

PONDICHERY UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Regulations for MA Five Year Integrated Programme in Sociology

(With Effect from the academic year 2014-2015)

Aim of the Course

The five year integrated programme in M.A Sociology provides a basic understanding of sociological concepts, perspectives and methodology. It also familiarizes the students with process of social change and transformation in India.

The course intends to familiarize the students with the major sociological debates relating to theoretical, conceptual and methodological issues. It tries to equip the students to develop critical perspectives and orient them to undertake empirical research.

Eligibility for Admission

Candidates seeking admission for the first year of MA Sociology (Five Year Integrated Programme) Course shall require to have passed with a minimum of 50% marks in the Higher Secondary course examination (Plus Two) of any board or equivalent recognized by the Pondicherry University. All SC/ST candidates who have passed the qualifying examination are eligible to apply for admission irrespective of the percentage of marks.

Duration of the Course

The normal duration of the M.A integrated Programme is for five academic years of 10 semesters. However, the students shall be permitted to graduate in 9 years and not more than 18 semesters.

The MA Five Year Integrated Programme in Sociology is equivalent to that of B.A. Sociology (3 years) and M.A. Sociology (Two years).

Medium

The medium of instruction shall be English.

Course Structure

The course structure of Hard Core and Soft Core papers. In addition, the candidate shall require to complete a Project Work and undergo a Viva-voce Examination.

Age Limit

The rules are as applicable to other integrated programmes offered by the Pondicherry University.

MA Sociology (Five Year Integrated Programme) Course structure & Syllabus

Students must secure minimum 192 credits for the award of the degree. Students are free to choose any course offered by other departments as soft core during a particular semester and advised to seek the help of concerned faculty advisor to choose the soft core course.

Year	Semester	Course Code	Name of papers	Credit
I Year	Semester I	SOCL111	Introduction to Sociology	4
		SOCL112	Rural Sociology	4
		SOCL113	Crime and Society	4
			Functional English I	4
			Optional from other dept.	3
	Semester II	SOCL121	Indian Society	4
		SOCL122	Urban Sociology	4
		SOCL123	Social Psychology	4
			Functional English II	4
			Optional from other dept.	3
II Year	Semester III	SOCL211	Social Problems in India – I	4
		SOCL212	Social Change and Development	4
		SOCL213	Health and Society	3
			Language I (Other than English)	4
			Optional from other dept.	3
	Semester IV	SOCL221	Social Problems in India – II	4
		SOCL222	Elements of Social Anthropology	4
		SOCL223	Social Welfare and Social Legislation	4
			Language I (Other than English)	4
			Optional from other dept.	3
III Year	Semester V	SOCL311	Sociological Thinkers	4
		SOCL312	Population and Society	4
		SOCL313	Gender and Society	4
		SOCL314	Tribal Society in India	4
		SOCL315	Deviance and Social control	3
	Semester VI	SOCL321	Pioneers of Indian Sociology	4
		SOCL322	Education and Society	4
		SOCL323	Basic Research Methods	4
		SOCL324	Mass Media and Society	4
		SOCL325	Sociology of Tourism	3

Year	Semester	Course Code	Name of papers	Credit	
IV Year	Semester VII	SOCL411	Fundamentals of Sociology	4	
		SOCL412	Classical Sociological Traditions	4	
		SOCL413	Sociology of India	4	
			Soft Core Paper	3	
			Soft Core Paper	3	
			Total	18	
	Semester VIII	SOCL421	Contemporary Sociological Theories	4	
		SOCL422	Indian Sociological Perspectives	4	
		SOCL423	Research Methods & Statistics	4	
			Soft Core Paper	3	
			Soft Core Paper	3	
			Total	18	
	V Year	Semester IX	SOCL511	Sociology of Development	4
			SOCL512	Agrarian Social Structure in India	4
SOCL513			Social Movements in India	4	
			Soft Core Paper	3	
			Soft Core Paper	3	
			Total	18	
Semester X		SOCL521	Industrial Sociology	4	
		SOCL522	Economic Sociology	4	
		SOCL523	Project Work& Viva	5(4+1)	
			Soft Core Paper	3	
			Soft Core Paper	3	
		Total	19		
				73	

* The students will have a choice to select soft courses as listed below semester-wise which may be offered by the department depending on interest expressed by the students and convenience of the concerned faculty members.

Semester-wise list of additional soft core courses

Year	Semester	Course Code	Name of papers	Credit	
IV Year	Semester VII	SOCL414	Sociology of Culture	3	
		SOCL415	Sociology of Health	3	
		SOCL416	Sociology of Muslim Communities in India	3	
		SOCL417	Sociology of Disasters	3	
		SOCL418	Social Demography	3	
	Semester VIII	SOCL424	Sociology of Work	3	
		SOCL425	Sociology of Media	3	
		SOCL426	Ecology and Society	3	
		SOCL427	Sociology of Gender	3	
		SOCL428	Social Stratification	3	
V Year	Semester IX	SOCL514	Sociology of Urbanization	3	
		SOCL515	Sociology of Migration	3	
		SOCL516	Globalization and Society	3	
		SOCL517	Social Capital	3	
		SOCL518	Sociology of Caste	3	
		SOCL519	Sociology of Terrorism	3	
	Semester X	SOCL524	Religion and Society in India	3	
		SOCL525	Youth and Society	3	
		SOCL526	Sociology of Consumption	3	
		SOCL527	Sociology of Education	3	
		SOCL528	Sociology of Aging	3	
SOCL529		Political Sociology	3		

SOCL 111 INTRODUCTION TO SOCIOLOGY

Course Objective:

The course is meant to be a formal introduction to the discipline of sociology. It introduces the student to the basic concepts in sociology in order to show how sociology is premised on society as an object of study.

Course Outline:

- Unit I:** The Field of Sociology: What is sociology? A brief history of the development of sociology. The scope of sociology.
- Unit II** Relationship with other social Sciences Relationship with other social sciences – History; Psychology, Economics and Social Anthropology.
- Unit III** Basic Concepts: Group, Community, Association, Institution, Norms, Values, Folkways and Mores, Status and Role.
- Unit IV** Culture: Characteristics; Material Culture and non-material Culture; Cultural lag.
- Unit V** Human Society: Human Versus Animal Society. Types of society: The Earliest Societies: Hunters and gatherers; Pastoral and agrarian societies; non-industrial civilizations and traditional states; Industrial societies. The newly industrializing countries.
- Unit VI** Individual and society: Early Development of the infant. The life course. Socialization. Internalized objects. Stages of Socialization. Agents of Socialization. Gender socialization.

Suggested References:

1. Berger, Peter. 1963. *Invitation to Sociology: A Humanistic Perspective*. Chapter I Sociology as Individual Pastime. New York: Anchor Books Doubleday and co. Pp. 1-24.
2. Bottomore. T.B. 1962. *Sociology: A Guide to Problems and Literature*. Barnes & Noble.
3. Inkeles, Alex. 1991. *What is Sociology-* Prentice Hall India Ltd. New Delhi. (Three paths to a definition)
4. Gisbert, Pascual. *Fundamentals of Sociology*. Oriental Longman.
5. Davis, Kingsley. 1981. *Human Society* [Indian Reprint] Surjeet Publications, Delhi.
6. Giddens, Anthony. 1997. *Sociology*. Third Edition, Polity Press New York.

7. Bierstedt, Robert. 1970. *The Social Order*. Tata McGraw Hill Publishing Co. Ltd., Bombay.
8. Smelser, Neil. 1993. *Sociology*. Prentice Hall India Ltd. New Delhi.

SOCL 112 RURAL SOCIOLOGY

Course Objective:

The objective of this course is to orient students with sociological approach to the study of rural society. It attempts to provide a comprehensive understanding of the socio-economic and political structure of rural society in India. This course also offers a synoptic overview of rural governance and development in India.

Course Outline:

- Unit I** Introduction: Concept of Rural Sociology; Origin, Development and Scope of Rural Sociology; significance of Rural Sociology in India.
- Unit II** Rural Community: Concept; Distinctive Features of Rural Community; Rural-Urban differences and Linkages.
- Unit III** Rural Economy: Concept and Features of a Rural Economy; Pre Colonial and Post Colonial Rural Economy in India; Changes in Jajmani system; Green Revolution; The Impact of the New Economic Policy on the Rural Economy in India.
- Unit IV** Rural Social Institutions: Features of Rural Family; Joint Family Institution; Rules and Forms of rural Marriage; Role of Dominant Caste in Rural India,
- Unit V** Rural Governance: Emergence of Panchayat Raj System in India; 73rd Constitution Amendment and Rural Governance; Structure and Functions of Rural Local Governance in India.
- Unit VI** Rural Development: Concept, Objectives and Importance of rural development; an overview of Contemporary Rural development (with special reference to SGSY and MGNREG schemes) in India.

Suggested References:

1. Desai, A.R. 2005, Rural Sociology in India, Bombay: Popular Prakashan Pvt. Ltd.
2. Doshi, S.L. & Jain, P.C. 2002, Rural Sociology, New Delhi: Rawat Publications.
3. Dube, S.C. 2003, India's Changing Villages, London: Routledge.
4. Srinivas, M.N. 1966, India's Villages, Bombay: Asia Publishing House.
5. Kartar Singh 1999, *Rural Development: Principles, Policies and Management*, Delhi: Sage.
6. Andre Beteille, 1974, *Six Essays in Comparative Sociology*, Oxford: Oxford University Press.

SOCL 113 CRIME AND SOCIETY

Course Objective:

The course seeks to introduce the student to the nature, extent, causes, and control of criminal behavior in both the individual and in society. It course also includes the incidence, forms, causes and consequences of crime, as well as social and governmental regulations and reaction to crime.

Course Outline:

- Unit 1** Introduction: Concept of Crime: Meaning; Causes of Crime.
- Unit II** Sociological Explanation of Criminal Behaviour: Theory of Differential association; Theory of delinquent sub-culture; Anomie Theory; Labelling Theory.
- Unit III** White Collar Crime: Meaning and nature of white collar crime; Genesis of white collar crime; Scope of white collar crime; Preventive measures.
- Unit IV** Punishment and correctional methods: Punishment Theories: Retributive, Deterrent, Reformative; Correctional methods: Prison based, community based; Probation, Parole, Open Prison.
- Unit V** An introduction to IPC (Indian Pinal Code): An outline of Indian Pinal Code; Offences related to marriage; Offences related to Religion
- Unit VI** Judiciary: Criminal Procedure Code- Outline; Role of Police; Indian Judicial system.

Suggested References:

1. Ratanlal Dhivajlal, 1860. The Indian Pinal Code: Wadhwa and Co-Agra Act XLV
2. Russell, William, 1964.*Crime: Vol. I & II*, London: Stevens and sons.
3. Tapas K Banarjee, 1963.*Background to Indian Criminal Law*, Kolkata: Cambray.
4. John Lewiss Gillim 1945.*Criminology and Penology*, New York: Greenwood Press
5. J.P. Sirohi : *Criminology and Criminal Administration*, Allahabad Law agency
6. Criminal Procedure Code 1978
7. Teeters Negley and Harvey Elnar Barnes, 1959. *New Horizons in Criminology*, New Delhi: Prentice Hall of India.
8. Sutherland Edwin H. and Donald R. Cressey, 1968.*Principles of Criminology*, London: Times of India Press.

SOCL 121 INDIAN SOCIETY

Course Objective:

This course intends to introduce students to the social structure of Indian society. It also aims to familiarize the basic social institutions and village and tribal life of India. This course gives them insights about the social change in India.

Course outline:

- Unit I** Unity and Diversity; Concepts of Unity and Diversity; Racial, religious, ethnic and linguistic composition of India.
- Unit II** Marriage; Endogamy, Exogamy, Monogamy, Polygamy. Marriage as a Sacrament; Marriage as Contract.
- Unit III** Family; Extended, Nuclear; Matrilineal, Patrilineal, Matriarchal and Patriarchal families; Joint Family, Characteristics, Functions and Disintegration; Changes in the Indian family
- Unit IV** Caste system in India: Conceptual analysis, Features of caste system, Origin of caste in India; Changes in caste system
- Unit V** Village in India: Evolution of village community in India; Village as a social unit, Changes in village communities
- Unit VI** Tribes in India: Concept of tribe, Features; Problems of the tribal people.

Suggested References:

1. Ambedkar, B.R. 1945. *Annihilation of caste* (3rd edition). Delhi: Gautam Book Centre.
2. Dube, S.C. . 1990. *Indian Society*. New Delhi: National Book Trust, Pp: 1-46.
3. Ghurye, G.S. 1932. *Caste and Race in India*. Mumbai: Popular Prakashan Private Limited, Pp: 1-30, 162-151.
4. Kapadia, K.M. "The Family in Transition" in Patel, Tulsi (ed). 2005. *The Family in India: Structure and Practice*. New Delhi: Sage Publications India Pvt Ltd, Pp: 172-203.
5. Madan, G.R. 1990. *India's Developing Villages*. New Delhi: Allied Publishes, Pages: 3-28.
6. Patel, Tulsi (ed). 2005. *The Family in India: Structure and Practice*. New Delhi: Sage Publications India Pvt. Ltd, Pp: 19-33.
7. Shah, A.M. 1998. *The Family in India: Critical Essays*. New Delhi: Orient Longman, Pp: 52-63.
8. Sharma, K.L. 2008. *Indian Social Structure and Change*. Jaipur: Rawat Publications, Pp: 1-52, 96-106, 107-129, 131-158.

9. Singh, Yogendra. 1986. *Modernization of Indian Tradition*. Jaipur: Rawat Publication, Pp: 1-22, 61-63.
10. Srinivas, M.N. 1982. *Indian Social Structure*. Delhi: Hindustan Publishing Corporation (India).
11. Srinivas, M.N. *Social Change in Modern India*. New Delhi: Orient Longman Private Limited, Pp: 1-94.
12. Xaxa, Virginius. 2008. *State, Society and Tribes: Issues in Post-colonial India*. New Delhi: Dorling Kindersley (India) Pvt Ltd, Pp: 1-11.

SOCL 122 URBAN SOCIOLOGY

Course Objective:

This course will pay special attention to the emergence and growth of Urban Sociology, the consequences of urbanization, social structure in Urban Society and challenges in urban governance.

Course Outline:

- Unit I** Introduction to Urban Sociology: Origin, Nature and scope, Importance of the study of Urban Sociology in India.
- Unit II** Basic concepts: The City, Urbanization, Urbanism, Urbanity, Suburb, Metropolitan, Corporation and Neighborhood
- Unit III** Process of Urbanization in India: Growth of Urban Population in India, Emergence of Cities, Causes and Consequences of Urbanization
- Unit IV** Urban Social Structure: Urban family, urban social stratification – Caste and Class, Occupational Divisions.
- Unit V** Urban Slums: Problems and challenges, urban development programmes.
- Unit VI** Urban Governance: Meaning and Principle of Urban Governance, Urban Governance in India, urban violence: Challenges to Urban Governance.

Suggested References:

1. Berge E.E. 1962. *Urban Sociology*, New York: Free Press.
2. Bose, Ashish 1973. *Studies in India's Urbanization*, New Delhi: Tata McGraw Hill.
3. D Souza Alfred, 1978. *The Indian city: Poverty Ecology and Urban Development*, New Delhi: Manohar.
4. David A.Karp, Gregory P.Stone, William C. Yoels, 1991. *Being Urban: A Sociology of Urban Life*, London: Praeger.
5. Mahala, O. M. 2011. *Urban governance in India: emerging challenges in liberalized era*, New Delhi: Authors press.
6. Rajendra K. Sharma, 1997. *Urban Sociology*, New Delhi: Atlantic Publishers.
7. Rao M.S.A. 1974. *Urban Sociology in India*, New Delhi: Orient Longman.
8. Shrivastava, A.K. 1989. *Urbanization: Concept & Growth*, New Delhi: H.K. Publishers.
9. Simon Parker, 2004. *Urban Theory and the Urban Experience: Encountering the City*, London: Routledge.
10. Wilson R.A, and Schlutz David, 1978. *Urban Sociology*, London: Prentice Hall.

SOCL 123 SOCIAL PSYCHOLOGY

Course Objective:

The course provides an understanding of basic concepts in social psychology. It initiates the student into basic understanding on social behavior. The course also provides basic understanding on personality and its relation with social system

Course Outline:

- Unit I** Social Psychology: Definition, Nature, Subject Matter And Scope of Social Psychology; Methods Of Studying Social Psychology; Importance.
- Unit II** Motivation: Concept of motivation; social motives; theories of motivation.
- Unit III** Leadership: Definition of leader and leadership and characteristics, Types; Emergence of Leadership in a Group
- Unit IV** Learning: Social Learning, Meaning and Definition, Factors in the process of learning. Principles of learning.
- Unit V** Definition and Factors Affecting Personality; Social Factors Influencing Personality.
- Unit VI** Theories of Self: Cooley and looking glass self; G H Mead: Self and Significant other.

Suggested Reference:

1. Morgan, Clifford T, Richard King and others. 1996. *Introduction to Psychology*. India: Tata McGrawhill.
2. Coser, Lewis. 1977. *Masters of Sociological Thought*, New York: HBJ.
3. Kuppuswamy, B. 1993, *Elements of Social Psychology*, New Delhi: Vikas Pub. House.
4. Baron, R., Byrne, D., 1997, *Social Psychology*, (8th Ed.), Massachusettes: Allyn and Bacon.

SOCL 211 SOCIAL PROBLEMS IN INDIA - I

Course Objective:

The objective of this course is to introduce the student to the problems of contemporary society in India and enable them to understand these problems from a sociological perspective.

Course Outline:

- Unit I** Social Problems, Theoretical approaches to Social Problems; Social Problems and Disorganization.
- Unit II** Population Explosion: Increase in Population, Causes, Effects, Population Policy.
- Unit III** Violence against Women: Nature, Types, Theoretical Explanation of Violent Behaviour, Controlling Violence against Women.
- Unit IV** Child Abuse and Child Labour: Child Population and working children; Types of child abuse; Causes of child abuse; Effects of abuse on Children; The problem of child labour.
- Unit V** Suicide: Meaning, Types, Causes; Durkheim's views on Suicide.
- Unit VI** Corruption: Meaning, Forms and causes, Anti-corruption movements in India.

Suggested References:

1. Ahuja Ram. 1999. *Social problems in India*, Rawat Publication: New Delhi.
2. Durkheim, Emile. 1951. *Suicide*, New York: Free Press
3. Elliot, Mabel A and E. F. Merrill. 1961. *Social Disorganization*, Harper and Brothers,
4. Gurr, Ted Robert 1970. *Why Men Rebel*, Princeton: Princeton University Press.
5. Madan G.R. 1976. *Indian Social problems*, Allied Publisher, New Delhi.
6. Mohanty, B B. 2005. We are Like the Living Dead: Farmer Suicides in Western India, *The Journal of Peasant Studies*, Vol. 32, No. 2.
7. Robert K. Merton and Robert Nisbet, (ed.). 1971. *Contemporary social problems*, Harcourt Brace, New York.

SOCL 212 SOCIAL CHANGE AND DEVELOPMENT

Course Objective:

This course provides conceptual and theoretical understanding of social change and development. It addresses in particular the Indian experience of social change and development.

Course Outline:

- Unit I** Basic concepts: Concept of social change and its forms; Concept and Features of Development.
- Unit II** Theories of Social Change: Linear (Spencer), Cyclical (Pareto), Fluctuation (Sorokin); Conflict Theory (Marx)
- Unit III** Factors of Social change: Technological, Cultural and Ideological
- Unit IV** Social Change in Contemporary India: Trends and Processes of Change – Sanskritisation, Westernisation, Modernisation and Secularisation
- Unit V** Socio Cultural Dimensions of Development: Culture and development, caste and economic development.
- Unit VI** Five Year Plans and Development in India: Objectives, Strategies, Achievements, and Shortfalls.

Suggested references:

1. Appadurai, Arjun. 1997. *Modernity At Large: Cultural Dimensions of Globalization*. New Delhi: OUP
2. Bernd, Hamns & Pandurang K. Mutagi. 1998. *Sustainable Development and Future of Cities, Intermediate Technology Publication*, UNSECO
3. Dereze, Jean and Amartya Sen. 1996. *India: Economic Development and Social Opportunity*. New Delhi: OUP.
4. Desai, A.R. 1985, *India's Path of Development: a Marxist Approach*. Bombay: Popular Parkashan.(Chapter 2).
5. Dube, S.C. 1988. *Modernization and Development: The Search for Alternative Paradigm*, Vistaar Publication, New Delhi.
6. Moore, Wilbert and Robert Cook. 1967. *Social Change*. New Delhi: Prentice-Hall (India)
7. Sharma, K.L. 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.(Chapter 1).
8. Srinivas, M.N. 1966. *Social Change in Modern India*. Berkley: University of Berkley.
9. S.C. Dube .1998. *Modernization and Development*, New Delhi: Vistaar Publishers.

SOCL 213 HEALTH AND SOCIETY

Course Objective:

This course provides general understanding of sociological aspects of health and health care. It also familiarize the students the health policy and planning in India.

Course Outline:

- Unit I** Concept of Health: Definition of Health, Dimensions of Health, Right to Health, Responsibility for Health, Health Care.
- Unit II** Social Dimensions of Sickness Behavior: Informal Sickness Behavior, Formal Sickness Behavior; the Sick Role, Social Correlates of Sickness Behavior.
- Unit III** The Hospital and Physician in Society: Hospital as a Social Institution, Doctor-Patient Interaction in HealthCare, Functions of a Physician.
- Unit IV** Concepts of Community and Public health: Community Health, Public Health, Public Health in India.
- Unit V** Health Policy and Planning in India: Health System in India, Health Planning in India.

Suggested references:

1. Bury, Michael. 1997. *Health and Illness in a Changing Society*, London: Routledge, Pp: 77-109.
2. Cockerham, William. C. 2007. *Medical Sociology*, 10th edition, New Jersey: Pearson Prentice Hall, Pp: 147-153, 188-203, 212-216, 271-275.
3. Park. K, 2011. *Park's text book of Preventive and Social Medicine* (21th eds.), Jabalbur: Banarsidas Banot Publishers, Pp: 12-22, 43-46, 640-643, 821-826.
4. Rao S.P. Ranga, 1993, *Administration of Primary Health Centers in India*, New Delhi: Mittal Publications, Pp: 14-36.
5. Schneider, Mary Jane. 2006. *Introduction to Public Health*, Second Edition, Sudbury: Jones and Barttett Publishers, Pp: 3-16.
6. Thomas, Richard. K. 2002. *Society and Health- Sociology for Health Professionals*, New York: Kluwer Academic Publishers, Pp: 213-246, 125-154.

SOCL 221 SOCIAL PROBLEMS IN INDIA - II

Course Objective:

The objective of this course is to introduce the student to the problems of contemporary society in India and enable them to understand these problems from a sociological perspective.

Course Outline:

- Unit I** Poverty and Unemployment: Conceptual debate; Causes; Rural Poverty; Effective Measures in Poverty Alleviation; Unemployment in India, Types, Causes, Consequences, Remedies
- Unit II** Deviance among Children: Concept of Juvenile delinquency; children in conflict with law and children in need of care and protection; Causes and Types of deviance among Juveniles ; Preventive measures; Juvenile justice system.
- Unit III** Alcoholism and Drug Addiction: The concept, Extent of Alcoholism, Causes, Treatment of Alcoholics; Drug addiction, Causes, Role of family and peer groups, Preventing drug abuse and combating drug addicts.
- Unit IV** Problems of Weaker Sections: Scheduled Caste, Scheduled Tribe, and Backward Castes
- Unit V** Female infanticide and Foeticide: Female infanticide – concept, causes, types, preventive measures; Female foeticide, Causes, Consequences, Possible solution.
- Unit VI** Communalism and Secularism: Concept of communalism, Communal violence in India; Understanding Secularism in India.

Suggested Readings

1. Ahuja, Ram 2000, *Social Problems in India*, New Delhi: Rawat Publications.
2. Beteille, Andre 1992. *Backward Classes in Contemporary India*, New Delhi: OUP
3. Beteille, Andre 1974. *Social Inequality*, New Delhi: OUP
4. Bereman, G.D. 1979. *Caste and Other Inequalities: Essay in Inequality*, Meerut: Folklore Institute.
5. Dube, Leela 1997. *Women and Kinship, Comparative Perspectives on Gender in South and Southeast Asia*, New Delhi: Sage Publication.
6. Desai, Neera & Usha Thakkar 2007. *Women in Indian Society*, New Delhi: National Book Trust.
7. Gadgil, Madhav and Ramchandra Guha 1996. *Ecology and Equality: The use and Abuse of Nature in Contemporary India*, New Delhi: OUP.
8. Gill, S.S. 1998, *The Pathology of Corruption*, New Delhi: Harper Collin Publishers.

9. Lewis, Oscar 1966. *Culture of Poverty* "Scientific American" Vol-II and V No.IV PP-19-25.
10. Madan, G. R 1976. *Indian Social Problems*, New Delhi: Allied Publishers.
11. Satya Murty, T.V. 1996. *Region, Religion, Caste, Gender and Culture in Contemporary India*, New Delhi: OUP.

SOCL 222 ELEMENTS OF SOCIAL ANTHROPOLOGY

Course Objective:

The course aims to introduce the students to the discipline of social anthropology and to the profession of Anthropologists/Sociologists. This is done by discussing the core concepts of the subject and the history of its emergence along with how understanding and interpretation of them takes place through fieldwork. Culture and its related concepts will allow the students to understand what it means to be human.

Course Outline:

- Unit I** What is Social Anthropology? Its relation to other disciplines: History and Sociology. Brief History of Social Anthropology.
- Unit II** What Anthropologists Do? Fieldwork and its Interpretation; Empirical material, Ethnography, Thick Description and Ethics.
- Unit III** Culture, Social Structure and Culture change:: The concept of culture. Enculturation, Ethnocentrism, Culture shock and Cultural Relativism. The concept of social structure and holism. The invention of primitive society. Cultural Adaptation, Diffusion, Acculturation and Innovation
- Unit IV** Kin groups and Marriage: Descent and Alliance; Genealogy and kinship terminology; What is Family? Family of orientation and procreation; Forms of Family; Incest, Exogamy and Endogamy; Monogamy and Polygamy; Marriage Residence; Marriage Transactions.
- Unit V** Economy and Political structure: Subsistence and survival- hunter-gatherers, pastoralists and agriculturalists; ownership and inheritance; Types of Political system- centralized and segmentary systems; leadership, age sets and age grades; ascribed and achieved status.
- Unit VI** Religion and Ritual: Origin of religion; Myth; Ritual- Rites of Passage; Religion, magic and science; Types of magic. Functionaries of Religion- shaman and priest;

Suggested References:

1. Bierstedt, Robert. 1970. *The Social Order*. Bombay: Tata- McGraw Hill.
2. Deliege, Robert. 2011. (2nd Edn.). *Anthropology of the Family and Kinship*. New Delhi: PHI Learning Private Ltd.
3. Evans-Pritchard, Edward E. 1962. *Essays in Social Anthropology*. London: Faber and Faber.
4. Evans-Pritchard, Edward E. 1966. *Social Anthropology and Other Essays*. New York: Free Press.
5. Erikson, Thomas.H. 1995. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.

6. Erikson, Thomas.H.2008. *What is Anthropology?* Jaipur: Rawat Publications.
7. Haviland, William, Harald E.L. Prins, Dana Walrath and Bunny McBride. 2011. (13th Edn.). *Cultural Anthropology: The Human Challenge*. California: Wadsworth.
8. Hendry, Joy. 2008. (2nd Edn.). *An Introduction to Social Anthropology: Sharing Our Worlds* Hampshire: Palgrave MacMillan.
9. Kuper, Adam. 1983. *Anthropology and Anthropologists: The Modern British School*. London: Routledge.
10. Kuper, Adam. 1988. *The Invention of Primitive Society: Transformations of an Illusion*. London: Routledge.
11. Lavenda, Robert and Emily Schultz. 2003. *Core Concepts in Cultural Anthropology*. New York: McGraw Hill.
12. Lewis, I. M. 1985. *Social anthropology in perspective*. Cambridge University Press
13. Mair, Lucy. 1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press.
14. Manners, Robert and David Kaplan. 1968. *Anthropological Theory*. Chicago: Aldine Pub.
15. Monaghan, John. and Peter Just. 2000. *Social and Cultural Anthropology: A Very Short Introduction*. Oxford: Oxford University Press.
16. Naylor, Larry, L. 1996. *Culture and Change: An Introduction*. Westport: Greenwood Publishing.
17. Peacock, James. 1986. *The Anthropological Lens: Harsh Light, Soft Focus*. Cambridge: Cambridge University Press.
18. Sarana. Gopal. 1983. *Sociology and anthropology and Other Essays*. Mumbai: Indian Publicity Society.

SOCL 223 SOCIAL WELFARE AND SOCIAL LEGISLATION

Course Objective:

The course aims to introduce the student to the constitutional provisions and welfare goals of the state in India. It seeks to bring to the student the social welfare needs of the people of India. It also proposes to help the student understand the social welfare programmes initiated by government, their successes and failures.

Course Outline:

- Unit I** Meaning, Definition and importance of social welfare and social legislation.
- Unit II** Social Welfare needs: Provision of compulsory primary education; full employment; health care needs; welfare of women and child; welfare of disadvantaged groups (handicapped, elderly, dalits and tribes); housing needs.
- Unit III** Organisations promoting social welfare programmes: Central, State Government organization and their functioning.
- Unit IV** Social Legislation as an instrument of social welfare and as an instrument of social change. Limitations of social legislation.
- Unit V** Social Legislations: Constitutional provisions in favour of Dalits, Tribes, Other backward classes, Women and children.
- Unit VI** Legislations initiated by State Legislative Bodies to meet regional and local social welfare needs.

Suggested References:

1. Antony, M.J. 1997. *Social Action through Courts*. New Delhi, ISI.
2. Indian Social Institute Annual Survey of Indian Law, New Delhi, ISI, 1998.
3. Kaatalia & Majumdar 1981. *The Constitution of India*. New Delhi : Orient Publishing Company
4. Pathak S. 1981. *Social Welfare: An Evolutionary & Development Perspective*. Delhi: Mc Milan.
5. Shams Shamsuddin 1991. *Women, Law and Social Change*. New Delhi: Ashish Publishing House.

SOCL 311 SOCIOLOGICAL THINKERS

Course Objective:

To understand the origin and development of Sociology as a subject. To learn the classical theories propounded by various thinkers. To learn how the various aspects of social life are analysed by early sociological thinkers.

Course Outline:

- Unit I** Emergence of Sociology
- Unit II** August Comte: The Law of Human Progress, Positivism, Hierarchy of Science and Social Static and Dynamic.
- Unit III** Herbert Spencer: Theory of Evolution, Organic Analogy, Militant and Industrial Societies.
- Unit IV** Emile Durkheim: Social Facts, Division of Labour, Suicide.
- Unit V** Max Weber: Theory of Social Action, Concept of Ideal Type, Protestant ethic and Spirit of Capitalism.
- Unit VI** Karl Marx: Dialectical Materialism, Alienation, Class Struggle.

Suggested References:

1. Coser, Lewis A. *"Masters of Sociological Thought"*, New York, Harcourt Brace Jovanovich, Inc., 1971.
2. Aron, Raymond *"Main Currents in Sociological Thought"* Vol. 1 & 2, Hammondsworth, Middlesex, Penguin Books, 1965.
3. Abraham, Francis, and Morgan, John Henry, *Sociological Thought from Comte to Sorokin*, Madras: Macmillan India, 1985.
4. Ritzer, Lewis, A. *Master of Sociological Thought: Ideas in Historical and Social Context*. 2nd ed. Jaipur: Rawat Publications, 1996.

SOCL 312 POPULATION AND SOCIETY

Course Objective:

The course introduces the student to understand Population as a social phenomenon. It acquaints the students to the demographic features and trends of Indian Society vis-à-vis World Population. It also reviews population control measures and their implementation.

Course Outline:

- Unit I** Introduction to Population Studies: Nature, scope and importance of population studies, sources of demographic data. Interface between Population and society.
- Unit II** Theories of Population: Malthus, Optimum Population Theory, Demographic Transition Theory.
- Unit III** World Population: An Overview of world population;
- Unit IV** Population profile of India: Trend of population growth and distribution.
- Unit V** Population dynamics: Fertility, Mortality and migration; Causes and consequences of population growth in India.
- Unit VI** Population policy: Population policy in India, Evaluation of Population Policy.

Suggested References:

1. Bose, Ashish 1991. *Demographic diversity of India*. Delhi: B.R. Publishing Corporation.
2. Chandrashekhar, S. (ed.). 1974. *Infant Mortality, Population Growth & Family Planning in India*. London : George Allen & Unwin Ltd.
3. Finkle, Jason, L & C Alison Melntosh (ed) 1994. *The New Policies of Population*. New York : The Population Council.
4. Hatcher Robert at 1997. *The Essentials of Contraceptive Technology*, Baltimore: John Hopkins School of Public Health.
5. Premi, M.K. et al 1983. *An Introduction to Social Demography*. New Delhi: Vikas Publishing House.
6. Sinha, V.C. and Zacharia, E. 2009. *Elements of Demography*, New Delhi: Allied Publishers.
7. Asha Bhende & Tara Kanitkar. 2003. *Principles of Population Studies*, Himalaya Publishing House, Bombay.

SOCL 313 GENDER AND SOCIETY

Course Objective:

The course introduces the student to basic concepts in feminism. It explores the varied forms of violence against women and examines the differing ways in which inequality between sexes has been explained. It also introduces the student to the concerns of the women's movement in India.

Course Outline:

- Unit I** Basic concepts: Sex and Gender; Femininity and masculinity; Patriarchy; Cultural Images of Women; Negative Stereotypes of Women.
- Unit II** Feminism: Meaning and emergence of feminism; Types of feminism; Post-feminism and anti-feminism.
- Unit III** Violence against women/Women against violence: Rape; Dowry and domestic violence; Prostitution; Sex determination tests; Missing girls: Sex pre-selection; Eve teasing and Sexual harassment at work.
- Unit IV** Women Development and the State: Women and work, women in informal sector; income generation and micro credit schemes.
- Unit V** Women's Studies: Emergence of Women's Studies in India.
- Unit VI** Women's Movement in India: Women and National freedom movement, Women's movement in post-independent India.

Suggested References:

1. Bhasin, Kamla & Nighat Said Khan. 1986. *Some Questions on Feminism and its relevance in South Asia*. Raj Press. New Delhi.
2. Bhasin, Kamla. 2000. *Understanding Gender*. Kali for Women. New Delhi.
3. Bhasin, Kamla. 2004. *Exploring Masculinity*. Kali for Women. New Delhi.
4. Bhasin, Kamla. 2004. *What is Patriarchy?*
5. Chacko, Shubha. 2001. *Changing the Stream: Backgrounder on the Women's Movement in India*. CED. Bangalore.
6. Freedman, Jane. 2002. *Feminism*. Viva Books. New Delhi.
7. John, E Mary. 2004. 'Gender and Development in India, 1970-90's: some reflections on the constitutive role of context' (ed.) Chaudhuri, Maitrayee. *Feminism in India*, New Delhi: Kali for women.
8. Kabir, Naila. 1995. 'Empowerment from below: Learning from the grassroots'. Pg 223-265. (Ed) Kabir, Naila. *Reversed Realities: Gender Hierarchies in Development Thought*. New Delhi: Kali for women.
9. Sexual Harassment at the workplace – A Guide. Sakshi, New Delhi.
10. Saheli 1981-2006. 2006. New Delhi: Saheli Publication.

SOCL 314 TRIBAL SOCIETY IN INDIA

Course Objective:

The course provides a comprehensive history on the categorization of the 'tribal' society. It introduces the student to understand the demographic features, social structure and cultural patterns. It also seeks to enable the students to understand the problems of tribal people and the welfare policies available.

Course Outline:

- Unit I** History of Nomenclature and Categorisation: Primitive, Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, De-notified Tribe, PTG, Indigenous People.
- Unit II** Distribution of Scheduled tribes in India: Racial, linguistic and geographical; Population and sex ratio.
- Unit III** Patterns of Subsistence: Food gatherers and hunters, Shifting Cultivators, Nomads, Peasants and settled agriculturists, Artisans, changing patterns of subsistence- seasonal migrant workers, salaried..
- Unit IV** Culture through ethnographies: The Toda, Garo, Khasi, Muria, Kond.
- Unit V** Tribal Welfare Policies: Changing approaches to tribal development- Pre & Post-Independence: isolation, assimilation and integration; Constitutional safeguards, PESA, Draft National Policy for Scheduled Tribes 2006.
- Unit VI** Problems and conflicts: land alienation, indebtedness, forest regulation and policy, mines and people; displacement.

Suggested References:

1. Beteille, A. 1998. The Idea of Indigenous People. *Current Anthropology* **39**, 187-191.
2. Dube, S.C. 1977. *Tribal Heritage of India*. New Delhi: Vikas.
3. Elwin. V. 1990. *The Tribal World of Verrier Elwin: An Autobiography*. Delhi: Oxford University Press.
4. Haimendorf, Christoph von. 1982. *Tribes of India: The Struggle for Survival*. Oxford University Press.
5. Hasnain, Nadeem. 2005. *Tribal India*. Delhi: Palka Prakashan.

6. H.S. Saksena, Vinay Kumar Srivastava, Sukant K. Chaudhary (eds.) 2006. *Scheduled Tribes and Development*. New Delhi: Manohar Publications.
7. Louis, Prakash. 2008. *Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations*. New Delhi: Manohar Publications.
8. Mahapatra, L.K. 1994. *Tribal Development in India, Myth and Reality*. Delhi: Vikas Publishing House.
9. Munshi, I. 2007. *Adivasi Life Stories: Context, Constraints, Choices*. New Delhi: Rawat Publications.
10. Nakane, Chie. 1967. *Garo and Khasi: A Comparative Study in matrilineal systems*. Paris: Mouton & Co.
11. Padel, Felix. 2009. *Sacrificing People: Invasions of a Tribal Landscape*. Hyderabad: Orient Blackswan.
12. Pati, B. 2011. *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.
13. Raza, Moonis & A. Ahmad, 1990. *An Atlas of Tribal India*. Delhi: Concept Publishing.
14. Singh, K.S. 1986. *Tribal Situation in India*. Shimla: Indian Institute of Advanced Studies.
15. Walker, Anthony. 1986. *The Toda of south India: a new look*. Delhi: Hindustan Publishing Co.
16. Xaxa, V. 1999. "Tribes as Indigenous People of India". *Economic and Political Weekly*, December 18.
17. ----- 2003. "Tribes in India". *The Oxford India Companion to Sociology and Social Anthropology*. Delhi: Oxford University Press.

SOCL 315 DEVIANCE AND SOCIAL CONTROL

Course Objective:

To outline the study of deviance and social control as a contention between those with adequate authority to create and impose several description of social reality to the exclusion of "others," this course invites you to connect analytically in a story at the core of sociology itself. To travel around such areas is to focus on the complex and often conflicting social practices by which some conducts of behaviour, thought, and sentiments are made to look as good, or even "natural," while others are made to appear evil, sleazy, dirty, dangerous, sick, immoral, crazy, or just clear "deviant."

Course Outline:

- Unit I** Sociological Understanding of Deviance and Control
- Unit II** Identifying Deviance: Perspectives on Deviance and Social Control
- Unit III** Family, Adolescence, Gender, Peers and Youth: Ethnic and Social Class Socialization
- Unit IV** Media, Popular Culture and Deviance
- Unit V** Social Control, Formal and Informal agencies of Social Control

Suggested References:

1. Ahuja, Ram, 2008. *Criminology*, New Delhi: Rawat Publications
2. Ahuja Ram, 1992. *Social Problems in India*, New Delhi: Rawat Publications
3. Brophy, Jere E. 1977. *Child Development and Socialization*, Science Research Associates
4. Burchard, John D. & Sarah N. Burchard (eds.), 1987. *Prevention of Delinquent Behaviour*, New Delhi: Sage
5. Edgerton, Robert B. 1985. *Rules, Exceptions and Social Order*. University of California Press
6. Gunn J. & D. P. Farrington (eds.), 1982. *Abnormal Offenders, Delinquency and the Criminal Justice System*, New York: John Wiley & Sons
7. Hawkins, David J (ed.), 1996. *Delinquency and Crime: Current Theories*, Cambridge University Press
8. Howell, James C. 1997. *Juvenile Justice and Youth Violence*, New Delhi: Sage
9. Kroger, Jane, 2004. *Identity in Adolescence: Balance between Self and Other*, Routledge,
10. Leone, Peter E (ed.), 1990 *Understanding Troubled and Troubling Youth*, New Delhi: Sage
11. Rathus, Spencer A. 2006. *Childhood and Adolescence: Observing Childhood and Adolescence*, Wadsworth Publication,
12. Regoli, Robert M. 1991 *Delinquency in Society: A Child Centred Approach*, New York: McGraw Hill
13. Stark, Rodney, 1996. *Religion, Deviance and Social Control*, New York: Routledge
14. Thio, Alex, 2000. *Deviant Behavior*. 10th Edition. Boston, MA: Allyn & Bacon

SOCL 321 PIONEERS OF INDIAN SOCIOLOGY

Course Objective:

This course exposes the students to the contribution of sociologists who have built-up sociology in India.

Course Outline:

- Unit I** Radhakamal Mukerjee: Social structure of values. Social Ecology.
- Unit II** D.P.Mukerjee: Cultural diversities, Modernization. A.R Desai: State and society.
- Unit III** G.S.Ghurye: Caste, Rural Urban Community,
- Unit IV** Iravati Karve : Kinship Map of India.
- Unit V** M.N.Srinivas: Sanskritization, Secularization, and Dominant Caste, S.C. Dube: Indian Village, Tradition, Modernization and Development.
- Unit VI** Andre Beteille: Social Stratification, Peasant Society and Folk Culture, M.S.A. Rao: Social Movements in India,

Suggested references:

1. Dube, S.C. 2005. *Society in India*, New Delhi: National Book Trust.
2. Dube, S.C.1995. *Indian Village*, London: Routledge.
3. Dube, S.C. 1958. *India's Changing Village*, London: Routledge.
4. Srinivas, M.N. 1980. *India: Social Structure*, New Delhi: Hindustan Publishing.
5. Srinivas, M. N. 1963, *Social Change in Modern India*, California, Berkeley: California University Press.
6. Singh, Yogendra. 1973, *Modernization of Indian Tradition*, Delhi: Thomson Press.
7. Karve Irawati. 1961. *Hindu Society: An interpretation*. Poone: Deccan College
8. Ghurye G.S. 1950. *Caste, Class and Occupation*, Bombay: Popular Prakashan.
9. Ghurye G.S. 1945. *Culture and Society*. Bombay: Popular Prakashan.
10. Majumdar, D.N. 1958. *Races and Culture of India*, Bombay: Asia Publishing House.
11. Mukerjee, D.P. 1958. *Diversities*, Delhi: Peoples Publishing House.
12. Ooman, T.K. and R.N.Mukerjee, 1986. *Indian Sociology: Reflections and Introspections*, Bombay: Popular Prakashan.
13. Andre Beteille, 1974. *Essays in Comparative Sociology*, New Delhi: Oxford University Press.
14. Nagla B.K. 2007. *Indian Sociological Thought*, New Delhi: Rawat

SOCL 322 EDUCATION AND SOCIETY

Course Objective:

The Course introduces the student to sociology of education in India. It maps the development of education in India and familiarizes the student to the meaning, social functions, and alternative forms of education. It also seeks to understand the recent developments and the problems in the education system today.

Course Outline:

- Unit I** Introduction: Nature and Scope of Sociology of Education- Educational Sociology and Sociology of Education- Importance of studying sociology of education; Development of sociology of education in India.
- Unit II** Education as a process: Meaning of education- Education and socialization- Forms of education: In formal and Formal Alternatives in Education: Non-formal/adult education, socially productive, continuing and distance education. Agencies of education: Family, Peer Group, School/College & Mass media
- Unit III** Social Functions of Education: Transmissive, Allocative, Innovative, Democratic, Regulative [Education and Social Control] Transformative [Education and Social Change].
- Unit IV** School as a Social System - School and Community relations:
- Unit V** Education and Social Stratification: A brief history of education in India: Ancient, Medieval, British and Post-independence periods; Inequalities of educational opportunities; Education and social mobility -with reference to India.
- Unit VI** Problems of Modern Education: Problems of School Education: Infra-structure, Truancy, Drop-outs, Stagnation, Wastage, Medium of instruction; Problems of Higher Education: Brain-drain, Student unrest, educated unemployed; Special Problems of Education of Women, Scheduled Castes & Tribes.

Suggested References:

1. Banks, Olive. 1976. *The Sociology of Education*. London: B.T.Batsford.
2. Brembeck, Cole. *The Sociological Foundation of Education*
Education Quarterly- Government of India Publication, New Delhi: Patiala House.
3. Gore, M S & et al. (eds.) 1975. *Papers in the Sociology of Education in India*, NCERT.
4. Jayaram, N. 1990. *Sociology of Education in India*. New Delhi: Rawat.
5. Jayaram, N. *Education and Social Stratification*
6. Musgrave, P W. 1972. *Sociology of Education*, London: Methuen II (ed). London,
7. Reports of All India Educational Survey: NCERT Pub, New Delhi.

SOCL 323 BASIC RESEARCH METHODS

Course Objective:

On completion of this course students will be able to understand the general principles and methods involved in doing social research.

Course Outline:

- Unit I** Basics of research: Meaning of social research, Principles of scientific method, Steps in social research.
- Unit II** Research design: Meaning, Types of research design – Exploratory, Descriptive, Experimental.
- Unit III** Hypothesis: Meaning, Types, Characteristics of usable hypothesis, Formulation of hypotheses.
- Unit IV** Sampling: Meaning and Types – Probability and non-probability sampling
- Unit V** Tools for data collection: Observation, Questionnaire, Interview, Case study, Content Analysis.
- Unit VI** Basic statistical techniques: Frequency distribution, Graphs, Measures of central tendency –Mean, Median, Mode.

Suggested References:

1. Schutt, R. K. 2006. *Investigating the Social World: The process and Practice of Research*, Sixth Edition. Thousand Oaks, CA: Pine Forge Press.
2. Neuman, W.L. 2009. *Understanding Research*. Boston, MA: Pearson.
3. Goode, William J and P. K .Hatt 1952. *Methods in Social Research*, New Delhi: McGraw -Hill.
4. Young, P.V.1966. *Scientific Social Surveys and Research*, New Deli: Prentice Hall
5. Galtung, J.1967. *Theory and Methods of Social Research*, London: Allen &Unwin.

SOCL 324 MASS MEDIA AND SOCIETY

Course Objective:

The course intends to provide an understanding of different types of media and forms of communication. It seeks to provide a basic understanding of the relationship between media and society. Finally, to analyze the changes in media, society and culture.

Course Outline:

- Unit I** Social Interaction and Everyday Life: The study of everyday life; Types of communication Verbal and Non-verbal communication; interpersonal, intrapersonal, group, mass communication. Communication and modern technology.
- Unit II** Mass media: Nature, characteristics and functions of mass media. Folk and traditional media, printing and publications, electronic media, radio, Television, cyberspace, virtual communication, internet, blogging.
- Unit III** Sociological perspective of mass media: Functionalist, Feminist, Interactionist.
- Unit IV** Media and popular culture: Cultural studies as an interface between humanities and social sciences; popular culture, high culture, low culture.
- Unit V** Media and Globalization: Impact of media in developing societies; democracy and issues of media regulation.
- Unit VI** Media and Globalization: Time, place and space.

Suggested References:

1. Giddens, Anthony. 1997. *Sociology*. Third Edition, New York: Polity Press.
2. Nick Stevenson, 1995. *Understanding media cultures: social theory and mass communication*, London: Sage.
3. Williams, Raymond, 1983. *Keywords: a vocabulary of culture and society*, New York: OUP
4. Schaefer 2011. *Sociology*, New York: Tata McGraw-Hill.
5. Terhi Rantanen. 2005. *The media and globalization*, New Delhi: Sage.

SOCL 325 SOCIOLOGY OF TOURISM

Course Objective:

The main objective of this course is to provide basic understanding of tourism and its social dimensions. It looks into the impact of tourism on society and culture.

Course Outline:

- Unit I** Understanding Tourism: Introduction to Tourism Concept, Development of tourism through the ages
- Unit II** Sociological Approach to Tourism: Sociological factor in Tourist motivation, Attitude and Perception, Social dimension of host – tourist relationship, Socio-economic and socio-cultural impacts of tourism
- Unit III** Tourism system and the Individual: Socialization through interaction and exchange of values, norms, social laws and usages, Factors influencing individual's role, behaviour, attitudes and experiences at the destination
- Unit IV** Tourism and Social Institutions: Social institutions and their roles, Factors influencing the roles and status of social institutions, Influence of tourism on social institutions
- Unit V** Tourism and Social Change: Impact of tourism on local community, Tourism as an agent of social change

Suggested References:

1. Apostolopoulos, y., Leivadi, S & Yiannakis, A., (eds.) 2000, *The Sociology of Tourism: Theoretical and Empirical Investigations*, London: Routledge.
2. Srinivas, M.N. 1987. *Social Change in Modern India*, Orient Longman, New Delhi
3. Veena das (Ed.), 2006. *Handbook of Indian Sociology*, Oxford University Press, New Delhi
4. Swain, S K. and Mishra, J. M. 2011. *Tourism: Principles and Practices*, New Delhi: OUP
5. Andrew Holden, 2005. *Tourism studies and the social sciences*, London: Routledge.

SOCL 411: FUNDAMENTALS OF SOCIOLOGY

Course objective:

This course gives a basic understanding of various fundamental concepts of Sociology. It aims to understand elaborate the important topics of Sociology. It helps the students to understand the importance of some of the social phenomena.

Course outline:

- Unit I** Emergence of Sociology: Basic Concepts -Society, Community, Groups, Institutions and Associations, Status and Role.
- Unit II** Social Processes: Associative Process (Cooperation, Accommodation, Assimilation) - Dissociative Process (Conflict, Competition).
- Unit III** Social Stratification: Characteristics of Social Stratification – Theories and Forms of Stratification.
- Unit IV** Culture: Conceptual Discussion - Cultural Lag - Culture and Civilization.
- Unit V** Socialisation and Social Control: Means of Social Control - Agencies of Socialisation and Social Control.
- Unit VI** Social Change: Theories of Social Change - Factors of Social Change.

Suggested References:

1. Giddens A. 1989. *Sociology*, Cambridge: Polity Press.
2. Bottomore, T.B. 1972. *Sociology- A Guide to Literature and Problems*, New Delhi, Creavge Allen and Unwin.
3. Ogburn-W.F. and Nimkoff, M.F A 1964.*Hand Book Of Sociology*, London: Routledge and Keganpual.
4. Poucek, J.H, 1965. *Social Control*, (Second Edn.) New Delhi: Affiliated East West Press.
5. Inkless, Alex. 1987. *What is Sociology*, New Delhi: Prentice Hall.
6. Tumin, Melvin M. 1969.*Social Stratification*, New Delhi: Prentice Hall.
7. Harlambos J. 1988.*Introduction to Sociology*, New Delhi: Oxford University Press.

SOCL 412: CLASSICAL SOCIOLOGICAL TRADITIONS

Course Objective:

This course is designed to acquaint students with the thought of the founders of sociology. It is intended to give students grounding in sociological theory that they can carry over and apply to all other courses on society.

Course Outline:

- Unit I** The Rise of Sociology in the 19th century: The Positivism of Saint Simon and August Comte
- Unit II** Karl Marx: Dialectical Materialism; Surplus Value; Alienation of labour; and Class Conflict.
- Unit III** Emile Durkheim: The Division of Labour; Rules of Sociological Method; Religion and Society; Study of Suicide
- Unit IV** Max Weber: Verstehen; Bureaucracy, World Religions and Western Capitalism
- Unit V** Comparing Marx, Weber and Durkheim: Methodology: Marx, Weber and Durkheim; Religion: Durkheim and Weber; Capitalism: Marx and Weber
- Unit VI** Vilfredo Pareto: Logical and non-logical Action; Circulation of Elites.

Suggested References:

1. Aron, Raymond 1965. *Main Currents in Sociological Thought*. Vol. 1 & 2, Middlesex: Penguin Books.
2. Bogardus, Emory S. 1960. *The Development of Social Thought*, Bombay: Vakils, Borrer and Simons Pvt. Ltd.,
3. Calhoun, Craig (ED) (2nd edition). 2007. *Classical Sociological Theory*, USA: Blackwell Publisher.
4. Coser, Lewis. 1977. *Masters of Sociological Thought*, New York: HBJ.
5. Durkheim, Emile. 1958. *The Rules of Sociological Method*. New York: Free Press.
6. Durkheim, Emile. 1977. *Division of Labour in Society*. New York: Free Press.
7. Giddens, Anthony. 1994. *Capitalism and Modern Social Theory*. CUP: UK.
8. Hadden, Richard W. 1997. *Sociological Theory: An Introduction to Classical Tradition*, Canada: Broadview Press
9. Marx, Karl. 1970 *Contribution to the Critique of Political economy*. Progress Publications.
10. Marx, Karl. 1977. *Economic and Philosophical Manuscripts of 1844*. Progress Publications.
11. Morrison, Ken. 1995. *Marx, Weber and Durkheim*, London : Sage Publications
12. Nishet, Robert A. 1979. *The Sociological Tradition*, London: Heinemann

13. Simmel, George. 1978. *The Philosophy of Money*, Boston: Routledge.
14. Smelser, N and R. S. Warner. 1976. *Sociological Theory: Historical and Formal*, Morristown: General Learning Press
15. Timasheff, Nicholas S. 1967. *Sociological Theory - Its Nature & Growth*, New York: Random House.
16. Weber, Max. 1958. *Essays in Sociology*. UK: OUP.
17. Zetlin, Irving M. 1990. *Ideology and the Development of Social Theory*. Englewood Cliffs, N J.: Prentice-Hall.

SOCL 413: SOCIOLOGY OF INDIA

Course Objective:

The course addresses sociological studies of caste, religion, village, family, and kinship. As a precursor to these, the first section includes two essays on the institutional framework within which sociology and social anthropology developed in India along with an understanding of the approaches. The course is also meant as a prelude to a course on perspectives in understanding Indian society to be taken up in the following semester.

Course Outline:

- Unit I** The rise of Sociology and Social anthropology in India; Approaches to the study of Indian society.
- Unit II** Caste Structure and Change: *Varna* and caste; caste and hierarchy; hierarchy and its critique; caste and race, caste and colonialism; caste and politics.
- Unit III** Village in India: Nature of Village community; Myth and Reality of the Indian Village.
- Unit IV** Kinship & Family in India: Nature of family and kinship; Family and Household; Nuclear versus Joint Family debate.
- Unit V** Tribes: Conceptualizing Tribes; Tribes as indigenous people; tribes and their transformation; caste and tribe.
- Unit VI** Religions of India: Sects, shrines and saints.

Suggested References:

1. Beteille, Andre. 1986. 'The concept of tribe with special reference to India' *European Journal of Sociology*. 27, pp. 297-318.
2. Bhai, Thara L. 2004. 'Emergence of Shrines in Rural Tamil Nadu: A Study of Little Tradition', in Rowena Robinson (ed.) *Sociology of Religion in India*. New Delhi: Sage, pp. 165-176.
3. Cohn, Bernard. 1990. The Census, Social Structure and Objectification in South Asia. In Bernard Cohn *an Anthropologist among Historians and Other Essays*. New Delhi: Oxford University Press. pp. 224-254.
4. Das, Veena. 2003. *The Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press. (Select essays: pp. 409-457; pp. 775-801; pp 802-826; pp. 884-907)
5. Deshpande, Satish. 2003. 'Caste inequalities in India today' in *Contemporary India: A sociological view*. Delhi. Viking. pp. 98-124

6. Dube, S. C. 1985. (1955) 'A Deccan Village' in *India's Villages*. Bombay, MPP. pp. 202-216.
7. Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and its implications*. Oxford University Press.
8. Gupta, Dipankar. 1984. 'Continuous hierarchies and discrete castes'. Vol. 19, Nos. 46, 47 and 48 *Economic and Political Weekly* pp 1955-1958; 2003-2005; 2049-2053.
9. Gupta, Dipankar. 1984. Caste, Race, Politics in *India Seminar* No 508.
www.india-seminar.com/2001/508/508%20dipankar%20gupta.htm
10. Haimendorf, C.von Furer. 1967. 'The Position of the Tribal Population of India'. in Phillip Mason, *India and Ceylon: Unity and Diversity*. New York: Oxford University Press. Chapter 9
11. Jeffrelot Christophe. 2000. The Rise of the Other Backward Classes in the Hindi Belt. In *Journal of Asian Studies* 59, 1, pp. 86-108.
12. Jefferlot, Christophe. The politics of OBC –
<http://india-seminar.com/2005/549/549%20christophe%20jaffrelot.htm>
13. Marriott, McKim. (ed.) 1955. 'Little Communities in an Indigenous Civilization', in *Village India: Studies in the Little Community*. Chicago: University of Chicago Press.
14. Niranjana, Seemanthini. 1991. 'Conceptualizing the Indian Village: An overview of the Indian Village Studies Tradition'. *Indian Journal of Social Science* 4, 3: 371-85.
15. Rao, MSA. 1974. 'Introduction', in *Indian Council of Social Science Research, Review of Research in Sociology and Social Anthropology, Vol. 1*. Bombay: Popular Prakashan.
16. Shah. A M. 1998. *The Family in India: Critical Essays*. Delhi: Orient Longman.
17. Srinivas, M N. 2002. 'Myth and Reality of Indian Village'. In *Collected Works*. New Delhi. Oxford University Press, Pp. 1-39. 'The Dominant Caste in Rampura'. pp. 74-92; 'Varna and caste'. pp. 166-172; A note on Sansritization and Westernization pp. 200-220. With M N Panini: 'The Development of Sociology and Social Anthropology in India'. pp. 480-514.
18. Srinivas, M N. 1985 (1955). *India's Villages*. Bombay. MPP. pp. 21-35.
19. Uberoi, J.P.S. 1997. 'The Five symbols of Sikhism', in T N Madan (ed.) *Religion in India*. New Delhi: Oxford University Press. pp. 320-334.
20. Uberoi, Patricia. 2004. 'The Family in India' in Veena Das (ed.) *Handbook of Indian Sociology, Delhi*: Oxford University Press, pp. 275 -307.
21. Uberoi, Patricia. (ed.) *Family, Kinship and Marriage in India*, Delhi: Oxford University Press. (pp. 74-90; pp. 273-286; pp. 287-306; 416- 434).
22. Xaxa, Virginius. 1999. 'The Transformation of Tribes in India: Terms of Discourse' in *Economic and Political Weekly* .1999. 34(24), pp.1519-1524.
23. Special Issue of *Seminar* 1960 devoted to Tribes in India.
24. Troll, Christian W. 1989. *Muslim Shrines in India: Their Character, History and Significance*. New Delhi. Oxford University Press. pp. v-xxvi.

SOCL 421: CONTEMPORARY SOCIOLOGICAL THEORIES

Course Objective:

The objectives of this course are (1) to offer a historical background within which sociological theories have emerged; (2) to accustom students with contemporary sociological theorists and their work; and (3) to develop critical thoughts and assessment of sociological theory.

Course Outline:

- Unit I** Philosophical Background of Sociological Theory
- Unit II** Functionalism and Neo-Functionalism: Talcott Parsons: Structural Functionalism; Robert K Merton: Revision of Functional Analysis; Jeffrey Alexander: Neo-functionalism
- Unit III** Conflict Theory: Karl Marx and the origin of conflict; Ralf Dahrendorf: The Dialectical Conflict Model; Lewis A Coser: The Conflict Functionalism
- Unit IV** Exchange Theory: George C. Homans: The Exchange Behaviourism; Peter M. Blau: The Structural Exchange; Richard Emerson: The Exchange Network Theory.
- Unit V** Symbolic Interactionism, Phenomenology and Ethnomethodology: Contributions of G. H. Mead and Herbert Blumer; Contributions of Edmund Husserl and Alfred Schutz; Ideas of Harold Garfinkel
- Unit VI** Recent Trends In Sociological Theorizing: Michel Foucault – Power; Jacques Derrida –Deconstruction; Pierre Bourdieu – Theory of Practice

Suggested References:

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29. Turner, J.H. 2001. *Handbook of Sociological Theory*. USA: Springer.
30. Wright Mills, C. 1959. *The Sociological Imagination*. New York: Oxford University Press.
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SOCL 422: INDIAN SOCIOLOGICAL PERSPECTIVES

Course Objective:

The course primarily focuses on the differing theoretical perspectives on Indian Society from late 19th Century to the end of 20th century and their role in shaping the field of sociology. It focuses on scholars with varying research trajectories and the threads that bind them together into a perspective. The course combines biography, institutional history, contribution and critical assessment of the sociologist.

Course Outline:

- Unit I** Sociology in India: Past and Present
- Unit II** Indological/Textual Perspective: G.S.Ghurye; Louis Dumont.
- Unit III** Structural-Functional Perspective: M.N.Srinivas; S.C.Dube.
- Unit IV** Marxist Perspective: D.P. Mukherji; A.R.Desai.
- Unit V** Cultural and Civilizational Perspective: Yogendra Singh; N.K.Bose.
- Unit VI** Subaltern Perspective: B.R.Ambedkar; Ranajit Guha.

Suggested References:

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21. Rao, Raghavendra. 1993. *Dr. B R Ambedkar*. New Delhi: Sahitya Academy.
22. Singh, Yogendra. 1986. *Indian Sociology: Social Conditioning and Emerging Concerns*. New Delhi: Vistaar Publications.
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24. Uberoi, P, Sundar, N and Deshpande S. 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Ranikhet: Delhi: Permanent Black. (Select Chapters: 1) Introduction pp. 1-63; Chapter 6. Pp 194-255; Chapter 8. Pp 290-329; Chapter 11. pp. 417-443; Chapter 12. Pp. 443-495; Chapter 13. Pp. 496-536.

SOCL 423: RESEARCH METHODS AND STATISTICS

Course Objective:

This course provides philosophical underpinnings of the social research and familiarizes the students with methodological tools and statistical techniques, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently.

Course Outline:

- Unit I** Philosophy of social science research; Methods and methodology
- Unit II** Quantitative Methods: Nature of quantitative research, Tools of quantitative methods - Hypothesis, Questionnaire, and Sampling.
- Unit III** Qualitative Methods: Nature of qualitative research, Tools of qualitative methods - Observation, Interview, Interview Guide, Case study, Oral history, ethnography and Content analysis
- Unit IV** Doing Research: Formulation of research topic, review of literature, skills in conducting field work, report writing.
- Unit V** Descriptive Statistics: Measures of central tendency, measures of dispersion, Skewness, Kurtosis – Bivariate distributions, Characteristics of Association
- Unit VI** Descriptive Statistics: Statistical tests - Chi square, t-test, Analysis of Variance, Correlation and Regression, SPSS.

Suggested References:

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2. Beteille A., and T.N. Madan. 1975. *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi, Vikas Publishing House Pvt. Ltd.
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SOCL 511: SOCIOLOGY OF DEVELOPMENT

Course Objective:

The objective of this course is to explore dominant schools of development theories and to highlight issues related to development and its impact on society.

Course Outline:

- Unit I** Basic Concepts: Social Change, Evolution, Growth, Progress, Modernization and Development
- Unit II** Modernization Perspective: The Theoretical Heritage, Evolutionary Theory, Functionalist theory, The ideas of Marion Levy, Neil Smelser, W.W Rostow; Classical Modernization Studies - Ideas of David McClelland, Alex Inkles, S. M. Lipset, Criticisms of the Modernization School; New Modernization Studies – Responses to the Critics, Idea of Samuel P. Huntington.
- Unit III** Dependency Perspective: The Intellectual Heritage, Basic Assumptions and Policy Implications of the Dependency School, Theory of A. G. Frank; Classical Dependency Study – Paul Baran; The New Dependency Studies – Idea of Fernando Cardoso.
- Unit IV** The World System Perspective: The Theoretical Heritage, The idea of Immanuel Wallerstein, History of the Capitalist World-Economy.
- Unit V** Comparing Modernization, Dependency and World System Perspective: Comparison of the Dependency and Modernization Schools; Comparison of Dependency and World System Perspective
- Unit VI** Alternatives in Development: Gunnar Myrdal – Soft State; E. F. Schumacher – Small is Beautiful; Amartya Sen – Public Action; Mahatma Gandhi – Hind Swaraj.

Suggested References:

1. Arturo, Escobar. 1995. *Encountering Development, the Making and Unmaking Of the Third World*, Princeton: Princeton University Press.
2. Bardhan, Pranab. 1981. *Political Economy of India's Development*, Delhi: OUP
3. Barnett, Tony. 1988. *Sociology and Development*, London: Hutchinson.
4. Charles, Wood and Bryan Roberts (eds.) 2005. *Rethinking Development in Latin America*, Penn State Press.
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SOCL 512: AGRARIAN SOCIAL STRUCTURE IN INDIA

Course Objective:

This course provides a background of agrarian studies and its growth in Indian sociology. It tries to provide a comprehensive understanding to the students on agrarian structure and change in India particularly, under the impact of colonialism, planning and the recent neo-liberalism and the underlying conceptual and theoretical issues.

Course Outline:

- Unit I** Emergence of Agrarian studies: Emergence of Agrarian studies as a subject of Sociological inquiry; Agrarian studies in Indian Sociology, Approaches to study Indian agrarian social structure.
- Unit II** Conceptual Issues: The Concept of peasant and peasant society; Caste, tribe and peasantry.
- Unit III** Evolution of agrarian structure in pre-colonial and colonial India: Measures of Land Settlement (Permanent, Royatwari and Mahalwari); Commercialisation of Agriculture; Commodification of land and de-peasantisation.
- Unit IV** Agrarian Change in Post-Independent India: Land reforms; Green Revolution, Debate over mode of production and class differentiation in agriculture.
- Unit V** Economic Reforms and Agrarian Change: Agricultural productivity, Regional disparity; Farmer suicides.
- Unit VI** Agrarian Mobilisation and Movements: Peasant mobilization and movements in colonial and post colonial period; New farmers' movements.

Suggested References:

1. Appu, P. S. 1996. *Land Reforms in India*. New Delhi: Vikas.
2. Baden-Powell, Henry. 1972. *Land Systems of British India*. New York: Johnson Reprint Corp.
3. Beteille, Andre.1974. *Six Essays in Comparative Sociology*, New Delhi: OUP
4. Beteille, Andre.1974. *Studies in Agrarian Social Structure*, New Delhi: OUP
5. Dhanagare, D N 1988. *Peasant Movements in India*, New Delhi: OUP
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SOCL 513: SOCIAL MOVEMENTS IN INDIA

Course Objective:

This course aims to inculcate students with sociological perspectives to study social movements. It provides an overview of conceptual and theoretical issues in the study of social movements. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period.

Course Outline:

- Unit I** Introduction: Components and stages of social movements; conceptual issues in the study of social movements;
- Unit II** Typology: Regressive movements; revolutionary movements; reactionary movements; reformatory movements; transformative movements; millenarian movements; expressive movements
- Unit III** Theories: Relative Deprivation; Structural Strain; Marxist; Post Marxist – Resource Mobilization and Contemporary debate.
- Unit IV** Tribal movements: Bodo Movement; Birsa Munda movement, Jharkhand movement.
- Unit V** Backward Class Movement: Self-respect movement; SNDP movement, Satyashodak Samaj Movement.
- Unit VI** New Social Movements: Women’s Movement; Environmental movement; Dalit movements; Anti-corruption movements; New Farmer’s Movement.

Suggested References:

1. Agnihotri, Indu and Vina Mazumdar. 2010. ‘Changing Terms of Political Discourse: Women’s Movement in India, 1970s-1990s’ in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. pp.181-202.
2. Baviskar, A. 1995. *In the belly of the river: Tribal conflicts over development in the Narmada Valley*. Delhi: Oxford University press.
3. Brass, Tom. 1995. ‘Introduction: The New Farmers’ Movement in India’ in Tom Brass (ed.), *New Farmers’ Movement in India*. Essex: Frank Cass. pp. 3-26.
4. Buechler, S. 1995. New Social Movement Theories. *The Sociological Quarterly*, 36(3):441-464.
5. Butalia, Urvashi. 2002. ‘Confrontation and Negotiation: The Women’s Movement’s Responses to Violence Against Women’ in Karin Kapadia (ed.) *The Violence of*

- Development: Politics of Identity, Gender and Social Inequalities*. New Delhi: Kali for Women. Pp. 207-234.
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 17. Oommen, T.K. 2010. 'The Bhoodan-Gramdan Movement' in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp.88-107.
 18. Pandian, M.S.S. 2007. *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
 19. Rao, M.S.A. (ed). 2004. *Social Movements in India*. New Delhi: Manohar Publishers and Distributors, pp: 1-16.
 20. Sen, Samita. 2002. 'Towards a Feminist Politics? The Indian Women's Movement in Historical Perspective' in Karin Kapadia (ed.) *The Violence of Development: Politics of Identity, Gender and Social Inequalities*. New Delhi: Kali for Women. Pp. 459-524.
 21. Shah, Ghanshyam. 2004. *Social Movements in India: A review of Literature*. New Delhi: Sage Publications.
 22. Shiva, Vandana. 2010. 'Ecology Movements in India' in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.

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25. Tarrow, S. 2011. *Power in Movement: Social Movements and Contentious Politics* (3rd edition), Cambridge: Cambridge University Press. pp: 16-33.
26. Ruggiero, V. and Nicola Montagna, 2008 "Social Movements: A Reader", Routledge Publications.

SOCL 521: INDUSTRIAL SOCIOLOGY

Course Objective:

This course gives a scientific understanding of Industrial Society. It helps the students to understand the nature of Industrial problems. It also equips the students to prevent and to settle the Industrial problems.

Course outline:

- Unit I** Industrial Sociology: Emergence of Industrial Sociology, Development of Industrial Sociology, Task of Industrial Sociology, Social Welfare and Social Relations.
- Unit II** Rise And Development Of Industry: Early Industrialism - Types of Productive Systems - The Manorial or Feudal system - The guild system - The domestic or putting-out system - and the factory system - Characteristics of the factory system - causes and Consequences of industrialization.
- Unit III** Industrial Organisation: Formal and Informal Organisations - The structure and features of formal Organisation - Pre-requisites of Industrial Organisation, Principles of Organisation – Type of Informal Group.
- Unit IV** Industrial Management: The Managerial Structure - Line and Staff Organizations -Functions of Line and Staff - Supervisors - White collar Workers - Blue collar Workers and Specialists.
- Unit V** Industrial Disputes: Meaning - Forms: Strike and Lock-out -Types of Strike- Causes of Industrial Disputes (with reference to India) - Machinery of prevention - Joint Consultative Machinery - Works Committee - Code of Discipline - Standing orders - grievance procedure - Settlement of Industrial Disputes - Machinery (with reference to India) -Conciliation Machinery - Arbitration Machinery – Adjudication.
- Unit VI** Labour Welfare: Scope of Labour Welfare - Evolution of Labour Welfare - Labour Welfare in India, Government and Trade Unions.

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SOCL 522: ECONOMIC SOCIOLOGY

Course Objective:

This course is based on a critique of the 'mainstream' economics, particularly the neo-classical economics and tries to explain the relationship between economy and society. It will enable the students to view economy and economic activities from sociological perspectives.

Course Outline:

- Unit I** Emergence of economic sociology: Emergence of economic sociology as a critique of main stream economics.
- Unit II** Classical sociological views of the economy: Marx: critique of political economy; Durkheim: division of labour; Weber: sociology of capitalism; Veblen: Conspicuous consumption.
- Unit III** Recent sociological interpretation of economy: Polanyi (economy as instituted process), Granovetter (Problem of embeddedness).
- Unit IV** Rise of new economic sociology: Approaches of new economic sociology, new economic sociology and classical economic sociology
- Unit V** Economic action and social structure: Varieties of embeddedness, social networks in economic behaviour.
- Unit VI** Socio-cultural context of economic development: Culture and development with special reference to India, Social background of business groups.

Suggested References:

1. Bendix, Reinhard. 1960. *Max Weber an Intellectual Portrait*, London: Heineman.
2. Damodaran, Harish. 2008. *New Capitalists: Caste, Business and Industry in a Modern Nation*. Ranikhet: Permanent black.
3. Dreze Jean and Amartya Sen 2002. *India Development and Participation*, Delhi: Oxford University Press.
4. Dreze, Jean and Sen, Amartya (eds.) *Indian Development Selected Regional Perspectives*. Delhi: Oxford University Press.
5. Emile Durkheim. 1947. *The Division of Labor in Society*. (Translated by George Simpson). New York: The Free Press.
6. Goheen, John. 1958. India's Cultural Values and Economic Development: A Discussion, *Economic Development and Cultural Change*. Vol. 7, No. 1.
7. Granovetter, Mark and Swedberg, Richard. (eds.) *The Sociology of Economic Life*. Boulder: West view Press.

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11. Rao, Vijayendra and Michael Walton (eds.) *Culture and Public Action*. Delhi: Permanent Black.
12. Smelser Neil. J. (ed.) *Readings in Economic Sociology*. Berkeley: University of California Press.
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SOCL 523 PROJECT WORK AND VIVA

SOFT CORE PAPERS

SOCL 414: SOCIOLOGY OF CULTURE

Course Objective:

The course seeks to provide students with a foundation in cultural sociology. It will survey major themes and issues in cultural sociology considering the sociological approach to culture, which entails answering the following questions: “What is culture and what does it do?” and “How is culture to be studied?”

Course Outline:

- Unit I** Conceptualizing Culture
- Unit II** Culture as Value and Norms
- Unit III** Culture as Ideology
- Unit IV** Culture as Marker of Group Status
- Unit V** Culture, Nationalism, Identity

Suggested References:

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20. Wuthnow, Robert ,1992 "Infrastructure and Superstructure: Revisions in Marxist Sociology of Culture," pp. 145-170 in Richard Münch and Neil J. Smelser (eds.) *Theory of Culture*. Berkeley, CA: University of California Press.
21. Zaret, David, 1992 "Critical Theory and the Sociology of Culture." *Current Perspectives in Social Theory* 12: 1-28.

SOCL 415: SOCIOLOGY OF HEALTH

Course Objective:

This course intends to introduce the students to the social construction of health and the approaches to understanding health and illness. It looks at health from the sociological point of view by looking into the social inequalities in health status and social stigma of various physical conditions.

Course outline:

- Unit I** Conceptual Analysis: Health, Sickness, Illness, Disease- Perspectives on Health and Illness.
- Unit II** Perspectives on 'Body' in Health Care: Naturalist, Social Constructionist and Phenomenological.
- Unit III** Social Inequalities and Health Status: Class Structure and Health, Gender and Health, Ethnicity and Health.
- Unit IV** Health Problems and Stigma: Epilepsy, AIDS, Leprosy and Mental Health.
- Unit V** The State and Health in India: The History of Medicine in India, Indian System of Medicine: Past and Present, Health Policy of Govt. of India, Universal Health Coverage, Health Insurance, Privatization of Health Services.

Suggested References:

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3. Annandale, Ellen. 1998. *The Sociology of Health and Medicine A Critical Introduction*. Cambridge: Polity Press. Pp: 3-60, 89-160.
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18. Pati, Biswamoy and Mark Harrison (eds.). 2009. *The Social History of Health and Medicine in Colonial India*. Abingdon: Routledge. Pp: 1-14.
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20. Rao, Sujatha. 2004. “ Health Insurance: Concepts, Issues and Challenges”, *Economic and Political Weekly*, 39(34), pp. 3835-3844.
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22. Thoits, Peggy .A. “Differential Labeling of Mental Illness by Social Status: A new look at an old problem”, *Journal of Health and Social Behaviour*. 46 91), 2005. Pp: 102-119.
23. Wainwright, David (ed). 2008. *A Sociology of Health*. London: Sage Publications Pp: 1-18.
24. Wajastk, Dagmar and Frederick M Smith (eds.). 2008. *Modern and Global Ayurveda Pluralisms and Paradigms*. Albany: State University of New York Press. Pp: 1-28, 43-76.
25. Wheeler, Erica. L. 1998. ‘Mental Illness and Social Stigma: Experience in a Pakistani Community in the U.K’, *Gender and Development*, 6 (1), pp: 37-43.

SOCL 416: SOCIOLOGY OF MUSLIM COMMUNITIES IN INDIA

Course Objective:

The study of India for a long time has been the study of Hindu India. This notion has led to the reification of Hinduism and the neglect of Muslim traditions. The course introduces the student to the diversity in/of the Muslim world, within a framework that views religion from an ethnographic and historical perspective rather than theological. The course will follow a historical / contextual approach in understanding various institutions and movements, with an emphasis on embeddedness.

Course Outline:

- Unit I** Islamic world: A brief history of the emergence and spread of Islam in India; stereotyping of Muslims; approaches to the emergence of Islam and Muslim Societies.
- Unit II** Muslim community: From Nationalism to Secularism.
- Unit III** Islamic ideology & reform: Reform movements and resurgence of religious and cultural identity; the role of Madrasas.
- Unit IV** Lived Islam in India: Regional and Sectarian variations among Muslims: Caste among Muslims; Religious practices, festivals. Sufism, shrines, and inclusive influence.
- Unit V** Contemporary Issues: Sachar Committee report; Economic condition of Muslims in India. Community vs. citizenship debates.

Suggested References:

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3. Ahmad, Imtiaz (ed.). 1981. *Rituals and Religion among Muslims in India*. New Delhi: Manohar Publications. (Select Articles)
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16. Madan, T N. 2007. 'One From Many: Explorations in the Anthropology of Islam', *Eastern Anthropologist*. 60, 1, pp. 1-25.
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18. Metcalf, D. Barbara. 1978. The Madrasa at Deoband: A Model for Religious Education in Modern India. *Modern Asian Studies*, Vol. 12, No. 1, pp. 111-134.
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20. Bajpai, R. 2002. 'The conceptual vocabularies of secularism and minority rights in India', *Journal of Political Ideologies*, 7, 2, pp. 179- 197.
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22. Rajeswari Sunder Rajan Women between Community and State: Some Implications of the Uniform Civil Code Debates, in R Sunder Rajan, *Scandal of the State*. Duke University Press, 2003. pp. 147-176.

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SOCL 417: SOCIOLOGY OF DISASTERS

Course Objective:

The objective of this course is to introduce students to sociological examination of disasters. This course begins with the premise that disasters are fundamentally social events that reflect the ways that we live and structure our communities and societies. It examines sociological theories about the causes and consequences of disasters.

Course Outline:

- Unit I** Introducing Disaster: The Disaster Construct, Mainstream Topics of Hazards and Disaster Research, Conceptual Understanding of Societal Response to Disaster.
- Unit II** Social Science Research Agenda for the Disasters: Theoretical, Methodological and Empirical Issues.
- Unit III** Disaster Vulnerability and Social Marginality: Race, Class, Caste, Ethnicity, and Gender.
- Unit IV** Sociological Studies and Disaster: Case Studies from India and Beyond.
- Unit V** Disaster Prevention and Mitigation: Sustainable Reduction of Disasters.

Suggested References:

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13. Enarson, E. 1999b. Violence against women in disasters: A study of domestic violence programs in the U.S. and Canada. *Violence against Women*, 5(7), 742–768.
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21. Quarantelli, E. 1997. ‘Ten Criteria for Evaluating Emergency Management of Community Disasters.’ *Disasters*, 21 (1): 39–56.
22. Quarantelli, E. 1995. ‘What is a Disaster?’ *International Journal of Mass Emergencies and Disasters*, 13 (3): 221–230.
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SOCL 418: SOCIAL DEMOGRAPHY

Course Objective:

The course examines the aspects of population composition, the theoretical perspectives and policy implications.

Course Outline:

- Unit I** Introduction to Social Demography: Nature and Scope – Sources of Demographic Data - Census, Vital Statistics, Civil Registration in India, Sample Survey.
- Unit II** Demographic Perspectives: The Malthusian Perspective – Marxist Perspective – Optimum Population Theory – Demographic Transition Theory.
- Unit III** Fertility and Mortality: Concepts, Measurements and Determinants
- Unit IV** Migration: Measuring migration-Types of Migration - Theories of Migration-Consequences of Migration.
- Unit V** Population Growth in India: Trends in Indian Population Growth - Population Policy in India, Current Population related problems.

Suggested References:

1. Asha Bhende & Tara Kanitkar. 2003. *Principles of Population Studies*. Himalaya Publishing House, Bombay.
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SOCL 424: SOCIOLOGY OF WORK

Course Objective:

This course provides a sociological perspective in the understanding of work. It is also aimed at familiarizing the students with the theoretical approaches and get them acquainted with the transformation in the notion of work across time. The course also provides a preliminary understanding about the debates on women and work.

Course outline:

- Unit I** Understanding work: Conceptual problems, The Sociology of Work.
- Unit II** Approaches to Work: Marx, Weber, Durkheim.
- Unit III** Transformation of Work: Work in Pre-industrialist Societies, Work in Industrial Capitalist Societies, Work and Post-industrial Society.
- Unit IV** Women and Work: Theoretical Viewpoints on Women and Work, Women and Paid Work, Domestic Labour and Violence.
- Unit V** Work in the Era of Globalization: Labour Migration, Call Centres.

Suggested References:

1. Caplow, Theodore. 1964. *The Sociology of Work*. Mc Graw Hill, Pp: 9-29.
2. Edgell, Stephen. 2006. *The Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publications Ltd, Pp: 1-27.
3. Friedman, T. 2007. *World is flat: A Brief History of Globalised World in 21st Century*. London: Penguin, Pp: 3-37.
4. Grint, Keith. 2005. *The Sociology of Work*. Cambridge: Polity Press, Pp: 1-43, 45-82, 190-236.
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SOCL 425: SOCIOLOGY OF MEDIA

Course Objective:

Drawing upon various media including television, radio, books, film, and the internet, the course will examine the social, cultural and political underpinnings of media, the content of media messages, the relationship between media and the public, and the growth of new media technologies. The course assumes that mass media and the industries that produce media products play significant cultural and political roles in contemporary societies.

Course Outline:

- Unit I** Introduction to Sociology of Media: Folk, Popular, Mass, and Alternate
- Unit II** Theoretical Approaches to Media Studies: Cultural Studies, Public Domain and Semiotics
- Unit III** The Politics of Media: Political Processes, Media and State, Building Political Reality
- Unit IV** Globalization and Media: Neoliberalism, Visual Culture
- Unit V** New Media: Technology, Creativity, Community, Internet, Alternative Identities

Suggested References:

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2. Anne Gray, 2005. *Research Practice for Cultural Studies*, London: Sage. Pp.1-24
3. Arato, A. and E. Gebhardt. 1988. *The Essential Frankfurt School Reader*. New York: The Cosntinuum Publishing Company. Pp. i-ix, 26-48, 444-451
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5. Ash Amin and Nigel Thrift (eds) ,2004. *Cultural Economy Reader*, London: Blackwell. Pp. viii-xxvii, 1-57
6. Barthes, Roland. 1972. *Mythologies*. New York: Hill and Wang. Pp. 1-26, 89-93
7. David Inglis, 2005. *Culture and Everyday Life*, Routledge. Pp. 1-52, 77-99
8. Desai, A.R. 1948. *The Role of the Press in the Development of Indian Nationalism. In Social Background of Indian Nationalism*. Bombay: Popular Prakashan. Pp. 206-223
9. Don Robotham, 2005. *Culture, Society and Economy: Bringing Production Back in*, London: Sage. Pp. 1-22, 100-121
10. Dwyer & Patel, 2002. *Cinema India*, New Delhi: Oxford University Press
11. Dwyer & Patel (ed.) 2001. *Pleasure and the Nation*, New Delhi: Oxford University Press. Pp. 1-34, 115-138, 212-246
12. Elizabeth Long (ed). 1997. *From Sociology to Cultural Studies*, Blackwells
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18. John Nguyet Erni and Ackbar Abbas, 2005. *Internationalising Cultural Studies*, London: Blackwell. Pp. 1-20, 210-224, 419-453
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20. McLuhan, Marshall, 1964, *Understanding Media: The Extensions of Man*, Ark Paperbacks, London.
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23. Said, Edward, 1981 *Covering Islam: How Media and Experts Determine How We See the Rest of the World*. New York: Pantheon. Pp. xi-xlix, 2-68
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SOCL 426: ECOLOGY AND SOCIETY

Course Objective:

The course takes a historical approach in tracing the emergence of environmentalism and the establishment of environment sociology as an academic discipline. The course also discusses significant theories and concepts related to the subject linking them through appropriate case studies to environmental problems, regulation/policy and movements.

Course Outline:

- Unit I** The History of Environmentalism: colonial and post colonial eras
- Unit II** Environmental sociology: theoretical precursors and conceptual shifts- Classical founders (Durkheim, Weber and Marx) and Pioneers (Radhakamal Mukerjee), Human Exceptionalism paradigm, New ecological Paradigm, Political ecology.
- Unit III** Population and Consumption: Key Debates: Neo-Malthusian, Cornucopian, Marxian/Socialist-‘treadmill of production’, the fourth Pillar, Sustainable Consumption- Ecological Modernization.
- Unit IV** Culture, Gender and Environment: Culture and Environment, Social Structure and Natural resources, Eco-feminism, Women and Protection of the Commons.
- Unit V** Environmental Problems, Movements and Regulation: Climate Change; Environmental Health and Toxins-Disasters and Hazards-Risk society and Environmental Justice Movement, Industry, Dams, Mining and Displacement

Suggested References:

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 12. Jeffery, Roger and Nandini Sundar (eds). 1999. *A new Moral Economy for India's Forests? Discourses of Community and Participation*. New Delhi: Thousand Oaks. Pp. 15-54
 13. Lockie, Stewart. 2010. 'Neoliberal regimes of environmental governance: climate change, biodiversity and agriculture in Australia' in Michael Redclift and Graham Woodgate (eds.) *International Handbook of Environmental Sociology*. Cheltenham and Northampton: Edward Elgar. Pp.364-377.
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 17. Merchant, Carolyn. 1990. *The Death of Nature: Women, Ecology and the Scientific Revolution*. San Francisco: Harperone.
 18. Mol, Arthur. 2010. 'Ecological modernization as a social theory of environment reform' in Michael Redclift and Graham Woodgate (eds.) *International Handbook of Environmental Sociology*. Cheltenham and Northampton: Edward Elgar. Pp.63-76.
 19. Murphy, Raymond. 2010. 'Environmental hazards and human disasters' in Michael Redclift and Graham Woodgate (eds.) *International Handbook of Environmental Sociology*. Cheltenham and Northampton: Edward Elgar. Pp.276-291.
 20. Plumwood, Val. 2004. 'Gender, Eco-feminism and the Environment' in Rob White (ed). *Controversies in Environmental Sociology*. Cambridge: Cambridge University Press. Pp. 43-60.
 21. Salleh, Ariel. 1992. The Ecofeminism/Deep Ecology Debate. *Environmental Ethics*, 14, Fall, 195-216.
 22. Sen, Geeti. (ed.) 1992. *Indigenous Vision: Peoples of India and their Attitudes to the Environment*. Delhi: Sage. Pp. 25-34.
 23. Shiva, Vandana. 1988. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women.
 24. Tranter, Bruce. 2004. 'The Environment Movement: Where to from here?' in Rob White (ed). *Controversies in Environmental Sociology*. Cambridge: Cambridge University Press. Pp. 185-202.

SOCL 427: SOCIOLOGY OF GENDER

Course Objective:

The course introduces the students to feminist theory and methodology. We then move to discuss the concerns of the women's movement in India in which differences, of class, caste, and community and rural-urban divide are attended to. We also explore the gender gaps in development, employment, land distribution and inheritance. Finally, we explore women's role in the political process where privilege and oppression may be grounded in identity defined through simultaneous claim and disavowal

Course Outline:

- Unit I** Basic Concepts and theoretical background to gender and feminist theory.
- Unit II** Understanding Women's Movement in India.
- Unit III** Gender and Caste; Family; Work and Property.
- Unit IV** Gender and Development
- Unit V** Gender, Religion and Politics.

Suggested References:

- 1) Agarwal, Bina. 1994. 'Why do women need independent rights in land' in *A field of one's own: gender and land rights in south Asia*: Cambridge: Cambridge University Press. pp. 27-45.
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- 3) Bhasin, Kamala. 2000. *Understanding Gender*. New Delhi: Kali for Women.
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- 5) Fausto, Anne . (Ed). 2000. 'Dueling Dualisms'. In *Sexing the Body: Gender, Politics and the Construction of Sexuality*. Basic Books, New York. pp. 1-29.
- 6) Geetha, V. 2007. 'Patriarchy: a history of the term'. In *Patriarchy* by Geetha. Calcutta: Stree. pp. 1-40.
- 7) Harding, Sandra. 2004. 'Is There A Feminist Methodology?', *Social Research Methods: A Reader*. (ed.). Seale, Clive. New York: Routledge. pp. 456-464.

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- 11) Kumar, Radha. 'From Chipko to Sati: the contemporary Indian women's movement'. Menon, Nivedita. (ed.) *Gender and Politics in India*. pp. 342-369.
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- 13) Maithreyi Krishnaraj. 1990. 'Women's Work in Indian Census: Beginnings of Change', *Economic and Political Weekly*, Vol. 25, No. 48/49 (Dec. 1-8). pp. 2663-2672.
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- 15) Mohanty, Chandra Talpade. 2003. 'Cartographies of Struggle. Third world women and the politics of feminism'. *Feminism Without Borders: Decolonizing Theory Practicing Solidarity* New Delhi: Zubaan. pp. 43-84.
- 16) Nambissan, Geetha B. 1999. Integrating Gender Concerns, *Seminar* No. 536, April 2004.
- 17) Gandhi, Nandita & Shah, Nandita. 1992. *The Issues at Stake: theory and practice of the contemporary women's movement in India*, New Delhi: Kali for Women.
- 18) Nicholson, Linda. 1994. Interpreting Gender. *Signs*, Vol.20 no.1.
- 19) Niranjana, Seemanthini. 2002. Exploring Gender Inflections within Panchayati Raj Institutions: Women's Politicization in Andhra Pradesh (Ed) Kapadia, Karin. *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. New Delhi: Zubaan. pp. 352-392.
- 20) Palriwal, Rajni. 1993. 'Economics and Patriliney: Consumption and Authority within the Household', *Social Scientist* 21. No.9-11. pp. 47-73.
- 21) Rege, Sharmila. 1998. 'A Dalit Feminist Standpoint'. *Seminar* Vol. 471.
- 22) Roy, Anupama. 2005. 'The 'womanly vote' and women's citizens: debates on women franchise in late colonial India'. Anupama Roy. *Gendered Citizenship; Historical and Conceptual Explorations*. Ranikhet: Orient Blackswan. Pp. 121-175.
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SOCL 428: SOCIAL STRATIFICATION

Course Objective:

The objective of this paper is to develop a critical understanding of the approaches, theories and dimensions of social stratification. It contextualises social stratification in a caste-class-gender frame-work.

Course Outline:

- Unit I** Concepts: Inequality, Hierarchy, differentiation, Social Exclusion, Social Mobility and Social Stratification;
- Unit II** Theories: Karl Marx (Class and Social Change), Max Weber (Class, Status and Party), Kingsley Davis and Wilbert E. Moore (functionalist perspective).
- Unit III** Forms of stratification: Caste, Class and Estate.
- Unit IV** Gender and Social Stratification: Patriarchy and Gender; Factors perpetuating Gender Stratification; Globalization and Gender Inequality.
- Unit V** Social Mobility: the concept of social mobility, Conditions and Consequences of Social Mobility

Suggested References:

1. Beteille, A. 1977. *Inequality among Men*, Basil Blackwell, Oxford.
2. Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and its Implications*, Paladin, London.
3. Franklin, J.H (ed). 1968. *Color and Race*, Houghton Mifflin, Boston.
4. Giddens, A 1973. *The Class Structure of Advanced Societies*, Hutchinson, London.
5. Goldthrope, J.H. 1980. *Social Mobility and Caste Structure in Modern Britain*, Clarendon Press, Oxford.
6. Gupta, Dipankar (ed).1991. *Social Stratification*, Oxford University Press, New Delhi.
7. Haralambous, M. 1980. *Sociology: Themes and Perspective*, OUP, New Delhi.
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9. Marriot, Mckim. 1973. 'Caste Systems' in *Encyclopaedia Britannica*, vol. 3, 982 – 91.
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SOCL 514: SOCIOLOGY OF URBANISATION

Course Objective:

The objective of this course is to understand the Indian cities as living, lived-in entities. The course introduces the student to ideologies, attitudes, institutions and practices in cities across time.

Course Outline:

- Unit I** History of Urban Studies in India: Ancient and Medieval period, Colonial period, Post - independence period.
- Unit II** Approaches and theories of Urban Society: Approaches - Disorganization approach and Value orientation approach; Theory: Concentric zone theory and Sector theory.
- Unit III** Urbanization and Social Change: Urban influence on economic and political aspects of India and Puducherry, Urbanization in Puducherry.
- Unit IV** Issues of Urbanization: Growth of urban population in India, Problems of housing, Slums, profile of an Indian slum, Urban poverty, Urban violence.
- Unit V** Issues of Urban Environment: Urban transport, Water crisis, Noise and air pollution, Electricity crisis and industry. Urban Planning: Definition, History of urban planning in India, Importance of urban planning, Role of sociologist in Urban Planning.

Suggested References:

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2. Alfred de Souza 1979. *The Indian City: Poverty, ecology and urban development*. Manohar, Delhi.
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4. Bose Ashish 1978. *Studies in India Urbanisation 1901 - 1971*, New Delhi: Tata McGraw-Hill.
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7. Chambakalakshmi, R. 1996. *Trade, ideology and urbanization: South India 300 BC to AD 1300*. Delhi: Oxford University Press
8. Desai A.R. and Devidas Pillai S, 1970. *Slum and Urbanisation*, Mumbai: Popular Prakashan.
9. Geddes, Patrick. 1919. 'The Temple Cities'. *Modern review*. 25:3.
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12. Kaur, R. 2003. *Performative Politics and the Cultures of Hinduism: Public Uses of Religion in Western India*, New Delhi: Permanent Black.
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14. Nandy, Ashish. 1996. 'Indian Cities Will Go the Chicago Way'. *Times of India* (7 April)
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16. Neild, Susan. 1979. 'colonial Urbanism: The Development Of Madras city in the 18th and 19th century 217-46'. *Modern Asian Studies*. 13 (2).
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20. Pick wance C.G. (ed) 1976. *Urban Sociology: Critical Essays*, London: Methuen.
21. Pocock, D.F. 'Sociologists: Urban and Rural'. *Contribution to Indian sociology*. 4: 63-81
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23. Ramchandran R, 1989. *Urbanisation and Urban Systems in India*, New Delhi: Oxford University Press.
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25. Saunders, Peter 1981. *Social Theory and Urban Question*, London: Hutchionson.
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28. Castells, Manuel. "Is there an Urban Sociology?" Pp. 33-59 in C.G. Pickvance (ed.). *Urban Sociology: Critical Essays*. 1976. London: Tavistock Publications.
29. Fischer, Claude. 1995. "The Subcultural Theory of Urbanism: A Twentieth-Year Assessment." *American Journal of Sociology* 80(6): 1319-1341.
30. Wellman, Barry and Barry Leighton. 1979. "Networks, Neighborhoods, and Communities: Approaches to the Study of the Community Question." *Urban Affairs Quarterly* 14: 363-390.
31. Fischer, Claude. 1984. *To Dwell Among Friends: Personal Networks in Town and City*. Berkeley, CA: University of California Press.

SOCL 515: SOCIOLOGY OF MIGRATION

Course Objective:

Migration continues to be an immensely important political, economic, social and cultural issue and one that is prone to social mobility. This course introduces students to the world of migration, mobility and migrant imagination. This course facilitates the participants understand the gender in migration and to examine critically the recruitment practices and institutional frameworks.

Course outline:

- Unit I** Migration: Conceptual issues, Typology, Migrant transnationalism.
- Unit II** Migration and social mobility: Migration, modernity and social transformation.
- Unit III** Gender and migration: Women on the move, Marriage and migration, Transformation of gender relations and female identities, Forced migrant women, Migrant women and domestic work.
- Unit IV** Migrant memory and imagination: Narrating the migrant life- Salman Rushdie, Bharati Mukherjee, V.S. Naipaul.
- Unit V** The migration and the institutional framework in India: The process of migration from India, Emigration governance and recruitment practices of India, Vulnerability, corruption and institutional framework.

Suggested References:

1. Agarwal, Anuja (ed). 2006. *Migrant Women and Work*. New Delhi: Sage Publications India Pvt. Ltd. Pp:21-45, 46-72.
2. Behera, Navnita Chadha (ed.). 2006. *Gender, Conflict and Migration*. New Delhi: Sage Publications India Pvt. Ltd. Pp: 205-226.
3. Brazil, Jana Evans. 2008. *Diaspora an Introduction*. Victoria: Blackwell Publishing. Pp: 11-36.
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5. Dayton-Johnson, Jeff, et al. 2007. *Gaining from Migration : Towards a New Mobility System*. France: OECD Publishing.
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18. Rajan, S. Irudaya , V. J. Varghese and M. S. Jayakumar. 2011. *Dreaming Mobility and Buying Vulnerability: Overseas Recruitment Practices in India*. New Delhi: Taylor & Francis.
19. Thampan, Meenakshi. (ed). 2005. *Transnational Migration and Politics of Identity*, New Delhi: Sage Publications. Pp: 23-62.
20. Vetovec, Steven. 2009 . *Transnationalism*. London: Routledge. Pp: 1-40.
21. *World Migration 2008: Managing Labour Mobility in the Evolving Global Economy*.2008. Geneva: International Organization for Migration.

SOCL 516: GLOBALIZATION AND SOCIETY

Course Objective:

The course will give the students an overview of the emergence of globalization from socio-historical and politico-economic contexts, along with the main theoretical discourses. The students will also be apprised of the different socio-cultural consequences of globalization.

Unit I Conceptualizing Globalization. The historical and social context of Globalization; Political Economy of Globalization; Agencies of Globalization: TNC's, IGO's, INGO's, Nation-State, Media.

Unit II Theorizing Globalization. Theories/Discourses: Global capitalism, Global cities, Global Consciousness, Global village, Globalization, Connectivity, Network society, Space, Time, Transnationality and Transnationalism, World Systems Theory.

Unit III Globalization, Culture and Communication. The three paradigms: homogenization, polarization and hybridization; 'Medium is the Message'; Globalization and the resurgence of ethnic consciousness; multiculturalism.

Unit IV Social Consequences of Globalization- Case studies from India. Agriculture and Globalization; Food and Globalization; Occupational changes and Transnational Migration: Outsourcing, Software industry; Special Economic Zones; Response of the marginalized groups; Tourism- ecotourism, medical tourism.

Unit V Making Globalization Accountable: Anti-Globalization Movements, Transnational civil society

Suggested Reading:

1. Anantram, Kadambari, Christopher Chase-Dunn and Ellen Reese. 2010. 'Global civil society and the World Social Forum' in Bryan Turner (ed.) *The Routledge International Handbook of Globalization Studies*. Oxon: Routledge. Pp.604-621.
2. Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.
3. Assayag, Jackie. 2006. 'Seeds of Wrath: Agriculture, Biotechnology and Globalization' in Jackie Assayag and Chris Fuller (eds.) *Globalizing India: Perspectives from Below*. London: Anthem Press. Pp.65-88.
4. Balachandran, G. and Sanjay Subrahmanyam. 2006. 'On the History of Globalization and India: Concepts, Measures and Debates' in Jackie Assayag and Chris Fuller (eds.) *Globalizing India: Perspectives from Below*. London: Anthem Press. Pp.17-46.

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11. Friedman, Thomas. 2005. *The World is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux.
12. Fuller, C.J and H. Narasimhan. 2010. From Landlords to Software Engineers: Migration and Urbanization among Tamil Brahmins. *Comparative Studies in Society and History*, 50(1): 170-96.
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14. Held, David and Anthony McGrew. 2007. *Globalization/Anti-Globalization: Beyond the Great Divide*. Cambridge: Polity Press.
15. Holton, Robert. 2000. Globalization's Cultural consequences. *Annals of the American Academy of Political and Social Science* 570: 140-152.
16. Inglis, David. 2010. 'Globalization and Food: the dialectics of globality and locality' in Bryan Turner (ed.) *The Routledge International Handbook of Globalization Studies*. Oxon: Routledge. Pp.492-513.
17. Kellner, Douglas and Clayton Pierce. 2007. 'Media and Globalization' in George Ritzer (ed.) *The Blackwell Companion to Globalization*. Oxford: Blackwell Publishing Ltd. Pp.383-395.
18. Kellner, Douglas. 2002. Theorizing Globalization. *Sociological Theory* 20 (3):285-305.
19. McMichael, Philip. 2007. 'Globalization and the Agrarian World' in George Ritzer (ed.) *The Blackwell Companion to Globalization*. Oxford: Blackwell Publishing Ltd. Pp. 217-238.
20. Nayyar, Deepak. 2007. 'Globalisation: The Game, the Players, and the Rules' in Baldev Raj Nayar (ed.) *Globalization and Politics in India*. New Delhi, Oxford University Press. Pp.90-116.

21. Omvedt, Gail. 2005. Capitalism and Globalisation, Dalits and Adivasis. *Economic and Political Weekly* , 40(47):4881-85.
22. Pieterse, Jan.Nederveen. 2010. 'Globalization and Culture: Three Paradigms' in George Ritzer and Zeynep Atalay (eds.) *Readings in Globalization: Key Concepts and Major Debates*. Sussex: Wiley-Blackwell.pp.309-318.
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SOCL 517: SOCIAL CAPITAL

Course Objective:

The paper will focus on the emergence of social capital and its implications in understanding society.

Course Outline:

- Unit I** Emergence of Social Capital: Bourdieu's theory of capital (economic, cultural and social capital) and Coleman's Rational Choice Approach to Social Capital (Kinds of social capital).
- Unit II** Civic Perspective on Social Capital: Robert D. Putnam's concept of social capital – Elements of social capital – Characteristics of social capital – Bridging vs. bonding social capital – Critique of Putnam's concept.
- Unit III** The network approach to social capital: The concept of Ronald S. Burt – network structure and functions – network types – homogeneity and heterogeneity in networks – strong and weak ties..
- Unit IV** The resource perspective: Nan Lin's concept of social capital - Institutions, network and capital building in societal transformation.
- Unit V** Social Capital approach to development: role of social capital in economic and cultural development - Critical evaluation of social capital.

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SOCL 518: SOCIOLOGY OF CASTE

Course Objective:

The course endeavors to introduce the student to get a glimpse of narrative of caste in Sociology of India. It begins with the commonsense about caste and the need to move away from the contexts that enable the naturalization of this commonsense. It maps the modern lives of caste since the colonial times to the present.

Course Outline:

- Unit I** Caste in contemporary India (Why bother about caste?)
- Unit II** Theorizing Caste
- Unit III** Caste and Colonialism: What does colonialism do to caste? (a vantage point from the historical perspective)
- Unit IV** Sociologists evaluate change in caste (system).
- Unit V** Modern lives of caste: How do diverse caste identities negotiate with the modern? Caste in politics; Caste in 'globalisation'.

Suggested References:

1. Ambedkar, B. R. 2002. 'Annihilation of caste' in *The essential writings of B. R. Ambedkar* by V. Rodrigues. New Delhi: Oxford University Press. pp. 263-305.
2. Ambedkar, B. R. 2002. 'Castes in India' in *The essential writings of B. R. Ambedkar*. By V. Rodrigues. New Delhi: Oxford University Press. pp. 241-260.
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14. Ganguly, Debjani. 2008 *Caste and Dalit Lifeworlds: Postcolonial Perspectives*, New Delhi: Orient Longman, Chapter One. pp. 1-30.
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19. Gupta, Dipankar. 2007. Why Caste Discrimination is not Racial Discrimination. *Seminar*, 572: 66-70.
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SOCL 519: SOCIOLOGY OF TERRORISM

Course Objective:

The course is designed to give students an overview of terrorism and its impact on Indian society. It hopes to prepare the students to understand the contemporary problems associated with terrorism and to anticipate problems that society will face in the twenty-first century.

Course Outline:

- Unit I** Introduction to Terrorism: Concept of terrorism and terrorist, Terrorists groups typologies.
- Unit II** Approaches to Terrorism Analysis: The multi-casual approach, the political approach, the organisational approach, the physiological approach, the psychological approach.
- Unit III** Poverty, Inequality and Terrorism Relationship: Understanding the root causes of terrorism, the role of religion in terrorism.
- Unit IV** The Impact of communication and Technology in terrorism: Communication methods in terrorist organisation, Terrorists and internet, Emerging threat of cyber-terrorism.
- Unit V** Terrorism in India: Causes, Consequences and Possible solution.

Suggested References:

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2. Huntington, Samuel. 1993. "The Clash of Civilizations", *Foreign Affairs*, 72:3, 22-50.
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SOCL 524: RELIGION AND SOCIETY IN INDIA

Course Objective:

The course introduces the student to the diversity in/of India's 'religions' and traditions in everyday lives of people. The course also discusses the seminal theories in sociology of religion. It explores the relation between religion and politics, and introduces the thesis of secularization and the debate on secularism in India.

Course Outline:

- Unit I** Sociological approaches to the study of religion.
- Unit II** Religions in India; demographic profile; sects, cults, shrines and saints.
- Unit III** Religious movements in the colonial times and after.
- Unit IV** Religion, identity and politics.
- Unit V** Secularization and the debate on secularism in India

Suggested References:

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SOCL 525: YOUTH AND SOCIETY

Course Objective:

This Course is designed to acquaint students with selected sociological concepts, theories and their applications to problems in the sociology of youth.

Course Outline:

- Unit I** Introduction to the study of Youth: Theories of Youth, Youth Culture and Subculture
- Unit II** Institutions and Youth: Family, Community, Socialization
- Unit III** Ethnicity, Identity and Youth : Social, Emotional and Personality Development, The Self and Identity, Gender, Sexuality, Moral Development, Values and Religion, Achievement, Careers and Work
- Unit IV** Inter and Intra group Behaviours: Peer Groups, Mass Behaviour, Delinquency and Remoteness, and Resilience
- Unit V** Youth and Globalization: Understanding globalization, Debates against and for globalization among youth

Suggested References:

1. Bourdieu, Pierre. 2000. "Cultural Reproduction and Social Reproduction." In *The Structure of Schooling: Readings in the Sociology of Education*, edited by Richard Arum and Irene R. Beattie, 55-68. Mountain View, CA: Mayfield Publishing.
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15. Nilan, Pam and Carles Fexia, (eds.), 2006. *Global Youth? Hybrid identities, Plural Worlds*, London and New York: Routledge. Pp. 1-13, 186-212
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17. Santrock, John W. 2003. *Adolescence*, New York: McGraw Hill. Pp. 3- 72, 145- 218

SOCL 526: SOCIOLOGY OF CONSUMPTION

Course Objective:

This course attempts to outline the theoretical approaches in understanding consumption with a critical eye on the intersection of production and consumption in global culture. The course also seeks to evaluate attempts to influence social change through either consumer activism or resistance to consumerism and to analyse the complex social meaning of particular commodities.

Course outline:

- Unit I** Introduction to Consumption: What we consume, Why we consume and How we consume
- Unit II** Theories on Consumption: Mary Douglas, Jean Baudrillard, Pierre Bourdieu, Thorstein Veblen, Arjun Appadurai
- Unit III** Traditional and Modern Consumption Patterns: Primitive Values, Ethics, Community Welfare, Colonialism, Industrialization, Private Ownership, Science and Technology
- Unit IV** Understanding Material Culture: Locating Material Culture, Material Culture and Identity, Objects and Meaning in Consumer Culture
- Unit V** Socio-Cultural Characteristic of Consumer Indulgence in India

Suggested References:

1. Appadurai, Arjun, 1986. 'Introduction: Commodities and the Politics of Value', in Arjun Appadurai (ed.), *The Social Life of Things: Commodities in Cultural Perspective*. Melbourne: Cambridge University Press. pp. 3–63.
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4. Beck, Ulrich, 1992. *Risk Society. Towards a New Modernity*. London: Sage. Pp. 1-8, 91-154
5. Bourdieu, Pierre, 1984 *Distinction. A Social Critique of the Judgement of Taste*. London: Routledge. Pp. 1-8, & 257-294
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11. Featherstone, Mike, 1991. *Consumer Culture and Postmodernism*, London: Sage. pp.1-50, 83-94, 144-147
12. Featherstone, Mike, 1987. 'Lifestyle and Consumer Culture', *Theory, Culture and Society*, 4: 55–70.
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20. Schechner, Richard, 1993. *The Future of Ritual. Writings on Culture and Performance*. London: Routledge. Pp. 1-23, 228-265
21. Schumacher, E.F. 1973. *Small is Beautiful. A Study of Economics as if People Mattered*. Great Britain: Abacus. Pp. 3-36, 46-58, 135-141, 172-186, 214-247
22. Simmel, Georg, 1957[1904] Turner, Victor (1982) *From Ritual to Theatre. The Human Seriousness of Play*. New York: Performing Arts Journal Publications.
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24. Woodward, Ian, 2001. 'Domestic objects and the taste epiphany. A resource for consumption methodology', *Journal of Material Culture*, 6(2): 115–36.

SOCL 527: SOCIOLOGY OF EDUCATION

Course Objective:

The objectives of this course are: (1) to explain the discipline of education in Sociological perspectives; and (2) to illustrate the role of education in desirable social change, sustainability and socio- economic development.

Course Outline:

- Unit I** Introduction to sociology of education: Meaning and social functions of education; Education and development
- Unit II** Theoretical approaches to sociology of education: Functionalist, Conflict, Symbolic interactionist, and Feminist.
- Unit III** The Indian Tradition of Education: Colonialism and Education, Contribution of Nationalists.
- Unit IV** Policies and Programmes: Objectives, Strategies, Achievements, and Shortfalls.
- Unit V** Education and Globalization: Education and Social Inequality in the Global Culture.

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1. Banks. Olive. 1971. *Sociology of Education*, (2nd Ed.) London: Batsford.
2. Blackledge, D and Hunt, B. 1985. *Sociological Interpretations of Education*. London : Crom Helm.
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SOCL 528: SOCIOLOGY OF AGING

Course Objective:

To understand and apply sociological perspectives on aging, particularly the life-course perspective; to understand the diversity of the older population and the impact of rural/urban differences, culture, race, ethnicity, social class, and gender; to understand the basis of stereotypes of aging and their impacts; to understand major substantive areas of aging such as politics, health, family relationships and care-giving, work and retirement and economic well-being.

Course Outline:

- Unit I** Introduction to the Sociology of Aging: The field of the gerontology - Demographic trends of aging - Concept of life course and transitions.
- Unit II** Theories and Perspectives of Aging: Theories of aging - Historical and cross-cultural perspectives of aging.
- Unit III** Aging and Society: Poverty among the aged and social variables affecting inequality - Aged and politics.
- Unit IV** Life Transitions and the Needs of the Aged: Social support - living arrangements - Work and retirement of the aged - Issues of aging in India and selected countries.
- Unit V** Social Security and Health Care of Aged in India: Families and Community in providing care - Government policies and programmes - Role of Non-Governmental organizations in care of Aged.

Suggested References:

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SOCL 529 POLITICAL SOCIOLOGY

Course Objective:

The course introduces the student to basic concepts, and approaches to the study of the political sociology. It discusses the complex patterns of change in democratic institutions. The transformations of state and society under capitalism and socialism are also discussed.

Course Outline:

- Unit I** Nature and Scope of Political Sociology: Basic Concepts: Power and Authority; Consensus and Conflict; Elites and Masses; State and Stateless Societies; Political Parties and Pressure Groups.
- Unit II** Approaches to the Study of Politics: Authority and Bureaucracy (Max Weber); Circulation of Elite and Political Elite (Pareto And C W Mills); Political Systems and Other Social Systems;
- Unit III** Political Development: Political Socialization; Political Culture; Political Participation; Nation State and Nation Building.
- Unit IV** Local Structures of Power: Varieties of Local Power Structure; Local Power Structures and the Wider Political System. State and Society under Capitalism; State and Society under Socialism.
- Unit V** State and Society in India: Caste and Politics; Religion and Politics; Region and Politics; Ethnicity and Politics.

Suggested References:

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