Department of Sociology
Jadavpur University
8- Semester Bachelor (Hons) Programme under curriculum and credit framework

Semester	Major Course	Minor Course	Multi-Disciplinary Course	Skill-Enhancement Course	Value-Added Course	Dissertation	Internship
I	Elementary Understanding of Sociology	Elementary Understanding of Sociology	Environment and Society	Reading Text	Understanding India: Social Inclusion		
II	Sociological Thinkers 1	Sociological Thinkers	Rethinking Development	Academic Writing Skills	Understanding India: Violence and Criminal Victimization		
III	Social Theory-I Basic Concepts in Sociology	Social Research Methods	Sociology of Sports	Making Research Presentations			
IV	Sociological Thinkers-II Social Theory-II Quantitative Research Methods Social Stratification and Inequality	Relationship and Intimacy					
V	Indian Society-I Qualitative Research Methods Indian Social Thought. Sociology of Work.	Indian Society Social change and Collective action					Internship
VI	Indian Society-II Gender and Society	Inequalities and Hierarchies					

Semester	Major Course	Minor Course				Dissertation	
	Themes in Cultural Studies	Sociology of Marginalized Communities					
VII	Religion and Society Childhood and Society Visual Culture						
	Studying Everyday life Youth and Society						
VIII	Applied Sociology (compulsory) Urban Society(compulsory) Sociology of Health and Illness Sociology of Crime and Deviance Sociology of Education					Dissertation	

Semester	Major Course	Minor Course	Multi-Disciplinary Course	Skill Enhancement Course	Value Added Course	Dissertation
I	Elementary Understanding of Sociology	Elementary Understanding of Sociology	Environment and Society	Reading Text	Understanding India: Social Inclusion	
II	Sociological Thinkers - I	Sociological Thinkers - I	Rethinking Development	Academic Writing Skills	Understanding India: Violence and Criminal Victimization	

III	Social Theory - I	Social Research Methods	Sociology of Sports	Making Research Presentations		
	Basic Concepts in Sociology					
IV	Sociological Thinkers - II	Relationship and Intimacy				
	Social Theory - II					
	Quantitative Research Methods					
	Social Stratification and Inequality					
V	Indian Society - I	Indian Society				
	Qualitative Research Methods	Social change and Collective action				
	Indian Social Thought. **Sociology of Work.**					
VI	Indian Society - II	Inequalities and Hierarchies				
	Gender and Society	Sociology of Marginalized Communities				
	Themes in Cultural Studies					
VII	Religion and Society					
	Childhood and Society					
	Visual Culture					
	Studying Everyday life					
	Youth and Society					
VIII	Applied Sociology					
	Urban Society					
	Sociology of Health and Illness					Dissertation
	Sociology of Crime and Deviance					
	Sociology of Education					

Programme Specific outcomes of BA Sociology

The UG Sociology programme completes with idea of:

PSO1: instilling in students a sociological orientation towards social and cultural differences, differentials in social access to opportunities and power and to the relevance of social transformations.

PSO2: facilitating the interface between man, society and environment, taking into account the issues of equity, justice, human rights and sustainability.

PSO3: making students informed researchers, equipping them with the knowledge of research methods to engage people as subjects of research, with a keen eye to the resolvable and irresolvable ethical dilemmas of conducting research

PSO4: rendering students enlightened and informed citizens capable of reflecting on their social predicaments, turning them into their research orientation, and thereby become an important vehicle of social advocacy and activism.

Department of Sociology

Elementary understanding of Sociology

Major course

1ST YEAR, 1ST SEMESTER

In the present age Sociology has become a key discipline within social sciences. As such this paper mainly focuses on the foundational concepts of Sociology. The aim here is to help students familiarise with the basic concepts and categories that constitute the disciplinary edifice

MODULE-I

1. The Sociological Perspective
2. The Sociological Investigation
3. Culture
4. Society
5. Socialization

MODULE-II

6. Social Interaction in Everyday Life

7. Groups and Organizations

8. Sexuality and Society

9. Deviance

REFERENCES:

Anthony Giddens (2010) Sociology
Fullchart and Scott(2009) Sociology
John J. Macionis (2012) Sociology
Horolombus (2007) Sociology
P. Gisbert (2008) Sociology

On the completion of the course, students will able to

Co1 analyse social reality from a sociological perspective. (K4)
Co2 learn the basic tenets of sociological research.K2
Co3 understand the culture- society dynamics. (K2)
Co4 learn the significance of interaction and collectivities.K2
Co5 Problematize the concept of sexuality .K5

Co6 investigates the basic understanding of deviance and sexuality and also examines its   impact on the society (k4, k3)

Content Delivery Method:
Classroom lecture (chalk and board) (D1),Visual presentation (D2);Tutorial and Exercise (D3)

Department of Sociology

Elementary understanding of Sociology

Minor course

1ST YEAR, 1ST SEMESTER

In the present age Sociology has become a key discipline within social sciences. As such this paper mainly focuses on the foundational concepts of Sociology. The aim here is to help students familiarise with the basic concepts and categories that constitute the disciplinary edifice

MODULE-I

6. The Sociological Perspective
7. The Sociological Investigation
8. Culture
9. Society
10. Socialization

MODULE-II

6. Social Interaction in Everyday Life
7. Groups and Organizations
8. Sexuality and Society
 9. Deviance

REFERENCES:
Anthony Giddens (2010) Sociology

Fullchart and Scott(2009) Sociology

John J. Macionis (2012) Sociology

Horolombus (2007) Sociology

P. Gisbert (2008) Sociology

On the completion of the course, students will able to

Co1 analyse social reality from a sociological perspective. (k4)

Co2 learn the basic tenets of sociological research.K2

Co3 understand the culture- society dynamics. (k2)

Co4 learn the significance of interaction and collectivities.K2

Co5 problematize the concept of sexuality.K5

Co6 investigates the basic understanding of deviance and sexuality and also examines its impact on the society. (k4, k3)

Content Delivery Method:

Classroom lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and Exercise (D3)

Department of Sociology
Environment and Society
Multi-Disciplinary Course
1ST YEAR, 1ST SEMESTER

The course aims to instill in students an environmental awareness and introduce students to the issues that concern our natural and social beings. In a world of increasing environmental awareness nature is being looked at from a number of disciplinary perspectives; both natural and social sciences provide insights into environmental problems and make the problems amenable to policy framing and formulations. This course drawing on perspectives developed in different sciences and disciplines aims to flag certain social-ecological concerns, issues at stake in environmental discourses today.

1. Industrialism and environment
2. Postindustrialism and the return of environment
3. Varieties of environmental discourse: The West and the East
4. Environment and development: the experience in the subcontinent

5. Sustainable development: The journey of this idea and its impact on developing societies

6. Environmental movements in Colonial India: Revisiting moments in history

7. Major movements in post-independence India

a. Chipko

b. Narmada Bachao

c. Anti mining movements

8. Reflecting on the dynamics of land, water and forest; Rethinking Human and Non-humans relation with special reference to experiences from the subcontinent.

Readings

Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).

Hannigan, J. A. (1995). Environmental Sociology.Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society.Eds. Germov, John and Marilyn, Poole. NSW: Allen &Unwin, Ch 21 (pp. 431-442).

Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

Gould, K. A., Pellow, D. N., &Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask.Organization & Environment, 17(3), 296-316.

Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. Organization & Environment, 17(3), 317-322.

Mol, A. P. (2002). Ecological modernization and the global economy. Global Environmental Politics, 2(2), 92-115.

Buttel, F. H. (2000). Ecological modernization as social theory. Geoforum,31(1), 57-65.

O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology.*The Guilford Press.Ch . (pp.152-175).

Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics.*Economy and Society*, 35(3), 329- 345.

Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and*

*Development.*Zed Books.Ch 3.(pp.38-54).

Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan.(ed.) 2007.*Environmental Issues in I n d i a : A Reader.*New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).
. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons ltd. East Sussex, U.K. Ch 1 (pp.10-25).
Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).
Khagram, S., Riker, J. V., &Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).
. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.
Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.

[Projects, feature films and documentary screenings and field visits will be will be undertaken by students through the course]

SUGGESTED READINGS
Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.

Guha, R., &Alier, J. M. (1998). The environmentalism of the poor. In *Varieties ofenvironmentalism: Essays North and South*. New Delhi: Oxford University Press.
Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.
Baviskar, A. (1999). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Oxford University Press

On completion of the course the students will be able to:
CO 1-understand and recognize the environmental issues; to follow and recount them. (K2, S1)
CO 2-internalize and analyze environmental knowledge; analytically integrate and separate diverse perspectives on nature. (A5, K4, K5)
CO 3- assess their environmental knowledge, formulate their opinion about them in coherent form and argue their point of views in public fora with debates on

environment. (K6, S4, K5)

CO 4-apply their knowledge of environmental perspectives to the specific empirical context such as that of India, the subcontinent or south Asia (as the case may be) to deduce and demonstrate the perspectives' relevance and tenability.

Content Delivery Method :
Classroom lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and exercise (D3)

Department of Sociology
Reading Texts
Skill Enhancement Course
1st YEAR, 1st SEMESTER

1. Knowing the text: categorizing texts
2. How to read a social science treatise, a monograph or a fiction
3. Familiarizing with the narrative
4. Integrating, classifying and separating themes
5. Reading between the lines, deciphering intended messages
6. Symptomatic Reading, deciphering the unintended
7. Internalizing arguments or the central thematic
8. Making assessment of the text, articulating coherently

Texts that can be taken up for the course:
Chinua Achebe. Things fall apart
Franz Fanon. The wretched of the Earth
Ramachandra Guha The unquiet woods
Veena Das. Critical Events
Amitav Ghosh. The Great Derangement
Amitav Ghosh. The Nutmeg's Curse
M.N. Srinivas. The remembered Village

On completion of the course the students will be able to:

CO 1- Identify texts for reading; classify texts both for the purposes of reading and library search and characterize them on the basis of certain features which they have learnt. (K1, K2, A5)

CO 2- Summarize the arguments of the texts; recognize the focal points and analyze arguments of texts. (K6, K4, K1)

CO 3-Assess critically texts in terms of arguments, in terms of addressal of issues, in terms of the larger questions it flags or the wider canvas it attempts to portray. (K6)

CO 4- Articulate their (based on critical assessment) opinionated reading of texts; authenticate their ability as a reader and reviewer. (A5, S4)

Content delivery method:
Classroom lecture (chalk and board) D1
Visual presentation (D2)
Tutorial and Exercise (D3)

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Department of Sociology
Understanding India: Social Inclusion
Value Added UG Course
1ST YEAR, 1ST SEMESTER

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This course establishes the urgency of social inclusion as an indispensable requirement for sustainable development. Enshrined in the 2030 Agenda of United Nations is the principle that every person of the world should reap the benefits of development and enjoy minimum standards of well-being. Social exclusion, which obstructs social inclusion, entails material deprivation, lack of agency or control over important decisions as well as feelings of alienation and inferiority. The course is aimed at exposing the students on relevant perspectives and literature drawn from various social sciences and humanities disciplines. Along with a global perspective, the course provides an in-depth understanding of Indian social reality through the lens of social inclusion. The course has its epistemic as well as practical relevance. It inspires students to promote social inclusionby removing barriers to people's participation in society on the one hand, and taking active inclusionary steps on the other hand to facilitate such participation through enhanced opportunities, access to resources and respect for rights.

Module 1

1. Concepts: inclusion, exclusion ,inequality, intersectionality, stigma, freedom, capability, human rights, human development, capacity building and participation, human security, social justice, citizenship, empowerment etc

2. Perspectives on Inclusive Society- Gandhi, Vivekananda ,Rabindranath Tagore, Amartya Sen, Charles Taylor.

3. Obstacles to Inclusion: caste, race, religion, ethnicity, tribe, gender, age, disability, place of residence, socio-economic status, minority status,citizenship status,migration status, indigenous identity.

4. Mapping cost and benefits of inclusion for society, nation, and individual: i) economic, social, emotional cost and benefits, ii) exclusion and violence.

Module 2

1. Indian Public Policies and legal framework for inclusion: Indian Constitution and Inclusion; Inclusion of diverse vulnerable categories ; Inclusionby promoting access to: i) education ii)livelihoodiii) health iv) housing v)political participation and decision making etc.

2. Civil society and inclusion: organizations and movements

3. Non-state International Agencies: United Nations and its various organs promoting and protecting human rights of vulnerable people..

Readings :

Allen Doughlas. 2009. The Philosophy of Mahatma Gandhi for the 21st century. Oxford University Press

Austien Granville 1999,*The Indian Constitution: Cornerstone of a Nation*, Oxford, NewDelhi.

Brubaker R. 2002. Ethnicity without Groups, *European Journal of Sociology*, vol 43, no.2:163-89

Dasgupta S .2020. Texts of Tagore and Tagore as Text: A Framework for Diversity and inclusion in the 21st Century. The International Education Journal: Comparative Perspectives. Vol 19.no.1

Deshpande Ashwini 2013,*Affirmative Action in India,*OUP,New Delhi

Ghosh Jayati 2002: *Social policy in Indian Development*, UNRISD, Geneva.

Harris R. 2022.*Guru to the World: The Life and Legacy of Vivekananda*. Harvard University Press.

Hickey S, du Toit A. 2007. Adverse Incorporation , Social Exclusionand Chronic Poverty, *CPRC Working Paper* 81

Jensenius R Francesca.2017. *Social Justice through Inclusion*,Oxford ,New Delhi

Kabeer N. 2009. Poverty, Social Exclusion and the MDGs: The Challenge of 'Durable Inequalities' in the Asian Context. *IDS Bulltin* vol 37, issue 3: 64-78

Levitas Ruth, Pantazis. C, Fahmy E, Gordon D, Lloyd E, Patsios D, 2007, *The Multidimensional Analysis of Social Exclusion.*

Mathur Kuldeep2015*Public Policy and Politics in India*,Oxford India ,NewDelhi.

Momen Md. N, Baikady R, Li C S, Basavaraj M. 2020. Building Sustainable Communities: Civil Society Response in South Asia. Palgrave Macmillan

Ramaiah.A.2007*Laws for Dalit Rights and Dignity: Experiences and Responses from Tamil Nadu* Jaipur: Rawat

Saith Ruhi.2001.*Social Exclusion: The Concept and Application to Developing Countries*

Sen Amartya 2000. Social Exclusion: Concept, Application, and Scrutiny,.*Social Development Papers 1*, Asian Development Bank

Taylor Charles. 1998. The Dynamics of Democratic Exclusion. *Journal of Democracy* 9.4 143-156

Thorat S 2008. Social exclusion in the Indian Context: Theoretical basis of Inclusive Policies. *Indian Journal of Human Development*, vol 2, issue 1.

Tilak Jandhyala B .2021, *Education in India :Policy and Practice*,Sage, Delhi

World Bank. 2016. Safeguarding Inclusivity and the role of Civil Societyin Conflict Affected States: Lessons from the New Deal for SDG Implementation.

Course Outcome

On completion of the course students will be able to:

CO 1. Understand key concepts and perspectives on social inclusion and relevant issues.(K2)

CO2 Internalize the inclusive temperament, recognizing the dignity, value and importance of each person. It equips students with knowledge and skills to support local communities in accessing social rights. (A5)

CO3 Analyse the vulnerability of a community by locating obstacle/s to social inclusion.(K4, A3)

CO4 Evaluate the economic, social and emotional cost and benefits of social inclusion.(K5)

CO5 Critically reflect on the inclusionary interventions by the Indian state. (K6)

CO6 Examine the contribution of the non-state actorsto social inclusion. (K3)

Content Delivery Method Class room lecture (chalk and board) (D1);Visual presentation (D2);Tutorial (D3)

Department of Sociology
Sociological Thinkers I
Major course
1ST YEAR, SECOND SEMESTER

The course on social thinkers aims to facilitate an understanding about the history of the discipline through the contributions of some of the seminar thinkers. Contributions of the founding thinkers like Comte, Durkheim, Martineau, Marx, are expressions of their engagement with the problems and prospects of the emerging industrialized societies in Europe. The sociological thinkers looks at the emergence of sociology and focuses on thinkers such as Comte, Martineau, Durkhiem and Marx.

Module I

1. Origins of Sociology

2. Comte- Positivism, Law of three Stages, Hierarchy of Sciences, Social Statics and Social Dynamics

3. Martineau- Central theories and Methods, Nature of Societies, Humans and Change

Module II

4. Durkheim – The Rules of Sociological Method, Division of Labour, Suicide, Religion

5. Marx – Historical Materialism, Capitalism, Alienation, Class and Class Struggle, Revolution.

Readings

Zeitlin, I M. 1968. Ideology and the Development of Sociological Theory: Prentice-Hall.

Giddens, A. 1987.2nd Ed. Sociology a Brief but Critical Introduction. San Diego: Harcourt Brace Jovanovich.

Giddens, A. 1973. Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber: Cambridge University Press.

Lukes, S . 1973. Emile Durkheim: His Life and Work. A Historical and Critical Study: Penguin Books.

Morrison, K. 1995. Marx, Durkheim, Weber: Formations of Modern Social Thought: Sage

Ritzer, G 1996 .Classical Sociological Theory: McGraw Hill

Swingehood, A . 2000. Short History of Sociological Thought: Palgrave Macmillan.

Swingehood, A. 1975.Marx and Modern Social Theory: Macmillan.

Thompson, K .2003. Emile Durkheim :Routledge

Aron, R. 1998. Main Currents in Sociological Thoughts.Vol 1 and 2: Transaction Publishers

Bert,N. Adams and Sydie. 2001. Sociological Theory. Thousand Oaks. California: Pine Forge Press.

Bottomore, T. ed. 1983 A Dictionary of Marxist Thought. Cambridge: Harvard University Press

Coser,L. 1971,2nd Ed. Masters of Sociological Thought: Ideas in Historical and Social Context. : Harcourt Brace Jovanovich.

Fletcher, R. 1994. The Making of Sociology: A Study of So

Course outcome
On the completion of the course students will be able to:

CO1: construct the historical trajectory of sociology's origin and salience as an intellectual discipline, both globally and nationally. (S5)

CO2: Examine Auguste Comte's entire corpus in detail and seeking its relevance in the current intellectual matrix. (K1, A3).

CO3: Analyse Martineau's theoretical framework in its full complexity in order to examine its hidden nuances. (K2, A2)

CO 4- recognize and familiarize with the thinkers, ascertain the trajectory of their thoughts, and reproduce them. (A1, K6, S1)

CO 5-Interpret and analyze the different components of their thinking, compare and contrast different categories and concepts used in building their thoughts and develop a distinct sociological perception about these thinkers and their ideas. (K4, K2, K6, S4)

CO 6- Apply and assess these thinkers and their thoughts respondingto the contemporary social contexts and demonstrate and accomplish a socially relevant evaluation of these thinkers. (K3, A2, S3)

Content Delivery Method
Classroom lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and exercise (D3)

Department of Sociology
Sociological Thinkers
Minor Course
1ST YEAR,   2ND SEMESTER

The course on social thinkers aims to facilitate an understanding about the history of the discipline through the contributions of some of the seminar thinkers. Contributions of the founding thinkers like Comte, Durkheim, Martineau, Marx, are expressions of their engagement with the problems and prospects of the emerging industrialized societies in Europe. The sociological thinkers looks at the emergence of sociology and focuses on thinkers such as Comte, Martineau, Durkhiem and Marx.

Module I

1. Origins of Sociology

2. Comte- Positivism, Law of three Stages, Hierarchy of Sciences, Social Statics and Social Dynamics

3. Martineau- Central theories and Methods, Nature of Societies, Humans and Change

Module II

4. Durkheim – The Rules of Sociological Method, Division of Labour, Suicide, Religion

5. Marx – Historical Materialism, Capitalism, Alienation, Class and Class Struggle, Revolution.

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Giddens, A. 1987.2nd Ed. Sociology a Brief but Critical Introduction. San Diego: Harcourt Brace Jovanovich.

Giddens, A. 1973. Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber: Cambridge University Press.

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Morrison, K. 1995. Marx, Durkheim, Weber: Formations of Modern Social Thought: Sage

Ritzer, G 1996 .Classical Sociological Theory: McGraw Hill

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Bottomore, T. ed. 1983 A Dictionary of Marxist Thought. Cambridge: Harvard University Press

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CO 6- Apply and assess these thinkers and their thoughts respondingto the contemporary social contexts and demonstrate and accomplish a socially relevant evaluation of these thinkers. (K3, A2, S3)

Content Delivery Method
Classroom lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and exercise (D3)

Department of Sociology
Rethinking Development
Multi- Disciplinary course
1ST YEAR, 2ND SEMESTER

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

1. Unpacking Development
2. Theorizing Development
3. Developmental Regimes in India
4. Issues in Developmental Praxis
Course Contents and Itinerary

1. Unpacking Development

1.1 Bernstein, Henry. *Underdevelopment and Development*.Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.

1.2 Wolfgang, Sachs (ed.) The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books. 1992. pp. 1-21.

1.3 Rist, Gilbert. *The History of Development*. London: Zed, 2008. Pp. 8 – 46

1.4 Ferguson, J. 2005. 'Anthropology and its Evil Twin; 'Development' in the Constitution of a Discipline', in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*.Blackwell Publishing.pp 140-151.

2. Theorizing Development

2.1 Harrison, David. *The Sociology Of Modernization And Development*. London: Routledge, 1991. Chapters 1 &2. Pp. 1 – 54

80

2.2 Frank, Andre Gunder. 1966. 'The Development of Underdevelopment', *Monthly Review*. 18 (4) September 17-31

2.3 Redclift, Michael. 1984. *Development and the Environmental Crisis. Red or Green alternatives?*New York: Methuen & Co. Chapter 1 and 7, pp 5-19, 122-130

2.4 Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff& Nan Wiegersma (eds). 1997. The Women, Gender and Development Reader. Delhi: Zubaan, pp 33-54

2.5 Sanyal. Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189

2.6 Sen, A. 1999. *Development as Freedom*. New Delhi : Oxford University Press, pp. 3-11

3. Developmental Regimes in India

3.1 Bardhan, Pranab. *The Political Economy of Development In India*. Delhi: Oxford, 1992. Pp. 1-60

3.2 Chatterjee, Partha. Democracy and Economic Transformation in India, *Economic and Political Weekly*, Vol. 43, No. 16 (Apr. 19 - 25, 2008), pp. 53-62

4. Issues in Developmental Praxis

4.1 Scudder. T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn

books. Pp. 49-78.
4.2 Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion

On the completion of the course, the students will be able to

CO 1: Understand the key concepts in Development studies and their historical origin. (K1, K2)

CO 2: Understand and analyse the impact of Development projects on lives and livelihood, and will be able to relate it to current and past projects. (K2, K4, K6)

CO 3: Understand the elements of theories of development, and relate it to the Indian context. (K2, K3)

CO 4: Develop a relation between systems of government, and development of a nation. (K2, K3, K5)

CO 5: Describe the process of primitive accumulation and its reversal in Indian society. Distinguish between civil and political society. (K2, K4)

CO 6: Understand the role of government projects and non-governmental organisations in development projects, and the impact of feminist development programmes. (K2, K4, K5)

Content delivery method :

Class room lecture (D1)

Visual presentation (D2)

Tutorial and exercise (D3)

Department of Sociology
Academic Writing Skills

Skill Enhancement Course
1ST YEAR, 2ND SEMESTER

The course foregrounds the development of academic writing skills. It introduces to the students the difference between formal academic writing and informal, colloquial modes of writing. As a writing course the class will focus on careful reading and annotating for main ideas, summarizing, analyzing, building arguments, construct compelling paragraphs, including introductions and conclusions, how to engage convincingly with others' work, how to read and write critically, and how to make effective use of theory. The students will learn how to handle other peoples' writings as well as how to write for proposal grants and research reports.

1. **Different forms of academic writing –**

 Research Paper, Review Paper, Article, Book Chapter, Book, Thesis

2. **Finding Sources**

3. **Organizing writing**

Writing introductions
Writing sound paragraphs, theory sections,empirical sections, conclusions

4. **Handling Other People's Writing**

Academic Integrity
How to Avoid Plagiarism
When to use Citations
How to Use Quotations and Paraphrasing
Introducing Quotations
Formatting Quotations
Paraphrasing
References in the main text
 Footnotes & Endnotes
Cited References (References List)
Sample Bibliography Formats

5. **Writing for different purposes**

abstracts, proposal, and research report

Readings

Bailey, S. (2005). *Academic Writing*. London: Routledge
Becker, Howard Saul and Pamela Richards. *Writing For Social Scientists*. Chicago: University of Chicago Press, 2007
Creme, P. and Lea, M. (2006). *Writing at University*. Berkshire: Open University Press
Dillard, A. (1995). *The writing life*. New York, NY: HarperPerennial
Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e , New York: W. W. Norton & Company
Johnson, William A. Et. Al. *The Sociology Student Writer's Manual*. New Jersey: Prentice Hall, 2000.

On completion of the course, students will be able to

CO1: Differentiate academic writing from non-academic writing. (K2)
CO2: Identify various forms of academic writing.(K2)
CO3: Express different genres of writing such as summaries, critical reviews, essays, reports. (K4)
CO4: Avoid plagiarism. (A2)

CONTENT DELIVERY METHOD:
Classroom lecture (chalk, board) (D1)
Visual presentation (D2)
Tutorial (D3)

Department of Sociology
Understanding India: Violence and Criminal Victimization
Value-Added Course
1ST YEAR, 2ND SEMESTER

This course is designed to provide with a broad overview of victimology. Students will
learn to identify, describe, explain, and discuss a wide range of victimizations and
victimological debates. It will also look at victim's rights and services. The course will engage in many of these topics within a context of current events in India

MODULE 1

1. **Contextualizing victim and victimology**

   Defining victim and victimology; Ways of thinking about victims and victimology;

   The increasing importance of victim and victimology

   Sources of information on victimization

2. **Victims and victimology**

   Gender and victimization

   Sexuality and victimization

   Victims of hate crime

   Child victims

   Elderly victimization

   Victims of trafficking

MODULE 2

3. **Emerging victim centered research**

   Challenges for mainstream victimology: 'who' and 'what' is a victim?

   Environmental crime

   Victim of corporate crime

   Medical malpractice

   Online victimization

4. **Looking at victim's needs and rights**

5. **Restorative justice**

   What is restorative justice?

   Mediation as restorative justice

Readings

Carmen, Andrew (2016). Crime Victims: An Introduction to Victimology, Ninth Edition, Cengage Learning, Boston.

Dignan, James (2005). Understanding Victims and Restorative Justice. Maidenhead, England: Open University Press.

Goodey, Jo. (2005)Victims and Victimology: Research, Policy and Practice. Person Longman

Walklate, Sandra. (2007).Imagining the victim of crime. Berskshire, England: Open University Press

Walklate, Sandra(ed.) (2018). Handbook of Victims and Victimology. Routledge.

On the completion of the course, students will able to:

CO1: Understand the basic terms, concepts, and ideas in Victimology. (k2)
CO2: Understand the core literature and debates that make up the discipline of Victimology. (K2)
CO3: Examine a wide range of victimizations. (K3)

CO4: Identify the new experiences of victimization that have been neglected in mainstream Victimology and policy.(K2)

CO5: Understand victims' needs and essential services required. (K3)
CO6: critically analyse restorative justice, it's underlying principles, and main objectives(K6)

CONTENT DELIVERY METHOD:
Classroom lecture (chalk, board) (D1)
Visual presentation (D2)
Tutorial (D3)

Department of Sociology
Social Theory I
Major Course
2ND YEAR, 3RD SEMESTER

The course focuses on some of the broad theoretical traditions in Sociology. The emphasis here is not so much on the distinctiveness of individual thinkers, as on certain key concerns that bind theorists and place them under a particular theoretical genré. What this course aims to highlight is the uniqueness of each of these theoretical traditions even when the common theme running through them is individual, society and social change.

Module I
1. Sociological Theory: An Orientation
2. Functionalism and Structural Functionalism
Early Functionalist Ideas of Durkheim; Durkheim's central theories and methods 4 Lectures
3. Functionalism in Anthropological theories of Malinowski; Malinowski's functional theory of culture

Combining function with structure: The Structural Functionalism of Radcliffe-Brown

4. Twentieth Century Functionalism
  Talcott Parsons' idea of society, social equilibrium and social change; Pattern variables and AGIL; Reflections on Parsons' methods
  Robert Merton's idea of Middle Range Theories; Concept of Manifest and Latent Functions, The question of method;Anomie and structure

  NiklasLuhmann's idea of system, networks and socialization; Concept of trust and risk.

Module II

5. Conflict Theories/Perspectives- Conflict perspective in Marx; History as site of conflict; Class conflict and social change; Theory of evolution and revolution in Marx; Dahrendorf and his conflict theory, Critique of functionalism and Marxism; theory of command class and obey class; conflict in advanced industrial society

6. Coser's functional theory of conflict; conflict as something of a safety valve

7. Structuralism and Language- Structuralist thinking in Evans Pritchard; From Function to Meaning

8. Structuralism in Anthropology of Levi-Strauss; study of kinship

9. Structuralism and Althusser; Ideological State Apparatus

Readings
Adams, B.N.2001. *Sociological theory*. New Delhi: Vistaar Publications

Lemert, C. 2004. *Social Theory: Multicultural and Classic Readings*. New Delhi: Rawat Publications.
Ritzer, G. 2011.*Sociological Theory*. London: McGraw Hill
Turner, J.H. 1991. *The Structure of Sociological Theory*. California: Wadsworth Publishing Company
Wallace, R.A. and Wolf, A. 1995.*Contemporary Sociological Theory*. UK: Prentice Hall.
Zeitlin, I. 1996. *Rethinking Sociology*: A Critique of Contemporary Theory. New Delhi: Rawat Publications
Douglas, M. 1980. Evans-Pritchard. Glasgow: Fontana Modern Masters

Lemert, C. 2004. Social Theory: Multicultural and Classic Readings. New Delhi: Rawat Publications.

Ritzer, G. 2011.Sociological Theory. London: McGraw Hill

Turner, J.H. 1991. The Structure of Sociological Theory. California: Wadsworth Publishing Company

Wallace, R.A. and Wolf, A. 1995. Contemporary Sociological Theory. UK: Prentice Hall.

Zeitlin, I. 1996. Rethinking Sociology: A Critique of Contemporary Theory. New Delhi: Rawat Publications

COURSE OUTCOMES

On completion of the course, the students will be able to:

CO1- Functionalist theories are fundamental to understand the any other contemporary theories. It will help them to comprehend and analyze the social world and its problems. (K4)

CO2- It is very important to understand the historicity behind the development any sociological theoretical school. By learning this course, they can determine the functionalist forces working behind the survival of the entire Society. (K4)

CO3- By learning the functionalist theories of Talcott Parsons, Robert Merton, Malinowski: they will be able to apply the concepts to understand the social phenomena and the forces of social change. (K3)

CO4- Gather an understanding of the important theoretical perspectives used in the study of wide range of issues that are addressed within the purview of sociological thought. It will help them to comprehend the central notions of the theories to analyze the social world. (K2)

CO5- Determine the historical and contemporary levels of social conflict and/or cooperation between diverse groups and identify data that demonstrates the sociological implications of group interactions for individuals within various groups and their accessibility to limited resources. (K3, K4)

CO6- Exhibit a comprehension of the conflict theories of Marx, Dahrendorf, Coser to the theories of Structuralism and Althusser's Structural Marxism and apply the concepts to understand the social phenomena and the mechanisms of social change. (K3)

CONTENT DELIVERY METHOD

1. Classroom lecture (Marker and white board)(D1)

2. Visual presentation (D2)

3. Tutorial and exercise(D3)

Department of Sociology

Basic Concepts in Sociology

Major Course

2nd year, 3rd semester

The course basic concepts in sociology II aims to introduce students to some of the significant social, political and economic institutions and sociological categories such as inequality, stratification, race and ethnicity. The objective here is to help students interrogate and analyse the taken for granted assumptions about their social world.

MODULE-I

1. Social Stratification and Inequality
2. Race and Ethnicity
3. Childhood and youth
4. Ageing and the Elderly
5. The Economy and Work

MODULE-II

6. Politics and Government
7. Families
8. Education
9. Religion
10. Health and Medicine

Readings:
Anthony Giddens (2010) Sociology
Fullchart and Scott(2009) Sociology
John J. Macionis (2012) Sociology
Horolombus (2007) Sociology
P. Gisbert (2008) Sociology

Course outcomes:

On completion of the course the students will be able to

CO1: examine sociological categories of inequalities and stratification as well as understand the various theories, arguments and ideas. (K4, K2)
CO2: Locate the racial and ethnic nuances in the society and examine its impact on the society, as well as analyse the concepts and ideas of childhood and youth in the society (K2, K3, K4)
CO3: Identify the history of work through industrialism and recognise the changes it brought in the economy, as well as understand the value of ageing in the society. (K4,K2,K6)
CO4: Explain the social function of the family and illustrate the understandings of the family as presented by functional, conflict and social interactionist theorists. (K5, K4)
C05: Explain the need and importance of sociological approach in education and examine the role of education as a factor of social change. (K5,K4)
CO6: Illustrate critical reflection on religion and various religious practices and examine personal perceptions and assumptions about different religious practices. (K4, K3)

Content Delivery Method
Class room lecture (marker and white board) (D1)
Visual presentation (D2)
Tutorial and Exercise (D3)

Department of Sociology
Social Research Methods
Minor course
2nd year, 3rd semester
The course is about how research is conducted in social sciences. The students are introduced to qualitative and quantitative approaches to social research. Quantitative and qualitative approaches to social science research is compared in terms of their epistemologies, their research design strategies, and the tools they offer for carrying out social science research.

Module I
1.Introduction: Why conduct social research?
2.Main steps for conducting Research :Working on a research question; Going from a topic to a research question
3.Quantitative and Qualitative Approaches to Social Research
4.The Role of theory in Social Research
5.Quantitative Research: Measurement in Social Research, concepts and operationalization

Sampling

Module II

6.Collecting Quantitative Data :Conducting Surveys
7.Qualitative research design: Ethnography; Mechanics of Fieldwork: Observing and Writing; Ethics
8.Qualitative Interviews: Types of qualitative interviews ; Creating an Interview Protocol ; Interviewing techniques and etiquette
9.Ethics in Research
10. Analyzing quantitative data: Univariate Descriptive Statistics
11.Analyzing Qualitative Data

Readings

Bryman, Alan (2012). Social Research Methods. Oxford University Press
Creswell, J. 2012. Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.) Thousand Oaks, CA: Sage

Emily Stier Adler and Roger, Clark, 2011.An Invitation to Social Research: How It's Done. SUA: Wadsworth Cengage Learning
Luker, Kristen. 2008 or 2010. *Salsa Dancing into the Social Sciences*. Cambridge,
MA: Harvard University Press
Neuman, W.L. (2004). Basics of social research: Qualitative and quantitative approaches. Boston: Pearson Education/Allyn and Bacon.
Nicholas Walliman, 2006. Social Research Methods. New Delhi: Sage Publications. (pp:14-28)
Healey, Joseph. 2009. *Statistics: A Tool for Social Research*. 8th Edition. Belmont, CA: Wadsworth.
Silverman, D. 2013. Doing Qualitative Research, London: Sage

On completion of the course the students will be able to:

CO1: Identify the steps in the research process. (k4)
CO2: Classify the two methodological paradigms and explain characteristics of each.(k4)
CO3: Discuss characteristics of quantitative and qualitative sampling, and apply various sampling techniques.
CO4: Understand how to operationalize concepts in quantitative research. (k2)
CO5: Develop research questions and apply appropriate methods for research. (k5)
CO6: Critically analyze sociological research. (k4)

Content Delivery Method
Class room lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and Exercise (D3)

DEPARTMENT OF SOCIOLOGY
SOCIOLOGY OF SPORTS
MULTIDICIPLINARY COURSE
2ND YEAR, 3RD SEMESTER

In this course, we will try to gain a better understanding of sport by studying it scientifically. The primary focus will be the application of sociological conceptions, theories, and ideas. We will look at the structure and organization of sport in society. A critical analysis focuses on both positive and negative aspects of sport, both in the prominent way in which it factors into our lives and those around us, and in the way that it is organized in society. In many respects, sport provides great analogies to other life conditions and experiences, so a systematic understanding of the concepts and structures that are the infrastructure of sport should position you to be able to understand more thoroughly many of the features of society. In other words, we hope to gain a sense of how the institution of sports is increasingly influencing society and being influenced by it. Having completed this course, you will look at and understand sport in a new way as a result of having looked at it though a sociological lens.

1. Sociology of sports
2. Producing knowledge about sports in Society
3. Sports and socialization
4. Deviance and violence in sports
5. Sports and social class
6. Sports and politics
7. Gender and sports
8. Race and ethnicity in sports

Readings

Coakley, Jay. 2015. Sports in Society. 11th Edition. McGraw Hill.

Cashmore, Ellis. 2005. Making sense of sports. 4th Edition. Routledge.

Delaney, Tim and Madigan, Tim. 2015 The sociology of sports: an introduction, 2nd Edition. McFarland & Company, Inc., Publishers

Miller G, Stephen. 2004. Arete: Greek sports from ancient sources. 3rd Edition. University of California Press.

MorganWilliam J. 2006. Why sports morally matter. Routledge

Course outcomes
On completion of the course the students will be able to

CO 1: Understand and locate the value of sports in society and appraise the impact of sociology   of sports knowledge (K2, K4)
CO 2: Develop a clear understanding of the relationship between sports and socialization as well as identify and argue on violence and deviance in sports (K3, K4,K5)
CO 3: Describe the social, economic and political dimension of sports and analyse its implication in the society (K2, K4)
CO 4:Assess the gender, ethnic and racial nuances of sports and critically employ sociological lens to analyse them. (K6, K3,K4)

Content Delivery Method
This paper will be covered through class room lectures, visual presentations as well as group discussions. The students will be encouraged to partake in class presentations and healthy discussions on sports and how it impacts the lives and communities. Apart from this, students will have to prepare class presentations and submit written assignments on topics discussed in the classrooms.
Class room lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and Exercise (D3)

Department of Sociology
Making Research Presentation
Skill Enhancement Course (UG Sociology)
2ND YEAR, 3RD SEMESTER

1. **What is research Presentation**
    Purpose of research presentation
    Difference between research presentation and other forms of presentation

2. How to make a research presentation

Know your audience
Decide on your central theme
Keep the format simple , logical and systematic
Do not read text word for word.
Explain the significance of your research
Clearly state your perspective to the chosen theme
Share your research findings and method of analysis and connect it to your central theme
Avoid overwhelming listeners with too much data.
Hint at new questions that your findings might open up
Manage time efficiently
Engage with your audience

3. Avoid cognitive overload by data visualization

Power point, digital software, interactive charts and graphs, tables, images, videos etc.
Efficient application of data visualization - technical aspects (colour, font, layout etc.) or general aspects (providing less information on each slide or making the header short and impactful etc.).

4. Tentative outline of research presentation

Introduction
Background and Context
Data and methodology
Quantitative and qualitative analysis
Summary
Future research
References
Acknowledgements

5. Interactive session followed by presentation

Importance of questions and feedback from the academic community

Anticipating questions
Focussed answering

Course Outcome

On completion of the course students will be able to

CO1 Understand the distinctiveness of research presentation. K2
CO2 Prepare a research presentation. K3
CO3 Integrate data visualization tools to make the presentation well-received by the audience. S4
CO4 Respond effectively to the questions raised by the audience. A2

Content Delivery Method

Class room lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and Exercise (D3)

Department of Sociology
Sociological Thinkers- II
Major Course
2nd Year, 4th semester

In the line of Sociological Thinkers I, this course focuses on Weber, Simmel, Mills and Goffman. Some of the works of Mills and Goffman have been incorporated to make students aware of the wide range of issues addressed within the purview of sociological thought. Implicit is the intention to derive the possibilities from these works which might be developed further to grapple with issues/problems confronting us in recent times.

Module I

1.Weber- Verstehen,
        Ideal Type,

Protestant Ethic and the Spirit of Capitalism,
Types of Authority,
Bureaucracy

2.Simmel- Formal Sociology, Sociation, Money, Culture

Module II

3.C W Mills - White Collar and the American Middle Class, Power Elite, Sociological Imaginations, Critique of Grand Theory and Abstracted Empiricism

4.Goffman - The Presentation of Self in Everyday Life, Asylums, Stigma, Gender Advertisements

Readings

Aron, R. 1998. Main Currents in Sociological Thoughts. Vol 1 and 2: Transaction Publishers

Bert,N. Adams and Sydie. 2001. Sociological Theory. Thousand Oaks. California: Pine Forge Press.

Bottomore, T. ed. 1983 A Dictionary of Marxist Thought. Cambridge: HarvardUniversity Press

Coser,L. 1971,2nd Ed. Masters of Sociological Thought: Ideas in Historical and Social Context. : Harcourt Brace Jovanovich.

Fletcher, R. 1994. The Making of Sociology: A Study of Sociological Theory, vol 1 and 2: Rawat

Frisby, D and Featherstone, M . 1998. Simmel on Culture: Selected Writings: Sage

Giddens, A. 1987.2nd Ed. Sociology a Brief but Critical Introduction.San Diego: Harcourt Brace Jovanovich.

Giddens, A. 1973. Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and MaxWeber: CambridgeUniversity Press.

Goffman , E. 1959: The Presentation of Self in Everyday Life, University of Edinburgh Social Sciences Research Centre. Anchor Books edition

1961. Asylums: Essays on the Social Situation of Mental Patients and Other Inmates. New York: Doubleday.

1963. Stigma: Notes on the Management of Spoiled Identity: Prentice-Hall.

1979. Gender Advertisements: Macmillian.

Lukes, S . 1973. Emile Durkheim: His Life and Work. A Historical and Critical Study: Penguin Books.

Mills, C. W. 1951. White Collar: The American Middle Classes: Oxford University Press.

1956. The Power Elite: Oxford University Press.
1959. The Sociological Imagination: Oxford University Press.

Morrison, K. 1995. Marx, Durkheim, Weber: Formations of Modern Social Thought: Sage

Ritzer, G 1996 .Classical Sociological Theory: McGraw Hill

Swingehood, A . 2000. Short History of Sociological Thought: Palgrave Macmillan.

Swingehood, A. 1975.Marx and Modern Social Theory: Macmillan.

Thompson, K .2003. Emile Durkheim :Routledge

Wolff, K H. 1964. The Sociology of George Simmel: Fress Press

Zeitlin, I M. 1968. Ideology and the Development of Sociological Theory: Prentice-Hall.

COURSE OUTCOMES

On completion of the course, the students will be able to:

CO1: Differentiate between macro and micro sociological perspectives, identify the theoretical components of each perspective and link them to historical and contemporary thinkers. (K1, K4)
CO2: Demonstrate an understanding of the theoretical components of Weber's and Simmel's
work and use them to comprehend the contemporary social issues and phenomena and specify how it impacts their understanding of different societies. (K3)
CO 3: To introduce the basic theories of classical thinkers Simmel and Weber and help the students to comprehend and critically analyze the aspects of capitalism,

bureaucracy, power and social relations as explained in the theories of Weber and Simmel.

CO 4: Develop a deep insight into the theoretical and conceptual aspects of Mills' work and interpret the relationship between American Elites, Bureaucracy and Power. (K2, K3)

CO5: Associate and examine the unfolding of everyday life in Goffman's work through the institutions of asylum, stigma and gender advertisements. (K2, K3)

CO6: To comprehend the theories, concepts and ethnographic works to elucidate upon the workings of power, structure and institutions in everyday life and critically analyze the ways advertisements, asylums, army, corporates work in the mundane realities to create powerful social relations.

CONTENT DELIVERY METHOD

1. Classroom lecture (Marker and white board) (D1)

2. Visual presentation (D2)

3. Tutorial and exercise (D3)

Department of Sociology
Social Theory II
Major Course
2nd Year, 4th semester

The course follows from Sociological Theory I and focuses on some more theoretical traditions in Sociology. Contrary to Sociological Theory I where the focus has been on macro theoretical perspectives, Sociological Theory II emphasises largely on micro theoretical perspectives such as Symbolic Interactionism, Phenomenology, Ethnomethodology and Exchange Theory. Once again the objective here is to see how these micro theoretical perspectives relate to the theme of individual, society and social change.

Module I

1. Symbolic Interactionism: Some considerations on theory and method
2. Cooley's theory of looking glass self; Nature of society, humans and change.
3. Mead's theory of mind, self and society; German idealist tradition; stages of development; Pragmatism
4. Kuhn's Symbolic Interaction
5. Blumer's idea of symbols, interaction and social change
6. Hochschild's interactionist theories; sympathy, trust and good will

Module II

7. Phenomenology as a social perspective
8. Phenomenological thoughts in Husserl; The question of lifeworld as in origin of geometry

9. Schutz's phenomenology; Lifeworld, self and inert subjectivity
10. Ethnomethodology as a theoretical genré; questioning positivism in social science
11. Garfinkel's Ethnomethodology as a counterpoint; Mapping everyday life
12. Exchange theory: On the importance of networks and communication
13. Homan's theory of Exchange and networks
14. The Exchange theory of Blau

Readings

Adams, B.N.2001. Sociological theory. New Delhi: Vistaar Publications
Lemert, C. 2004. Social Theory: Multicultural and Classic Readings. New Delhi: Rawat
Publications.
Ritzer, G. 2011.Sociological Theory. London: McGraw Hill
Turner, J.H. 1991. The Structure of Sociological Theory. California: Wadsworth Publishing
Company
Wallace, R.A. and Wolf, A. 1995.Contemporary Sociological Theory. UK: Prentice Hall.
Zeitlin, I. 1996. Rethinking Sociology: A Critique of Contemporary Theory. New Delhi: Rawat Publication

Course outcomes
On completion of the course the students will be able to

CO 1: Explain the meaning of symbolic interactionism, its theories and methods and as well as examine the concept of self through Cooley's looking glass self.(K5, K4)

CO 2: Analyse the development of self and review its relationship with the community and wider society. (K4, K2)
CO 3: Review the meaning of symbol, interactions and social change as well as recognise the contributions of feminist perspective. (K2, K1)
CO 4: Examine phenomenology as a social perspective and develop an understanding of lifeworld, self and subjectivity. (K4,K3)
CO 5: Analyse ethnomethodology and its theories, debates and ideas as well as examine everyday life. (K4, K4)
CO 6: Describe the exchange theory and analyse the importance of networks and communications. (K2, K4)

Content Delivery Method
Class room lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and Exercise (D3)

Department of Sociology
Quantitative Research Methods

Major course
2nd year, 4th Semester

This course introduces students to social research. It is on how social scientists do quantitative research and equips students with the skills and knowledge necessary to prepare for a significant research project using quantitative research methods and apply research ethics requirement. The course covers the organization of quantitative data, methods for summarizing and/or describing data with respect to central tendency, dispersion, and association, the appropriate use of standard inferential procedures in order to make generalizations from sample data to a larger population**.**

MODULE I

1.Introduction to Social Science Inquiry
Meaning and significance of social research
Paradigms, Theory and social research
Epistemologies, Ontologies and Methodologies
The traditional model of science: Deductive and Inductive reasoning
The Role of Theory in Social Research;
Designing Quantitative research: Longitudinal, cross- sectional, trend studies and case study
2.Ethics in social research
3.Getting Started in Research
Literature Review
Going from a topic to a research question
Develop a research question
Constructs and Concepts; Conceptualization
Capturing Social Phenomena: Measurement in Social Research; Validity and Reliability Operationalization

MODULE II

4.Collecting quantitative data:
Sampling and units of analysis
Surveys- Questionnaires and Interviews/ construction and use of questionnaire and Interview schedules and conduct of interview / use of probing techniques
Online surveys;
5.Unobtrusive Research
Content analysis: sampling and coding in content analysis
6.Quantitative analysis: Organization and graphic presentation of data, measures of Central Tendency and Dispersion, The Normal Distribution, Sampling Distribution and estimation, Bivariate tables, Correlation and Regression

Readings
Bryman, Alan (2012). Social Research Methods. Oxford University Press

Emily Stier Adler and Roger, Clark, 2011.An Invitation to Social Research: How It's Done. SUA: Wadsworth Cengage Learning
Luker, Kristen. 2008 or 2010. *Salsa Dancing into the Social Sciences*. Cambridge,
MA: Harvard University Press
Neuman, W.L. (2004). Basics of social research: Qualitative and quantitative approaches. Boston: Pearson Education/Allyn and Bacon.
Nicholas Walliman, 2006. Social Research Methods. New Delhi: Sage Publications. (pp:14-28)
Healey, Joseph. 2009.*Statistics: A Tool for Social Research*. 8th Edition. Belmont, CA: Wadsworth.

On completion of the course the students will be able to
CO1:Understand the logic of scientific explanation, including the relationship between theory and research. (k2)
CO2:Develop research questions that can be addressed by quantitative data. (k5)
CO3:Identify the principle quantitative methods used in conducting primary research (k4)
CO4: Develop the skills to apply quantitative methods when conducting social research (S4).
C05: Apply the appropriate measurement of variables, including levels of measurement.(k3)
CO6: Apply quantitative analysis to quantitative data.(k3)

Content delivery method:
Classroom lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and exercise (D3)

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Department of Sociology
Social Stratification and Inequality
Major Course
2nd year, 4th Semester

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The course intends to provide lessons on the fundamental conceptual and theoretical frames for understanding social stratification and inequality. It tries to acquaint students with the complexity of interlocking bases of social stratification and mobilization of protests of diverse kinds against inequalities. Attempts will be made to reflect on the different forms of social inequalities in India.

<div align="center">

Module I

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1. Concepts - Inequality, differentiation, discrimination, hierarchy, exclusion, social mobility

2. Theories – Marx, Weber, Functionalist theories, Conflict theories.

3. The Social Base of Inequality: Income/wealth, Power, Status, Ethnicity, Gender, Disability

4. Inter-sectionalities: Interlocking identities and inequalities

Module II

5. Inequalities in India: Caste and Tribe
6. Inequalities in India: Class and Gender
7. Inequalities in India: Disability and Age
8. Protest, Conflict and Change in India

References.

Bagchi, J (ed.). 1995. Indian Women: Myth and Reality: Sangam Books.

Beteille, Andre. ed. 1970. Social Inequality: Selected Writings, Harmondsworth: Penguin

Cohen: 2005. No ageing in India, University of California Press

Crenshaw, K W. 1991. Mapping the Margins: Intersectionality Identity Politics and Violence against Women of Color, *Stanford Law Review*, vol 43, No. 6, pp 1241-1299

Edgell, S. 1997. Class: Key Ideas. Routledge: London

Gupta, Dipankar. ed. 1991, Social Stratification, New Delhi:OUP

Heath, Anthony. 1981. Social Mobility. London:Fontana

Jeffry, R and Singal, N.2008."Measuring Disability in India*".Economic and Political Weekly*. 43(12 & 13):22-24.

Jodhka, S S. ed. 2012 .Changing Caste: Mobility, Ideology, Identity, Sage:New Delhi

Jodhka, S.S. 2014. Caste in Contemporary India: RoutledgeIndia

John, M E. 2008. Women's Studies in India: A Reader: Penguin India.

Lamb, Sarah 2010. White sarees and sweet mangoes: ageing gender and body in North India, University of California press.

Menon, N, Parish S, Rose R. 2012. The "State" of Persons with Disabilities in India. Version: May 10.

Oommen, T K. 1990. Protest and Change: Studies in Social Movement. New Delhi:Sage

Oommen, T K. 2004. Nation, Civil Society and Social Movements: Essays in Political Sociology. New Delhi: Sage.

Oommen, T K. 2005. Crisis and Contention in Indian Society.New Delhi: Sage.

Parkin,F.1979. 'Social Stratification', in T Bottomore and R Nisbet (eds.) A History of Sociological Analysis: Heinemann-London

Ritzer, G. 2007. Contemporary Sociological Theory and its Classical Roots: The Basics. Boston: McGraw Hill

Shah, G. 2002.Social Movements and the State:Sage.

Shah, G.2004. Social Movements in India: A Review of Literature: Sage.

Sharma, K L. Social Stratification and Mobility: Rawat

Sharma, K L (ed.) ,1995. Social Inequality in India: Profile of Caste, Class, Power and Social Mobility: Rawat

Sharma, K L. 1997. Social Stratification in India: Issues and Themes. New Delhi:Sage

Sharma, Ursula. 1999. Caste. Buckingham: Open University Press.

Sen, A. 2000. Social Exclusion: Concept, Application, and Scrutiny. Social Development Papers No. 1. Office of Environment and Social Development. Asian Development Bank.

Tumin, M. 1994 Social Stratification: The Forms and Functions of Inequality London: PHI.

More Readings:

Acker Joan, 1973. Women and Social Stratification: A Case of Intellectual Sexism. American Journal of Sociology. Vol.78, No: 4. 936-945.

Bailey F G 'Closed Socia Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

Erik Olin Wright (1994), *Interrogating Inequality Essays on Class Analysis, Socialismand Marxism*, London, Verso.

Grusky, D. B. &Szelenyi, S. (2011) *The inequality reader: Contemporary and foundational readings in race, class and gender*. 2nd edition. Westview Press

Course Outcome:

On completion of the course, students will able to :

CO1. Understand the sociological study of social inequalities in this course. (K2)

CO2. explain the main theoretical viewpoints on and many manifestations of social inequality in dialogue with one another. (K6)

CO3. analyse society from a truly interdisciplinary perspective, emphasising stratification in all its forms.(K4)

CO4. Examine forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.(K4)

CO5 understand stratification and its theories will be more aware of its numerous sociological facets, opening up many opportunities for practical study and application. (K2)

CO6 develop a critical thinking among the students and also look at social issues from an intersectionality perspective.(K5)

Content Delivery Method

Class Room Lecture (Chalk and Board). (D1)

Visual Presentation. (D2)

Tutorial and exercises. (D3)

Department of Sociology
Relationship and Intimacy
Minor Course UG Sociology
2nd year, 4th semester

Relationship and intimacy, its diverse forms and changes are the core areas of sociological studies. These are experienced intimatelyand debated keenly. This course attempts to introduce students to a range ofcontemporary concerns pertaining to relationship from a sociologicalperspective and with an interdisciplinary orientation.

Module 1
1. Relationship and intimacy – the concepts and debates , gender blending, democracy, myths about the past, future vision
2. Family and kinship :Critiques and Transformations
3. Peer relationship – changes of adolescent peer relations in the social media context
4.Friendship: nature and changes

Module 2

5. Sexual and couple relationships
6. Intimate relationships at- a- distance
7. Mobility and relationships
8. Living Alone

Readings:

Mitterauer, Michael, and ReinhardSieder.The European Family. Chicago:
University of Chicago Press, 1982.Chapter 1.Family as an Historical SocialForm. Pp. 1-21

Worsley, Peter. Introducing Sociology.Harmondsworth: Penguin Books,1984. Chapter 4.The Family.
Pp. 165-209
 Levi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) Man, Culture andSociety. New York: Oxford
University Press, Pp. 261 - 285
Okin, Susan Moller.Justice, Gender, and the Family. New York: BasicBooks, 1989. Chapter 2. The
Family: Beyond Justice? Pp. 25 – 40.
 Weston, Kath. Families We Choose. New York: Columbia University Press,1991. Chapter 2. Exiles
from Kinship. Pp. 21 – 42.
Lannoy, Richard. The Speaking Tree. London: Oxford University Press, 1974.
Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the
Family System. Pp. 83 – 112 & 124 - 131
Madan, T. N. Family and Kinship: A study of the Pandits of Rural Kashmir.
Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 – 108
Fruzzetti, Lina M. The Gift of a Virgin: Women, Marriage, and Ritual in a
Bengali Society.Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The
Gift of Women and Status of Men. Pp. 1 – 28
Trawick, Margaret. Notes on Love in a Tamil Family. Delhi: Oxford University
Press, 1996.Chapters.3 & 5 The Ideology of Love & Siblings and Spouses. Pp. 89
– 116 & 187 – 204.
Raheja, Gloria Goodwin, and Ann Grodzins Gold. Listen To The Heron's
Words: Reimagining Gender and Kinship in North India. Delhi: Oxford University
Press, 1996.Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani
Women's Songs. Pp. 30 – 72
Barrett, Michele, and Mary McIntosh.The Anti-Social Family. London: Verso,
1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80
Cartledge, Sue, and Joanna Ryan. Sex & Love: New Thoughts on Old

Contradictions. London: Women's Press, 1983. Chapter 7 ' s a Feminist
Heterosexuality Possible?' Pp. 105 – 123
Coontz, Stephanie. Marriage, A History. New York: Viking, 2005. Pp. 15 – 49
Therborn, Goran. Between Sex and Power: Family in the World, 1900- 2000.
London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 –
106 & 295 – 315
Vela- McConnell J A . 2017. 'The Sociology of Friendship' in K O Korgen (ed.) The Cambridge of Sociology. Cambridge University Press.
GopalanThudalikunnil R. 2018. Intimacy and Developing Personal Relationships in the Virtual World.
Wilkerson. 2017. Social Networking Sites and Romantic Relationships. Inquiries, vol 9,/3
Park, Kim, Young . 2022. The role of relational mobility in relationship quality and well-being. Journal of Social and Personal Relationships, 39/12
Gifford-Smith, Brownell. 2003. Childhood Peer Relationships: Social acceptance,, friendship and peer networks. Journal of Social Psychology, 41/4

Course Outcome
On completion of the course student will be able to
CO1 Engage in debate about changes in intimate relations and society.(K5)
CO2 Apply sociological perspectives to explain relationship status of his own and its changes. (K3, A3)
CO3 Determine diverse forms of inequality and power play in social and personal relationships. (K5, A3)
CO4. Evaluate online relationships. (K5, A3)
CO5. Examine the relation between mobility and relationship. (K3)
CO6. Locate the future trend. (K2, K4)

Content Delivery Method
Class room lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and exercise (D3)

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Department of Sociology
Indian Society 1
Major course
3rd year, 5th Semester

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The course focuses onthe pre-colonial and colonial society in India. It aims to make sense of the historical labyrinth that we now know as India and provide a broad portrayal of pre-colonial social and political formations. The course revisits the transformations brought about by colonial rule and asks if these transformations result in a complete break with India's pre-colonial past or – in Chris Bayly's language – demonstrate more continuities than a complete disjuncture. In sum, the course intends to sensitize students to the country's history and at the same time equip them with the ability to draw sociological inferences from the historical processes.

Module 1

1. Livelihood, market, trade and exchange through time in pre-colonial India
2. The social formations and its diverse expressions
3. Political formations, the question of governance and the subjects: the realities of rule and the question of *nyaya*, *anyaya* and *niti*
4. Village, cities and their entanglement with political formations
5. Orientalism and many more shades

Module 2

6. The colonial rule: the empire builds amidst remnants of the past
7. India being made and unmade: the cultural technologies of colonial rule:
8. Race as the rule of difference and caste, tribe, labour as enumerative realities
9. Anti colonial movement, nationalist aspirations and people's insurgencies and resistances

Readings

A.S Altekar, State and Government in Ancient India, Delhi

V.R Mehta, Foundations in Indian Political Thought, Manohar publisher, New Delhi, 1999

B.A Sale, Ancient Indian Political Thought and Institutions, University of Bombay, 1963

A. Appadorai, Indian Political Thinking through the Ages, Khanna Publishers, Delhi, 1992

Dubey, S.C. : Indian Village, London Routledge (1995)

Dubey, S.C.: Society in India, New Delhi.National Book Trust.

M.N.Srinivas: India: Social Structure New Delhi, Hindustan Publishing Corporation. 1980

Desai A.R: Social background of Indian Nationalism, Bombay Popular Prakashan.

Guha S: Environment and ethnicity in India 1200-1991, Cambridge university press.

Bayly, C. 1997. The Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870. Cambridge: Cambridge University Press.

Guha, R. 1998. Dominance without Hegemony: History and Power in Colonial India. Havard: Havard University Press.

Course Outcomes:

On the completion of the course students will be able to:

CO 1- recognize the historical trajectories of the country and society of precolonial and colonial India and follow discussions, readings on historical realities of India, such as social, economic, political. (A2, K1)

CO 2-understand the diverse social, economic and political formations in pre-colonial India and respond to them in comprehensible ways. (K2, A2)

CO 3 -analyze and articulate in intelligible ways their knowledge received on histories of pre-colonial Indian society. (K4, S4)

CO 4- understand the transformations with the onset of colonial rule and internalize the debates and arguments about the impact of colonial rule on the society and polity of India. (K2, A5)

CO 5- analyze their historical knowledgesin the light of contemporary society in India and develop a more comprehensive sense of Indian society, past and present. (K4, A4)

CO 6- make their own sociological inferences about the historical past and demonstrate their informed and argumentative skills in reflecting onIndia's present in the light of her past. (K2, K3)

Content Delivery Method

Class room lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and Exercise (D3)

Department of Sociology
Qualitative Research Methods
Major course
3rd year, 5th Semester

This course is designed to introduce students to qualitative research methods.Over the semester, we will explore the aims, theoretical frameworks, and methods of qualitative research.The course begins with a review of the philosophical assumptions and interpretive frameworks associated with qualitative research. Then we will focus on different data collection methods, including participant observation, interviews, focus groups. We will also look at ways to analyze data.
MODULE I
1.Introduction to qualitative research
What is qualitative research
The history of qualitative research
The Ethics and politics of qualitative research
2.Theories underlying qualitative research
Working with Theoretical Frameworks

3.Conceptualizing Qualitative Research
Subjectivities
Thinking about research purpose and research questions
MODULE II
4.Doing Qualitative Research
Ethnography;
Case Study
Narrative
Oral history
5.Data Collection Methods
Interviews
Observations
Documents
6.Qualitative Data Analysis
Transcription and data management
Grounded theory coding
Thematic coding and content analysis
Conversation and discourse analysis
7.Quality and Credibility
Quality in qualitative research
8.Exploration of other research methods
Multi-method research

Readings:
Creswell, J. 2012. Research design: Qualitative,quantitative, and mixed methods approaches (4th ed.)Thousand Oaks, CA: Sage
Denzin, N, and Lincoln, Y. 2011. The SAGE handbook ofqualitative research (4th ed.). Thousand Oaks, CA: Sage
Lincoln, Y.S. & Guba, E.G. 1985. Naturalistic Inquiry.Newbury Park, CA: Sage.
Silverman, D. 2013. Doing Qualitative Research, London: Sage

Course Outcomes
On completion of the course the students will be able to:
CO1: Understand the key features of qualitative research. (k2)
CO2: Identify and formulate appropriate qualitative research questionsand interview questions. (k4, k5)
CO3: Understand ethical issues in qualitative research. (k2)
CO4: Apply a range of qualitative data collection techniques including interviews, observations, and documents. (k3)
CO5: Recognize issues relating to validity, reliability (k5)

CO6: Describe and apply the basic steps in qualitative data analysis.(k2, k3)

Content Delivery Method:
Classroom lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and Exercise (D3)

Department of Sociology

Indian Social thought

Major Course

3rd year, 5th semester

Sociologists in India have often lagged behind other Social Science disciplines in exploring and analyzing pre-modern, pre-colonial social realities. This course attempts to give a brief outline of Indian society, culture and social thought in pre-colonial and colonial India. The purpose here is to articulate the changing nature and vast richness in thoughts and cultures of Indian Society. The course correlates the social processes with different social thinking and thoughts in Indian society from its classical antiquity to pre independent era by highlighting indigenous India's plural orientations and traditions and its interface with Colonial rule.

MODULE –I

LATE MEDIEVAL PERIOD

1. Sufi Social Thought in medieval/feudal India:

2. Social Thought of Bhakti Movement Thinkers:

3. Rise of Regional languages and Different Regional Thinkers

4. Society and Culture in India in Sikh social thought

MODULE –II

COLONIAL PERIOD

5. Social Reform and Indian Social Thought of 18 and 19th century

a. Raja Rammohan,
b. Iswar Chandra Vidyasagar,
c. Swami Vivekananda
d. Jyotiba Phule
e. Rabindranath Tagore
f. Mahatma Gandhi
g. Subhas Chandra Bose
h. B.R. Ambedkar

Readings

1. Aquil, Raziuddin, Sufism and Society in Medieval India (New Delhi: Oxford University Press, 2011)

2. Eaton, Richard M., Essays on Islam and Indian History (New Delhi: Oxford University Press, 2002)

3. Lorenzen, David N., Bhakti Religion in North India: Community Identity and Political Action (New Delhi: Manohar Publishers & Distributors, 1996)

4. Hawley, John Stratton, Novetzke, Christian Lee and Sharma, Swapna ed., Bhakti and Power: Debating India's Religion of the Heart (Hyderabad: Orient Blackswan Private Limited, 2019)

5. Hess, Linda and Singh, Sukhedev, The Bijak of Kabir (Delhi: Motilal Bnarasidass Publishers Private Limited, 2001)

6. Mani, Lata. (1998). Contentious Tradition: The Debate on Sati in COlonial India. California: California University Press.

7. Sarkar, Tanika. Sarkar, SUmit. (eds). (2008). Women and Social Reform in Modern India: A Reader. Bloomington : Indiana University Press

8. Choudhury, Indira. (1998). 'Spiritual Masculinity and Swami Vivekananda' In *The Frail Hero and Virile History:Gender and the Politics of Culture in Colonial Bengal.* Delhi: Oxford University Press.

9. O'Hanlon, Rosalind. (1985). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in nineteenth-century western India.* London: Cambridge University Press.

10. Despande, G.R. (ed.) (2002).Selected Writings of Jyotirao Phule. Delhi: Left Word Books.

11. Ambedkar, B. R. (2014). *Annihilation of caste*. Verso Books.

12. Sarkar, Tanika. (2009). Rabindranath's "Gora" and the Intractable Problem of Indian Patriotism. *Economic and Political Weekly*. 44(30): 37-46

13. Purkayastha, Prarthana.(2009). Warrior, Untouchable, Courtesan: Fringe Women in Tagore's Dance Dramas. *South Asia Research*. 29(30): 255-273

14. Vajpeyi, Ananya. Righteous Republic: The Political Foundations of Modern India. Cambridge: Harvard University Press.

15. Pelanki, Anton. (2003). Democracy Indian Style: Subhas Chandra Bose and the creation ofIndia's Political Culture. Renee Schell (Translated). London: Routledge

Course outcomes

On completion of the course the students will be able to

CO 1: Develop a clear understanding of different religious social thoughts that have prevailed

in India. (K3)

CO 2: Relate and assess the significance of different religious thinkers in today's times. (K3,

K6)

CO 3: Demonstrate the importance of different socio-religious traditions in shaping India's

cultural and social values and ethos. (S3)

CO 4: Appraise and Analyze the contributions and the thoughts of social reformers and thinkers and place them under the socio-political context. (K6, K4)

CO 5: Analyze and interpret the different range of thoughts that emerged during the colonial

period among the social reformers and thinkers and debate about their contemporary

relevance.(K4, K6)

CO 6: Appraise and develop a nuanced understanding of the differences between the social

thinkers and reformers and recognise the multiple ways of describing Indian society. (K6, K2,

K1)

CONTENT DELIVERY METHOD

1. Classroom lecture (Marker and white board) D1

2. Visual presentation D2

3. Tutorial and exercise D3

Department of Sociology

Sociology of Work

Major Course

3rd year, 5th semester

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialization made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of industrialism have brought multiple transformative shifts to the local and global social networks of the contemporary world.

In this context, the course addresses various contemporary problems, issues and concerns in a historical perspective, alienation, division labour, hazardous work, leisure as well as future of work.

Module -I

1. An introduction to sociology of work
2. Work in Historical Perception
3. Understanding the relationship between Work and Industry: Classical approaches to work.
4. Forms of Industrial Culture and Organization
   4.1 Industrialism
   4.2 Post-industrial Society
   4.3 Information Society

Module-II

5. Dimensions of Work
   5.1 Alienation
   5.2 Division of labour
   5.3 Risk, hazard and dangers
6. Work and Leisure
7. Future of Work: change and continuity

References

Bell, Daniel. 1976, The Coming of Post-Industrial Society, London: Heineman
Grint, Keith. 2005 The Sociology of Work: An Introduction. Polity Press. Cambridge.
Kasseem ,Sarrah. 2023, Work and Alienation in the Platform Economy, Bristol University Press.
Kumar, Krishan. 1999, From Post-Industrial to Post-Modern Society, Oxford: Blackwell Publishers Ltd
Parker, Stanley. 2022, The Sociology of Leisure, Routledge 605 Third Avenue, New York, NY 10158
Ransome Paul, 2018, Sociology and the Future of Work Contemporary discourses and debates, Routledge 2 Park Square, Milton Park, Abingdon, Oxon, 0X14 4RN 711 Third Avenue, New York, NY 10017, USA

Sabel,F, Charles 1984, Work and Politics: The Division of Labour in Industry, Cambridge University Press.

Visvanathan, Shiv. 1986, "Bhopal: the Imagination of a Disaster", Alternatives XI.

Volti, Rudi. 2011, An Introduction to the Sociology of Work and Occupations Sage Publications, Inc

Watson, Tony 2008 Sociology, Work and Industry, Routledge.

Zonabend, Francoise. 2009, "The Nuclear Everyday" in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work and Life: An Anthropological Reader, London: Berg.

Course outcomes

On completion of the course the students will be able to

CO-1 Develop the understanding of key concepts of Sociology of work and analyse it through historical perspective (K2, K4)

CO-2 Discuss the relationship of work and industry and explain its various theoretical viewpoints (A2, K5)

CO-3 Describe the different forms of industrial forms and analyse the change and continuity (K1, K4)

CO-4 Examine the different dimensions of work and review its implications in society (K4, K1)

CO-5 Recognise the relationship between work and leisure as well as investigate the influence of work on leisure time (A3, K4)

CO-6 Identify the change and continuity in the work sphere and seek the studies on the future of work (K4, A2, A3)

Content Delivery Method:
Classroom lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and Exercise (D3)

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Department of Sociology
Indian Society
Minor Course
3rd Year, 5th Semester

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The course focuses on the pre-colonial and colonial society in India. It aims to make sense of the historical labyrinth that we now know as India and provide a broad portrayal of pre-colonial social and political formations. The course revisits the transformations brought about by colonial rule and asks if these transformations result in a complete break with India's pre-colonial past or – in Chris Bayly's language – demonstrate more continuities than a complete disjuncture. In sum, the course intends to sensitize students to the country's history and at the same time equip them with the ability to draw sociological

inferences from the historical processes.

Module 1
1. Livelihood, market, trade and exchange through time in pre-colonial India
2. The social formations and its diverse expressions
3. Political formations, the question of governance and the subjects: the realities of rule and the question of *nyaya*, *anyya* and *niti*
4. Village, cities and their entanglement with political formations
5. Orientalism and many more shades

Module 2
6. The colonial rule: the empire builds amidst remnants of the past
7. India being made and unmade: the cultural technologies of colonial rule:
8. Race as the rule of difference and caste, tribe, labour as enumerative realities
9. Anti colonial movement, nationalist aspirations and people's insurgencies and resistances

Readings

A.S Altekar, State and Government in Ancient India, Delhi

V.R Mehta, Foundations in Indian Political Thought, Manohar publisher, New Delhi, 1999

B.A Sale, Ancient Indian Political Thought and Institutions, University of Bombay, 1963

A. Appadorai, Indian Political Thinking through the Ages, Khanna Publishers, Delhi, 1992

Dubey, S.C. : Indian Village, London Routledge (1995)

Dubey, S.C.: Society in India, New Delhi.National Book Trust.

M.N.Srinivas: India: Social Structure New Delhi, Hindustan Publishing Corporation. 1980

Desai A.R: Social background of Indian Nationalism, Bombay Popular Prakashan.

Guha S: Environment and ethnicity in India 1200-1991, Cambridge university press.

Bayly, C. 1997. The Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870. Cambridge: Cambridge University Press.

Guha, R. 1998. Dominance without Hegemony: History and Power in Colonial India. Havard: Havard University Press.

Course Outcomes

On the completion of the course students will be able to:

CO 1- recognize the historical trajectories of the country and society of precolonial and colonial India and follow discussions, readings on historical realities of India, such as social, economic, political. (A2, K1)

CO 2-understand the diverse social, economic and political formations in pre-colonial India and respond to them in comprehensible ways. (K2, A2)

CO 3 -analyze and articulate in intelligible ways their knowledge received on histories of pre-colonial Indian society. (K4, S4)

CO 4- understand the transformations with the onset of colonial rule and internalize the debates and arguments about the impact of colonial rule on the society and polity of India. (K2, A5)

CO 5- analyze their historical knowledgesin the light of contemporary society in India and develop a more comprehensive sense of Indian society, past and present. (K4, A4)

CO 6- make their own sociological inferences about the historical past and demonstrate their informed and argumentative skills in reflecting onIndia's present in the light of her past. (K2, K3)

Content Delivery Method

Class room lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and Exercise (D3)

Department of Sociology

SOCIAL CHANGE AND COLLECTIVE ACTION

Minor UG Course

3rd year, 5th semester

The curriculum revolves around the topic of social change and its impact on society through collective actions. This paper endeavours to formulate a theoretical framework for comprehending social transformation from multiple perspectives. The aim is to examine the correlation between collective action and social change, as well as the impact of collective behaviour on social change. This course delves deeper into the examination of social movements with a specific focus on India. It tries to analyse how seminal movements led the way of creating change in the society.

MODULE I

A. SOCIAL CHANGE

a) Change and resistance

b) Meaning, forms, and theories of change

c) Social change and collective action

B. STUDYING COLLECTIVE BEHAVIOUR

a) Localized Collectivities: Crowds

b) Mobs and Riots

MODULE II

C. SOCIAL MOVEMENTS

a) Explaining social movements (theories)

b) Types of social movement

c) Stages and levels of social movements

D. MOVEMENTS IN INDIA

a. Women's movement in India

b. Dalit movement

c. Tribal movement

REFERENCES

Defronzo, J., &Jungyun Gill. (2020). *Social problems and social movements*. Rowman & Littlefield.

Della, M. (2020). *Social Movements:An Introduction*. Wiley-Blackwell.

Melucci, Alberto. 1994. "*A Strange Kind of Newness: What's "New" in New Social Movements?*" Pp. 101-130 in Enrique Larana, Hank Johnston, and Joseph Gusfield (eds). *New Social Movements*. Philadelphia: Temple University Press.

RāmadayālaMuṇḍā, & S. BosuMullick. (2003). *The Jharkhand Movement*. IWGIA.

Rodriguez, S. (2013). Making Sense of Social Change: Observing Collective Action in Networked Cultures. *Sociology Compass*, *7*(12), 1053–1064. https://doi.org/10.1111/soc4.12088

Shah, G. (2004). *Social Movements in India: A Review of Literature* [Review of *Social Movements in India: A Review of Literature*]. Sage Publications.

Smelser, Neil J. 1963. *Theory of Collective Behavior*. New York: Free Press.

Turner, Ralph and Lewis M. Killian. 1993. *Collective Behavior*. 4th ed. Englewood Cliffs, N. J., Prentice Hall.

Course Outcomes

On the completion of the course, the students will be able to:

CO1: apply sociological frameworks to comprehend the notions of social change and collective action. (k3).

CO2: analyze different theoretical frameworks to understand the underlying causes of social change and social movements. (k4)

CO3: evaluate the various forms of collective behaviour and their role in instigating social movements. (k6)

CO4: identify the different forms of social movements and the strategies for achieving social equilibrium. (k4)

CO5: Analyze internal and external factors in order to comprehend the underlying reasons for collective social action. (k4)

CO6: apply sociological methods to develop strategies for achieving social equilibrium and constructive social transformation. (k3)

Content Delivery Method:

- PowerPoint Presentations (D1)

- Visual Presentation(D2)

- Tutorial and Exercises (D3)

Department of Sociology

INDIAN SOCIETY II

Major course

3rd year, 6th semester

This course draws a broad picture of the Indian society in post-colonial and independent era. This course can be seen as a continuation of the course 'Indian society I'. The course is drawn over five major topics consisting of *economy, class and caste, state, gender and environment.*

MODULE I

1. Economy

   Neoliberal economy-emerging trends

2. Caste

Caste in Indian Politics

Dalit Politics

Secularization of caste

3. Class

Class in urban India

Class in rural India

MODULE II

4. State and Politics in Contemporary India

Nation, Democracy and Citizenship

State- Civil society Relationship

5. Gender

Women's Movement in Independent India

Violence against Women

Women and Education

6. Environment in post independent india

Environment and development in 50's and 60's

Sustainable development in recent times

Readings:

Srivastav Neelam, (2007) Secularism in the post-colonial Indian Novel, Routledge

Rajan Rajeswari Sundar,(2001) Signposts: gender issues in post-independence India Rutgers University Press

Singh,Yogendra: Modernization of Indian Tradition Delhi: Thomson Press 1973.

G.S.Ghurye : Caste , Class and occupation, Popular Prakashan Bombay- 1950

Ooman,T.K. and R.N.Mukerjee: Indian Sociology : Reflections and Introspections, Popular Prakashan, Bombay 1986

Laine and Subba: Nature, Environment and Society: Conservation, Governance and Transformation of Nature in India, Orient Blackswan.

The Brundtland Commission: Our common future, world commission on environment and development, OUP

Jalal, Nirja. Gopal. (2011). Democracy in India. Oxford University Press: Delhi

Jalal, Nirja. Gopal. (2013). Citizenship and its Discontents: A Indian History. USA: Harvard University Press.

Kapur, Ratna. (2007). 'The Citizen and the Migrant: Postcolonial Anxieties, Law, and the Politics of Exclusion/Inclusion'.*Theoretical Inquiries in Law.* 8(2): 537-570.

Sen, Uditi. (2018). Citizen Refugee: Forging the Indian Nation After Partition. U.K.: Cambridge University Press

Sur, Malini. (2020). *Jungle Passports: Fences, Mobility and Citizenship at the North-East India-Bangladesh Border.* University of Pennsylvania Press: Philadelphia.

Sedrez, Lise. Armiro, Marco. (Eds). (2014). A History of Environmentalism: Local Struggles, Global Histories. London: Bloomsbury.

Jalais, Annu. (2010). Forest of Tigers: People, Politics and Environment in the Sunderbans. Routledge: London.

Mukhopadhyay, Amites. (2005). 'Negotiating development: the nuclear episode in the

Sundarbans of West Bengal'. *Anthropology Matters Journal.* 7(1). 1-17.

Kumar, Radha. (1993). The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990. Delhi: Zubaan.

Ghosh, Anuradha. (2007). Playing Women, Playing Goddess: Performing the Goddess: A Reading of a Documentary on Chapal Bhaduri In. Brinda Bose (Ed). The Phobic and the Erotic: The Politics of Sexualities in COntemporary India.

Vanita, Ruth. (2002). Queering India. London: Routledge.

Course Outcomes:

On completion of the course the students will be able to:

1. By analyzing the Neoliberal economy-emerging trends they will be able to interpret the

economic trends and market situations. (K3)

2. Knowing Rural and Urban Class backgrounds the students will be able to analyze and

examine the society and group interactions around them. (K4)

3. By learning the Caste politics and Dalit Politics illustrate the contemporary political

situations. (K3)

4. Develop an understanding of the state, democracy and citizenship in India to examine

and interpret the changing meanings and dimensions of citizenship in India. (K5, K2)

5. Develop an understanding in gender in context of the Indian society in order to appraise

gender variance, women's and trans rights and argue for an inclusive equal society. (K5,

K2, K6)

6. Evaluate and analyze the history of environmentalism to formulate a more inclusive

narrative of environmental protection including nature, humans and wildlife. (K2, K4,K5)

CONTENT DELIVERY METHOD1. Classroom lecture (Marker and white board) D1;2. Visual presentation D2;3. Tutorial and exercise D3

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Department of Sociology
Gender and Society
Major course
3rd Year, 6th Semester

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This course explores the social construction of sex and gender and students will critically examine the idea whether sex and gender are fixed biological realities.

The students will learn how gender is a major organizing principle of society. The course will cover how gender operates in our everyday life from 'private' to

'public' spaces that is, how gender structures our everyday lives at theindividual, interactional, and institutional levels; and avenues for reducing gender

inequality.

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MODULE I

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1. **Introduction to the Sociology of Gender**

   What is gender? Sex, gender and social construction

   Gender Binary, Gendered Biology

   Doing gender and gender stereotypes

   Living Outside the Binary: Disrupting gender

2. **The Gendering of sociology**

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Module II

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3. **Gender in Practice**

   Gender and domestic labour

   Gender in formal and informal economy;

   Gendered Parenting

   Gendered body and self

   Gender and violence/ gendered violence:violence within and outside the home; Violence against the queer and transgender community; legal provisions

   Masculinities

4. **Gender and Resistance**

   Resistance and Movements

   Course outcomes

Readings

Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott
(eds.) Gender: A Sociological Reader. London: Routledge [pp 42-47].
Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India."
Economic and Political Weekly. 23(18). WS11-WS19.
Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott
(eds.) Gender: A Sociological Reader. London: Routledge [pp 69-78].
Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge.
Introduction, (pp. 1-26).
Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell
(eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].
Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its twentieth century
avatar, New Delhi: Penguin (pp 1-27).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and
S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41).
Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction.
Ortner, Sherry.1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.)Women, Culture and Society. Stanford: Stanford University Press (pp. 67- 87).
Narrain, Arvind and Vinay Chandra. (eds). 2015. Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity. New Delhi Sage Publications. Chapter 3. 1
Phadke, Shilpa, Sameera Khan, and Shilpa Ranade. 2011. Why Loiter? Women and Risk on Mumbai Streets. New Delhi: Penguin Books:
Ramgopal, Ankita. 2018. "Rape laws: Why is sexual violence against India's transgender community not being taken seriously?" March 3rd, available online at https://scroll.in/article/868907/rape-laws-why-is-sexual-violence-against-indias-transgender-community-not-being-taken-seriously4
Human Rights Violation against the Transgender Community: A People's Union of Civil Liberties Report, January 2004 available online at http://www.pucl.org/Topics/Gender/2004/transgender.html
Walby, Sylvia.2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott(eds.) Gender: A Sociological reader. London: Routledge (pp 93-96).

On completion of the course the students will be able to:

CO1:Distinguish between biological and constructivist approaches to sex and gender(k4)

CO2: Understand and apply the concept of gender as an accomplished performance by doing gender (k2)

CO3: Analyze how study of gender reorient the established fields of sociological investigation (k4).

CO4: Explain how gender pervades all parts of our culture and lives. (k5)

CO5: Understand the concept of gendered institutions and apply it to the family, work, the economy and politics.(k2)

CO6: Explain why violence takes place not only against women but men, transgender persons, lesbians and gay men.(k6)

Content Delivery Method
1. Class room lecture (chalk and board) (D1)
2. Visual presentation (D2)
3. Tutorial and Exercise(D3)

Department of Sociology

Themes in Cultural Studies
Major Course
3rd year, 6th Semester

With the 'linguistic turn' culture no longer remains a bounded territorialized phenomenon, but increasingly becomes a multidisciplinary encounter focusing on knowledges and institutions, and their role in producing and reproducing culture. The enterprise started with the founding of Contemporary Cultural Studies at the University of Birmingham with scholars such as Stuart Hall, Richard Hoggart and Raymond Williams. Later it became an established field in different parts of the world. It became a field intersected by a number of disciplinary engagements, such as anthropology, history, sociology, literary criticism, philosophy. Taking cue from the above the course focuses on the making and unmaking of practices that are culturally and politically meaningful. It moves away from the earlier debates centering around universalism-relativism, and looks at 'difference' as being central to the production of cultural knowledge.

Module 1
1. Culture as no longer a bounded entity: Rethinking language theories and the linguistic turn
2. Modernity, West and the epistemic certainty: The Birmingham cultural studies
3. Orientalism and Crisis in Representations
4. Culture as text and text as cultural

Module 2
5. Anthropology and colonial encounter: Cultural moorings of the knowledge
6. Colonialism and cultural politics of rule
a. Science and science pursuits in colonial India
b. Market as a cultural experience
c. Jurisprudence or legal encounters
7. Post coloniality as a rule of cultural difference

Readings:

Hall, Stuart, Dorothy Hobson,Andrew Lowe,Paul Willis eds. 1980. *Culture, Media, Language Working Papers in Cultural Studies, 1972-79*. London: Routledge.

Said Edward. 1978. *Orientalism*. USA: Penguin

Asad, Talal. ed. 1973. *Anthropology and the Colonial Encounter*. London: Ithaca Press.

Chatterjee, Partha. 2002. *A Princely Impostor? The Kumar Of Bhawal And The Secret History Of Indian Nationalism*. Delhi: The Permanent Black.

Ghosh. Amitav. 2008. *Sea of Poppies*. India: Viking Press.

Ghosh Koushik. 1999. "A Market for Aboriginality: Primitivism and Race Classification in the Indentured Labor Market of Colonial India" in Gautam Bhadra, Gyan Prakash and Susie Tharu eds. *Subaltern Studies* Vol 10. 8-48.

Achebe Chinua. 1958. Things Fall Apart. Nigeria: William Heinemann Limited.

Course Outcomes

On completion of the course students will be able to:
CO1- recognize this field and follow the approaches to studying culture (K1, A2)
CO 2-reproduce the debates and respond to them in comprehensible ways. (K1, A2)
CO 3-to analyze and articulate in intelligible ways their knowledge about the field (K4, S4)
CO 4-assess and develop their knowledge about Indian society and cultural politics of colonial rule. (K6, A4)
CO 5-apply their knowledge and build their argumentative skill in relation to history and contemporaneity of India. (K3, S2)
CO 6- make their own inferences about postcolonial Indian society and re-evaluate their role as informed citizens of contemporary India. (K2, K5)

Content Delivery Method: Classroom lecture (chalk and board) (D1);Visual presentation (D2); Tutorial and Exercise (D3)

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Department of Sociology
Inequalities and Hierarchies
Minor course
3rd year, 6th Semester

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The course intends to move beyond a naturalistic understanding of society as stratified, graded and segmented to perspectives that view stratification and gradations as emanating from definite social and political contexts and the dynamics of relations inscribed onto them. The course engages two distinct social concepts, namely inequalities and hierarchies and their relation with power dynamics obtaining at any given point in time.

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Module 1

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1. Stratification as natural: the Functionalist perspectives
2. Marx's pathbreaking idea of history and society as replete with class inequalities and contradictions
3. Weber's understanding of class: Struggle to overcome reproduction or efforts to reproduce
4. Bordieu's idea of social capital and Foucault's concept of power enmeshed in relations and institutions

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Module 2

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5. Hierarchies as given or produced: class, caste, gender as expressions of hierarchies

6. Louis Dumont on hierarchy
7. Hierarchy as continuous or discontinuous: with illustrations
8. Hierarchies as relationships not cast in stone: elite and subaltern

Readings:

Bagchi, J (ed.). 1995. Indian Women: Myth and Reality: Sangam Books.

Beteille, Andre. ed. 1970. Social Inequality: Selected Writings, Harmondsworth: Penguin

Edgell, S. 1997. Class: Key Ideas. Routledge: London

Gupta, Dipankar. ed. 1991, Social Stratification, New Delhi: OUP

Heath, Anthony. 1981. Social Mobility. London: Fontana

Jodhka, S S. ed. 2012. Changing Caste: Mobility, Ideology, Identity, Sage: New Delhi

Jodhka, S.S. 2014. Caste in Contemporary India: Routledge India

John, M E. 2008. Women's Studies in India: A Reader: Penguin India.

Menon, N, Parish S, Rose R. 2012. The "State" of Persons with Disabilities in India. Version: May 10.

Parkin, F.1979. 'Social Stratification', in T Bottomore and R Nisbet (eds.) A History of Sociological Analysis: Heinemann-London

Sharma, K L. Social Stratification and Mobility: Rawat

Sharma, K L (ed.) ,1995. Social Inequality in India: Profile of Caste, Class, Power and Social Mobility: Rawat

Sharma, K L. 1997. Social Stratification in India: Issues and Themes. New Delhi:Sage

Sharma, Ursula. 1999. Caste. Buckingham: Open University Press.

Sen, A. 2000. Social Exclusion: Concept, Application, and Scrutiny. Social Development Papers No. 1. Office of Environment and Social Development. Asian Development Bank.

Tumin, M. 1994 Social Stratification: The Forms and Functions of Inequality London: PHI.

Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

Erik Olin Wright (1994*), Interrogating Inequality Essays on Class Analysis, Socialism and Marxism*, London, Verso.

Grusky, D. B. &Szelenyi, S. (2011) *The inequality reader: Contemporary and foundational readings in race, class and gender*. 2nd edition. Westview Press

Dumont, Louis. 1966. *Homo Hierarchicous: Caste System and Its Implications*. Chicago: Chicago University Press.
Dirks, Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton: Princeton University Press.
Guha, Ranajit. 1999. *Elementary Aspects of Peasant Insurgency in Colonial India*. Texas. Duke University Press.
_____. ed. 1993. *Subaltern Studies: Writings on South Asian History and Society*. Delhi: Oxford University Press.

Course outcomes

CO 1-follow the perspectives on inequalities and recognize inequality as deeply socially produced. (K1, A2)

CO 2-understand the debates and respond to them in comprehensible ways. (K2, A2)

CO 3 -analyze and articulate in intelligible ways their knowledge about different sociological views on inequalities (K4, S4)

CO 4- follow debates on hierarchy and categorize the distinctiveness of perspectives (S1, K4)

CO 5- apply their knowledge gained to specific empirical issues in Indian society and build their argumentative skill on the question of hierarchy. (K3, S2)

CO 6- make their own inferences about forms of hierarchies (inequalities) and re-evaluate their role as informed and aware populace of contemporary India. (K2, K5)

Content delivery Method :

Classroom lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and Exercise (D3)

Department of Sociology

SOCIOLOGY OF MARGINALIZED COMMUNITIES

Minor course

3rd Year, 6th Semester

In recent years, there has been a growing emphasis on the contextualisation of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have been living on the margins of society and have not received, until recently, proper scholarly attention. There is also noticed distorted representation of the marginalised communities in Indian sociology. The marginalised form huge mass of Indian population, but they have not been able to emancipate themselves jointly. The issue of marginalisation is complex which needs to be clearly understood. There is an urgent need to understand nature, types and magnitude of marginalisation especially the Dalits. The Indian state has several policies, development plans and programme for the welfare of the marginalised. However, the marginalisation continues to prevail in even newer forms, especially in the current era of globalisation which needs to be sociologically analysed and understood. These issues will be studied from different vantage points to the reality of marginalisation in totality.

Module - 1

1.Historical Context of Marginalization and its socio- economic indices:

• Margin, Marginality, and Marginalization

• : poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness, inequality

 Marginalization of Caste, Class, Tribe Gender and Minorities

Multiple marginal Groups and their Discrimination, deprivation and Social Exclusion

2 Perspectives on Marginalization
 Perspectives on marginalization: role of ideology in marginalization, the views of Phule, Periyar, Ambedkar, Ram Manohar Lohiya. Periyar Ramasamy and Verrier Elwin, Tarabai Shinde and Pandita Ramabai

Module - II

3.Social Welfare and Issues of Rights

• Constitutional provisions for reservations

• Issues of Representational

• The Public Sphere
Marginalization and affirmative action,

4.Social movements among marginalized communities: nature and dynamics; perspectives on social movements: protest, reform, sub-nationalism, millenarianism, role of Christian missionaries in social reform in India, role of NGOs

5.Contemporary Debates

• Critique of Cultural Nationalism and Hindutva

• Dalit feminist standpoint

• Tribes, Caste and Identity Politics

• Sexuality and Marginalization

 Readings:

Chatterjee, M. S. & Sharma, U. (2003).

Contextualizing Caste: Post- Du-montian Approaches.
New Delhi: Rawat.

Dasgupta, A. (Ed.). (2012). On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology. New Delhi: Sage.

Kotani H. (1991). Caste System, Untouchability and the Depressed. New Delhi: Manohar.

Thorat, S. & Umakant (Eds.), (2004). Caste, race and Discrimination. Jaipur & New Delhi: Rawat.

Xaxa, V. (2008). State Society and Tribes. New Delhi: Pearson Longman.

Further Readings:

Byrne, D. (2005). Social Exclusion. New Delhi: Rawat.

Chalam K. S. (2007). Caste-based Reservations and Human Development in India. New Delhi: Sage.

Gaikwad. S.L. (1999). Protective Discrimination Policy and Social Change. New Delhi: Rawat. Geetha V. & Rajadurai, S. V. (1999).

Towards Non- Brahmin Millennium. Calcutta: Samya. Ilaiah, K. (1998). Why I am Not Hindu. Calcutta: Samya.
Mahar, J.M. (1998). The Untouchables in Contemporary India. New Delhi: Rawat.

Nathan, D. & Xaxa, V. (2012). Social Exclusion and Adverse Inclusion. New Delhi: Oxford University Press.

Shah, G. (Ed.). (2001). Dalit Identity and Politics. New Delhi: Sage.

Sharma, G. (2009). Social and Political Empowerment of Indian Dalits. New Delhi: Jnanada Prakashan.

Sharma, K. L. (2001). Reconceptualising Caste, Class and Tribe. New Delhi: Rawat
Betellie, Andre, 1981: Backward Classes and the new social order (Delhi: Oxford University Press)
Betellie, Andre, 1992: The Backward Classes in Contemporary India (Delhi: Oxford University Press)
Charsley SR and GK Karnath, 1998-eds, Challenging Untouchability (Delhi: Sage)
Chaudhuri SN 1988; Changing Status of Depressed Castes in Contemporary India (Delhi: Daya Publishing House)
Gore MS 1993: The Social Context of an ideology: The Social and Political Thoughts of Babasaheb Ambedkar (New Delhi: Sage)
Gupta, Dipankar, 1991: Social Stratification (New Delhi: Oxford University Press)
Jogdand PG, 2000: New Economic Policy and Dalits (Jaipur: Rawat)
Jogdand PG: 1991: Dalit Movement in Maharashtra (New Delhi: Kanak Publications, 1991)
Mahajan Gurpreet, 1998: Democracy, Difference and Social Justice (New Delhi: Oxford University Press)
Omvedt, Gail, 1995: Dalit Visions: The anti-caste movement and the construction of an Indian identity (New Delhi: Orient Longman)
Omvedt, Gail, 1999: Dalits and the Democratic Revolution (New Delhi: Sage)

Oommen, TK, 1990: Protest and Change: Studies in Social Movements (New Delhi: Sage)

Robb, Peter, 1993, eds: Dalit Movements and the meeting of labor in India (Delhi: Sage)

Shah, Chansham, 1990: Social Movements in India: A Review of Literature: (Delhi: Sage)

Singh, KS, 1998, The Scheduled Castes (Delhi: Anthropological survey of India)

Singh, KS, 1995, The Scheduled Tribes (Delhi: Oxford University Press)

Western India (Bombay; Scientific Educational Trust, 1976)

Zelliot, Elanor, 1995: From Untouchable to Dalit: Essays on the Ambedkar Movement (New Delhi: Manohar)

PEDAGOGY

Audio -Visual Methods to be used.

Newspaper reports and features as well as television features should be used for illustrations.

Illustrations should be drawn from the State/region.

https://www.researchgate.net/publication/342503085_VAIKKAM_VEERAR_EV R_AN_INSPIRING_LEADER

http://vpmthane.org/vpmDDSS/pdf/Article/24-Periyar-a-crusader-against-the Hindus.pdf

https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1965.67.2.02a00 140

https://oxfordre.com/asianhistory/view/10.1093/acrefore/9780190277727.001.000 1/acrefore-9780190277727-e-340

Course outcomes:

On completion of the course the students will be able to

CO1: Explain the meaning and nature of Marginalization and categorize the various types of marginalization and explain the effects of marginalization. (K5, K4)

CO2: Understand the social structure and culture of different marginalized communities and summarize the status of Scheduled Castes, Scheduled tribes in our society. (k2, K5)

CO3: Illustrate different theoretical perspectives concerning the nature of marginalization and explain its place in theorizing social change.(k4, k5)

Co4: explain the impact of constitutional provision on different marginalized communities in India.. (K5).

CO5: Describe the nature and dynamics of social movements among marginalized communities (k2)

Co6: Explain the contemporary debates related to marginalization . (k5)

Content Delivery Method :

Class room lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and exercise (D3)

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Department of Sociology

Religion and Society

Major Course

4th Year, 7th Semester

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It is of pressing concern that religion and society embraces a wider range of issues, understanding of religious development , forms of religious pluralism and dynamics of religion in society .Many of these issues are incorporated in this syllabus to create consciousness about its present forms. This also provides an assessment of the present state of religious studies and its potential for the future

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MODULE-I

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1. Understanding Religion: A Social Science Approach
2.   Emile Durkheim
3.   Karl Marx
4.   Max Weber

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MODULE-II

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5. Culture and Folk Religion
6. Different Religions: Hinduism , Islam, Buddhism and Christianity
7. Religion , Power and Violence
8. The Rise of New Religions

Readings:

Emile Durkhiem (1995) The Elementary Forms of the Religious Life.

FerdinandoSardella and Ruby Sain(2013) The Sociology of Religion in India Past Present and Future

Grace Davie(2009) The Sociology of Religion

T.N.Madan (2008) Religion in India

Peter Clarke(2010) The Oxford Handbook of the Sociology of Religion

Peter Berger (1960) The Sacred Canopy.

Course outcomes:
On completion of the course the students will be able to

CO1: Illustrate the scientific approaches to the study of religion and interpret various concepts in the discourse of religion. (K2, K4)
CO2: Outline the different classical theories of religion in society.(A4)
Co3: : Outline the importance of folk religion and and make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations. . (A4, k3)

CO4: Describe the characteristics of different religions in India and discuss the nature of interaction between different religious communities. (K2, A2)
CO5: Explain the place of religion in violence and its role to the development of society (K6, K2)
Co6: Interpret critical reflection on religion and religious practises and to examine personal perceptions and assumptions about religious practises. (K6, K4)

Content Delivery Method :

Class room lecture (chalk and board) (D1)

Visual presentation (D2)

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Department of Sociology

CHILDHOOD AND SOCIETY

Major Course

4th year, 7TH Semester

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Prior to the 1980s children were on the margins of sociology. In the 1980s, a growing number of European and American scholars called attention to the relative absence of children in the knowledge of the social sciences. They argued that children should be studied in their own right, as full social actors, rather than being framed primarily as adults-in-training or as problems for the adult social order. Some also say that the impetus for what is sometimes called the "new sociology/anthropology of childhood" can be traced to the 1989 United Nations Convention on the Rights of the Child, which has been adopted by all countries except the United States. This course opens with an introduction to the social construction of childhood and to changing concepts of childhood. Currently, this subarea of Sociology is one of the most challenging and motivating concern of contemporary India and has full of potentialities also for our sociological imagination.

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Module I

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1. The Social Construction of Childhood
2. The movement for children's rights
3. The Challenges of Researching Children's Perspectives
4. Unequal Childhoods

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Module II

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5. Parenting and Caregiving

6. Leisure and Play

7. Violence towards children/Juvenile crime

8. Children and new technology

Readings

Buckingham (2000. The Death of Childhood. Polity Press

Corsaro, William A. (1997). Historical views of childhood and children. In The Sociology of Childhood (pp. 49-67). Thousand Oaks, CA: Pine Forge Press

Greene, S. and Hogan, D. (2008). Researching Children's Experience: Methods and Approaches. London: Sage

James, A. and Jenks, C. and Prout, A. Theorizing Childhood. Blackwell, 1998 James. A. And James, A. (2012). Key Concepts in Childhood Studies

Lareau, A. (2011) Social class and the daily lives of children a study from the United States. Childhood, May, vol. 7 no. 2 155-171

Pugh, A.J. (2011). Distinction, boundaries or bridges?: Children, inequality and the uses of consumer culture

Shin, W. (2015). Parental socialization of children's Internet use: A qualitative approach. new media & society, 17(5), 649-665.

Course Outcome

On completion of the course the students will be able to:

CO1: Analyze the constructed nature of childhood (k4)

CO2: Understand the diversity of children's lived experiences. (k2)

CO3: Describe the active role that children play in making sense of and responding to their social worlds.(k2)

CO4: Apply new methods that enable children to inform adults about their lives and that minimize adult "voicing over" children's experiences and perspectives.(k3)

CO5: Engage with current debates surrounding children's rights, both globally and in the context of Indian politics and culture

C06: understand and identify the challenges that confront children throughout the world(k2)

Content Delivery Method :

1. Class room lecture (chalk and board) (D1)

2. Visual presentation (D2)

3. Tutorial and Exercise (D3)

Department of Sociology
VISUAL CULTURE
Major course
4th year, 7th semester

This course introduces the students to the world of visuals in the context of modernity. It explores visuals as representations of social reality. It intends to sensitize the students about the substantive issues and methods, specific to the study visual culture and practices. This course also seeks to provide an image of modern India through visual representations of diverse forms.

MODULE-I

1.Visual culture and Modernity: the hegemony of vision

Barthes Roland. *Camera Lucida*: Reflections on Photography, New York: Hill and Wang. 1981.

Berger, J . Ways of Seeing.London: British Broadcasting, 1972

Berger, John ." Appearances". inAnother Way of Telling, edited by J. Berger and J. Mohr , Cambridge: Granta Books, 1982. p 81–130

Debord, Guy. Society of the Spectacle.Detroit:Black and Red.1983

McQuire, S. Visions of Modernity: Representation, Memory, Time and Space in the Age of the Camera.London: Sage Publications, 1998.p 47

Mitchell, W. J T 'Showing Seeing: a Critique of Visual Culture' in Journal of Visual Culture, Aug 2002 vol. 1 no. 2

2.Representation: meaning, language, discourse, power

Barthes R . Mythologies, Selected and Translated by A Lavers, Vintage 1993 (1972)

Bourdieu P 'Identity and Representation: Elements for a Critical Reflections on the Idea of Region' in J B Thompson (ed.) Language and Symbolic Power .Cambridge: Polity. 1991

Hall S (ed.) Representation: Cultural Representations and Signifying Practices, Sage 1997

Foucault, M. Discipline and Punish: The Birth of Prison. New York: Vintage,1979

Mirzoeff, N. 'The Right to Look, or How to Think with and AGAINST Visuality' in The Right to Look: A Counter history of Visuality, Durham, NC: Duke UP, 2011

Ranciere, J, 'Problems and Transformations of Critical Art' in Aesthetics and Its Discontents.Cambridge, UK: Polity, 2003

3.Visual Sociology: history, scope, limitation.

Chaplin, E. Sociology and Visual Representation, London and New York: Routledge. 1994.

Fyfe, G and Law, J. "On the Invisibility of the Visual". Editors' Introduction in Picturing Power: Visual Depiction and Social Relations, edited by G. Fyfe and J. Law ,London: Routledge,1988. p.1–14

Grady , John. "Becoming A Visual Sociologist". Sociological Imagination.38, no. 1/2. (2001): 84

Harper, Douglas, "Visual Sociology: Expanding Sociological Vision". The American Sociologist.Spring. (1988): 61

4.Visual Methods: impact of documentary photography, positivistic frame, anti-positivistic frame, alternative visual-specific method, steps, forms.
Chaplin, E. "My Visual Diary". in Picturing the Social Landscape: Visual Methods in the Sociological Imagination. Edited by Knowles, Caroline and Sweetman, Paul.London:Routledge. 2004

Collier, J and Collier, M. Visual Anthropology: Photography as a Research Method.Albuquerque: University of New Mexico Press.1986

Harper, D. "An Argument for Visual Sociology".inImage-based Research: A
Sourcebook for Qualitative Researchers. Edited by J. Prosser, Lon don: Falmer Press, 1998a. p. 24–41

"On the Authority of the Image: Visual Methods at the Cross roads". inCollecting and Interpreting Qualitative Materials, edited by N. Denzin and Y. Lincoln, London: Sage Publications, 1998b. p 130–149

Pink, Sarah. Doing Visual Ethnography: Images, Media and Representation in Research.London:Sage, 2001

Pink, Sarah. "An Urban Tour".Ethnography, 9.No.2(2008): 175-196

Suchar, Charles. S. "Grounding Visual Sociology Research In Shooting Scripts". Qualitative Sociology, Vol 20.No. 1. 1997

Module II

5.Visuals distinguishing 'Indian modern' : films, cartoons, sculpture, painting, poster art, comic books, cartography

Chakrabarti D, The Cartoon of a Bengali Lady Clerk: A Repertoire of Sociological Data in S Visvanathan (ed.) Culture and Society, vol 9, Sage :India 283-300 (originally published in Sociological Bulletin, vol. 53, no. 2, May- August, 2004: 251-262)

Chatterji R. 'Global Events and Local Narratives: 9/11 and the Chitrakaars' in Speaking with Pictures: Folk Art and Narrative Tradition in India.

Devadawson C R ,Out of Line: Cartoons, Caricature and Contemporary India, Orient Blackswan 2014

Jindal A, Sociological Research on Films, in S Visvanathan (ed.) Culture and Society, vol 9, Sage :India 283-300 (originally published in Sociological Bulletin vol 9. No. 2 (Sept, 1960:56-72)

MacDougall D. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in Indian Photography, Visual Antrhopology, 1992, 5 (2): 103-29

Pinney C Camera Indica: The Social Life of Indian Photographs. Chicago: University of Chicago.1997

Ramaswamy s (ed.) Beyond Appearances? Visual Practices and Ideologies in Modern India, Sage:India

Course Outcomes:

On completion of the course students will be able to

1. know the significance of visuals in society and culture K2
2. understand diverse elements of visual culture as knowledge K2
3. assess different modes of application of visuals in social sciencesK3
4. evaluate the changing status of visuals in sociology as the discipline evolves over time K5
5. learn and apply different methods of data collection and generation in visual methods of research K2, S2
6. learn and apply different methods of analysis of visual data K2,S2

Content Delivery Method :
Classroom lecture (chalk and board) (D1); Visual presentation (D2); Tutorial and Exercise(D3)

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Department of Sociology
Studying Everyday life
Major course
4th Year, 7th Semester

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The course aims to focus on the mundane, regular repetitious and promote a minute micro understanding of social life. It recognizes the already existing micro sociological theories such as symbolic interactionism, phenomenology, ethnomethodology and the anthropological journeys that sensitize us to nuances of social realty. However, following the subsequent perspectives and insights provided by Lefebvre, Foucault, Bordieu the course aims to pitch the discussion to a plane where our concern with mundane awakens us to the magical; with the familiar alerts us to the possibility of rediscovering the unfamiliar. The course focuses on quotidian practices unfolding in myriad ways in social life that break down the idea of the social. These quotidian practices enable us to rethink the idea of the socialnot simply as holistic and continuous, but as non-monolithic and discontinuous.

<div align="center">

Module 1

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1. Everyday as manifest in early sociological perspectives: symbolic interactionism, phenomenology, ethnomethodology
2. Anthropological journeys: everyday through ethnographic encounter
3. The cultural turn in everyday: invocation of space, body and power
4. The quotidian practices

<div align="center">

Module 2

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5. From the study of material culture to the study of artefacts in everyday
6. Relationships inscribed in spaces and body and their entanglement with power: Illustrations from everyday life
7. The so-called inanimate objects embodying relationships
8. Everyday not as given but a lens through which to grasp the reconfiguring of the social

Readings

Pritchard, E Evans. 1976. *Witchcraft, Oracles and Magic Among the Azande*. Oxford: Clarendon Press.
Geertz, Clifford. 1973. *Interpretation of Cultures: Select Essays*. New York: Basic Books.
Bordieu, Pierre. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.
Lefebvre, Henri. 2014. *Critique of Everyday Life*. London: Verso.
Ghosh, Amitav. 1988. *Shadow Lines*. Delhi: Ravi Dayal.
Tagore, Rabindranath. 2022. *Selected Short Stories of Rabindranath*. Delhi: Maple Press.
Agarwal, Sangita Marda. 2022. *Lost in Istanbul: And Other Stories from My Life*. Singapore: Notion Press.
Gupta, Akhil. 1995. "Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State". *American Ethnologist* 22(2): 375-402.
Anand, Nikhil, Akhil Gupta and Hannah, Appel. eds. 2018. *The Promise of Infrastructure*. Durham & London: Duke University Press.

Course outcomes:
On completion of the course students will be able to:
CO 1- recognize this field of everyday and follow itsperspectives (K1, A2)
CO 2- attempt to locate the turn in the debates on everyday life and characterize and identify them intelligibly. (S1, A5, K4).
CO 3- analyze and articulate in comprehensive ways their knowledge about the field (K4, S4)
CO 4- internalize everyday life in terms of both its animate and inanimate dimensions and develop insight for the minutest details (A5, A4).
CO 5- connect their everyday to the sociology of everyday and assess the importance of the discourses in light of empirical evidences. (K4, K6).
CO 6- make their own inferences about everyday life that is lived, appraise the knowledge received and demonstrate their analytical rigour in articulating their opinionated knowledges. (K2, K6, S4)

Content delivery method :
Class room lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and exercise (D3)

Department of Sociology

Youth and Society

Major Course

4 th year, 7th Semester

This course addresses core questions about youth from a sociological perspective. This course aims to acquire broad understanding of the theoretical and empirical approaches taken to understand the shifting social construction of youth and the cultural and institutional forces that shape the social experiences of youth focusing both on global and Indian youth.

Module-I

1. Defining, Theorizing and Researching Youth:

2. Youth Hybridity and Globalized World

3. Young People, Social Networks and Social Capital:

4. Youth, Family and Social Change :

Module-II

5. Youth, Politics and State:

6. Through the Lens of Indian Youth: Specific Problems to the Youth

7. Youth Policies in India

READINGS:

1. B. Bhadra ed. (2014) *Sociology of Childhood and Youth: Themes in Indian Sociology. Series, Vol.3* New Delhi: Sage Publications
2. M. Ciesilk and D. Simpson (2013), *Key Concepts in Youth Studies.* Los Angeles. Sage.
3. P. Ronald deSouza et al, eds. (2009) Indian Youth in a Transforming World. New Delhi: Sage Publications.

4. P. Nilan and C. Feixa eds. (2006) Global Youth? Hybrid Identities, Plural Worlds. London: Routledge.
5. *State of the Urban Youth, India 2012:Employment, Livelihoods, Skills* (2013) edited and published by Padma Prakash for IRIS Knowledge Foundation. Commissioned by UN-HABITAT's Global Urban Youth Research Network
6. A.Wierenga (2008). *Young People Making a Life.* Palgrave Macmillan
7. K.E.Riele (ed.)(2009). *Making Schools Different: Alternative Approaches to Educating Young People*. Sage.

8. H.Helve and K. Evans (eds) (2013) T, *Youth and work transitions in changing social landscapes*, Tuffnell Press, London.

9. *Youth in contemporary India : Images of Identity and Social Change*, Springer, 2013, edition

Course outcomes

On the completion of the course, students will able to

Co1: illustrate different theories on the study of Youth culture. (K4)

CO2: locate spatio- temporal changes affecting the Youth. (k2)

Co3 : describe the widening of social networks in the contemporary present among the pattern of interaction used by the Youth. (A1)

CO4: explain the impact of family and kinship in socializing youth. (k6)

CO5: analyze the importance of the various strategies and plans undertaken by the decision – making apparatus targeted to the youth. (K4)

Co6: identify the political positions of Youth in the Indian context. (k4)

Content Delivery Method:

Class room lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and exercise (D3)

The course will train the students to assist people to think reflectively about what it is they do and how it is they can create more viable social forms capable of adapting to changing conditions. Students with the necessary skill a) for producing reliable and relevant knowledge for evidence-based policy making; b) for handling every type of relationship in different walks of life and work situations; and c) for positive and deliberate intervention in the social process, might be hired by all the clienteles like government, corporate sector, non-governmental organizations, or local communities, who are engaged in activities involving people. These skills will empower our students to get actively involved in social activism. The course will provide a basic understanding about what constitutes Applied Sociology, and its significance for society and individual. Social relationship, the core area of Sociology has been emphasized for its enormous practical implications. Application of Sociology in specific fields like health, social work, or human resource management has been located.

Module I

1. **Applied Sociology: dimensions**
Basic and Applied Sociology

Uses of Sociology:
Medical Sociology
Understanding organizations and the workplace
Crime in society
Community matters
Public policy
Sociology and You: good living, art of promoting peace, life and career

2. **Doing Applied Sociology** –   programme evaluation
- need assessment
- social impact assessment
- social indicator analysis
- cost-benefit analysis
- problem solving

3. **Research Skill**
Techniques and Tools of Applied Social Research
Action Research

4. **Relationship Skill**
Types and Practical Significance of Relationship, Online social networking
Relationship as Skill   -   personal effectiveness
- emotional intelligence
- social intelligence

Interaction Skill
Intervention Skill

Module 2

1. **Sociology and Social Change**
Clinical Sociology
Social Activism

2. **Sociology and Social Work**
Helping, Counselling, Influencing

3. **Sociology and Nursing and Healthcare**
Inequalities in healthcare

Nurses, Doctors, clients and power
Health policies

4. **Sociology and Human Resource Development**
Critical understanding of HRD
Performance management and HRD
Human resource accounting
Organizational development and HRD
Leadership development
Diversity and HRD

Readings:

Birchenall M, Birchenall.P, Bailliere T (eds.). 1998. Sociology as applied to Nursing and Healthcare

Bruhn. J. G, Rebach H M. 1996. Clinical Sociology: An Agenda for Action. Springer.
Byrne. D. 2011. Applying Social Science: The role of Social Research in Politics, Policy and Practice. Policy Press

Culley S and Bond T. 2011. Integrative Counselling Skills in Action . Sage

Fraser M, Dutta S, . 2008. Throwing Sheep in the Boardroom: Hoe online social Networking will transform your Life, Work and World. Willy.

Dimitrius. J, Mazzarella M. 2008. Reading People: How to understand People and predict their Behaviour – Anytime, Anyplace. Ballantine Books

Gitterman A and Germain.C B. 2008.The Life Model of Social Work Practice. Columbia University Press

Kirsten A. 2011. Becoming ACounsellor: A Student Companion. Sage

Mcguire. D, Jorgensen K M. 2011. Human Resource Development: Theory and Practice. Sage

Mornall P. 2001. Sociology and Health: An Introduction. Routledge

Nelson-Jones R. 1986. Human Relationship Skills: Coaching and Self-coaching. Routledge

Nelson R. 1999. Creating Happy Relationships: Guide to Partner Skills. Sage

Steele. S F., Hauser, Hauser1999. Solution-centred Sociology: Addressing Problems through Applied Sociology. Sage.

Sullivan T.J. 1991. Applied Sociology: Research and Critical Thinking. Pearson.

Thompson. N. 1996. People Skills. PalgraveMacmillan

Thompson. N. 2006. People Problems. Palgrave Macmillan

Course Outcome

On the completion of the course, students will able to:

CO1 Apply sociological principles for understanding self, people and organizations. K3

CO2 Recognize the cause/s of a social problem and recommend a solution for it applying applied sociological research tools. K2, K6, S4

CO3 Evaluate existing relations and suggest a guideline for happy, peaceful, equalitarian relations. K5.K6, A4

CO4Reconstruct self, society and organization in a desired direction. K6, A4, S5

CO5 Identify the interface between sociology and diverse professional fields involving people. K2

CO6 Solve diverse internal and external problems of the clients, workers and management using applied sociological tools.K6, A4, S4.

Content Delivery Method

Class room lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and Exercise (D3)

Department of Sociology
Urban Society
Major Course (Compulsory)
4th year, 8th semester

This course works on both theoretical and substantive planes. Theoretically the course aims to engage concepts of urbanisation and urbanism. Following Louis Writh's seminal work – Urbanism as a way of life – it explores the question of what it means to be urban; who the urban populace is; if there is anything distinctive about being urban. The course looks into the social and political processes of urbanization; into the narratives of transition from country to city. The course envisions city as a site of space and planning; and also as a site of distinct understandings of urbanization. The course would also look at urbanisation through the lens of governance, citizenship and rights. At the substantive level, the course aims to look at the urban India in transition on a historical and a more contemporary plane. What is the historical context for urbanization and urban studies in India; How does one approach cities as a site of deepening our understanding of modernities in India? is there anything distinctive about urbanism in India or distinctiveness is something that changes over time? These are some of the questions that this course seeks to address. The course also documents the shift in identity formations and practices bound up with processes of urbanization and accounts for how this shift is inextricably connected with the journey of the Indian nation.

Module 1

1. What does it mean to be urban?
a. Early Sociological perspectives on urbanization – Emile Durkheim, Karl Marx, Max Weber, and Ferdinand Tonnies
b. George Simmel's Metropolis; Louis-Writh's Urbanism and Robert Redfield's Rural-Urban continuum as cultural form
c. Urban Community and Spatial Dimensions, Park Burger and McKenzie
d. Raymond Williams'country and city
2. Markers of urbanization: imagined or real
3. Political economy of urbanization; Governance and urban social forms
4. Envisioning city
a. Right to city
b. City and its spaces
c. City as history and heritage: of monuments and memorials
d. City as occasioning justice, activism and citizenship

Module 2

5. Histories of Urbanization in India: precolonial and colonial, break or continuity
6. Rural zamindars as vehicles of urban way of life: interrogating rural-urban
7. Histories of metropolis in India
a. context for colonial cities
b. cities in India as expressions of history and heritage
c. cities as market for labour

8. Informal sector, settlers-migrants, the journey of capital and its changing forms
9. Cities in their sustainable avatars; smart city and cultural technologies of governance.

Readings

Williams, R. 1985. *The Country and the City*. London:The Hogarth Press. Selections.
Lefebvre, H. 1996. *Writings on Cities*, Tr. by E. Kofman and E. Lebas. Oxford: Blackwell.
Zukin , S. 2006. 'David Harvey on Cities' in Noel Castree and Derek Gregory (eds.) *David Harvey: A Critical Reader*. Malden: Wiley-Blackwell.
King, A.D. 1980. *Urbanism, Colonialism and World Economy*. London: Routledge and Kegan Paul. Selections.
King, A.D. 1995. 'Writing Colonial Space: A Review Article' in *Comparative Studies in Society and History* 37: 541-54.
Chattopadhyay, S. 2005. 'The Limits of the "White Town" in *Representing Calcutta: Modernity, Nationalism and the Colonial Uncanny*. London: Routledge. Selections.
Hutnyk, J. 1996. *The Rumour of Calcutta: Tourism, Charity and Poverty of Representations*. London: Zed Books. Selections.
Nair, J. 2005. *The Promise of the Metropolis: Bangalore's Twentieth Century*. New Delhi: OUP. Selections.
Hughton, G. 1999. 'Environmental Justice and the Sustainable City'. *Journal of Planning, Education and Research* 18: 233-43.
Swyngedouw, E. 2006. 'Calculations and Metabolisms: (Hybrid) Natures and (Cyborg) Cities in Science as Culture 15(2): 105-22.
Baviskar, A. 2011 'Cows, Cars and Cycle-Rickshaws: Borugeois Environmentalists and the battle for Delhi Streets', in A Baviskar and R. Ray (eds.) *Elite and Everyman: The Cultural Politics of the Indian Middle Classes*. Delhi: Routledge.
Clark, T.J. 1985. 'The View from Notre Dame', in *The Painting of Modern Life: Paris in the Art of Manet and his Followers*. London: Thames and Hudson. Selections.
Gupta, N. 1994. 'Kingsway to Rajpath: The Democratization of Lutyen's Central Vista', in C.B.Asher and T.B. Metcalfe (eds.) *Perceptions of South Asia's Visual Past*. Delhi: Oxford and IBH.
Harvey, D. 1989. 'From Managerialism to Entrepreneurialism: The Transformation in Urban Governance in Late Capitalism'. *Human Geography*, Series B, 71(1): 3-17.
Ramanathan, U. 2006. Illegality and Urban Poor. EPW, July 22 3193-97.
Bayat, A. 2000. 'From Dangerous Classes to Quiet Rebels: Politics of Urban
Patel, S. 2007. "Mumbai: The Megacity of a Poor Country" in K. Segbers ed. *The Making of Global City Regions: Johannesburg Mumbai/Bombay, Sao Paulo and Shanghai*. Baltimore: Johns Hopkins University Press.
Hansen, T.B. 2001. *Violence in Urban India: Identity Politics, Mumbai, and the Postcolonial City*. Delhi: Permanent Black. Selections.
Appadurai, A. 2002. 'Deep Democracy: Urban Governmentality and the Horizon of Politics', *PublicCulture* 14: 21-47.
Chatterjee, P. 2004.*The Politics of the Governed: Reflections on Popular Politics in Most of the World*. Delhi: Permanent Black.
Roy, A. 2009. 'Why India Cannot Plan its Cities: Informality, Insurgence and the Idiom of Urbanization'. *Planning Theory*, 8(1): 76-87.

Course Outcomes :
On the completion of the course students will be able to:
CO 1- recognize this field and follow the perspectives on urbanization, urbanism (K1, A2)
CO 2-reproduce the debates on theoretical plane and respond to them in comprehensible ways. (K1, A2)

CO 3-to analyze and articulate in intelligible ways their knowledge about the field, particularly about city and its manifold expressions. (K4, S4)

CO 4-assess and develop their knowledge about the history of urban growth during colonial rule and its implications for urbanization in the present. (K6, A4)

CO 5-apply their knowledge and build their argumentative skill in relation to urbanization, growth of cities in India both historically and in recent times. . (K3, S2)

CO 6- make their own inferences about urban society in India and re-evaluate their role as informed policy makers and agents equitable and just urban development. (K2, K5)

Content Delivery Method
1. Classroom lecture (chalk and board) (D1)
2. Visual presentation (D2)
3. Tutorial and Exercise (D3)

Department of Sociology

SOCIOLOGY OF HEALTH AND ILLNESS

Major course

4th year, 8th semester

Sociology of Health and Illness has emerged as a new way of looking at the social contextualization of health which otherwise has been overlooked in the discourse on medicalisation and health care in general. Special attention is paid to health and its relationship with diverse social institutions in India with a focus on recent advances, agencies and stakeholders in this area

Module - 1
1. Sociology of Health – its Aims and Scope – Contribution of Sociology to Health – Definition of Health – Four Dimensions of Health – Health and its Relationships to Other Social Institutions – Evolution of Social Medicine in India. Medical Sociology: General Basic and Related Concepts of Medical sociology and role of medicinal sociologists -systems of medical beliefs and practices.

2. Hospital as a Social Organisation – Types and Functions of Hospitals – InterpersonalRelationship in Hospital Settings – Medical and Social Service in Hospitals – Hospitalas a Community Organization

3. Doctors and Patients: Disease and Society-Becoming a Patient-Doctors' Views
of patients and diseases-doctors and society-Approaches to Doctors, Patients and Societies in India: Kirkpatrick and Madan ,doctor – patient relationship
in its historical context, types of doctor – patient relationship.

Module - II

4. Medicalization: Basic Concepts, characteristics and changes; Enhancement: Human Growth Hormone and the Temptations of Biomedical Enhancement; CONSTRAINTS And cOnseqUences of medicalization; Measuring Medicalization: Categories, Numbers, and Treatment; The Shifting Engines of Medicalization ;Medicalization and Its Discontents; Continuity: Homosexuality and the Potential for Remedicalization

5. New Developments in the field of sociology of Heath, illness and Ageing: branches of Gerontology, the uniqueness of social Gerontology
Ageing and the Aged: An Overview: Introduction, Perspectives and Facts, theoretical approaches to Ageing   .Ageing and Society: Modern and Historical Aspects-Social Development.

Readings

1. Rose Weitz: The Sociology of Health, Illness and HealthCare
2. Gregory Weiss and Lynne L: The Sociology of Health, Healing and Illness
3. D Matcha: Readings in Medical Sociology
4. P Brown: Perspectives in Medical Sociology
5. GL Albrecht and R Fitzpatrick: Handbook of Social Studies in Health and Medicine
6. CE Bird and AM Fremont: Handbook of Medical Sociology
7. C Peter: The Sociology of Health and Illness: Critical Perspectives
8. Howard Schwartz: Dominant Issues in Medical Sociology
9. B McPherson: Ageing as a Social Process: An Introduction to Individual and Population Ageing
10. J Quadagano: Ageing and the Life Course: An Introduction to Social Gerontology
11. P Wright and A Treacher: The Problem of Medical Knowledge: Examining the Social Construction of Medicine
12. JA Vincent: Old Age
13. G Wilson: Understanding of Old Age
14. G Gilleard and P Higgs: Cultures of Ageing
15. A Blaike: Ageing and Population Culture
16. Leslie Morgan and S Kunkel: Ageing and the Social Context
17. R Atchley: Social Forces and Aging: An Introduction to Social Gerontology

18. Jay Sokolovsky: The Cultural Context of Aging: Worldwide Perspectives
19. NR Hooyman and HA Kiyak: Social Gerontology: A Multidisciplinary Perspective
20. A Scharlach and L Kaye: Controversial Issues in Aging
21. VL Bengston and KW Schaie: Handbook of Theories of Aging
22. RH Binstock and LK George: Handbook of Aging and the Social Sciences
23. JL Birren and VL Bengston: Emerging Theories of Aging
24. RM Coe: Sociology of Medicine
25. D Mezey: The Encyclopedia of Elder Care
26. F Pampel: Aging, Social Inequality and Public Policy
27. W Cockerham: Sociology of Mental Disorder
28. E Stoller and R Gibson: Worlds of Difference: Inequality in Aging Experience
29. W Cockerham: Readings in Medical Sociology
30. R Venkataraman: Medical Sociology in Indian Setting
31. TM Dak: Sociology of Health in India
32. KR Nayar: Ecology and Health
33. V Kumar: Aging in Indian perspective and global scenario
34. SK Biswas: Aging in Contemporary India
35. SK Choudhury: Problems of Old Age and of Old Age Homes
36. KS Vijaya: Family Life and Socio-economic Problems of the Aged
37. KS Sudan: Ageing in India
38. KS Rao: Ageing
39. PN Sati: Needs and the Problems of the Aged

Course outcomes:

On completion of the course the students will be able to

CO1: Understand the meaning of health and illness especially as it relates to social structure and by analysing the field of medical sociology they can differentiate between medical sociology and social medicine. (K2, K2, k4)

CO2: Explain the different theories of disease in medical sociology and illustrate the functions of hospitals as a major healthcare organisation, classify the types and functions of hospitals in modern time. (k5, k4)

CO3: Discuss the patient- physician role relationship and describe the relationship between nurses and other health practitioners. (A2, K2)

CO4: Understand the concept of medicalization and explain the constraints and consequences of medicalization. (K2,K5)

CO5 : Discuss the scope and significance of sociology of Ageing and illustrate different trends and patterns of ageing in global and Indian context. (A2, K3)

Co6: illustrate different branches of Gerontology as well as the uniqueness of social Gerontology.(k4)

Content delivery method :

Classroom lecture (chalk and board) (D1)

Visual presentation (D2)

Tutorial and exercise (D3)

Department of Sociology
Sociology of Crime and Deviance
Major course
4th year, 8th Semester

This course will introduce students to the key theories of crime, and deviance. Students will learn about both classical and contemporary theoretical explanations of crime and deviant behaviour. Then it shifts to various forms of criminal/deviant behavior and the related laws.

Module 1

A-THEORETICAL PERSPECTIVES

1. An overview of individualistic theories of crime: Classical and Positivistic Perspectives

2. Rejecting Individualism- An Overview: Structural Perspectives on Crime; Conflict Perspective;Social Control and Learning Perspectives

3. The Labeling Perspective on Deviance-A critical overview of the major assumptions; Becker's approach on deviance; social stigma and mortification of self.

4. Feminist School of Criminology: Marginalization of women in mainstream/malestream criminological theories and researches; gender and criminal offending; policing teenage sexuality; gender and criminal victimization.

5. Constitutive Criminology: Post-modernist definition of crime; Introduction of the concept of harm

Module II

B-TYPES OF CRIMES/ DEVIANCE

6. Crimes of Interpersonal Violence
   Child Sexual Abuse-POCSO;
   Crimes against Women in Intimate Relationships and in public spaces; Legal Provisions(8 classes)
   Crimes against queer and transgender persons; legal provisions
7. Sexual Deviance, Stigma and Sex Work:Laws related to prostitution in Indian context
8. Substance abuse and laws in India
9. Different types of corporatecrimes
10. Cyber Crime and legal provisions
11. Organized crime
12. Juvenile Delinquency

Readings

Agnes, F. (1998). Violence Against Women: Review of Recent Enactments. Retrieved from http://www.womenstudies.in/elib/crime_ag_women/ca_violence_against.pdf

Akers.R.L. (2012). *Criminological theories: Introduction and evaluation*. Second edition. New York, NY: Routledge.

Becker, H.(1966). *Outsiders: Studies in the sociology of deviance.* New York: The Free Press.

Clinard, M.B.,& Meier, R.F. (2004). *Sociology of deviant behavior.*

Ganguly, G. (2007). *Indian Feminisms: Law, Patriarchies, and Violence in India.*Burlington: Aldershot.

Goffman, E. (1961). *Asylums. Essays on the social situation of mental patients and other.*

Goffman, E. (1963). *Stigma.* London, England: Penguin.

Henry, S., & Milovanovic, D. (1994). The Constitution of Constitutive
Criminology. In D. Nelken (Ed.), The Futures of Criminology (pp. 110–133). London: Sage Publications.

    ------------(2000). Constitutive Criminology: Origins, Core Concepts, and Evaluation. Social Justice. Vol 27(2). pp.268-90.
    Kapur, R., &Cossman, B. (1996*). Subversive Sites: Feminist Engagements with Law in India.* New Delhi: Sage Publications.

Menon, N. (ed.) (2007). Sexualities. Zed Books.

Smart, C. (1995). Law, Crime and Sexuality: Essays in Feminism. London: SagePublications.

Walklate, S. (2007). *Understanding criminology: Current theoretical debates.*Berkshire, England: Open University Press.

Walklate, S. (2007).*Imagining the victim of crime.* Berskshire, England: Open University Press.

Talwar, R. (2013). *Courting Injustice: The Nirbhaya Case and its Aftermath.*New Delhi, India: Hay House Publishers.

Taylor, I., Walton, P., & Yong, J. (1973). *The new criminology: For a social theory of deviance.* London, England: Routledge.

Vold, G.B., Thomas, B.J. & Snipes, J.F. (1998). *Theoretical criminology*. 4th edition. New York: Oxford University Press.

Course outcomes

On completion of the course the students will be able to

CO1: identify the various theoretical approaches to crime and deviance(k4)

CO2: critically analyze and evaluate these approaches in relation to contemporary sociological issues. (k4, k5)

- CO3: analyze deviance or violation of social norms from a sociological perspective. (k4)

CO4: Understand a wide range of contemporary issues in the sociology of crime and deviance. (k2)

CO5: Identify the crimes of the powerful.(k4)

CO6: Understand and explain how juvenile criminal case process differs from the adult criminal case process (k2,k6)

Content delivery method :

Class room lecture (Chalk and board) (D1)

Visual presentation (D2)

Tutorial and exercise (D3)

Department of Sociology
Sociology of Education
 Major Course
4th Year, 8th Semester

 The course aims to present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings. Learners will have opportunities to examine the aims of education and the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weakness of each position using relevant evidence. The course gives significant importance to deconstructing the idea of 'learning' as restricted to certain sites like schools or colleges as well as to rituals of attestation and accreditation like examinations. The selection of texts and organization of topics is meant to enable students to examine their personal journey with

respect to 'learning' and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant for their work.

Module - I

1. Socialization: Conceptions, Sites, Practices

2. Theoretical perspectives on Sociology of Education: Functionalism, Conflict/Radical Perspectives/Cultural Reproduction

   Micro-Interpretative approaches: Phenomenological and symbolic
   Interactionism
   Feminism

3. Teacher as change agent-multi-culturalism, ethnicity and education-Equality of
   Educational opportunity-equality, Education and Information Technology-Educational alternatives and protest-MK Gandhi, Paulo Freire-Ivan Illich

Module - II

4. Pedagogical Contexts and Discursive Practices

5. Equity and Equality: Positive discrimination and reservations ,Gendering inequalities: education of girls and women-The State and Education

6. Higher Education: Conceptions, Transformations, Practices, Skill Development, globalization and   social mobility

Readings:
1. Barnett, Ronald. 1990. 'A Contested Concept' in Idea of Higher Education. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29
2. Deshpande, Satish and Apoorvanand. 2018 .'Exclusion in Indian Higher Education Today' in India Exclusion Report. New Delhi:Yoda Press. pp. 191-218
3. Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. A Companion to Anthropology in India. UK: Blackwell. pp. 62-79
4. Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. pp. 92-104
5. Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). Schools and Society: A Sociological Approach to Education. 3 rd Ed. California: Pine Forge Press. (pp. 80-85).
6. Kumar, Krishna. 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

7. Sarangapani, Padma. 2003. 'The End of Childhood' in Construction of School Knowledge. New Delhi: Sage. Pp 72-101.

8. Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashtra. Modern Asian Studies. 41 (5). pp. 1033-1071

9. Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. The Crisis of Elementary Education in India. New Delhi: Sage. pp. 200-223

10. Woods, Peter. 1983. Sociology and the School. An Interactionist Perspective. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

11. Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). The Routledge Falmer Reader in Sociology of Education. London: Routledge Falmer. pp. 128-139

12. Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' Economic and Political Weekly. Vol. 49. No. 32. pp.65-72

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16. P Freire: Pedagogy of the Oppressed

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18. Charles Bidwell and Norah Friedkin: "The Sociology of Education"

19. Aaron Palias: Research in Sociology of Education and Socialization

20. Olive Banks: Sociology of Education

21. D Blackledge and Hunt: Sociological Interpretations of Education

22. Steven Brint: Schools and Societies

23. S Acker: Gendered Education: Sociological reflections on Women

24. Ivan Illich: Deschooling Societies

25. P Robinson: Perspectives in the Sociology of Education

26. M Craft: Family, Class and Education: A Reader

27. W Tyler: The Sociology of Educational Equality

28. Herbert Bowels and Samuel Gintis: Schooling in Capitalist America

29. CJ Hurn: The Limits and Possibilities of Schooling: An Introduction to the Sociology of Education

30. Dan Lortie: Schoolteacher: A Sociological Study

31. Donna Eder: School Talk: Gender and Adolescent Culture

32. David B Bills: The Sociology of Education and Work

33. S Rothblatt and B Wittrock: The European and American University

34. L Stone: The University in Society

35. H Grossman and SH Grossman: Gender issues in Education

36. C Bunch and S Pollack: Learning our Way: Essays in Feminist Education

37. M Culley and C Portuguese: Gendered Subjects and the Dynamics of Feminist Teaching

38. Christine Skelton: Schooling in Boys: Masculine and Primary Education
39. Karuna Chanana: Socialization, Education and Women
40. S Chitnis and PG Altbach: Higher Education Reform in India

Course outcome :

On the completion of the course, the student will able to
CO1: understand the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities. (k2)
CO2: explain the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education (k5)
CO3 : demonstrate the historical trajectories of educational practices and cultures at various levels in India. (k3)
CO4: interpret connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices. (k3)
CO5: examine education and inequalities like education of girls and women, education and the role of state etc. (k3)
CO6: replicate their own educational trajectories and analyse its intersections with larger socio-cultural developments. (s1, k4)

Content Delivery Method

Classroom lecture (chalk and board) (D1)
Visual presentation (D2)
Tutorial and Exercise (D3)