

# **BODOLAND UNIVERSITY**

**4 YEAR UNDERGRADUATE INTEGRATED  
PROGRAMME SYLLABUS**

**SUBJECT – SOCIOLOGY**

## Important Points

### Theory classes:

1 Credit = 15 Classes in one Semester – 15 Contact hours in one semester.

4 Credit=  $4 \times 15 = 60$  Contact hours

### Tutorial Classes:

1 Credit = 15 Tutorial classes in one Semester – 15 Contact hours in one semester.

### Practical Classes:

1 Credit (2 h) 30 Contact hours in one semester

### Distribution of marks.

A Paper of 100 marks is divided as mentioned below:

External examination 70 marks

Internal /Sessional test 30 marks

Out of the 30 marks, 10 marks is allotted for written test

10 marks is allotted against One seminar presentation & 5 marks One Assignment/ One Project from contents of the paper

Marks for attendance maximum 5 marks

Below 75 % = 0 marks

75 % to 80% = 1 marks

81 % to 85%= 2marks

86 % to 90%= 3 marks

91% to 95%= 4 marks

96 % to 100% = 5 marks.

Duration of Examination:

For 70 marks 2:30 minutes

Sessional Examination = According to Class routine.

**Abbreviations:**

<b>MAJ –</b>	<b>Major</b>
<b>MIN –</b>	<b>Minor</b>
<b>IDC –</b>	<b>Inter Disciplinary Course</b>
<b>AEC -</b>	<b>Ability Enhancement Course</b>
<b>SEC –</b>	<b>Skill Enhancement Course</b>
<b>VAC –</b>	<b>Value Added Course.</b>
<b>INT –</b>	<b>Internship</b>
<b>REM –</b>	<b>Research Methodology</b>
<b>DIS –</b>	<b>Dissertation</b>
<b>ADL -</b>	<b>Advance Learning</b>

**SEMESTER-I**

<b>Paper Code</b>	<b>Course Title</b>
SOCMAJ 1014	Introduction to Sociology
SOCMIN 1014	Introduction to Sociology
SOCIDC 1013	Sociology of Education
SOCSEC 1013	Reading, Writing and Reasoning for Sociology
SOCVAC 1014	Indian Society and Culture
AEC 1012	To be selected by the candidate from language and communication skill paper.

**SEMESTER-II**

SOCMAJ 1024	Sociology of India
SOCMIN 1024	Sociology of India
SOCIDC 1023	Sociology of Media
SOCSEC 1023	Techniques of Ethnographic Film Making
SOCVAC 1024	Society and Issues of North-East Region (Seven Sister)
AEC 1022	To be selected by the candidate from language and communication skill paper.

**SEMESTER-III**

SOCMAJ 2014	Classical Sociological Thinkers
SOCMAJ 2024	Sociological Theoretical Perspective
SOCMIN 2014	Classical Sociological Thinkers
SOCIDC 2013	Environmental Sociology
SOCSEC 2013	Tourism and Local Heritage
AEC 2012	To be selected by the candidate from language and communication skill paper.

**SEMESTER-IV**

SOCMAJ 2034	Indian Sociological Traditions
SOCMAJ 2044	Rural Sociology in India
SOCMAJ 2054	Urban Sociology in India
SOCMIN 2024	Indian Sociological Traditions
INT 2012	Internship
AEC 2022	To be selected by the candidate from language and communication skill paper.

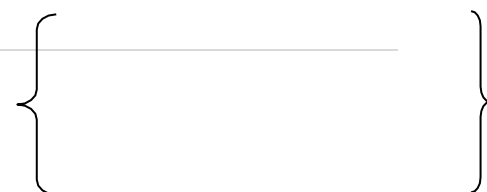
**SEMESTER-V**

SOCMAJ 3014	Political Sociology
SOCMAJ 3024	Economic Sociology
SOCMAJ 3034	Sociology of Gender
SOCMAJ 3044	Sociology of Kinship
SOCMIN 3014	Sociology of Gender

**SEMESTER-VI**

SOCMAJ 3054	Industrial Sociology
SOCMAJ 3064	Social Stratification

SOCMAJ 3074	Sociology of Religion
SOCMAJ 3084	Health and Society in India
SOCMIN 3024	Social Stratification
<b>SEMESTER-VII</b>	
SOCMAJ 4014	Contemporary Sociological Thinkers
SOCMAJ 4024	Sociology of Social Movements
SOCMAJ 4034	Social Demography
SOCMAJ 4044 or SOCREM 4044	Sociology of Development or Sociological Research Methods
SOCMIN 4014	Contemporary Sociological Thinkers
<b>SEMESTER-VIII</b>	
SOCMAJ 4054	Post Modern Social Theories
SOCMIN4024	Sociology of Organisations
SOCADL40112 <i>or</i>	Dissertation <i>or</i>
SOCADL 4024	Statistical Methods of Analysis
SOCADL4034	Qualitative Method of Analysis
SOCADL 4044	Research and Publication Ethics



**SEMESTER – I**  
**PAPER: SOCMAJ 1014**  
**INTRODUCTION TO SOCIOLOGY**  
**Credit:4**

**Course Objective:**

1. The mandate of the course is to introduce the discipline of Sociology to students from diverse trainings and capabilities.
2. The course is intended to introduce the students to a sociological way of thinking.
3. This course also provides a foundation for the other more detailed and specialized courses in sociology.

**Course Outcomes:**

1. This paper will help students to have a general understanding of the discipline and perspective of Sociology.
2. The students will be able to think sociologically and apply the sociological concepts in real world.
3. A strong foundation will be gained by students which would enable the learner to develop keen insights to distinguish between the common-sense knowledge and Sociological knowledge.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Sociology: Discipline and Perspective**

Marks: 20

Thinking Sociologically

Emergence of Sociology

**UNIT 2. Sociology and Other Social Sciences**

Marks: 20

Sociology and Social Anthropology

Sociology & Psychology

Sociology & History

**UNIT 3. Basic Concepts**

Marks: 30

Individual and Group

Associations and Institutions

Culture and Society

Social Change

**UNIT 4. Social Processes**

Marks: 30

Meaning and Definition

Associative Social Processes: Cooperation, Accommodation, Assimilation

Dissociative Social Processes: Competition and Conflict

**Course Contents and Itinerary:**

**UNIT 1. Sociology: Discipline and Perspective**

**Thinking Sociologically**

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

### **Emergence of Sociology**

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

## **UNIT 2. Sociology and Other Social Sciences**

### **Sociology and Social Anthropology**

Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

### **Sociology & Psychology**

Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29

### **Sociology & History**

Bourdieu, P., Chartier, R., 2015, *The Sociologist and the Historian*. Germany: Polity Press.

## **UNIT 3. Basic Concepts**

### **Individual and Group**

Cooley, C. H., 1929, *Social Organization*. United States: Transaction Publishers.

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

### **Associations and Institutions**

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

### **Culture and Society**

Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125- 151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212

Billington, R., Strawbridge, S., Greensides, L., Fitzsimons, A. (1991). *Culture and Society: Sociology of Culture*. United Kingdom: Bloomsbury Publishing.

### **Social Change**

Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567

Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-

39, Chapter 9, 'McDonaldisationIn a Changing World', Pp. 167-199

#### **UNIT 4. Sociological Process**

Haralambos, M., & Heald, R. M., 2009, *Sociology, themes and perspectives*. Oxford University Press.

Abraham, M. F. (1983). *Modern Sociological Theory: An Introduction*. India: Oxford University Press.

Giddens, Anthony 1993 *Sociology (2 nd Edition)* Cambridge: Polity Press.

Inkeles, Alex 1987 *What Is Sociology?* New Delhi: Prentice-Hall of India.

Johnson, Harry M. 1995 *Sociology: A Systematic Introduction* New Delhi: Allied Publishers.

Ogburn, W.F and Nimkoff 1959 *A Handbook of Sociology* London: Routledge and Kegan Paul.



**SEMESTER – I**  
**PAPER: SOCMIN 1014**  
**INTRODUCTION TO SOCIOLOGY**  
**Credit: 4**

**Course Objective:**

1. This course intends to give a broad introduction to the discipline of sociology.
2. It familiarizes the students with some of the fundamental concepts and concerns of the discipline.

**Course Outcomes:**

1. This paper will help students to have a general understanding of the discipline and perspective of Sociology.
2. The course will enable students to comprehend social reality through sociological concepts.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Sociology: Discipline and Perspective**

Marks: 20

Thinking Sociologically

Emergence of Sociology

**UNIT 2. Relationship of Sociology and other Social Sciences**

Marks: 20

Sociology and Anthropology

Sociology and Psychology

Sociology and History

**UNIT 3. Sociological Concepts**

Marks: 30

Status and Role

Groups

Culture

Socialization

Structure and Function

Social Control and Change

**UNIT 4. Social Processes**

Marks: 30

Meaning and Definition

Associative Social Processes: Cooperation, Accommodation, Assimilation

Dissociative Social Processes: Competition and Conflict

**Course Contents and Itinerary:**

**UNIT 1. Sociology: Discipline and Perspective**

**Thinking Sociologically**

Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

### **Emergence of Sociology**

Giddens, A., 2006 (5th ed.), Sociology, London: Oxford University Press, Chapter 1, pp. 2-29.

## **UNIT 2. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.**

Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp. 16-34.

## **UNIT 3. Sociological Concepts**

### **Status and Role**

Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 9, pp. 250-279.

Linton, R., 1936, The Study of Man, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

### **Groups**

Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 10, pp. 280-309.

### **Culture**

Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 5 & 6, pp. 125-187.

### **Socialization**

Horton, P.B. and C.L. Hunt, 1985, Sociology, New York: McGraw Hill, Chapter 4, pp. 79-103.

### **Structure and Function**

Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London: Cohen and West, Chapter 9& 10, pp. 178-204.

### **Social Control and Change**

Horton, P.B. and C.L. Hunt, 1985, Sociology, New York: McGraw Hill, Chapter 7 & 20, pp. 154-181, 509-540.

## **UNIT 4. Sociological Process**

Haralambos, M., & Heald, R. M., 2009, Sociology, themes and perspectives. Oxford University Press.

Abraham, M. F. (1983). Modern Sociological Theory: An Introduction. India: Oxford University Press.

Giddens, Anthony 1993 Sociology (2 nd Edition) Cambridge: Polity Press.

Inkeles, Alex 1987 What Is Sociology? New Delhi: Prentice-Hall of India.

Johnson, Harry M. 1995 Sociology: A Systematic Introduction New Delhi: Allied Publishers.

Ogburn, W.F and Nimkoff 1959 A Handbook of Sociology London: Routledge and Kegan Paul

**SEMESTER-I**  
**PAPER: SOCIDC 1013**  
**SOCIOLOGY OF EDUCATION**  
**Credit: 3**

**Course Objective:**

1. The course aims to present a conceptually clear picture of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities.
2. The course also intends to understand the concept of equality and help identify inequalities and injustices prevalent in education system to gain a clear idea of the present education scenario.

**Course Outcomes:**

1. The students will attain an understanding of the social dimensions of education which includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work.
2. The students will develop an appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education. They will also be able to identify the inequalities and injustices prevalent in the education system and address them.

**Course Outline:**

**(Total Marks=50)**

**UNIT 1. Introduction: Conceptual clarity**

Marks: 10

Relationship between Society and Education  
Education and Development.

**UNIT 2. Socialization and Education**

Marks: 20

Relations between Socialization and Education  
Agencies of Socialization and Education: Family, Peer Groups, School and Media

**UNIT 3. Education, Inequalities and Social Justice**

Marks: 20

Concept of Equality of Educational Opportunity  
Education and Disparities: Caste, Class, Tribe, Gender, Rural-urban, Education and Social mobility.

**Course Contents and Itinerary:**

**UNIT 1. Introduction: Conceptual clarity**

Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. pp. 92-104

Mathur, S. S. 1966. A Sociological Approach to Indian Education. India: Vinod Pustak Mandir.

Kumar, Krishna. 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') & 2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

Aggarwal, J. C. 2010. Theory & Principles of Education, 13th Edition. India: Vikas.

## **UNIT 2. Socialization and Education**

Sarangapani, Padma. 2003. 'The End of Childhood' in Construction of School Knowledge. New Delhi: Sage. Pp72-101.

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

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

Thapan, Meenakshi. 2006. 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in Economic and Political Weekly. Vol. 41, No. 39. Pp. 4195-4203

## **UNIT 3. Education, Inequalities and Social Justice**

Macleod, Jay. 2009. Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood. 3rd ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135

Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. pp. 132-151

Kumar, Krishna. 1989. 'Learning to be Backward' in Social Character of Learning. New Delhi: Sage. pp. 59-77

Dharampal. 2002. The Beautiful Tree: Indigenous Education in the Eighteenth Century. Dharampal Collected Writings. Volume III. Goa: Other India Press. Pp 7-21, 81-86

Deshpande, Satish and Apoorvanand. 2018. 'Exclusion in Indian Higher Education Today' in India Exclusion Report. New Delhi: Yoda Press. pp. 191-218

Freire, Paulo. (1970/1993). Pedagogy of the Oppressed. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67

**SEMESTER - I**  
**Paper: SOCSEC 1013**  
**READING, WRITING AND REASONING FOR SOCIOLOGY**  
**Credit: 3**

**Course Objective:**

1. This course aims at providing techniques for developing literacy in academic language.
2. It is intended to provide graded series of reading and writing exercises using ‘real’ texts from the social sciences that will enable students to tackle text-related tasks with confidence.

**Course Outcomes:**

1. By the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively. They will be able to identify standard elements of writing and different genres of writing from personal essay to academic writing. The students will also be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world.
2. The students will be able to read academic texts and identify the central argument(s) and grasp the content of the texts, the organization of ideas, structure of the arguments, style and tone of the author and author biases and identify general conclusions from specific details in texts. They will be equipped to express in different genres of writing such as summaries, critical reviews and essays, and be able to conceptualize and plan a research paper. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

**Course Outline:**

**(Total Marks=50)**

**UNIT 1. Introduction: The virtues of repetition**

Marks: 10

**UNIT 2. Techniques for reading academic texts**

Marks: 20

Grasping the whole: How to get an overview

Divide and conquer: Taking texts apart

Getting outside help: Recruiting extra resources

**UNIT 3. How to begin writing academic prose**

Marks: 20

Building a structure: What do you want to say?

Working with blocks: Sections, Paras, Sentences

Borrowing material: Paraphrasing, Quoting, Citing

Peer reviewing

**Course Contents and Itinerary:**

**UNIT 1. Introduction: The virtues of repetition**

Academic reading and writing is really all about re-reading and rewriting – about repeatedly re-working a text until some provisional goal is achieved.

**Assignment, Day 1:** Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

**Assignment, Day 2:** Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)

**Assignment, Day 3:** Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

## **UNIT 2. Techniques for reading academic texts**

### **Grasping the whole: How to get an overview**

Titles as the shortest summary of a text

Good and bad titles

Section headings (where present)

Introductions and Conclusions

Identifying important passages and sentences

### **Divide and conquer: Taking texts apart**

Beginning, middle and conclusion – stages of argument

The architecture of arguments: main, subsidiary, minor

Everything is not equally important: Distribution of emphasis

### **Getting outside help: Recruiting extra resources**

Isolating words & terms: Dictionaries, Encyclopedias

Contextualising texts with quick background research

Productive ways of asking for help from teachers/tutors

## **UNIT 3. Techniques for writing academic prose**

### **Building a structure: What do you want to say?**

Beginning, middle and conclusion – stages of argument

The architecture of arguments: main, subsidiary, minor

Everything is not equally important: Distribution of emphasis

### **Working with blocks: Sections, Paragraphs, Sentences**

How many sections? Job descriptions for each section

Paragraphs as key building blocks of academic prose

Sentences and punctuation; length, balance, continuity

### **Borrowing material: Paraphrasing, Quoting, Citing**

The difference between paraphrasing and plagiarism

Quotations: When? Why? How?

Citation styles

Productive ways of asking for help from teachers/tutors

### **Final sessions: peer reviewing**

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

**Assignment**, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

**Assignment**, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

**Assignment**, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

**SEMESTER – I**  
**PAPER: SOCVAC 1014**  
**INDIAN SOCIETY AND CULTURE**  
**Credit: 4**

**Course Objective:**

1. The purpose of this course is to expose students to different aspects of Indian society and culture. 2. This course aims at helping students to develop an understanding of societal and cultural dimensions of the dynamic nature of society and the environment in which they will live and work as social scientists, professionals and entrepreneurs.

**Course Outcomes:**

1. This course will help students to develop an understanding of social and cultural environment.  
2. It will prod students to understand the linkages among social, cultural and professional environment. They will get an appreciation of how societal and cultural issues interface with different professions in the context of overall development of the country.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Introduction to Indian Society**

Marks: 25

Social Institutions in Indian Society: Family, Religion and Education

Social Structure: Rural and Urban Contexts

Caste, Tribe, Dalits and Other Excluded Groups

Power and Conflicts

**UNIT 2. Introduction to Culture in Indian Society**

Marks: 25

Expressions of Culture in India: Dance forms, Music, Art and Architecture, Handloom and Weaving techniques

Languages and Literature in India

Cultural Change and its Impact on Indian Society

**UNIT 3. Social Issues in Modern India**

Marks: 25

Poverty – multidimensional aspects

Gender issues in modern India

Slums; Child rights; Differently abled.

**UNIT 4. Science, Technology and Society**

Marks: 25

Appropriate Technology

Science, Technology and Development Linkage

Science and Technology Policy in India

**Course Contents and Itinerary:**

**UNIT 1. Introduction to Indian Society**

**Social Institutions in Indian Society: Family, religion and education**

Sharma, R. K. 2004. Indian Society, Institutions and Change. India: Atlantic.



Jayapalan, N. 2001. Indian Society and Social Institutions. India: Atlantic Publishers and Distributors.

### **Social Structure – Rural and Urban Contexts**

Gihar, P. 2003. Social Structure in Urban India. India: Discovery Publishing House.

Rao, M.S.A. 1974. Urban Sociology in India: Reader and Source Book. California: Orient Longman.

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

### **Caste, Tribe, Dalits and Other Excluded Groups**

Krishnan, P. S. 2017. Social Exclusion and Justice in India. India: Taylor & Francis.

Bhattacharyya, A; Basu, S. 2017. Marginalities in India: Themes and Perspectives. Singapore: Springer Nature Singapore.

Naik, A. K., Sabharwal, N. S., Diwakar, D. G., Borooh, V. K., Mishra, V. K. 2015. Caste, Discrimination, and Exclusion in Modern India. India: SAGE Publications.

### **Power and Conflicts**

Weiner, M. 2015. Sons of the Soil: Migration and Ethnic Conflict in India. United States: Princeton University Press.

## **UNIT 2. Introduction to Culture in Indian Society**

### **Expressions of culture in India: Dance forms, music, art and architecture, handloom and weaving techniques**

Kuiper, K. 2010. The Culture of India. United States: Britannica Educational Publishing.

Kutty, P. V. V. G. 2002. National experiences with the protection of expressions of folklore/traditional cultural expressions: India, Indonesia and the Philippines. Switzerland: WIPO.

Kumar, A. 2016. Indian Art & Culture (E). India: Arihant Publication India Limited.

### **Languages and Literature in India**

Chatterji, S. K. 1963. Languages and Literatures of Modern India. India: Bengal Publishers.

### **Culture Change and its Impact on Indian Society**

Hasanain, N. 2011. Indian Society and Culture: Continuity and Change. India: New Royal Book.

Srinivas, M. N. 1995. Social Change in Modern India. India: Orient BlackSwan.

## **UNIT 3. Social Issues in Modern India**

### **Poverty – multidimensional aspects**

Naoroji, D. 1878. Poverty of India. United Kingdom: Vincent Brooks, Day and Son.

Rao, K. N. 2005. Poverty in India: Global and Regional Dimensions. India: Deep & Deep Publications, published.

### **Gender issues in development**

Mathu, A. 2008. Gender and Development in India: The Indian Scenario. India: Kalpaz Publications.

Spary, C. 2019. Gender, Development, and the State in India. United States: Taylor & Francis.

Vlassoff, C. 2013. Gender Equality and Inequality in Rural India: Blessed with a Son. United Kingdom: Palgrave Macmillan.

### **Slums; Child rights; Differently abled.**

Tabassum, H. 2011. Slums in India. India: ABD Publishers.

Dash, B. M. 2011. Child Labour in Informal Sector. India: Discovery Publishing House Pvt Limited.

Bajpai, A. 2018. *Child Rights in India: Law, Policy, and Practice*. India: OUP India.

Artiles, A.J., Christopher J. 2019. *The SAGE Handbook of Inclusion and Diversity in Education*. United Kingdom: SAGE Publications.

Ghosh, N. 2016. *Interrogating Disability in India: Theory and Practice*. India: Springer India.

#### **UNIT 4. Science, Technology and Society**

Dunn, P. D. (1979). *Appropriate technology: technology with a human face*. New York: Schocken Books.

Raj, B., Chidambaran G, et.al. 2016. *Science, Technology and Indian Society: An Anthology of Perspectives*. India: National Institute of Advanced Studies.

Segaert, B., Vandermoere, F, et.al. 2017. *Imagined Futures in Science, Technology and Society*. United Kingdom: Taylor & Francis.

**SEMESTER – II**  
**PAPER: SOCMAJ 1024**  
**SOCIOLOGY OF INDIA**  
**Credit: 4**

**Course Objective:**

1. This course aims to introduce the processes and modes of construction of knowledge of India.
2. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

**Course Outcomes:**

1. Through this course the students will attain the foundation of viewing images and ideas of India through a sociological lens. They will be further able to investigate sociological concepts and institutions in the Indian context.
2. Through informed interrogation of images, ideas, concepts and institutions of India, the students will develop critical and analytical thinking.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. India: An Object of Knowledge**

Marks: 25

The Colonial Discourse

The Nationalist Discourse

The Subaltern Critique

**UNIT 2. Indian Society: Concepts and Institutions**

Marks: 30

Caste: Concept and Critique

Agrarian Classes

Tribe: Profile and Location

Kinship: Principle and Pattern

Religion and Society

**UNIT 3. Ideas of India**

Marks: 20

Gandhi and Ambedkar

Indological Approaches

**UNIT 4. Challenges to Civilization, State and Society**

Marks: 25

Communalism

Secularism

Nationalism

**Course Contents and Itinerary:**

**UNIT 1. India: An Object of Knowledge**

**The Colonial Discourse**

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays, Delhi: Oxford University Press, Pp.136-171

## **The Nationalist Discourse**

Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

## **The Subaltern Critique**

Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

## **UNIT 2. Indian Society: Concepts and Institutions**

### **Caste: Concept and Critique**

Ghurye, G. S. 1969. *Caste and Race in India*. India: Popular Prakashan.

Ambedkar, B. 2021. *Castes in India*. India. Prabhat Prakashan.

### **Agrarian Classes**

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

### **Tribe: Profile and Location**

Haimendorf, C. V. F., 1967, "The Position of Tribal Population in India", in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press,

### **Kinship: Principle and Pattern**

Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

### **Religion and Society**

Srinivas, M.N. and A. M. Shah, 1968, "Hinduism", in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26, Pp.242-258

Uberoi, J.P.S., 1997, "The Five Symbols of Sikhism", in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

## **UNIT 3. Ideas of India**

### **Gandhi and Ambedkar**

Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

### **Indological Approaches**

Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

## **UNIT 4. Challenges to Civilization, State and Society**

### **Communalism**

Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.98-110

### **Secularism**

4.2.1. Sinha, V. K. 1968. *Secularism in India*. India: Lalvani Publishing House.

4.2.2 Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233- 265

### **Nationalism**

4.3.1. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

**SEMESTER – II**  
**PAPER: SOCMIN 1024**  
**SOCIOLOGY OF INDIA**  
**Credit: 4**

**Course Objective:**

1. This paper aims to provide an outline of the institutions and processes of Indian society.
2. The central objective is to encourage students to view the Indian reality through a sociological lens.

**Course Outcomes:**

1. The students will acquire a familiarity with ideas of India in their social and historical context and will be acquainted with key institutions and processes of Indian society.
2. The students will gain an ability to understand social institutions with sociological imagination and with a critical and comparative spirit. There will be a preliminary understanding of sociological discourse on Indian society.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. India as a Plural Society**

Marks: 15

**UNIT 2. Social Institutions and Practices**

Marks: 35

Caste

Tribe

Class

Village

Family and Kinship

**UNIT 3. Identities and Change**

Marks: 25

Dalits' Movement

Women's Movement

**UNIT 4. Challenges to State and Society**

Marks: 25

Communalism

Secularism

**COURSE CONTENTS AND ITINERARY**

**UNIT 1. India as a Plural Society**

Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction.

Stern, Robert W. 2003. Changing India. Cambridge: CUP. Introduction. Change, societies of India and Indian Society. pp. 1 – 31.

**UNIT 2. Social Institutions and Practices**

**Caste**

Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of 'Developing Societies': South Asia*. London: Macmillan. John Harriss, "The Formation of Indian society: Ideology and Power". pp. 126 – 133.

### **Tribe**

Haimendorf, C.V.F., 1967, "The Position of Tribal Population in India", in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.

### **Class**

Thorner, Daniel, 1992. "Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.

Deshpande, Satish, 2003, *Contemporary India: A Sociological View*. New Delhi; Viking, pp. 125-150.

### **Village**

Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, pp.20-59.

### **Family and Kinship**

Shah, A. M., 1998, *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52-63.

Karve, Iravati. 1994, "The Kinship map of India", in Patricia Uberoi(ed.) *Family, kinship and marriage in India*. Delhi: Oxford University Press, pp.50-73.

### **UNIT 3. Identities and Change**

Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and 7.

Kumar, Radha. 1999, "From Chipko to sati: The Contemporary women's movement", in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

### **UNIT 4. Challenges to State and Society**

Madan, T.N., 1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press, Chapter 8.

Dumont, L. 1997, *Religion, Politics and History in India*. Paris: Mouton, Chapter 5.

**SEMESTER – II**  
**PAPER: SOCIDC 1023**  
**SOCIOLOGY OF MEDIA**  
**Credit: 3**

**Course Objectives:**

1. The course aims to introduce the students to certain major themes of outlining the interconnections between media and society.
2. This course intends to familiarize students with important theories in the sociology of media.
3. This course also aims to bring about understanding in the process of production, control and reception of media and its representations critically from a sociological perspective.

**Course Outcomes:**

1. The students will be able to develop an appreciation of mediatized character of social existence and its history.
2. The students will get an acquaintance with history, concepts and various theoretical strands in sociology of media.
3. The students will acquire an understanding of social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects.

**Course Outline:**

**(Total Marks=50)**

**UNIT 1. Mass Society and Mass Media**

Marks: 10

**UNIT 2. Theoretical Approaches**

Marks: 20

Neo-Marxist

Feminist

Semiotic

Interactionist

**UNIT 3. Media Processes**

Marks: 20

Production, Control and Challenges by New Media

Media Representation

Audience Reception

**COURSE CONTENTS AND ITINERARY**

**UNIT 1. Mass Society and Mass Media**

McLuhan, Marshall. 1964, Understanding Media: Extensions of Man. Cambridge: The MIT Press. Pp. 07-21.

Jacobs, Norman. 1960, 'Mass Culture and Mass Media' & 'Culture and Society' In Daedalus Vol. 89, No. 2, Spring, 1960. Pp. 273-287.

**UNIT 2. Theoretical Approaches**

**Neo-Marxist**

Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In *The Culture Industry: Selected Essays in Mass Culture*. London: Routledge. Pp. 98-106.

Benjamin, W. 1968. 'The Work of Art in the Age of Mechanical Reproduction' in Hannah Arendt (eds) Zohn(Trans.), *Illuminations: Essays and Reflections* (pp. 217-252). New York: Schocken Books.

### **Feminist**

Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

McRobbie, Angela, 'Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime' In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

### **Semiotic**

Barthes, Roland. 'The Photographic Message' In *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.

Hall, Stuart. "Encoding/Decoding." In *Critical Visions in Film Theory*. Ed. Timothy Corrigan, P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87.

### **Interactionist**

Thompson, John B. 'The Rise of Mediated Interaction' In *The Media and Modernity: A Social Theory of the Media*. Stanford, CA: Stanford UP, 1995.

## **UNIT 3. Media Processes**

### **Production and Control in Old and New Media**

Herman, Edward S., and Noam Chomsky. 'A Propaganda Model' In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Pp. 1-35.

Kaur, Raminder, and William Mazzarella. 'Between Sedition and Seduction Thinking Censorship in South Asia' In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.

Eko, Lyombe, 2012. 'New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the "Arab Spring" of 2011 in North Africa' In *New Media, Old Regimes: Case Studies in Comparative Communication Law and Policy*. Boulder: Lexington Books. Pp. 129-160.

### **Media Representations**

Dyer, Richard. 2012, 'Stereotyping', In Meenakshi Durham and Douglas M. Kellner (eds.) *Media and Cultural Studies: Keywords*, Oxford: Blackwell. Pp. 275-282.

Sorenson, John. 1991, 'Mass Media and Discourse on Famine in the Horn of Africa' In *Discourse & Society*, Sage: London 1991; Vol 2(2); 223-242.

### **Audience Reception**

Livingstone, Soia. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed.) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In *On Television*. New York: The New Press. Pp. 39-67.

Naficy, Hamid. 'Ideological and Spectatorial Formations' In *A Social History of Iranian Cinema*. Durham [N.C.]: Duke UP, 2011. pp. 71-140.



**SEMESTER – II**  
**PAPER: SOCSEC 1023**  
**TECHNIQUE OF ETHNOGRAPHIC FILMMAKING**  
**Credit: 3**

**Course Objectives:**

1. This course focuses on doing sociology through forms other than the written; in particular, the oral, aural, and the visual.
2. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography.

**Course Outcomes:**

1. This course will prepare the students for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.
2. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaningmaking of social remains crucial in the SEC programme. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues. Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning.

**Course Outline:**

**(Total Marks=50)**

**UNIT 1. Introduction to Ethnographic Filmmaking**

Marks: 15

Ethnography and Filmmaking: The Text and the Image

Different Modes of Filmmaking

Understanding the use of Camera in Ethnography

1.4. The Filmmaker and the Filmed: Relationship and understanding 'ethics'

**UNIT 2. Editing and Construction of Meaning**

Marks: 15

Understanding multiple shots and camera movement

Tools for Film Editing

Filming Oral testimonies, Interviews and Interactions

**UNIT 3. Final Film Projects**

Marks: 20

**Course Contents and Itinerary:**

**UNIT 1. Introduction to Ethnographic Filmmaking**

**Ethnography and Filmmaking: The Text and the Image**

Rouch, Jean, 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, Cine-Ethnography. University of Minnesota Press, 2003. Pp. 147-187

Hastrup, Kirsten. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In Film as Ethnography. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25. Suggested Screening of Film Scenes/Sequences, Trance and Dance in Bali by Margaret Mead and Gregory Bateson, 22 mins.

### **Different Modes of Filmmaking**

Nichols, Bill. 'What types of Documentary are there?' In Introduction to Documentary. Bloomington: Indiana University Press, 2001. Pp. 99-137.

Suggested Screening of Film Scenes/Sequences: Etre et Avoit by Nicholas Philibert's, 105 mins, 2002; New Boys by David MacDougall, 100 mins, 2003; Dilli- Mumbai-Dilli by Saba Dewan, 63 mins, 2006; Bowling for Columbine by Roger Moore, 120 mins, 2002.

Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

Practical Work for Week 1/2 - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

### **Understanding the use of Camera in Ethnography**

El Guindi, Fadwa. 'For God's Sake Margaret' In Visual Anthropology: Essential Method and Theory, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

1.3.2. Suggested Screening of Film Scenes/Sequences: Diyas, Judith MacDougall, 56 mins, 1997/2000.

1.3.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; Filmmaker's Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

1.3.4. Practical Work for Week 3 – Camera mounting on tripod; handheld camera practices.

### **Filmmaker and the Filmed: Relationship and understanding 'ethics'.**

Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in The. Independent Film and Video Monthly April 1984. Pp. 15-17

MacDougall, 'Whose Story is it?' In Visual Anthropology Review, Volume 7, Issue 2, Pp. 2–10, September 1991

Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

By this point, students should start thinking about topics and groups for their final film.

Practical Work for Week 4-5: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

Viewing of assignments and discussions.

## **2. Editing and Construction of Meaning**

### **Understanding multiple shots and camera movement**

Suggested topics for technical discussion: Multiple shots, understanding point-of-view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

Suggested Screening of Film Scenes/Sequences: Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925; Strangers on a Train by Alfred Hitchcock, 101 min, 1951.

### **Tools for Film Editing**

Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie Maker); Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

Practical Work for Week 6-9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

2.2.3. Viewing of assignments and discussions.

### **Filming Oral Testimonies, Interviews and Interactions**

Suggested Screening of Film Scenes/Sequences: Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961.

Suggested topics for technical discussion: Sound and audio equipment.

Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

Viewing of assignments and discussions.

### **3. Final Film Projects**

Film length limited to 5 - 8 mins.

Viewing of projects and discussion.

Note: This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

Suggested Readings:

Heider, Karl G. 2006. *Ethnographic Film*, Austin: University of Texas Press.

MacDougall, David. 'Ethnographic Film: Failure and Promise', *Annual Review of Anthropology* Vol. 7, pp. 405-425

**SEMESTER – II**  
**PAPER: SOCVAC 1024**  
**SOCIETY AND ISSUES OF NORTH-EAST REGION (SEVEN SISTERS)**  
**Credit:4**

**Course Objective:**

1. The course aims to acquaint students about vital issues and dimensions of the complex society of the North-East India.
2. To provide students with a comprehensive understanding of facts and figures about nature and structure of the region's historical trajectories.

**Course Outcomes:**

1. This paper will help the students to understand the social, cultural, political and economic background of the North-east region. The students will be able to conceptualise and understand the various issues pertaining to this region.
2. The course will help students to critically analyze and understand the genesis of problems of the region and will enable students help suggesting viable measures to address/redress the issues and problems for an all-round, inclusive development and change in Northeast society.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Conceptualising Northeast India**

Marks: 25

Geography: Hills- Valleys- Rivers, Climate, Vegetation

History: Written and Oral traditions, Myths and Legends

Culture: Religious practices, Languages, Festivals

Polity: State formation, Chieftainship, Colonial interventions

**UNIT 2. Northeast India after Independence**

Marks: 25

Sixth Schedule to the Constitution and Autonomy provisions

Reorganisation of Assam and Emergence of New states

Movements for Self Determination: (Naga Movement, Bodo Movement, Mizo Movement)

**UNIT 3- Developmental Politics in Northeast India**

Marks: 25

Traditional Economic Practices (e.g., Jhum) and Challenges

Constitutional Vision of Development of NER

Emerging Paradigms of Development

**UNIT 4- North East India and Neighbouring Countries**

Marks: 25

Borders of Northeast India and Migration across Borders

Shared History of Northeast India with bordering countries

Look (Act) East Policy and Northeast India

**Course Contents and Itinerary:**

## **UNIT 1. Conceptualising Northeast India**

- Baruah Apurba K. 2003. Tribal Traditions and crises of Governance in North East India, With Special Reference to Meghalaya. Destine, LSE, London: Cabridge University Press.
- Baruah, Apurba K. 1991. Social Tensions in Assam: Middle Class Politics in Assam. Guwahati: Purbanchal Prakash.
- Baruah, Kanak Lal. 1973. Studies in the Early History of Assam. Jorhat: Kanaklal Baruah Birth Centenary Committee [on behalf of] Asam Sahitya Sabha.
- Baruah, Sanjib. 2005. Durable disorder: understanding the politics of northeast India. New Delhi: Oxford University Press.
- Baruah, Sanjib. 1999. India against itself: Assam and the politics of nationality. New Delhi: Oxford University Press.
- Brara, N. Vijaylakshmi. 1998. Politics, society and cosmology in India's north east. Delhi: Oxford University Press.
- Chatterji, Suniti Kumar. 1991 (1955). The Place of Assam in the History and Civilisation of India. Guwahati: University Publication Department, Gauhati University.
- Chaube, S.K. 1973. Hill Politics in Northeast India, New Delhi: Orient Longman Limited.
- Elwin, Verrier. 1964. A Philosophy for NEFA. Itanagar: P.C. Dutta On Behalf of Arunachal Pradesh.
- Ganguli, J B. 2006. An Economic History of Northeast India: 1826-1947. New Delhi: Akansha Publishing House.
- Ghurye, Gobind Sadashiv. 1980. The Burning Caldron of Northeast India. New Delhi: Popular Prakashan.
- Guha, A. 1991. Medieval and Early Colonial Assam: Society, Polity, Economy. Kolkata: K.P Bagchi & Company.
- Guha, A. 2006. Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947. New Delhi: Tulika Books.
- Gunnel, C. 2013. Founding an Empire on India's North-Eastern Frontiers, 1790 – 1840: Climate, Commerce, Polity. New Delhi: Oxford University Press.
- Hassan, M. S. 2008. Building Legitimacy: Exploring State-Society Relations in Northeast India. New Delhi: Oxford University Press.
- Karlsson, B.G. 2011. Unruly Hills: Nature and Nation in India's Northeast. New Delhi: Orient BlackSwan.
- Lal Dena. 1991. (ed.) History of modern Manipur 1826-1949. New Delhi: Orbit Publishers-Distributors.
- Ludden, David. 2004. Where is Assam? Using Geographical History to Locate Current Social Realities (Ceniseas Paper 1). Guwahati: Centre for Northeast India, South and Southeast Asian Studies, Omeo Kumar Das Institute of Social Change and Development.

## **UNIT 2. Northeast India after Independence**

- Das Samir Kumar. 2013. Governing India's Northeast: Essays on Insurgency, Development and the Culture of Peace. New Delhi: Springer.
- Datta, P.S. 1995. (ed.) North east and the Indian state: paradoxes of a periphery. New Delhi: Vikas Publishing House.
- Ao, Lanunungsang A. 2002. From Phizo to Muivah: the Naga national question in north-east India. New Delhi: Mittal Publications.
- Baruah A K. 1997. Reorganization of Composite Assam and Linguistic Chauvinism of Asomiyas. Proceedings of the NEIHA, Aizawl Session, Shillong.

Baruah Apurba K. 2004. *Ethnic Conflicts and Traditional Self-Governing Institutions: A Study of LaitumkhrahDorbar*. London: Destine LSE [Also available in, [www.crisisstates.com](http://www.crisisstates.com)].

Baruah, A. K. 2002. *Student Power in NE India: Understanding Student Movements*. New Delhi: Regency Publications.

Baruah, Sanjib. 2009. (ed). *Beyond Counter-insurgency: Breaking the Impasse in Northeast India*. New Delhi: Oxford University Press

Chatterjee, Suhas. 1994. *Making of Mizoram: role of Laldenga*. Volumes 1 & 2. New Delhi: M.D. Publications.

Misra, Udoyan. 2000. *The Periphery Strikes Back: Challenges to the Nation State in Assam and Nagaland*. Shimla: Indian Institute of Advanced Studies.

Nag, S. 2002. *Contesting Marginalinality: Ethnicity, Insurgency and Subnationalism in Northeast India*. Delhi: Manohar Publishers.

Prabhakara, MS. 2011. *Looking Back into the Future: Identity and Insurgency in Northeast India*. Routledge: New Delhi.

Scott, James C. 2010. *The Art of Not Being Governed: An anarchist History of Upland Southeast Asia*. New Delhi: Orient Blackswan.

### **UNIT 3- Developmental Politics in Northeast India**

Ministry for Development of Northeast India. 2008. *Northeastern Region: Vision 2020*. Shillong: Northeastern Council.

Misra, B.P. 1976. *Socio-economic Adjustments of Tribals: Case-study of Tripura Jhumias*. New Delhi: Peoples Publishing House.

Sharma Manorama. 2004. *Critically Assessing Traditions: The Case of Meghalaya*. London: Destine, LSE Cambridge University Press 9.

Sharma, Manorama. 1990. *Social and Economic Change in Assam: Middle Class Hegemony*. New Delhi: Ajanta Publications.

### **UNIT 4- North East India and Neighbouring Countries**

Ayooob, M. 1990. *India and Southeast Asia: Indian perceptions and policies*. London and New York: Routledge.

Banerjee, Dipankar. 1997. *Myanmar and North East India*. New Delhi: Delhi Policy Group.

Baruah, Sanjib. 2004. *Between South and Southeast Asia: Northeast India and Look East Policy (Ceniseas Paper 4)*. Guwahati: Centre for Northeast India, South and Southeast Asia Studies, Omeo Kumar Das Institute of Social Change and Development.

Grare, Frederic and Amitabh Mattoo. 2001. (eds.) *India and ASEAN: the politics of India's look east policy*. New Delhi: Manohar Publications.

Lintner, B. 2012. *Great Game East: India, China and the struggle for Asia's most volatile frontier*, Noida: Harper Collins.

Lintner, Bertil. 1996. *Land of jade: a journey from India through northern Burma to China*. Bangkok: White Orchid Press.

Sarma, Atul and Saswati Choudhury. 2017. (eds.) *Mainstreaming the Northeast in India's Look and Act East Policy*. Singapore: Palgrave Macmillan.

**SEMESTER-III**  
**PAPER: SOCMAJ2014**  
**CLASSICAL SOCIOLOGICAL THINKERS**  
**CREDIT: 4**

**Course Objectives:**

1. The course aims to provide students with a comprehensive understanding of the foundational thinkers in the field of sociology.
2. To familiarize students with the ideas, theories, and contributions of key sociological thinkers from the classical period, which typically includes the 19th and early 20th centuries.

**Course Outcomes:**

1. Students will be able to understand the key concepts and theories proposed by classical sociological thinkers such as Karl Marx, Max Weber, and Emile Durkheim.
2. Students will be able to contextualize the theories within the historical and intellectual milieu of the 19th and early 20th centuries, including industrialization, urbanization, and social change.
3. Students will be able to assess how classical sociological theories continue to inform contemporary sociological debates and analyze their relevance in understanding current social issues and phenomena.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Founding Fathers: Auguste Comte and Herbert Spencer**

Marks: 25

**Auguste Comte (1798-1857)**

Biographical Sketch

The Central Ideas

Significance of Auguste Comte's Ideas to Contemporary Sociology

**Herbert Spencer (1820-1903)**

Biographical Sketch

The Central Ideas

Significance of Herbert Spencer's Ideas to Contemporary Sociology

**UNIT 2. Emile Durkheim**

Marks: 25

Early Life of Emile Durkheim

Rules of Sociological Methods

Division of Labour

Theory of Suicide

Sociology of Religion

**UNIT 3. Karl Marx**

Marks: 25

Dialectical Materialism

Historical Materialism  
Theory of Capitalism  
Class and Class Conflict  
Alienation

#### **UNIT 4. Max Weber**

Marks: 25

Social Action  
Verstehen  
Ideal Types  
Power  
Authority and Legitimacy  
Protestant Ethics and Spirit of Capitalism

#### **Course Content and Itinerary**

#### **UNIT 1. Founding Fathers: Auguste Comte and Herbert Spencer**

##### **Auguste Comte (1798-1857)**

##### **Biographical Sketch**

Abel, Theodore. (1980). *The Foundations of Sociological Theory*. Jaipur: Rawat Publication

##### **The Central Ideas**

Abraham, Francis M. and John Henry Morgan. 1985. *Sociological Thought*. Chennai: Macmillan India.

##### **1.2.3 Significance of Herbert Spencer's Ideas to Contemporary Sociology**

1.1.3.1 Aron, Raymond. (1965). *Main Currents in Sociological Thought*, Vol. I and II. Middlesex: Penguin Books.

##### **Herbert Spencer (1820-1903)**

##### **Biographical Sketch**

Boguardus, Emory S. (1969). *The Development of Social Theory*. Mumbai: Vakils, Feffa and Simons

Jayapalan, J. (2001). *Sociological Theory*. New Delhi: Atlantic Publishers and Distributors.

##### **The Central Ideas**

Ritzer, George. (1998). *Sociological Theory*, Second edition. New York: McGraw-Hill.

Turner, Jonathan H. (2007). *Handbook of Sociological Theory*. New York: Springer.

##### **1.2.3 Significance of Herbert Spencer's Ideas to Contemporary Sociology**

1.2.5 Allan, Kenneth and Kenneth D. Allan. (2009). *Explorations in Classical Sociological Theory: Seeing the Social World*. California: Pine Forges Press.

#### **UNIT 2. Emile Durkheim**

##### **Early Life of Emile Durkheim**

Lukes, S. (1985). *Emile Durkheim: His life and work: A historical and critical study*. Stanford University Press.

##### **Rules of Sociological Methods**

Ritzer, George. (1998). *Sociological Theory*, Second edition. New York: McGraw-Hill.

Jayapalan, J. (2001). *Sociological Theory*. New Delhi: Atlantic Publishers and Distributors.

##### **Division of Labour**



Sirianni, C. J. (1984). Justice and the division of labour: a reconsideration of Durkheim's Division of Labour in Society. *The Sociological Review*, 32(3), 449-470.

Brown, D., Harrison, M. J., Brown, D., & Harrison, M. J. (1978). Division of Labour. *A Sociology of Industrialisation: an introduction*, 30-47.

### **Theory of Suicide**

Allan, Kenneth and Kenneth D. Allan. (2009). *Explorations in Classical Sociological Theory: Seeing the Social World*. California: Pine Forges Press.

Johnson, B. D. (1965). Durkheim's one cause of suicide. *American Sociological Review*, 875-886.

### **Sociology of Religion**

Pickering, W. S. F. (2009). Durkheim's sociology of religion: Themes and theories.

Durkheim, E. (2016). The elementary forms of religious life. In *Social theory re-wired* (pp. 52-67). Routledge.

## **UNIT 3. Karl Marx**

### **Dialectical Materialism**

Turner, Jonathan H. (2007). *Handbook of Sociological Theory*. New York: Springer.

Muravev, A. N., & Osipov, I. D. (2019). Dialectical materialism of Karl Marx and philosophy in the contemporary world.

### **Historical Materialism**

Boguardus, Emory S. (1969). *The Development of Social Theory*. Mumbai: Vakils, Feffa and Simons

Bukharin, N. (2013). *Historical materialism: A system of sociology*. Routledge.

### **Theory of Capitalism**

Abel, Theodore. (1980). *The Foundations of Sociological Theory*. Jaipur: Rawat Publication

Katz, C. J. (1993). Karl Marx on the transition from feudalism to capitalism. *Theory and Society*, 363-389.

Milios, J., & Dimoulis, D. (2018). *Karl Marx and the classics: An essay on value, crises and the capitalist mode of production*. Routledge.

### **Class and Class Conflict**

Abraham, Francis M. and John Henry Morgan. (1985). *Sociological Thought*. Chennai: Macmillan India.

Saroj, P. R. I. Y. A., & Dhanju, S. S. (2019). Conflict Society and Marxism. A Critical Analysis. *Research Journal of English Language and Literature*, 7(4), 315-319.

Selwyn, B. (2013). Karl Marx, class struggle and labour-centred development. *Global labour journal*, 4(1).

### **Alienation**

Aron, Raymond. (1965). *Main Currents in Sociological Thought*, Vol. I and II. Middlesex: Penguin Books. 3.5.2

Marx, K. (2019). Alienation and social classes. In *Social Stratification, Class, Race, and Gender in Sociological Perspective, Second Edition* (pp. 87-91). Routledge.

## **UNIT 4. Max Weber**

### **Social Action**

Aron, Raymond. (1965). *Main Currents in Sociological Thought*, Vol. I and II. Middlesex: Penguin Books.

4.1.2 Utech, M. R. (1963). *The social action approach of Max Weber* (Master's thesis, Bowling Green State University).

## **Verstehen**

Jayapalan, J. (2001). *Sociological Theory*. New Delhi: Atlantic Publishers and Distributors.

Tucker, W. T. (1965). Max Weber's verstehen. *The Sociological Quarterly*, 6(2), 157-165.

## **Ideal Types**

Adams, Bert N., Rosalind Ann Sydie and R. A. Sydie. (2001). *Sociological Theory*. California: Pine Forge Press.

Eliaeson, S. (2000). Max Weber's methodology: An ideal-type. *Journal of the History of the Behavioral Sciences*, 36(3), 241-263.

## **Power**

Calhoun, Craig J. (2002). *Classical Sociological Theory*. Hoboken, NJ: Wiley-Blackwell.

Weber, M. (2023). Structures of power. In *Imperialism* (pp. 325-336). Routledge.

Brennan, C. (2020). *Max Weber on power and social stratification: an interpretation and critique*. Routledge.

## **Authority and Legitimacy**

Edles, Laura and Desfor Scott Appelrouth. (2010). *Sociological Theory in the Classical Era: Text and Readings*.

California: Pine Forge Press.

Spencer, M. E. (1970). Weber on legitimate norms and authority. *The British journal of sociology*, 21(2), 123-134.

## **Protestant Ethics and Spirit of Capitalism**

Weber, M., & Kalberg, S. (2013). *The Protestant ethic and the spirit of capitalism*. Routledge.

Fischhoff, E. (1944). The Protestant ethic and the spirit of capitalism: the history of a controversy. *Social Research*, 53-77.

**SEMESTER-III**  
**PAPER: SOCMAJ2024**  
**SOCIOLOGICAL THEORETICAL PERSPECTIVE**  
**CREDIT: 4**

**Course Objective:**

1. To introduce students to the diverse theoretical perspectives within sociology.
2. To develop students' ability to critically analyze and evaluate sociological theories.
3. To explore the historical and intellectual contexts that have shaped sociological theoretical development.
4. To encourage students to apply sociological theories to real-world issues and problems.

**Course Outcome:**

1. Students will gain an understanding of the major theoretical frameworks in sociology, including but not limited to functionalism, conflict theory, symbolic interactionism, and feminist theory.
2. Students will be able to assess the strengths and limitations of different theoretical perspectives, critically analyze their assumptions, and evaluate their applicability in explaining various social phenomena.
3. Students will understand the historical and intellectual roots of key sociological theories, including their connections to broader social, political, and philosophical movements.
4. Students will be able to apply sociological theories to analyze and understand contemporary social issues such as globalization, inequality, social movements, and cultural change, fostering a deeper understanding of the sociological imagination.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Perspectives in Sociology-I**

Marks: 30

Evolutionary  
Perspective  
Functionalism

Structuralism

Conflict Perspective

**UNIT 2. Perspectives in Sociology-II**

Marks: 20

Interpretive Sociology

Symbolic Interactionism

**UNIT 3. Perspectives in Sociology-III**

Marks: 20

Feminist Perspectives

Dalit Perspective

**UNIT 4. Differences and Debates**

Marks: 30

Division of Labour: Durkheim and Marx

Religion: Durkheim and Weber

Capitalism: Marx and Weber



## **Course Content and Itinerary**

### **UNIT 1. Perspectives in Sociology-I**

#### **Evolutionary Perspective**

Aaron, Raymond. (1965). *Main Currents in Sociological Thought*. (Vols 1&2), Tr. By Richard Howard and Helen Weaver, Great Britain: Pelican Books.

Collins, Randall. (1997). *Theoretical Sociology*. (Indian Edition), Jaipur: Rawat Pub.

Durkheim, Emile. (1893/1964). *The Division of Labour in Society*. New York: Free Press. Evans-Pritchard

Evans-Pritchard, E.E. (1981). *A History of Anthropological Thought*. London: Basic Books.

Hobart, Mark(ed). (1993). *The Growth of Ignorance: An Anthropological Critique of Development*. London: Routledge.

#### **Functionalism**

Crothers, Charles (1987). *Robert K. Merton*. Chichester, England: Ellis Horwood.

Durkheim, Emile. (1997) [1893]. *The Division of Labour in Society*. Trans. W. D. Halls, Intro. Lewis A. Coser. New York: Free Press.

Merton, R.K. (1968). *Social Theory and Social Structure*. New York et al: The Free Press.

Spencer, Herbert. 1873. *The Study of Sociology*. New York: D. Appleton.

Turner, Jonathan (1995). *The Structure of Sociological Theory*. Jaipur: Rawat.

#### **Structuralism**

Burridge, K.O.L. (1967). "Levi-Strauss and Myth." In Edmund Leach (ed), *The Structural Study of Myth and Totemism*. London: Routledge, pp 91-118

Clarke, Simon. (1981). *The Foundations of Structuralism*. Sussex: The Harvester Press.

Lévi-Strauss, Claude. (1953). "Social Structure." In A.L. Kroeber (ed), *Anthropology Today*. Chicago: Chicago University Press (pp.524-553).

Levi-Strauss, Claude. (1963a). *The Elementary Structures of Kinship*. Boston: Beacon Press.

#### **Conflict Perspective**

Collins, Randal. (ed). (1994). *Four Sociological Traditions*. Oxford: Oxford University Press.

Coser, Lewis. (1956). *The Functions of Social Conflict*. Routledge.

Dahrendorf, Ralph. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.

Scott, John. (2001). *Power*. Cambridge: Polity Press.

### **UNIT 2. Perspectives in Sociology-II**

#### **Interpretive Sociology**

Abraham, M. Francis. (2015). *Contemporary Sociology: An Introduction to Concepts and Theories (2nd Edition)*. New Delhi: Oxford University Press.

Aron, Raymond. (1967). *Main Currents in Sociological Thought (Volume 2)*. London: Penguin Books.

Blumer, Herbert. (1969). *Symbolic Interactionism: Perspective and Method*. Berkeley, CA: University of California Press.

Wallace, Ruth. A. and Wolf, Alison. (1995). *Contemporary Sociological Theory (Fourth edition)*. New Jersey: Prentice Hall.

## **Symbolic Interactionism**

- Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. Berkeley: University of California Press.
- Stryker, Sheldon. (1980). *Symbolic Interactionism: A Social Structural Version*, Menlo Park: Benjamin Cummings.
- Carter, Michael J and Celene Fuller. (2015). "Symbolic Interactionism" *Sociopedia*. isa, 1-17.

## **UNIT 3. Perspectives in Sociology-III**

### **Feminist Perspectives**

- Chaudhuri, M. (ed.). (2004). *Feminism in India*. New Delhi: Kali for Women.
- Jackson, S. and Sue Scott. (2002). pp. 1-26. Introduction. In: Stevi Scott and Sue Scott, (eds.), *Gender: A Sociological Reader*. London and New York: Routledge.
- Kachuck, Beatrice. (1995). pp.169-193. "Feminist Social Theories: Theme and Variations." *Sociological Bulletin*, 44(2)

### **Dalit Perspective**

- Ambedkar, B.R. (1979). *Caste Genesis, its Mechanism and Spread, in Ambedkar Writing and Speeches, Vol. 1*. Mumbai: Education Department, Government of Maharashtra.
- Arun, Joe. (2007). *Constructing Dalit Identity*. New Delhi: Rawat Publications.
- Dahiwale, S.M. (ed.). (2005). *Understanding Indian Society: The Non- Brahmanic Perspective*. New Delhi: Rawat Publications.
- Dumont, Louis. (1999). *Homo Hierarchicus: The Caste System and Its Implications*, New Delhi, Oxford University Press.

## **UNIT 4. Differences and Debates**

### **Division of Labour: Durkheim and Marx**

- Durkheim, Emile. (1984) [1893]. *Division of Labour in Society*. London: MacMillan.
- Kolakowski, Leszek. (1978). *Main Currents of Marxism-Its Origins, Growth and Dissolution. Volume-I*, Oxford: Oxford University Press.
- Marx, Karl. (1958). *Capital: A Critical Analysis of Capitalist Production. Vols-I-III*. Moscow: Foreign Languages Publishing House.
- Karx, K. and Engels, F. (1938). *German Ideology. Parts I and II*. London: Lawrence and Wishart.
- Smith, Adam. (1966) [1759]. *The Theory of Moral Sentiments*. New York: Kelley.

### **Religion: Durkheim and Weber**

- Collins, Randall. (1986). *Max Weber-A Skeleton Key*. Beverly Hills: Sage Publications.
- Durkheim, Emile (1984) [1912]. *Elementary Forms of the Religious Life*. London: Alien and Unwin.
- Weber, Max. 1958 [1930]. *The Protestant Ethic and the Spirit of Capitalism*. New York: Scribner.

### **Capitalism: Marx and Weber**

- Bottomore, Tom (Ed). (1983). *Dictionary of Marxist Thought*. Oxford: Blackwell.
- Freund, Julien. (1972). *The Sociology of Max Weber*. London: Penguin.
- Marx, K. and Engels, F. (1938). *German Ideology*. Parts I and II. London: Lawrence and Wishart.
- Weber, Max. (1958). *The Protestant Ethic and the Spirit of Capitalism*. New York: Scribner.
- Weber, Max. (1958). *The Rational and Social Foundations of Music*. Carbondale: Illinois University Press.

## **Social Change and Transformation**

Comte, Auguste. (1974). *The Positive Philosophy*. New York: AMS Press.

Durkheim, Emile. 1947 (1893). *The Division of Labour in Society*. New York: The Free Press.

Moore, Wilbert E. (1987). *Social Change*. New Delhi: Prentice Hall of India Private Limited.

White, Leslie A. (1959). *The Evolution of Culture*. New York: McGrawHill.

Steward, Julian H. (1963). *Theory of Culture Change: The Methodology of Multilinear Evolution*. Urbana: University of Illinois Press.

Toynbee, Arnold. 1946 (1934). *Study of History*. New York: Oxford University Press.

**SEMESTER-III**  
**PAPER: SOCMIN 2014**  
**CLASSICAL SOCIOLOGICAL THINKERS**  
**CREDIT:4**

**Course Objectives:**

1. The course aims to provide students with a comprehensive understanding of the foundational thinkers in the field of sociology.
2. To familiarize students with the ideas, theories, and contributions of key sociological thinkers from the classical period, which typically includes the 19th and early 20th centuries.

**Course Outcomes:**

1. Students will be able to explain the key concepts and theories proposed by classical sociological thinkers such as Karl Marx, Max Weber, and Emile Durkheim.
2. Students will be able to contextualize the theories within the historical and intellectual milieu of the 19th and early 20th centuries, including industrialization, urbanization, and social change.
3. Students will be able to assess how classical sociological theories continue to inform contemporary sociological debates and analyze their relevance in understanding current social issues and phenomena.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Founding Fathers: Auguste Comte and Herbert Spencer**

Marks: 30

Auguste Comte (1798-1857)

Biographical Sketch

The Central Ideas

Significance of Auguste Comte's Ideas to Contemporary Sociology

Herbert Spencer (1820-1903)

Biographical Sketch

The Central Ideas

Significance of Herbert Spencer's Ideas to Contemporary Sociology

**UNIT 2. Emile Durkheim**

Marks: 20

Division of Labour

Theory of Suicide

Sociology of Religion

**UNIT 3. Karl Marx**

Marks: 25

Dialectical Materialism

Historical Materialism

Theory of Capitalism

3.4 Alienation

**UNIT 4. Max Weber**

Marks: 25



Social Action

Verstehen

Authority and Legitimacy

Protestant Ethics and Spirit of Capitalism

## **Course Content and Itinerary**

### **UNIT 1. Founding Fathers: Auguste Comte and Herbert Spencer**

#### **Auguste Comte (1798-1857)**

Abel, Theodore. (1980). *The Foundations of Sociological Theory*. Jaipur: Rawat Publication

Abraham, Francis M. and John Henry Morgan. 1985. *Sociological Thought*. Chennai: Macmillan India.

Aron, Raymond. (1965). *Main Currents in Sociological Thought*, Vol. I and II. Middlesex: Penguin Books.

#### **Herbert Spencer (1820-1903)**

Boguardus, Emory S. (1969). *The Development of Social Theory*. Mumbai: Vakils, Feffa and Simons

Jayapalan, J. (2001). *Sociological Theory*. New Delhi: Atlantic Publishers and Distributors.

Ritzer, George. (1998). *Sociological Theory*, Second edition. New York: McGraw-Hill.

Turner, Jonathan H. (2007). *Handbook of Sociological Theory*. New York: Springer.

Allan, Kenneth and Kenneth D. Allan. (2009). *Explorations in Classical Sociological Theory: Seeing the Social World*. California: Pine Forges Press.

### **UNIT 2. Emile Durkheim**

#### **Division of Labour**

Sirianni, C. J. (1984). Justice and the division of labour: a reconsideration of Durkheim's Division of Labour in Society. *The Sociological Review*, 32(3), 449-470.

Brown, D., Harrison, M. J., Brown, D., & Harrison, M. J. (1978). Division of Labour. *A Sociology of Industrialisation: an introduction*, 30-47.

#### **Theory of Suicide**

Allan, Kenneth and Kenneth D. Allan. (2009). *Explorations in Classical Sociological Theory: Seeing the Social World*. California: Pine Forges Press.

Johnson, B. D. (1965). Durkheim's one cause of suicide. *American Sociological Review*, 875-886.

#### **Sociology of Religion**

Pickering, W. S. F. (2009). Durkheim's sociology of religion: Themes and theories.

Durkheim, E. (2016). The elementary forms of religious life. In *Social theory re-wired* (pp. 52-67). Routledge.

### **UNIT 3. Karl Marx**

#### **Dialectical Materialism**

Turner, Jonathan H. (2007). *Handbook of Sociological Theory*. New York: Springer.

Muravev, A. N., & Osipov, I. D. (2019). Dialectical materialism of Karl Marx and philosophy in the contemporary world.

#### **Historical Materialism**

Boguardus, Emory S. (1969). *The Development of Social Theory*. Mumbai: Vakils, Feffa and Simons

Bukharin, N. (2013). *Historical materialism: A system of sociology*. Routledge.

## **Theory of Capitalism**

Abel, Theodore. (1980). *The Foundations of Sociological Theory*. Jaipur: Rawat Publication

Katz, C. J. (1993). Karl Marx on the transition from feudalism to capitalism. *Theory and Society*, 363-389.

Milios, J., & Dimoulis, D. (2018). *Karl Marx and the classics: An essay on value, crises and the capitalist mode of production*. Routledge.

### **Alienation**

Aron, Raymond. (1965). *Main Currents in Sociological Thought*, Vol. I and II. Middlesex: Penguin Books. 3.4.2 Marx,

K. (2019). Alienation and social classes. In *Social Stratification, Class, Race, and Gender in Sociological Perspective, Second Edition* (pp. 87-91). Routledge.

## **UNIT 4. Max Weber**

### **Social Action**

Aron, Raymond. (1965). *Main Currents in Sociological Thought*, Vol. I and II. Middlesex: Penguin Books.

4.1.2 Utech, M. R. (1963). *The social action approach of Max Weber* (Master's thesis, Bowling Green State University).

### **Verstehen**

Jayapalan, J. (2001). *Sociological Theory*. New Delhi: Atlantic Publishers and Distributors.

Tucker, W. T. (1965). Max Weber's verstehen. *The Sociological Quarterly*, 6(2), 157-165.

### **Authority and Legitimacy**

Edles, Laura and Desfor Scott Appelrouth. (2010). *Sociological Theory in the Classical Era: Text and Readings*. California: Pine Forge Press.

Spencer, M. E. (1970). Weber on legitimate norms and authority. *The British journal of sociology*, 21(2), 123-134.

### **Protestant Ethics and Spirit of Capitalism**

Weber, M., & Kalberg, S. (2013). *The Protestant ethic and the spirit of capitalism*. Routledge.

Fischhoff, E. (1944). The Protestant ethic and the spirit of capitalism: the history of a controversy. *Social Research*, 53-77.

**SEMESTER-III**  
**PAPER: SOCIDC 2013**  
**ENVIRONMENTAL SOCIOLOGY**  
**CREDIT: 3**

**Course Objectives:**

1. The course intends to provide understanding of the intersection of society and the environment
2. It aims to analyze environmental problems through sociological perspectives.
3. It intends to explore social movements and activism related to the environment.
4. The course seeks to develop skills for sustainable behavior and societal change among students.

**Course Outcomes:**

1. Students will gain an understanding of how social structures, institutions, and cultural dynamics influence environmental issues and vice versa.
2. Students will learn to apply sociological theories, such as social constructionism, political economy, and environmental justice, to critically examine the root causes and consequences of environmental problems.
3. Students will explore various environmental movements, including grassroots activism, advocacy groups, and global campaigns, to understand how collective action shapes environmental policies and practices.
4. Students will develop practical skills for promoting sustainability, including communication strategies, community organizing, and policy advocacy, to contribute to positive environmental change at the individual, community, and societal levels.

**Course Outline:**

**(Total Marks=50)**

**UNIT 1. Envisioning Environmental Sociology**

Marks: 15

Environmental Sociology: Nature and Scope

Realist & Constructionist Debate

Key Concepts

**UNIT 2. Approaches**

Marks: 20

Social Ecology

Treadmill of Production

Ecological Modernisation

Risk

Ecofeminism and Feminist Environmentalism

Political Ecology

**UNIT 3. Environmental Movements in India**

Marks: 15

Forest Based Movement: Chipko

Water Based Movement: Narmada

## **Course Content and Itinerary**

### **UNIT 1. Envisioning Environmental Sociology**

#### **Environmental Sociology: Nature and Scope**

Bell, M.M. (2008). *An Invitation to Environmental Sociology*. 3rd Edition. Thousand Oaks. Pine Forge Press.CA: Sage Publications. India. Chapter- 1, (pp. 1- 29)

Dunlap, R.E and Eugene A. Rosa. (2000). *Environmental Sociology. entry in Encyclopedia of Sociology. 2nd Edition. Vol.2.* edited by E.F. Borgatta and Rhonda J.V. Montgomery. Macmillan Reference. USA. (pp. 800-813)

#### **Realist & Constructionist Debate**

Berger, P & Luckmann, T. (1967). *The Social Construction of Reality*. New York: Penguin Books.

Hannigan, John. (1995). *Environmental Sociology: A Social Constructionist Perspective*. London: Routledge.

#### **Key Concepts**

Hannigan, J.A. (1995). *Environmental Sociology*. 2nd Edition. Routledge: London and New York. Chapters-1&2. (pp. 1-35)

Pellow, D.N. and H.N. Brehm. (2013). An Environmental Sociology for the Twenty-First Century. *article in Annual Review of Sociology*. 2013.39. (pp. 229-250)

### **UNIT 2. Approaches**

#### **Social Ecology**

Bookchin, Murray. (1980). *Toward an Ecological Society*. 2nd Edition Black Rose Books.

Bookchin, Murray. (2007). *What is Social Ecology? In Social Ecology and Communalism*. Book by Murray Bookchin. A.K. Press

Guha, Ramchandra. (1997). Social-Ecological Research in India: A 'Status' Report. *In Economic and Political weekly*. February 15-21. 1997 Vol. 32. No.7. Pp. 345-352

#### **Treadmill of Production**

Gould, Kenneth A., Pellow, David N. and Schnaiberg, Allan (September 2004). 'Interrogating the Treadmill of Production: Everything You Wanted to Know About the Treadmill but Were Afraid to Ask,' *Organization & Environment*, Volume 17, No. 3, pp. 296-316.

Wright, Erik Olin (September 2004). 'Interrogating the Treadmill of Production: Some Questions I Still Want to Know About and Am Not Afraid to Ask', *Organization & Environment*, Volume 17, No. 3, pp. 317-322.

#### **Ecological Modernisation**

Mol, Arthur P. J. (May 2002). 'Ecological Modernisation and the Global Economy,' *Global Environmental Politics*, Volume 2, No. 2, pp. 92-115.

Buttel, F. H. (2000). 'Ecological Modernisation as Social Theory,' *Geoforum*, Volume 31, pp. 57-65.

#### **Risk**

Beck, Ulrich. (1992). *Risk Society: Towards a New Modernity*. Trans by Mark Ritter. Sage Publications: London, Thousand Oaks and New Delhi.

Beck, Ulrich (2006). 'Living in the World Risk Society'. In *Economy and Society*, 35:3, 329-345.

#### **Ecofeminism and Feminist Environmentalism**

Carson, Rachel (1962) *Silent Spring*. US: Houghton Mifflin.

Shiva, Vandana (1988) "Women in Nature" in *Staying Alive: Women Ecology and Development*. Zed Books. Chp.3 (pp.38-54). Agarwal, Bina. (2007). "The Gender and Environment Debate: Lessons from India" in Mahesh Rangarajan(ed) *The Environmental Issues in India: A Reader*. New Delhi: Pearson Longman. Chp 19 (pp 316-324;342-352).

### **Political Ecology**

Arivalagan, M. (2008). *Beyond Colonialism Towards a New Environmental History of India*. Madras Institute of Development Studies.

Guha, R. (1985). *Forestry and Social Protest in British Kumaon, 1893-1921*, in Ranajit Guha, ed, *Subaltern Studies IV*. New Delhi: Oxford University Press, pp.54-101.

Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance*. New Delhi: Oxford University Press.

## **UNIT 3. Environmental Movements in India**

### **Forest Based Movement: Chipko**

Bhaktadarshan, (1976) *Suman Smriti Granth*. Sunderlal Bahuguna, Silyara.

Boggs C. (1986). *Social Movements and Political Power*. Philadelphia, PA: Temple Univ. Press.

Shiva Vandana (1988). *Staying Alive. Women, Ecology and Survival in India, Kali for Women*, New Delhi, India.

### **Water Based Movement: Narmada**

Ahmad, Afroz.(1999). "The Narmada Water Resources Project, India: Implementing Sustainable Development." *Ambio* 28, no. 5: 398-403. <http://www.jstor.org/stable/4314921>

Amita Baviskar. (1995). *Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, Oxford University Press.

### **Land Based Movements: Anti-mining and Seed**

Das, Vidhya. (2001) "Mining Bauxite, Maiming People." *Economic and Political Weekly* 36, no. 28: 2612-614. <http://www.jstor.org/stable/4410849>

Mishra, Prajna Paramita. (2009) "Coal Mining and Rural Livelihoods: Case of the Ib Valley Coalfield, Orissa." *Economic and Political Weekly* 44, no. 44:117-23. <http://www.jstor.org/stable/25663741>.

**SEMESTER-III**  
**PAPER: SOCSEC 2013**  
**TOURISM AND LOCAL HERITAGE**  
**CREDIT: 3**

**Course Objectives:**

1. To introduce students to the interdisciplinary study of tourism through the lens of sociology, focusing on understanding the cultural, social, and economic dimensions of tourism phenomena.
2. To analyze the various forms of tourism and their impacts on local communities, environments, and cultural practices.
3. To explore the motivations and behaviors of tourists and their interactions with host communities, including issues of power, representation, and authenticity.
4. To critically examine the ethical implications of tourism practices and policies, including cultural commodification, heritage preservation, and sustainable tourism development.

**Course Outcomes:**

1. Students will demonstrate an understanding of key concepts and theories in tourism, including cultural representation, authenticity, and cultural heritage.
2. Students will be able to apply research methods such as participant observation, interviews, and ethnographic research to study tourism phenomena in real-world settings.
3. Students will analyze case studies and examples of tourism practices to evaluate their social, cultural, and economic impacts on both tourists and host communities.
4. Students will develop critical thinking skills to assess the ethical dilemmas and complexities inherent in tourism activities and propose solutions for more sustainable and responsible tourism practices.

**Course Outline:**

**(Total Marks=50)**

**UNIT 1. Introduction to Tourism and Heritage**

Marks: 10

**UNIT 2. Understanding Tourism**

Marks: 20

Tourist and Tourism

Tourism through Sociological Lens

Tourism and Culture

Commodification of Culture

**Unit 3. Emerging Trends in Tourism**

Marks: 20

Political Economy of Tourism

Tourism versus Heritage Sites

Tangible and Intangible Heritage

Ecotourism

New Directions in Tourism

**Course Contents and Itinerary:**

## **UNIT 1. Introduction to Tourism and Heritage**

Adler, J. (1989). ‘*Origins of Sightseeing*’. *Annals of Tourism Research*. 16: 729.

Boissevain, J. (1996). *Coping with Tourists: European Reactions to Mass Tourism*. (ed). Providence: Berghahn Books.

Butler, R.W. (1978). ‘*The Impact of Recreation on the Lifestyles of Rural Communities*’. *Wiener Geographische Schriften*, 51. 187-201.

Crick, M. (1989). ‘*Representations of International Tourism in the Social Sciences: Sun, Sex, Savings and Servility*’. *Annual Review of Anthropology* 18: 307-44.

Crick, M. (1995). ‘*The Anthropologist as Tourist: An Identity in Question*’ in M.F. Lanfant, J. B. Allcock and E.M. Bruner (ed) *International Tourism: Identity and Change*. London: Sage Publications. pp 205-223. Cohen, E. (1972). ‘*Towards Sociology of International Tourism*’. *Social Research*. 39: 164-82.

Cohen, E. (1974). ‘*Who is a Tourist?*’: A Conceptual Classification’, *Sociological Review*. 22: 527-55.

## **UNIT 2. Understanding Tourism**

### **Tourist and Tourism**

Gmelch, Sharon. (2004) *Tourists and Tourism: A Reader*. Long Grove, IL: Waveland.

Graburn, N. (1983). ‘*The Anthropology of Tourism*’. *Annals of Tourism Research*. 10(1). 9–33.

Nash, D. (1996). *Anthropology of Tourism*. New York: Pergamon.

T. Arunmozhi and A. Panneerselvam (2013). ‘*Types of Tourism in India*’. *International Journal of Current research and Academic Review*. Volume 1 Number 1 (2013) pp. 84-88. ISSN: 2347-3215

### **Tourism through Sociological Lens**

Sharpley, R. (2018). *Tourism, tourists and society*. Routledge.

Apostolopoulos, Y., Leivadi, S., & Yiannakis, A. (2013). *The sociology of tourism: Theoretical and empirical investigations*. Routledge.

Cohen, E. (1984). The sociology of tourism: approaches, issues, and findings. *Annual review of sociology*, 10(1), 373-392.

Holden, A. (2005). *Tourism Studies and the Social Sciences*. New York: Routledge

### **Tourism and Culture**

Bramwell, B. and L, Rawding. (1996). ‘*Tourism Marketing Images of Industrial Cities*’. *Annals of Tourism Research*. 23, 201-221.

Boorstin, D. J. (1961). *The Image: A Guide to Pseudo Events in America*. New York: Harper and Row.

Dann, G. (1996). *Language of Tourism: A Sociolinguistic Perspective*. Oxon: Cab International.

Graburn, N. H. (1976). *Ethnic and Tourist Arts: Cultural Expressions from the Fourth World*. Berkeley: University of California Press.

### **Commodification of Culture**

Bascom, W.W. (1976). ‘*Changing African Art*’ in Graburn, N.H. *Ethnic and Tourist Arts: Cultural Expressions from the Fourth World*. Berkeley: University of California Press.

Goldstein, Diane, E. (2007) "Commodification of Beliefs". *Haunting Experiences* edited by, Diane E. Goldstein, Sylvia Ann Grider and Jeannie Banks Thomas. University Press of Colorado, Utah State University Press.

Mac Cannell, D. (1976). *The Tourist: A New Theory of the Leisure Class*. New York: Schocken Books.

Shepherd, Robert. (2002). "Commodification, Culture and Tourism". *Tourist Studies Volume: 2 issue: 2*. Sage Publication. pp.183-201.

### **Unit 3. Emerging Trends in Tourism**

#### **Political Economy of Tourism**

Bianchi, R.V. (2015). "Towards a Political Economy of Global Tourism Revisited" in R. Sharpley and D.Telfer (ed.) *Tourism and Development*. Bristol: ChannelViewPublications.Pp.287-331.

Britton, S. (1981). "Tourism, Dependency and Development: A Mode of Analysis". Occasional PaperNo.23. Canberra: The Australian National University.

Brohman, J. (1996). "New Directions in Tourism for Third World Development". *Annals of Tourism Research*. 23(1), 48-70.

Harrison, D. (2001). *Tourism and the Less Developed Countries: Issues and Case Studies*. New York:Cognizant.

Lea, J. (1988). *Tourism Development in the Third World*. London: Routledge.

#### **Tourism versus Heritage Sites**

Begley, W. (1979). "The Myth of the Taj Mahal and a New Theory of Its Symbolic Meaning". *The Art Bulletin*, 61(1), 7-37. doi:10.2307/3049862

Bellafiore, V., Harkness, T., Sinha, A., & Wescoat, J. (2003). "The Romance and the Reality". *Landscape Architecture*, 93(9), 50-104. Retrieved April 5, 2020, from [www.jstor.org/stable/44673783](http://www.jstor.org/stable/44673783)

Nehru, Jawaharlal. (1946). *Discovery of India*. The Signet Press.

McKercher, B., and Du Cros, H. (2002). *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*, New York: HaworthHospitality Press.

Trouillot, M.R. (1995) *Silencing the Past: Power and the Production of History*. Boston, MA: Beacon Press.

#### **Tangible and Intangible Heritage**

Anderson, B. (1983). *Imagined Communities: Reflections On the Origin and Spreadof Nationalism*. London: Verso.

Boas, F. (1907). "Some Principles of Museum Administration". *Science* 25, 921-933

Hooper-Greenhill, E. (2000). *Museums and the Interpretation of Visual Culture*. London: Routledge.

3.3.4. Pinna, G. (2003). "Intangible Heritage and Museums". *ICOM News* 56(4), 3.

#### **Ecotourism**

Acott, T.G., La Trobe, H.L. and Howard, S.H. (1998). "An Evaluation of Deep Ecotourism and Shallow Ecotourism". *Journal of SustainableTourism*. 6(3): 238–253.

Carrier, James G. and Donald V. L. Macleod. (2005). "Bursting the Bubble: The Socio-Cultural Context of Ecotourism". *The Journal of the RoyalAnthropological Institute*, 11(2):315-334.

Cater E. (1993). "Ecotourism in the Third World: Problems for Sustainable Development". *TourismManagement* 24, 85–90.



Das, S. (2011). "Ecotourism, Sustainable Development and the Indian State." *Economic and Political Weekly* 46.37: 60-67. *xlvi*.

Subramaniam, P. (2008). "Outlook for Ecotourism in India". *The International Forestry Review*, 10(2): 245-255. Special Issue: The Indian Forest Sector - Current Trends and Future Challenges

### **New Directions in Tourism**

Appadurai, A. (1996). *Modernity at Large: Cultural Dimension of Globalization*. Minneapolis: University of Minnesota Press.

Burns, P. and Holden, A. (1995). *Tourism: A New Perspective*. New Jersey: Prentice Hall, Engle wood Cliffs.

Cohen, S. A., & Cohen, E. (2019). New directions in the sociology of tourism. *Current Issues in Tourism*, 22(2), 153-172.

**SEMESTER-IV**  
**PAPER: SOCMAJ2034**  
**INDIAN SOCIOLOGICAL TRADITIONS**  
**CREDIT: 4**

**Course Objectives:**

1. To explore the foundational theories and concepts of Indian sociology, including varna, jati, dharma, and karma, and their relevance in contemporary Indian society.
2. To critically analyze the contributions of key Indian sociologists, and understand their impact on sociological thought globally.
3. To examine the dynamics of caste, class, gender, and religion in Indian society through sociological perspectives, and assess their implications on social structure, inequality, and social change.
4. To foster an understanding of the diversity and complexity of Indian social institutions, traditions, and practices, and their intersections with modernity, globalization, and development processes.

**Course Outcomes:**

1. Students will gain a comprehensive understanding of the historical, cultural, and philosophical foundations of Indian sociology and its distinctiveness from Western sociological traditions.
2. Students will develop critical thinking and analytical skills by engaging with primary texts, empirical studies, and case studies related to Indian society, enabling them to evaluate sociological theories and concepts in diverse socio-cultural contexts.
3. Students will be able to identify and analyze the structural inequalities, power dynamics, and social transformations in contemporary India, and articulate informed perspectives on pressing social issues and challenges.
4. Students will acquire cross-cultural competence and sensitivity by recognizing the nuances of Indian social life, identities, and values, and appreciating the complexities of social diversity and pluralism within the Indian context.

**Course Outline:**

**(Total Marks=100)**

**Unit-1. History and Development of Indian Sociological Traditions**

Marks: 25

Major Influences on Indian Sociological Traditions

Major Schools of Indian Sociological Traditions

**Unit-2. Sociologists in India-1**

Marks: 25

Radhakamal Mukerjee

G.S. Ghurye

Dhurjati Prasad Mukerji

**Unit-3. Sociologists in India-2**

Marks: 25

N.K. Bose  
Verrier Elwin  
Irawati Karve

#### **Unit-4. Sociologists in India-3**

Marks: 25

A.R. Desai  
M.N. Srinivas  
Ramkrishna Mukherjee  
Leela Dube

### **Course Content and Itinerary**

#### **Unit-1. History and Development of Indian Sociological Traditions**

##### **Major Influences on Indian Sociological Traditions**

Indira Gandhi National Open University Course Material. (2003). *Sociological Thought(ESO 13)*, New Delhi: IGNOU.

##### **Major Schools of Indian Sociological Traditions**

Oommen T.K. and P.N. Mukerji (eds.). (1986). *Indian Sociology. Popular Prakashan: Bombay.*

#### **Unit-2. Sociologists in India-1**

##### **Radhakamal Mukerjee**

Indira Gandhi National Open University Course Material. (2003). *Sociological Thought (ESO 13)*, New Delhi: IGNOU.

Mukerjee, Radhakamal.(1984). *The Culture and Art of India*. MunshiramManoharlal Publishers: New Delhi.

##### **G.S. Ghurye**

Indira Gandhi National Open University Course Material. (2003). *Sociological Thought (ESO-13)*, New Delhi: IGNOU.

Ghurye, G.S. (1969), *Caste and Race in India*. Delhi: Popular Prakashan

Ghurye, G.S. (1962). *Cities and Civilization*, Delhi: Popular Prakashan

##### **Dhurjati Prasad Mukerji**

Chakrabarti, Dalia. (2010). 'D P Mukerji and the Middle Class in India', *Sociological Bulletin*, 59, 2:235-255.

Indira Gandhi National Open University Course Material. (2003). New Delhi: IGNOU.

Chakrabarti, D. (2010). DP Mukerji and the Middle Class in India. *Sociological bulletin*, 59(2), 235-255.

Madan, T. N. (2011). Radhakamal Mukerjee and his contemporaries: Founding fathers of sociology in India. *Sociological bulletin*, 60(1), 18-44.

2.3.3 Mukerji, D. P. (1986). *Diversities*. Bombay: Popular Parkashan.

#### **Unit-3. Sociologists in India-2**

##### **N.K. Bose**

Béteille, André (ed., Tr. & Int) (1976)[1975].*The Structure of Hindu Society (English Translation of Bengaliwork by Bose, 1949)*, New Delhi: Sangam Books.

Nirmal Kumar Bose. (1971). *An Anthropological View of Indian Civilization, Science and Cultures*. December 1971. pp. 541 – 549.

Nirmal Kumar Bose. (1929). *Cultural Anthropology*, Arya Sahitya Bhaban.

Sinha, Surajit. (1994). *Nirmal Kumar Bose: Pragma Paribrajik*. New Delhi: National Book Trust.

Sarkar, S. (2012). *Appraising the potency of N. K. Bose's paribrajaker diary as a social history text*, *Man in India* 92(3-4):427-432.

Nirmal Kumar Bose. (1976) “*The Study of Civilization.*” In Sinha. S. C. (ed.) *Interrogating the civilizational approach of N. K. Bose*

### **Verrier Elwin**

Dutta, S.K.(1956). ‘*Dr Verrier Elwin: Scholar-Gypsy*’. *The Sunday Standard* (New Delhi), 13 May.

Elwin, V. (1941). *Loss of Nerve*. Bombay: Wagle Press.

Elwin, V. (1964). *The Tribal World of Verrier Elwin: An Autobiography*. Bombay: Oxford University Press

Singh, K. S. (ed) (1982). *Tribal Movements in India Vol:1 & Vol: II*. New Delhi: Manohar.

Sahay, K.N, (1977). *Tribal Self-Image and Identity*, in S. C. Dube (ed) *Tribal Heritage of India*, New Delhi: Vikas Publications.

### **Irawati Karve**

Barbosa, Thiago Pinto.(2021). *The Contradictions of Irawati Karve: A Conversation*. <https://migrantknowledge.org/2021/11/09/contradictionsof-irawati-karve/>

Karve, Irawati. (1953). *Kinship Organization in India. Deccan College Monograph Series 11*, Poona: Deccan College Postgraduate and Research Institute.

Karve, Irawati. (1961). *Hindu Society: An Interpretation*. Poona: Deccan College

Karve, Irawati. (1968). *Maharashtra: Land and its People. Directorate of Government Printing, Stationery and Publications, Maharashtra State*

Karve, Irawati. (1969). *Yuganta: The End of an Epoch*. Poona. Deshmukh Prakashan.

### **Unit-4. Sociologists in India-3**

#### **A.R. Desai**

Beteille, A. (2009). *Sociology and Ideology, Sociological Bulletin*, 58, 2, May-August 2009.

Desai, A. R. (1960). *Recent Trends in Indian Nationalism*. Bombay: Popular Prakashan.

Desai, A. R. (1976). *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.

Desai, A.R. (ed). (1979). *Peasant Struggles in India*. Oxford University Press

Savur, Manorama and Munshi (ed.). (1995). *Contradictions in Indian Society: Essays in honour of Prof. A.R.Desai*, Jaipur: Rawat Publications

#### **M.N. Srinivas**

Srinivas, M.N. (1961). ‘*Changing Attitudes in India Today*’, *Yojana*, Special Number, 1 October: 25-28.

Srinivas, M.N. (1966). *Social Change in Modern India*. Berkeley, CA: University California Press.

Srinivas, M.N. (1968). ‘*Mobility in Caste System*’. In Milton Singer and Bernard Cohn (Eds.), *Structure and Change in Indian Society*. Chicago: University of Chicago Press.

Mathur, Nita. (2020). ‘The Remembered Anthropologist: Engaging with the Insights of M. N. Srinivas’ *Journal of the Anthropological Survey of India*, 69(2) 224–240

### **Ramkrishna Mukherjee**

Madan T. N. (2016). Ramkrishna Mukherjee: In Memorarium, *Economic and Political Weekly LI*, 10:26-29

Munshi, Surendra. (2016). Social Change in India: Reconsidering Ramkrishna Mukherjee, *Economic and Political Weekly LI*, 39:35-40

Ramkrishna Mukherjee. (1971). *Six Villages of Bengal*. Bombay: Popular Prakashan.

Ramkrishna Mukherjee. (1977). *Sociology of Indian Sociology*, New Delhi: Allied

### **Leela Dube**

Dube, Leela. (1967). *Caste, Class and Power*, *Eastern Anthropologist*, 20 (2), 215-225.

Dube, Leela. (2001), *Anthropological Explorations in Gender*. New Delhi: Sage.

Dube, Leela. (1983). Misadventures in Amniocentesis, *Economic & Political Weekly*, 19 February.

Dube, Leela. (1988). On the Construction of Gender: Hindu Girls in Patrilineal India. *Economic and Political Weekly*, 23(18), WS11-WS19.

**SEMESTER-IV**  
**PAPER: SOCMAJ2044**  
**RURAL SOCIOLOGY IN INDIA**  
**CREDIT: 4**

**Course Objectives:**

1. To analyze and understand the social, economic, and cultural dynamics of rural communities.
2. To examine the factors influencing rural development and transformation.
3. To explore the impact of policies and practices on rural societies and their sustainability.

**Course Outcome:**

1. Students will develop a comprehensive understanding of the unique social structures and dynamics present in rural communities.
2. Students will be able to critically evaluate the factors influencing rural development and propose effective strategies for sustainable rural transformation.
3. Students will demonstrate proficiency in analyzing the intersection of social, economic, and environmental factors shaping rural livelihoods.

**Course Outline:**

**(Total Marks=100)**

**Unit 1. Introduction to Rural Sociology**

Marks: 25

Emergence of Rural Sociology

Nature & Scope of Rural Sociology

Significance of Rural Sociology

**Unit 2. Village Community**

Marks: 25

Characteristics of Village Community

Types of Village Community

Rural-Urban Continuum

**Unit 3. Rural Social Structure and Peasant Movements in India**

Marks: 25

Rural Social Structure

Agrarian Class Structure

Caste & Politics

Major Peasant Movements in India

**Unit 4. Rural Development Programmes**

Marks: 25

PMAYG (Pradhan Mantri Awaas Yojana-Gramin)

SGSY (Swarnjayanti Gram Swarozgar Yojana)

SHGs (Self Help Groups)

Panchayati Raj – 73rd Constitutional Amendment Act

**Course Content and Itinerary**

**Unit 1. Introduction to Rural Sociology**

**Emergence of Rural Sociology**

Duncan, O. D. (1954). *Rural Sociology Coming of Age*. Rural Sociology, 19(1), 1.

Hillyard, S. (2007). *Sociology of rural life* (p. 224). Berg Publishers.

### **Nature & Scope of Rural Sociology**

Jayapalan, N. (2002). *Rural sociology*. Atlantic Publishers & Dist.

Friedland, W. H. (1981). *The end of rural society and the future of rural sociology*.

Larson, O. F. (1959). *The Role of Rural Sociology in a Changing Society*. Rural Sociology, 24(1), 1.

### **Significance of Rural Sociology**

Hillyard, S. (2007). *Sociology of rural life* (p. 224). Berg Publishers.

Sanderson, D. (1927). *Scientific research in rural sociology*. American journal of sociology, 33(2), 177-193.

## **Unit 2. Village Community**

### **Characteristics of Village Community**

Madan, Vandana (ed.). (2002). *The Village in India*. Oxford University Press.

Ashley, W. J. (1894). *The Village in India*. Political Science Quarterly, 9(1), 119-130.

Baden-Powell, B. H. (1896). *The Indian Village Community: Examined with Reference to the Physical, Ethnographic and Historical Conditions of the Provinces; Chiefly on the Basis of the Revenue-settlement Records and District Manuals*. Longmans, Green, and Company.

### **Types of Village Community**

Tinker, H. (1959). *Authority and community in village India*. Pacific Affairs, 32(4), 354-375.

Baden-Powell, B. H. (1899). *The origin and growth of village communities in India* (No. 94). S. Sonnenschein.

Dasgupta, B. (1975). *A typology of village socio-economic systems: from Indian village studies*. Economic and political weekly, 1395-1414.

### **Rural-Urban Continuum**

Hnatkovska, V., & Lahiri, A. (2013). *The rural-urban divide in India*. Int Growth Centr Work Pap.

Oommen, T. K. (1967). *The Rural-Urban Continuum Reexamined in the Indian Context*. Sociologiaruralis, 7(1),30-48.

Rajagopalan, C. (1961). *The Rural-urban continuum: a critical evaluation*. Sociological Bulletin, 10(1), 61-74.

## **Unit 3. Rural Social Structure and Peasant Movements in India**

### **Rural Social Structure**

George, P., & Marlowe, S. (2005). *Structural social work in action: Experiences from rural India*. Journal of Progressive Human Services, 16(1), 5-24.

Srinivas, M.N. (1962). *Caste in Modern India and other essays*. Median Promoters and Publishers Pvt. Ltd. Bombay.

IGNOU study material. (2009). '*Rural Social Economic Structure and Development*', ERD-01 Block 1, SOCE, IGNOU.

Singh R.P. (2011). *Rural Development, Theory and Practice*. Saroj Publications, Delhi.

### **Agrarian Class Structure**

Gupta, D. ed. (1992). *Social Stratification*. Delhi, OUP.

Bardhan, P. (1982). Agrarian class formation in India. The Journal of Peasant Studies, 10(1), 73-94.

Djurfeldt, G., & Sircar, S. (2016). Structural transformation and agrarian change in India. Routledge.

## **Caste & Politics**

- Kothari, Rajni (1970). *Caste in Indian Politics*. New Delhi: Orient Longman Ltd.
- Mendelsohn, Oliver and Vicziany (1998). *The Untouchables: Subordination, Poverty and the State in Modern India*. Cambridge University Press, New Delhi.
- Jaffrelot, C. (2010). *Religion, caste, and politics in India*. Primus Books.
- Gupta, D. (2005). *Caste and politics: Identity over system*. *Annu. Rev. Anthropol.*, 34, 409-427.

## **Major Peasant Movements in India**

- Dhanagare, D.N. (1983). *Peasant Movements in India. 1920-50*, Delhi, OUP.
- Omvedt, G. (1988). *The "New peasant movement" in India*. *Bulletin of Concerned Asian Scholars*, 20(2), 14-23.
- Mukherji, P. (1987). *Study of social conflicts: Case of Naxalbari peasant movement*. *Economic and political weekly*, 1607-1617.
- Gough, K. (1974). *Indian peasant uprisings*. *Economic and Political Weekly*, 1391-1412.

## **Unit 4. Rural Development Programmes**

### **PMAYG (Pradhan Mantri Awaas Yojana-Gramin)**

- Pandey, H., & Agrawal, V. K. (2022). *A Study on Development Schemes of Rural India*. *International Journal of Engineering and Management Research*, 12(3).
- Indwar, T. (n.d.). *Empowering Rural India: The Role of Agriculture and Government Programs*.

### **SGSY (Swarnjayanti Gram Swarozgar Yojana)**

- Shylendra, H. S., & Bhardikar, K. (2005). *'Good Governance' and Poverty Alleviation Programmes: A Critical Analysis of the Swarnjayanti Gram Swarozgar Yojana*. *International Journal of Rural Management*, 1(2), 203-221.
- Badodiya, S. K., Tomar, S., Patel, M. M., & Daipuria, O. P. (2012). *Impact of Swarnjayanti Gram Swarozgar Yojana on Poverty Alleviation*. *Age*, 83, 27-67.
- Garg, S. K., Badodiya, S. K., Daipuria, O. P., & Rawat, U. (2016). *Impact of Swarnjayanti Gram Swarozgar Yojana on Poverty Alleviation in Morar Block of Gwalior District*. *Indian Research Journal of Extension Education*, 12(2), 189-190.

### **SHGs (Self Help Groups)**

- Anand, J. S. (2002). *Self-help groups in empowering women: Case study of selected SHGs and NHGs*.
- Brody, C., Hoop, T. D., Vojtkova, M., Warnock, R., Dunbar, M., Murthy, P., & Dworkin, S. L. (2017). *Can self-help group programs improve women's empowerment? A systematic review*. *Journal of Development Effectiveness*, 9(1), 15-40.
- Sahoo, A. (2013). *Self help group & woman empowerment: A study on some selected SHGs*. *International Journal of Business and Management Invention*, 2(9), 54-61.

### **Panchayati Raj – 73rd Constitutional Amendment Act**

- Mishra, S. N., & Singh, S. S. (1993). *Roads to Model Panchayati Raj: Review of Panchayati Raj Acts in the Context of 73rd Constitutional Amendment Act*.
- Ananth, P. (2014). *Panchayati raj in india*. *Journal of Education & Social Policy*, 1(1), 1-9.
- Das, M. (2022). *Panchayati Raj Institutions in India*. *Galore International Journal of Applied Sciences and Humanities*, 6(2), 6-14.



**SEMESTER-IV**  
**PAPER: SOCMAJ2054**  
**URBAN SOCIOLOGY IN INDIA**  
**CREDIT: 4**

**Course Objectives:**

1. The course intends to explore and analyze the social, economic, and political factors influencing urban development.
2. To examine urban social structures and inequalities.
3. To study the formation of urban cultures and identities, including subcultures, countercultures, and urban lifestyles.
4. To examine theoretical frameworks and practical strategies for addressing urban problems and fostering sustainable urban development.

**Course Outcomes:**

1. Students will be able to demonstrate a deep understanding of the historical processes and contemporary trends of urbanization, including the factors driving urban growth and transformation.
2. Students will be able to critically analyze urban social structures and inequalities, including their causes, consequences, and implications for urban residents.
3. Students will gain insight into the diversity of urban cultures and identities, and understand how they are shaped by urban environments and social interactions.
4. Students will develop the ability to identify and analyze urban problems, and propose informed solutions drawing on theoretical perspectives and empirical evidence in urban sociology.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Urban Sociology: Urban, Urbanism and the City**

Marks: 15

**UNIT 2. Perspectives in Urban Sociology**

Marks: 35

Ecological

Political Economy

Network

City as Culture

**UNIT 3. Movements and Settlements**

Marks: 25

Migration

Community

**UNIT 4. Politics of Urban Space**

Marks: 25

Caste, Class and Gender

Culture and Leisure

**Course Content and Itinerary**

## **UNIT 1. Introducing Urban Sociology: Urban, Urbanism and the City**

Holton, R. J. (2013). *Cities, capitalism and civilization*. Routledge.

Parker, S. (2015). *Urban theory and the urban experience: Encountering the city*. Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.

Mumford, Lewis (1961). *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

## **UNIT 2. Perspectives in Urban Sociology**

### **Ecological**

Hannerz, Ulf. (1980). *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

### **Political Economy**

Harvey, David. (1985). *The Urban Experience, Baltimore: Johns Hopkins University Press*, Chapter 1. Money, Time, Space and the City. Pp. 1-35

### **Network**

Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in *The Royal Dutch Geographical Society KNAG*, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558

### **City as Culture**

Wirth, Louis. 1938. "Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp.1-24

Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

## **UNIT 3. Movements and Settlements**

### **Migration**

Rao, M.S.A, 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp21-38

### **Community**

Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55

## **UNIT 4. Politics of Urban Space**

### **Caste, Class and Gender**

Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21 <http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>

Kamath, Lalitha and Vijayabaskar, M, 2009. "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) *Urban Studies*. OUP: Delhi, Pp. 466-483.

Manuel Castells, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco" in *City and the Grassroots*, Pp. 138-170

**Culture and Leisure**

Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol.24, No. 4 (Dec., 2009), pp. 908-917

Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

**SEMESTER-IV**  
**PAPER: SOCMIN2024**  
**INDIAN SOCIOLOGICAL TRADITIONS**  
**CREDIT: 4**

**Course Objectives:**

1. To explore the foundational theories and concepts of Indian sociology, including varna, jati, dharma, and karma, and their relevance in contemporary Indian society.
2. To critically analyze the contributions of key Indian sociologists such as M.N. Srinivas, B.R. Ambedkar, and G.S. Ghurye, and understand their impact on sociological thought globally.
3. To examine the dynamics of caste, class, gender, and religion in Indian society through sociological perspectives, and assess their implications on social structure, inequality, and social change.
4. To foster an understanding of the diversity and complexity of Indian social institutions, traditions, and practices, and their intersections with modernity, globalization, and development processes.

**Course Outcomes:**

1. Students will gain a comprehensive understanding of the historical, cultural, and philosophical foundations of Indian sociology and its distinctiveness from Western sociological traditions.
2. Students will develop critical thinking and analytical skills by engaging with primary texts, empirical studies, and case studies related to Indian society, enabling them to evaluate sociological theories and concepts in diverse socio-cultural contexts.
3. Students will be able to identify and analyze the structural inequalities, power dynamics, and social transformations in contemporary India, and articulate informed perspectives on pressing social issues and challenges.
4. Students will acquire cross-cultural competence and sensitivity by recognizing the nuances of Indian social life, identities, and values, and appreciating the complexities of social diversity and pluralism within the Indian context.

**Course Outline:**

**(Total Marks=100)**

**Unit-1. History and Development of Indian Sociological Traditions**

Marks: 25

Major Influences on Indian Sociological Traditions

Major Schools of Indian Sociological Traditions

**Unit-2. Sociologists in India-1**

Marks: 25

Radhakamal Mukerjee

G.S. Ghurye

Dhurjati Prasad Mukerji

**Unit-3. Sociologists in India-2**

Marks:25

N.K. Bose

Verrier Elwin

A.R. Desai

M.N. Srinivas

Ramkrishna Mukherjee

Leela Dube

**Course Content and Itinerary**

**Unit-1. History and Development of Indian Sociological Traditions**

**Major Influences on Indian Sociological Traditions**

Indira Gandhi National Open University Course Material. (2003). *Sociological Thought (ESO 13)*, New Delhi: IGNOU.

**Major Schools of Indian Sociological Traditions**

Oommen T.K. and P.N. Mukerji (eds.). (1986). *Indian Sociology*. Popular Prakashan: Bombay.

**Unit-2. Sociologists in India-1**

**Radhakamal Mukerjee**

Indira Gandhi National Open University Course Material. (2003). *Sociological Thought (ESO 13)*, New Delhi: IGNOU.

Mukerjee, Radhakamal (1984). *The Culture and Art of India*. MunshiramManoharlal Publishers: New Delhi.

**G.S. Ghurye**

Indira Gandhi National Open University Course Material. (2003). *Sociological Thought (ESO-13)*, New Delhi: IGNOU.

Ghurye, G.S. (1969), *Caste and Race in India*. Delhi: Popular Prakashan

Ghurye, G.S. (1962). *Cities and Civilization*. Delhi: Popular Prakashan

**Dhurjati Prasad Mukerji**

Chakrabarti, Dalia. (2010). 'D P Mukerji and the Middle Class in India', *Sociological Bulletin*, 59, 2:235-255.

Indira Gandhi National Open University Course Material. (2003). New Delhi: IGNOU.

Mukerji, D. P. (1986). *Diversities*. Bombay: Popular Parkashan.

**Unit-3. Sociologists in India-2**

**N.K. Bose**

Béteille, André (ed., Tr. & Int) (1976)[1975].*The Structure of Hindu Society (English Translation of Bengaliwork by Bose, 1949)*. New Delhi: Sangam Books.

Nirmal Kumar Bose. (1971).*An Anthropological View of Indian Civilization, Science and Cultures*. December1971. pp. 541 – 549.

Nirmal Kumar Bose. (1929). *Cultural Anthropology*. Arya Sahitya Bhaban.

Sinha, Surajit. (1994). *Nirmal Kumar Bose: Pragya Paribrajik*. New Delhi: National Book Trust.

Sarkar, S. (2012). *Appraising the potency of N. K. Bose's paribrajaker diary as a social history text*. *Man inIndia* 92(3-4):427-432.

Nirmal Kumar Bose. (1976). "The Study of Civilization." In Sinha. S. C. (ed.) *Interrogating the civilizational approach of N. K. Bose*

### **Verrier Elwin**

Dutta, S.K. (1956). 'Dr Verrier Elwin: Scholar-Gypsy.' *The Sunday Standard* (New Delhi), 13 May.

Elwin, V. (1941). *Loss of Nerve*. Bombay: Wagle Press.

Elwin, V. (1964). *The Tribal World of Verrier Elwin: An Autobiography*. Bombay: Oxford University Press

Singh, K. S. (ed). (1982). *Tribal Movements in India Vol: I & Vol: II*. New Delhi: Manohar.

Sahay, K.N.(1977). *Tribal Self-Image and Identity*, in S. C. Dube (ed) *Tribal Heritage of India*. New Delhi: Vikas Publications.

### **Irawati Karve**

Barbosa, Thiago Pinto.(2021). *The Contradictions of Irawati Karve: A Conversation*. <https://migrantknowledge.org/2021/11/09/contradictionsof-irawati-karve/>

Karve, Irawati. (1953). *Kinship Organization in India. Deccan College Monograph Series 11*. Poona: Deccan College Postgraduate and Research Institute.

Karve, Irawati. (1961). *Hindu Society: An Interpretation*. Poona: Deccan College

Karve, Irawati. (1968). *Maharashtra: Land and its People*. Directorate of Government Printing, Stationery and Publications, Maharashtra State

Karve, Irawati. (1969). *Yuganta: The End of an Epoch*. Poona: Deshmukh Prakashan.

### **Unit-4. Sociologists in India-3**

#### **A.R. Desai**

Beteille, A. (2009). *Sociology and Ideology*. *Sociological Bulletin*, 58, 2, May-August 2009.

Desai, A. R. (1960). *Recent Trends in Indian Nationalism*. Bombay: Popular Prakashan.

Desai, A. R. (1976). *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.

Desai, A.R. (ed). (1979). *Peasant Struggles in India*. Oxford University Press

Savur, Manorama and Munshi (ed.). (1995). *Contradictions in Indian Society: Essays in honour of Prof. A.R.Desai*. Jaipur: Rawat Publications

#### **M.N. Srinivas**

Srinivas, M.N. (1961). 'Changing Attitudes in India Today', *Yojana*, Special Number, 1 October: 25-28.

Srinivas, M.N. (1966). *Social Change in Modern India*. Berkeley. CA: University California Press.

Srinivas, M.N. (1968). 'Mobility in Caste System'. In Milton Singer and Bernard Cohn (Eds.), *Structure and Change in Indian Society*. Chicago: University of Chicago Press.

Mathur, Nita. (2020). 'The Remembered Anthropologist: Engaging with the Insights of M. N. Srinivas' *Journal of the Anthropological Survey of India*, 69(2) 224–240

#### **Ramkrishna Mukherjee**

Madan T. N. (2016). Ramkrishna Mukherjee: In Memorarium, *Economic and Political Weekly LI*, 10:26-29

Munshi, Surendra. (2016). Social Change in India: Reconsidering Ramkrishna Mukherjee. *Economic and Political Weekly LI*, 39:35-40

Ramkrishna Mukherjee. (1971). *Six Villages of Bengal*. Bombay: Popular Prakashan.

Ramkrishna Mukherjee. (1977). *Sociology of Indian Sociology*. New Delhi: Allied

**Leela Dube**

Dube, Leela. (1967). *Caste, Class and Power*. *Eastern Anthropologist*, 20 (2), 215-225.

Dube, Leela. (2001). *Anthropological Explorations in Gender*. New Delhi: Sage.

Dube, Leela. (1983). Misadventures in Amniocentesis, *Economic & Political Weekly*, 19 February.

Dube, Leela. (1988). On the Construction of Gender: Hindu Girls in Patrilineal India. *Economic and Political Weekly*, 23(18), WS11-WS19.

**SEMESTER-V**  
**PAPER: SOCMAJ3014**  
**POLITICAL SOCIOLOGY**  
**CREDIT: 4**

**Course Objective:**

1. This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues.
2. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

**Course Learning Outcomes:**

1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Contextualizing the study of Politics:**

Marks: 10

Nature, Scope and Development of Political Sociology.

**Unit 2: Basic Concepts:**

Marks: 30

Power and Authority (Max Weber and Anthony Giddens).

State, Governance and Citizenship.

Elites and the Ruling Classes (Parito, Bottomore and C.W. Mills).

**Unit 3: Political Systems:**

Marks: 30

Segmentary.

Totalitarian.

Democratic.

**Unit 4: Everyday State and Local Structures of Power:**

Marks: 30

Panchayati Raj.

Autonomous Council.

Development Council.

**Course Contents and Itinerary**

**1. Contextualizing the study of Politics-**

Rathore, L. S. (1986). Political Sociology: Its Meaning, Evolution and Scope. *The Indian Journal of Political Science*, 47(1), 119-140.

Rush, M. (2014). *Politics and society: An introduction to political sociology*. Routledge.



## 2. Basic Concepts-

### Power and Authority

Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.

Bennis, Warren G., et al. "Authority, power, and the ability to influence." *Human Relations* 11.2 (1958): 143-155.

### State, Governance and Citizenship

Kostakopoulou, D. (2008). *The future governance of citizenship*. Cambridge University Press.

Burchell, Graham et al (Eds), 1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp. 1-51

Eckert, J. (2011). Introduction: subjects of citizenship. *Citizenship Studies*, 15(3-4), 309-317.

Maas, W. (2016). European governance of citizenship and nationality. *Journal of Contemporary European Research*, 12(1).

Chandhoke, N. (2003). Governance and the pluralisation of the state: implications for democratic citizenship. *Economic and Political Weekly*, 2957-2968.

### Elites and the Ruling Classes (Parito, Bottomore and C.W. Mills).

Mills, C. Wright, 1956. *The Power Elite*, New Edition, OUP, pp. 269-297.

Bottomore, T.B. 1993, *Elites and Society*, 2nd Edition, Routledge, pp. 15-34

Keller, S. (2017). *Beyond the ruling class: strategic elites in modern society*. Routledge.

Baumgartner, Klaus. "Elites and society." (1964): 429-432.

### 3. Political Systems: Segmentary, Totalitarian and Democratic.

3.1.1 Tarschys, D. (1977). The Soviet political system: Three models. *European Journal of Political Research*, 5(3), 287-320.

Smith, M. G. (1956). On segmentary lineage systems. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 86(2), 39-80.

3.1.4. Macpherson, C.B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp. 1-45

3.1.5 Chomsky, N. 1999. *Profit over People: Neoliberalism and Global Order*. Severn Stories Press, pp. 7-18, 43-64

### 4. Everyday State and Local Structures of Power: State and Politics in India

Fuller, C.J. and V. Beni (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp. 1-30

Singh, M. P. (2018). State Politics in India. *Indian Political System*, 325.

Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, University of London Press, pp. 281-94

Philips, C. H. (Ed.). (2021). *Politics and society in India*. Routledge.

**SEMESTER-V**  
**PAPER: SOCMAJ3024**  
**ECONOMIC SOCIOLOGY**  
**CREDIT: 4**

**Course Objective:**

1. The course provides an understanding of the social and cultural bases of economic activity.
2. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

**Course Outcomes:**

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
3. Acquire capacities to understand and analyses the transformations of economy and its key processes in a historical and comparative perspective.
4. Develops abilities to generate research questions and arguments about the intersections of economy and society.

**Course outline:**

**(Total Marks=100)**

**Unit 1: Perspectives in Economic Sociology**

Marks: 20

Formalism and Substantivism

New Economic Sociology

**Unit 2: Forms of Exchange**

Marks: 25

Reciprocity and Gift

Exchange and Money

**Unit 3: Systems of Production, Circulation and Consumption**

Marks: 30

Hunting and Gathering

Domestic Mode of Production

Peasant

Capitalism

Socialism

**Unit 4: Some Contemporary Issues in Economic Sociology**

Marks: 25

Development

Globalizations

**Course Contents and Itinerary**

**1. Perspectives in Economic Sociology**

Formalism and Substantivism

Rodrigues, W., & Santos, N. S. D. (2020). Karl Polanyi and substantivism in economic development. *Brazilian Journal of Political Economy*, 40, 86-99.

1.1.2 Hindess, B. (Ed.). (1977). *Sociological theories of the economy*. Springer.

Gao, Y. (2021). Rethinking the formalism-substantivism debate in social science: a perspective from recent developments in economic methodology. *Modern China*, 47(1), 3-25.

New Economic Sociology

Swedberg, R. (1997). New economic sociology: what has been accomplished, what is ahead?. *Actasociologica*, 40(2), 161-182.

Convert, B., & Heilbron, J. (2007). Where did the new economic sociology come from?. *Theory and Society*, 36, 31-54.

Dobbin, F. (Ed.). (2004). *The new economic sociology: A reader*. Princeton University Press.

## **2. Forms of Exchange**

Reciprocity and Gift

Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

Molm, L. D., Whitham, M. M., & Melamed, D. (2012). Forms of exchange and integrative bonds: Effects of history and embeddedness. *American Sociological Review*, 77(1), 141-165.

Komter, A. (2007). Gifts and social relations: The mechanisms of reciprocity. *International Sociology*, 22(1), 93-107.

Adloff, F., & Mau, S. (2006). Giving social ties, reciprocity in modern society. *European Journal of Sociology/Archives Européennes de Sociologie*, 47(1), 93-123.

Baker, W. E., & Jimerson, J. B. (1992). The sociology of money. *American Behavioral Scientist*, 35(6), 678-693.

Zelizer, Viviana A. (1989). The Social Meaning of Money: Special Monies in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

## **3. Systems of Production, Circulation and Consumption**

### **Hunting and Gathering**

3.1. Widlok, T. (2020). Hunting and gathering. *Cambridge Encyclopedia of Anthropology*.

Burd, M. (2010). Hunting, gathering, investing, globalizing: The biological roots of economic behaviour. *Systems Research and Behavioral Science*, 27(5), 510-522.

Hass, J. K. (2020). *Economic sociology: An introduction*. Routledge.

### **Domestic Mode of Production**

Stinchcombe, Arthur L. *Economic sociology*. Elsevier, 2013.

Enguita, M. F. (1998, July). Economic networks and modes of production. In *XIV World Congress of Sociology Paper, Montreal, Canada*.

### **Peasant**

Littlejohn, G. (1977). Peasant economy and society. In *Sociological theories of the economy* (pp. 118-156).

London: Palgrave Macmillan UK.

Shanin, T. (1973). THE NATURE AND CHANGE OF PEASANT ECONOMIES 1. *SociologiaRuralis*, 13(2),139-171.

#### **1.4 Capitalism**

Nee, V., & Swedberg, R. (Eds.). (2005). *The economic sociology of capitalism*. Princeton University Press.

Trigilia, C. (2008). *Economic sociology: state, market, and society in modern capitalism*. John Wiley & Sons.

Swedberg, R. (2005). Towards an economic sociology of capitalism. *L'Annéesociologique*, 55(2), 419-449.

#### **Socialism**

Fligstein, N. (1996).The economic sociology of the transitions from socialism. *American Journal ofSociology*, 101(4), 1074-1081.

3.5. Heimann, E. (1938). *Socialism: An Economic and Sociological Analysis*.

#### **4. Some Contemporary Issues in Economic Sociology**

##### Development

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

Ebner, A. (2005). Entrepreneurship and economic development: From classical political economy to economic sociology. *Journal of Economic Studies*, 32(3), 256-274.

##### Globalisation

Tonkiss, F. (2006). *Contemporary economic sociology: globalization, production, inequality*. Routledge.

Sugden, R., & Wilson, J. R. (2005). Economic globalisation: dialectics, conceptualisation and choice. *Contributions to Political Economy*, 24(1), 13-32.

**SEMESTER-V**  
**PAPER: SOCMAJ3034**  
**SOCIOLOGY OF GENDER**  
**CREDIT: 4**

**Course Objective:**

1. The course introduces gender as a critical sociological lens of enquiry in relation to various social fields.
2. It also interrogates the categories of gender, sex, and sexuality.

**Course Outcomes:**

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.
2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Gendering Sociology**

Marks: 25

Meaning, Nature and Scope

Perspective on Gender

Socio- Biological Theories

**Unit 2: Gender as a Social Construct**

Marks: 25

Gender, Sex, Sexuality

Production of Masculinity and Femininity

Performing Gender

Gender and Equality

**Unit 3: Gender: Differences and Inequalities**

Marks: 25

Class, Caste

Family, Work Place and Property Rights

**Unit 4: Gender, Power and Resistance**

Marks: 25

Gender and Politics

Women's Movement in India

Women's movement in North-East India.

Institutionalizing Women's Rights

**Course Contents and Itinerary**

**1. Gendering Sociology**

**Meaning, Nature and Scope**

Maynard, M. (1990). The re-shaping of sociology? Trends in the study of gender. *Sociology*, 24(2), 269-290.

Chafetz, J. S. (Ed.). (2006). *Handbook of the Sociology of Gender*. Springer Science & Business Media.

### **Perspective on Gender**

Lindsey, L. L. (2020). *Gender: Sociological Perspectives*. Routledge.

Wharton, A. S. (2009). *The sociology of gender: An introduction to theory and research*. John Wiley & Sons.

### **Socio- Biological Theories**

Baligar, M. P. (2018). Gender theories in sociology. *IJRAR-International Journal of Research and Analytical Reviews*, 5(3), 617-619.

Kennelly, I., Merz, S. N., & Lorber, J. (2001). What is gender?. *American Sociological Review*, 66(4), 598-605.

1.3 Youdell\*, D. (2005). Sex–gender–sexuality: How sex, gender and sexuality constellations are constituted in secondary schools. *Gender and education*, 17(3), 249-270.

## **2. Gender as a Social Construct**

### **Gender, Sex, Sexuality**

Brickell, C. (2006). The sociological construction of gender and sexuality. *The Sociological Review*, 54(1), 87-113.

Rahman, M., & Jackson, S. (2010). *Gender and sexuality: Sociological approaches*. Polity.

2.2.3 Englert, P., & Dinkins, E. G. (2016). An overview of sex, gender, and sexuality. *Sex, sexuality, law, and (in) justice*, 1-30.

### **Production of Masculinity and Femininity**

Halberstam, Judith. 1998. “An Introduction to Female Masculinity: Masculinity without Men” in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Budgeon, S. (2014). The dynamics of gender hegemony: Femininities, masculinities and social change. *Sociology*, 48(2), 317-334.21

Annandale, E., & Hunt, K. (1990). Masculinity, femininity and sex: an exploration of their relative contribution to explaining gender differences in health. *Sociology of Health & Illness*, 12(1), 24-46.

### **Performing Gender**

Brickell, C. (2003). Performativity or performance?: clarifications in the sociology of gender. *New Zealand Sociology*, 18(2), 158-178.

Wallis, C. (2011). Performing gender: A content analysis of gender display in music videos. *Sex Roles*, 64, 160-172.

### **Gender and Equality**

2.4.1. Akanle, O. (2011). The sociology of gender equality and development in democratizing Nigeria. *The Nigerian Journal of Sociology and Anthropology*, 9(1), 22-36.

2.4.2 Wrigley, J. (2003). *Education and gender equality*. Routledge.

## **3. Differences and Inequalities**

### **Class, Caste**

Mrudula, A., Callahan, J. L., & Kang, H. (2013). Gender and caste interscctionality in the Indian context. *Human Resource Management*, 2013, 31-48.

Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a DalitFeministStandpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

### **Family, Work Place and Property Rights**

Carruthers, B. G., & Ariovich, L. (2004). The sociology of property rights. *Annu. Rev. Sociol.*, 30, 23-46.

Bradley, H. (2016). Gender and work. *Edgell, S./Gottfried, H./Granter, E.(Hg.): The SAGE Handbook of the Sociology of Work and Employment*. London: Sage, 73-92.

Lorber, J. (2001). Gender inequality. *Los Angeles, CA: Roxbury*.

## **4. Gender, Power and Resistance**

### **4.1. Gender and Politics**

Walby, S. (1988). Gender politics and social theory. *Sociology*, 22(2), 215-232.

Halford, S. (2018). *Gender, power and organisations: An introduction*. Bloomsbury Publishing.

Paxton, P., Kunovich, S., & Hughes, M. M. (2007). Gender in politics. *Annu. Rev. Sociol.*, 33, 263-284.

Esterchild, E. M. (2006). Gender and politics. *Handbook of the sociology of gender*, 519-535.

### **Women's Movements in India**

Mazumdar, V. (1994). Women's studies and the women's movement in India: An overview. *Women's Studies Quarterly*, 22(3/4), 42-54.

Desai, A. R. (1985). Women's Movement in India: An Assessment. *Economic and Political Weekly*, 992-995.

### **Women's movement in North-East India.**

Devi, S. (2013). Women and Human Rights: Some Reflections in North East India. *SMART MOVES JOURNAL IJELLH*, 1(6), 1-16.

Chiru, S. S., & Sekho, M. R. Reflections on the Changing Role of Women in North East India. *POLITICS OF ALTERNATIVE GOVERNMENT*, 127.

Subramaniam, M. (2006). *The power of women's organizing: Gender, caste, and class in India*.

### **Institutionalizing Women's Rights**

Englehart, N. A., & Miller, M. K. (2020). Women's Rights in International Law: Critical Actors, Structuration, and the Institutionalization of Norms. *Politics & Gender*, 16(2), 363-387.

Goetz, A. M. (1995). Institutionalizing women's interests and accountability to women in development. *IDS bulletin*, 26(3), 1-10.

**SEMESTER-V**  
**PAPER: SOCMAJ3044**  
**SOCIOLOGY OF KINSHIP**  
**CREDIT: 4**

**Course Objective:**

1. This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies.
2. The course looks at the trajectories and new directions in kinship studies.

**Outcomes**

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspective on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Nature and Significance**

Marks: 20

Basic concepts: Descent, Consanguinity, Filiation, Incest Taboo, Affinity, Clan, Lineage, Kindred, Family, Residence.

Descent: Unilineal, Double and Cognatic Descent, Authority, Inheritance, Alliance.

**Unit 2: Conceptualizing Marriage**

Marks: 30

Forms and Types of marriage: Marriage as a Sacrament, Marriage as Contract.

Rules of Marriage: Endogamy, Exogamy, Prescriptive and Preferential marriage, Monogamy, Polygamy, Levirate and Sororate, Hypogamy and Hypergamy.

Marriage transactions: Dowry and bride Price

Challenges to Marriage Wealth as an Institutions.

**Unit 3: Family and Household**

Marks: 25

Types of Family and Changes

Differences between family and Household

Family and Gender Issues

Function of Family

**Unit 4: Re-casting Kinship**

Marks: 25

Relatedness

Kinship and Gender

Re-imagining Families

New Reproductive Technologies



## Course Contents and Itinerary

### 1. Basic concept and Descent:

Maryanski, A. (2021). The Sociology of Kinship: A Case for Looking Back to the Future. *Handbook of Classical Sociological Theory*, 267-299.

Allan, G. A. (2021). *A sociology of friendship and kinship*. Routledge.

Radcliffe-Brown, A. R. (1941). The study of kinship systems. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 71(1/2), 1-18.

Kramer, A. M. (2011). Kinship, affinity and connectedness: Exploring the role of genealogy in personallives. *Sociology*, 45(3), 379-395.

### Descent

Cronk, L., & Gerkey, D. (2007). *Kinship and descent* (pp. 463-78). The Oxford handbook of evolutionary psychology.

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Singarimbun, M. (2022). *Kinship, descent and alliance among the Karo Batak*. Univ of California Press.

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23

### 2. Conceptualizing Marriage

#### Forms and Types of marriage: Marriage as a Sacrament, Marriage as Contract.

Sussman, M. B., Steinmetz, S. K., & Peterson, G. W. (Eds.). (2013). *Handbook of Marriage and the Family*. Springer Science & Business Media.\

Girgis, S., George, R. P., & Anderson, R. T. (2011). What is marriage. *Harv. JL & Pub. Pol'y*, 34, 245.

Lawler, M. G. (1996). Marriage and the Sacrament of Marriage'. *Christian Marriage and Family: Contemporary Theological and Pastoral Perspectives*, 22.

Kilmartin, E. J. (1973). When is Marriage a Sacrament?. *Theological studies*, 34(2), 275-286.

Scott, E. S., & Scott, R. E. (1998). Marriage as relational contract. *Va. L. Rev.*, 84, 1225.

Shanley, M. L. (1979). Marriage contract and social contract in seventeenth century English political thought. *Western Political Quarterly*, 32(1), 79-91.

#### Rules of Marriage

Swaraj, I. Marriage in Indian Society: Forms, Types, Rules and Changing Patterns.

Reed, M. N. (2022). *Marriage and Family in India* (Doctoral dissertation, University of Pennsylvania).

Uberoi, Patricia.(1993). *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.

Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, Vol. 29, 1&2: 319- 45

#### Marriage transactions

Schlegel, A., &Eloul, R. (1988). Marriage transactions: Labor, property, status. *American Anthropologist*, 90(2),291-309.

Hamilton, G. (1999). Property rights and transaction costs in marriage: Evidence from prenuptial contracts. *The Journal of Economic History*, 59(1), 68-103.

## **Challenges to Marriage Wealth as a Institutions.**

McCARTHY, D. M. (2005). Justice and the Institution of Marriage. *Marriage, Families & Spirituality*, 11(1), 54-66.

### **3. Family and Household**

#### **Types of Family and Changes**

Hetherington, E. M. (1999). Family functioning and the adjustment of adolescent siblings in diverse types of families. *Monographs of the Society for Research in Child Development*, 1-25.

Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63

Burgess, E. W. (1948). The family in a changing society. *American Journal of Sociology*, 53(6), 417-422.

#### **Differences between family and Household**

Yanagisako, S. J. (1979). Family and household: the analysis of domestic groups. *Annual review of anthropology*, 8(1), 161-205.52

Sacchi, P., & Viazzo, P. P. (2014). Family and household. *A companion to Mediterranean history*, 234-249.

Hareven, T. K. (1975). *Household and Family in Past Time*.

#### **Family and Gender Issues**

Blau, F. D., & Ehrenberg, R. G. (Eds.). (1997). *Gender and family issues in the workplace*. Russell Sage Foundation.

Bajtelsmit, V. L. (2006). GENDER, THE FAMILY. *The Oxford handbook of pensions and retirement income*, 13, 121.

#### **Function of Family**

Turner, B. (2005). The sociology of the family. C. Calhoun, C. Rojek., & B. Turner. *The Sage Handbook of Sociology*, 135-153.

Berardo, F. M., & Shehan, C. L. (2007). Family sociology in the 21st Century. *21st Century Sociology: A Reference Handbook*, 1, 289-295.

### **4. Re-casting Kinship**

#### **Relatedness**

Relatedness Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

Faria, I. (2015). Family Reimagined. *Critical Kinship Studies*, 133.

Clare, S. (2019). Reimagining biological relatedness: Epigenetics and queer kin. *Signs: Journal of Women in Culture and Society*, 45(1), 51-73.

#### **Kinship and Gender**

Stone, L., & King, D. E. (2018). *Kinship and gender: An introduction*. Routledge.

Yanagisako, S. J., & Collier, J. F. (1987). Toward a unified analysis of gender and kinship. *Gender and kinship: Essays toward a unified analysis*, 14-50.

Raheja, G.G. and Gold, A.G., 1994. *Listen to the heron's words: reimagining gender and kinship in North India*. Univ of California Press.

#### **Re-imagining Families**

Strang, V. (2023). Living kindness: Re-imagining kinship for a more humane future. *Critique of Anthropology*, 43(4), 476-494.

Ahmed, S., & Fortier, A. M. (2003). Re-imagining communities. *International Journal of Cultural Studies*, 6(3), 251-259.

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp.103-136

### **New Reproductive Technologies**

McKinnon, S. (2015). Productive paradoxes of the assisted reproductive technologies in the context of the new kinship studies. *Journal of Family Issues*, 36(4), 461-479.

Levine, N. E. (2008). Alternative kinship, marriage, and reproduction. *Annual Review of Anthropology*, 37, 375-389.

**SEMESTER-V**  
**PAPER: SOCMIN3014**  
**SOCIOLOGY OF GENDER**  
**Credit: 4**

**Course Objective:**

1. The course introduces gender as a critical sociological lens of enquiry in relation to various social fields.
2. It also interrogates the categories of gender, sex, and sexuality.

**Course Outcomes:**

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.
2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Gendering Sociology**

Marks: 25

Meaning, Nature and Scope

Perspective on Gender

Socio- Biological Theory

**Unit 2: Gender as a Social Construct**

Marks: 25

Gender and Sex

Gender Stereotyping and socialization

Production: Masculinity and Femininity.

**Unit 3: Gender: Differences and Inequalities**

Marks: 25

Class, Caste

Family, Work Place and Property Rights

**Unit 4: Gender, Power and Resistance**

Marks: 25

Gender and Politics

Women's Movement in India

Women's movement in North-East India.

Institutionalizing Women's Rights

**Course Contents and Itinerary**

**1. Gendering Sociology**

**Meaning, Nature and Scope**

Maynard, M. (1990). The re-shaping of sociology? Trends in the study of gender. *Sociology*, 24(2), 269-290.

Chafetz, J. S. (Ed.). (2006). *Handbook of the Sociology of Gender*. Springer Science & Business Media.

### **Perspective on Gender**

Lindsey, L. L. (2020). *Gender: Sociological Perspectives*. Routledge.

Wharton, A. S. (2009). *The sociology of gender: An introduction to theory and research*. John Wiley & Sons.

### **Socio- Biological Theories**

Baligar, M. P. (2018). Gender theories in sociology. *IJRAR-International Journal of Research and Analytical Reviews*, 5(3), 617-619.

Kennelly, I., Merz, S. N., & Lorber, J. (2001). What is gender?. *American Sociological Review*, 66(4), 598-605.

1.3 Youdell, D. (2005). Sex–gender–sexuality: How sex, gender and sexuality constellations are constituted in secondary schools. *Gender and education*, 17(3), 249-270.

## **2. Gender as a Social Construct**

### **Gender, Sex, Sexuality**

Brickell, C. (2006). The sociological construction of gender and sexuality. *The Sociological Review*, 54(1), 87-113.

Rahman, M., & Jackson, S. (2010). *Gender and sexuality: Sociological approaches*. Polity.

2.2.3 Englert, P., & Dinkins, E. G. (2016). An overview of sex, gender, and sexuality. *Sex, sexuality, law, and (in) justice*, 1-30.

### **Gender Stereotyping and socialization**

Leaper, C., & Friedman, C. K. (2007). The socialization of gender. *Handbook of socialization: Theory and research*, 561, 587.

Stockard, J. (2006). Gender socialization. *Handbook of the Sociology of Gender*, 215-227.

Hussain, M., Naz, A., Khan, W., Daraz, U., & Khan, Q. (2015). Gender stereotyping in family: An institutionalized and normative mechanism in Pakhtun Society of Pakistan. *Sage Open*, 5(3), 2158244015595258.

### **Production of Masculinity and Femininity**

Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Budgeon, S. (2014). The dynamics of gender hegemony: Femininities, masculinities and social change. *Sociology*, 48(2), 317-334.21

Annandale, E., & Hunt, K. (1990). Masculinity, femininity and sex: an exploration of their relative contribution to explaining gender differences in health. *Sociology of Health & Illness*, 12(1), 24-46.

## **3: Gender: Differences and Inequalities**

### **Class, Caste**

Mrudula, A., Callahan, J. L., & Kang, H. (2013). Gender and caste interscctionality in the Indian context. *Human Resource Management*, 2013, 31-48.

Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Itstwentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

### **Family, Work Place and Property Rights**

Carruthers, B. G., & Ariovich, L. (2004). The sociology of property rights. *Annu. Rev. Sociol.*, 30, 23-46.

Bradley, H. (2016). Gender and work. Edgell, S./Gottfried, H./Granter, E.(Hg.): *The SAGE Handbook of the Sociology of Work and Employment*. London: Sage, 73-92.

Lorber, J. (2001). Gender inequality. *Los Angeles, CA: Roxbury*.

#### **4. Gender, Power and Resistance**

##### **4.1. Gender and Politics**

Walby, S. (1988). Gender politics and social theory. *Sociology*, 22(2), 215-232.

Halford, S. (2018). *Gender, power and organisations: An introduction*. Bloomsbury Publishing.

Paxton, P., Kunovich, S., & Hughes, M. M. (2007). Gender in politics. *Annu. Rev. Sociol.*, 33, 263-284.

Esterchild, E. M. (2006). Gender and politics. *Handbook of the sociology of gender*, 519-535.

##### **Women's Movements in India**

Mazumdar, V. (1994). Women's studies and the women's movement in India: An overview. *Women's Studies Quarterly*, 22(3/4), 42-54.

Desai, A. R. (1985). Women's Movement in India: An Assessment. *Economic and Political Weekly*, 992-995.

##### **Women's movement in North-East India.**

Devi, S. (2013). Women and Human Rights: Some Reflections in North East India. *SMART MOVES JOURNAL IJELLH*, 1(6), 1-16.

Chiru, S. S., & Sekho, M. R. Reflections on the Changing Role of Women in North East India. *POLITICS OF ALTERNATIVE GOVERNMENT*, 127.

Subramaniam, M. (2006). *The power of women's organizing: Gender, caste, and class in India*.

##### **Institutionalizing Women's Rights**

Englehart, N. A., & Miller, M. K. (2020). Women's Rights in International Law: Critical Actors, Structuration, and the Institutionalization of Norms. *Politics & Gender*, 16(2), 363-387.

Goetz, A. M. (1995). Institutionalizing women's interests and accountability to women in development. *IDS bulletin*, 26(3), 1-10.

**SEMESTER- VI**  
**PAPER: SOCMAJ3054**  
**INDUSTRIAL SOCIOLOGY**  
**CREDIT: 4**

**Course Objectives:**

1. To provide knowledge on the structure and process of industrial organizations from a sociological perspective.
2. To provide the students with an understanding of the ways in which industrialization has shaped societies.

**Course Outcomes:**

1. The course will provide the students with the ability to analyze the impact of industrialization
2. on society and individuals.
3. The course will enable students to develop ideas and make critical analysis of the process and
4. Development of industrial progress and challenges of India.

**Course Outline:**

**(Total Marks=100)**

**Unit1: Introduction**

Marks: 20

Meaning, Scope and Nature.

Basic Concepts: Industrialization, Urbanization, Industrial Society and Post-Industrial Society.

**Unit 2: Structure of Industrial Society**

Marks: 20

Industrial Bureaucracy.

Labour Relations

**Unit 3: Industrial Conflict and its resolution**

Marks: 30

Industrial Conflict

Conciliation, Collective Bargaining and Adjudication

Trade Union and its functions, Role of Trade Unions in the industry

**Unit 4: Industrialization in India**

Marks: 30

History of Industrialization

Labour Policy

Informal Sector

Impact of Globalization

**Course Contents and Itinerary**

**Unit 1. Introduction**

**Meaning, Scope and Nature**

Kerr, C. et al. (1973). Industrialism and Industrial Man. Harmondsworth: Penguin Books, Introduction & Chapter 1.

Pascal, Gisbert. (1972). Fundamentals of Industrial Sociology. Bombay: Tata, McGrawHill.

**Basic Concepts: Industrialisation, Urbanization, Industrial Society and Post-**

**Industrial Society**

Aron, R. (1972). Eighteen Lectures on Industrial Society. London: Weidenfeld and

Nicolson. Chapter 5, 6 & 7.

Bell, D. (1976). *The Coming of Post-Industrial Society*. London: Heineman, Introduction, Chapter 1, pp.112-119.

Kumar, K. (1973). *Prophecy and Progress: The Sociology of Industrial and Post-Industrial*. London: Allen Lane, Section 4, pp.112-165.

## **Unit 2. Structure of Industrial Society**

### **Industrial Bureaucracy**

Gouldner, A.W. (1954). *Patterns of Industrial Bureaucracy*. New York: The Free Press.

2.1.2. Kumar, K. (1973). *Prophecy and Progress: The Sociology of Industrial and Post-Industrial*. London: Allen Lane. Section 3, Chapter6, pp. 95-111.

### **Labour Relations**

Child, J. (Ed.). (1973). *Man and Organization*. London: Allen and Unwin. Chapter 7.

Kumar, K. (1973). *Prophecy and Progress: The Sociology of Industrial and Post-Industrial*. London: Allen Lane. Section 3, Chapter4, pp. 83-87.

## **Unit 3. Industrial Conflict and its resolution**

### **Industrial Conflict**

Child, J. (Ed.). (1973). *Man and Organization*. London: Allen and Unwin. Chapter 6.

Dahrendorf, Ralph. (1959). *Class and Class Conflict in an Industrial Society*. Stanford:Stanford UniversityPress. Part 1, II & Part 2, VII.

Hyman, R. (1975). *Industrial Relations: A Marxist Introduction*. London: Macmillan.Chapter 7.

### **Conciliation, Collective Bargaining and Adjudication**

Cole, R.E. (1973). *Japanese Blue Collar*. Berkeley: University of California Press.Chapter3.

Trade Union and its functions, Role of Trade Unions in the industry

Eldridge, J.E.T. (1971). *Sociology and Industrial Life*. London: Thomas Nelson. Part III,Chapter 4.

Kennedy, V. D. (1996). *Unions, Employers and Government*. Bombay: Maniktalas. Chapter 2.

Ramaswamy, E. R. (1977). *The Worker and his Union*. New Delhi: Allied.

## **Unit 4. Industrialisation in India**

### **History of Industrialization**

Hambrock, Jana and Hauptmann – Socrates, Sebastian. (1999). *Industrialisation In India*.[https://www.tcd.ie/Economics/assets/pdf/SER/1999/Hambrock\\_Hauptman.pdf](https://www.tcd.ie/Economics/assets/pdf/SER/1999/Hambrock_Hauptman.pdf)

### **Labour Policy**

Punekar, S.D. (1966). *Labour Policy in the Fourth Plan*. *Economic and Political Weekly*,1(7), pp. 277-280.

Singh, Seema. (1993). *New Economic Policy in India: Some Implications for Employment and Labour Market*. *Indian Journal of Industrial Relations*, 28(4), pp. 311-326.

### **Informal Sector**

Breman, Jan. (1996). *Footloose Labour: Working in India's Informal Economy*.Cambridge: Cambridge University Press, Chapter 3.

### **Impact of Globalization**

Mamkoottam, K. (2003). *Labour and Change: Essays on Globalization, Technological Change and Labour in India*. New Delhi: Response Books. Chapter 2,3&4.



**SEMESTER- VI**  
**PAPER: SOCMAJ3064**  
**SOCIAL STRATIFICATION**  
**CREDIT: 4**

**Course Objective:**

1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

**Course Outcomes:**

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Introducing Stratification.**

Marks: 30

Definition of Social Stratification

Idea of Inequality, equality, Difference and Hierarchy

Patterns of Social Stratification- Closed and Open

**Unit 2: Theories of Stratification.**

Marks: 20

Marx, Weber and Class

Functionalism

**Unit 3: Identities and Inequalities.**

Marks: 20

Caste, Race and Ethnicity

Feminism and Gendered Stratification

**Unit 4: Mobility and Reproduction.**

Marks: 30

Definition and types of Social Mobility

Concept of Reproduction

Social Reproduction of Class and Occupational Categories.

**Course Contents and Itinerary**

**1. Introducing Stratification**

Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408

### **Idea of Inequality, equality, Difference and Hierarchy**

1.21 Crompton, R. (2008). *Class and stratification*. Polity.

Cancian, F. (1976). Social stratification. *Annual Review of Anthropology*, 5(1), 227-248.

Blackburn, R. M. (2008). What is social inequality?. *International Journal of Sociology and Social Policy*, 28(7/8), 250-259.

### **Patterns of Social Stratification- Closed and Open**

Bottero, W. (2004). *Stratification: Social division and inequality*. Routledge.

Cancian, F. (1976). Social stratification. *Annual Review of Anthropology*, 5(1), 227-248.

## **2. Theories of Stratification**

### **Marx, Weber and Class**

Collins, R. (2015). A Theory of Stratification. In *Conflict Sociology* (pp. 13-53). Routledge.

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Azarkievič, J. S., & Azarkievič, J. (2015). Social Stratification According to Marx and Weber: Comparison of the Theories and Modern Relevance. *June*, 22, 230-224.

Panday, R. (1983). Max Weber's theory of social stratification: Controversies, contexts and correctives. *Sociological Bulletin*, 32(2), 171-203.

Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

### **Functionalism**

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

2.2. Huaco, G. A. (1966). The functionalist theory of stratification: Two decades of controversy. *Inquiry*, 9(1-4), 215-240.

Davis Kingsley and Wilbert E Moore \_Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397

Kemper, T. D. (1976). Marxist and functionalist theories in the study of stratification: Common elements that lead to a test. *Social Forces*, 54(3), 559-578.

Stratification, S. C. (2016). *Functionalism and Stratification, Socio-Cultural Evolution and Revolution*.

## **3. Identities and Inequalities**

### **Caste, Race and Ethnicity**

Beteille, A. (1971). Race, caste and ethnic identity. *International Social Science Journal*, 23(4).

Berremán, G. D. (1972). Race, caste, and other invidious distinctions in social stratification. *Race*, 13(4), 385-414.

3.1.3 Anthias, F. (2001). The concept of 'social division' and theorising social stratification: Looking at ethnicity and class. *Sociology*, 35(4), 835-854.

3.1.4 Reddy, D. S. (2005). The ethnicity of caste. *Anthropological Quarterly*, 543-584.

### **Feminism and Gendered Stratification**

3.2. Law, H., & Sikora, J. (2018). Gender stratification and feminist sociology: Why east-Central Europe needs more quantitative gender stratification research. *Fabrica Societatis*, 1(1), 207-222.

3.2.2 David, M. E. (2008). Social inequalities, gender and lifelong learning: A feminist, sociological review of work, family and education. *International Journal of Sociology and Social Policy*, 28(7/8), 260-272.

3.2.3. Chafetz, J. S. (Ed.). (2006). *Handbook of the Sociology of Gender*. Springer Science & Business Media.

## **4. Mobility and Reproduction**

### **Definition and types of Social Mobility**

Payne, G. (1989). Social mobility. *The British Journal of Sociology*, 40(3), 471-492.

Bian, Y. (2002). Chinese social stratification and social mobility. *Annual review of sociology*, 28(1), 91-116.

### **Concept of Reproduction**

Sydie, R. A. (2007). The sociology of gender. *21st Century Sociology: A Reference Handbook*, 1-21.

Nickel, H. M., & Vale, M. (1988). Sex-role socialization in relationships as a function of the division of labor: A sociological explanation for the reproduction of gender differences. *International Journal of Sociology*, 18(3-4), 48-58.

### **Social Reproduction of Class and Occupational Categories.**

Bakker, I. (2007). Social reproduction and the constitution of a gendered political economy. *New political economy*, 12(4), 541-556.

Aschaffenburg, K., & Maas, I. (1997). Cultural and educational careers: The dynamics of social reproduction. *American sociological review*, 573-587.

Picchio, A. (1992). *Social reproduction: the political economy of the labour market*. Cambridge University Press.

**SEMESTER-VI**  
**PAPER: SOCMAJ3074**  
**SOCIOLOGY OF RELIGION**  
**CREDIT: 4**

**Course Objectives:**

1. To understand religious over individual religions.
2. To understand the linkage between social and religious through different themes.

**Course Outcomes:**

1. The course lays primacy to the understanding of religious over individual religions.
2. The course draws the linkage between social and religious through different registers mentioned in the course outline.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Social and Religious**

Marks: 30

Formulating Religious

Asceticism and Accumulation

State, Religion and Emancipation

Religious and Solitude

**Unit 2: Elements of Religion**

Marks: 20

Sacred, Myth, Ritual

Time-Space

Rationality

**Unit 3: Techniques of Religious**

Marks: 20

Prayer

Craft

Body

**Unit 4: Religions in India: social- historical perspective, demographic profile, Socio- Cultural impacts.**

Marks: 30

Hinduism

Islam

Christianity

Buddhism

Sikhism

**Course Contents and Itinerary**

**1. Social and Religious**

**Formulating Religious**

Ibrahim, M. M. (2008). *Sociology of Religions*. PHI Learning Pvt. Ltd.

Dillon, M. (Ed.). (2003). *Handbook of the Sociology of Religion*. Cambridge University Press.

Pickering, W. S. F. (2009). Durkheim's sociology of religion: Themes and theories.

### **Asceticism and Accumulation**

1.2.1. Valantasis, R. (1995). Constructions of power in asceticism. *Journal of the American Academy of Religion*, 63(4), 775-821.

1.2.2 Maurer, H. H. (1924). Studies in the Sociology of Religion. I. The Sociology of Protestantism. *American Journal of Sociology*, 30(3), 257-286.

### **State, Religion and Emancipation**

Manow, P., & Van Kersbergen, K. (2009). Religion and the western welfare state: The theoretical context. *Religion, class coalitions, and welfare states*, 1-38.

### **Religious and Solitude**

Fong, J. (2013). A view from sociology: The role of solitude in transcending social crises—new possibilities for existential sociology. *The handbook of solitude: Psychological perspectives on social isolation, social withdrawal, and being alone*, 499-516.

Hornsby-Smith, M. P. (1998). Religious experience: A sociological perspective. *The Heythrop Journal*, 39(4), 413-433.

## **2. Elements of religious**

### **Sacred, Myth, Ritual**

Rosati, M. (2014). The archaic and us: Ritual, myth, the sacred and modernity. *Philosophy & Social Criticism*, 40(4-5), 363-368.

Kluckhohn, C. (1942). Myths and rituals: A general theory. *Harvard theological review*, 35(1), 45-79.

Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

Evans, M. T. (2003). The sacred: Differentiating, clarifying and extending concepts. *Review of religious research*, 32-47.

### **Time-Space**

Roberts, R. H. (2001). Space, time and the sacred in modernity/postmodernity. *International Review of Sociology/Revue Internationale de Sociologie*, 11(3), 331-355.

Szwed, A. (2024). Religion Lived In-Between. Time, Space, and Religious Practices of Roman Catholic Women in Poland. *Sociology of Religion*, srae005.

### **Rationality**

Lehmann, D. (2010). Rational choice and the sociology of religion. *The New Blackwell companion to the sociology of religion*, 179-200.

Jensen, J. S., & Martin, L. (2013). *Rationality and the Study of Religion*. Routledge.

Jerolmack, C., & Porpora, D. (2004). Religion, rationality, and experience: A response to the new rational choice theory of religion. *Sociological Theory*, 22(1), 140-160.

## **3. Techniques of religious**

### **Prayer**

3.1.1. Mauss, Marcel. 2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.

### **Craft**

3.2.1. Ezzy, D. (2004). CHAPTER SEVEN RELIGIOUS ETHNOGRAPHY: PRACTICING THE WITCH'S CRAFT. *Researching paganisms*, 113.

### **Body**

Mellor, P. A., & Shilling, C. (2010). Body pedagogics and the religious habitus: A new direction for the sociological study of religion. *Religion*, 40(1), 27-38.

Coakley, S. (Ed.). (1997). *Religion and the Body* (Vol. 8). Cambridge University Press.

Wilkinson, M., & Althouse, P. (2017). Social Theory, Religion and the Body. *Annual Review of the Sociology of Religion*, 1-14.

## **Unit 4: Religions in India: social- historical perspective, demographic profile, Socio- Cultural impacts.**

### **Hinduism**

Singh, Dharmdeo N. *A Study of Religion*. New Delhi: Vikas publishing House Pvt Ltd, 1999.

Flood, G. D. (1996). *An introduction to Hinduism*. Cambridge University Press.

Klostermaier, K. K. (2014). *Hinduism: A short history*. Simon and Schuster.

### **Islam**

Waynes, Davis. *An Introduction to Islam*. Cambridge University Press, 2004.

Ibrahim, M. M. (2008). *SOCIOLOGY OF RELIGIONS*. PHI Learning Pvt. Ltd.

4.2.3 AK, M. F., Saffie, S. N., Khambali, K. M., & Sintang, S. (2019). Sociology of Religions: An Islamic Perspective. *Al-Takamul al-Ma'rifi*, 2(2), 1-24.

### **Christianity**

4.3.1. Christian, S. (2007). Future directions in the sociology of religion. *Soc. F.*, 86, 1561.

4.3.2 Stark, R. (1996). *The rise of Christianity: A sociologist reconsiders history*. Princeton University Press.

Remus, H. E. (1982). Sociology of knowledge and the study of early Christianity. *Studies in Religion/Sciences Religieuses*, 11(1), 45-56.

### **Buddhism**

Lillie, Arthur. *Buddha and Buddhism*. Delhi: Ess Ess publications, 1975.

Orrù, M., & Wang, A. (1992). Durkheim, religion, and Buddhism. *Journal for the Scientific Study of Religion*, 47-61.

Weber, Max, *The Religion of India-The Sociology of Hinduism and Buddhism* (Trans and ed. H.H. Gerth and Don Martindale). Chicago: Free Press, 1958.

Schipper, J. (2012). Toward a Buddhist sociology: theories, methods, and possibilities. *The American Sociologist*, 43, 203-222.

### **Sikhism**

Nesbitt, E. (2016). *Sikhism: A very short introduction*. Oxford University Press.

Singh, P., & Fenech, L. E. (Eds.). (2014). *The Oxford handbook of Sikh studies*. Oxford University Press, USA.

Singh, D. (1992). *Sikhism: Its Identity* (p. 11). Institute of Sikh Studies.

**SEMESTER: VI**  
**PAPER: SOCMAJ3084**  
**HEALTH AND SOCIETY IN INDIA**  
**CREDIT: 4**

**Course Objective:**

1. The aim of this course is to introduce and to focus on the significance of the sociological study of health, illness and medicine.
2. As the title suggests, this course introduces the reader to the main sociological approaches to health.
3. The intention is to show how the distribution, experience, definition and treatment of illness cannot simply be understood as most people think, in physical or biological terms.
4. Health, illness and their medical management are part of wider cultural systems and as such are closely associated with processes of social control, by both professionals and the state.

**Course outcomes:**

1. The course also examines the socio-cultural dimensions of medicine in societies, seeking to cast light upon the reasons why medicine is characterized by strong paradoxes, why issues of health and illness are surrounded with controversy, conflict and emotion.
2. The course is also an attempt to link cogently the different theoretical perspectives directed towards understanding the socio-cultural dimension of medicine, illness and the body at the beginning of the twenty-first century.

**Course Outline:**

**(Total Marks=100)**

**Unit I: Sociology of Health Medical Sociology**

Marks: 25

Emergence, Nature, Scope and its relevance

Concepts of Health, Illness, Disease

Dimension of Health and illness

Sociological Perspectives on Health

**Unit II: Theoretical Perspectives on Medicine and society Functionalism**

Marks: 25

Marxist/ Political Economic Perspective

Symbolic Interactionism

Feminism

d. Foucault: Discourse on health

**Unit III: Illness & the Social System Illness**

Marks: 30

The Process of seeking medical care: Illness Behaviors

Models of Help seeking – General theory of help seeking – Stages of illness experience, Health belief

Model, Predisposing and Enabling theory: Prediagnostic Illness Behaviour

Sick role – Concept and Theories, Illness as Deviance

Doctor – Patient relationship – Basic model, Hospital as a Social system, Structure of the system.

Alternative Medical Systems: Ayurveda, Homeopathy, Siddha and Folk Medicine

#### **Unit IV: Man, Environment and Disease Social Ecology of Disease**

Marks: 20

Social Epidemiology Measures

Cultural factors bearing on health in India

Health and Social Problems: Malnutrition, Maternal and child health, Sanitation problems, Mental illness, Ageing.

#### **Course Content and Itinerary**

##### **Unit I: Sociology of Health Medical Sociology**

###### **Emergence, Nature, Scope and its relevance**

Annandale, Ellen 1998. *The Sociology of Health and Medicine: A Critical Introduction*. London: Polity Press

Cockerham, W. C. (2011). *Medical sociology* (12th Ed.). Boston: Pearson International Edition

Gabe, J., Bury M., & Elston M.A., 2004. *Key Concepts in Medical Sociology*. New Delhi: Sage.

###### **Concepts of Health, Illness, Disease**

Nettleton, S. (2013). *The sociology of health and illness* (3rd Ed.). OUP

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 and 2 and 3. Pages(1-54).

###### **Dimension of Health and illness**

White, K. (2002). *An introduction to the sociology of health and illness*. SAGE Publications

Boorse, Christopher (1999) *On the distinction between Disease and Illness*. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, *Meaning and Medicine: A Reader in the Philosophy of Healthcare*, New York: Routledge. (Pages 16-27)

Muralidharan, A., & Nambiar, D. (Eds.). (2017). *The Social Determinants of Health in India Concepts, Processes, and Indicators*

###### **Sociological Perspectives on Health**

Mehta, S. R., *Society and Health -- A Sociological Perspective*, Vikas Publishing House Pvt. Ltd., 1992.

VHAI, *State of India's Health*, VHAI, New Delhi, 1992.

###### **Marxist/ Political Economic Perspective**

Morgan (1987) *Dependency Theory and the Political Economy of Health: An Anthropological Critique*. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.

Raphael D. *The political economy of health: a research agenda for addressing health inequalities in Canada*. *Can Public Policy*. 2015;41(suppl 2): S17–S25. doi: 10.3138/cpp.2014-084.

Lynch J. *Regimes of Inequality: The Political Economy of Health and Wealth*. Cambridge, UK: Cambridge University Press; 2020.

###### **Symbolic Interactionism**

Lorber, J., & Moore, L. J. (2002). *Gender and the social construction of illness* (2nd ed.). Lanham, MD: Rowman & Littlefield.

Musto, D. F. (Ed.). (2002). *Drugs in America: A documentary history*. New York, NY: New York University Press.



Diamond, A. (2011). Acceptance of fat as the norm is a cause for concern. *Nursing Standard*, 25(38), 28–28.

### **Feminism**

Annandale, E. 2009. *Women's Health and Social Change*. London: Routledge

Lorber, J., & Moore, L. J. (2002). *Gender and the social construction of illness* (2nd ed.). Lanham, MD: Rowman & Littlefield.

### **Foucault: Discourse on health**

Foucault, Michel (1994) *The Birth of the Clinic: An Archaeology of Medical Perception*, New York: Vintage Books. Chapter 1 and Conclusion. (Pages 3-20 and 194-199).

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

Blommaert, J. (2005). *Discourse: A Critical Introduction*. Cambridge University Press.

Brown, G. and Yule, G. (1983). *Discourse Analysis*: Cambridge University Press.

Cook, G (1989). *Discourse*. Oxford: Oxford University Press

### **Unit III: Illness & the Social System Illness**

#### **The Process of seeking medical care: Illness Behaviors**

Kleinman A, Eisenberg L, Good B. Culture, Illness, and Care: Clinical Lessons from Anthropologic and CrossCultural Research. *Annals of Internal Medicine, Ideas and Opinions*. 1 February 1978;88(2):251-258.

MacKian S. A review of health seeking behavior: Problems and prospects. Internal concept paper. Health Systems Development Program. London: London School of Hygiene and Tropical Medicine.2001 3.

Chin V. and Noor N. (2014). Sociocultural determinants of health and illness: A theoretical inquiry.

*GEOGRAFIA OnlineTM Malaysian Journal of Society and Space*.2014; 10(1):49-59. 4. Caste.

AJIT K. DALAL, SUBHARAY-'social dimentions of health' Rawat publication NewDelhi -2005.

ANDERSEN,R. NEWMAN JF (1973). "societal and individual of medical care utilization in the united states".

*Milbank mem fund q health sec*. 51 (1): 95-124. Doi/3349

#### **Model, Predisposing and Enabling theory: Prediagnostic Illness Behaviour**

3.2.1 Andersen, R. M. (1995). Revisiting the behavioral model and access to medical care: does it matter? *Journal of health and social behavior*, 36, 1-10. doi:10.2307/2137284

FRANCES WILSON AND MZWANDILE MABHALA-'key concept in public health' sage publications Washington d.c.-2009.

#### **Sick role – Concept and Theories, Illness as Deviance**

Freeman, H.E., 1979. *Handbook of Medical Sociology*. New Jersey: Prentice-Hall.

Rosengren, W. R. 1980. *Sociology of Medicine*. London: Harper & Row Publishers.

#### **Doctor – Patient relations ship – Basic model, Hospital as a Social system, Structure of the system.**

Szasz TS, Hollender MH. A contribution to the philosophy of medicine: the basic models of the doctor-patient relationship. *AMA Arch Intern Med*. 1956;97(5):585–592.

Kaba R, Sooriakumaran P. The evolution of the doctor-patient relationship. *Int J Surg*. 2007;5(1):57–65.

Ahmad I, Lakhani MS, Gillet M, John A, Raza H. Hypotriglycerdemic and hypochlesterolemic effects of anti-diabetic *Momordica charantia* (Karela) fruit extract in streptozotocin diabetic rats. *Diabetes Res Clin Pract*. 2001;51:155–161.

#### **Alternative Medical Systems: Ayurveda, Homeopathy, Siddha and Folk Medicine**

Saks, M. 1992. *Alternative Medicine*. Oxford: Clarendon Press.

Ambike SH, Rao MRR. Studies on a phytosterolin from the bark of *Ficus religiosa* Part-I. *Indian J Pharm.* 1967;29:91.

*The Ayurvedic Pharmacopoeia of India. Part-I and Volume-I*. New Delhi: Ministry of Health and Family Welfare, Govt. of India; 1989. Anonymous.

*The Ayurvedic Pharmacopoeia of India Part-I and Volume-II Ist edition*. New Delhi: Ministry of Health and Family Welfare, Govt. of India; 1999. Anonymous.

#### **Unit IV: Man, Environment and Disease Social Ecology of Disease**

##### **Social Epidemiology Measures**

Berkman LF, Kawachi I. A historical framework for social epidemiology. In: Berkman LF, Kawachi I, eds. *Social epidemiology*. New York: Oxford university press, 2000: 3–12.

Villermé LR. A description of the physical and moral state of workers employed in cotton, wool, and silk mills. In: Buck C, Llopis A, Najera E, Terris M, editors. *The challenge of epidemiology: issues and selected readings*. Washington: PAHO/WHO, 1988: 33–37.

##### **Cultural factors bearing on health in India**

Bardhan P: The state of health services in China and India: a larger context. *Health Affairs* 2008,27(4):132.

Niaz U, Hassan S: Culture and mental health of women in South-East Asia. *World Psychiatry* 2006,5(2):1120.

•4.2.3. Mathur, J.S. 1971. *Introduction to Social and Preventive Medicine*. New Delhi: Oxford and IBH Publishing Co.

##### **Health and Social Problems: Malnutrition, Maternal and child health, Sanitation problems, Mental illness, Ageing.**

Morgan, M. 1985. *Sociological Approaches to Health and Medicine*. London: Routledge. 2000. London: Routledge.

Wilkinson, C, 2001. *Fundamentals of Health at Work: The Social Dimension*. London: Taylor & Francis.

**SEMESTER: VI**  
**PAPER: SOCMIN3024**  
**SOCIAL STRATIFICATION**  
**CREDIT: 4**

**Course Objective:**

1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

**Course Outcome:**

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Introducing Stratification**

Marks: 25

What is social stratification and inequality?

Concepts and characteristics

**Unit 2: Theories of Stratification**

Marks: 25

Marx, Weber and Class

Functionalism

**Unit 3: Identities and Inequalities**

Marks: 25

Closed and open system of stratification: Caste, Class, Estate, Race and Ethnicity

3.2. Feminism and Gendered Stratification

3.3 Poverty and social exclusion

**Unit 4: Social Mobility**

Marks: 25

Concepts, Factors and Types

Social Reproduction

**Course Content and Itinerary**

**UNIT 1. Introducing Stratification**

**What is social stratification and inequality?**

McLeod, J. D. (2013). Social stratification and inequality. *Handbook of the sociology of mental health*, 229-253.

Doob, C. B. (2019). *Social inequality and social stratification in US society*. Routledge.

### **Concepts and characteristics**

Cancian, F. (1976). Social stratification. *Annual Review of Anthropology*, 5(1), 227-248.

Mallinson, C. (2011). Social stratification. *The Sage book of Sociolinguistics*, 87-99.

## **UNIT 2. Theories of Stratification**

### **A. Marx, Weber and Class**

#### **Marx, Weber and Class**

Collins, R. (2015). A Theory of Stratification. In *Conflict Sociology* (pp. 13-53). Routledge.

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Azarkievič, J. S., & Azarkievič, J. (2015). Social Stratification According to Marx and Weber: Comparison of the Theories and Modern Relevance. *June*, 22, 230-224.

Panday, R. (1983). Max Weber's theory of social stratification: Controversies, contexts and correctives. *Sociological Bulletin*, 32(2), 171-203.

Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

#### **B. Functionalism**

22.2.1 Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

2.2. Huaco, G. A. (1966). The functionalist theory of stratification: Two decades of controversy. *Inquiry*, 9(1-4), 215-240.

Davis Kingsley and Wilbert E Moore \_Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397

Kemper, T. D. (1976). Marxist and functionalist theories in the study of stratification: Common elements that lead to a test. *Social Forces*, 54(3), 559-578.

Stratification, S. C. (2016). Functionalism and Stratification, Socio-Cultural Evolution and Revolution.

## **UNIT 3. Identities and Inequalities**

### **Caste, Race and Ethnicity**

Beteille, A. (1971). Race, caste and ethnic identity. *International Social Science Journal*, 23(4).

Berremán, G. D. (1972). Race, caste, and other invidious distinctions in social stratification. *Race*, 13(4), 385-

414. 3.1.3 Anthias, F. (2001). The concept of 'social division' and theorising social stratification: Looking at ethnicity and class. *Sociology*, 35(4), 835-854.

3.1.4 Reddy, D. S. (2005). The ethnicity of caste. *Anthropological Quarterly*, 543-584.

#### **Feminism and Gendered Stratification**

Law, H., & Sikora, J. (2018). Gender stratification and feminist sociology: Why East-Central Europe needs more quantitative gender stratification research. *Fabrica Societatis*, 1(1), 207-222.

3.2.2 David, M. E. (2008). Social inequalities, gender and lifelong learning: A feminist, sociological review of work, family and education. *International Journal of Sociology and Social Policy*, 28(7/8), 260-272.

Chafetz, J. S. (Ed.). (2006). *Handbook of the Sociology of Gender*. Springer Science & Business Media.

### **Poverty and social exclusion**

Cole, P. (2017). Poverty and social exclusion. In *Ethics and the Market* (pp. 117-131). Routledge.

Galabuzi, G. E. (2004). Social exclusion. *Social determinants of health: Canadian perspectives*, 235-251.

3.3.3 Sidney, M. S. (2009). Poverty, inequality and social exclusion. *Theories of urban politics*, 171-187.

### **UNIT 4. Social Mobility)**

#### **Concepts, Factors and Types**

Heath, A., & Li, Y. (2023). *Social mobility*. John Wiley & Sons.

Westoff, C. F., Bressler, M., & Sagi, P. C. (1960). The concept of social mobility: an empirical inquiry. *American sociological review*, 375-385.

#### **Social Reproduction**

4.2.1. Bakker, I. (2007). Social reproduction and the constitution of a gendered political economy. *New political economy*, 12(4), 541-556.

**SEMESTER - VII**  
**PAPER: SOCMAJ 4014**  
**CONTEMPORARY SOCIOLOGICAL THINKERS**  
**Credit:4**

**Course Objectives:**

Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

**Course Outcomes:**

Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.

1. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
2. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

**Course outline:**

**(Total Marks=100)**

**Unit 1. C. Wright Mills**

Marks: 25

Sociological Imagination

Critical Analysis of Grand Theory

**Unit 2. Jurgen Habermas**

Marks: 25

Theory of Communicative Action

Life world

Crisis of Public Sphere

**Unit 3. Pierre Bourdieu**

Marks: 25

Cultural Capital

Habitus and Field

**Unit 4. Anthony Giddens**

Marks: 25

Structuration Theory

Duality of Social Structure and agency

**Course Contents and Itinerary:**

**Unit 1. C. Wright Mills**

**Sociological Imagination**

Mills, C.W., 2000, The Sociological Imagination, New York: Oxford University Press.

**Critical Analysis of Grand Theory**

Barratt, E, 2011, Re-Reading C. Wright Mills, Organisation, 18. 707-724.

Narayan, K., 2008, Or in Other Words: Recasting Grand Theory. *Journal of Folklore Research*, 45(1), 83–90.

<http://www.jstor.org/stable/40206967>

## **Unit 2. Jurgen Habermas**

### **Theory of Communicative Action**

Habermas, J, 1987, *The Theory of Communicative Action*, Vol. 1 and 2 Cambridge: Polity Press.

Finlayson, Gordon, J and Dafydd Huw Rees, 2023, Jürgen Habermas, *The Stanford Encyclopedia of Philosophy* (Winter 2023 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL =

<<https://plato.stanford.edu/archives/win2023/entries/habermas/>>.

Rochberg-Halton, E, 1989, Jürgen Habermas's Theory of Communicative Etherealization, *Symbolic Interaction*, Volume 12, Number 2, pages 333-360.

### **Life world**

Finlayson, James Gordon and Dafydd Huw Rees, 2023, Jürgen Habermas, *The Stanford Encyclopedia of Philosophy* (Winter 2023 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL =

<<https://plato.stanford.edu/archives/win2023/entries/habermas/>>.

Baxter, H, 2002, System and Lifeworld in Habermas's Theory of Law, 23 *Cardozo Law Review* 473. Available at:

[https://scholarship.law.bu.edu/faculty\\_scholarship/549](https://scholarship.law.bu.edu/faculty_scholarship/549)

### **Crisis of Public Sphere**

Habermas, J. 1991. The public sphere. In Mukerji, C.; Schudson, M. (Ed.): *Rethinking popular culture*.

*Contemporary perspectives in cultural studies*. Berkeley/Los Angeles: University of California Press. pp.398-404.

Calhoun, C (Eds). 1992. *Habermas and the Public Sphere*. Cambridge: The MIT Press.

Goode, L., Habermas, J. 2005, *Democracy and the Public Sphere*, London: Pluto Press.

## **Unit 3. Pierre Bourdieu**

### **Cultural Capital**

Bourdieu, P. 1990. *The Logic of Practice*. Cambridge: Polity Press.

Richardson, J. 1986. *Handbook of Theory and Research for the Sociology of Education* Westport, CT:Greenwood, pp. 241–58

### **Habitus and Field**

Bourdieu, P. 1990. *The Logic of Practice*. Book I, Ch. 3: Structures, habitus, practices, pp.

52-65.

## **Unit 4. Anthony Giddens**

### **Structuration Theory**

Loyal, S. 2003. *The Sociology of Anthony Giddens*. London: Pluto Press.

Giddens, A. 1983. *Central Problems in Social Theory: Action, Structure Contradiction in Social Analysis*, London, Macmillan.

### **Duality of Social Structure and agency**

Giddens, A. 1983. *Central Problems in Social Theory: Action, Structure Contradiction in Social Analysis*, London, Macmillan.

**SEMESTER- VII**  
**PAPER: SOCMAJ 4024**  
**SOCIOLOGY OF SOCIAL MOVEMENTS**  
**Credit:4**

**Course Objectives:**

1. The course seeks to introduce students to one of the most urgent and prolific areas of sociological research that has direct bearing on the course of social, political, cultural and economic changes. It explores how, when and why groups mobilize with what results.
2. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.
3. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.
4. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

**Course Outcomes:**

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts. Learn to use sociological theories on social movements to identify a phenomenon as one.
2. Further, students should be able to distinguish a phenomenon as social movement from other cognate Political phenomena. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements. Discuss and ask questions about social movement theories and methodologies with insight and precision.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Meaning and Dynamics of Social Movements**

Marks: 25

Meaning and Types: Reform, Revival, Revolution

Social Movements and Social Change

Schisms and Splits

Counter-Movements

Leadership and Social Movements

Media and Social Movements

**UNIT 2. Theories of Social Movements**

Marks: 25



Structural- Functional

Marxist

Weberian

Contemporary

**UNIT 3. Old Social Movements in India**

Marks: 25

Nationalist Movement

Tribal Movement

Peasant Movement

Labour Movement

**UNIT 4. New Social Movements in India**

Marks: 25

Dalit Movement

Women's Movement

Environmental Movement

**Course Contents and Itinerary:**

**UNIT 1. Meaning and Dynamics of Social Movements**

**Meaning and Types: Reform, Revival, Revolution**

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

Oommen, T. K. (Ed.). 2010. *Social Movement: Vol. I & II*. New Delhi: Oxford University Press.

Rajendra Vhora and Suhas Palshikar (Eds.) *India: Democracy, Meaning and Practices*. New Delhi: Sage Publications.

**Social Movements and Social Change**

Mukherjee, P. N. 1977. 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework', *Sociological Bulletin*, Vol. 26, No. 1, pp. 38-59.

Rao, M. S. A. 1979. *Social Movements and Social Transformation*. Delhi: Macmillan.

Oomen, T. K. 1990. *Protest and Change: Studies in Social Movements*. New Delhi: Sage Publications.

**Schisms and Splits**

Drakeford, M. 1997. Splits and Schisms. In: Campling, J. (eds) *Social Movements and their Supporters*. Palgrave Macmillan, London. [https://doi.org/10.1057/9781137001627\\_4](https://doi.org/10.1057/9781137001627_4)

Ansell, C. K. 2004. *Schism and Solidarity in Social Movements: The Politics of Labor in the French Third Republic*. New York: Cambridge University Press.

**Counter-Movements**

Meyer, D.S and Staggenborg, S. 1996. Movements, Counter movements, and the Structure of Political Opportunity. *American Journal of Sociology*. Vol. 101 No. 6.

**Leadership and Social Movements**

Ganz, M. 2010. *Leading Change: Leadership, Organisation and Social Movements*. *Handbook of Leadership Theory and Practice* (Eds) Nitin Noria and Rakesh Khurana. Boston: Harvard Business School Publishing.

## **Media and Social Movements**

Earl, J. and Rohlinger, D. A (Eds). 2018. Social Movements and Media. U.K.: Emerald Publishing Limited.

### **UNIT 2. Theories of Social Movements**

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

### **UNIT 3. Old Social Movements in India**

#### **Nationalist Movement**

Rao, M. S. A. 1979. Social Movements in India. New Delhi: Manohar.

#### **Tribal Movement**

Singh, K. S. 1982. Tribal Movements in India. New Delhi: Manohar.

#### **Peasant Movement**

Brass, T. 1995. New Farmers' Movements in India. London and Portland or Frank Cass.

Dhanagare, D. N. 1983. Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press.

Scott, J. 1976. The Moral Economy of Peasant: Rebellion and Resistance in South Asia. New Haven and London: Yale University Press.

Singha Roy, D. 2004. Peasant Movement in Post-Colonial India. New Delhi: Sage Publications.

Wolf, E. 1966. Peasant Wars in the Twentieth Century. New Jersey: Prentice Hall.

#### **Labour Movement**

Buchler, S. M. 2000. Social Movements in Advanced Capitalism. Oxford: Oxford University Press.

### **UNIT 4. New Social Movements in India**

#### **Dalit Movement**

Zelliot, E. 1995. From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.

Shah, G. 2001. Dalit Identity and Politics. New Delhi: Sage Publications.

#### **Women's Movement**

Menon, N. (Ed.). 1999. Gender and Politics in India. Delhi: Oxford University Press.

#### **Environmental Movement**

Guha, R. 1989. The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya.

Shiva, V. 1991. Ecology and the Politics of Survival. New Delhi: Sage Publications.

**SEMESTER-VII**  
**PAPER: SOCMAJ4034**  
**SOCIAL DEMOGRAPHY**  
**CREDIT: 4**

**Course Objectives:**

1. This course provides a critical understanding of the interface between population and society.
2. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population.
3. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

**Course Outcome:**

1. The course will enable students to achieve broader knowledge about the population dynamics.
2. The course will enable students to enquire the trends of population and its relationships with the different aspects of social organization and institutions in the area.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: Introducing Population Studies**

Marks: 25

Sociology and Demography

Concepts and Approaches

**Unit 2: Population, Social Structure and Processes**

Marks: 25

Age and Sex Structure, Population Size and Growth

Fertility, Reproduction and Mortality

**Unit 3: Population, Gender and Migration**

Marks: 25

Population and Gender

Politics of Migration

**Unit 4: Population Dynamics and Development**

Marks: 25

Population as Constraints and Resources for Development

Population Programmes and Policies

**Course Content and Itinerary**

**Unit 1. Introducing Population Studies**

**Sociology and Demography**

Hauser, P. M. (1959). Demography in relation to sociology. *American Journal of Sociology*, 65(2), 169-173.

1.1.2. Hoffmann-Nowotny, H. J. (2000). Demography and sociology. *Position of demography among other disciplines/Z. Pavlik, ed. Department of Demography and Geodemography, Charles University. Prague, 73-79.*

1.1.3 Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

1.1.4. Cox, P. R. (1976). *Demography*. Cambridge University Press.

## **Concepts and approach**

Rowland, D. T. (2003). *Demographic methods and concepts*. OUP Oxford.

Harutyunyan, G. (2015). Demography as a Critical Area (conceptual approaches). *21st Century*, (1 (17)), 5-14.

## **Unit 2. Population, Social Structure and**

### **Age and Sex Structure, Population Size and Growth**

Poston Jr, D. L., & Bouvier, L. F. (2010). *Population and society: An introduction to demography*. Cambridge University Press.

Dasgupta, S. (Ed.). (2012). *Social Demography*. Pearson Education India.

Hobbs, F. (2004). Age and sex composition. *The methods and materials of demography*, 2, 125-173.

### **Fertility, Reproduction and Mortality**

2.2.1. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.

Reher, D. (1999). Back to the basics: mortality and fertility interactions during the demographic transition. *Continuity and Change*, 14(1), 9-31.

Scheidel, W. (2009). Population and demography. *A Companion to Ancient History*, 134-145.

## **Unit 3. Population, Gender and Migration**

### **Population and Gender**

Poston Jr, D. L., & Bouvier, L. F. (2010). *Population and society: An introduction to demography*. Cambridge University Press.

England, P. (2017). *Households, employment, and gender: A social, economic, and demographic view*. Routledge.

3.1.3 Riley, N. E. (2019). *4 Demography of Gender* (pp. 107-142). Springer International Publishing.

### **Politics of Migration**

3.2.1 Skeldon, R. (2021). Migration in Political Demography: A Review of Evidence. *Global Political Demography: The Politics of Population Change*, 29-55.

İçduygu, A. (2010). The politics of demography and international migration: implications for the EU–Turkey relationship. *Journal of Balkan and Near Eastern Studies*, 12(1), 59-71.

## **Unit 4. Population Dynamics and Development:**

### **Population as Constraints and Resources for Development**

Demeny, P. (1988). Demography and the limits to growth. *Population and development review*, 14, 213-244.

Istrate, G. M., & Caragea, N. (2008). Time-Constraint and Socio-Demographic Characteristics of population in Romania.

### **Population Programmes and Policies**

Caldwell, J.C. (1996). Demography and social science. *Population Studies*, 50(3), 305-333. 4.2.2  
Government of India. 2000. National Population Policy. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).

**SEMESTER-VII**  
**PAPER: SOCMAJ 4044**  
**SOCIOLOGY OF DEVELOPMENT**  
**CREDIT 4**

**Course Objectives:**

1. To critically evaluate major development theories and their historical contexts.
2. To investigate the causes and consequences of social and economic inequalities globally.
3. To analyze the effectiveness of development policies and practices for sustainable and inclusive growth.

**Course Outcomes:**

1. Students will be able to critically assess various development theories and their applicability.
2. Students will understand the root causes and impacts of global social and economic inequalities.
3. Students will be equipped to evaluate the effectiveness of development policies and recommend sustainable solutions.

**Course Outline:**

**(Total Marks=100)**

**Unit 1. The Concepts of Development**

Marks: 25

Development and Progress: Economic and Social Dimensions

Change, Modernisation and Development

Social, Human and Gender Development

**Unit 2. Perspectives on Development**

Marks: 25

Modernisation

Liberal Perspective on Development

Marxian Perspective on Development

Gandhian Perspective on Development

**Unit 3. Globalization and Development**

Marks: 25

Economic, Social and Cultural Dimensions of Globalisation

Liberalisation and Structural Adjustment Programme

Globalisation, Privatisation and Indigenous knowledge

WTO, GATT, GATS: Capital and Human Flows

**Unit 4. Approaches to Sustainable Development**

Marks: 25

Micro-Planning

Ecology, Environment and Development

Ethno-Development

Population and Development

**Course Content and Itinerary**

**Unit 1. The Concepts of Development**

**Development and Progress: Economic and Social Dimensions**

Thin, N. (2002). *Social progress and sustainable development*. Bloomfield: Kumarian Press.

Behera, D. K. (2016). *Measuring socio-economic progress in India: Issues and challenges*. *Revista Galega de Economia*, 25(2), 117-132.

Das, A. (1999). *Socio-economic development in India: A regional analysis*. *Development and Society*, 28(2), 313-345.

**Change, Modernisation and Development**

Eisenstadt, S. N. (1964). *Modernisation: Growth & Diversity*. *India Quarterly*, 20(1), 17-42.

Hout, W. (2016). *Classical approaches to development: Modernisation and dependency*. *The Palgrave handbook of international development*, 21-39.

Sharma, S. L. (1993). *Modernisation of Indian Society. Rural Violence in Bihar*, 69.

Desai, A.R. (ed.) (1971). *Essays on Modernisation of Underdeveloped Societies*. Vol 1. Thacker and Co. Ltd.: Mumbai

Dube, S.C. (1988). *Modernisation and Development*. Sage Publication: New Delhi

### **Social, Human and Gender Development**

Ghosh, M. (2018). *Gender equality, growth and human development in India*. Asian Development Perspectives (ADP), 9(1), 68-87.

Das, D., & Pathak, M. (2012). *Gender equality: A core concept of socio-economic development in India*. Asian Journal of Social Sciences and Humanities, 1(4), 257-264.

Kabeer, Naila. (1995). *Reversed Realities: Gender Hierarchies in Development Thought*. Kali for Women: New Delhi

Krishnaraj, Maithreyi. (1993). "New Economic Policy and Development of Women: Issues and Implications". In IAWS (eds.) *The New Economic Policy and Women: A Collection of Background Papers to Sixth National Conference*. IAWS: Mumbai

Schrijvers, Joke. (1993). *The Violence of Development: A Choice for Intellectuals*. Kali for Women: New Delhi

## **Unit 2. Perspectives on Development**

### **Modernisation**

Shah, M. (1970). *Modernisation of India*. Foreign Trade Review, 4(4), 509-519.

Eisenstadt, S. N. (1964). *Modernisation: Growth & Diversity*. India Quarterly, 20(1), 17-42.

Dube S.C. (1988). *Modernisation and Development*. Vistaar publications: New Delhi

Ritzer, George. (2000). *Modern Sociological Theory*. 5th edition. McGraw Hill Higher Education

Singh, Y. (1977). *Modernisation of Indian Tradition*. Thomson. Faridabad

### **Liberal Perspective on Development**

Manish, G. P., Rajagopalan, S., Sutter, D., & White, L. H. (2015). *Liberalism in India*. *Econ Journal Watch*, 12(3).

Sahoo, S. (2017). *Market liberalism, marginalised citizens and counter movements in India*. Asian Studies Review, 41(1), 1-19.

Saran, S. (2018). *India's role in a liberal post-western world*. In *The Liberal Order and its Contestations* (pp. 92-108). Routledge.

Cowen, M. P. and R. W. Shenton. (1996). *Doctrines of Development*. Routledge: London

Dean, Mitchell. (2001). "Michel Foucault: 'A Man in Danger'", in George Ritzer and Barry Smart (eds.) *Handbook of Social Theory*. Sage Publications: London

Torfing, J. (1999). *New Theories of Discourse*. Mass: Blackwell

### **Marxian Perspective on Development**

Benjamin, Walter. (2000). *The Work of Art in the Age of Mechanical Reproduction*. [http://pixels.filmstv.ucla.edu/gallery/web/julian\\_scaff/benjamin/benjamin.html](http://pixels.filmstv.ucla.edu/gallery/web/julian_scaff/benjamin/benjamin.html)

Braaten, Jane. (1991). *Habermas's Critical Theory of Society*. State University of New York Press: Albany

Farganis, James. (1996). *Readings in Social Theory: The Classic Tradition to Post Modernism*. McGraw-Hill: New York

Kellner, Douglas. (1989). *Critical Theory, Marxism and Modernity*. Polity Press: Oxford

Kellner, Douglas. (1990). *Critical Theory and the Crisis of Social Theory*. from *Illuminations* <http://www.uta.edu/huma/illuminations/kell5.htm>

Kellner, Douglas. (1995). *Media Culture: Cultural studies, Identity and Politics Between the Modern and the Postmodern*. Routledge: London and New York

### **Gandhian Perspective on Development**

Gandhi, M.K. (1938). *Hind Swaraj or Indian Home Rule*. Navajivan Trust: Ahmedabad

Gandhi, M.K. (1968). *The Selected Works of Mahatma Gandhi* Vol.III. Navajivan Trust: Ahmedabad

Nanda, B.R. (1958). *Mahatma Gandhi: A Biography*. Oxford University Press: Delhi

## **Unit 3. Globalization and Development**

### **Economic, Social and Cultural Dimensions of Globalisation**

Hazel, Henderson. (1999). *Beyond Globalisation: Shaping a Sustainable Global Economy*. West Hartford, CT: Kumarian

Khor, Martin. (2001). *Rethinking Globalisation: Critical Issues and Policy Choices*. Books for Change: Bangalore

Battacharya, Purushottam and Roy, Ajitava Chaudhuri (ed.). (2000). *Globalisation and India: A Multidimensional Perspective*. Lancers Books: New Delhi

### **Liberalisation and Structural Adjustment Programme**

Chenery, H. (ed.). (1979) *Structural Change and Development Policy*. New York.

World Bank. (Several Years), *World Development Reports*. Washington, D.C.

Asian Development Bank. (Several Years) *Asian Development Outlook*. Manila.

Sobhan, R. (ed.). (2000) *Structural Adjustment Policies in the Third World: Design and Experience*. Dhaka.

Dasgupta, B. (1998) *Structural Adjustment, Global Trade and the New Political Economy of Development*. New Delhi.

### **Globalisation, Privatisation and Indigenous knowledge**

Alexiades, M. N. (2009). *The cultural and economic globalisation of traditional environmental knowledge systems*. Landscape, process and power: re-evaluating traditional environmental knowledge, 68-90.

Stiglitz, E. Joseph. (2003). *Globalisation and its Discontents*. Norton and Company: New York

Correa, Carlos M. (2000). Intellectual Property Rights, the WTO and Developing Countries: The TRIPs Agreement and Policy Options. Third World Network: Penang

### **WTO, GATT, GATS: Capital and Human Flows**

Chanda, R. (2002). *GATS and Its Implications for Developing Countries: Key Issues Concerns*. Department of Economic and Social affairs. United Nations: New York

Gill, S.S. (2003). "Globalisation: Higher Education will suffer", in The Tribune July 20, 2003.

Night, J. (2002). *Trade in Higher Education Services: The Implications of GATS*. The Observatory on Borderless Higher Education: London

Barton, J. H. (2006). *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO*. Princeton University Press.

## **Unit 4. Approaches to Sustainable Development**

### **Micro-Planning**

Gadgil, D.R. (1967). *District Development Planning*. Gokhale Institute of Politics and Economics: Poona

Singh, Radha Raman 1982. *Studies in Regional Planning and rural Development*. Associated Book Agency: Patna

Singh, Tarlok. (1969). *Towards an Integrated society: Reflections on Planning, Social Policy and Rural Institutions*. Orient Longman: Bombay

### **Ecology, Environment and Development**

Munshi, I. (2000). "Environment in Sociological Theory", Sociological Bulletin, vol.49, no. 2, 258-62

Shiva, V. (1991). *Ecology and the Politics of Survival*. UN University Press and Sage Publications: New Delhi

UNDP. (2003). *Human Development Report*. Oxford University Press: New Delhi

### **Ethno-Development**

Agrwal, A. (1995). "Indigenous and Scientific Knowledge: Some Critical Comments", *Indigenous Knowledge and Development Monitor* 3,3

Oommen, T.K. (1998). "Changing Paradigm of Development: The Evolving Participatory Society", *Journal of Social and Economic Development*. 1:35-45

Paul, S. (1987). "Community Participation in Development Projects: The World Bank Experience". in *The World Bank Readings in Community Participation*. The World Bank Washington, D.C.

Pieterse, J.N. (2001). *Development Theory*. Vistaar Publications: New Delhi

### **Population and Development**

Ahmed, Aijazuddin, Daniel Noin and H.N. Sharma (eds.). (1997). *Demographic Transition. The Third World Scenario*. Rawat Publications: Jaipur and Delhi

Bandarage, Asoka. (1997). *Women, Population and Global Crisis. A Political Economic Analysis*. Zed Books: London

Chaubey, P.K. (2001). *Population Policy for India. Perspectives, Issues and Challenges*. Kanishka Publishers: Delhi

**SEMESTER: VII**  
**PAPER: SOCREM 4044**  
**SOCIOLOGICAL RESEARCH METHODS**  
**CREDIT: 4**

**Course Objectives:**

1. To introduce students to sociological research methods.
2. To acquire some elementary knowledge of the complexities and philosophical underpinnings of research.

**Course Outcomes:**

1. The course will provide students with skills to conceptualize research problem and carry out their research work.
2. The course will provide student with some elementary knowledge of the complexities and philosophical underpinnings of research.

**Course Outline:**

**(Total Marks=100)**

**Unit 1: The Logic of Social Research**

Marks: 25

What is Sociological Research?

Research, Science and sociology.

Scientific Method: Positivist and Constructionalist Interpretation of Science.

Trend of Sociological Research, Sociological Imagination.

Objectivity in the Social Sciences

Objectivity as explained by Emile Durkheim

Objectivity as explain by Max Weber.

Reflexivity

The coming Crisis in western sociology- Methodological Approach

A Critique to Conventional Sociology: Reflexivity (Harold Garfinkle)

**Unit 2: Methodological Perspectives**

Marks: 20

The Comparative Method:

Comparative Method in the works of Emile Durkheim, Max Weber and Redcliff Brown.

Feminist Method: Approach and Design

**Unit 3: Modes of Enquiry**

Marks: 25

Theory and Research

Inductive and Deductive logic

Analyzing Data: Quantitative and Qualitative: Characteristics, Purpose and Types.

**Unit 4: Doing Social Research and Methods of Data Collection**

Marks: 30

The Process of Social Research

Concepts and Hypothesis

Field (Issues and Context)

Survey Methods: Sampling, Questionnaire and Interview



Observation: Participant and non-participant

Review of Literature in Research

## **Course Content and Itinerary**

### **Unit 1. The Logic of Social Research**

#### **What is Sociological Research?**

Gluckman, M. (1978). Introduction. In A. L. Epstein (Ed.). *The Craft of Social Anthropology*. Delhi: Hindustan Publishing Corporation. (pp. xv-xxiv).

Mills, C. W. (1959). *The Sociological Imagination*. London: Oxford University Press. Chapter 1, (pp. 3-24).

#### **Objectivity in the Social Sciences**

1.2.1 Durkheim, Emile. (1958). *The Rules of Sociological Method*. New York: The Free Press. Chapter 1, 2 & 6, (pp. 1-46, 125-140).

1.2.2. Weber, Max. (1949). *The Methodology of the Social Sciences*. New York: The Free Press. Foreward and Chapter 2, (pp. 49-112).

#### **Reflexivity**

Gouldner, Alvin. (1970). *The Coming Crisis of Western Sociology*. New York: Basic Books. Chapter 13, (pp. 481-511).

### **Unit 2. Methodological Perspectives**

#### **Comparative Method**

Beitelle, A. (2002). *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press. Chapter 4, (pp. 72-94).

Radcliffe-Brown, A.R. (1958). *Methods in Social Anthropology*. Delhi: Asia Publishing Corporation. Chapter 5, (pp. 91-108).

#### **Feminist Method**

Harding, Sandra. (1987). Introduction: Is there a Feminist Method? In Sandra Harding (Ed.) *Feminism and Methodology: Social Science Issues*. Bloomington: Indiana University Press. (pp. 1-14).

### **Unit 3. Modes of Enquiry**

#### **Theory and Research**

Merton, R.K. (1972). *Social Theory & Social Structure*. Delhi: Arvind Publishing House. Chapters 4 & 5, (pp. 139-171).

#### **Analyzing Data: Quantitative and Qualitative**

Bryman, Alan. (2004). *Quantity and Quality in Social Research*. New York: Routledge. Chapter 2 & 3, (pp. 11-70).

### **Unit 4: Doing Social Research**

#### **The Process of Social Research**

Bailey, K. (1994). The Research Process in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

#### **Concepts and Hypothesis**

Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw

Hill. Chapters 5 and 6. Pp. 41-73.

### **Field (Issues and Contexts)**

Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.

Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field:Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

### **Survey Methods of Data Collection**

Bailey, K. (1994). *Survey Sampling in Methods of social research*. Simon and Schuster, 4<sup>th</sup> ed.The Free Press, New York NY 10020. Ch-5. Pp. 81- 104.

Bailey, K. (1994). *Questionnaire Construction and The Mailed Questionnaire in Methods ofsocial research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

Bailey, K. (1994). *Interview Studies in Methods of social research*. Simon and Schuster, 4th ed. The Free Press,New York NY 10020. Ch8. Pp.173-213.

### **Observation: Participant and non-Participant**

Bailey, K. (1994). *Observation in Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020. Ch 10. Pp.241-273.

Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix

Hammersley, M. (2007). Observation, participant and non-participant. *The Blackwell encyclopedia of sociology*.

### **Review of Literature in Research**

Chenail, R. J., Cooper, R., & Desir, C. (2010). *Strategically Reviewing the Research Literature in Qualitative Research*. *Journal of Ethnographic & Qualitative Research*, 4(2).

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. (2012). *Qualitative analysis techniques for the review of the literature*. *Qualitative Report*, 17, 56.

**SEMESTER - VII**  
**PAPER: SOCMIN 4014**  
**CONTEMPORARY SOCIOLOGICAL THINKERS**  
**CREDIT 4**

**Course Objective:**

1. To introduce students to post-classical sociological thinking through some original texts.

**Course Outcomes:**

1. Students will be able to understand the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
2. It will enable students to appreciate the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality. And provide understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Talcott Parsons**

Marks: 25

1.1 Action Systems

**UNIT 2. Claude Levi-Strauss**

Marks: 25

2.1 Structuralism

**UNIT 3. G. H. Mead and Erving Goffman**

Marks: 25

3.1 Interactional Self

**UNIT 4. Peter L. Berger and Thomas Luckmann**

Marks: 25

Social Construction of Reality

**Course Contents and Itinerary:**

**UNIT 1. Talcott Parsons**

**Action Systems**

Talcott Parsons Parsons, T. and E. Shils (eds). 1951. Towards a General Theory of Action. New York: Harper and Row Publishers, pp. 3-29

**UNIT 2. Claude Levi-Strauss**

**Structuralism**

Levi-Strauss Levi-Stauss, C. 1993. "Structure and Dialectics", in Structural Anthropology Volume I. Harmondsworth: Penguin, pp. 232-242

**UNIT 3. G. H. Mead and Erving Goffman**

**Interactional Self**

Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226 Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

**UNIT 4. Peter L. Berger and Thomas Luckmann**

Social Construction of Reality

Peter L. Berger and Thomas Luckmann Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

**SUGGESTED READING:**

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

**SEMESTER – VIII**  
**PAPER: SOCMAJ 4054**  
**POST MODERN SOCIAL THEORIES**  
**CREDIT 4**

**Course Objectives:**

1. To explore and critique major postmodern theories and their implications for society.
2. To examine the role of discourse and power relations in contemporary social structures.
3. To develop analytical skills for interpreting cultural and social transformations through a postmodern lens.

**Course Outcomes:**

1. This paper will help students have a clear idea about the current modern theories.
2. It will enable students to critically analyze and deconstruct contemporary social phenomena. And understand the influence of power, language, and ideology in shaping societal norms.
3. Students will be able to apply postmodern perspectives to assess the complexities of identity, culture, and globalization.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. The Crisis of Sociology and the Critique of Positivism**

Marks: 20

Alvin Gouldner

C. Wright Mills

**UNIT 2. Marxism From 30s to 70s**

Marks: 30

Frankfurt school

Gramsci (Hegemony, Civil Society)

Althusser (Theory of Ideology)

**UNIT 3. Post Structuralism**

Marks: 20

Foucault

Derrida

**UNIT 4. Post-modernism**

Marks: 30

Jameson

Baudrillard

Lyotard

**Course Contents and Itinerary:**

**UNIT 1. The Crisis of Sociology and the Critique of Positivism**

**Alvin Gouldner**

Antonio, R. 2005. For Social Theory: Alvin Gouldner's Last Project and Beyond. In Jennifer Lehmann (ed.), *Current Perspectives in Social Theory: Questioning Social Change* 23. 71–129.

Gouldner, A. 1970. *The Coming Crisis of Western Sociology*. New York: Basic Books.

1.1.3Chriss, J. 1999. *Alvin W. Gouldner: Sociologist and Outlaw Marxist*. London: Ashgate.

## **C. Wright Mills**

Geary, D. 2009. *C. Wright Mills, the Left, and American Social Thought*. Berkeley, California: University of California Press.

Horowitz, Irving Louis. 1983. *C. Wright Mills: An American Utopian*. New York: Free Press.

Scimecca, Joseph A. 1977. *The Sociological Theory of C. Wright Mills*. Port Washington, New York: Kennikat Press.

## **UNIT 2. Marxism From 30s to 70s**

### **Frankfurt school**

Geuss, Raymond. 1981. *The Idea of a Critical Theory. Habermas and the Frankfurt School*. Cambridge University Press.

Horkheimer, Max. 1982. *Critical Theory Selected Essays*. New York: Continuum Publishing.

Sim, S.; Van Loon, B. (2009). *Introducing Critical Theory: A Graphic Guide*. Icon Books Ltd.

### **Gramsci (Hegemony, Civil Society)**

Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. International Publishers.

Haralambos, Michael; Holborn, Martin (2013), *Sociology Themes and Perspectives* (8th ed.), New York: HarperCollins.

Jones, Steven. 2006. *Antonio Gramsci, Routledge Critical Thinkers*, Routledge.

Sassoon, Anne Showstack. 1991. "Antonio Gramsci". In Bottomore, Tom; Harris, Laurence; Kiernan, V.G; Miliband, Ralph (eds.). *The Dictionary of Marxist Thought* (2nd ed.). Blackwell Publishers Ltd. pp. 221–223.

### **Althusser (Theory of Ideology)**

Levine, Andrew. 1981. "Althusser's Marxism". *Economy and Society*. 10 (3). Southampton: The Camelot Press:243–283.

Lewis, William S. 2014. *Louis Althusser*. In Zalta, Edward N. (ed.). *Stanford Encyclopedia of Philosophy*. California: Stanford University.

## **UNIT 3. Post Structuralism**

### **Foucault**

Dreyfus, Hubert L. and Paul Rabinow. 1983. *Michel Foucault: Beyond Structuralism and Hermeneutics*, second edition. Chicago: University of Chicago Press.

Eribon, Didier. 1991. *Michel Foucault*. Betsy Wing (trans.). Cambridge MA: Harvard University Press.

Flynn, Thomas. 2003. *Sartre, Foucault, and Historical Reason, volume 2: A Post-Structuralist Mapping of History*. Chicago: University of Chicago Press.

Hoy, David (ed.), 1986, *Foucault: A Critical Reader*, Oxford: Blackwell.

### **Derrida**

Geoffrey Bennington. 1991. *Jacques Derrida*. University of Chicago Press. Section Curriculum vitae, pp. 325–36.

Caputo, John D. (ed.). 1997. *Deconstruction in a Nutshell: A Conversation with Jacques Derrida*. New York: Fordham University Press.

## **UNIT 4. Post-modernism**

### **Jameson**

Jameson, F. 1991. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Durham, NC: Duke University Press.

Anderson, Perry. 1998. *The Origins of Postmodernity*. London and New York: Verso.

### **Baudrillard**

Aylesworth, Gary. 2015. Postmodernism. In Zalta, E. N. (ed.). *Stanford Encyclopedia of Philosophy*.

Poster, Mark. 2002. Introduction. In Poster, M. (ed.). *Jean Baudrillard: Selected Writings* (2nd ed.). Stanford: Stanford University Press.

### **Liotard**

Liotard, J. F. 1984. *The Postmodern Condition: A Report on Knowledge*. Trans. Geoffrey Bennington and Brian Massumi. Minneapolis: University of Minnesota Press.

Elliott, Anthony, and Larry J. Ray. 2003. *Jean Francois Lyotard. Key contemporary social theorists*. Malden, MA: Blackwell Publishers.

**SEMESTER-VIII**  
**PAPER: SOCMIN 4024**  
**SOCIOLOGY OF ORGANISATIONS**  
**CREDIT: 4**

**Course Objectives:**

1. To understand key theories and concepts in organizational sociology.
2. To analyze the structure and dynamics of various organizations.
3. To explore the impact of culture, power, and politics within organizations.
4. To apply sociological theories to real-world organizational scenarios.

**Course Outcomes:**

1. Students will understand key theories and concepts in organizational sociology.
2. It will equip students with analytical capacity to understand the structure and dynamics of various organizations.
3. It will help students to explore how culture, power, and politics impact organizations.
4. Students will be able to apply sociological theories in real-world organizational scenarios.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Introduction: Sociology and Organisation studies**

Marks: 20

Tracing a History

Modes of Classification

**UNIT 2. Models of Rationality**

Marks: 30

Types of Rationality

Styles of Bureaucratic Organization

Organisations as Systems of Communication

**UNIT 3. Work, Interaction, Organisation**

Marks: 30

Organisations as Systems of Interaction

Formal and Informal

Self and the Organisational System.

**UNIT 4. Organisation and Culture**

Marks: 20

Universal and Local Dimensions

Critiques of Organisational Culture: Gender, Emotions, and Indigenous Perspectives

**Course Content and Itinerary**

**UNIT 1. Introduction -Sociology and Organisation studies**

**Tracing a History**

Grusky, O. and Miller, G.E. (1970). *The Sociology of Organisations: Basic Studies*. New York: Free Press. (Part-I)

Wright, S. (ed.). (1994). *Anthropology of Organisations*. London: Routledge. (Chapters 1, 4 and 6).

Watson, T. (2017). *Sociology, work and organisation*. Routledge.

**Modes of Classification**

Adler, P. S. (Ed.). (2009). *The Oxford handbook of sociology and organization studies: Classical foundations*. Oxford University Press.



Burrell, G., & Morgan, G. (2019). *Sociological paradigms and organisational analysis: Elements of the sociology of corporate life*. Routledge.

## **UNIT 2. Models of Rationality**

### **Types of Rationality**

Schwartzman, H.B. (1993). *Ethnography in Organisations*. London: Sage.

Etzioni, A. (1961). *Comparative Analysis of Complex Organisations: On Power, Involvement and their correlates*. New York: Free Press.

Faifua, D., & Harding, S. (2008). Broader rationalities and alternative forms of organisation: Sociological insights into social strategic action. *International journal of sociology and social policy*, 28(9/10), 408-419.

Bryman, A. (1984). Organization Studies and The Concept of Rationality. *Journal of Management Studies* (Wiley-Blackwell), 21(4).

### **Styles of Bureaucratic Organization**

Byrkjeflot, H. (2018). The Impact and Interpretation of Weber's Bureaucratic Ideal Type in Organisation Theory and Public Administration. In *Bureaucracy and society in transition* (Vol. 33, pp. 13-35). Emerald Publishing Limited.

Lammers, C. J. (1978). The comparative sociology of organizations. *Annual review of sociology*, 4(1), 485-510.

### **Organisations as Systems of Communication**

Adler, P. S., Du Gay, P., Morgan, G., & Reed, M. I. (Eds.). (2014). *The Oxford handbook of sociology, social theory, and organization studies: Contemporary currents*. Oxford Handbooks.

Adler, P. S. (Ed.). (2009). *The Oxford handbook of sociology and organization studies: Classical foundations*. Oxford University Press.

## **UNIT 3. Work, Interaction, Organisation**

### **Organisations as Systems of Interaction**

Scieur, P. (2012). *Sociology of Organisations: An introduction and analysis of collective organisations*. PHILearning Pvt.Ltd..

Burrell, G., & Morgan, G. (2019). *Sociological paradigms and organisational analysis: Elements of the sociology of corporate life*. Routledge.

### **Formal and Informal**

Barbosa, B., Borges, M. G., & Serpa, S. (2021). The Informal in the formal of organizations: The organizational structure in sociological analysis. *Science Insights*, 36(4), 260-264.

Blau, P. M., & Scott, W. R. (2003). *Formal organizations: A comparative approach*. Stanford University Press.

### **Self and the Organisational System**

Watson, T. (2017). *Sociology, work and organisation*. Routledge.

Williamson, O.E. (1990). *Organisation Theory: from Chester Barnard to the Present and Beyond*. New York, Oxford: Oxford University Press. (Chapters 1,2, 5 and 8.)

## **UNIT 4. Organisation and Culture**

### **Universal and Local Dimensions**

Clegg, S., & Carter, C. (2007). The sociology of global organizations. *The Blackwell companion to globalization*, 272-290.

Drori, G. S., Höllerer, M. A., & Walgenbach, P. (Eds.). (2014). *Global themes and local variations in organization and management*. Routledge, Taylor & Francis Group.

Luhman, N. (1982). *The Differentiation of Society*. New York: Columbia University Press. (Chapter 4)

### **Critiques of Organisational Culture: Gender, Emotions, and Indigenous Perspectives**

Allaire, Y., & Firsirotu, M. E. (1984). Theories of organizational culture. *Organization studies*, 5(3), 193-226.

Halford, S. (2018). *Gender, power and organisations: An introduction*. Bloomsbury Publishing.

Blackmore, J. (2011). Lost in translation? Emotional intelligence, affective economies, leadership and organizational change. *Journal of educational administration and history*, 43(3), 207-225.

Mumby, D.K. and Putnam, L.L. (1992). 'The Politics of Emotion: A Feminist Reading of Bounded Rationality', in *Organisation Studies: Critical Perspectives in Business and Management*. edited by Warwick Organizational Behaviour Staff. Vol. III. London: Routledge.

Ouchi, W. G., & Wilkins, A. L. (1985). Organizational culture. *Annual review of sociology*, 11(1), 457-483.

Hochschild, A.R. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.

Hilhorst, D. 2003. *The Real World of NGOs: Discourse, Diversity and Development* London: Zed Books.

**Semester VIII**  
**Paper Title: Dessertation/Research**  
**Paper Code: SOCADL40112**  
**Credit : 12**  
**Total Marks- 300**

Dessertation is compulsory and basic in field materials collected for a period of 12 days field work. Dessertation on the work done duty forwarded by the concerned supervisors are to be submitted before the examination as notified Marks will be allotted on the dissertation and viva-voce.

**OR**

**Total Marks- 300**

<b>SOCADL4024: Statistical Methods of Analysis</b>	<b>Credit – 4, Total Marks – 100</b>
<b>SOCADL 4034: Qualitative Method of Analysis</b>	<b>Credit – 4, Total Marks – 100</b>
<b>SOCADL 4044: Review of Literature and Research Publication</b>	<b>Credit – 4, Total Marks – 100</b>

**SEMESTER – VIII**  
**PAPER: SOCADL 4024**  
**STATISTICAL METHODS OF ANALYSIS**  
**CREDIT 4**

**Course Objective:**

1. To provide a comprehensive understanding of statistical techniques and their applications.
2. To develop proficiency in data analysis and interpretation using statistical software.
3. To enhance skills in designing experiments and conducting quantitative research.

**Course Outcomes:**

1. Students will be able to apply statistical techniques to analyze and interpret data effectively.
2. Students will gain proficiency in using statistical software for quantitative research.
3. It will enable students to design experiments and conduct rigorous statistical analysis.

**Course Outline:**

**(Total Marks=100)**

**UNIT 1. Data preparation**

Marks: 20

Data validation

Data editing

Data coding.

**UNIT 2. Graphical and Diagrammatic Presentation of Data**

Marks: 30

Bar diagrams

Pie-diagram

Histogram

Frequency Polygon

Smoothed frequency curve

Ogives

**UNIT 3. Descriptive Statistics**

Marks: 30

Mean, median, mode

Percentage

Frequency

Range.

**UNIT 4. Inferential Statistics**

Marks: 20

Correlation

regression

Analysis of variance

**Course Itinerary:**

- Niño-Zarazúa, Miguel, 2012. "Quantitative analysis in social sciences: An brief introduction for non-economists," MPRA Paper 39216, University Library of Munich, Germany.
- Cramer, D., Bryman, A. (1990). Quantitative Data Analysis for Social Scientists. United Kingdom: Routledge.
- Albers, M. J. (2017). Introduction to Quantitative Data Analysis in the Behavioral and Social Sciences. Germany: Wiley.
- Imai, K., Bougher, L. D. (2021). Quantitative Social Science: An Introduction in Stata. United Kingdom: Princeton University Press.
- Bors, D. (2018). Data Analysis for the Social Sciences: Integrating Theory and Practice. United Kingdom: SAGE Publications.
- Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115- 118, 131-137.

**SEMESTER-VIII**  
**PAPER: SOCADL4034**  
**QUALITATIVE METHOD OF ANALYSIS**  
**CREDIT: 4**

**Course Objectives:**

1. To Equip students with the skills to design, conduct, and interpret qualitative research.
2. To Develop proficiency in various qualitative methods, including interviews, observations, and content analysis.
3. To Enhance understanding of theoretical frameworks and ethical considerations in qualitative research.

**Course Outcomes:**

1. Students will be able to design and execute qualitative research studies.
2. Students will develop expertise in conducting and analyzing interviews, observations, and content analysis.
3. Students will understand and apply ethical considerations in qualitative research.

**Course Outline:**

**(Total Marks=100)**

**Unit 1. Introduction to Qualitative Research Methods**

Marks: 25

Definition and characteristics of Qualitative Research Methods  
Comparison with Quantitative Research  
Types of Qualitative Methods

**Unit 2. Data Collection in Qualitative Research**

Marks: 25

Interviews  
Observations  
Focus groups  
Document analysis  
Sampling techniques

**Unit 3. Data Analysis in Qualitative Research**

Marks: 25

Codification  
Categorization and Classification  
Content Analysis  
Triangulation

**Unit 4. Reporting and Evaluating in Qualitative Research**

Marks: 25

Steps of Evaluating or Analysing of Data  
Strategies of Data Interpretation  
Steps of Preparing a Report  
Do's and don'ts in Evaluating, Interpreting and Reporting Data

**Course Content and Itinerary**

**Unit 1. Introduction to Qualitative Research Methods**

**Definition and characteristics of Qualitative Research Methods**

Kiely, R., & Hartman, E. (2011). *Qualitative research methodology and international service learning: Concepts, characteristics, methods, approaches, and best practices*. In *International service learning* (pp. 291-317). Routledge.  
Fidel, R. (1993). *Qualitative methods in information retrieval research*. *Library and information science research*, 15, 219-219.

**Comparison with quantitative research**

Yilmaz, K. (2013). *Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences*. *European journal of education*, 48(2), 311-325.

Mehrad, A., & Zangeneh, M. H. T. (2019). *Comparison between qualitative and quantitative research approaches: Social sciences*. *International Journal for Research in Educational Studies*, Iran, 5(7), 1-7.

Yilmaz, K. (2013). *Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences*. *European journal of education*, 48(2), 311-325.

### **Types of Qualitative Methods**

Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge university press.

Lichtman, M. (2013). *Qualitative research for the social sciences*. SAGE publications.

Lawrence Neuman, W. (2014). *Social research methods: Qualitative and quantitative approaches*.

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of economic development, environment and people*, 7(1), 23-48.

## **Unit 2. Data Collection in Qualitative Research**

### **Interviews**

Knott, E., Rao, A. H., Summers, K., & Teeger, C. (2022). Interviews in the social sciences. *Nature Reviews Methods Primers*, 2(1), 73.

Monday, T. U. (2020). Impacts of interview as research instrument of data collection in social sciences. *Journal of Digital Art & Humanities*, 1(1), 15-24.

Roulston, K., & Choi, M. (2018). Qualitative interviews. *The SAGE handbook of qualitative data collection*, 233-249.

### **Observations**

Lichtman, M. (2013). *Qualitative research for the social sciences*. SAGE publications.

Smit, B., & Onwuegbuzie, A. J. (2018). Observations in qualitative inquiry: When what you see is not what you see. *International Journal of Qualitative Methods*, 17(1), 1609406918816766.

Kawulich, B. B. (2005, May). Participant observation as a data collection method. In *Forum qualitative sozialforschung/forum: Qualitative social research* (Vol. 6, No. 2).

### **Focus groups**

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British dental journal*, 204(6), 291-295.

Morgan, D. L., & Spanish, M. T. (1984). Focus groups: A new tool for qualitative research. *Qualitative sociology*, 7(3), 253-270.

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British dental journal*, 204(6), 291-295.

Guest, G., Namey, E., Taylor, J., Eley, N., & McKenna, K. (2017). Comparing focus groups and individual interviews: findings from a randomized study. *International Journal of Social Research Methodology*, 20(6), 693-708.

### **Document analysis**

Morgan, H. (2022). Conducting a qualitative document analysis. *The Qualitative Report*, 27(1), 64-77.

Armstrong, C. (2021). Key methods used in qualitative document analysis. *OSF Preprints*, 1-9.

Altheide, D. L. (2000). Tracking discourse and qualitative document analysis. *Poetics*, 27(4), 287-299.

### **Sampling techniques**

Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European journal of general practice*, 24(1), 9-18.

Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European journal of general practice*, 24(1), 9-18.

Douglas, H. (2022). Sampling techniques for qualitative research. In *Principles of social research methodology* (pp. 415-426). Singapore: Springer Nature Singapore.

## **Unit 3. Data Analysis in Qualitative Research**

### **Codification**

Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International management review*, 15(1), 45-55.

Guetzkow, H. (1950). Unitizing and categorizing problems in coding qualitative data. *Journal of clinical psychology*, 6(1).

Linneberg, M. S., & Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative research journal*, 19(3), 259-270.

### **Categorization and Classification**

Ritchie, J., Spencer, L., & O'Connor, W. (2003). Carrying out qualitative analysis. *Qualitative research practice: A guide for social science students and researchers*, 2003, 219-62.

Shin, K. R., Kim, M. Y., & Chung, S. E. (2009). Methods and strategies utilized in published qualitative research. *Qualitative health research, 19*(6), 850-858.

Miller, D. M., Wiley, D. E., & Wolfe, R. G. (1986). Categorization methodology: An approach to the collection and analysis of certain classes of qualitative information. *Multivariate Behavioral Research, 21*(2), 135-167.

### **Content Analysis**

Forinash, M. (2012). Qualitative research methods, data collection and analysis: Interviews, observations, and content analysis. *Dance/movement therapists in action: A working guide to research options*, 141-166.

Prior, L. (2014). Content analysis. *The Oxford handbook of qualitative research*, 359-379.

Selvi, A. F. (2019). Qualitative content analysis. In *The Routledge handbook of research methods in applied linguistics* (pp. 440-452). Routledge.

### **Triangulation**

Lauri, M. A. (2011). Triangulation of data analysis techniques. *Papers on Social Representations, 20*(2), 34-1.

Flick, U. (2004). Triangulation in qualitative research. *A companion to qualitative research, 3*, 178-183.

Hammersley, M. (2008). Troubles with triangulation. *Advances in mixed methods research*, 22-36.

## **Unit 4. Reporting and Presenting Qualitative Research**

### **Steps of Evaluating or Analysing of Data**

Khoa, B. T., Hung, B. P., & Hejsalem-Brahmi, M. (2023). Qualitative research in social sciences: data collection, data analysis and report writing. *International Journal of Public Sector Performance Management, 12*(1-2), 187-209.

Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Sage.

Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons.

### **Strategies of Data Interpretation**

White, C., Woodfield, K., & Ritchie, J. (2003). Reporting and presenting qualitative data. *Qualitative research practice: A guide for social science students and researchers, 2*, 287-293.

Lichtman, M. (2013). *Qualitative research for the social sciences*. SAGE publications.

Mezmir, E. A. (2020). Qualitative data analysis: An overview of data reduction, data display, and interpretation. *Research on humanities and social sciences, 10*(21), 15-27.

Ngulube, P. (2015). Qualitative data analysis and interpretation: systematic search for meaning. *Addressing research challenges: making headway for developing researchers, 131*, 156.

### **Steps of Preparing a Report**

White, C., Woodfield, K., & Ritchie, J. (2003). Reporting and presenting qualitative data. *Qualitative research practice: A guide for social science students and researchers, 2*, 287-293.

Gaudet, S., & Robert, D. (2018). *A journey through qualitative research: From design to reporting*.

Sandelowski, M., & Barroso, J. (2006). *Handbook for synthesizing qualitative research*. Springer publishing company.

### **Do's and don'ts in Evaluating, Interpreting and Reporting Data**

Klass, G. M. (2012). *Just plain data analysis: Finding, presenting, and interpreting social science data*. Rowman & Littlefield Publishers.

Black, T. R. (1993). *Evaluating social science research: An introduction*. Sage.

Pituch, K. A., & Stevens, J. P. (2015). *Applied multivariate statistics for the social sciences: Analyses with SAS and IBM's SPSS*. Routledge.

Rovai, A. P., Baker, J. D., & Ponton, M. K. (2013). *Social science research design and statistics: A practitioner's guide to research methods and IBM SPSS*. Watertree Press LLC.

**SEMESTER-VIII**  
**PAPER: SOCADL4044**  
**RESEARCH AND PUBLICATION ETHICS**  
**CREDIT: 4**

**Course Objectives:**

1. To understand foundational principles of research integrity and ethical conduct.
2. To develop skills to navigate ethical dilemmas in academic research and publication.
3. To apply ethical guidelines to ensure integrity and transparency in all stages of scholarly work.

**Course Outcomes:**

1. Students will be equipped with the knowledge to adhere to ethical standards in conducting and publishing research.
2. Students will be enabled to identify and address ethical issues and dilemmas in scholarly work.
3. A commitment to integrity and responsibility in research and publication practices will be fostered in students.

**Course Outline:**

**(Total Marks=100)**

**Unit 1. Philosophy and Ethics**

Marks: 20

Introduction to Philosophy: Definition, Nature, Scope, and Branches

Ethics: Definition, Moral Philosophy, Judgements, and Reactions

**Unit 2. Scientific Conduct**

Marks: 30

Ethics in Science and Research

Research Integrity and Honesty

Scientific Misconduct: FFP (Falsification, Fabrication, Plagiarism)

Redundant Publications

Selective Reporting and Data Misrepresentation

**Unit 3. Publication Ethics**

Marks: 30

Publication Ethics: Definition, Introduction and Importance

Ethical Guidelines

Publication Misconduct

Publication Ethics Violations: Authorship and Contributorship

Predatory Publishers and Journals

**Unit 4. Open Access Database**

Marks: 20

Problems of Traditional Knowledge System

Components and Advantages of Open Knowledge Database

Open Access Publishing System

Open Learning System and Major Resources

**Course Content and Itinerary**

**Unit 1. Philosophy and Ethics**

**Introduction to Philosophy: Definition, Nature, Scope, and Branches**

Tantray, M. A., & Dar, A. (2016). Nature of Philosophy.

Norman, R. J. (1998). *The moral philosophers: An introduction to ethics*. Oxford University Press.

Dennis, O. (2020). The Branches of Philosophy. *Rudiments of Philosophy and Logic*, 67-95.

Maritain, J. (2005). *An introduction to philosophy*. Rowman & Littlefield.

**Ethics: Definition, Moral Philosophy, Judgements, and Reactions**

Kalis, A. (2010). Improving moral judgments: Philosophical considerations. *Journal of Theoretical and Philosophical Psychology*, 30(2), 94.

Singer, P. (2005). Ethics and intuitions. *The journal of ethics*, 9, 331-352.

Furrow, D. (2005). *Ethics: Key concepts in philosophy*. Bloomsbury Publishing.



## **Unit 2. Scientific Conduct**

### **Ethics in Science and Research**

Weinbaum, C., Landree, E., Blumenthal, M. S., Piquado, T., & Gutierrez, C. I. (2019). Ethics in scientific research. *Rand Corporation, California, USA*.

Rollin, B. E. (2006). *Science and ethics*. Cambridge University Press.

Shrader-Frechette, K. S. (1994). *Ethics of scientific research*. Rowman & Littlefield.

### **Research Integrity and Honesty**

Mahmud, S., & Ali, I. (2023). Evolution of research on honesty and dishonesty in academic work: A bibliometric analysis of two decades. *Ethics & Behavior, 33*(1), 55-69.

Miller, C. B., & West, R. (Eds.). (2020). *Integrity, honesty, and truth seeking*. Oxford University Press, USA.

Wells, D. D., & Molina, A. D. (2017). The truth about honesty. *Journal of Public and Nonprofit Affairs, 3*(3), 292-308.

### **Scientific Misconduct: FFP (Falsification, Fabrication, Plagiarism)**

Kuroki, T. (2018). New classification of research misconduct from the viewpoint of truth, trust, and risk. *Accountability in research, 25*(7-8), 404-408.

Martyn, C. (2003). Fabrication, falsification and plagiarism. *QJM, 96*(4), 243-244.

Chaddah, P. (2021). Ethics in research publications: fabrication, falsification, and plagiarism in science. *Academic integrity and research quality. University Grants Commission, New Delhi*, 18-33.

### **Redundant Publications**

Law, J. (1975). Is epistemology redundant? A sociological view. *Philosophy of the Social Sciences, 5*(3), 317-337.

Yadav, S. K. (2023). Redundant Publications. In *Research and Publication Ethics* (pp. 95-107). Cham: Springer International Publishing.

Britton, J., & Knox, A. J. (1999). Duplicate publication, redundant publication, and disclosure of closely related publications. *Thorax, 54*(5), 378-378.

### **Selective Reporting and Data Misrepresentation**

Klass, G. M. (2012). *Just plain data analysis: Finding, presenting, and interpreting social science data*. Rowman & Littlefield Publishers.

Olsen, W. (2011). Data collection: Key debates and methods in social research. *Data Collection, 1-248*.

Fisher, C. B., & Anushko, A. E. (2008). Research ethics in social science. *The SAGE handbook of social research methods, 95-109*.

## **Unit 3. Publication Ethics**

### **Publication Ethics: Definition, Introduction and Importance**

Bos, J. (2020). *Research ethics for students in the social sciences* (p. 287). Springer Nature.

Sieber, J. E. (Ed.). (2012). *The ethics of social research: Fieldwork, regulation, and publication*. Springer Science & Business Media.

Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. Sage.

### **Ethical Guidelines**

Wassenaar, D. R., & Mamotte, N. (2012). Ethical issues and ethics reviews in social science research. *The Oxford handbook of international psychological ethics, 268-282*.

Kelman, H. C. (1982). Ethical issues in different social science methods. *Ethical issues in social science research, 40-98*.

Fisher, C. B., & Anushko, A. E. (2008). Research ethics in social science. *The SAGE handbook of social research methods, 95-109*.

### **Publication Misconduct**

Resnik, D. B., Patrone, D., & Peddada, S. (2010). Research misconduct policies of social science journals and impact factor. *Accountability in research, 17*(2), 79-84.

Gross, C. (2016). Scientific misconduct. *Annual review of psychology, 67, 693-711*.

Carafoli, E. (2015). Scientific misconduct: the dark side of science. *Rendiconti Lincei, 26, 369-382*.

### **Publication Ethics Violations: Authorship and Contributorship**

Curzer, H. J. (2021). Authorship and justice: Credit and responsibility. *Accountability in Research, 28*(1), 1-22.

Geelhoed, R. J., Phillips, J. C., Fischer, A. R., Shpungin, E., & Gong, Y. (2007). Authorship decision making: An empirical investigation. *Ethics & Behavior, 17*(2), 95-115.

### **Predatory Publishers and Journals**

McCutcheon, L. E., Aruguete, M. S., McKelvie, S. J., Jenkins, W., Williams, J. L., McCarley, N., ... & Shaughnessy, M. F. (2016). How questionable are predatory social science journals?. *North American Journal of Psychology*, 18(3).

Garanayak, S., & Ramaiah, C. K. (2019). Predatory journals publishing trend in India: A study. *University News*, 57(38), 11-18.

Bell, K., Claassen, J., Nyahodza, L., Raju, R., & Stetka, V. (2012). Predatory publishing.

#### **Unit 4. Open Access Database**

##### **Problems of Traditional Knowledge System**

Krumenacher, T. J. (2004). Protection for indigenous peoples and their traditional knowledge: Would a registry system reduce the misappropriation of traditional knowledge. *Marq. Intell. Prop. L. Rev.*, 8, 143.

García-Peñalvo, F. J., Garcia de Figuerola, C., & Merlo, J. A. (2010). Open knowledge: Challenges and facts. *Online information review*, 34(4), 520-539.

##### **Components and Advantages of Open Knowledge Database**

Uhlir, P. F., & Schröder, P. (2007). Open data for global science. *Data Science Journal*, 6, OD36-OD53.

Arza, V., & Fressoli, M. (2017). Systematizing benefits of open science practices. *Information Services & Use*, 37(4), 463-474.

Ross-Hellauer, T., Reichmann, S., Cole, N. L., Fessl, A., Klebel, T., & Pontika, N. (2022). Dynamics of cumulative advantage and threats to equity in open science: a scoping review. *Royal Society open science*, 9(1), 211032.

##### **Open Access Publishing System**

Davis, P. M., Lewenstein, B. V., Simon, D. H., Booth, J. G., & Connolly, M. J. (2008). Open access publishing, article downloads, and citations: randomised controlled trial. *BMj*, 337.

Spezi, V., Fry, J., Creaser, C., Proberts, S., & White, S. (2013). Researchers' green open access practice: A cross-disciplinary analysis. *Journal of documentation*, 69(3), 334-359.

Willinsky, J. (2006). *The access principle: The case for open access to research and scholarship*. Cambridge, Mass.: MIT Press.

##### **Open Learning System and Major Resources**

Kumar, A., & Singh, M. (2019). Exploring the Use and Practice of Open Educational Resources (OERs) in Social Science Discipline with Special Reference to University of Delhi, Delhi. *Delhi-Library Philosophy and Practice*.

Hannafin, M., Land, S., & Oliver, K. (2013). Open learning environments: Foundations, methods, and models. In *Instructional-design theories and models* (pp. 115-140). Routledge.

Camilleri, A., Ferrari, L., Haywood, J., Maina, M. F., Pérez-Mateo Subirà, M., Montes, R., ... & Tannhäuser, A. C. (2012). Open learning recognition: Taking open educational resources a step further.