 84 while the M.C.A. programme will be of six semesters with minimum credit requirement being 118.

Each course in a programme will be from one of the following categories:

1.Core Course (Core): A course that should compulsorily be studied by a candidate as a core requirement is termed a Core Course. Each core course is of 4 credits.

2.Lab Course (LAB): A Lab (Laboratory) course is a compulsory course in the first two semesters of the M.Sc. programme where the major part of the study involves laboratory work. Each Lab course is of 4 credits.

3. Elective Course: A course that can be chosen from a pool of courses and which may extend the discipline/subject of study or provides exposure to some other discipline/subject or which enhances the student's proficiency or skill is termed an Elective course.
    (i) **Special Paper (SPL)**: A course within the parent department that will lead tospecialized knowledge and expertise. Each SPL course is of 5 credits.
    (ii) **Open Elective (OPE)**: An elective course offered under the main discipline/subject of study is an Open Elective and may be offered to students of other disciplines. A student from a given discipline will be eligible to take one open elective in the third semester and one in the fourth semester. Each OPE course is of 4 credits.
    (iii) **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide skill-based knowledge and should ideally contain both theory

and lab/hands-on/training/fieldwork. The primary purpose is to provide students with lifeskills in hands-on mode to increase their employability. Each SEC course is of 2 credits.

4. Practical/Tutorials: A practical or tutorial component (or both) is to be provided with every core and special paper/open elective paper.

5. Dissertation/Project Work (DPW): A course designed for students to acquire special/ advanced knowledge that they study on their own with advisory support by a teacher/faculty member is a dissertation/project work. A DPW course is of 6 credits.

- The credits for a course will be of the structure L+T+P, where L, T and P stand for lecture, tutorial and practical respectively.
- Each 4 credit course with practical is of the pattern 3+0+1=4 and for a 4 credit coursewithout practical, the pattern is 3+1+0=4.
- For the 5 credit courses with practical the credit division will be either 3+0+2=5 or3+1+1=5 and will be decided by the department offering that course. For a course withoutpractical, the structure will be 4+1+0=5.
- The credit division for the Lab course of 4 credits will be 0+0+4=4. For certain disciplines, the 4 credits may be divided between fieldwork and laboratory.
- Each Open Elective OPE course will be open to students from other disciplines subjectto requirements of previous knowledge required to take that course.
- A student may choose an OPE course from his/her own discipline or any other discipline.The decision of whether an OPE course may be offered to students of other departmentsas well as students of the parent department will be taken by the department and the coursedesigned accordingly.
- For the purpose of computation of workload, the mechanism adopted will be:

1 credit = 1 theory period of 1 hour duration per week.
1 credit = 1 tutorial period of 1 hour duration per week.
1 credit = 1 practical period of 2 hours duration per week.

II. Distribution of Courses and Credits
Postgraduate Programme (Science)
A student in the M.Sc. programme will take the following minimum number of courses in different categories of courses:

Table 1: Credit distribution for courses: M.Sc.

Category	Number of courses	Credits for each course	Total Credits
Core	12	4	48
LAB	2	4	8
SEC	2	2	4
SPL	2	5	10
OPE	2	4	8
DPW	1	6	6
			84

The distribution of credits and courses in each of the four semesters for the M.Sc. programme will be according to the following scheme:

Sem	Core	LAB	SEC	SPL	OPE	DPW	Credit
I	C1(4) C2(4) C3(4) C4(4)	LAB1(4)	SEC1(2)				22
II	C5(4) C6(4) C7(4) C8(4)	LAB2(4)	SEC2(2)				22
III	C9(4) C10(4) C11(4)			SPL1(5)	OPE1(4)		21
IV	C12(4)			SPL2(5)	OPE2(4)	DPW(6)	19
Credit	48	8	4	10	8	6	84

COTTON UNIVERSITY
DEPARTMENT OF SOCIOLOGY
Postgraduate Syllabus
COURSE STRUCTURE OF SOCIOLOGY (POSTGRAGUATE PROGRAMME)

CORE COURSES		
COURSE CODE	**COURSE NAME**	**CREDIT (L+T+P)**
SOC 701C	Sociological Theories – I	3+1+0
SOC 702C	Sociology of India	3+1+0
SOC 703C	Sociology of Kinship	3+1+0
SOC 704C	Social Stratification	3+1+0
SOC 705C	Economic Sociology	3+1+0
SOC 801C	Sociological Theories-II	3+1+0
SOC 802C	Sociology of Religion	3+1+0
SOC 803C	Political Sociology	3+1+0
SOC 804C	Urban Sociology	3+1+0
SOC 805C	Sociology of Northeast India	3+1+0
SOC 901C	Research Methodology	3+1+0
SOC 902C	Sociology of Gender	3+1+0
SOC 903C	Sociology of Development	3+1+0
SOC 1001C	Environmental Sociology	3+1+0

SPECIAL PAPERS		
COURSE CODE	**COURSE NAME**	**CREDIT (L+T+P) 4+1+0=5**
SOC 904 SP	Health, Medicine and Society	*One Special Paper will be offered in the Department in the Third Semester*
SOC 905 SP	Area Study: Southeast Asia	
SOC 906 SP	Industrial Sociology	*One Special Paper will be offered in the Department in the Fourth Semester*
SOC 1002 SP	Sociology of Symbolism	
SOC 1003 SP	Sociology of Social Movements	

SKILL ENHANCEMENT COURSE (SEC)		
COURSE CODE	COURSE NAME	CREDIT (L+T+P)
SOC 004 SEC	Action Research	2
SOC 005SEC	Social Audit	2

A student will opt for one Skill Enhancement Course (SEC) in first and second Semesters respectively.

OPEN ELECTIVE

COURSE CODE	COURSE NAME	CREDIT (L+T+P)	*Students will choose one Open Elective in the third and fourth semester respectively*
SOC 01 OE	Sociology of Media and Culture	3+1+0=4	
SOC 02 OE	Agrarian Sociology	3+1+0=4	
SOC 03 OE	Sociology of Education	3+1+0=4	
SOC 04 OE	Population and Society	3+1+0=4	

CBCS (Choice Based Credit System) offered by the department for the students of other departments. The Department will offer one Open Elective in the third and fourth semesters respectively.

SEMESTER WISE COURSE STRUCTURE

SEMESTER- I

COURSE CODE	COURSE NAME	L+ T+ P
SOC 701C	Sociological Theories- I	3+1+0=4
SOC 702C	Sociology of India	3+1+0=4
SOC 703C	Sociology of Kinship and Family	3+1+0=4
SOC 704C	Social Stratification	3+1+0=4
SOC 705C	Economic Sociology	3+1+0=4
SOC 01 SEC	Action Research	2+0+0=2
TOTAL CREDITS		**22**

SEMESTER – II

COURSE CODE	COURSE NAME	L+ T+ P
SOC 801C	Sociological Theories- II	3+1+0=4
SOC 802C	Sociology of Religion	3+1+0=4
SOC 803C	Political Sociology	3+1+0=4
SOC 804C	Urban Sociology	3+1+0=4
SOC 805C	Sociology of Northeast India	3+1+0=4
SOC 02 SEC	Social Audit	2+0+0=2
TOTAL CREDITS		22

SEMESTER- III

COURSE CODE	COURSE NAME	L+ T+ P
SOC 901C	Research Methodology	3+1+0=4
SOC 902C	Sociology of Gender	3+1+0=4
SOC 903C	Sociology of Development	3+1+0=4
SOC 904 SP1 SOC 904 SP2 SOC 904 SP3	Health, Medicine and Society Area Study: Southeast Asia Industrial Sociology	4+1+0=5
SOC 905 OE1 SOC 905 OE2	Sociology of Media and Culture Agrarian Sociology	3+1+0=4
TOTAL CREDITS		21

COURSE CODE	COURSE NAME	L+ T+ P
SOC 1001C	Environmental Sociology	3+1+0=4
SOC 1002 SP1 SOC 1002 SP2	Sociology of Symbolism Sociology of Social Movements	4+1+0=5
SOC OE 03 SOC OE 04	Sociology of Education Population and Society	3+1+0=4
SOC DPW 01	Dissertation Project Work (DPW)	6
TOTAL CREDITS		19

SEMESTER-I

SOC 701C SOCIOLOGY THEORIES – I (3+1+0=4)
Objective: The course seeks to familiarise the students to the context in nineteenth century Europe that led to the emergence and development of Sociology as a discipline. It introduces the major theoretical perspectives of the classical sociologists of the nineteenth and early twentieth century that shaped the sociological thinking.

Outcomes: Application of social theories to make sense of the social world. The students will learn the relevance of modern social theories in the post-colonial world and their role in advancing sociological knowledge.

Unit	Contents	Weeks
1	The Development of Sociology in the 19th Century: Enlightenment, Industrial Revolution	2
2	Karl Marx: Transition from Pre-Capitalist to Capitalist Social Formations Capitalism and Commodity Production Class and Class Conflict	3
3	Emile Durkheim: Sociology as Science The Division of Labour and Forms of Solidarity Suicide Religion	4
4	Max Weber: Social Action Bureaucracy and Rationality Methodology of the Social Sciences Religion and Social Change	4

Suggested Readings:

- Aron, Raymond. 1981. Main Currents in Sociological Thought (Vol. I and II). London: Penguin.
- Durkheim, E. 1897. Suicide: A Study in Sociology. The Free Press.
- Durkheim, E. 1933. The Division of Labour in Society. Glencoe: The Free Press.
- Giddens, Anthony. 1994. Capitalism and Modern Social Theory. New Delhi: Cambridge University Press.
- Lukes, Steven (ed.) 1982. Durkheim:The Rules of Sociological Method. London: Palgrave Macmillan.
- Marx, K. 1924. The Class Struggle in France (1848-1850). New York: New York Labour News.
- Marx, K. 1954. Capital - Vol. I. Moscow: Progress Publishers. (Chapters 1, 10 and 14).
- Marx, K. and F. Engels. 1976. "The Manifesto of the Communist Party", in Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
- Marx, K. The German Ideology (Selected Sections)
- Morrison, Ken. 2006. Marx, Durkheim, Weber: Formations of Modern Social Thoughts (2nd Edition). London: Sage Publications Limited.
- Nisbet, R.A. 1967. The Sociological Tradition. London: Heinemann.
- Nisbet, R.A. 1967. The Sociological Traditions. London: Heinemann
- Ritzer, G. 2000. Sociological Theory. McGraw Hill, New York: Roxbury Publication Co.
- Weber, M. 1949. The Methodology of the Social Sciences. New York: Free Press.
- Weber, M. 1978. Economy and Society: An Outline Interpretative Sociology (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
- Weber, M. 2002. The Protestant Ethic and the Spirit of Capitalism. Los Angeles: Blackwell Publishers.

SOC 702C   SOCIOLOGY OF INDIA   (3+1+0=4)

Objectives: The course seeks to familiarise the students with various aspects of Indian society from sociological perspective. It introduces the students to the themes and perspectives of Indian society as well as the concepts of class, caste, tribes, gender, village, religion, and so on. The course also addresses the structural changes in Indian society and the significant social issues in contemporary India.

Outcome: This foundational course will help students to learn about Indian society both in historical and contemporary contexts. Students will learn to use sociological concepts in practice specific to social institutions in India. The students will have a clear understanding of history of developments of Sociology in India.

Units	Contents	Weeks
1	Development of Sociology and Social Anthropology of India, Text view and Field view in Indian Sociology	2
2	Approaches to the study of Indian Society: Indological, Structuralist, Structural Functionalist, Marxist, Weberian, Subaltern, Feminist	3
3	Aspects of Rural Social Structure: Village Studies, Village, Region and Civilization Social Structure: Caste and caste structure, Class, Tribes, Religion	4
4	Social Change in 19th and 20th century: Sanskritisation, Little Tradition, Great Tradition Tribal Revivalism, Westernisation, Modernisation Social Change in Post-Independence Period: Dalit Politics, Nation and Nation building, Secularism, Agrarian Changes, Urbanisation, The New Middle Class, Emerging Public Sphere	4

Suggested Readings:

- Aloysius, G. 1997. Nationalism without a Nation in India. Delhi: Oxford University.
- Anderson, Benedict. 1983. Imagined Communities. London: Verso.
- Articles on "Kinship and Marriage". 1975. Contributions to Indian Sociology (N. S.), 9(2).
- Articles under the title "For a Sociology of India", Contributions to Indian Sociology. (Old series and New series).
- Beteille, A. 1965. Class, Caste and Power: Changing Patterns of Stratification in Tanjore Village. University of California Press.
- Chakravarty, U. 2003. Gendering Caste: Through a Feminist Lens. Calcutta: STREE.
- Cohn, B.S. 1987. An Anthropologist among Historians. Delhi: Oxford University Press.
- Desai, A.R. (Ed.). 1978. Rural Sociology in India (5th Edition).Bombay: Popular Prakashan.
- Dhanagare, D.N.1993. Themes and Perspective in Indian Sociology. New Delhi: Rawat Publications.
- Dumont, L. 1980. Homo Hierarchicus. University of Chicago Press.
- Gough, K. 1981. Rural Society in South-East-India. Cambridge University Press.
- Guha, R. (Ed.). 1991. Subaltern Studies Delhi: OUP.
- Gupta, Dipankar. 1991. Social Stratification.New Delhi: Oxford University Press.
- Jairath, V. 2011. Frontiers of Embedded Muslims Communities in India. New Delhi and London: Routledge.
- Marriott, M. (ed.). 1990. India through Hindu Categories. Delhi: Sage Publications. (Chapter 1).

- Marriott, M. (eds.). 1961. Village India: Studies in the Little Community. Delhi: Asia Publishing House.
- Mayer, A. 1960. Caste and Kinship in Central India. London: Routledge and Kegan Paul.
- Robinson, R. 2004. Christians of India. New Delhi: Sage Publications.
- Shah, A.M. 1973. The Household Dimension of the Family in India. Delhi: Orient Longman.
- Singh, Yogendra. 2011. Modernization of Indian Tradition: A Systematic Study of Social Change. Jaipur: Rawat.
- Srinivas, M.N. 1987. The Cohesive Role of Sanskritization and other Essays. Delhi: Oxford University Press.
- Srinivas, M.N. 1987. The Dominant Caste and Other Essays. Delhi: Oxford University Press.
- Srinivas, M.N. 2009. Social Change in Modern India. New Delhi: Orient Blackswan.
- Srinivas, M.N. and M.N. Panini. 1973. "The Development of Sociology and Social Anthropology in India". Sociological Bulletin. 22(2): 179-215. XXXIV. Number 51. December.
- Xaxa, V. 2005 "The Politics of Language, Religion and Identity: Tribes in India" in Economic and Political Weekly. Vol. 37 No.17, 2005.
- Xaxa. V. 1999. "Tribes as Indigenous People of India". Economic and Political Weekly. Volume XXXIV(51).

SOC 703C SOCIOLOGY OF KINSHIP AND FAMILY (3+1+0=4)

Objective: The course seeks to acquaint the students with different approaches, issues and debates in kinship studies. It will enable the students to understand the social structure of different societies. It also looks at the changing contemporary nature of family and kinship relations in the global as well as in the Indian context.

Outcomes: The course will help the students to identify the key concepts of kinship, family and marriage. It will enable students to think and analyse how relationships are moulded from biological bond to cultural affiliations. Besides, the knowledge on kinship theories, the course will help in understanding the contemporary views on different kinship relations.

Units	Contents	Weeks
1	Studying kinship: Basic Concepts What is kinship? Descent, residence and inheritance Family and Marriage	3
2	Nature v/s Culture Debate in Kinship Critique of kinship theories Kinship, Property and Law	3

3	Contemporary Social Problems, Honour, shame Reproductive technologies and reconfigured kinship Gay and lesbian kinship	4
4	Kinship and Family in India Regional Variations	3

Suggested Readings:

- Basu, Srimati (ed.). 2005. Dowry and inheritance. New Delhi: Women Unlimited, Kali for Women. (Selected essays).
- Bhandari, J.S. (Ed.). 1996. Family and Kinship in Northeast-East India. Delhi: Vedam Books.
- Das, Veena. 1995. "National Honour and Practical Kinship" in Critical Events, New Delhi: OUP
- Fortes, Meyer. 1949. The Web of Kinship among the Tallensi. U.K.: Oxford University Press.
- Fox, R. 1984. Kinship and Marriage: An Anthropological Perspective. Cambridge: Cambridge University Press.
- Goody, Jack. 1973. "Strategies of heirship". Comparative studies in history and society. 15(1): 3-20.
- Gough, E. Kathleen. 1959. The Nayars and the Definition of Marriage. The Journal of the Anthropological Institute of Great Britain and Ireland. 89(1): 23-34.
- Levi-Strauss, Claude. 1969. The Elementary Structures of Kinship. London: Eyre and Spottiswoode.
- Levine, Nancy. E. 1980. Nyinba Polyandry and Allocation of Paternity. Journal of Comparative Studies. 11(3): 283-298.
- Locoh, Thérèse2003. "Social change and marriage arrangements: New types of union in Lome, Togo" in David Cheal (ed.) Family: Critical concepts in sociology. vol. 1.
- Madan, T.N. 2001. Family and Kinship: A Study of the Pandits of Rural Kashmir (2nd edition). London: Oxford University Press.
- Parkin, Robert, and Linda Stone, (ed.). 2000. Kinship and Family: An Anthropological Reader. U.S.A.: Blackwell. Selected chapters.
- Radcliffe-Brown, A.R. "Introduction". in A.R. Radcliffe-Brown (ed.) 1950. African Systems of Kinship and Marriage. U.K.: Oxford University Press. pp. 1- 85.
- Rapp, Rayna. 1991. "Moral pioneers: Women, Men and Fetuses on a Frontier of Reproductive Technology". in Micaela di Leonardo (ed.) Gender at the Cross Roads of Knowledge: Feminist Anthropology in the Postmodern Era. Berkley and Los Angeles, California. University of California Press. pp 383 – 396.
- Schneider, David. 1984. A critique of the study of kinship. Michigan: University of Michigan Press, selected chapters.

- Shaw, Alison. 1997. "Women, the household and family ties: Pakistani migrants in Britain" in Hastings Donnan&Selier 1997. Family and Gender in Pakistan: Domestic Organisation in a Muslim Society. New Delhi: Hindustan Publishing Corporation.
- Stacey, Judith. 2003. "The making and unmaking of modern families" in David Cheal (ed.) Family: Critical concepts in sociology. New York: Routledge, Vol. 4.
- Stone, Linda. 2010. Kinship and Gender. USA: Westview Press.
- _____. Cultural repercussions of childlessness and low fertility in Nepal. CNAS Journal. 7-36.
- Uberoi, Patricia. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press. Selected Chapters.
- Weston, Kath. 1991. Families We Choose: Lesbians, Gays, Kinship. New York: Columbia University Press

SOC 704C SOCIAL STRATIFICATION (3+1+0=4)

Objective: The course introduces the students to the fundamental issues of social stratification, different concepts as well as the theoretical understanding. It aims to acquaint the students in application of the understanding of social stratification in contemporary India.

Outcome: Students will learn to apply theoretical perspectives of social stratification in understanding contemporary inequalities across societies. They will learn the inequalities by exploring lived-in experiences of people across strata in different societies.

Units	Contents	Weeks
1	Understanding Social Stratification: Social Stratification and Social Inequality Difference, Equality, and Inequality, Social mobility	3
2	Perspectives on stratification Functionalist Marxist Weberian	3
3	Axes of Stratification: Caste, Class and gender, Tribe, Race and Ethnicity Patriarchy and the Subordination of Women The Family as a Site of Inequality	4
4	Contemporary debates in stratification: Deviance, disability and sexuality, inclusion and exclusion	3

Suggested Readings:
- Balibar, E. and Wallerstein. I. 1991. Race, Nation, Class: Ambiguous Identities. London: Verso. (Chapter 4).
- Bendix and S.M. Lipset.1996. Class, Status and Power: Social Stratification in ComparativePerspective. New York: The Free Press.

- Beteille, A. 1983. The Idea of Natural Inequality and other Essays. Delhi: Oxford University Press. (Pp. 7-32).
- Beteille, A. "Equality and Universality". Economic and Political Weekly. 36 (38).
- Chakravarti, U. 1995. "Gender, Caste, and Labour". Economic and Political Weekly. 30(36): 2248-56.
- Davis, A. 1982. Women, Race and Class. London: The Women's Press. (Chapter 11).
- Erikson, R and J.H. Goldthorpe. 1992. The Constant Flux: A Study of Class Mobility in Industrial Societies. Oxford: Clarendon Press. (Chapters: 1 and 7).
- Gordon, L. 1991. "On 'Difference". Gender. 10: 91-111.
- Gupta, D. 1991. "Hierarchy and Difference". in Dipankar Gupta (ed.): Social Stratification (1-21). Delhi: Oxford University Press.
- Gupta, D. (Ed.). 1991. Social Stratification. New Delhi: Oxford University P, 1991.
- Kannabiran, Vasanth and K. Kannabiran. 2003. "Caste and Gender: Understanding Dynamics of Power and Violence", in Anupama Rao (ed.). Gender & Caste. Delhi: Kali for Women. Pp. 249-60.
- Kapadia, K. 1996. Siva and Her Sisters: Gender, Caste, and Class in Rural South India. Delhi: Oxford University Press. (Part 3).
- Mazumdar, V and Sharma, K. 1990. 'Sexual Division of Labour and the Subordination of Women: A Reappraisal from India', in Irene Tinker (ed.). Persistent Inequalities. New York: Oxford University Press. Pp. 185-97.
- Mendelsohn, O. and Vicziany M. 1998. The Untouchables: Subordination, Poverty and the State in Modern India. Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).
- Merton, R.K. and P.H. Rossi. 1996. "Reference Group Theory and Social Mobility" in R.
- Miliband, R. 1983. Class Power and State Power. London: Verso. (Chapter 1).
- Nongbri, T. 2008. Gender, Matriliny, and Entrepreneurship: The Khasis of North East India. New Delhi: Kali for Women.
- Oommen, T.K. 1997. Citizenship, Nationality and Ethnicity: Reconciling Competing Identities. Cambridge: Polity Press. (Parts I and III).
- 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 (Vol. 2). London: Routledge. Pp. 669-74.
- Parsons, T. 1940. "An Analytical Approach to the Theory of Social Stratification" in The American Journal of Sociology.
- Rae, L. B. (Ed). 1991. Gender, Family and Economy: the Triple Overlap. Sage Publications,
- Sen, A. 1990. "Gender and Cooperative Conflicts". in Irene Tinker (ed.). Persistent Inequalities. New York: Oxford University Press. Pp. 123-49.
- Tumin, M.M. 2003. Social Stratification: The Forms and Functions of Inequality. New Delhi: Prentice Hall of India.

- Wesolowski, W. 1979. Classes, Strata and Power. London: Routledge & Kegan Paul. (Chapters 1 and 3).
- Wright, Olin E. 1985. Classes. London: Verso. (Chapter 3).

SOC 705C ECONOMIC SOCIOLOGY (3+1+0=4)

Objectives: The course introduces the students to the inter-connectedness between economy and society, polity and economy. It looks at the conceptual underpinnings of economic sociology and its significance. It also discusses the emerging perspectives in economic sociology in the contemporary society.

Outcomes: The course helps to reflect on the transformation of economic culture since primitive stage to capitalism. Moreover, it also makes students enhance to frame questions and methodology to study the relationships of society, culture and economic transactions.

Units	Contents	Weeks
1	Introduction: Economy and Society Contributions of Marx, Weber and Durkheim Economic growth and Economic Development	3
2	Production and Reproduction Concepts of Value, Labour Property, Money and Rationality Types of Economies: Tribal, Peasant, Capitalist and Socialist	4
3	Consumption and Exchange: Gift Exchange, Markets, Commodity Form, Consumption	3
4	Economy and the State: Planned Economies, Welfare Systems, The State and Global Markets, Neo-liberalism	3

Suggested Readings:
- Bottomore, T.B. 1990. The Socialist Economy: Theory and Practice. New York: Harvester Wheat Sheaf. (Selected Chapters).
- Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press. (Chapter 1, 4 [section on Symbolic Capital]).
- Breckenridge, C (ed.). 1995. Consuming Modernity: Public Culture in Contemporary India. Delhi: Oxford University Press. (Selected Chapters).
- Godelier, M. 1972. Rationality and Irrationality in Economics. New York: Monthly Review Press. (Selected Chapters).
- Granovetter, M. 1985. "Economic action and social structure: The problem of embeddedness". American Journal of Sociology. 91: 481-510.
- 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.

- Petras, J. and H. Veltmeyer. 2001. Globalization Unmasked. London: Zed Books. (Chapters 1, 3, 6, 9).
- Polanyi, K. 1975. The Great Transformation. New York: Octagon Press. (Chapters 5, 6, 14 &15).
- Sahlins, M. 1976. Culture and Practical Reason. Chicago: University of Chicago Press. (Chap. 4).
- Scott, J.C. 1998. Seeing Like a State. Yale, New Haven: University Press. (Chapter 5).
- Sen, Amartya, and Dréze, Jean. 1998. India, Economic Development and Social Opportunity. England: Oxford University Press.
- Shanin, T. 1972. The Awkward Class: Political Sociology of Peasantry in a Developing Society: Russia, 1910-1925. London: Clarendon Press. (Selected Chapters).
- Smelser, N. J. and R. Swedberg (eds.). 2005. The Handbook of Economic Sociology. (2nd Edition). Princeton: Princeton University Press. (Selections).
- Taussig, M. 1980. The Devil and Commodity Fetishism in South America. Chapel Hill: University of North Carolina Press.
- Thompson, E.P. 1967. "Time, Work Discipline and Industrial Capitalism". Past and Present. 38: 56-97.
- Wallerstein, Immanuel. 2004. World Systems Analysis: An Introduction. USA: Duke University Press.

SOC 003 S   SOCIAL AUDIT

Objectives: This course familiarises students with the basics of Social Audit as a tool of accountability with special reference to grassroots democracy. It establishes the link between social audit and good governance and also includes empirical case study of RTI movement in India.

Outcomes: The students will be equipped with relevant skills necessary for conducting social audit including knowledge of the methods, tools and techniques used in the process. They will acquire basic knowledge of how to design a social audit. The skill enhancement course aims to be helpful from professional career perspective as social audit is an ongoing trend in India in both private as well as public sector.

Units	Contents	Weeks
1	Introduction to Social audit- Concepts and methods: Auditing as a social concept: Nature and scope History of social audit Designing social audit Methods and tools of data collection: Participatory rural appraisal, survey method, interview method, visual research	7
2	Social Audit and Governance: Social audit and Right to Information in India: Case study of MazdoorKisan Shakti Sangathan (MKSS)	4

| | Social audit as a tool of accountability in India
Social audit as participatory governance
Participatory budgeting | |

Suggested Readings:

- Rahim, Mia Mahmudur, Idowu, Samuel O. (eds.) 2015. *Social Audit Regulation: Development, Challenges and Opportunities.* Springer.
- Desai, Vibha. 2015. Fundamentals of Social Audit Concepts and Practices. Wisdom Press.
- Karmakar, RupaSalui. A Thematic Review of Social Audit in India in IJSS: 6(4): 227-232, December 2017.
- Sihag, Siddharth& SidhantSiddhart. 2009. Destroying the culture of secrecy: empowerment and dignity through right to information: a case study of MKSS in Rajasthan. Oxford University Press.

SEMESTER II

SOC 801C SOCIOLOGICAL THEORIES –II (3+1+0=4)

Objectives: The course examines the main theoretical perspectives in contemporary sociology. It introduces the students to the school of thoughts that shaped the sociological thinking in the latter half of the twentieth century.

Outcome: The course will help the students to understand the society from the post classical sociologist lens. The theories of the contemporary thinkers will enhance the understanding of the contemporary issues.

Units	Contents	Weeks
1	Talcott Parsons: System and Structure Robert K. Merton: Models and relationships Jeffery C. Alexander: Neofunctionalism	3
2	Self and Other in the social act: Symbolic Interactionism, Dramaturgy Multiple Realities: Phenomenology 'Doing' of social life: Ethnomethodology	4
3	Claude Lévi-Strauss: Structuralism Anthony Giddens: Structuration JurgenHabermas: Frankfurt School	3
4	Berger and Luckmann: Social Construction of Reality Michel Foucault: The emergence of the subject and disciplinary power Pierre Bourdieu: Habitus, Capital and Social Field	3

Suggested Readings:

- Alexander, J.C. Neo-functionalism and After. Malden MA. Blackwell, 1998
- Berger, Peter L. and Thomas Luckmann. 1966. The Social Construction of Reality. London: Allen Lane The Penguin Press. Part 1.
- Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press.
- Craib, I. 1992. Modern Social Theory: Parsons to Habermas. London: Harvester Press.
- De Certeau, Michel. 1984. The Practice of Everyday Life. trans. Steven Rendall, University of California Press. Berkeley. (Part III: Spatial Practices).
- Garfinkel, Harold. 1984. Studies in Ethnomethodology. Cambridge: Polity Press. (Chapters: 1, 2,5).
- Giddens, A. 1984. The Constitution of Society. Cambridge: Polity Press.
- Goffman, E. 1973. The Presentation of Self in Everyday Life. NY: The Overlook Press.
- Lane, M. (Ed.). Introduction to Structuralism. NY: Basic Books, 1970.
- Levi-Strauss, C. Structural Anthropology. Harmondsworth: Penguin, 1993.
- Mead, G.H. 1967. Mind, Self and Society. Chicago: Chicago University Press.
- Parsons, T. 1951. Social Systems. New Delhi: Amerind.
- Parsons, T. and E. A. Shils. 1952. Toward a General Theory of Action. NY: Harper and Row.
- Rabinow, Paul ed. 1984. The Foucault Reader. London: Penguin Books.
- Radcliffe-Brown A.R. 1971. Structure and Function in Primitive Society. London: Cohen and West.
- Schutz, Alfred. 1970. On Phenomenology and Social Relations. Chicago: University of Chicago Press. (72-78). Selected Writings.

SOC 802C SOCIOLOGY OF RELIGION (3+1+0=4)

Objective: This course seeks to familiarise the students with the conceptual and theoretical understanding of the relationship between religion and society. It presents the basic social philosophies of different institutional and non-institutional religions and discusses their changing nature in the contemporary times.

Outcomes: The course will help in course laying the foundation on understanding religion and religious plurality through a sociological lens. Students will be able to develop a critique of religion and use them in different contexts. It will help students to identify multiple theories and approaches to religion and institutionalisation of religious practices in society and how they define the everyday lives.

Units	Contents	Weeks
1	Introduction to Sociology of Religion: Definitions and explanations of Religion, Belief systems, Magic and Religion	2
2	Sociological perspectives on religion: Durkheim Weber Marx Freud	4
3	Sacred space and time Religious Symbols Ritual and caste Gender and Religion	3
4	Plurality and Pluralism in India Secularism and Post-Secularism Religion in the public sphere: Religious mobilization and the secular Religious violence	4

Suggested Readings:

- Asad, T. 2003. Formations of the Secular: Christianity, Islam, Modernity. Stanford: Stanford University Press. (Selected Chapters).
- Durkheim, E. 1915. The Elementary Forms of Religious Life. London: Allen and Unwin.
- Eck, Diana. 1983. Banaras: City of Light. London: Routledge and Kegan Paul.
- Engels, F. 1956. The Peasant War in Germany. Moscow: Foreign Languages Publishing House.
- Evans-Pritchard, E.E. 1976. "The Notion of Witchcraft Explains Unfortunate Events" in Witchcraft, Oracles and Magic among the Azande. Oxford: Clarendon Press. Pp. 63-83.
- Fischer, M.N.J. 1980. Iran: From Religious Dispute to Revolution. Massachusetts: Harvard University Press.
- Freud, S. 1989. The Future of an Illusion. London: Hogarth Press.
- Geertz, C. 1973. The Interpretation of Culture. New York: Basic Books. (Selected Chapters).
- Malinowski, B. 1948. Magic, Science and Religion: Selected Essays. Massachusetts: Beacon Press.
- Marx, K. 1962. "Introduction to the Critique of Hegel's Philosophy of Right" in Selected Works. Moscow: Foreign Languages Publishing House.
- Mines, D. 2005. Fierce Gods: Inequality, Ritual, and the Politics of Dignity in a South Indian Village. Bloomington: Indiana University Press. (Selected Chapters).
- Peters, F.E. 1995. The Hajj: The Muslim Pilgrimage to Mecca and the Holy Places. Princeton: Princeton University Press.
- Uberoi, J.P.S. 1991. "The Five Symbols of Sikhism". In T.N. Madan (ed.). Religion in India. Delhi: Oxford University Press. Pp. 320-333.

- Weber, M. 2001.The Protestant Ethic and the Spirit of Capitalism. London: Routledge.
- Weber, M. 1993.The Sociology of Religion. Massachusetts: Beacon Press.
- Woodhead, Linda. Feminism and the sociology of religion: From gender blindness to gender difference. In Richard Fenn ed. The Blackwell Companion to Sociology of Religion, pp. 67-84. Oxford: Blackwell.
- www.ssrc.org/programs/the-immanent-frame-blog. 2007. The Immanent Frame: Secularism, Religion and the Public Sphere. (Any one debate per year).

SOC 803C   POLITICAL SOCIOLOGY (3+1+0=4)

Objectives: The course introduces students to the origin and development of Political Sociology including theoretical approaches, scope and emerging trends in the field. It explores the basic concepts such as state, power, authority, citizenship, welfare state, statelessness, local-level politics with reference to empirical materials in specific national/historical contexts.

Outcome: The course aims to familiarise students with major themes, methods, criticisms and empirical concerns of political sociologists. Students will be able to apply theoretical knowledge to understand the empirical matrix of state and society in an increasingly globalised world.

Units	Contents	Weeks
1	Nature and Scope of Political Sociology: Approaches to the Study of Politics Political Systems and Other Social Systems	2
2	Some Basic Concepts: Power and Authority Consensus and Conflict Elites and Masses State and Stateless Societies	4
3	State and Society under Capitalism and Socialism: State, Class structure, Citizenship and Welfare State State Control, Ideology and Institutional Autonomy	4
4	State and Society in India: Local Structures of Power Development and micro- politics in India	3

Suggested Readings:

- Eisenstadt, S.N. (ed.). 1971. *Political Sociology: A Reader*. New York: Basic Books. (pp. 3-24).

- Collins, R. 1988. "A Comparative Approach to Political Sociology" in R. Bendix (ed.). *State and Society*. Berkeley: University of California Press. Pp. 42-67.
- Dahl, Robert. 1961. *Who Governs?* New Haven: Yale University Press.
- Dahrendrof, R. 1968. *Essays in the Theory of Society.* London: Routledge and Kegan Paul. (Chapters 4 and 5).
- Easton, D. 1957. 'An Approach to the Analysis of Political Systems', World Politics,9(3): 383-400.
- Fortes, M. and E. E. Evans-Pritchard (eds.). 1940. *African Political Systems.* London: Oxford University Press. (Preface and Introduction).
- Fuller, C J and V Benei. Eds. 2000. *The Everyday State and Society in Modern India*. New Delhi: Social Science Press.
- Lane, D. 1976. *The Socialist Industrial State: Towards a Political Sociology of State Socialism.* London: George Allen and Unwin.
- Marshall, T. H. 1964. *Class, Citizenship and Social Development*. Chicago: University of Chicago Press. (Chapters 4, 13 and 14).
- Miliband, R. 1973. *The State in Capitalist Society*. London: Quartet Books.
- Mills, C. W. 1956. *The Power Elite.* New York: Oxford University Press. (Chapters 12 and 13).
- Orum, Anthony. M and Dale, John, D. 2009. *Introduction to Political Sociology: Power and Participation in the Modern World.* New York: Oxford University Press.
- Parsons, T. 1966 (2nd edition). "On the Concept of Political Power". in R. Bendix and S. M.
- Robinson, M. S. 1988. *Local Politics: The Law of the Fishes.* Delhi: Oxford University Press. (Chapters 1, 2 and 3).
- Schapiro, L. 1972. *Totalitarianism.* London: Pall Mall. (Chapters 2 and 3).
- Weber, M. 1978. *Economy and Society*. Berkeley: University of California Press. (Vol.I, Chap.3).
- Pareto,V.1985. *The Mind and Society.* New York. Dover Publications. (Pp. 1421-1432).
- Baviskar, B.S.1980. *The Politics of Development: The Sugar Co-operatives in Maharashtra.* Delhi: Oxford University Press.

SOC 804C URBAN SOCIOLOGY   (3+1+0=4)

Objective: Urbanisation is one of the important aspects of modern society. With neo-liberalisation and continuous mobility of human beings and commodities from rural to urban set up, studies on urbanisation becomes significant. The course will provide the theoretical shift in understanding the urban phenomenon. The course will enable the student with the contestations that comes with the growth of the global urban culture.

Outcomes: This course will help to understand the urban through textual and ethnographic works both historically and in the contemporary contexts.The course requires the student to study the theoretical aspects while understanding the problems of planning,

environment, class, social networks, gender etc. The course is involved with contemporary issues that are faced by diverse sections of people living in the urban environment.

Units	Contents	Weeks
1	Sociological perspectives on the City: Theories on city and urban life Globalisation and the City	2
2	Politics and Urban Planning Urban Lives and Urban Violence Slums, Contested Space and Identity	4
3	Urban Environment: Sacred landscapes, Water, Non-Humans Neighbourhoods and Social Networks	4
4	The Underclass in the City, Plebians Changing Livelihoods, Work and Class Gendered City	3

Suggested Readings:

- Amit-Talai, V. and Lustiger-Thaler, H.1994. (eds.). *Urban Lives: Fragmentation and Resistance.* Toronto: McLelland& Stewart.
- Appadurai, A. 2004. "The capacity to aspire: Culture and terms of recognition" in Vijayendra Rao and Michael Walton (eds.) *Culture and Public Action.* Delhi: Permanent Black.
- Baumann, G. 1996. *Contesting Culture: Discourse and Identity in Multiethnic London*, Cambridge: CUP.
- Bourdieu, P. 2000. *The Weight of the World: Social Suffering in Contemporary Society*. Translated Priscilla Panrkhurst Ferguson, Stanford: Stanford University Press.
- Canaan, J. 1996. "One thing leads to another: Drinking, fighting and working class masculinities", in Martin Mac an Ghaill (ed.) *Understanding masculinities, Social relations and cultural arenas.* Buckingham: Philadelphia: Open University Press. Pp. 114-125.
- De Certeau, M. 1995. "Practices of Space", in Marshall Blonsky (ed.) *Signs.* Baltimore, MD: Johnson Hopkins University Press. Pp. 122-145.
- Duncan, J. S. 1990. *The City as Text: The politics of landscape Interpretation in the Kandyan Kingdom.* Cambridge: Cambridge University Press. (Chapter 1).
- Duncan, J. (with Nancy Duncan). 2004. *Landscapes of Privilege: The Politics of the Aesthetic in an American Suburb.* New York: Routledge.
- Espinoza, V. 1999. "Social Networksamong the Urban Poor: Inequality and Integration in a Latin American City", in Barry Wellman (ed.). *Networks in a Global*

Village: Life in Contemporary Communities. Boulder, CO: West view Press, pp. 147-184.

- Feldman, A. 1991. *Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland.* Chicago: University of Chicago Press. (Chapters 3 and 4).
- Fishman, R. 1987. *Bourgeois Utopias: The Rise and Fall of Suburbia*. New York: Basic Books.
- Gullestad, M. 1984. *Kitchen Table Society: A Case Study of the Family Life and Friendships of Young Working-Class Mothers in Urban Norway.* Oslo: Scandinavian University Press.
- Hannerz, U. 1993. "The Culture Role of World Cities" in Cohen, Anthony P. and Fukui, Katsuyoshi (eds.) *Humanizing the City: Social Contexts of Urban Life at the Turn of the Millennium.* Edinburgh: Edinburgh University Press. Pp. 69-83.
- Hansen, T. B. 2001. *Urban Violence in India: Identity, 'Mumbai', and the Postcolonial City*. New Delhi: Permanent Black. (Chapter 3).
- Hertel, B. and Cynthia, A. H. (eds.). 1986. *Living Banaras: Hindu religion in cultural context.* New York: Suny Press.
- Hertz, B.S. and Knauer, Lisa M. 1997. "Queer Spaces in New York City: Places of Struggle, Places of Strength", in Gordon Brent Ingram, Anne-Marie Bouthillette, and Yolanda Retter, (eds.). *Queers in Space: Communities, Public Places, Sites of Resistance Seattle.* WA: Bay Press. Pp. 356-370.
- Holston, J. 1989. *The Modernist City: An Anthropological Critique of Brasilia.* Chicago: The University of Chicago Press.
- Kaur, R. 2003. *Performative Politics and the Cultures of Hinduism: Public Uses of Religion in Western India*. New Delhi: Permanent Black.
- Levy, R. I. 1990. *Mesocosm: Hinduism and the Organization of a Traditional Newar City in Nepal.* Berkeley: University of California Press, 1990.
- Mort, F. 1996. *Cultures of Consumption: Masculinities and Social Space in Late Twentieth-Century Britain.* London and New York: Routledge. (Part III: Topographies of Taste, Place, Space and Identity).
- Naidu, R. 1990. *Old Cities, New Predicaments: A Study of Hyderabad.* Delhi: Sage.
- Phadke, Shilpa, Sameera Khan, Shilpa Ranade. 2011. *Why Loiter? Women and Risk On Mumbai Streets.* Penguin.
- Reps, J.W. 1967. *Monumental Washington: The Planning and Development of the Capital Center*. Princeton, NJ: Princeton University Press.
- Sassen, S. 2000. *Cities in a World Economy.* Thousand Oaks: Sage.
- Scott, C. James. 1999. *Seeing Like a State.* New Haven: Yale University Press.
- Susser, Ida. (ed.). 2002. *The Castells Reader on Cities and Social Theory.* USA: Blackwell Publishers.

- Zèrah, et al. 2011. *Urban Policies and the Right to the City in India: Rights, Responsibilities and Citizenship.* New Delhi: UNESCO.

SOC 805C SOCIOLOGY OF NORTH-EAST INDIA (3+1+0=4)

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

Outcome: The course focuses on the society in Northeast India. The students will be able to have an objective outlook towards their own culture and the socio-spatial complexities of the region. Sociology of Northeast India will bring out the critical aspects of culture, institutions and practices embedded in geo-political context.

Units	Contents	Weeks
1	Northeast India as a Region: Geography, People, Religion and Culture Historicising the term 'northeast' Northeast India as a borderland	2
2	Land Relations: Traditional Land Systems and Agricultural Practices: Hills and Plains Changing Land Ownership system: Colonial Intervention, Introduction of Cash Crop and Forest Conservation Post-colonial interventions: Commercialization and Privatization of land Impact on the tribal communities	4
3	Identity and Ethnicity: Ethnic Assertion Homeland Politics Immigration issue in Northeast	3
4	Development question in northeast: Nehruvian Vision Changing discourse on development Emerging Conflicts: Displacement, Ecological Hazards, popular resistance	4

Suggested Readings
- Baruah, S. 2005. *Durable Disorder: Understanding the Politics of Northeast India.* Delhi: Oxford University Press.

- Nath, D. 2011. *Religion and Society in North East India.* Guwahati: DVS Publishers.
- Baruah, S. 1999. *India against Itself: Assam and the Politics of Nationality.* New Delhi: Oxford University Press.
- Baruah, S. 2009. Separatist militants and contentious politics in Assam, India: the limits of counterinsurgency. *Asian Survey*, 49(6).
- Baruah, Sanjib. 2012. Whose river is it anyway? The political economy of hydropower in the eastern Himalayas. *Economic and Political Weekly*, 47(29).
- Biswas, P. and C. Suklabaidya. 2007. *Ethnic Life Worlds in Northeast India*. New Delhi: Sage.
- Brunner, H. P. (Ed.) 2010. *Northeast India: Local Economic Development and Global Markets*. New Delhi: Sage.
- Chaube, S. 1999. *Hill Politics in North-East India.* Delhi: Orient Longman.
- Dutta, B.B. 1987. *Land Relations in Northeast India.* Delhi: People's Publishing House.
- Elwin, V. 1947. *A Philosophy for NEFA.* Itanagar: Directorate of Research, Government of Arunachal Pradesh.
- Guha, A. 1991. *Medieval and early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences.
- Joy L.K. Pachuau, Willem van Schendel (ed). 2016. Borderland Histories, Northeastern India,*Studies in History (Special Issue).*Pp. 1–146, Sage (select essays)
- Karna, M. N. 2004. *Agrarian Structure and Land Reforms in Assam.* Delhi: Regency.
- Krishna, Sumi. (ed.) 2012. *Agriculture and a Changing Environment in Northeastern India.* New Delhi: Routledge.
- Misra, U. 2000. *The Periphery Strikes Back: Challenges to the Nation-States in Assam and Nagaland.* Shimla: Indian Institute of Advanced Study.
- Nayak, P. (Ed*.). 2010. *Growth and Human. Development in North-East India*. New Delhi: Oxford University Press.
- Scott, C. James. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia.* New Haven: Yale University Press
- Sharma, C. K. 2000. "Assam: Tribal Land Alienation: Government's Role" in *Economic and Political Weekly*, 36 (52), pp. 4791-4795.
- Sharma, C. K. 2012. "The Immigration Issue in Assam and Conflicts around it" in *Asian Ethnicity*. 13 (3), pp. 306-7.
- Subba, T. B. & G.C. Ghosh (Eds.). 2003. *The Anthropology of North-East India.* New Delhi: Orient Longman.
- Weiner, M. 1978. *Sons of the Soil.* Delhi: OUP.
- Sharma, C K and Sarma, I. 2014. "Issues of Conservation and Livelihood in a Forest Village of Assam". *International Journal of Rural Management.* Sage Publications. 10(1). Pp 47-68.
- Ramesh, J. 2005. Northeast India in a new Asia. *Seminar.* No. 550.

SOC 004 S   ACTION RESEARCH

Objectives: This course is an introductory level course of action research meant to familiarise students with the fundamentals of Action Research including concepts, methods, tools and techniques of data collection. It also includes relevant case studies to show as to how action research plays an important role in forming knowledge democracies within organisational set-ups.

Outcomes: The students will be able to use action research as a part of their professional development and research practice. It will enable them to study localised problems, develop action research projects that are oriented towards problem-solving approach, resulting in solutions and action-plans to address concerned issues.

Units	Contents	Weeks
1	Introduction to Action research: What is action research? Need, scope and functions Difference between action research and social research	4
2	Basic concepts and methods: Tools and Techniques of Action research Steps in action research Case study on action research	7

Suggested Readings:

- Day, Christopher et al (eds.) 2002. *Theory and Practice in Action Research: Some International Perspectives,* Oxford: Symposium Books.
- Johnson, A.P., (2012). *A Short Guide to Action Research, 4 edition*. Upper Saddle River, NJ: Pearson Education, Inc.

SEMESTER III

SOC 901C RESEARCH METHODOLOGY (3+1+0=4)

Objective: The course provides an exposure to the students about the fundamentals of research methods and methodology. Besides acquainting the students with the relationship between theory and research, the course also aims to train the students to the use of various qualitative and quantitative techniques in sociological research.

Outcomes: The course will enable the students to learn the usage of data analysis and application of the research methods in the field. It will help to develop a critical reasoning as well as the significance of sociological research. The students will be well-informed about the new developments in Sociological research.

Units	Contents	Weeks
1	Philosophical Foundations of Social Research Enlightenment, Structure of Scientific Revolution Scientific Study of Social Phenomena: Problem of Subjectivity and Objectivity	2
2	Research Methods: Participant Observation and Ethnography, Interview, Case Study, Content Analysis, Survey Research	5
3	Archival Methods, Oral History, Visual Ethnography, Participatory Rural Appraisal, Major Data Sources in India	4
4	Quantitative Methods of Data Collection: Statistical Methods and analytical packages	2

Suggested Readings:

- Bryman, A. 2011. *Social Research Methods*. London: Oxford University Press.
- Agresti, A. and B. Finley. 1997. *Statistical Methods for the Social Sciences*. Prentice Hall and Pearson Publishing, (Several editions available, under more than one imprint).
- Babbie, E.R. 2010. *The Practice of Social Research* (12th edition). USA: Wadsworth: Cengage Learning.
- Barrier, N.G. (ed.). 1981. *The Census in British India*. Manohar.
- Beteille, A. and T.N. Madan. 1975. *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goode, W.J. and P. K. Hatt. 2006. *Methods in Social Research* (Indian reprint). New Delhi: Surjeet Publisher.
- Guthire, G. 2010. *Basic Research Methods: An Entry to Social Science research*. New Delhi: Sage.
- Hughes, J. 1987. *The Philosophy of Social Research*. London: Orient Longman.
- Kuhn, T. S. 1970. *The Structure of Scientific Revolutions*. London: The University of Chicago Press.
- Myrdal, G. 1970. *Objectivity in Social Research*. London: Gerald Duckworth.
- Neuman, W.L. 2006. *Social Research Methods: Quantitative and Qualitative Approach*. New Delhi: Pearson Education India.
- Perks, Robert and Alistair Thomson (eds.) 1998. *The Oral History Reader*. London: Routledge, (selections).
- Popper, K. 1999. *The Logic of Scientific Discovery*. London: Routledge
- Sayer, Andrew. 1992. *Method in Social Science* (revised 2nd edition). London: Routledge.

- Sjoberg, G. and R. Nett. 1997. *Methodology for Social Research*. Jaipur: Rawat.
- Srinivas, M.N. and A.M. Shah. 2010. *Field Worker and the Field*. New Delhi: Oxford University Press.
- Vaus, D.A. 1986. *Surveys in Social Research*. London: George Relen and Unwin Hughes.
- Weber, M. 1949. *The Methodology of the Social Sciences*. New York: The Free Press.
- Winch, P. 2008. *The Idea of Social Science and its Relation to Philosophy*. Oxon: Routledge.
- Young, P.V.2009. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

SOC 902C SOCIOLOGY OF GENDER (3+1+0=4)

Objective: This course aims at introducing students to the major concepts and theoretical perspectives of sex and gender. It also provides a comprehensive study on the origin of feminist ideology and their changing nature. It discusses specific issues concerning gender relations as well as their structural forms and representations.

Outcomes: The students will learn to see society through a gendered lens. Through this course, they will have a specialised understanding of Sociology of Gender; thereby be able to raise questions of power and identity within the purview of gender and sexuality. The course will also create awareness among young students and help in shaping gender equal society.

Units	Contents	Weeks
1	Gender in Sociological Analysis: Sex and Gender, Social construction of Gender, Approaches to the Study of Gender, Patriarchy	3
2	Waves of feminism, Feminist thoughts, Feminist Methodology Studies on Masculinity	4
3	Third world and politics of Feminism Women's movement	4
4	Literature and media representation of gender Sexual politics: LGBT movements	2

Suggested Readings:

- Agarwal, B. 1995. *A field of one's Own.* Cambridge: Cambridge University Press.
- Bhasin, Kamla. 2000. *Understanding Gender.* New Delhi: Kali for women.

- Boserup, E. 1974. Women's Role in Economic Development. New York: St. Martin's Press(Part I).
- Chaudhuri, M. (Ed.). 2005. *Feminism in India: Issues in Contemporary Indian Feminism,* New Delhi: Kali for Women.
- Connell, R. W. 2005. Masculinities, London: Blackwell.
- Corwin, Anna I. 2017. Emerging genders: semiotic agency and the performance of gender among genderqueer individuals. *Gender & Language* 11(2) :255–277.
- Dube, L. 2001*. Anthropological explorations in Gender.* New Delhi: Sage.
- Engels, F. 1972. The Origin of the Family, Private Property and, the State. London: Lawrence and Wishart.
- Jaggar, A. 1983. Feminist Politics and Human Nature. Brighton: The Harvester Press.
- John, Mary E. 2008. *Women's studies in India.* New Delhi: Penguin.
- Kumar, Radha. 1993. *The history of Doing.* New Delhi: Zubaan.
- Leacock, E. 1978. "Women's Status in Egalitarian Societies: Implications for Social Evolution". Current Anthropology. 19(2), pp. 247-75.
- MacCormack, C. and M. Strathern (ed.). 1980 Nature, Culture and Gender. Cambridge: Cambridge University Press. (Chapter I).
- Meillassoux, C. 1981. Maidens, Meals and Money. Cambridge: Cambridge University Press. (Part I).
- Ortner, S. 1972."Is Female to Male as Nature is to Culture?" in Feminist Studies Vol. 1, No. 2: pp. 5-31.
- Ray, Raka (ed.). 2012. *Handbook of Gender*. New Delhi: Oxford University Press.
- Rege, S. 2003. *Sociology of Gender*. New Delhi: Sage.
- Reiter, R. R. (ed.). 1975. Towards an Anthropology of Women. New York: Monthly Review Press, (Articles by Draper and Rubin; other articles may be used for illustration).
- Rosaldo, M.Z. and L. Lamphere (ed.). 1974. Women, Culture and Society. Stanford: Stanford University Press. (Articles by Rosaldo, Chodorow, Ortner; other articles may be used for illustration).
- Sangri, K. and S. Vaid. 2010. *Recasting Women: Essays in Colonial History.* New Delhi: Zuban Books.
- Sharma, U. 1980. Women, Work and Property in North West India. London: Tavistock.
- Tong, R. 2009. *Feminist Thought*. Colorado: Westview Press.

SOC 903C   SOCIOLOGY OF DEVELOPMENT (3+0+1=4)

Objectives: This course introduces students to important theoretical concepts concerning Sociology of Development from an inter-disciplinary perspective. It includes intellectual history of development, critical insights, challenges and concerns in world development

and underdevelopment. Empirical case studies from African, Latin American and Asian countries with specific reference to India are included to familiarise students with contemporary issues related to the ideas and practices of development.

Outcome: Students will become more aware of local, regional, national as well global issues that affect development and can engage positively in shaping their own societies whether through development academics or active planning and policy.

Units	Contents	Weeks
1	Basic concepts and perspectives of Development: Definitions and Indicators Historical location of the idea of development Growth and Poverty Mainstream, Alternative, Post-Development perspectives	2
2	Theories of Development and Underdevelopment: Modernisation Theory and Liberal perspective Dependency Theory and Marxist perspective World Systems Theory Uneven development	3
3	The Micro-Politics of Development (Comparative studies from Asia, Africa/Latin America): Transforming Communities: Maps and Models; Knowledge and Power in Development NGOs, Civil society, Community Development and State Development in India Re-inventing Development (Subaltern Movements)	4
4	Contemporary Issues in Development: Gender and Development The rhetoric of Sustainable Development Planned Development and Society Globalisation and Liberalization	4

Suggested Readings:

- Rist, Gilbert.2000.The History of Development: From Western Origins to Global Faith. Translated by Patrick Camiller. Cape Town: Univesity of Cape Town Press.Third Impression.
- Agrawal, A. 1999. "Community-in-conservation: Tracing the outlines of an enchanting concept" in R. Jeffrey and N. Sundar (eds.). *A New Moral Economy for India's forests? Discourses of community and participation.* New Delhi: Sage.
- Andrew, W. 1984. *Introduction to the Sociology of Development.* New Jersey: Humanities Press International.
- Bardhan, P. 1984. *The Political Economy of Development in India.* Delhi: Oxford University Press.

- Baviskar, A. 1995. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press. (Selected chapters).
- Dreze, J. 2000. "Militarism, Development and Democracy". *Economic and Political Weekly.* 35(14): 1171-1183.
- Dreze, J. and Sen, A. 1995. *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.
- Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World.* Princeton, NJ: Princeton University Press. (Selected chapters).
- Frank, A.G. 1998. *Re Orient: Global Economy in the Asian Age.* Berkeley: University of California Press. 4th printing 2002.
- Gupta, A. 1998. *Postcolonial Developments: Agriculture in the Making of Modern India*. Delhi: Oxford University Press. (Selected chapters).
- Sachs, Wolfgang (ed.) 1997.The Development Dictionary: A Guide to Knowledge as Power. Hyderabad: Orient Longman. 'Introduction' by Wolfgang Sachs, pp 1-7 and 'Development' by Gustavo Esteva, pp 8-34. London: Zed Books.
- Kabeer, N. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso. (Selected chapters).
- Ludden, D. 1992. "India's Development Regime" in N. Dirks (ed.). *Colonialism and Culture.* Ann Arbor: University of Michigan Press.
- McMichael, P. 1996. *Development and Social Change: A Global Perspective*. Thousand Oaks, CA: Pine Forge Press.
- Pieterse, J.N. 2001. *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications.
- Rahnema, M. and V. Bawtree (Eds.). 1997.The Post-Development Reader. London: Zed Book.
- Schumacher, E.F. Small is Beautiful. 2011. New York: Vintage.
- Scott, J. C. 1998. *Seeing Like a State*. New Haven: Yale University Press.
- Sen, A. 2000. *Development as Freedom.* New Delhi: Oxford University Press.
- Wallerstein, Immanuel. 2004. *World Systems Analysis: An Introduction.* USA: Duke University Press. Ferguson, J. 1994. *The Anti-Politics Machine: "Development", Depoliticization and Bureaucratic Power in Lesotho.* Minneapolis: University of Minnesota Press.
- Rostow, W.W. 1971. The Stages of Economic Growth: Towards a Non- Communist Manifesto. 2^{nd}rev. edn.
- Kohli, Atul. 2012. Poverty Amid Plenty in the New India, New Delhi: Cambridge University Press. ch: 2: State and Economy: Want Amid Plenty', pp. 79-143.
- Hettne, Bjorn. 1995. Development Theory and Three Worlds. Harlow: Longman Scientific and Technical Publishers. 2^{nd}rev.edn. chapter 4: 'Dimensions of Another Development.'

SOC 904 SP1 HEALTH, MEDICINE AND SOCIETY (4+1+0=5)

Objective: This course familiarises the students to the conceptual and theoretical perspectives to understand the ways in which the medical practice, the medical profession, and medical technology are rooted in society and culture. It introduces the students to the ideas of health and illness of individuals as well as communities in different cultural contexts.

Outcomes: To have a critical view of biomedicine and modern medical systems. Students will learn cultural practices associated with health and illness including folk and healing practices. The students will learn about public health and various issues related to health facilities governed by the State.

Units	Contents	Weeks
1	Introduction: Concepts on health, medicine, illness, sickness, disease and society	2
2	Sociology of medical knowledge and medical systems: Theoretical perspectives	3
3	Health, health care and social institutions State, Market, Community and Family in health and medicine Social components in therapy and rehabilitation; culture and disease Hospitals: types and function; hospital as a social organisation	4
4	The sociology of health in India Historical Development of health systems Disparities in health indices Public health, Community health and Polices	4

Suggested Readings:

- Albrecht, G. and R. Fitzpatrik. 1994. *Quality of Life in Healthcare: Advances in Medical Sociology.* Bombay: Jai Press. .
- Bury, Michael. 2005. *Health and Illnss*. UK: Polity Press .
- Cockerham, W. C. 1997 *Readings in Medical Sociology*. New Jersey: Prentice Hall.
- Coe, R.M. 1970. *Sociology of Medicine.* New York: Mcgrow Hill.
- Conrad, P. et al. 2000 *Handbook of Medical Sociology.* New Jersey: Prentice hall.
- Dasgupta, R. 1993 *Nutritional Planning in India*. NIN. Hyderabad.
- Freedman , Howard E. et al. 1989. *Handbook of Medical Sociology* .New Jersey: Prentice –Hall .
- Misra, Arima. 2013. "Anthropology and Public Health: Special Issue". *Indian Anthropologist.* Volume 43. Number 1. Pp. 1-15.

- Nayar, K.R. 1998 *Ecology and Health: A System approach.* New Delhi: APH Publishing Corp.
- Paul Benjamin D and Walter D Miller Russel.1955 (ed). *Health culture and community.* New York, Sage Foundations
- Schwatz, H. 1994 *Dominant Issues in Medical Sociology.* New York: McGraw Hill.
- Quadeer, Imrana. 2008. "Health Planning in India : Some lessons from the past in Social Scientist" Vol 36 (5/6): 51-75.

SOC 904 SP2 SOUTH-EAST ASIA (4+1+0=5)

Objective: The course seeks to introduce the students with the conceptual understanding of the culture, trade, gender, religion of South-East Asia. It aims to understand the changing politics and economy in contemporary times.

Outcomes: Sociology of South-East Asia will highlight the importance of area studies in Sociology locating society in the intersection of geographical and cultural borders. The course encompasses the distinguishing features of people and their practices located in the south-east Asian region. The course will deliver a critique of European world view of culture and society.

Units	Contents	Weeks
1	Uplands and Lowlands: Ecology, cultivation and trade The economy of rice Work pattern and trade The culture and economy of the Uplands	4
2	Personhood, kinship and religion The idea of the person Family, gender and kinship Culture, ritual and religion	4
3	Politics, war and changing economy State and nation Capitalism; gender and work in the modern economy Post-war reconstruction	5

Suggested Readings

- Adams, Kathleen and Kathleen Gillogly, Eds. *Everyday Life in Southeast Asia,* Indiana University Press, 2011
- Carsten, J. 1997. *The heat of the hearth. The process of kinship in a Malay fishing community*. Oxford: ClarendonPress.
- Derks, Annushka, *Khmer Women on the Move*: *Exploring work and life in urban Cambodia*, University of Hawaii Press, 2008

- Dube, Leela, *Women and kinship: Comparative perspectives on gender in south And south---east Asia*. Vistaar, Delhi,1997.
- Geertz, C. 1980. Negara. *The theatre---state in nineteenth century Bali*. Princeton: Princeton University Press.
- Malarney, S. K. 2001. *Culture, ritual and revolution in Vietnam*. Richmond:Curzon Books.
- Ong, A. 1987. *Spirits of resistance and capitalist discipline: factory women in Malaysia*. Albany: State University of New York Press.
- Scott, James C. *The art of not being governed: An anarchist history of upland Southeast. Asia*. New Haven, CT: Yale University. Press
- Symonds, Patricia, *Calling in the Soul: Gender and the Cycle of Life in a Hmong Village,* University of Washington Press, 2004.

SOC 904 SP3 INDUSTRIAL SOCIOLOGY (4+1+0=5)

Objective: The course introduces the idea of how industrialisation brought a shift in the society both in work and production process. Sociology as a discipline emerged studying the changes brought by the industrial revolution and hence this course becomes one of the significant courses in sociology. Along with historical perspective, the course outlines the contemporary work culture in industries and its effects on other socio-cultural factors.

Outcome: The course will help students look into industries from a socio-economic outlook. The theories will make students engage in the problems that occur inside the industrial work sector. Students will learn about the complexities and unequal relationships built in the area of industrial work.

Units	Contents	Weeks
1	Industrialisation, industrialism and post-industrial society	2
2	Employee organizations: Blue Collar, White Collar and Managers	2
3	Work organization and Alienation: Machine Tending, Assembly Line, and Process Industry New Technologies: Emerging Forms of Work and Trade Union Response	5
4	Industrial Conflict and Collective Bargaining	4

Suggested Readings:
- Braverman, H. 1979. Labour and Monopoly Capital: The Degradation of Work in the Twentieth Century. Trivandrum: Social Scientist Press.
- Forester, T. 1985. The Information Technology Revolution. Oxford: Basil Blackwell.
- Gorz, A. 1982. Farewell to the Working Class. Boston: South End Press.
- Hyman, R. and Robert, P. (eds.). 1985. The New Working Class: White Collar Workers and their Organizations. London: MacMillan.

- Hyman, R. 1975. Industrial Relations: A Marxist Introduction. London: MacMillan. Kerr, C. et. al. 1973. Industrialism and Industrial Man.
- Harmondsworth: Penguin. Kumar, K. 1973. Prophecy and Progress. London: Allen Lane.
- Macarthy, E. A. J. 1973. (ed.). Trade Unions. Harmondsworth: Penguin.
- Peῆa, Devon G. Between the Lines: A New Perspective on the Industrial Sociology of Women Workers in Transnational Labor Processes. Available at:<http://scholarworks.sjsu.edu/cgi/ viewcontent.cgi?
- Ramaswamy, E. A. 1984. Power and Justice: The State in Industrial Relations. Delhi: Oxford University Press.
- Sheth, N. R. 1982. Social Framework of an Indian Factory. Delhi: Hindustan Publishing Co.

SOC 905 OE1 SOCIOLOGY OF MEDIA AND CULTURE (3+1+0=4)

Objective: This course aims to introduce the students to the phenomena of culture and mass media from a sociological viewpoint. It deals with various conceptual and theoretical perspectives on culture and media and discusses how these perspectives help understand transformation in these concepts in contemporary times.

Outcome: The students will be able to analyse the emerging relationship between media and society. Along with conceptual knowledge, the paper will enhance students with the usage of media forms and its implications in everyday life. With capitalism and globalization bringing a shift in everyday life, studying about media and culture would help them to critically look into its depth.

Units	Contents	Weeks
1	Basic Concepts: Culture and its new interpretations Culture: Folk, Popular, Mass, Elite Mass Media and Popular Culture	3
2	Globalisation, Popular Culture and Mass Media	2
3	Varied uses of media Awareness about social issues Social marketing Violence and the media Media ethics	4
4	The Indian Context Popular Culture and Gender in folklore, festivals, and films Satellite television and its impact on indigenous cultures	4

Suggested Readings:

- Appadurai, Arjun. 1996. *Modernity at Large: The Cultural Dimensions of Globalisation.* Oxford University Press.
- Arato, A. and E. Gebhardt. 1988. *The Essential Frankfurt School Reader.* New York: The Cosssntinuum Publishing Company.
- Benjamin, W. 1969. *The Work of Art in the age of Mechanical Reproduction.* Illuminations. New York: Schocken Books.
- Desai, A.R. 1948. *The Role of the Press in the Development of Indian Nationalism. In Social Background of Indian Nationalism.* Bombay: Popular Prakashan.
- Grossman, L. 2009. *Iran Protests: Twitter, the Medium of the Movement.* Time.com
- Hall, S. (1980). "Cultural Studies: Two Paradigms". *Media, Culture and Society.* (2) 57-72.
- Herman, Edward S. and Chomsky, Noam. 1988. *Manufacturing Consent: The Political Economy of Mass Media*, Pantheon Books.
- James Curran and Myung-Jin Park(eds.). 2000. *De-westernizing Media Studies*. Routledge.
- Jeffrey, Robin. 2000. *India's Newspaper Revolution. Capitalism, Politics and the Indian Language.* New York: St. Martins Press.
- Khan, R. and D. Keller. 2004. "New Media and Internet Activism: From the Battle of Seattle to Blogging". *New Media and Society.*
- Kohli, V. 2003. *The Indian Media Business.* London: Sage.
- Said, Edward. 1981. *Covering Islam: How the Media and Experts Determine How We See the Rest of the World.* New York: Pantheon.
- Uberoi, Patricia. 2006. *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press.

SOC905 OE2 AGRARIAN SOCIETY (3+1+0=4)

Objective: This course seeks to introduce students to the changing agrarian structure at different time periods. Along with it, the course engages students to the debates on agriculture that emerged with liberalisation and capitalist culture. The course familiarises students on the distinct agrarian culture of North East India with the rest of the country.

Outcome: With agriculture being the backbone of the country, the course will enable students to enhance the knowledge on agricultural communities and their livelihood condition. The course is expected to be able bring attention of the students to the emerging issues and problems and engage them with sociological theories.

Units	Contents	Weeks
1	Agrarian structure Historical Perspective: Feudal, Colonial and Capitalist. Nature of Agrarian Classes: Landlord, Peasant, Tenant, and Labourer	3
2	Agrarian Reform and Agrarian Conflicts Agrarian Reform Agrarian Conflicts: Ideology, Organization, Resistance	3
3	Commercialization of Agriculture Introduction of Cash Crops New Technology and Production	4
4	Traditional Land Systems in Northeast India: Hills and Plains Changing Agricultural Scenario	3

Suggested Readings:

- Alavi, S. 1975. "India and the Colonial Mode of Production". *Economic and Political Weekly*. 10 (33-35).
- Beteille. A. 1974. *Studies in Agrarian Social structure*. Delhi: Oxford University Press (Chapters 4, 5, and 6).
- Boyce, J.K. 1987. *Agrarian Impasse in Bengal*. London: Oxford University Press. (Chapters 2, 6, and 7).
- Chayanov. A.V. 1987. *The Theory of Peasant Economy.* (D. Thorner et. al. ed.) Delhi, Oxford University Press. Chapters 1, 2, and 3.
- Guha, R. (ed.). 1987. *Subaltern Studies V: Writings on South Asian History and Society.* Delhi: Oxford University. (Selected Chapters).
- Joseph. T. 1981. *Agrarian Class Conflict*. Vancouver: University of British Columbia Press.
- Krishna, Sumi. 2012. Agriculture and a Changing Environment in Northeastern India. New Delhi: Routledge.
- Marc, B. 1965. *Feudal Society. Vol. 1*, Routledge & Kegan Paul, London, Part 4.
- Marx, K. 1964. *Pre-capitalist Economic Formations*. (E.J. Hobsbawm ed.). London: Lawrence and Wishart.
- Scott, J.C. 1990. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. Delhi: Oxford University Press. (Chapters 4, 5, and 8).
- Shanin, T. (ed.). 1987. *Peasants and Peasant Societies.* Basil Blackwell, Oxford. Chapters 9, 26, 35, 39 and 44.
- Thorner, Daniel. 1962. *Land and Labour in India*. Bombay: Asia Publishing House. (Chapters 3, 10 & 13).

SEMSTER IV

SOC 1001C ENVIRONMENTAL SOCIOLOGY (3+0+1=4)

Objective: A major objective of the course is to provide a relatively comprehensive introduction to the field of environmental sociology, an area of inquiry which focuses on the relationship between society and the physical environment. The course provides a detailed discussion on the origin and development of the disciplines as well as the major theoretical perspectives in the field. It also focuses on environmentalism that has given birth to environmental movements, environmental legislations, debates and discussion in the contemporary societies.

Outcomes: The course brings out the relationship between nature and society using sociological perspectives. With different ethnographic works, it will encourage students to study environmental issues by looking into the debates of different sociologists, environment activists, eco-feminists etc.

Units	Contents	Weeks
1	Understanding Environmental Sociology Environmental Sociology: Rise, decline, and resurgence; 21st Century paradigm Classical Sociology and Environment and Contemporary Environmental Sociology	4
2	Nature and Nurture Constructivist and Realist Debate Approaches: Risk Society, Ecological Modernisation and Ecofeminism	2
3	Environmental Issues: Population, Environment and Development, Technology, Water, Health, Air Pollution, Risks, Hazards, Disasters and Nuclear Power Environmental Justice, Policy and Action	2
4	History of Resource Management in India: Colonial and Post-Colonial Treatment of India's Natural Resources Natural Resources and Local Communities: Dependence and Exploitation Agriculture versus Forests, Forest Rights Act 2006	5

Suggested Readings:
- Agarwal, Bina. 2010. *Gender and Green Governance: The Political Economy of Women's Presence within and beyond Community Forestry.* New Delhi: Oxford University Press.
- Arnold, D. and R. Guha 1995. *Nature, Culture, Imperialism.* New Delhi: Oxford University Press.

- Bell, M.M. 2009. *An Invitation to Environmental Sociology*. New Delhi: Pine Forge Press.
- Braidotti, Rose et al. 1994. *Women, the Environment and Sustainable Development*. London: Zed Books.
- Dunlap, R.E. *et al.* 2002. *Sociological Theory and Environment: Classical Foundations and Contemporary Insights*. Maryland- USA: Rowman & Littlefield Publishers.
- Gadgil, M. and R. Guha 1996. *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: Oxford University Press.
- Giddens, A. 1996 "Global Problems and Ecological Crisis" in *Introduction to Sociology*. New York: W.W. Norton and Co.
- Hannigan, John. 2006. *Environmental Sociology*. Oxon: Routledge.
- Irwin, Alan. 2001. *Sociology and the Environment.* UK: Polity Press.
- Lee *et. al.*(eds.).1999. *Asia's Environmental Movements: Comparative Perspectives (Asia and Pacific).* USA: An East Gate Book.
- Michael R. and G. Woodgate. 2000. *The International Handbook of Environmental Sociology*. Cheltenham, UK: Edward Elgar Publishing.
- Munshi, I. 2000 "Environment in Sociological Theory". *Sociological Bulletin.* Vol 49. No. 2.
- Redcliff, M. 1984. *Development and the Environmental Crisis.* New York: Metheun Co. Ltd.
- Saikia,A. 2011. *Forests and Ecological History of Assam, 1826-2000.* New Delhi: Oxford University Press.
- Sharma, C K and Sarma, I. 2014. "Issues of Conservation and Livelihood in a Forest Village of Assam". *International Journal of Rural Management.* Sage Publications. 10(1). Pp 47-68.
- Schnaiberg, A. 1980. *The Environment*. New York: Oxford University Press.
- Sharma, S.L. 1994 "Perspectives on Sustainable Development in South Asia" in *Perspectives on Sustainable Development in Asia*. Samad(ed). ADIPA. Kuala Lumpur.
- UNDP *Sustainable Development*. New York: Oxford University Press.
- World Commission on Environment and Development. 1987 Our Common Future. Brutland Report. New Delhi: Oxford University Press.

SOC 1002 SP1 SOCIOLOGY OF SYMBOLISM (4+1+0=5)

Objective: The course seeks to familiarise the students with the understanding of signs. It explores the different models of the sign put forth by different thinkers. It also aims to apply the understanding of symbolism in contemporary society.

Outcome: The course will help students to do a semiotic understanding of texts, objects and languages. It will engage students to observe and interpret signs and symbols from

diverse perspectives. This includes how one understands and visualises ethnographic texts, languages both spoken and acted, films, tattoo, events etc.

Units	Contents	Weeks
1	Understanding Sign, Historical sketch of Semiotics, Nature and Scope of Semiotics Relations of Signification, Structure, Text and Message	3
2	Models of the Sign: Ferdinand Saussure, Charles Peirce. Roland Barthes, Jacques Lacan	2
3	Language, Text and Culture: Ethnography as Text and Practice Symbol, History, Event	5
4	Visuality and the Symbol: Myths, Food, Tattoo, Advertisement, Media, Gender, Representation, Violence	3

Suggested Readings:

- Barthes. 1967. *Elements of Semiology.* New York: Hill & Wang.
- _____. 2009. *Mythologies.* UK: RHUK
- Benjamin, W. 1973. "The Work of Art in the Age of Mechanical Reproduction" in W. Benjamin (ed.). Illuminations. Fontana: Glasgow.
- Chandler, Daniel. 2002. *Semiotics The Basics.* Oxon: Routledge.
- Coff, Christian.2012. A Semiotic Approach to Food and Ethics in Everyday Life.*Springer.*
- Corwin, Anna.I. 2017. Emerging genders: semiotic agency and the performance of gender among genderqueer individuals. *Gender & Language.* 11(2): 255-277.
- Danesi, Marcel.2004. *Messages, Signs, and Meanings.* Ontario: Canadian Scholars' PressInc.
- Fiorini, Daniela and Paula Socolovsky. 2014. Argentinian Myths: Semiotics and Cultural Identity. *Springer.* 51: 27-30.
- Kettemann, Bernhard. 2013. Semiotics of Advertising and the Discourse of Consumption. *AAA: ArbeitenausAnglistik und Amerikanistik.* 38(1):53-67.
- Lacan. 1989. "The Agency of the Letter in the Unconscious or Reason Since Freud". in J. Lacan (ed.). Ecrits. A Selection. Routledge: Tavistock. (Pp. 146-178).
- Levi-Strauss. 1986. The Raw and the Cooked Introduction to a Science of Mythology. Middlesex: Penguin Books. (Selected chapters).
- Quinn, Malcolm. 1994. *The Swastika Constructing the Symbol.* Routledge: London
- Retsikas, Konstantinos. 2006. The semiotics of violence: Ninja, sorcerers, and state terror in post-Soeharto Indonesia. *Bijdragen tot de Taal-, Land- en Volkenkunde.*162(1): 56-94.

- Santos, Xuan. 2009. The Chicana Canvas: Doing Class, Gender, Race, and Sexuality through Tattooing in East Los Angeles. *NWSA Journal*. 21(3):91-120.

Saussure, F.D. 1966. *Course in General Linguistics.* New York: McGraw Hill. (Selected chapters).

Stone, Linda. 2010. *Kinship and Gender.* USA: Westview Press. (Selected chapter)

SOC 1002 SP2 SOCIOLOGY OF SOCIAL MOVEMENTS   (4+1+0=5)

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

Outcomes: This course will help students understand one of the most prolific areas of sociological research that has direct implications for the trajectory of social, political, cultural and economic shifts in contemporary societies. Students will develop an understanding of the 'how, when, why and effects' of mobilisation across the world in recent times. They will also learn to use sociological theories on social movements to identify a phenomenon as one.

Units	Contents	Weeks
1	Introduction to social movement: Meaning, definitions and characteristics Nature and scope Social movement and its relationship with state and civil society	1
2	Basic concepts: Social Movement and Social Change Types of social movements (Reform, Rebellion, Insurrection, Counter Movement) Differentiating social movements and revolutions Contentious politics	2
3	Theories of Social Movements: Structural –functional Marxist Resource Mobilization Theory New Social Movement	4
4	Social Movements in India: Defining features and case studies: Peasant movement Labour movement Dalit movement Women's movement	4

	Tribal movement	
5	Contemporary Social Movements: Queer-Trans movement Environmental movement	2

Suggested Readings:

- Banks, J.A. 1972: The Sociology of Social Movements, London, Macmillan.

- Buechler, S. 1997. "New Social Movement Theories" in Buechler, S. and Cylke, F.K., Jr. (eds.) *Social Movements: Perspectives and Issues*. Mountain View: Mayfield Publishing Company.
- Crossley, Nick, 2002, Making Sense of Social Movements, Open University Press, Buckingham.
- Fowaraker, Joe, 1995, Theorizing Social Movements, Pluto Press, London.

- Frank, Andre Gunder and Marta Fuentes, 1987, Nine Theses on Social Movements, Economic and Political Weekly, Vol. 22, No. 35, Pp. 1503-1507+1509-1510.
- Klandermans, Bert and ConnyRoggeband, (eds.), 2009, Handbook of Social Movements Across Disciplines (Handbooks of Sociology and Social Research), Springer, New York.

- Marcuse, Peter, 2005, Are Social Forums the Future of Social Movements? International Journal of Urban and Regional Research, Volume 29.2 Pp. 417–24.
- Porta Donatella Della and Mario Diani, 2006 (2ndEd.), Social Movements: An Introduction, Blackwell Publishing, Malden, USA.
- Dhanagare, D.N., 1983, Peasant Movements in India 1920-1950. Delhi, OUP.
- Oommen, T.K., 1972, Charisma, Stability and Change: An Analysis of BhoodanGrandan Movement. New Delhi, Thomas Press.
- Oommen, T.K., 1990, Protest and Change: Studies in Social Movements, Delhi; Sage.
- Shiva, Vandana, 1991, Ecology and the Politics of Survival, New Delhi, Sage.
  Singh, K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
- Zelliot, Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar.
- Foran, John, 1997, ed., Theorizing Revolutions, Routledge, London.
- Skocpol, Theda, 1979, States and Social Revolutions: Comparative Analysis of France, Russia and China, CUP, New York.
- McAdam, Doug, Sidney Tarrow and Charles Tilly, 2007, Comparative Perspectives on Contentious Politics, in Mark Lichbach and Alan Zuckerman (eds.), Comparative Politics: Rationality, Culture, and Structure: Advancing Theory in Comparative Politics. Cambridge University Press, Cambridge.
- Misra,Udayon. 2014. *India's North-East: Identity Movements, State and Civil Society.* New Delhi: Oxford University Press.
- Oommen,T.K.2004. *Nation, Civil Society and Social Movements*. New Delhi: Sage.

- Rao, M.S.A. 1978. *Social Movements in India*. Vol.I and II. Delhi: Manohar.
- Rege, Sharmila. 1998. Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position. *Economic and Political Weekly*. Volume 33, Number 44. Pp WS39-WS46.Shah,Ghanshyam. 2002. *Social Movements and the State*. New Delhi: Sage.New Delhi.
- Singh, K.S. 1982 *Tribal movements in India.* (ed.) Vol. I & II. New Delhi: Manohar Publications.
- Touraine, A. 1981. *The voice and the eye: An analysis of social movements.* Cambridge: Cambridge University Press.
- Reimer, Matthew & Brown, L.2019. *We are everywhere- Protest, power and pride in the History of Queer Liberation.* California: Ten Speed Press.

SOC 1003 OE1 SOCIOLOGY OF EDUCATION (3+1+0=4)

Objective: This course aims to introduce the students to understanding of the institutions and practices of education and their changing forms in the wider social context. It also looks into the social context of educational processes and the major theoretical perspectives.

Outcome: Students through this course will learn to deconstruct the idea of 'learning' as internalised in schools and institutions. The texts selected for the course will enable them to critically engage in the concept of 'education' and knowledge. Students will be able to make connections between the changes of political economy and its impact on education in contemporary period.

Units	Contents	Weeks
1	The Idea of Education 'Good' Education and Basic Education Education and Liberation, Democracy and Citizenship	2
2	Education and Society Socialization and Education Cultural and Social Reproduction, Hegemony and Domination Agency and Resistance	3
3	Schooling practices Modern Education System School Culture, Curriculum and Classroom Practices Counter-School Culture	4
4	The State, Education and Equality Education and Social Stratification Education, Social Mobility and Affirmative Action Aspects of Higher Education	4

Suggested Readings:

- Apple, M. W. 1982. *Cultural and Economic Reproduction in Education: Essays on class, ideology and the state.* London: RKP. (Chapters 1, 9).
- Althusser, L. 1971. "Ideology and Ideological State Apparatuses". in L. Althusser (ed.) *Lenin and Philosophy and Other Essays.* London: New Left Books.
- Benei, Veronique. 2009. *Schooling India. Hindus, Muslims and the Forging of Citizens.* New Delhi, Orient Blackswan.
- Bernstein, Basil. 1996. *Pedagogy. Symbolic Control and Identity.* London: Taylor and Francis. (Chapter 1).
- Beteille, A. 2009. "Institutions and Networks". *Current Science.* 97, 2:148-156.
- Boren, M.E. 2001. *Student Resistance. A History of the Unruly Subject.* New York. London: Routledge.
- Bourdieu, P. and Passeron. J.C. 1978. *Reproduction in Education, Society and Culture.* London: Sage. (Book 1).
- Coleman, J. S. 1968. "The Concept of Equality of Educational Opportunity". *Harvard Educational Review*. 38(1): 7-22.
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education.* New York: Free Press.
- Durkheim, E. 1956. *Education and Society.* New York: Teachers College Press.
- Friere, P. 1970. *Pedagogy of the Oppressed*. New York: Continuum.
- Froerer, Peggy. 2007. "Disciplining the Saffron Way: Moral Education and the Hindu Rashtra". *Modern Asian Studies*. 41, 5: 1033-1071.
- Gandhi, M.K. 1977. "Basic Education". in *The Collected Works*. Ahmedabad: Navajivan.
- Jayaram, N. 2015. *Sociology of Education in India.* Jaipur: Rawat Publications.
- Jeffrey, Craig, Roger Jeffrey and Patricia Jeffrey. 2008. "School and madrasah education: gender and the strategies of Muslim young men in rural north India". *Compare: A Journal of Comparative and International Education.* 38, 5: 581-593.
- Kumar, K. 2002. *Prejudice and Pride.* New Delhi: Viking.
- Rousseau, Jean-Jacques. 1974. *Emile:* Translated by Barbara Foxley. Everyman's Library. London, J.M. Dent and Sons.
- Saigol, R. 2000. *Symbolic Violence, Curriculum, Pedagogy and Society.* Lahore: Sahe. (Chapters 5, 6, and 7).
- Thapan, Meenakshi. 1991/ 2006. *Life at School: An Ethnographic Study.* New Delhi: Oxford University Press.
- Thapan, Meenakshi. 2015. *Education and Society: Themes, Perspectives and Practices.* New Delhi: Oxford University Press.

- Willis, P. E. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs.* Surrey, England: Saxon House.

SOC 10O3 OE2 POPULATION AND SOCIETY

Objectives: The course provides an introductory yet comprehensive understanding about the relationship between demography and society. It will discuss classical to modern theories of population, its growth and differential impact of overpopulation society. The course will bring sociological perspectives to understand different aspects of population such as fertility, mortality and migration along with population policies and schemes.

Outcome: The students will be able to explain the social dynamics of population and will help to engage themselves with the sociological debates around population and society. They will be able to develop critical orientation to demographic works both in research as well as government policies.

Units	Contents	Weeks
1	Demography and Sociology Theories of Population: Antiquity, Malthusian, Demographic Transition, Post-Malthusian, Neo-classical, Marxian, Biological Theories, Optimum Theory	3
2	Major Variables of Population: Fertility, Mortality and Migration Population Structures: Age and Sex Population Size and Development	4
3	Interaction between Demographic variables and Social Structure and Institutions: Fertility and Culture Migration Urbanization	4
4	Population and Society of India Population Policies	2

Suggested Readings:

- Bongaarts, J. "Human Population Growth and the Demographic Transition" in *Philosophical Transactions: Biological Science.* 364, 1532.
- Bose, A. "Demographic transition and demographic imbalance in India" in *Health Transition Review.* Supplement.
- Bose, A. 2010. *India's Quest for Population Stabilization.* New Delhi: National Book Trust.

- Bose, A. et al. 1970. (ed.). *Studies in Demography.* London: Allen & Unwin. (Relevant Chapters).
- Bose, A. et al. 1974 (ed.). *Population in India: Development. 1947-2000.* Delhi: Vikas Publishing House. (Relevant Chapters).
- Davis, K. 1961. *The Population of India and Pakistan*. New York: Russell and Russell.
- Halbwachs, M. 1960. *Population and Society: Introduction to Social Morphology*. Glencoe: Free Press.
- Haq, E. 2007. *Sociology of Population in India*. USA-: MacMillan.
- Jackson, J.A. (ed.). 1969. *Migration.* Cambridge: Cambridge University Press, (Relevant Chapters).
- Jeffery, R and P Jeffery. 1997. *Population, gender and politics: Demographic change in rural north India*. Cambridge : CUP.
- Malthus, Thomas, Robert. 1798. *An Essay on the Principle of Population.* London.
- Mandelbaum, David. 1974. *Human Fertility in India: Social Components and Policy Perspectives*. Berkeley: University of California Press.
- Pande, R.P, and N.M. Astone. "Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors" in *Population Research and Policy Review.* 26(1) 1-29, 2007.
- Radhakrishna, R., K.H. Rao, C. Ravi and B. Sambi Reddy. "Chronic Poverty and Malnutrition" in *Economic and Political Weekly*. 39 (28) 3121-3130, 1990.
- Peterson, W. 1967. *Population*. (2nd ed.). London: Collier Macmillan
- Premi, M.K. 1983. *An Introduction to Social Demography*. Delhi: Vikas Publishing House.
- UNO, 1973. *The Determinants and Consequences of Population Trend. Vol. I*, New York. (Relevant portions in Chapters 3, 4, 5 and 6).
- William, L. and P. Rangazas. 2006. "Fertility and Development: The Roles of Schooling and Family Production" in Rangaza*Journal of Economic Growth*. 11(3) 229-261.

SOC 1004 DPW   DISSERTATION PROJECT WORK
Credits = 6 (Tutorials -2, Field Work 4)

Objective: The course provides a comprehensive first-hand experience of fieldwork and its methodological and practical challenges. The students will work under the guidance of research supervisors in the Department. Specific research topics will be selected by the students in consultation with the supervisors to carry out the project. The methods of data collection within the framework of various sociological theories will be discussed in the course by the supervisor and other faculty members in the Department. This would enable

them to carry out research for their individual projects efficiently and confidently. There will be continuous interactions with the students to monitor their research progress.

Outcomes: The final outcome of this course will be that the students will submit a well-researched master's dissertation towards the end of the semester written on a topic of their choice, thoroughly guided by a faculty member of the department. The students will also learn to present their research work at seminars/conferences which will enhance the quality of their work. The students will be also encouraged to publish their work in the form of research paper in reputed academic journals. Through this course the students will develop academic writing and communication skills.