

Syllabus
Master of Arts Examination
(2026-2028)

SCHOOL OF SOCIOLOGY



GANGADHAR MEHER UNIVERSITY
AMRUTA VIHAR, SAMBALPUR-768004

Navaneeta Rath

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POST GRADUATE PROGRAMME in SOCIOLOGY

Post-Graduate programme comprising two years will be divided into 4 (four) semesters, each of six months duration.

Course Structure

Year	Semesters	
First Year	Semester-I	Semester-II
Second Year	Semester-III	Semester-IV

The detail of title of papers, credit hours, division of marks etc. of all the papers are given below.

Part-I: Semester-I

Papers		Marks		Total Marks	Duration (hrs)	Credit Hours
Paper No.	Title	Mid-Term	End-Term			
101	Introduction to Sociology	30	70	100	3	4
102	Classical Sociological Tradition	30	70	100	3	4
103	Research Methodology - I	30	70	100	3	4
104	Indian Society	30	70	100	3	4
105	Sociology of Kinship	30	70	100	3	4
Total				500		20

Part-I: Semester-II

Papers		Marks		Total Marks	Duration (hrs)	Credit Hours
Paper No.	Title	Mid-Term	End-Term			
201	Social Stratification	30	70	100	3	4
202	Research Methodology - II	30	70	100	3	4
203	Science Technology and Society	30	70	100	3	4
204	Social Change in India	30	70	100	3	4
205	Modern Sociological Theory	30	70	100	3	4
DSE Papers*						
206A	Sociology of Environment	30	70	100	3	4
206 B	Sociology of Religion	30	70	100	3	4
206C	Sociology of Education	30	70	100	3	4
206D	Sociology of Health	30	70	100	3	4
Total				600		24

*Discipline Specific Elective (DSE) paper. Any one paper can be opted by students of this department.

Minimum student strength to run the course in each elective paper should be 8 (Eight).



Part-II: Semester-III

Papers		Marks		Total Marks	Duration (hrs)	Credit Hours
Paper No.	Title	Mid-Term	End-Term			
301	Sociology of Development	30	70	100	3	4
302	Advanced Sociological Theories	30	70	100	3	4
303	Social Demography	30	70	100	3	4
304	Social Movements	30	70	100	3	4
305	Gender and Society	30	70	100	3	4
IDSE Papers**						
306A	Sociology of Development	30	70	100	3	4
306B	Gender and Society	30	70	100	3	4
306C	Social Change in India	30	70	100	3	4
Total				600		24

** Inter Discipline Specific Elective (IDSE) paper. Any one paper can be opted by students of other Departments.

Part-II: Semester-IV

Papers		Marks		Total Marks	Duration (hrs)	Credit Hours
Paper No.	Title	Mid-Term	End-Term			
401	Theoretical Perspectives in Indian Sociology	30	70	100	3	4
402	Urban Sociology	30	70	100	3	4
403	Agrarian Social Structure and Change	30	70	100	3	4
404	Social Capital	30	70	100	3	4
405	Fieldwork, Dissertation and Viva- Voice		50+50	100	3	4
Total				500		20
22 Papers	Grand Total			2200		88

NB:

1. There will be two elective groups namely,

- *Discipline Specific Elective in Semester II*
- *Interdisciplinary Elective in Semester III*

A Student has to select one of the DSE paper in Semester II and one of the papers in Semester III as offered by the respective Departments at the beginning of Semester II and Semester III respectively.

2. Each paper will be of 100 marks, out of which 80 marks shall be allocated for Semester Examination and 20 marks for Internal Assessment (Mid-Term Examination)
3. There will be 4 (Four) lecture hours of teaching per week for each paper.
4. Duration of examination of each paper shall be three hours.
5. Pass Percentage:
 - The minimum marks required to pass any paper shall be 40 percent in each paper and 40 percent in aggregate of a Semester.
 - No student will be allowed to avail more than 3 (three) chances to pass in any paper inclusive of first attempt.



Post Graduate Programme in Sociology

Vision:

- To promote and project the discipline as a viable one both academically and vocationally.
- To make the school a center of excellence, to help solve social issues practically and help the government in policy making.
- To promote responsible citizens and social worker.

Mission:

- To apply Sociological knowledge for understanding and interpretation of the society, economy, polity and culture of Odisha in particular and India and world in general with special reference to its disparities, deprivations and marginalization etc.
- To promote field work as a tradition in the practice of Sociology. An increasing number of research work/projects can benefit the students/scholars in exploring various relevant social issues.

Programme Outcomes

PO1. Disciplinary Knowledge: Ability to demonstrate comprehensive knowledge and understanding about the core concepts, approaches, perspectives in Sociology.

PO2. Critical Thinking: Capability to apply Sociological Knowledge to analyze, evaluate arguments, claims, beliefs based on primary and secondary information sources, identify relevant implications, critically evaluate practices, policies and theories by following a scientific approach to knowledge development and enhancement.

PO3. Problem Solving: Extrapolate from the subject knowledge and learning and apply their competencies to solve different real-life problems. Cultivating Sociological imagination for identifying personal troubles and public issues and applying Subject specific knowledge to solve these problems.

PO4. Communication Skills: Ability to express thoughts and ideas in writing and oral presentation. Demonstrate the ability to listen carefully, read and write analytically and present complex information in a lucid manner through presentation in form of writing, oral and power point presentation.

PO5. Research related Skill: Ability to identify a research problem, undertake a systematic literature survey and review, formulation of hypothesis or research questions, collecting data, analyzing, interpreting and drawing conclusions from data, establishing hypotheses, predicting cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

PO6. Reflective Thinking: Develop critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.



PO7. Multicultural Competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

PO8. Moral and ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.

PO9. Scientific Reasoning: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective

PO10. Life Long Learning: Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Programme Specific Outcome

At the end of the two year of M.A. in sociology offered by the school in which students not only attend classes in all important sub-disciplines of the subject but also attend rigorous tutorial Programme, they will not only have a comprehensive knowledge of important concepts and issues in sociology and society at large but will also develop skills such as critical thinking, and the ability to formulate arguments which will give them an edge in any profession that they wish to pursue. In Semester- I the students would learn about the basics of sociology and help in analyses and evaluate the society in which they live. Semester II would help enable the students to go for proper methods of research and social processes which would help for technical knowledge. In Semester III it will give the students the ability to evaluate and understand society in its historicity with theoretical background which would engage in critical thinking. In Semester IV the students would go for projects involving field work (apply) part of the knowledge.



Semester-Wise Papers

Semester I

Paper 101: Introduction to Sociology

The course “**Introduction to Sociology**” introduces learners to Sociology as a social science and develops an understanding of its nature, scope, origin, and basic concepts. It examines the emergence of Sociology in the context of modernity and social change, the relationship between the individual and society, and the processes of socialization and social control. The course also familiarizes students with key concepts such as society, community, groups, institutions, associations, status, and roles, along with major social processes such as cooperation, competition, conflict, accommodation, and assimilation. It further introduces the meaning and types of culture, cultural lag, culture and civilization, ethnocentrism, and hegemony, enabling learners to develop a basic sociological perspective for understanding social life.

Course Outcomes:

- CO1:** Explain the historical emergence, origin, nature, and scope of Sociology as a social science.
- CO2:** Distinguish Sociology from other social sciences by understanding its subject matter, perspective, nature, scope, and approach.
- CO3:** Identify and explain basic sociological concepts, social institutions, social processes, socialization, and social control.
- CO4:** Examine the role and significance of culture and social processes in shaping everyday social life and human interactions.

Unit I: Origin, Meaning, Nature and Scope

- a. Historical and Social Context of Origin and Development of Sociology
- b. Meaning, Definition, Nature and Scope
- c. Sociology and its relationships with Other Social Sciences
- d. Sociological Imagination, Changing Contours of Sociology

Unit II: Basic Concepts

- a. Society and Community
- b. Social Groups: Primary, Secondary, Reference Groups, In-Group and Out-Group.
- c. Institutions and Associations, Role, Status and Identity
- d. Folkways, Mores, Values and Norms

Unit III: Socialization, Social Control and Social Processes

- a. Socialization: Meaning, Types, Stages, Agencies and Theories
- b. Social Control: Meaning, Features and Types
- c. Social Processes: Meaning and Forms: Associative (Cooperation, Accommodation, Assimilation) Dissociative (Competition and Conflict)
- d. Social Stratification, Social Mobility



Unit. IV: Culture:

- a. Meaning and Types
- b. Cultural Lag
- c. Culture and Civilization
- d. Ethnocentrism and Hegemony

Suggested Readings:

- Yogesh, Atal. 2012. *Sociology: A Study of the Social Sphere*, Pearson, Noida
- Giddens A. 1989. *Sociology*, Cambridge: Polity Press.
- Bottomore, T.B. 1972. *Sociology- A Guide to Literature and Problems*, New Delhi, Creavge Allen and Unwin.
- Ogburn-W.F. and Nimkoff, M.F A 1964.*Hand Book of Sociology*, London: Routledge and Keganpual.
- Poucek, J.H, 1965. *Social Control*, (Second Edn.) New Delhi: Affiliated East WestPress.
- Inkless, Alex. 1987. *What is Sociology*, New Delhi: Prentice Hall.
- Tumin, Melvin M. 1969.*Social Stratification*, New Delhi: Prentice Hall.
- Harlambos J. 1988.*Introduction to Sociology*, New Delhi: Oxford University Press.
- Berger, P. L. (1963). *Invitation to sociology: A humanistic perspective*. Penguin.
- Coulson, M. A., & Riddell, C. (1980). *Approaching sociology*. Routledge & Kegan Paul.
- Giddens, A. (2001). *Sociology* (4th ed.). Polity Press.
- Jenks, C. (Ed.). (1998). *Core sociological dichotomies*. Sage.
- Worsley, P. (Ed.). (1970). *Modern sociology: Introductory readings*. Penguin.



Paper 102: Classical Sociological Tradition

This course attempts to offer an overview of different approaches to the study of society and various perspectives of the founders of sociological theory. The course introduces the writings of classical thinkers such as August Comte, Karl Marx, Emile Durkheim and Max Weber in order to show how they broaden the nature and scope of Sociology.

Course Outcomes:

- CO1:** The Students will familiarize with the broader social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline.
- CO2:** This paper is expected to clarify and broaden the student's knowledge about the theoretical and methodological contributions made by the classical sociologists and their contemporary relevance.
- CO3:** The students can be acquainted with different concepts/theories given by the founding fathers and their use in everyday life.

Unit-I: Historical Background of the Emergence of Sociology

- a. Emergence of Sociology: Enlightenment, French Revolution and Industrial Revolution
- b. Introduction to History of sociological thoughts- German, French, British and American schools
- c. Auguste Comte: Law of Three Stages, Hierarchy of Science, Positivism
- d. Herbert Spencer: Theory of Social Evolution and Organic Analogy.

Unit-II: Karl Marx

- a. Historical Materialism and Dialectical Materialism
- b. Theory of Class and Class Struggle
- c. Theory of Surplus Value
- d. Alienation

Unit-III: Emile Durkheim

- a. Division of Labour
- b. Rules of Sociological Methods
- c. Theory of Suicide
- d. The Elementary Forms of Religious Life

Unit-IV: Max Weber

- a. Theory of Social Action
- b. Ideal Types and Verstehen
- c. Theory of Class, Status and Party, Authority and Bureaucracy
- d. Protestant Ethics and Spirit of Capitalism

Suggested Readings:

Abraham, F and Morgan, J. H. (1985). *Sociological Thought from Comte to Sorokin*. New Delhi: Macmillan.

Adams, B.N. and Sydie, R.A. (2002). *Sociological Theory*. New Delhi: Vistaar Publications.



- Aron, R. (1965). *Main Currents in Sociological Thought*. Vol. I and Vol. II, New Delhi: Penguin.
- Coser, Lewis A. (2001). *Masters of Sociological Thought*. Jaipur: Rawat.
- Giddens, Anthony (1994). *Capitalism and Modern Social Theory*. Cambridge: Cambridge University Press.
- Herbert Marcuse. 1967. *Reason and Revolution*. London: Routledge & Kegan Paul. Pp. 323-360.
- Marx, Karl & Engels, Frederic ([1848]). *The Communist Manifesto*. London.
- Marx, Karl. (1970). *Contribution to the Critique of Political economy*. Progress. The Method of Political Economy, pp. 221-30.
- McLellan, David. (1871). *The Thought of Karl Marx*. Macmillan, Pp. 117-192.
- Parkin, Frank (2002). *Max Weber (2nd Ed)*. London: Routledge.
- Rex, John (1973). *Discovering Sociology*. London: Routledge and Kegan Paul.
- Ritzer, George (2000). *Modern Sociological Theory*, The McGraw Hill.
- Lukes, Steven (1973). *Emile Durkheim: His Life and Work: A Historical and Critical Study*. New York: Stanford University Press.
- Turner, J. H. (2001). *The Structure of Sociological Theory*. Rawat Publishers, Jaipur.
- Weber, Max (1930 [1905]). *The Protestant Ethics and The Spirit of Capitalism*. (Trans. Talcott Parsons). London: George Ellen & Unwin Ltd.
- Weber, Max. (1968[1921]). *Economy and Society: An Outline of Interpretive Sociology*. New York: Bedminster Press.
- Zeitlin, I. M. (1981). *Ideology and the Development of Sociological Theory*, Prentice Hall, London.
- Zeitlin, I. M. (1998). *Rethinking Sociology: A Critique of Contemporary Theory*. Rawat Publishers, Jaipur.



Paper 103: Research Methodology-I

The course provides an introductory and comprehensive engagement with social science research. Students will have sound knowledge on various way of theory building. They will develop the skill to prepare research question, objectives and writing research proposal and synopsis. Student will have good grasp on preparing various tools and techniques of social research and its uses and limitations. They will have good knowledge on various techniques of tabulation, interpretation of data and writing reports. This will also enable the students to prepare report writing and framing Research proposals.

Course Outcomes:

- CO1:** To develop comprehensive understanding of philosophical roots of nature, forms of knowledge and process of knowledge production and theory building.
- CO2:** To classify and compare major qualitative methodologies including historical-comparative analysis, ethnography, and grounded theory while determining how triangulation enhances research validity.
- CO3:** To design and deploy field-based qualitative data collection tools, including observations, participatory appraisals (PRA/RRA), and focused group discussions, tailored to specific research contexts.
- CO4:** Formulate strategic solutions to real-world methodological dilemmas, positionality conflicts, and ethical issues encountered during ethnographic and feminist research fieldwork.

Unit-I: Philosophical Roots of Social Research

- a. Introduction to social research: Meaning, Nature and Scope
- b. Ontology, Epistemology, Axiology, Methodology
- c. Positivism: Contribution of Comte, Durkheim and Popper and Interpretivism: Contributions of Weber & Clifford Geertz
- d. Objectivity vs Subjectivity, Facts vs values, Debate on Value free Sociology, Inductive vs Deductive approaches

Unit-II: Steps, Types and Methods in Social Research

- a. Major Steps in Social research
- b. Types of research: Basic, Applied, Action and Evaluative research
- c. Methods of Research: Quantitative, Qualitative and Mixed Methods, Historical and Comparative Method
- d. Ethnography, Grounded Theory, Triangulation,

Unit-III: Techniques in Qualitative Research

- a. Observation and Interview
- b. Case study, Genealogy and Content Analysis
- c. Narratives, Life History and Oral History
- d. Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA), Focus Group Discussion (FGD)



Unit-IV: Issues in Social Research

- a. Sociological and Anthropological Traditions of Research
- b. Encounters and Experiences in Fieldwork
- c. Methodological Dilemmas and Issues in Qualitative Research, Feminist Research
- d. Ethics in Social Research

Suggested Readings:

- Babbie, E. R. 2020. *The practice of social Research*. Cengage Au
- Beteille, A and Madan T. N. 1975. *Encounters and Experience: Personal Accounts of Field Work*. New Delhi: Vikas.
- Bryman, A. 1988. *Quality and Quantity in Social Research*. London: Unwin.
- Bryman, A. 2005. *Social Research Methods*. London: Oxford University Press.
- Denzin, N. K., & Lincoln, Y. S. 2011. *The SAGE Handbook of Qualitative Research*. London: Sage.
- Feyerabend, P. K. 1975. *Against Method*. London: New Left Books.
- Flick, U. 2015. *Introducing research methodology: A beginner's guide to doing a research project*. London: Sage.
- Giddens, A. 1974. *Positivism and Sociology*. Cambridge: Cambridge University Press.
- Goode, W. J., and Hatt, P. K. 1952. *Methods in Social Research*. New York: McGraw- Hill.
- Kuhn, T. S. 1970. *The Structure of Scientific Revolution*. Chicago: Chicago University Press.
- Mukherjee, P.N. 2000. *Methodology in Social Research: Dilemmas and Perspectives Essays in Honour of Ramakrishna Mukherjee*. New Delhi: Sage.
- Popper, K. 1959. *The Logic of Scientific Discovery*. London: Oxford University Press.
- Sjoberg, G and Roger N. 1997. *Methodology of Social Research*. Jaipur: Rawat.
- Srivastava, V. K. (Ed.). 2005. *Methodology and Fieldwork*. New Delhi: Oxford University Press.
- Weber, M. 1974. *The Methodology of Social Sciences*. Chicago: Free Press.



Paper 104: Indian Society

The course aims to present a comprehensive, integrated and empirically based profile of Indian Society. It attempts to develop a better understanding of the basic institutions of Indian Society such as caste, class, kinship, marriage, religion etc. The course also indulges students to understand cultural ethnic diversities in respect of languages, religious beliefs, cultural patterns, caste. The course aims to provide a general introduction to development of Indian sociological thought and influence of sociological development in India; pre-independence, post-independence and contemporary sociological thought in India. The course will introduce the contributions of selected Indian Sociologists and Indian Social Thinkers to the Students.

Course Outcomes:

- CO1:** To develop diverse knowledge of the structure and composition of Indian Society like villages, towns, tribes, Dalits, women and population related issues.
- CO2:** To learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.
- CO3:** To comprehend the contributions of the Indian Social Thinkers and understanding their perspectives.
- CO4:** To enable the students to gain understanding of the existing and changing social institutions of their own region.

Unit I: Sociological Understanding of Indian Society

- a. Unity and Diversity
- b. Civilization, Colonization, Development of the Nation-State
- c. Nation-Building and Democratization
- d. Issues of National Integration: Communalism, Regionalism, and Linguism

Unit II: Social Structure and Composition of Indian Society

- a. Religious, Linguistic, and Racial Composition
- b. Rural and Agrarian Structure: Indian Village, Village Studies and Agrarian Class Structure, Rural-Urban Continuum
- c. Caste System: Perspectives, Features and Changing Dimensions
- d. Tribes in India: Definitional and Conceptual Meaning, Tribe-Caste Continuum, Contemporary Issues

Unit III: Marriage and Family in India

- a. Marriage: Meaning and Aims, Forms, Types, and Practices in India
- b. Marriage among Tribes
- c. Family: Meaning, Types, Hindu Joint Family System
- d. Changing Dynamics of Marriage and Family in India

Unit IV: Contemporary Issues in Indian Society

- a. Social Marginalization in India
- b. Problems of Minority Communities
- c. Migration and Aging Population: Issues and Challenges
- d. Impact of Displacement and Environmental Degradation on Indian Society



Suggested Readings

- Béteille, A., 2006. *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press.
- Breman, Jan, 1997. The village in focus. In: J. Breman, P. Kloos and A. Saith, eds. *The village in Asia revisited*. Delhi: Oxford University Press, pp. 15–64.
- Cohn, B., 1987. *An anthropologist among historians and other essays*. New Delhi: Oxford University Press, chapters 4 & 6, pp. 78–85, 100–135.
- Desai, A. R. ed., 1976. *Rural sociology in India*. New Delhi: Popular Prakashan.
- Dube, S. C., 1955. *Indian society*. New Delhi: National Book Trust.
- Eck, D. L., 2012. What is India? In: D.L. Eck, *India: a sacred geography*. New York: Harmony Books, ch. 2, pp. 42–105.
- Jodhka, S. S., 2015. *Village society*. New Delhi: Orient Black Swan.
- Karve, I., 1965. *Kinship organization in India*. Bombay: Asia Publishing House.
- Madan, T. N. ed., 1992. *Religion in India*. New Delhi: Oxford University Press.
- Mandelbaum, D.G., 1970. *Society in India*. Berkeley: University of California Press.
- Shah, A.M., 2012. *The structure of Indian society: then and now*. New Delhi: Routledge.
- Sharma, K.L., 2017. *Indian social structure and change*. Jaipur: Rawat Publications.
- Singh, Y., 1973. *Modernization of Indian tradition*. Delhi: Thomson Press.
- Singh, Y., 1986. *Modernization of Indian tradition: a systemic study of social change*. Jaipur: Rawat Publications.
- Srinivas, M.N., 1966. *Social change in modern India*. Berkeley: University of California Press.
- Srinivas, M.N. ed., 1969. *India's villages*. Bombay: Asia Publishing House.
- Uberoi, P. ed., 1993. *Family, kinship and marriage in India*. New Delhi: Oxford University Press.
- Zelliot, E., 2004. Caste in Contemporary India. In: R. Rinehart, ed. *Contemporary Hinduism: Ritual, Culture, and Practice*. Santa Barbara: ABC-Clio, pp. 243–268.



Paper No. 105: Sociology of Kinship

Through the course Sociology of Kinship, the students will be in a position to learn the conceptual framework of kinship. The course will enable the students to comprehend the cultural configuration of kinship. Students will come to know the typology and diversity of the concept. The students will come to a position to situate the discourse and transformation of Kinship. Kin relationships are traditionally defined as ties based on blood and marriage. They include lineal generational bonds (children, parents, grandparents, and great grandparents), collateral bonds (siblings, cousins, nieces and nephews, and aunts and uncles), and ties with in-laws. The course would enhance the knowledge base of the learner regarding the kinship system in general and about marriage, family and kinship pattern existing in India, in particular.

Course Outcome:

- CO1:** The course takes students through different approaches to the study of kinship, family and marriage as the key institutions of society.
- CO2:** The course would give classical and contemporary themes in the field.
- CO3:** The students will be in a position to learn the conceptual framework of kinship sociology
- CO4:** The course will enable the students to comprehend the cultural configuration of kinship
- CO5:** The students will come to know the typology and diversity of the concept.

Unit I: The Discourse of Kinship

- a. Kinship: Meaning, Nature, and Significance of Kinship
- b. Forms and Principles of Kinship: Consanguinity, Affinity and Fictive Kinship
- c. Kinship Terminology, Classification and Usages: Joking and Avoidance Relationships
- d. The Incest Taboo Honour, Shame and Violence

Unit II: Theoretical Perspectives in Kinship

- a. Evolutionary Perspectives: L.H. Morgan
- b. Structuralist Perspectives: Levi Strauss
- c. Cultural and Symbolic Perspectives: David Schneider
- d. Indian Perspectives: Irawati Karve

Unit III: Cultural Configuration of Kinship

- a. Descent, Lineage, Clan, Residence and Inheritance
- b. Kinship, Marriage, Alliance Lineage and Clan
- c. Kinship among Tribal Communities
- d. Kinship system in North India and South India

Unit. IV: Transformations of Kinship

- a. Kinship and Modes of Production and Reproduction
- b. Questioning Patriarchy
- c. Reproductive Technologies and Reconfigured Kinship
- d. Gay Perspectives



Suggested Readings:

- Bourdieu, P. 1975. 'Marriage Strategies as Strategies of Social Reproduction' in R. Forster and O. Ranum (eds.): *Family and society: Selections from the Annales*. Baltimore: John Hopkins University Press.
- Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.
- Carsten, J. (ed.). 2000. *Cultures of Relatedness: New Approaches to the Study of Kinship*. Cambridge: Cambridge University Press.
- Carsten, J. 1997. *The Heat of the Hearth: The process of Kinship in a Malay Fishing Community*. Oxford: Oxford University Press.
- Engels. (1884)1948. *The Origins of the Family, Private Property and the State*. Moscow: Progress Publishers.
- Fortes, M. 1949. *The Web of Kinship among the Tallensi*. U.K: Oxford University Press.
- Fox, R. 1967. *Kinship and Marriage: An Anthropological Perspective*. Penguin.
- Goody, J. and S.J. Tambiah. 1975. *Bride-wealth and Dowry*. Cambridge: Cambridge University Press.
- Kahn, S. M. 2000. *Reproducing Jews: A Cultural Account of Assisted Conception in Israel*. Durham, N.C: Duke University Press.
- Karve, I. 1965. *Kinship Organization in India*. Asia Publishing House.
- Kapadia, K. M. 1966. *Marriage and Family in India*. Oxford University Press.
- Levine, N.E. 1988. *The Dynamics of Polyandry: Kinship, Domesticity and Population on The Tibetan Border*. Chicago: Chicago University Press.
- Levi-Strauss, C. 1969. *The Elementary Structures of Kinship*. London: Eyre and Spottiswood.
- Loizos, P. 1978. 'Violence and the Family: Some Mediterranean examples' in J.P. Martin (ed.): *Violence and the Family*. Chichester: Wiley
- Radcliffe-Brown, A. R., & Forde, D. (Eds.). (1950). *African Systems of Kinship and Marriage*. Oxford University Press.
- Morgan, L. H. 1871. *Systems of Consanguinity and Affinity of the Human Family*. Smithsonian Institution.
- Malinowski, B. 1929. *The Sexual Life of Savages*. Routledge.
- Schneider, D. M. 1984. *A Critique of the Study of Kinship*. University of Michigan Press.



Semester II

Paper No. 201: Social Stratification

The course introduces students to the concepts, forms, and theoretical perspectives of social stratification and social inequality. It examines the ways in which hierarchy, difference, privilege, and disadvantage are structured and reproduced in societies. The course critically engages with functionalist, Marxian, Weberian, and feminist approaches and examines major forms of stratification, including caste, class, gender, race, ethnicity, and tribe, with particular reference to Indian society. It also addresses social exclusion, intersectional inequalities, and social mobility, enabling students to understand how stratification shapes life chances, opportunities, and everyday social relations.

Course Outcomes:

- CO1.** The students will be able to understand the major concepts, forms, and dimensions of social stratification, inequality, hierarchy, difference, exclusion, and mobility.
- CO2.** The course will enable students to critically examine functionalist, Marxian, Weberian, feminist, and contemporary approaches to social stratification and inequality.
- CO3.** The students will be able to analyse caste, class, gender, race, ethnicity, and tribe as interconnected forms of social stratification, with special reference to Indian society.
- CO4.** The students will be able to examine social exclusion, intersectionality, poverty, educational and occupational inequalities, and processes of social mobility in contemporary society.

Unit. I: Concepts and Theoretical Perspectives

- a) Social Stratification, Social Differentiation, and Social Inequality
- b) Hierarchy, Difference, Equality, Privilege and Life Chances
- c) Functionalist, Marxian, Weberian Approaches to Stratification and Criticism of Tumin to Functional Theory
- d) Feminist and Intersectional Perspectives on Social Inequality

Unit II: Caste, Tribe, and Ethnicity

- a) Caste: Varna, Jati, Hierarchy, Purity, and Pollution
- b) Theoretical Perspectives on Caste: Ghurye, Dumont, Srinivas, and Beteille
- c) Anti-Caste Perspectives: Phule, Ambedkar, and Contemporary Critiques
- d) Tribe, Ethnicity, Identity, Caste Politics and Social Exclusion in India

Unit III: Class, Power, and Social Mobility

- a) Class Stratification: Marx, Weber, and Dahrendorf; Class Formation and Class Relations
- b) Class in India: Working Class, Peasantry, Middle Class, and Emerging Consumption Classes



- c) Caste, Class, and Power; Changing Relationship between Caste, Class, and Power – Sanskritization, Modernization, and Globalization.
- d) Social Mobility: Meaning, Types, Open and Closed Systems, Caste-Class Mobility and Educational/Occupational Mobility

Unit IV: Gender, Ethnicity, and Contemporary Inequalities

- a) Gender Stratification, Patriarchy, and Subordination of Women
- b) Family, Work, Property, Education, and Entitlements as Sites of Gender Inequality
- c) Intersectionality of Caste, Class, Gender, Race, Ethnicity, and Other Social Locations
- d) Poverty, Social Exclusion, Discrimination, Affirmative Action, and Contemporary Inequalities

Suggested Readings:

- Bendix, R. and Lipset, S.M. (eds). 1966. *Class, Status and Power: Social Stratification in Comparative Perspective*. New York: Free Press.
- Beteille, A. 1977. *Inequality among Men*. Oxford: Basil Blackwell.
- Beteille, A. 1983. *Equality and Inequality: Theory and Practice*. Delhi: Oxford University Press.
- Chakravarti, U. 2003. *Gendering Caste: Through a Feminist Lens*. Calcutta: Stree.
- Dahrendorf, R. 1959. *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.
- Davis, K. and Moore, W.E. 1945. 'Some principles of stratification', *American Sociological Review*, 10(2), pp. 242–249.
- Dumont, L. 1970. *Homo Hierarchicus: The caste system and Its Implications*. Chicago: University of Chicago Press.
- Erikson, R. and Goldthorpe, J.H. 1992. *The Constant Flux: A study of Class Mobility in Industrial Societies*. Oxford: Clarendon Press.
- Giddens, A. 1973. *The Class Structure of the Advanced Societies*. London: Hutchinson.
- Goldthorpe, J.H. 1980. *Social Mobility and Class Structure in Modern Britain*. Oxford: Clarendon Press.
- Grusky, D.B. (ed.) 2008. *Social Stratification: Class, Race, and Gender in Sociological Perspective*. 4th edn. Boulder: Westview Press.
- Gupta, D. (ed.) 1991. *Social Stratification*. Delhi: Oxford University Press.
- Marx, K. 1976. *Capital: A Critique of Political Economy* (Vol. 1). London: Penguin.
- Mencher, J. 1991. 'The Caste System Upside Down', in Gupta, D. (ed.) *Social Stratification*. Delhi: Oxford University Press.
- Oommen, T.K. 1997. *Citizenship, Nationality and Ethnicity: Reconciling Competing Identities*. Cambridge: Polity Press.



- Rege, S. (ed.) 2003. *Sociology of Gender: The Challenge of Feminist Sociological Thought*. New Delhi: Sage.
- Srinivas, M.N. 1966. *Social Change In Modern India*. Berkeley: University of California Press.
- Tumin, M.M. 1953. 'Some Principles of Stratification: A Critical Analysis', *American Sociological Review*, 18(4), pp. 387–394.
- Weber, M. 1978. *Economy and Society: An Outline of Interpretive Sociology*. Berkeley: University of California Press.
- Wright, E.O. 1985. *Classes*. London: Verso.



Paper 202: Research Methodology-II

Through the course, students will develop a keen understanding and hands on training on quantitative research techniques. The students will learn about the types of sampling and its uses and methods of conducting a survey. Students will demonstrate the learning of preparation of interview schedule and questionnaire for data collection in research study. Students will gather sound knowledge about uses of Microsoft-Excel and SPSS for data analysis. Students will be also apt in utilizing various techniques of measurement of central tendency for data analysis. Students will also demonstrate their data interpretation skills through the use of PowerPoint presentation, excel charts, tables and graphs for presenting their research findings.

Course Outcomes:

- CO1:** To develop understanding of the core principles of survey research to conduct literature reviews and formulate precise hypotheses, research questions, and objectives and design social research.
- CO2:** To demonstrate the learning of various types of sampling strategy and minimizing sampling error.
- CO3:** To construct valid and reliable data collection instruments-such as questionnaires, interviews, and specialized social distance scales (Likert, Bogardus, Thurston)-to measure social variables.
- CO4:** To apply measures of central tendency, dispersion, and inferential statistics (Chi-Square, t-test, ANOVA) to analyse and interpret sociological data accurately.

Unit-I: Survey Research and Research Design

- a. Introduction to Survey Research: Meaning, Nature, Scope
- b. Review of Literature
- c. Hypotheses, Research Questions and Objectives.
- d. Research Design: Exploratory, Descriptive, Explanatory, Diagnostic and Experimental.

Unit-II: Sampling in Social Research

- a. Rationale
- b. Types: Probability and Non-Probability Sampling
- c. Sampling Error
- d. Survey vs. Sampling based Study in Sociology

Unit-III: Methods, Measurement and Scaling Techniques

- a. Tools and Techniques of Survey Research: Questionnaire and Interview
- b. Types of Scales: Nominal and Ordinal, Reliability and Validity of Scaling
- c. Measures of Social Distance: Thurston, Likert and Bogardus Scale, Sociometry
- d. Processing of Data: Classification, Tabulation and Interpretation

Unit-IV: Statistics in Social Research

- a. Measures of Central Tendency: Mean, Median and Mode
- b. Measures of Dispersion- Standard Deviation
- c. Correlation Analysis: Chi-square, t-Test and ANOVA
- d. Use of Computer in Data Processing: Excel and SPSS, Report Writing



Suggested Readings

- Adamas K., and Lowerence E. K. 2015. *Research Methods, Statistics and Application*. London: Sage Publication
- Ahuja, Ram. 2001. *Research Methods*. Jaipur: Rawat Publications
- Babbie, E. R. 2020. *The Practice of Social Research*. Cengage Au
- Bailey, K. D. 1979. *Methodology of Social Research*. New York: Macmillan & Free Press.
- Bajpai, S. R. 1976. *Methods of Social Survey & Research*. Kanpur: Kitab Ghar
- Bryman, A. 1988. *Quality and Quantity in Social Research*. London: Unwin
- Bryman, A. 2005. *Social Research Methods*. London: Oxford University Press.
- Fink, A., 2016. *How to Conduct Surveys: A step-by-step guide*. London: Sage.
- Flick, U. 2015. *Introducing research methodology: A beginner's guide to doing a research project*. London: Sage.
- Goode and Hatt. 1952. *Methods in Social Research*. Tokyo: McGraw-Hill.
- Kothari, C.R. 1994. *Research Methodology*. New Delhi: New Age International Publishers.
- Mukherjee, P. N. 2000. *Methodology in Social Research: Dilemmas and Perspectives Essays in Honour of Ramakrishna Mukherjee*. New Delhi: Sage.
- Sjoberg, G and Roger N. 1997. *Methodology of Social Research*. Jaipur: Rawat.
- Wilkinson, T. S. and Bhandarkar, P. L. 2003. *Methodology and Techniques of Social Research*, Bombay: Himalaya Publication House.
- Young, P.V. 1977. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall of India



Paper 203: Science, Technology and Society

Globalization and liberalization have brought in new dimensions of the development of Indian Science and Technology for the development of our economy vis-à-vis developed economies. Any effort at development depends on our competitive ability in the international market to sell our products and services. Marketability is dependent on the ability of our scientists to develop new products and processes and in the up-gradation of our technological tools in industry and other service areas. The course will enable the students to understand the relationship between science and Society. The course will introduce the student to the conceptual and theoretical issues in the study of sociology of science and technology.

Course Outcomes:

- CO1:** To explain the foundational evolution of science from the Enlightenment to the modern era, contrasting scientific methods with common sense and detailing the unique social norms that govern science as an institution.
- CO2:** To trace the socio-historical trajectory of modern Indian science across the colonial, independence, and post-independence phases, critically examining the demographic and socio-cultural backgrounds of Indian scientists.
- CO3:** To assess national scientific policies, the structural growth of Indian academic/industrial institutions, and the socio-political implications of digital initiatives like E-governance and the Surveillance Society.
- CO4:** To analyse the impacts of globalization, liberalization, MNC operations, and WTO intellectual property frameworks on Indian industry, while evaluating the socio-economic drivers behind Brain Drain and Brain Gain.

Unit-I: Introduction to Science, Technology and Society

- a. Evolution of Science: Enlightenment and Scientific Revolution
- b. Science as a social system: Norms of science, Science vs Common Science
- c. Technology: The Basic Features, History of Technological Development
- d. Relationship between Society, Science and Technology: Technological Determinism and Social Construction of technology

Unit-II: Scientific Development and Socio-Cultural Structures in India

- a. History of Modern Science in India: Colonial, Independence and Post-Independence Science.
- b. Social Background of Indian Scientists.
- c. Science and Modernity: Information Society, Knowledge Society, Risk Society
- d. Science, Technology and Social Deliverables

Unit-III Policies and Institution of Science and Technology in India

- a. Scientific Policies and Programmes
- b. Technology and Policies: E-Governance and Surveillance Society, ICT, Digital Divide
- c. Building of Scientific and Technological Institutions and Organizations
- d. Science and Education, Interrelationship between Academia and Industry



Unit-IV The Political Economy of Science and Technology

- a. Sociological Analysis of Technological Advances: Family, Communication Technology, Health and Food.
- b. WTO and Intellectual Property Rights (IPR)
- c. MNCs and Indian Industry
- d. Political Economy of Science & Technology at the National and International Levels

Suggested Readings

- Barnes, B. 1974. *Scientific Knowledge and Sociological Theory*, Boston: Routledge and Kegan Paul.
- Gobo, G. and Marcheselli, V., 2023. *Science, Technology and Society: An Introduction*. Springer Nature.
- Haraway, Jeanne Donna. 1991. *Simians, cyborgs, and women: the reinvention of nature*, New York: Routledge.
- Jairath, V.K., 1984. In search of roots—The Indian scientific community. *Contributions to Indian Sociology*, 18(1), pp.109-130.
- MacKenzie, Donald. and Wajcman, Judy. (eds.) 1999. *The Social Shaping of Technology*. Buckingham: Open University Press (2nd revised edition).
- Merton, R. 1973. *The Sociology of Science*, Collected works of Robert Merton with an editorial introduction by Norman Storer. Chicago Univ. Press 1973.
- Krishna, V. V. 2024. *The Indian science community: Historical and sociological studies*. Taylor & Francis.
- Kuhn, Thomas. 1970. *The Structure of Scientific Revolutions*. Chicago: Chicago Univ. Press (second edition).
- Latour, B. “Give me a Laboratory and I will Raise the World”, in, M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 258-275.
- Lyon, David. 1988 *Information Society: Issues and Illusions*. Cambridge: Polity Press.
- Sassen, Saskia. 2002. ‘Towards a Sociology of Information Technology’. *Current Sociology*, Vol. 50(3): 365–388.
- Wajcman, Judy. 2002. ‘Addressing Technological Change: The Challenge to Social Theory’. *Current Sociology*, 50 (3), pp.347-363.



Paper 204: Social Change in India

Course Description

Social change is a central concern of sociology. This course examines the concepts, theories and processes through which Indian society has changed over time. It focuses on transformations in social structure, culture, economy, polity, institutions and everyday life. The course introduces classical and contemporary perspectives on social change, including Sanskritization, Westernization, secularization, modernization, globalization, development, dependency and social transformation. It also examines changes among tribal communities, the social consequences of economic reforms, development-induced displacement, migration, inequality and ecological degradation. It combines theoretical perspectives with empirical studies of India. It encourages students to critically examine whether development necessarily produces equality, social justice and human well-being.

Course Outcomes

- CO1:** To enable the students to develop and generate new ideas on the pattern of changes taking place in the society in which we live.
- CO2:** It would help the students for evaluation and examining the new trends brought by various development strategies.
- CO3:** It would help the students in critical thinking on the trends and changes in Modern India and tribal life.
- CO4:** To generate the idea about the social processes of change in India.

Unit I: Trends and Processes of Social Change in Modern India

- a. Meaning, Nature, Factors, and Sources (Endogenous/Exogenous) of Social Change
- b. Theories: Linear, cyclical, conflict, and curvilinear;
- c. Factors of Social Change: Demographic, Economic, Technological, Cultural, Religious, and Environmental
- d. Consequences of Social Change: Development and Displacement, Migration, Disparities, and Environmental Degradation

Unit-II: Processes of Social Change and Experience of the Indian Society

- a. Sanskritization and Westernization
- b. Secularization and Modernization
- c. Industrialization and Globalization
- d. Liberalization and Consequent Changes

Unit III: Social Change and Tribal Society

- a. Changes in Tribal Economy
- b. Changes in Socio-cultural spheres
- c. Changes in the Political sphere
- d. Measures and Consequent Changes



Unit-IV: Contemporary Trends and Social Dynamics

- a. Constitutional Safeguard and Social Change
- b. Developmental Plans and Social Change
- c. Economic Reforms and Social Change
- d. Science and Technology – Social Change

Suggested Readings

- Ambedkar, B. R. (2014). *Annihilation of Caste: The Annotated Critical edition* (S. Anand, Ed.). Navayana. (Original work published 1936).
- Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: Oxford University Press.
- Béteille, A. (1965). *Caste, Class and Power: Changing patterns of Stratification in a Tanjore Village*. New York: University of California Press.
- Breman, J. (1996). *Footloose Labour: Working in India's Informal Economy*. London: Cambridge University Press.
- Castells, M. (2010). *The Rise of the Network Society* (2nd ed.). London: Wiley-Blackwell.
- Desai, A. R. (1948). *The Social Background of Indian Nationalism*. New Delhi: Popular Book Depot.
- Drèze, J., & Sen, A. (2013). *An Uncertain Glory: India and Its Contradictions*. New York: Princeton University Press.
- Giddens, A. (1984). *The Constitution of Society: Outline of the Theory of Structuration*. New York: University of California Press.
- Kohli, A. (2006). *Democracy and Development in India: From Socialism to Pro-Business*. New Delhi: Oxford University Press.
- Rostow, W. W. (1960). *The Stages of Economic Growth: A Non-Communist Manifesto*. New York: Cambridge University Press.
- Sen, A. (1999). *Development as Freedom*. London: Alfred A. Knopf.
- Shiva, V. (1991). *The violence of the Green Revolution: Third World Agriculture, Ecology, and Politics*. New Delhi: Zed Books.
- Singh, Y. (1973). *Modernization of Indian Tradition: A Systemic Study of Social Change*. Thomson Press.
- Srinivas, M. N. (1966). *Social Change in Modern India*. New York: University of California Press.
- Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-Colonial India*. New Delhi: Pearson Longman.



Paper 205: Modern Sociological Theory

This course traces the development of modern sociological theory broadly in the latter half of the 20th Century and aftermath. The historical conjuncture marking the course is 1945, and essentially reviews the development of sociological theories in that context and thereafter. The emphasis is on coming to terms with the major theorists in various schools.

Course Outcomes:

- CO1:** This course enables students to understand origin of various theoretical approaches and interpretations in the latter half of the 20th century.
- CO2:** The students will come to know theories and concepts such as Functionalism-Neo-Functionalism, Conflict Theory, Neo-Marxism, Interpretive Sociology etc.
- CO3:** This Paper helps to develop fundamental insights on t modern and post-modern sociological theories.

Unit-I: Structural-Functionalism

- a. Origin and Basic Postulates
- b. Talcott Parsons: Social Action, Social System, Pattern Variables and Functional Prerequisites.
- c. Robert K. Merton: Functional Analysis, Manifest and Latent Functions, Dysfunction, Middle-Range Theory, Reference Groups and Role-Set
- d. Criticisms and Current Relevance

Unit-II: Conflict Traditions

- a. Origin and Basic Postulates
- b. Ralf Dahrandorf: Marx's critique and Dialectical theory of Conflict
- c. Lewis Coser: Functional Analysis of Conflict
- d. Criticisms and Current Relevance

Unit-III: Neo Functionalism and Neo-Marxism

- a. Origin and Basic Postulates
- b. Jeffrey C. Alexander: Neo-Functionalism, Multi-Dimensional Sociology, Cultural Trauma
- c. Antonio Gramsci: Hegemony, Civil Society, Intellectuals and Consent
- d. Criticisms and Current Relevance

Unit-IV: Structuralism

- a. Origin and Basic Postulates
- b. Claude Levi-Strauss: Structuralism, Binary Oppositions and the Analysis of Culture
- c. Louis Althusser: Structural Marxism, Ideology, Ideological State Apparatus, Overdetermination
- d. Criticism and Current Relevance



Suggested Readings:

- Abraham, M.F. 2001. *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press
- Alexander, J.C. 1987. *Twenty Lectures; Sociological theories since World War- II*. New York: Columbia University Press
- Collins, R. 1997. *Sociological Theory*. Jaipur: Rawat.
- Coser, L.A. 2001. *Masters of Sociological Thoughts*. Jaipur: Rawat
- Craib, I. 1992. *Modern Social Theory: From Parsons to Habermas*. London: Harvester.
- Dahrendorf, R. 1959. *Class and Class Conflict in Industrial Society*. Routledge & Kegan Paul.
- Giddens, A. 1983. *Central Problems in Social theory, Action, Structure and Contradiction in Social Analysis*. Mac Millan, London.
- Giddens, A. 1996. *Capitalization and Modern Social theory*. Cambridge University Press. London.
- Gramsci, A. 1971. *Selections from the Prison Notebooks*. International Publishers.
- Merton, R. K. 1968. *Social Theory and Social Structure*. Free Press.
- Ritzer, G. 2000. *Modern Sociological Theory*. The McGraw Hill.
- Sturrock, J (ed). 1979. *Structuralism and Since: from Levi-Strauss to Derrida*. London: Oxford.
- Turner, J.H. 2001. *The Structure of Sociological Theory*. Jaipur: Rawat
- Zeitlin, I.M. 1998. *Rethinking Sociology: A Critique of Contemporary Theory*. Jaipur: Rawat.



Paper No. DSE. 206 (A): Sociology of Religion

This paper aims to familiarize the students with religious practices and beliefs in various human cultures to consider the main sociological theories of religion and to analyze the various types of religious organizations in different societies. The course also intends to introduce students to the religions of India and their main components.

Course Outcomes:

- CO1:** To guide the students to use the sociological imagination in the study of religion and spirituality.
- CO2:** To acquaint students to alternative approaches on Religion.
- CO3:** It helps them to comprehend cross-cultural differences in religions across the world.
- CO4:** To enhances their knowledge of the role of religion as a form of social identity.

Unit I: Introduction to Sociology of Religion

- a. Sociology of Religion: Religion as a Science
- b. Religion and Morality, Religious Ritual, Beliefs, Values Practices
- c. Theism, Atheism, Secularism and Fundamentalism
- d. Religious Experiences: Sect, Cult Myths, Mysticism, Magic, Sacrifice

Unit II: Approaches to the Study Religion

- a. Durkheim, Malinowski
- b. Marx, Freud,
- c. Weber, Clifford Geertz,
- d. Levi-Strauss,

Unit III: Religion and Indian Thinkers

- a. Gandhi, Aurobindo,
- b. Ambedkar, Periyar
- c. Vivekanand, Savarkar,
- d. Sir Syed, Maulana Abul Kalam Azad

Unit IV: Religion, Ideology, and conflict in India

- a. Religion and Ideology- Pluralism, Secularism, Fundamentalism,
- b. Religion and change: Revivalism, Proselytization, Conversion, Religious syncretism
- c. Religion Violence: Terrorism, Communalism
- d. Religion and globalization: Commodification



Suggested Readings

- Badey, T. 2002. 'The Role of Religion in International Terrorism', *Sociological Focus*, 35(1), pp. 81–86.
- Baird, R.D. (ed.) 1995. *Religion in Modern India*. 3rd edn. Delhi: Manohar.
- Berger, P.L. 2001. 'Reflections on the sociology of religion today', *Sociology of Religion*, 62(4), pp. 443–454.
- Berger, P.L. 2011. *The Sacred Canopy: Elements of a Sociological Theory of Religion*. New York: Anchor/Open Road Media.
- Berger, P.L. and Luckmann, T. 1963. 'Sociology of Religion and Sociology of Knowledge', *Sociology and Social Research*, 47(4), pp. 417–427.
- Chaves, M. 1994. 'Secularization as Declining Religious Authority', *Social Forces*, 72(3), pp. 749–774.
- Davie, G. 2014. *The Sociology of Religion: A Critical Agenda*. London: Sage.
- Dawson, A. 2011. *Sociology of Religion*. London: Hymns Ancient and Modern Ltd.
- Dillon, M. (ed.) 2003. *Handbook of the Sociology of Religion*. Cambridge: Cambridge University Press.
- Durkheim, E. 1915. *The Elementary Forms of Religious Life*. London: Allen and Unwin.
- Durkheim, E. 2009. 'The elementary forms of the religious life', in Pals, D.L. (ed.) *Introducing Religion: Readings from The Classic Theorists*. Oxford: Oxford University Press.
- Eliade, M. 1959. *The Sacred and The Profane: The Nature of Religion*. New York: Harcourt, Brace and World.
- Evans-Pritchard, E.E. 1963. *The Nuer*. Oxford: Clarendon Press.
- Fine, J. 2008. 'Contrasting Secular and Religious Terrorism', *Middle East Quarterly*, 15(1), pp. 59–69.
- Fischer, M.M.J. 1980. *Iran: From Religious Dispute to Revolution*. Cambridge, MA: Harvard University Press.
- Freud, S. 1961. *The Future of an Illusion*. New York: W.W. Norton & Company.
- Geertz, C. 1973. 'Religion as a cultural system', in *The Interpretation of Cultures*. New York: Basic Books.
- Johnstone, R.L. 1975. *Religion and society in interaction: the sociology of religion*. Englewood Cliffs, NJ: Prentice-Hall.
- Johnstone, R.L. 2015. *Religion in society: a sociology of religion*. London: Routledge.
- Jones, K.W. 1989. *Socio-religious reform movements in British India (The New Cambridge History of India III – 1)*. Hyderabad: Orient Longman.
- Madan, T.N. (ed.) 1992. *Religion in India*. Enlarged edn. New Delhi: Oxford University Press.
- Madan, T.N. (ed.) 2004. *India's religions: perspectives from sociology and history*. New Delhi: Oxford University Press.



- Madan, T.N. 1991. 'Secularism in its place', in Madan, T.N. (ed.) *Religion in India*. New Delhi: Oxford University Press, pp. 394–413.
- Malinowski, B. 1948. *Magic, science and religion and other essays*. Boston: The Free Press.
- Mazumdar, H.T. 1986. *India's Religious Heritage*. New Delhi: Allied Publishers.
- Roberts, K.A. 1984. *Religion in Sociological Perspective*. New York: Dorsey Press.
- Roberts, K.A. and Yamane, D.A. 2016. *Religion in Sociological Perspective*. 6th edn. Thousand Oaks, CA: Sage Publications.
- Robinson, R. 2003. 'Christianity in the Context of Indian Society and Culture', in Das, V. (ed.) *Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press, pp. 884–907.
- Robinson, R. 2004. *Sociology of Religion in India*. New Delhi: Sage.
- Robinson, R. 2005. 'Sociology of Christianity, Conversion and Secularism in India: Some Reflections', *Sociological Bulletin*, 54(3), pp. 473–495.
- Saberwal, S. 1991. 'Elements of Communalism', in Madan, T.N. (ed.) *Religion in India*. New Delhi: Oxford University Press, pp. 339–350.
- Simmel, G. 1997. *Essays on Religion*. (Edited and translated by H.J. Helle. New Haven, CT: Yale University Press.
- Turner, B.S. 1991. *Religion And Social Theory*. 2nd edn. London: Sage Publications.
- Upadhyay, S.P. and Robinson, R. 2012. 'Revisiting communalism and fundamentalism in India', *Economic and Political Weekly*, 47(36), pp. 35–57.
- Weber, M. 2001. *The Protestant Ethic and The Spirit of Capitalism*. Translated by S. Kalberg. Los Angeles, CA: Roxbury Publishing Press.
- Weber, M. 1963. *The Sociology of Religion*. Translated by E. Fischoff. Boston, MA: Beacon Press.



Paper DSE. 206 (B): Sociology of Environment

The course aims to provide the students with a conceptual, theoretical and empirical background to the issues of Environment and Sustainable Development. The course seeks to understand the emergence of sustainable development, environmentalism and environmental movements from theoretical and conceptual perspectives.

Course Outcomes:

- CO1:** To define the scope of environmental sociology and apply diverse theoretical frameworks to evaluate the shifting, complex relationships between human societies and the natural world.
- CO2:** To assess the acute socio-cultural and economic impacts of water depletion and land degradation on human society.
- CO3:** To evaluate the structural intersections between developmental paradigms and environmental degradation, specifically examining the societal risks.
- CO4:** To appraise the efficacy of local, national, and international environmental policies and state interventions implemented to combat global climate change.

Unit I: Sociology of Environment: Introduction & Perspectives

- a. Sociology of Environment: Definition, Scope & Subject Matter
- b. Environment and Development Nexus, Changing Human-Nature Relationship
- c. Social Ecology and Sustainable Development
- d. Perspectives: Gandhian, Catton and Dunlap's New Ecological Paradigm, Ecofeminism

Unit II: Resource Depletion and Environmental Movements in India

- a. Shrinking Natural Resources & Environments, Common Property Resources and Resource Conflicts
- b. Depletion of Water, Land, Forest: Causes & impacts on human society
- c. Tribal Communities, Forest Rights and Environmental Conservation
- d. Environmental Movements: Chipko, Narmada Bacho, Chilika Bachao, Niyamgiri Movement

Unit III: Environmental Issues and Climate Change

- a. Environmental Pollution, Climate change, Vulnerability and Community Resilience
- b. Development and Environmental Degradation
- c. Waste Management, E-waste and Plastic Pollution
- d. Environmental Health and Emerging Public Health Risks

Unit IV: Environmental Governance: Policy, Protective Measures & Justice

- a. International Agencies & Interventions- Sustainable Development Goals (SDGs) and Environmental Sustainability
- b. Environmental policy and protective measures in India- Environmental Laws and Institutions in India: Environment Protection Act, Forest Conservation, Wildlife Protection and Forest Rights Act
- c. Adaptation & Mitigation Strategies



d. Environmental and Climate Justice.

Suggested Reading:

- Baviskar, A .2007. *Waterscapes: The Cultural Politics of a Natural Resource*. New Delhi: Permanent Black.
- Chambers, R. 1984. *To the Hands of the Poor: water, trees and land*.
- Fernandes. W and G. Menon. 1987. *Tribal Women and Forest Economy, Deforestation, Exploitation and Social Change*. New Delhi: Indian Social Institute, Tribes of India, Series I.
- Fernandes. W. G. Menon and Viegas P, 1998. *Forests, Environment and Tribal Economy, Deforestation Impoverishment and ' Marginalization in Orissa*. New Delhi: Indian Social Institute, Tribes of India Series II.
- Gadgil, M. and Guha, R., 1995. *Ecology and Equity: The use and abuse of nature in contemporary India*. Psychology Press.
- Guha, R.1994. *Social Ecology*. New Delhi: Oxford University Press.
- Klugman, J. 2011. Human Development Report 2011. Sustainability and Equity: A better future for all. *Sustainability and Equity: A Better Future for All (November 2, 2011)*. UNDP-HDRO Human Development Reports.
- Padel, Felix. et.al. 2013. *Ecology Economy: Quest for a Socially Informed Connection*. New Delhi: Orient Black Swan.
- Pawar, S. N., R. B. Patil, Rajendra B. Patil. 1998. *Sociology of Environment*. Jaipur: Rawat.
- Sharma, S., & Sharma, K. 2023. *Environment and society: Climate change and sustainable development*. Routledge India.
- Shiva, Vandana. 2016. *Violence of Green Revolution: Third World Agriculture, Ecology and Politics*. Kentucky: University Press of Kentucky.
- Srivastav, A. (Ed.). 2024. *Forest policies, laws, and governance in India: Conservation challenges in the face of climate change*. Springer.



Paper No. DSE. 206 (C): Sociology of Education

This course contextualizes the study of education within the discipline of Sociology. Education is a powerful instrument of social change. The course on the Sociology of Education aims to familiarize students with sociological theories and perspectives on the Sociology of Education and Educational Policies in India.

Course Outcomes:

CO1: To enable students to develop a holistic understanding of education as an institution.

CO2: To identify various educational pedagogies around the world.

CO3: To understand various educational policies and their significance.

CO4: To get familiar with the relationship between education and society.

Unit. I: The Idea of Education

- a. Basic Education
- b. Democracy and Education
- c. Education and Liberation
- d. Education and Citizenship

Unit. II: Theoretical Perspectives on Education

- a. Functionalist Perspective: Durkheim and Talcott Parsons
- b. Liberal: John Dewey, Gandhi, and Tagore
- c. Critical: Paulo Freire, Michel Apple, and Henry Giroux
- d. Marxian: Althusser, Gramsci, and Bourdieu

Unit. III: Education and Society

- a. Socialization and Education
- b. Cultural and Social Reproduction
- c. Hegemony and Domination
- d. Agency, Resistance, and Relative Autonomy

Unit. IV: State, Education, and Equality in India

- a. The Formation of the Modern Education System
- b. Mobility and Equality of Educational Opportunity, Affirmative Actions
- c. Education and Social Stratification
- d. Aspects of NEP and Higher Education

Suggested Readings:

Althusser, L., 1971. 'Ideology and Ideological State Apparatuses'. In: L. Althusser, ed. *Lenin and Philosophy and Other Essays*. London: New Left Books.



- Apple, M.W., 1982. *Cultural and Economic Reproduction in Education: Essays on Class, Ideology and the State*. London: Routledge & Kegan Paul.
- Benei, V., 2009. *Schooling India: Hindus, Muslims and the Forging of Citizens*. New Delhi: Orient Black swan.
- Bernstein, B., 1996. *Pedagogy, Symbolic Control and Identity*. London: Taylor & Francis.
- Béteille, A., 1985. *Equality of Opportunity and the Equal Distribution of Benefits*. Pune: Orient Longman.
- Béteille, A., 2009. 'Institutions and Networks'. *Current Science*, 97(2), pp. 148-156.
- Boren, M.E., 2001. *Student Resistance: A History of the Unruly Subject*. New York: Routledge.
- Bourdieu, P. and Passeron, J.C., 1978. *Reproduction in Education, Society and Culture*. London: Sage.
- Coleman, J.S., 1968. 'The Concept of Equality of Educational Opportunity'. *Harvard Educational Review*, 38(1), pp. 7-22.
- Dewey, J., 1916. *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Free Press.
- Durkheim, E., 1956. *Education and Society*. New York: Teachers College Press.
- Durkheim, E., 1961. *Moral Education*. New York: Free Press.
- Freire, P., 1970. *Pedagogy of the Oppressed*. New York: Continuum.
- Illich, I. 1973. *De-schooling Society*, Harmondsworth, Penguin books.
- Jayaram, N. 2015. *Sociology of Education in India*. Jaipur: Rawat.
- Pathak, A. 2004. *Social Implications of Schooling. Knowledge, Pedagogy and Consciousness*. New-Delhi: Rainbow Publications.



Paper No. 206 (D): Sociology of Health

Students are expected to know the concept of health from different perspectives. They can also learn about the contemporary trend of Sociology of Health in India. By understanding various health policies and programs in India, students can expand their knowledge base and share it with others.

Course Outcomes:

CO1: To gain knowledge on the sociology of health and medicine.

CO2: To develop an insight into socio-cultural dimensions in the construction of illness and medical knowledge.

CO3: To gain an understanding of the health sector reforms of the Government of India.

CO4: To gain knowledge on medical pluralism for the treatment of disease.

Unit-I: Concepts and Perspectives

- a. Definition of the Health, Sickness, Illness, and Disease
- b. Perspectives on Health and Illness
- c. Perspectives on Body in Health Care: Naturalist, Social Constructionist, Phenomenological
- d. Governing Bodies and Bio-Power

Unit-II: Social Inequalities and Health Status

- a. Class Structure and Health
- b. Gender and Health
- c. Ethnicity and Health
- d. Aged and Health

Unit-III: The State and Health in India

- a. History of Medicine in India
- b. Indian System of Medicine in India- Past and Present
- c. Health Policy of the Government of India
- d. Privatization of the Health System

Unit-IV: Health Problems and Stigma, Debates

- a. Leprosy and AIDS
- b. Death and Dying: Debate around Euthanasia, Mental Health
- c. Chosen Bodies: Debate around Abortion
- d. Sex Change, Problem with Transgender

Suggested Readings

Albrecht, G.L., Fitzpatrick, R. and Scrimshaw, S.C. eds., 2003. *The Handbook of Social Studies in Health and Medicine*. London: Sage.

Amick, B.C., 1995. *Society and Health*. New Delhi: Oxford University Press.



- Annandale, E., 1998. *The Sociology of Health and Medicine: A Critical Introduction*. Cambridge: Polity Press.
- Baru, R.V., 1998. *Private Health Care in India: Social Characteristics and Trends*. New Delhi: Sage.
- Bury, M. and Gabe, J. eds., 2004. *The Sociology of Health and Illness: A Reader*. London: Routledge.
- Nagla, Madhu. (2018). *Sociology of Health and Medicine*. Rawat: New Delhi
- Nettleton, S., 2006. *The Sociology of Health and Illness*. Cambridge: Polity Press.
- Wainwright, D. ed., 2008. *A Sociology of Health*. London: Sage Publications.
- White, K. (2016). *An Introduction to Sociology of Health and Illness* (third edition). London: Sage.



Semester-III

Paper 301: Sociology of Development

This course aims to provide a sociological understanding of development. In this context, this course attempts to engage critically with various sociological theories of development and underdevelopment. Further, it engages with the various contemporary issues and challenges of development with special reference to India. The critical sociological understanding of the theories and practices of development will help us to have nuanced engagement with various dimensions of development.

Course Outcomes:

CO1: To help the learners understand the significance of social development.

CO2: To develop their ability to critically engage with contemporary transformations.

CO3: To facilitate the students for theoretical and wholesome thinking about development.

CO4: To locate various contemporary issues and challenges with special reference to India.

Unit-I: Understanding Development

- a. Social Change: Meaning and Nature
- b. Social Evolution, Social Progress, and Social Development: Meaning and Features
- c. Factors of Change: Socio-Psychological, Cultural & Religious, Techno-Economic, Demographic, and Media

Unit-II: Theoretical Perspectives on Development

- a. Modernization
- b. Marxist
- c. Dependency
- d. Alternative

Unit-III: Changing Conception of Development

- a. Mainstream vs. Indigenous Model of Development
- b. Human Indicator Index
- c. Sustainable Development
- d. Impact of Bio-Technology and Information Technology on Development

Unit-IV: Emerging Issues

- a. Globalisation
- b. Gender and Development
- c. Ecology and Sustainability
- d. Social Exclusion

Suggested Readings:

Bardhan, Pranab. 1981. *Political Economy of India's Development*, New Delhi: Oxford University Press.

Barnett, Tony. 1988. *Sociology and Development*, London: Hutchinson.



- Charles, Wood and Bryan Roberts (eds.) 2005. *Rethinking Development in Latin America*, Penn State Press.
- Currie, Bob. 2000. *The Politics of Hunger*, Chennai: Macmillan.
- Desai, A. R. 1959. *Social Background of Indian Nationalism*, Bombay: Popular Prakashan
- Dreze, Jean and Sen Amartya (eds.) 1999. *Indian Development Selected Regional Perspectives*, Delhi: Oxford University Press.
- Dreze, Jean and Sen, Amartya. 1989. *Hunger and Public Action*, Oxford: Clarendon Press
- Escobar, Arturo. 1995. *Encountering Development, the Making and Unmaking Of the Third World*, Princeton: Princeton University Press.
- Gandhi, M. K. 1938 [1908]. *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan Publishing House.
- Harrison, David. 1990. *The Sociology of Modernization and Development*, London: Routledge
- Kothari, Uma. 1995. *A Radical History of Development Studies*, New York: Zed Books.
- Krishna, Anirudh. 2003. *Active Social Capital: Tracing the Roots of Development and Democracy*. New Delhi: OUP.
- Myrdal, Gunnar. 1974. What Is Development?, *Journal of Economic Issues*, Vol. 8, No. 4, pp. 729-736.
- Nayar, Baldev Raj. 1989. *India's Mixed Economy*, Bombay: Popular Prakashan
- Portes, Alejandro and A. Douglas Kincaid 1989. "Sociology and Development in the 1990s: Critical Challenges and Empirical Trends", *Sociological Forum*, Vol. 4, No.4, Sociological Forum. 1989. *Special Issue: Comparative National Development: Theory and Facts for the 1990s*, pp. 479-503.
- Ratner, Blake D. 2004. "Sustainability" as a Dialogue of Values: Challenges to the Sociology of Development, *Sociological Inquiry*, Vol.74, No. 1, pp.50–69.
- Schumacher, E. F. 1973. *Small is Beautiful: Economics as if People Mattered*. New York: Harper and Row.
- So, Y. Alvin. 1990. *Social Change and Development*, London: Sage.
- Spybey, Tony. 1992. *Social Change, Development and Dependency*, Cambridge: Polity Press.



Paper 302: Advanced Sociological Theories

This course is intended to introduce the students to the substantive, theoretical, and methodological issues that have shaped sociological thinking in the latter half of the 20th century. The main focus of this course is on Phenomenology, Ethnomethodology, neo-functionalism, and neo-Marxism, as well as some current trends such as post-structuralism and postmodernism. It will help students learn about symbolic interactionism and the contributions of Schutz, Berger, Garfinkel, and Goffman to phenomenology and ethnomethodology. It will help students learn about the origins and development of critical theory, the contributions of Adorno and Habermas, and their critiques. It will help students learn about the origins and development of postmodernism, the postmodern theories of Derrida, Foucault, Lyotard, Baudrillard and their critiques.

Course Outcomes:

- CO1:** To learn the micro-level analysis of everyday behaviour through the theoretical approach of Interactionism, Phenomenology, and Ethnomethodology.
- CO2:** To develop sound knowledge of how critical theory explains social realities and social problems, and critically reflect on it.
- CO3:** To explain various standpoints of feminist, subaltern and post-modern theories on social reality and their criticism of existing sociological approaches.
- CO4:** To formulate original, theoretically grounded sociological arguments that apply these contemporary frameworks to diagnose and critique present-day global and local socio-political issues.

Unit I: Critique of Positivism and Interpretative Sociological Theory

- a. Origin and Development; Schutz - Phenomenological sociology
- b. H. Garfinkel – Ethnomethodology
- c. George Herbert Mead: Mind, Self and Society; Herbert Blumer: Self and the Definition of the Situation; Goffman: Dramaturgical Analysis
- d. P.L. Berger and T.G. Luckmann: Social constructivism (Sociology of Knowledge)

Unit-II: Critical Theory

- a. Origin and Development
- b. Frankfurt School: Horkheimer, Adorno, and Marcuse; Instrumental Reason, Culture Industry, and the Critique of Advanced Capitalism
- c. Jürgen Habermas: Communicative Action, Lifeworld and System, Public Sphere and Colonization of the Lifeworld
- d. Criticism and Present Status

Unit-III: Subaltern and Feminist Theory

- a. Origin and Development
- b. Simone De Beauvoir: Existentialist dimension to Feminism
- c. Kimberle Williams Crenshaw: Critical Race Theory
- d. Criticism and Present Status



Unit-IV: Post-Structural and Post-modern Theory

- a. Michel Foucault: Power/Knowledge, Discourse and Archaeology of Knowledge; Jacques Derrida: Deconstruction and Critique of Grand Narratives; Contemporary relevance
- b. Jean-Francois Lyotard-The Post-modern Condition; Jean Baudrillard- Semiotics
- c. Anthony Giddens: Structuration Theory, Duality of Structure, Agency and Reflexive Modernity
- c. Pierre Bourdieu: Habitus, Field, Forms of Capital, Practice and Symbolic Power

Suggested Readings

- Berger, P. L., & Luckmann, T. 1966. *The Social Construction of Reality*. Allen Lane.
- Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge University Press.
- Foucault, M. 1972. *The Archaeology of Knowledge*. Tavistock.
- Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration*. University of California Press.
- Goffman, E. 1959. *The Presentation of Self in Everyday Life*. Doubleday.
- Habermas, J. 1984. *The Theory of Communicative Action: Vol. 1. Reason and the Rationalization of Society*. Beacon Press.
- Ritzer, G. 2000. *Modern Sociological Theory*. The McGraw Hill.
- Ritzer, G., & Stepnisky, J. 2017. *Sociological Theory* (10th ed.). McGraw-Hill Education.
- Schutz, A. 1967. *The Phenomenology of the Social World*. Northwestern University Press.
- Turner, J. H. (2004). *The Structure of Sociological Theory* (7th ed.). Wadsworth.



Paper 303: Social Demography

The course gives a detailed introduction to the field of Social Demography and emphasizes the impact of population processes on societies. It also facilitates understanding how social and demographic factors interact, the theoretical perspectives, and policy implications.

Course Outcomes:

CO1: To define the core meaning, historical origin, scope, and subject matter of social demography and sources of demographic data.

CO2: To apply classical and contemporary population perspectives.

CO3: To develop an understanding of the structural concepts of fertility, mortality, and migration.

CO4: To develop a specific idea on the Indian population structure, policies adopted, and programmes launched.

Unit I: Introduction to Social Demography

- a. Social Demography: Origin, Meaning, Scope, Subject- matter and Importance
- b. Sources of Demographic Data: Census, Vital Statistics, Civil Registration in India, Sample Survey.
- c. Growth of population since 1901
- d. Nature and characteristics of the Indian population (Age, Sex, Missing Girl child, Education, Literacy, Religion)

Unit II: Demographic Perspectives

- a. Malthusian and Neo-Malthusian Perspective
- b. Marxist Perspective
- c. Demographic Transition Theory
- d. Demographic change and response.

Unit III: Fertility, Mortality, and Migration

- a. Concepts of fertility and mortality
- b. Measurements and Determinants
- c. Fertility and Mortality transition.
- d. Migration: Types of Migration, Theories of Migration, Consequences of Migration.

Unit IV: Population Growth in India

- a. Trends in Indian Population Growth
- b. Population Policy in India
- c. Family planning and Family welfare Programmes
- d. Emerging Issues related to Population

Suggested Readings:

Bhende, Asha & Tara Kanitkar. 2003. Principles of Population Studies. Himalaya Publishing House, Bombay.

Bongaarts, John & W. Parker Mauldin, James F. Philips. 1990. The Demographic impact of



- family planning programs, *Studies in Family Planning*, 21: 299-310
- Bose, A. 1996. Demographic transition and demographic imbalance in India. *Health Transition Review*, 89-99.
- Caldwell, John. 1976. Toward a restatement of Demographic Transition Theory, *Population and Development Review*, 2:321-359.
- Coale, Ansley. 1973. *The demographic transition reconsidered*, in *International Union for the Scientific Study of Population: International. Population Conference*, Liege: IUSSP.
- Dyson, Tim, Robert Cassen, and Leela Visaria. 2004. *Twenty-First Century India: Population, Economy, Human Development, and the Environment*. New York: Oxford University Press.
- Heer, David M. 1968. *Society and Population*, Englewood Cliffs, Prentice Hall.
- Massey, Douglas et al. 1993. Theories of International Migration, *Population and Development Review*, 19:3.
- Poston, Jr., Dudley L., Micklin, Michael (Eds.) 2005. *Handbook of population*. Springer, USA.
- Sinha, V. C. and Easo Zacharia 1986. *Elements of Demography*, Allied Publishers.
- Visaria, Leela & Pravin Visaria. 1995. India's Population in Transition, *Population Bulletin*, 40, 3.
- Weeks, John R. 1977. *Population: An Introduction to Concepts and Issues*, Belmont, California: Wadsworth.



Paper No. 304: Social Movements

Social Movements reflect the voices raised against a society's prevailing practices. Every society witnesses social movements in some form or another. Movements bring social change and transformation. It is a collective effort driven by specific issues that brings about change. The present paper aims to provide students with a rudimentary impression of the concept, nature, and types of movements, with a focus on the movements witnessed in Indian society.

Course Outcomes:

- CO1:** The students will be in a position to learn the conceptual framework of social movement.
- CO2:** The course will enable students to comprehend theoretical approaches to social movements.
- CO3:** The students will become familiar with the typology and diversity of the concept.
- CO4:** The students will come to a position to situate new social movements in the development paradigm.

Unit-I: Social Movements: Concept Types and Theories

- a. Definition, Characteristics, and Conceptual Issues in Social Movement
- b. Relative Deprivation Theory
- c. Structural Strain theory, Marxist and Post-Marxist Theory
- d. Types of Movements: Revolutionary, Transformative, Reactionary, Reformatory

Unit- II: Peasant Movements

- a. Champaran Satyagraha
- b. Bardoli Satyagraha, Moplah Rebellion
- c. Tebhaga Movement
- d. Telangana Peasant Movement

Unit-III: Tribal and Backward Castes Movements

- a. Santhal Insurrection, Bodo Tribal Movement
- b. Munda Movement
- c. Mahar Movement, Satyashodhak Movement
- d. SNDP Movement in Kerala

Unit-IV: New Social Movements

- a. Feminist and LGBTQ Movement
- b. Environmental Movement
- c. New Farmers Movement
- d. Student and Youth Movement

Suggested Readings

Baviskar, A., 1995. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Brass, T., 1995. 'Introduction: The New Farmers' Movement in India'. In: T. Brass, ed. *New Farmers' Movements in India*. Essex: Frank Cass, pp. 3-26.



- Desai, A. R., ed., 1979. *Peasant Struggles in India*. New Delhi: Oxford University Press.
- Desai, A. R. ed., 1986. *Agrarian Struggles in India after Independence*. New Delhi: Oxford University Press.
- Dhanagare, D. N., 1991. *Peasant Movement in India: 1920-1950*. Delhi: Oxford University Press.
- Dhanagare, D. N., 2010. 'The New Farmers' Movement in Maharashtra'. In: T.K. Oommen, ed. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press, pp. 108-124.
- Mukherji, P., 2010. 'Naxalbari Peasant Movement'. In: T.K. Oommen, ed. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press, pp. 72-87.
- Omvedt, G., 1971. 'Jyotirao Phule and the Ideology of Social Revolution in India'. *Economic and Political Weekly*, 6(37), pp. 1969-1979.
- Omvedt, G., 1973. 'The Satyashodhak Samaj and Peasant Agitation'. *Economic and Political Weekly*, 8(44), pp. 1971-1982.
- Omvedt, G., 1994. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications.
- Oommen, T.K. ed., 2010. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.
- Oommen, T.K., 2010. 'Protests against Displacement and Development Projects'. In: T.K. Oommen, ed. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.
- Oommen, T.K., 2010. 'The Bhoodan-Gramdan Movement'. In: T.K. Oommen, ed. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press, pp. 88-107.
- Rao, M.S.A. ed., 2004. *Social Movements in India*. New Delhi: Manohar Publishers and Distributors.
- Shah, G., 2004. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
- Shiva, V., 2010. 'Ecology Movements in India'. In: T.K. Oommen, ed. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press, pp. 275-296.
- Singh, K. S., 1983. *Birsa Munda and His Movement, 1874-1901: A Study of a Millenarian Movement in Chotanagpur*. Calcutta: Oxford University Press.
- Sinha, S., 2010. 'Tribal Solidarity Movements'. In: T.K. Oommen, ed. *Social Movements I: Issues of Identity*. New Delhi: Oxford University Press, pp. 209-222.
- Tarrow, S., 2011. *Power in Movement: Social Movements and Contentious Politics*. 3rd ed. Cambridge: Cambridge University Press.



Paper No. 305: Gender and Society

The course would note the difference in gender roles, responsibilities, rights and relations. It traces out the evolution and institutionalization of the institution of “Patriarchy”. The students will be exposed to theories of feminism that brought women’s issues and demands to the forefront. The course will aim to assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Course Outcomes:

CO1: To develop understanding of social construction of gender.

CO2: To analyse and differentiate the core assertions, strengths, and limitations of the theoretical perspectives on Feminism

CO3: To evaluate historical shifts in development paradigms in Gender.

CO4: To develop an understanding of contemporary status of women along with the developmental strategies in India

Unit-I: Social Construction of Gender

- a. Sex, Gender And Sexuality: Conceptual Distinctions
- b. Gender as a Social Construction, Biology, Equality vs Difference, Nature vs Culture
- c. Gender Identity And Gender Expression
- d. Women in the Family: Gender Roles, Socialization, Patriarchy As Ideology And Practice

Unit-II: Theories on Feminism

- a. Liberal Feminism, Radical Feminism
- b. Marxist and Socialist Feminism
- c. Feminist Standpoint, Black Feminism and Intersectionality
- d. Feminist Essentialism

Unit-III: Gender and Development

- a. Approaches: WID, WAD and GAD, Gender Mainstreaming
- b. Women Empowerment: Approaches and Dimensions
- c. Gender Empowerment Measures, Gender Development Index
- d. Gender in the international agenda, Goal -5 SDG, Overview of the World Conferences on women

Unit-IV: Contemporary Situation of Women in India

- a. Economy: Marginalization of women and Sexual Division of labour
- b. Polity: Reservation of Women
- c. Religion and Culture: Women as Repositories of cultural practices and Traditions, Marriage, Dowry and Property
- d. Health and Education: Problems women encounter.

Suggested Readings:

Basu A.1999. *Women’s Education in India in Ray and Basu ed: From Independence Towards Freedom*. New Delhi: OUP.

Bhasin, K., 2000. *Understanding Gender*. Kali for Women. New Delhi.



- Boserup, E., 2007. *Woman's Role in Economic Development*. Earthscan.
- Butler, J., 1990. *Gender trouble* (Vol. 25). Routledge: New York.
- Chakraborty, U. 2003. *Gendering Caste through a Feminist Lens*. Popular Prakashan.
- Chakravarti, U. *Rewriting History: The Life and Times of Pandita Ramabai*, Chicago: The University of Chicago Press
- Chaudhuri, Maitreyee. 2004. *Feminism in India*, Women Unlimited/Kali, New Delhi.
- Desai, N. and Krishnaraj, M. 1987, *Women and Society in India*. New Delhi: Ajanta.
- De Beauvoir, S., 2015. *The Second Sex* (Vintage Feminism Short Edition). Random House.
- Dube, L., 1996. *Kinship and Gender in South and Southeast Asia: Comparative perspectives on gender in South and South-East Asia*. New York: The United Nations University Press.
- Mazumdar, V., & Sharma, K. (1990). Sexual Division of Labor and the Subordination of Women: A Reappraisal from India. *Persistent inequalities: Women and world development*, 185-97.
- Mitra, K., 2025. Gender in the Indian Context: From Patriarchy to Performativity. *Understanding Gender: Meaning, Concepts & Key Theories*, p.21.
- Mohanty, C. T. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12(3), 333–358.
- Naila K, 1995. “Empowerment from Below: learning from the Grassroots”. In Naila Kabeer *Reversed Realities: Gender Hierarchies in Development Thought*, New Delhi: Kali for Women, pp223-265.
- Oakley, A. ed., 2005. *The Ann Oakley reader: Gender, women and social science*. Policy Press.
- Omvedt, G. (2000). Towards a Theory of “Brahmanic Patriarchy” [Review of *Rewriting History: The Life and Times of Pandita Ramabai*, by Uma Chakravarty]. *Economic and Political Weekly*, 35(4), 187–190. <http://www.jstor.org/stable/4408843>
- Pande, R. (ed.), 2014. *A Journey into Women's Studies: Crossing Interdisciplinary Boundaries*. London: Palgrave Macmillan.
- Pande, R., 2022. *Women's Work in the Unorganized Sector: Issues of Exploitation and Globalization in the Beedi Industry*. London: Taylor & Francis / Routledge.
- Rath, N., Chinara, M., Mohanty, A. and Mohanty, N. (eds.), 2012. *Social Exclusion and Gender: Some Reflections*. New Delhi: Abhijeet Publications
- Rege, S. 2003, *Sociology of Gender*. New Delhi: Sage.
- Tong, R., & Botts, T. F. 2024. *Feminist Thought: A More Comprehensive Introduction*. Routledge.
- Uberoi, P., 1995. Problems with Patriarchy: Conceptual issues in Anthropology and Feminism. *Sociological bulletin*, 44(2), pp.195-221.
- Vasanth and Kannabiran. K. 2003. ‘Caste and Gender: Understanding Dynamics of Power and Violence’, in Anupama Rao (ed.): *Gender & Caste* (249-60). Delhi: Kali for Women.
- Walby, S., 1989. Theorizing patriarchy. *Sociology*, 23(2), pp.213-234.



IDSE Paper No. 305 (A): Sociology of Development

This course aims to provide a sociological understanding of development. In this context, this course attempts to engage critically with various sociological theories of development and underdevelopment. Further, it engages with the various contemporary issues and challenges of development with special reference to India. The critical sociological understanding of the theories and practices of development will help us to have nuanced engagement with various dimensions of development.

Course Outcomes:

- CO1:** The students will develop an understanding of the meaning, nature, dimensions, and evolution of development from sociological perspectives.
- CO2:** The students will familiarize themselves with major theories and approaches to development, including modernization, dependency, world-systems, and alternative approaches to development.
- CO3:** The students will critically examine the social, political, economic, cultural, and environmental dimensions of development and their implications for different sections of society.
- CO4:** The students will understand the relationship between development, social change, inequality, poverty, gender, caste, class, and marginalization in different social contexts.

Unit-I: Concepts of Development

- a. Development and Progress: Economic and Social dimensions
- b. Change, Modernization, and Development, Development as Freedom and Capability: Amartya Sen and Martha Nussbaum
- c. Social and Human Development
- d. Factors of Social Change and Development: Techno Economic, Socio Psychological, Cultural, Religious, and Media

Unit-II: Perspectives on Development

- a. World-Systems Theory – Immanuel Wallerstein, Dependency Theory of Underdevelopment
- b. Liberal, Marxian, Gandhian Perspective on Development
- c. Postcolonial/Decolonial Perspectives on Development
- d. Participatory Development of Robert Chambers and Gender Perspective on Development- Gender Inequality Index (GII) and Gender Development Index (GDI)

Unit-III: Changing Conception of Human Development

- a. Mainstream vs. Indigenous Model of Development
- b. Human Development Index (HDI): Components, Measurement and Limitations
- c. Sustainable Development: Approaches, Dimensions
- d. Impact of Bio-Technology and Information Technology on Development.

Unit-IV: Emerging Issues

- a. Digital Divide, Artificial Intelligence and Digital Development



- b. Development, Conflict and Human Rights
- c. Migration, Displacement and Development
- d. Social Inclusion and Development

Suggested Readings:

- Bardhan, P. 1981. *The Political Economy of Development in India*. Oxford: Oxford University Press.
- Barnett, T. 1988. *Sociology and Development*. London: Hutchinson.
- Charles, W. and Roberts, B. (eds). 2005. *Rethinking Development in Latin America*. University Park, PA: Penn State University Press.
- Currie, B. 2000. *The Politics of Hunger*. London: Macmillan.
- Desai, A.R. 1959. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Drèze, J. and Sen, A. (eds) 1999. *Indian Development: Selected Regional Perspectives*. Oxford: Oxford University Press.
- Drèze, J. and Sen, A. 1989. *Hunger and Public Action*. Oxford: Clarendon Press.
- Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press.
- Gandhi, M. K. 1938 [1908]. *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan Publishing House.
- Harrison, D. 1990. *The Sociology of Modernization and Development*. London: Routledge.
- Kothari, U. 1995. *A Radical History of Development Studies: Individuals, Institutions and Ideologies*. London: Zed Books.
- Krishna, A. 2003. *Active Social Capital: Tracing the Roots of Development and Democracy*. Oxford: Oxford University Press.
- Myrdal, G. 1974. 'What is development?', *Journal of Economic Issues*, 8(4), pp. 729–736.
- Nayar, B.R. 1989. *India's Mixed Economy*. Bombay: Popular Prakashan.
- Portes, A. and Kincaid, A.D. 1989. 'Sociology and development in the 1990s: Critical challenges and empirical trends', *Sociological Forum*, 4(4), pp. 479–503.
- Ratner, B.D. 2004. "Sustainability" as a dialogue of values: Challenges to the sociology of development', *Sociological Inquiry*, 74(1), pp. 50–69.
- Schumacher, E.F. 1973. *Small Is Beautiful: Economics as if People Mattered*. New York: Harper & Row.
- So, A.Y. 1990. *Social Change and Development: Modernization, Dependency, and World-System Theories*. Newbury Park, CA: Sage.
- Spybey, T. 1992. *Social Change, Development and Dependency: Modernity, Capitalism and the Third World*. Cambridge: Polity Press.



Paper No. 306 (B): Gender and Society

The course would note the difference in gender roles, responsibilities, rights and relations. It traces out the evolution and institutionalization of the institution of “Patriarchy”. The students will be exposed to theories of feminism that brought women’s issues and demands to the forefront. The course will aim to assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Course Outcomes:

CO1: To develop understanding of social construction of gender.

CO2: To analyse and differentiate the core assertions, strengths, and limitations of the theoretical perspectives on Feminism

CO3: To evaluate historical shifts in development paradigms in Gender.

CO4: To develop an understanding of contemporary status of women along with the developmental strategies in India

Unit-I: Social Construction of Gender

- e. Sex, Gender And Sexuality: Conceptual Distinctions
- f. Gender as a Social Construction, Biology, Equality vs Difference, Nature vs Culture
- g. Gender Identity And Gender Expression
- h. Women in the Family: Gender Roles, Socialization, Patriarchy As Ideology And Practice

Unit-II: Theories on Feminism

- a. Liberal Feminism, Radical Feminism
- b. Marxist and Socialist Feminism
- c. Feminist Standpoint, Black Feminism and Intersectionality
- d. Feminist Essentialism

Unit-III: Gender and Development

- e. Approaches: WID, WAD and GAD, Gender Mainstreaming
- f. Women Empowerment: Approaches and Dimensions
- g. Gender Empowerment Measures, Gender Development Index
- h. Gender in the international agenda, Goal -5 SDG, Overview of the World Conferences on women

Unit-IV: Contemporary Situation of Women in India

- e. Economy: Marginalization of women and Sexual Division of labour
- f. Polity: Reservation of Women
- g. Religion and Culture: Women as Repositories of cultural practices and Traditions, Marriage, Dowry and Property
- h. Health and Education: Problems women encounter.

Suggested Readings:

Basu A. 1999. *Women’s Education in India in Ray and Basu ed: From Independence Towards Freedom*. New Delhi: OUP.

Bhasin, K., 2000. *Understanding Gender*. Kali for Women. New Delhi.



- Boserup, E., 2007. *Woman's Role in Economic Development*. Earthscan.
- Butler, J., 1990. *Gender trouble* (Vol. 25). Routledge: New York.
- Chakraborty, U. 2003. *Gendering Caste through a Feminist Lens*. Popular Prakashan.
- Chakravarti, U. *Rewriting History: The Life and Times of Pandita Ramabai*, Chicago: The University of Chicago Press
- Chaudhuri, Maitreyee. 2004. *Feminism in India*, Women Unlimited/Kali, New Delhi.
- Desai, N. and Krishnaraj, M. 1987, *Women and Society in India*. New Delhi: Ajanta.
- De Beauvoir, S., 2015. *The Second Sex* (Vintage Feminism Short Edition). Random House.
- Dube, L., 1996. *Kinship and Gender in South and Southeast Asia: Comparative perspectives on gender in South and South-East Asia*. New York: The United Nations University Press.
- Mazumdar, V., & Sharma, K. (1990). Sexual Division of Labor and the Subordination of Women: A Reappraisal from India. *Persistent inequalities: Women and world development*, 185-97.
- Mitra, K., 2025. Gender in the Indian Context: From Patriarchy to Performativity. *Understanding Gender: Meaning, Concepts & Key Theories*, p.21.
- Mohanty, C. T. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12(3), 333–358.
- Naila K, 1995. “Empowerment from Below: learning from the Grassroots”. In Naila Kabeer *Reversed Realities: Gender Hierarchies in Development Thought*, New Delhi: Kali for Women, pp223-265.
- Oakley, A. ed., 2005. *The Ann Oakley reader: Gender, women and social science*. Policy Press.
- Omvedt, G. (2000). Towards a Theory of “Brahmanic Patriarchy” [Review of *Rewriting History: The Life and Times of Pandita Ramabai*, by Uma Chakravarty]. *Economic and Political Weekly*, 35(4), 187–190. <http://www.jstor.org/stable/4408843>
- Pande, R. (ed.), 2014. *A Journey into Women's Studies: Crossing Interdisciplinary Boundaries*. London: [Palgrave Macmillan](#).
- Pande, R., 2022. *Women's Work in the Unorganized Sector: Issues of Exploitation and Globalization in the Beedi Industry*. London: Taylor & Francis / Routledge.
- Rath, N., Chinara, M., Mohanty, A. and Mohanty, N. (eds.), 2012. *Social Exclusion and Gender: Some Reflections*. New Delhi: Abhijeet Publications
- Rege, S. 2003, *Sociology of Gender*. New Delhi: Sage.
- Tong, R., & Botts, T. F. 2024. *Feminist Thought: A More Comprehensive Introduction*. Routledge.
- Uberoi, P., 1995. Problems with Patriarchy: Conceptual issues in Anthropology and Feminism. *Sociological bulletin*, 44(2), pp.195-221.
- Vasanth and Kannabiran. K. 2003. ‘Caste and Gender: Understanding Dynamics of Power and Violence’, in Anupama Rao (ed.): *Gender & Caste* (249-60). Delhi: Kali for Women.
- Walby, S., 1989. Theorizing patriarchy. *Sociology*, 23(2), pp.213-234.



Paper No. 306 (C): Social Change in India

Social change has always been a central concern of sociological study. The objective of the course is to introduce the changes that have taken place in the Social Structure, Cultural values, and Institutions in India. The course is designed to provide a conceptual and theoretical understanding of social change and development as it has emerged in sociological writings. The course focuses on issues of social development in modern India, the social development of disadvantaged groups, and current debates. The course will develop knowledge about the historicity of social change in the Indian context.

Course Outcomes:

- CO1:** To enable the students to develop and generate new ideas on the pattern of changes taking place in the society in which we live.
- CO2:** It would help students evaluate the new trends arising from various development strategies.
- CO3:** It would help students develop critical thinking about trends and changes in Modern India and tribal life.
- CO4:** To generate the idea about the social processes of change in India.

Unit- I: Trends and Processes of Social Change in Modern India

- a. Meaning, Nature, Factors, and Sources (Endogenous/Exogenous) of Social Change.
- b. Theories: Linear, cyclical, conflict, and curvilinear;
- c. Factors of Social Change: Demographic, Economic, Technological, Cultural, Religious, and Environmental
- d. Consequences of Social Change – Development and Displacement, Migration, Disparities, and Environmental Degradation

Unit-II: Processes of Social Change and Experience of the Indian Society

- a. Sanskritization and Westernization
- b. Secularization and Modernization
- c. Industrialization and Globalization
- d. Liberalization and Consequent Changes

Unit-III: Social Change and Tribal Society

- a. Changes in Tribal Economy
- b. Changes in Socio-cultural spheres
- c. Changes in the Political sphere
- d. Measures and Consequent Changes

Unit-IV: Contemporary Trends and Social Dynamics

- a. Constitutional Safeguard and Social Change
- b. Developmental Plans and Social Change
- c. Economic Reforms and Social Change
- d. Science and Technology – Social Change

Suggested Readings:

Bardhan, P., 1981. Political Economy of India's Development. Delhi: Oxford University Press.



- Baviskar, A., 1995. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: Oxford University Press.
- Béteille, A., 1965. *Caste, Class and Power: Changing patterns of Stratification in a Tanjore Village*. New York: University of California Press.
- Breman, J., 1996. *Footloose Labour: Working in India's Informal Economy*. London: Cambridge University Press.
- Desai, A.R., 1959. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Drèze, J. and Sen, A. eds., 1999. *Indian Development: Selected Regional Perspectives*. Delhi: Oxford University Press.
- Myrdal, G., 1974. 'What Is Development?'. *Journal of Economic Issues*, 8(4), pp. 729-736.
- Portes, A. and Kincaid, A.D., 1989. 'Sociology and Development in the 1990s: Critical Challenges and Empirical Trends'. *Sociological Forum*, 4(4), pp. 479-503. (Note: Combined with entry 19 as they represent the same publication sequence).
- Ratner, B.D., 2004. "'Sustainability" as a Dialogue of Values: Challenges to the Sociology of Development'. *Sociological Inquiry*, 74(1), pp. 50–69.
- Schumacher, E.F., 1973. *Small is Beautiful: Economics as if People Mattered*. New York: Harper and Row.
- Singh, Y., 1973. *Modernization of Indian Tradition: A Systemic Study of Social Change*. Delhi: Thomson Press.
- Srinivas, M.N., 1966. *Social Change in Modern India*. New York: University of California Press.
- Xaxa, V., 2008. *State, Society, and Tribes: Issues in Post-Colonial India*. New Delhi: Pearson Longman.



Semester IV

Paper No. 401: Perspectives in Indian Sociology

The thrust of this paper is to acquaint the students with the Sociology of India. It deals with the emergence and understanding of Indian Society, the theoretical underpinnings of societal complexity, and the broader discourse contextualizing Sociology in and for India. Through the course, students will learn various theoretical approaches in Indian sociology. They will learn ideological approaches to the study of Indian society and the methodologies of Ghurye and Dumont. They will learn ideological approaches to the study of Indian society and the methodologies of Srinivas, Dube, Mukherjee, and Desai. Students will learn about Ambedkar's and David Hardiman's contributions in the field of sociology, including caste, religion, democracy, politics, and economic development.

Course Outcomes:

- CO1:** Students will learn about various conceptual and methodological issues of Indian sociology.
- CO2:** Students will learn about the current state and critiques of Indian sociology and situate it within the global sociological context.
- CO3:** Students will develop critical understanding on the various theoretical approaches in Indian sociology.
- CO4:** It enhances appreciation for diversity and an empathetic understanding for marginalized sections in society.

Unit-I: Ideological Perspective

- a. Approach of Study
- b. G.S. Ghurye
- c. Louis Dumont
- d. Criticism and Present Status

Unit-II: Structural Functionalist Perspective

- a. Approach of Study
- b. M.N. Srinivas
- c. S.C. Dube
- d. Criticism and Present Status

Unit-III: Marxian Perspective

- a. Approach of Study
- b. D.P. Mukherjee
- c. A.R. Desai
- d. Criticism and Present Status

Unit-IV: Subaltern Perspective

- a. Approach of Study
- b. B.R. Ambedkar
- c. David Hardiman
- d. Criticism and Present Status



Suggested Readings:

- Das, V., 1982. *Structure and Cognition: Aspects of Hindu Caste and Ritual*. New Delhi: Oxford University Press.
- DeSouza, P.R. ed., 2000. *Contemporary India: Transitions*. New Delhi: Sage Publications.
- Dube, S.C., 1967. *The Indian Village*. London: Routledge.
- Dube, S.C., 1973. *Social Sciences in a Changing Society*. Lucknow: Lucknow University Press.
- Dumont, L., 1970. *Homo Hierarchicus: The Caste System and Its Implications*. New Delhi: Vikas Publishing House.
- Hardiman, D., 1987. *The Coming of the Devi: Adivasi Assertion in Western India*. New Delhi: Oxford University Press.
- Hardiman, D., 1996. *Feeding the Bania: Peasants and Usurers in Western India*. New Delhi: Oxford University Press. (Note: Corrected author attribution from Dumont to Hardiman).
- Momin, A.R., 1996. *The Legacy of G.S. Ghurye: A Centennial Tribute*. Mumbai: Popular Prakashan.
- Mukherjee, D.P., 1958. *Diversities: Essays in Economics, Sociology and Other Social Problems*. New Delhi: People's Publishing House (PPH).
- Nagla, B.K., 2008. *Indian Sociological Thought*. Jaipur: Rawat Publications.
- Oommen, T.K. and Mukherjee, P.N. eds., 1986. *Indian Sociology: Reflections and Introspection*. Mumbai: Popular Prakashan.
- Singh, Y., 1986. *Indian Sociology: Social Conditioning and Emerging Concerns*. New Delhi: Vistaar Publications.
- Srinivas, M.N. ed., 1960. *India's Villages*. Bombay: Asia Publishing House.



Paper 402: Urban Sociology

Throughout the course, Students will develop a nuanced understanding of the different dimensions of urban society and structure, the nature, and the function of cities. Students will learn about various issues facing cities in the context of globalization, urban planning, and urban violence. Students will be taught various theories in urban sociology and given a comparative understanding of early and contemporary approaches. Students will gain knowledge of various issues and problems in contemporary Indian cities, such as social exclusion, identity, contested spaces, and women's issues. Knowledge of various urban policies of the Government of India will broaden their understanding, enabling them to assess the effectiveness of these policies in addressing urban issues.

Course Outcomes

- CO1:** To understand the growth and development of cities and critically reflect on the problems associated with urban places and cities.
- CO2:** To apply various urban sociological theories to understand and critically explain the modern urban problems and seek solutions.
- CO3:** To use their knowledge to resolve various urban problems, such as urban crimes, slums, and women's problems, and work with various state and development agencies to fight for the existing urban problems.
- CO4:** To equip students with knowledge of urban planning and policies.

Unit. I: Urbanization as a Concept, Theories and Trends of Urbanization

- a. Origin, scope, and Subject matter of Urban sociology, Meaning and Definitions of Urbanization, Urban, Cities and Urbanism
- b. Chicago School and Debates in Early Urban Sociology
- c. World urbanization, third world urbanization, trend, and Pattern of Urbanization in India
- d. Development of Urban Sociology in India

Unit. II: Theories and models

- a. Contributions of Louis Wirth, Max Weber
- b. Manuel Castells and David Harvey
- c. Models of Urban Growth: Concentric Zones, Sectors, Multiple Nuclei, Exploitative and Symbolic Models
- d. Post-Modern Urbanism

Unit. III: Urban Social Problems

- a. Rural-Urban Fringe, Slums, Neighborhood Relations, and Social Networks
- b. Urban Identity and adjustment - Spatial Segregation and Gated Communities, Ethnicity, Language, Religion, etc.
- c. Contextual Situation - Poverty, Unemployment, Housing, and slums, Prostitution
- d. Urban Space and Spatial Pattern: Suburbanization, Satellite cities, overcrowding, Transport and traffic



Unit. IV: The Urban Issues and Policies in India

- a. Policies on Migration, Urban Poverty, Housing, Slum development, and Environment
- b. Policies on Urban infrastructure issues: Water, Sanitation, and Transport
- c. Scrutiny of Urban Policies in India: Urban Renewal Mission, National Street Vending Policies, the Smart City Policy
- d. Indian Cities and the Future

Suggested Readings:

- Castells, M. and Sheridan, A., 1977. *The Urban Question*. London: Edward Arnold.
- Dupont, V., Tarlo, E. and Vidal, D. eds., 2000. *Delhi: Urban Space and Human Destinies*. New Delhi: Manohar Publishers.
- Government of India, 1986. *Report of the National Commission on Urbanization*. Volumes I & II. New Delhi: Government of India.
- Harvey, D., 1989. *The Urban Experience*. Baltimore: Johns Hopkins University Press.
- Macionis, J.J. and Parrillo, V.N., 2010. *Cities and Urban Life*. 5th ed. New Delhi: PHI Learning Private Limited.
- Nair, J., 2005. *The Promise of the Metropolis: Bangalore's Twentieth Century*. New Delhi: Oxford University Press.
- National Academic Council, 2003. *Cities Transformed: Demographic Change and Its Implications in the Developing World*. Washington, DC: Academic Press.
- Patel, S. and Deb, K. eds., 2006. *Urban Studies*. New Delhi: Oxford University Press.
- Safa, H. ed., 1982. *Towards a Political Economy of Urbanization in Third World Countries*. New Delhi: Oxford University Press.
- Sassen, S., 1991. *The Global City*. Princeton: Princeton University Press.
- Sennett, R. ed., 1969. *Classic Essays on the Culture of Cities*. Englewood Cliffs, NJ: Prentice-Hall.
- Shaw, A., 2007. *Indian Cities in Transition*. New Delhi: Orient Longman.
- Shaw, A., 2012. *Indian Cities*. New Delhi: Oxford University Press.
- Sivaramakrishnan, K.C., Kundu, A. and Singh, B.N., 2005. *Handbook of Urbanization in India: An Analysis of Trends and Processes*. New Delhi: Oxford University Press.
- Smith, M.P., 2001. *Transnational Urbanism: Locating Globalization*. London: Blackwell.
- Susser, I. ed., 2002. *The Castells Reader on Cities and Social Theory*. Malden, MA: Blackwell.



Paper 403: Agrarian Social Structure and Change in India

This course aims at introducing students to the sociological study of agrarian society, with particular reference to India. It examines the historical formation of agrarian relations, the interaction of caste, class, tribe and gender with land and labour relations, and the transformation of rural society under colonialism, postcolonial development and contemporary agrarian capitalism. The course also considers land reforms, the Green Revolution, rural development, agrarian distress, farmer indebtedness, migration, labour insecurity and farmers' movements. Emphasis will be placed on the relationship between sociological theory, empirical research and public policy. Students will be encouraged to understand agrarian communities as dynamic social formations rather than as isolated or unchanging rural populations.

Course outcomes

- CO1:** To develop an empathy for and ability to engage agrarian communities as living societies and understand grasp their condition as human condition.
- CO2:** An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
- CO3:** To demonstrate an understating of emerging as well as enduring issues of concern in Indian agrarian scene.
- CO4:** To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

Unit I: Agrarian Structure in Historical Perspective

- a. Meaning, Nature, and Scope of Agrarian Sociology
- b. Peasant and Agrarian Society: Meaning and Characteristics of the Peasantry
- c. Tribe, Caste, and Agrarian Relation: Rights, Alienation, and Gender
- d. Agrarian Classes and Rural Labour: Land Ownership and Labour Types

Unit II: Theoretical Perspectives and Historical Transformation

- a. Feudalism and Agrarian Relation
- b. Colonialism and Transformation of India Agriculture
- c. Capitalism and Agrarian Change
- d. Modes of Production Debate in India

Unit. III: Agrarian Reforms and Emerging Issues

- a. Land Reforms
- b. Green Revolution
- c. Agrarian Distress
- d. Farmers' Suicide

Unit. IV: Agrarian Mobilization and Movements in India

- a. Meaning, Characteristics, and Types of Agrarian Movement
- b. Movements during the Colonial Period
- c. Movements during Post Independent India
- d. New Farmers Movement



Suggested Readings

- Alavi, H. (1975). India and the Colonial Mode of Production. *Economic and Political Weekly*, 10(33/35), 1235–1262.
- Attwood, D.W., 1992. Raising Cane: The Political Economy of Sugar in Western India. Oxford: Westview Press. (Chs. 6-7).
- Beteille, A., 1974. Studies in Agrarian Social Structure. Delhi: Oxford University Press. (Chs. 4-6).
- Bloch, M., 1965. *Feudal Society: Vol. 1*. London: Routledge & Kegan Paul. (Part 4). (Note: Corrected spelling from Marc, B. to Bloch, M.).
- Boyce, J. K., 1987. *Agrarian Impasse in Bengal*. London: Oxford University Press. (Chs. 2, 6-7).
- Brass, T., 1995. *New Farmers' Movements in India*. London: Frank Cass.
- Brass, T., 2000. *Peasants, Populism and Postmodernism: The Re-Reading of the Agrarian Question*. London: Frank Cass.
- Chayanov, A. V., 1987. *The Theory of Peasant Economy*. Edited by D. Thorner et al. Delhi: Oxford University Press. (Chs. 1-3).
- Desai, A. R. (ed.), 1977. *Peasant Struggles in India*. Bombay: Oxford University Press.
- Dhanagare, D. N., 1988. *Peasant Movements in India, 1920–1950*. New Delhi: Oxford University Press.
- Djurfeldt, G. and Lindberg, S., 1975. *Behind Poverty*. London: Curzon Press. (Ch. 5).
- Dore, R.P., 1959. *Land Reform in Japan*. London: Oxford University Press. (Parts 1-2).
- Joseph, T., 1981. *Agrarian Class Conflict*. Vancouver: University of British Columbia Press.
- Kohli, A., 1987. *The State and Poverty in India*. Bombay: Orient Longman. (Chs. 1, 3).
- Scott, J.C., 1990. *Weapons of the Weak: Everyday forms of Peasant Resistance*. Delhi: Oxford University Press. (Chs. 4, 5, 8).
- Shanin, T. ed., 1987. *Peasants and Peasant Societies*. Oxford: Basil Blackwell. (Chs. 9, 26, 35, 39, 44). (Note: Corrected spelling from Teodor, S. to Shanin, T.).
- Thorner, D. and Thorner, A., 1962. *Land and Labour in India*. Bombay: Asia Publishing House. (Chs. 3, 10, 13).



Paper 404: Social Capital

The course will familiarize students with the concept of social capital. It will acquaint students with the types of social capital. The course will sensitize the students with the resource perspective of the issue under discussion. The course will comprehend the linkage and role of social capital with development.

Course Outcomes:

CO1. The students will be in a position to learn the conceptual framework of social capital.

CO2. The course will enable the students to comprehend the theoretical approaches to social capital.

CO3. The students will come to know the typology and diversity of the concept.

CO4. The students will come to a position to situate social capital in the development paradigm.

Unit. I: Emergence and Perspectives of Social Capital

- a. Social Capital: Origin, Definition and Importance
- b. Bourdieu's Theory of Social Capital
- c. Coleman's Rational Choice approach
- d. Putnam's Concept of Social Capital

Unit II: Social Network

- a. Concept of Network Types
- b. Ronald S. Burt: Network Structure and Functions
- c. Homogeneity and Heterogeneity
- d. Strong and Weak Ties

Unit III: Processes of Resource Building

- a. Nan Lin: Network Theory of Social Capital
- b. Institution, Network and Capital Building
- c. Mark Granovetter: The Strength of Weak Ties
- d. Linking Capital

Unit IV: Social Capital and Development

- a. Role of Social Capital in Economic Development
- b. Role of Social Capital in Social Development
- c. Role of Social Capital in Democracy and Governance
- d. Relevance of Social Capital in India and Critiques

Suggested Readings:

Becker, G. S. 2006. "The age of human capital." In: Lauder, H., P. Brown, J. A. Dillabough, A. H. Halsey (eds), *Education, Globalization and Social Change*. Oxford University Press, pp.292-294.

Bourdieu, P. 2006. "The Forms of capital." In: Lauder, H., P. Brown, J. A. Dillabough, A. H. Halsey (eds), *Education, Globalisation and Social Change*. Oxford University Press, pp. 105-118.

Coleman, J. S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of*



Sociology, 94, pp.95-120.

- De Soto, Hernando 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*, London: Bantam Press.
- Easterly, William R. 2001. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*, Cambridge, MA: MIT Press.
- Field, J. 2002. *Social Capital*, London: Routledge
- Fukuyama, Francis Fukuyama. 1996. *Trust: The Social Virtues and the creation of prosperity*. New York Press.
- Fukuyama, Francis. 2002. Culture and Economic Development, from the *Encyclopedia of the Social and Behavioral Sciences*, Elsevier.
- Grootaert, Christiaan and Thierry Van Bastelaer. 2001. *Understanding and Measuring Social Capital: A Synthesis of Findings and Recommendations*, Washington, DC: World Bank SCI24.
- Hanifan, L. J. (1916). The Rural School Community Center. *The Annals of the American Academy of Political and Social Science*, 67, 130–138.
- Harris, John. 2002. *De-politicizing Development: The World Bank and Social Capital*. London: Wimbeldon Publishing Company.
- Krishana, Anirudh. 2003. *Active Social Capital*, New Delhi: Oxford University Press.
- Lin, N. 2004. *Social Capital: A theory of Social Structure and Action*. Cambridge University Press.
- Putnam, Robert 1995. "Bowling Alone: America's Declining Social Capital" *Journal of Democracy* pp65-78.
- Roberts, K. 2009. "Opportunity Structures Then and Now", *Journal of Education and Work*, pp.355-365.
- Scott, James C. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Conditions have Failed*, New Haven: Yale University Press.
- Son, J. 2013. *Social capital and institutional constraints: A comparative analysis of China, Taiwan, and the US*. Routledge.