SYLLABUS for M.A. Degree

Credit and Semester System
2013 Pattern

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Rules and Regulations for Credit and Semester System in
Post-Graduate Departments of the University
w.e.f. Academic Year 2013-2015

I. Admission and Conduct of the Credit System

1. The M.A./M.Sc. degree will be awarded to students who complete a total of 64 credits (Social Sciences and Humanities) and 100 credits (Sciences) in a minimum of two years for completing on an average 16 credits per semester (Social Sciences and Humanities) and on an average 25 credits per semester (Sciences). Except practical credits wherever applicable, students may be allowed to complete less courses per semester on a condition they complete the degree in a maximum of four years. This facility will be available subject to the availability of concerned courses in a given semester and with a maximum variation of 25 per cent credits (in case of fresh credits) per semester.

2. A student may offer courses equivalent to 25 per cent credits during each semester from any other department than the one where s/he is registered (subject to Rule II.8.e below). In case a student wishes to take all courses from the parent department s/he can also do so.

3. Each credit will be equivalent to 15 hours.

4. The department can announce seminar courses to introduce students to research done by the faculty. Seminar credits are to be conducted through discussion and presentation by the student and the personal guidance of the teacher. Seminars shall not exceed a maximum of 2 credits.

5. Each department should decide the minimum eligibility for all the credits as well as for seminar credits.

6. The Departmental Committee consisting of all teachers in the department

   a. will nominate the faculty for each course to be taught in the department;

   b. will approve the plan for the evaluation prepared by the faculty for the credits concerned as internal continuous assessment of 50 percent from among the 9 given in the III.11 below. Ordinarily the teacher may opt for an internal assessment procedure other than written exams;

   c. will evolve the norms for evaluating oral examinations whenever necessary in relation to term paper/assignments;
d. will be the Board of Examination and will nominate the faculty concerned as the paper setter and examiner for the semester-end examination (50 percent component);

e. will decide eligibility norms for students from other departments offering courses at the department;

f. will identify the core credits that a student registered in the department must necessarily study to obtain a post-graduate degree in that subject;

g. will announce at the commencement of each semester which credits are available to students from other departments;

h. will take appropriate decisions in the cases of readmissions of students during transition from Old to Revised syllabus by deciding which credits from the Revised syllabus are equivalent to credits from the Old syllabus;

i. will revise the syllabus at least every five years;

j. will nominate an examination committee from among faculty members for every academic year where the total existing faculty strength is more than ten;

k. In departments where a Departmental Examination Committee (DEC) exists under the Academic Flexibility programme, the DEC will continue to function as before.

7. Regular Students can also audit for extra credits if the departmental committee agrees. Student must at the commencement of the semester communicate which credits s/he is going to audit. Such Audited credits will be mentioned separately in the Grade sheet.

8. Regular students can offer extra courses from their own department or from other departments. In such cases, students shall specify the Extra Credit and this will be so noted on their Grade sheets. However, the grades of the Extra credits shall NOT be counted for arriving at GPA.

9. University departments will also permit students to be admitted as casual students and enroll themselves for one to sixteen credits (Social Sciences and Humanities) and one to twenty credits (Sciences) per semester.

10. There will be no mid-way change over from credit system to non-credit or external examination or vice versa.

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II. EXAMINATION RULES
1. Each course will have:
   a. 50% of marks as semester-end examination of minimum 30 minutes to maximum 40 minutes per credit and
   b. 50% marks for internal (i.e. in-semester) assessment.

2. The student has to obtain forty percent marks in the combined examination of In-Semester assessment and Semester-End assessment with a minimum passing of thirty percent in both these separately.

3. To pass, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course.

4. If a student misses an internal assessment examination he/she will have a second chance with the permission of the teacher concerned. Such a second chance shall not be the right of the student; it will be the discretion of the teacher concerned to give or not to give second chance to a student to appear for internal assessment.

5. Students who have failed semester-end exam may reappear for the semester end exam only twice in subsequent period. The student will be finally declared as failed if s/he does not pass in all credits within a total period of four years. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.

6. A student cannot register for the third semester, if s/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters.

7. Internal marks will not change. A student cannot repeat Internal Assessment. In case s/he wants to repeat internal s/he can do so only by registering for the said courses during the 5th/the 6th semester whichever is applicable.

8. There shall be Revaluation of the answer scripts of Semester-End examination but not of internal assessment papers as per Ordinance no.134 A & B.

9. Internal Assessment answer books may be shown to the students concerned but not the end-semester answer scripts.

10. While marks will be given for all examinations, they will be converted into grades. The semester end and final grade sheets and transcripts will have only grades and grade points average.

11. In subjects or departments where Project work is part of the credits, the Project will consist of not more than ten percent of the total credits for the degree course.
12. Each credit will have an internal (continuous) assessment of 50% of marks and a teacher must select a variety of procedures for examination such as:

i. Written Test and / or Mid Term Test (not more than one for each course);

ii. Term Paper;

iii. Journal/Lecture/Library notes;

iv. Seminar presentation;

v. Short Quizzes;

vi. Assignments;

vii. Extension Work;

viii. Research Project by individual students or group of students; or

ix. An Open Book Test (with the concerned teacher deciding what books are to be allowed for this purpose.)

13. The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grades and grade point average.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 to 75</td>
<td>O: Outstanding</td>
<td>06</td>
</tr>
<tr>
<td>74 to 65</td>
<td>A: Very Good</td>
<td>05</td>
</tr>
<tr>
<td>64 to 55</td>
<td>B: Good</td>
<td>04</td>
</tr>
<tr>
<td>54 to 50</td>
<td>C: Average</td>
<td>03</td>
</tr>
<tr>
<td>49 to 45</td>
<td>D: Satisfactory</td>
<td>02</td>
</tr>
<tr>
<td>44 to 40</td>
<td>E: Pass</td>
<td>01</td>
</tr>
<tr>
<td>39 to 0</td>
<td>F: Fail</td>
<td>00</td>
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14. Final Grade Points
<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Final Grade</th>
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</thead>
<tbody>
<tr>
<td>05.00-6.0</td>
<td>O</td>
</tr>
<tr>
<td>04.50-4.99</td>
<td>A</td>
</tr>
<tr>
<td>03.50-4.49</td>
<td>B</td>
</tr>
<tr>
<td>02.50-3.49</td>
<td>C</td>
</tr>
<tr>
<td>01.50-2.49</td>
<td>D</td>
</tr>
<tr>
<td>00.50-1.49</td>
<td>E</td>
</tr>
<tr>
<td>00-00-0.49</td>
<td>F</td>
</tr>
</tbody>
</table>

15. Grade Point Average = \( \frac{\text{Total Amount of Grade Points Earned}}{\text{Credit hrs for each course}} \times \text{Total Credits Hours} \)

16. ‘B’ Grade is equivalent to at least 55% of the marks as per circular No. UGC-1298/[4619]UNI-4 dated December 11, 1999.

17. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum 100 credits, 80 credits or 64 credits as the case may be.

18. A seven point grade system [guided by the Government of Maharashtra Resolution No. NGV-1298/[4619]/UNI.4 dt. December 11, 1999 and the University regulations] will be followed uniformly for Science, Arts, Mental, Moral and Social Sciences. The corresponding grade table is detailed in II.14 above.

19. If the GPA is higher than the indicated upper limit in the three decimal digit, then the student be awarded higher final grade (e.g. a student getting GPA of 4.492 may be awarded ‘A’).

20. There will be only final compilation and moderation at (GPA (Final) level done at the Department. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification, the existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10% marks and in the grade of the course.

21. For grade improvement minimum 20 credit courses in case of Arts and Social, Mental and Moral Sciences and minimum 30 credit courses in case of Sciences should be taken by the student for grade improvement. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement
programme only after the declaration of final semester exam (i.e. at the end of the next academic year after passing the M.A./M.Sc. examination and within two years of completion of M.A./M.Sc. and only once.

22. The in-semester and end-semester examinations will be of 50% marks each w.e.f the academic year 2006-2007. This will ensure that the students work regularly through the semester.

23. The description for each of the grades will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proposed Norms</th>
</tr>
</thead>
</table>
| **O: Outstanding** | Excellent analysis of the topic (75% and above)  
Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style |
| **A: Very Good** | Excellent analysis of the topic (65 to 74%)  
Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, neat and systematic organization of content, effective and clear expression. |
| **B: Good** | Good analysis and treatment of the topic (55 to 64%)  
basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression. |
| **C: Average** | Some important points covered (50 to 54%)  
basic knowledge of the primary material, logical development of ideas, good language or expression. |
| **D: Satisfactory** | Some points discussed (45 to 49%)  
Basic knowledge of the primary material, some organization, acceptable language or expression. |
| **E: Pass** | Any two of the above (40 to 44%) |
| **F: Fail** | None of the above (0 to 39%) |
24. There will be an evaluation of each course by students at the end of every semester. *(sample format enclosed for course evaluation by students)* Relevant circulars from which these rules are compiled and modified
List of Papers

Compulsory

Semester I
Classical Sociological Traditions
Sociology of India

Semester II
Introduction to Sociological Theories
Methodology of Social Research

Semester III
Application of Research Skills
Sociology of Development

Semester IV
Sociology of Globalisation
Dissertation OR Contemporary Social Theories

Semester I
Optionals:

Sociology of Social Movements
State, Society & Human Rights
Health, Medicine & Society
Political Sociology
Ecology, Environment & Society
Sociology of Religion
Sociology of Informal Sector
Public Health
Interpersonal relationships: Violence and Sexuality
Thematic Course

Semester II
Optionals:
Sociology of Education
Modern India: Issues and Perspectives
Sociology of Disaster & Disaster Planning
Sociology of Migration
Sociology of Media and Everyday Life
Sociology of Science
Human Resources, Industry and Society
Rural Sociology
Diaspora Studies
Thematic Course

**Semester III**
Optionals:

Modernity and Contemporary Social Theory
Sociology of Human Settlements
Sociology of Tribe
Sexuality & Human Rights
Urban Studies
Collective Action in the Urban Arena
Sociology of Gender
Global Culture and Economy: Emerging Issues
Thematic Course

**Semester IV**
Optionals:

Dalit Studies: Issues and Perspectives
Reproductive Health & Development
Popular Culture, Ideology and Politics in India
Sociology of Minority Groups
Sociology of Agrarian Society
Feminist Sociology
Labour in Global Economy
Thematic Course

- Optional courses will be floated depending on the availability of the faculty and the number of students.
### Semester I

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SO 001</td>
<td>4</td>
<td>Classical Sociological Traditions</td>
</tr>
<tr>
<td>SO 002</td>
<td>4</td>
<td>Sociology of India</td>
</tr>
<tr>
<td>SO 003</td>
<td>4</td>
<td>Sociology of Social Movements</td>
</tr>
<tr>
<td>SO 004</td>
<td>4</td>
<td>State, Society &amp; Human Rights</td>
</tr>
<tr>
<td>SO 005</td>
<td>4</td>
<td>Health, Medicine &amp; Society</td>
</tr>
<tr>
<td>SO 006</td>
<td>4</td>
<td>Political Sociology</td>
</tr>
<tr>
<td>SO 007</td>
<td>4</td>
<td>Ecology, Environment &amp; Society</td>
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<tr>
<td>SO 008</td>
<td>4</td>
<td>Sociology of Religion</td>
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<tr>
<td>SO 009</td>
<td>4</td>
<td>Sociology of Informal Sector</td>
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<tr>
<td>SO 010</td>
<td>4</td>
<td>Public Health</td>
</tr>
<tr>
<td>SO 011</td>
<td>4</td>
<td>Interpersonal Relationships: Violence and Sexuality</td>
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<tr>
<td>SO 012</td>
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<td>Thematic Course</td>
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### Semester II

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<tr>
<th>Course No.</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SO 013</td>
<td>4</td>
<td>Introduction to Sociological theories</td>
</tr>
<tr>
<td>SO 014</td>
<td>4</td>
<td>Methodology of Social Research</td>
</tr>
<tr>
<td>SO 015</td>
<td>4</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>SO 016</td>
<td>4</td>
<td>Modern India: Issues and Perspectives</td>
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<td>SO 017</td>
<td>4</td>
<td>Sociology of Disaster &amp; Disaster Planning</td>
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<td>SO 018</td>
<td>4</td>
<td>Sociology of Migration</td>
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<td>SO 019</td>
<td>4</td>
<td>Sociology of Media and Everyday Life</td>
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<td>SO 020</td>
<td>4</td>
<td>Sociology of Science</td>
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<tr>
<td>SO 021</td>
<td>4</td>
<td>Human Resources, Industry and Society</td>
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<td>Course Code</td>
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<tr>
<td>SO 022</td>
<td>4</td>
<td>Rural Sociology</td>
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<tr>
<td>SO 023</td>
<td>4</td>
<td>Diaspora Studies</td>
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<td>SO 024</td>
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### Semester III

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<th>Credits</th>
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<tbody>
<tr>
<td>SO 025</td>
<td>4</td>
<td>Application of Research Skills</td>
</tr>
<tr>
<td>SO 026</td>
<td>4</td>
<td>Sociology of Development</td>
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<tr>
<td>SO 027</td>
<td>4</td>
<td>Modernity and Contemporary Social Theory</td>
</tr>
<tr>
<td>SO 028</td>
<td>4</td>
<td>Sociology of Human Settlements</td>
</tr>
<tr>
<td>SO 029</td>
<td>4</td>
<td>Sociology of Tribe</td>
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<tr>
<td>SO 030</td>
<td>4</td>
<td>Sexuality &amp; Human Rights</td>
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<td>SO 031</td>
<td>4</td>
<td>Urban Studies</td>
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<tr>
<td>SO 032</td>
<td>4</td>
<td>Collective Action in the Urban Arena</td>
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<tr>
<td>SO 033</td>
<td>4</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SO 034</td>
<td>4</td>
<td>Global Culture and Economy: Emerging Issues</td>
</tr>
<tr>
<td>SO 035</td>
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<td>Thematic Course</td>
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### Semester IV

<table>
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<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SO 036</td>
<td>4</td>
<td>Sociology of Globalisation</td>
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<tr>
<td>SO 037</td>
<td>4</td>
<td>Dissertation</td>
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<td>OR</td>
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<tr>
<td>SO 038</td>
<td>4</td>
<td>Contemporary Social Theories</td>
</tr>
<tr>
<td>SO 039</td>
<td>4</td>
<td>Dalit Studies: Issues and Perspectives</td>
</tr>
<tr>
<td>SO 040</td>
<td>4</td>
<td>Reproductive Health &amp; Development</td>
</tr>
<tr>
<td>SO 041</td>
<td>4</td>
<td>Popular Culture, Ideology and Politics in India</td>
</tr>
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<td>SO 042</td>
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<td>Sociology of Minority Groups</td>
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<td>Course Code</td>
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<td>SO 043</td>
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<td>Sociology of Agrarian Society</td>
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<td>SO 044</td>
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<td>Feminist Sociology</td>
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<td>SO 045</td>
<td>4</td>
<td>Labour in Global Economy</td>
</tr>
<tr>
<td>SO 046</td>
<td>4</td>
<td>Thematic Course</td>
</tr>
</tbody>
</table>

- Optional courses will be floated depending on the availability of the faculty and the number of students.
SO 001 –CLASSICAL SOCIOLOGICAL TRADITION

Objectives:

1. To understand the linkage between the social changes that had far-reaching effects on the economic and social systems and the emergence of discipline of Sociology in west and reception of western social thought and link with Indian thought.

2. To understand the theoretical foundations of Sociology on which edifice of modern Sociological theories are erected & to develop critical thinking, analytical ability to interpret the social scenario around them.

Course Outline:

I. Historical background and emergence of sociology: Social context and intellectual thought. Critique of classical traditions: Colonialism, Race & Gender (12)

II. Karl Marx: model of social change –dialectical materialism, critical debate on Base & superstructure; Theory of alienation (12)

III. Emile Durkheim: Social Facts; Theoretical formulations from The Division of Labour, Elementary Forms of religion, Suicide. (12)

IV. Max Weber: Methodology, Social Action, Authority and rationality. Theory of Protestant Ethic and Spirit of Capitalism (12)

Essential Readings:

1. Readings from Original works of Marx, Durkheim & Weber:
   a. (‘Alienated Labour’ from Economic and Philosophical Manuscripts of 1844.)
   b. (‘Mechanical & Organic Solidarity’ from The Division of Labour in Society. 1893.)
   c. (‘Class, Status, and Party’ from The Distribution of Power Within the Political Community: Class, Status, Party. 1925). (Available in: no.2, 3)


6. Giddens, Anthony 1997: Capitalism and Modern Social Theory – An analysis of


References:


SO 002 - SOCIOLOGY OF INDIA

Objectives:

1. To acquaint the students to the continuities and contradictions in Indian society.

2. To analyze the role of colonialism, democracy, nation building and globalization in shaping contemporary, society in India.

Course Outline:

1. Formation of Sociology in India(10)
   a. Colonialism, Anthropology, Sociology
   b. Indian sociology in crisis
c. Sociology from the Marginal partners

II. India as an ‘Object’ of study (14)
   a. Colonial, Nationalist, Indological, (Ghurye)
   b. Structural-Functional (M. N. Sriniwas)
   c. Dialectical (A. R. Desai)
   d. Subaltern (R. Guha)
   e. Non Brahmin (Phule, Dr. Babasaheb Ambedkar)
   f. Feminist (Leela Dube)

III. Debates on Indian Society (18)
   b. Social Stratification – Caste, Class, Tribe and Gender.

IV. Understanding Modernity in Indian Society (06)
   • Moving beyond tradition vs. modernity debate

**Essential Readings:**

2. Breman Jan, Kloos Peter and Ashwini Saith, The Village in Asia Revisited, OUP 1997
4. Gail Omvedt, Dalits and Democratic Revolution, Sage, New Delhi
5. M.N. Srinivas, Collected Essays, OUP, New Delhi, 2002
7. Satish Deshpande, Contemporary India: Sociological Perspectives, Viking
13. Desai A. R., 1986, Relevance of the Marxist Apporach to the Study of Indian Society, in
20. Rege Sharmila, Sociology of Gender, Sage Publications

References:
5. Sujata Patel and Alice Thorer (eds), Bombay Metaphor for Modern India Bombay and Delhi, Oxford University Press.

Note: Any other text/Article suggested by the subject teacher.
SO 003 – SOCIOLOGY OF SOCIAL MOVEMENTS

Objectives:

1. To introduce the students to the role of social movements in social transformation
2. To help them understand the various approaches to the study of social movements.

Course Outline:

I. Nature and origins of the social movement, Types of Social Movements. (10)
II. Theories of Social Movements. (12)
III. Social Movements in Independent India (16)
   a. Identity politics and social movements- Religious and caste movements, Regional, Linguistic and Tribal movements
   b. Issues of Security and Equity- Peasant, Women’s, Student’s and Environment movements
IV. New Social Movements: Nature, Issues of Identity, Culture and Power (10)

Essential Readings:


Note: Any other text/Article suggested by the subject teacher.
SO 004 - STATE, SOCIETY AND HUMAN RIGHTS

Course Outline:


II. Perspectives on Rights: Liberal, Marxist and Neo-Marxist.

III. State, Constitution and Rights in India: Class, Caste, Tribe and Gender Growth of new rights e.g. Environment

IV. Rights movement in India in the post independent period


Essential Readings:


3. Oliver Menderlsohn: The Rights of the Subordinated People and Upendra Baxi


SO 005 – HEALTH, MEDICINE AND SOCIETY

Course Outline:


II. Theoretical perspectives on health and medicine within sociology:

III. Health, health care and social institutions: state, market, community and family in health and medicine, Philosophical and historical debates on provision of health care and medicine:

IV. The sociology of health in India: Disparities in health indices: Historical Development of health services system in India; the sociology of medical knowledge and medical systems in India

V. Health and Development: Current Challenges:

Essential Readings:


SO 006 - POLITICAL SOCIOLOGY
Objectives:

1. To explain to the students the relationship between institution of polity and bases of social power and inequalities
2. Concepts of power, authority, and nation-state from a Sociological Perspective
3. To study state-society relationship in contemporary India from Sociological Perspective

Course Outline:

I. Theoretical Approaches to the State: Marxist tradition, Weberian Tradition, Pluralism, Elite theory, Post-structuralism and the New Political sociology

II. Dominance and power within the nation-state
   a. Nature of post-colonial state
   b. State-civil society relationship

III. Society and the agendas of the state in post-independence India: Hindutva and politics of the upper castes, Debate on secularism, mandal commission report and issues related to it; Issues of Language, Ethnicity and Region

IV. Contemporary Challenges and new debates:
   a. Citizenship, New Social Movements
   b. Civil society and inequalities,
   c. Social exclusions

Essential Readings:

1. Kothari Rajni (1973), Caste in Indian Politics, Delhi, Oxford University Press.


References:

1. Laclau Ernesto (1977), Politics and Ideology in Marxist Theory, Verso, London,

2. Kothari Rajni (1973), Caste in Indian Politics, Delhi: Orient Longman Pvt. Ltd.


SO 007 – ECOLOGY, ENVIRONMENT AND SOCIETY

Course Outline:


II. Natural Resources and their Utilisation: Common Land, Water and Forest

III. Problems of the Urban Environment: Pollution, Population and Slums

IV. Environmental Movements and the Politics of Development: Chipko, Narmada, Tehri, Baliapal

V. Initiatives of the State and International Agencies: Stockholm, Environment and Sustainable Development, Rio conference

Essential Readings:


SO 008 - SOCIOLOGY OF RELIGION

Course Outline:


II. Approaches to the study of religion
   a) Classical approach: Durkheim Marx, Weber, Mauss
   b) Contemporary approach: Phenomenological, Neo Marxist, Freudian, New Functional, Anthropological
   c) The insiders view: theologians and religious believers

III. Religion in India, Perspectives: Mahatma Phule, Mahatma Gandhi, Dr. B.R.Ambedkar and Swami Vivekanand

IV. Religions of the World: organised and non-organised

V. Religious, economic, social, Cultural movements

Essential Readings:


4. A. Nandy, Trivedy, Mayaram and Yagnik, Creating a Nationality: The Ramjanmabhoomi Movement and the Fear of the Self, OUP, Delhi, 1987

5. N. K. Bose, The Structure of Hindu Society,

**SO 009 - SOCIOLOGY OF INFORMAL SECTOR**

**Objectives:**

1. The aim of the course is to introduce students to the understanding of issues related with Informal sector in the context of globalization.
2. The course will also cover issues of caste, gender, region and labour market in India.
3. To engage students with current debates on outsourcing, downsizing, social clause, social security and role of ICT.

**Course Outline:**

I. Introduction: The nature of Informal Sector; theoretical perspectives: Dualist, Structuralist, and Legalist. (5)

II. Informal labour Market: Composition: (gender, caste, region); child labour; migrant Labour; labour segmentation. (5)

III. Organising the Unorganised Sector: problems of unionisation; labour boards and Co-operatives; social security and role of the State. (10)

IV. Conditions of work, wages and occupations: (street vendors, home based workers, Garment workers, leather workers). (14)

V. Globalisation and its implications: Informalisation of work; rise of services sector; Down sizing; outsourcing; Network Society and role of ICT (information Communication technology); trade unions and associations; Debate on social clause and labour standards; fair-trade. (14)

**Essential Readings:**

5. Holmstrom M, (ed), Industry and Inequality, Orient Longman, New Delhi, 1985
SO 010 - PUBLIC HEALTH

Objectives:

1. To understand the socio-cultural context of health issues.
2. To make the students aware about emerging issues in health sector with its social context.

Course Outline:

I. Module 1 – Holistic Concept of Health (3 sessions of two hours each)
   a. Socio-cultural context and its impact on health
   b. WHO definition of health
   c. Mental health
   d. Urban and rural health issues

II. Module 2 – Traditional Systems of Medicine in India (2 sessions of two hours each)
   a. Ayurveda
   b. Yoga
   c. Unani
   d. Siddha
   e. Homeopathy

III. Module 3 – Mahatma Gandhi and Health (3 sessions of two hours each)
   a. Sanitation and hygiene
   b. Diet
   c. Naturopathy
d. Leprosy

IV. Module 4 – Primary Health Care (4 sessions of two hours each)
   a. History of primary health care
   b. Health care delivery system – its structure and functions
   c. National Health Policy

V. Module 5 – Prominent Issues in Health and Development (5 sessions of two hours each)
   a. Gender and Health
   b. Adolescent Health
   c. National Rural Health Mission
   d. National Urban health Mission

VI. Module 6 – Approaches to Health and Development (3 sessions of two hours each)
   a. Health Research in Government and NGO Sector
   b. Interventions and experiments in health development

**Essential Readings:**


4. Preventive medicine by Park and Park

Note: Any other text/Article suggested by the subject teacher

SO 011 - INTERPERSONAL RELATIONSHIPS: VIOLENCE AND SEXUALITY

Course Outline:

I. Issues of conceptualization, definition, measurement
II. Family Violence Across the life span: child abuse, violence against intimate partners and women, Elder abuse.
III. Contextual Issues in India, Globalization, violence and emerging issues.
IV. Domestic Violence: Social and Cultural
V. International campaigns, interventions and programs

Essential Readings:


SO 012 - THEMATIC COURSE
Semester II

SO 013 INTRODUCTIONS TO SOCIOLOGICAL THEORIES

Objectives:

1. To develop the understanding of major sociological perspectives.
2. To develop the analytical abilities of the students.
3. To develop research orientation of the students with the understanding of major theoretical perspectives.

Course Outline:

I. Structuralism: Radcliff-Brown, Levi-Strauss. (10)
II. Functionalism and Neo Functionalism: (Malinowski, Parsons & Merton), Neo Functionalism: (J. Alexander) (12)
III. Conflict theory: Mills and Dahrendorf (10)
IV. a. Phenomenology - Alfred Schultz and Peter Berger
   b. Ethnomethodology - Garfinkel and Goffman (16)

Essential Readings:

References:


Note: Any other text/Article suggested by the subject teacher.

SO 014 – METHODOLOGY OF SOCIAL RESEARCH

Objectives:

1. To introduce students to the philosophical foundations of social research.
2. To acquaint students with the quantitative and qualitative strategies of research

Course Outline:

I. Positivism and Sociology (10 )
   a. Comte’s Notion of Positivism, Vienna Circle’s Positivism
   b. Objectivity, the position of researcher
   c. Ethics
II. Critiques of positivism (13)
   a. Existential Phenomenology and Ethnomethodology
   b. Hermeneutics and Critical theory: Gadamer, Apel, Habermas
   c. Feminist Critiques: Feminist empiricism, reformulation of methods nd Feminist Standpoint Epistemology
   d. Impact of post-modernism, Post-structuralism.

III. Quantitative Research Strategies (10)
   a. Survey
   b. Structured Interview
   c. Content Analysis

IV. Qualitative Research Strategies (14)
   a. Differences between quantitative and qualitative research
   b. Ethnography
   c. Unstructured Interview
   d. Case Study
   e. Participatory Action Research

V. Recent Debates (01)
   • Combining Quantitative and Qualitative methodology, Triangulation

Essential Readings:
2. Sachdev Meitali, Qualitative Research in Social Sciences, Jaipur: Raj Publishing.


References:


SO 0015 Sociology of Education

Objectives

1. To understand the theoretical perspectives in education.
2. To analyse the emerging issues in education in India in the context of globalization.

Course Outline

I. Sociology of Education: Theoretical Perspectives

II. Theories and Perspectives in the sociology of education.
   a. Functionalism – Emile Durkheim, Kingsley Davis & Wilbert E. Moore
   b. Conflict/Radical Perspectives – Samuel Bowles, Herbert Gintis
   c. Cultural Reproduction – Pierre Bourdieu
   d. Critical Pedagogy – Paulo Freire
   e. Micro-Interpretative approaches – Krishna Kumar
   f. Educational alternatives – Ivan Illich, M.K. Gandhi

III. School as a system: schooling as process.
   a. Language as medium of instruction
   b. Curriculum and identity
c. Assessment and evaluation.

d. Teacher as change agent.

IV. Education and society in India

a. Socio-historical context: education in pre-colonial and colonial India.

b. Education, globalization and economic development

c. State, ideology and educational policy.

Essential readings:


15. Gore, M.S. et.al. (ed.). 1975. Papers on the Sociology of Education in India, New Delhi, NCERT.


SO 016 - MODERN INDIA: ISSUES AND PERSPECTIVES

Course Outline:

I. Thick descriptions of contemporary Indian society, travelogues, journalistic accounts, historical sociological accounts.

II. Colonialism, nationalism and rise of modern Institutions, debates on colonial modernity, science and development

III. Debating Modernity in India, the modernization paradigm, ‘mistaken’ modernity, ‘our’ modernity, entrenched modernity, modernity at large, alternate dalit modernity, gender and modernity.

IV. Patterns of exploitation, sub-ordination, and exclusion: gendered labour markets, new classes, footloose labour, disinherited peasantry, alternate circuits of survival.

V. Community and Identities: constructivist, and substantivist accounts.

VI. New articulations and collective actions.

Essential Readings:


2. P. Sainath, Everybody Loves a Good Draught, Penguin, New Delhi, 2005


8. Raka Ray and Mary Fainsod Katzenstein (eds), Social Movements in India, Oxford University Press, New Delhi, 2005.
SO 017 - SOCIOLOGY OF DISASTERS AND DISASTER PLANNING

Course Outline:

I. Concepts, definitions and Nature of disasters.

II. Causes and Types of Disasters: famines, floods, earthquakes, epidemics, wars, industrial disasters, nuclear disasters.

III. The effects and aftermath of disasters: victims and survivors

IV. The Welfare State and Disasters: the role of the state in preventing, apprehending and managing disasters.

V. Disasters and civil Society: meaning of Disasters, the role of voluntary organizations, political organizations, citizens associations international bodies.

Essential Readings:


2. Dhirendra Sharma, India’s Nuclear Estate (New Delhi: Lancers, 1983).


7. Dhirendra Sharma, India’s Nuclear Estate

8. Ashis Nandy : The Bomb, The Illustrated Weekly of India, 4 August 1985


SO 018 – SOCIOLOGY OF MIGRATION

Course Outline:

I. Theories of Migration; Dimensions of Gender, Caste and Class; Migration in Capitalist system; Migration and the World Economic System.

II. Processes of Migration in the North and South (1400 to 1925)

III. War, refugees and migration; Ethnicity, nationalism and migration.

IV. Voluntary Migration: Gujarati and Punjabi to North America, Canada; Tamils to Malaysia and Sri Lanka; Migration of Knowledge workers and Brain Drain; Seasonal migration.

V. India: Development and displacement; Partition, Refugees and migration.

Essential Readings:

SO 019 - SOCIOLOGY OF MEDIA AND EVERYDAY LIFE

Course Outline:

I. Culture, Society and Economy, Classifying Culture, Key concepts, Cultural Sociology, Sociology of Culture, cultural studies

II. Media and Modernity, Social History of media.

III. The problem of everyday life: fashion, music, tourism, counterculture

IV. Theories of Media and popular culture: (Culture, ideology and hegemony, propaganda model, critical media research, aristocracy of cultures)

V. Politics of Representation, engaging with the ‘other’ Postmodern turn and new media.

VI. Combining Methodologies: decoding culture, new ethnography, reading discourses, genealogical analysis, analyzing global contexts

Essential Readings:

3. Don Robotham, Culture, Society and Economy: Bringing Production Back in, Sage, London 2005
SO 020 – SOCIOLOGY OF SCIENCE

Course Outline:

I. Perspectives in the Philosophy, History and the Sociology of Science

II. The Social Construction of Scientific Knowledge

III. Science and the State in India, Colonial and Post Colonial Science and Technology Policy, Programs and Institutions (CSIR, IIT)

IV. Science, Society and Social Movements in India and the West (People Science Movements)

V. Science, Ethics, Religion and Culture

Essential Readings:

3. Barry Barnes (ed.): Sociology of Science,

SO 021 – HUMAN RESOURCES, INDUSTRY AND SOCIETY

Course Outline:


III. Structuring of work in industrial organisation.

IV. Human Resources at work: Stress, well being and Management.
V. Globalization, information technology, Fordism and Post-fordism. New pattern of management

**Essential Readings:**


**SO 022 - RURAL SOCIOLOGY**

**Objectives:**

1. To introduce students to the changing dynamics of rural society.
2. To analyse the structures of caste, class, tribe and gender in the context of rural society.

**Course Outline:**

1. Introducing Rural Sociology and Rural Development
   a. Study of Rural Sociology in India
   b. Village Studies in India
   c. Conceptualizing Rural Development
   d. Historical evolution of the concept of rural development in Indian context
   e. Rural Economy and Development
   f. Indian State’s policy of development towards rural society.
II. Social Structures, Agrarian Structure and Institutions
   a. Agrarian relations and Mode of Production debate, Land Ownership and its types, Land Reforms in India, Gender and Land Relations
   b. Caste, class and power
   c. Gender issues in Rural India
   d. Panchayati Raj System, 73rd Amendment, Cooperative Movement, Green Revolution

III. Poverty Alleviation Programmes and Challenges for Rural Development
   a. Policy of Indian State towards Poverty Alleviation (Poverty Alleviation Programmes- CDP, IRDP, EGS, NREGA, MICROFINANCE )
   b. Rural Livelihoods (Bonded labour, Migrant labour and Landless labour, Land Alienation ), Rural Poverty ( class, caste, tribe and gender ), Water Crisis, Agrarian Crisis: Debt and Farmers Suicides

IV. Voices of Rural Society
   a. Farmer’s Movements
   b. Rural Women’s Movements
   c. Non Governmental Intervention in Rural Development
   d. Corporate Social Responsibility in Rural Development

**Essential Readings:**


9. Land reforms in India Series by Sage Publications.


Any other reading given by the course teacher.

**SO 023 – Diaspora Studies**

**Objectives:**

1. To familiarize the student with new processes and new branch of knowledge.

2. To understand the dynamics of social processes worldwide with an interdisciplinary approach.

**Course Outline:**

I. Understanding the concept (12)

II. Historical perspective (12)

III. Current perspectives (12)

IV. Globalization, Identity, Ethnicity, race, class, gender (12)
**Essential Readings:**


**SO 024 - THEMATIC COURSE**

**SO 025 - APPLICATION OF RESEARCH SKILLS**

**Objectives**
1. To introduce the methods in quantitative and qualitative research
2. To enhance the ability of the students to apply the research methods to practical issues
3. To enhance their ability of analysis and presentation of data

**Course Outline:**

I. Developing Research Skills (12)
   a. Writing research proposal—Steps
   b. Review of Literature -- Guidelines for evaluating Review of Literature
   c. Writing Bibliography

II. Sampling and Skills of Collecting Data – (10)
   a. Types- Probability and Non probability
   b. Identifying variables
   c. Survey method --Questionnaire- structured and unstructured

III. Skills of Analyzing Quantitative Data (16)
   a. Quantitative Data Analysis-
      i. Coding, Ratios, Cross Tabulation, Graphic Presentation
      ii. Relevance of Absolute and Standard Deviation and Tests of Significance in Sociological Research,
   b) Qualitative Data Analysis – Steps

IV. Use of Computer and Report Writing (10)
   a. Use and Significance of Computers in Sociological Research
   b. Interpretation of Data
   c. Report Writing –Content and Steps
Essential Readings:


Note: Any other text/Article suggested by the subject teacher.
SO 026 - SOCIOLOGY OF DEVELOPMENT

Course Outline:

I. Concepts related to Development: Introduction to ‘development’ (origin of term ‘underdevelopment’, evolution of concept of development, evolution of terms such as South, III World, Developing countries), Social Change, Economic Growth, Poverty (Wolfgang Sachs), HDI, MDGs, GDI-GEM-WID-WAD-GAD, Human Development, Social Development, Sustainable Development

II. Theoretical approaches:
   b. Dependency theory – Paul Baran, Andre Gunder Frank, Samir Amin
   c. Neo-liberalism- Dimensions of neo-liberalism, – India – from mixed economy to neo-liberal reform, MNCs, TNCs, WTO, GATT.

III. Alternative Approaches to Development
   a. Mahatma Gandhi, – Sarvodaya concept
   b. E.F. Schumacher – Small is Beautiful
   c. Feminist approach
   d. Subaltern studies – Sudipta Kaviraj

IV. Development crisis and Post-development debate:
   a. Food Crisis, Agrarian Crisis, Economic and Debt Crisis
   b. Responses to Crisis: NGOs, Development Aid and Corporate Social Responsibility

Essential Readings:

1. Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development In Latin America, Penn State Press,
17. Vikasachya Prakriyetil Stree Prashna, 1999, Women's Studies Centre, Pune University, Pune
**Course Outline:**

I. The Debate, Early, Late, Multiple, Alternative, and Reflexive Modernity.
II. Southern Theory, Indigenous Theory and Coloniality of Power
III. Social Exclusions
IV. Cosmopolitanism, Rule and Democracy
V. Trust, Risk, Security and Danger

**Essential Readings:**

1. Alan Aldridge, Consumption, Polity, 2005
5. David Byrne, Social Exclusion, Buckingham, Oxford University Press, 1999
7. Amartya Sen, Social Exclusion, ADB, 2002
10. Saurabh Dube and Ishita Banerjee Dube, Unbecoming Modern, Colonialism, Modernity and Colonial Modernities, Delhi, 2005
11. Dipankar Gupta, Mistaken Modernity. India Between Two Worlds, Delhi, 2000
13. Stuart Corbridge and John Harriss, Reinventing India. Liberalisation, Hindu Nationalism, and Popular Democracy, OUP, 2000

15. Francine R Frankel, India’s Political Economy, 1947-2004, OUP, 2005


**SO 028 – SOCIOLOGY OF HUMAN SETTLEMENTS**

**Course Outline:**

I. Theories of Human Settlement; Historical Ebbs & Flows in specific human settlement, Hunting gathering, agrarian and Industrial settlements.

II. Pre-Industrial Settlement – feudal village system, agrarian and ecological structure, Sjoberg on the various dimensions of social structure.

III. World Capitalist system and mobility of labour: slavery, Indentured and bondage labour; settlements in non-manufacturing and manufacturing system.

IV. Inequalities in Urban settlements: services, and natural resources, uneven economic development and urbanization.

V. India: Urbanisation and inequalities in services, resources and economic development.

**Essential Readings:**


SO 029 - SOCIOLOGY OF TRIBE

Course Outline:


II. Changes in Post colonial period in tribal economy, society, Culture, Polity, and religion.

III. Tribal communities in India; demographic strength and distribution distinctive features of tribal communities, central versus North India

IV. Exploitation unrest and socio political movements, self determination and statehood: Jharkhand, Chattisgarh, Uttaranchal.

V. Perspectives, Programmes and Policies in the Post-Colonial period
   a) Isolation
   b) Assimilation
   c) Adaptation
   d) Acculturation
   e) Protective Discrimination and Tribal Welfare.

Essential Readings:


SO 030 –Sexuality and Human Rights

Objectives:

1. To familiarize the student with emerging areas of research & to develop the analytical understanding of social situation
3. To develop the skill of application of sociological concepts to understand the emerging issues

Course Outline:

I. Sexuality: Definition, concept and emerging concerns; Interrogating sexuality: understanding the perspectives

II. The social context and sexuality: cultural construction and existing patterns.

III. Emerging issues: needs, risks, abuse and violence –male and female.

IV. Policies, programs and legal interventions.

Essential Readings:

SO 031 - URBAN STUDIES

Objectives:

1. To introduce concepts, trends and issues related to Urban Scenario in India
2. To familiarize students with recent developments in urban studies.
3. To include new conceptual developments in the field.

Course Outline:

I. Urban Scenario in India: Scales, issues and policies

II. (a) New Urban Sociology-Castells, Harvey and debates with early urban sociology
     (b) Global Cities, (Sassen) Spaces of Flows (Castells), Cities in the South (M.P.Smith), Colonial City (King).

III. Urban as a form of Cultural Imagineries: Issues of Spatial Segregation, Consumption and hybridity.

IV. (a) Social Exclusions in cities - Class, Caste, Ethnic and Gendered Segregation of Space
     (b) Urban Governance and civil society

Essential Readings:

5. Helen Safa, (ed.), Towards a political economy of urbanisation in the Third World Countries, OUP, 1982
7. R. Ramchandran, Urbanisation and Urban System in India, Delhi, 1989
8. Sarai Readers, Nos 1 to 5, Delhi, 2001 onwards
9. K. Sivaramakrishnan, A Kundu and B.N.Singh, Handbook of Urbanisation in India, Delhi, 2005

References:

2. Sujata Patel and Kushal Deb (ed) 2006, Urban Studies, OUP
3. Janaki Nair, The Promise of the Metropolis. Banglore’s Twentieth Century, Delhi, 2005
4. V. Dupont, E. Tarlow and D. Vidal, Delhi. Urban Space and Human Destinies, Delhi, 2000
6. Anthony King, Urbanism, Colonialism and the World Economy. Cultural and Spatial
9. Setha Low, Theorising the City, Rutgers University Press, 2000

SO 032 – COLLECTIVE ACTION IN THE URBAN ARENA

Course Outline:


II. Understanding the urban arena: Marxists, New Urban Sociology, and Post- Structuralist Readings of the Urban

III. Collective Action in the cities of the South: Class based collective action and Anti-Globalization struggles
IV. Collective Action in Indian Cities: Debate on NSMs, Collective Action related to Regional issues, Language issues, Communal issues and Communal Riots

V. Themes behind Contemporary Collective Action in urban India: Poverty, identity and the region

**Essential Readings:**


10. Smith Michael Peter, Tardanico Richard, Urban Theory reconsidered: Production, Reproduction and Collective action, in Global Economy, the State and the City.


SO 033 - SOCIOLOGY OF GENDER

Objectives:

1. To introduce the basic concepts of gender and gender inequality.
2. To analyse the gendered nature of major social institutions.

Course Outline:

I. Introduction to Sociology of Gender (20)
   a. Conceptualising Gender-Sex, Gender, Gender Roles-Stereotypes, Gender Inequality/Power and Hierarchy, Sexual division of labour, Patriarchy, Politics of Body, Construction of Sexuality, Understanding masculinities
   b. Gender Debates, - Race, Caste, Class, Nationalism, State, Citizenship, Development
   c. Feminist methodology
   d. Feminist Thought- Liberal Feminism, Marxist Feminism, Socialist Feminism, Radical Feminism, Post Modernist Feminism, Black Feminism, Dalit Feminism

II. Gender, Family and Labour Markets (12)
   a. Family as a Gendered Institution, Family as a site for violence
   b. Women as ‘Izzat’/Honour, Honour Killings
   c. Women and work, gender stereotyping of jobs, glass ceiling
   d. Globalisation and newer forms of Exploitation, Unorganised sector,
   e. Violence at the workplace and Public spaces

III. Gendering Education and Health (8)
   a. Gender in School, Higher Education, Emergence of Women’s Studies
b. Gendering Health: Perspective, Policy, and Programmes

IV. Women’s Movement and Resistance (8)

a. Rewriting History

b. Women’s Movement- Campaigns, Organizations, Issues

**Essential Readings**


7. Delamont Sara: Feminist Sociology


13. IGNOU: Kits on Women in Indian Contexts, Delhi

15. Khullar mala (edt.): Writing the Women’s Movement- A Reader, Zubaan, New Delhi, 2005.


23. Readings in Gender Studies I, II, III. School of Women’s Studies, Jadavpur University Stree, Kolkata.


25. Sara Pilot & Lora Prabhu (Ed) (2012): The fear that Stalks Gender-based Violence in Public Spaces Zubaan, New Delhi

Note: Any other text/Article suggested by the subject teacher

**SO 034 - GLOBAL CULTURE AND ECONOMY: EMERGING ISSUES**

**Objectives:**

1. Introducing the emerging issues due to global culture and economy.

2. Familiarizing the students with the linkages between the recent theories and new global challenges.
3. Preparing the students for new research areas that are applied as well as academic.

Course Outline:

I. Network society- Fluid boundaries-knowledge industry, outsourcing, flexible labour, shifting trends in labour.

II. Social Risks- culture and civilization, individualization of social inequalities, consumer culture.


IV. New challenges to institutions - emerging issues: future developments in family, violence against women, dowry, sex ratio

V. Social Context of social policy.

Essential Readings:


4. The UN Convention for Suppression of the Traffic in Persons & Exploitation of the Prostitution of others.


SO 035 - THEMATIC COURSE

SO 036 –SOCIOLOGY OF GLOBALIZATION

Objectives:

1. To understand the historical process, and theoretical perspectives of globalization.
2. To develop a critical understanding of the emerging new processes & consequences in context of world and India.

**Course Outline:**

I. Conceptualizing Globalization: Historical context, dimensions (12)

II. Theorizing Globalization & Contributors: predecessor and contemporary (Imperialism, Colonialism, Development, Dependency, Americanization Neo-liberalism) (12)

III. Structures of globalization: Before Bretton Woods & after. India: from LPG to Flat world & digital divide. (12)

IV. Process & impact:
   a. Cultural dimensions, technology & media, migration & diaspora (6)
   b. Challenges & response: Clashing civilizations, environmental issues & responses, emerging inequalities, resistance and civil society (6)

**Essential Readings:**


**References:**

1. Ritzer: The McDonaldization of Society


Any other text/Article suggested by the subject teacher

SO 037 – DISSERTATION

OR

SO 038 – CONTEMPORARY SOCIAL THEORIES

Objectives
1. To introduce the students to the contemporary trends in social theory
2. To compare and contrast various theoretical viewpoints

**Course Outline:**

I. The Crisis of Sociology and the critique of positivism (Gouldner and C. Wright Mill) (8)

II. Marxism From 30s to 70s: Frankfurt school, Gramsci (hegemony, civil society), Althusser (theory of ideology) (12)

III. Post Structuralism: Foucault and Derrida (12)

IV. Recent Trends in Sociological Theory I:
   a) Post-modernism: Jameson, Baudrillard, Lyotard (12)
   b) Habermas, Giddens and Bourdieu (12)

**Essential Readings:**

1. Ritzer G. and Barry Smart (ed) (2001), Handbook of Social Theory, London: Sage Publication. P.No. 179, 201, 308, 324, 439,

Note: Any other text/Article suggested by the subject teacher.

References:


SO 039 - DALIT STUDIES: ISSUES AND PERSPECTIVES

Objectives:
1. To introduce new areas of research
2. To develop a familiarity with new debates.

**Course Outline:**

I. Dalit studies, its rationale and historical context, as a contested terrain, as critique of Marxist, subaltern and sanskritisation paradigms, using alternative sources and histories.

II. Mapping Dalit Movement and Politics: Interrogating Existing Frames of analysis, Political transitions: Understanding Memories, identities, spaces/places and voices

III. After Habermas: New Perspectives on the Public Sphere, Debating Publics and Counterpublics, Debates on Democracy and Public Sphere in India, Exploring Ambedkarite counterpublics

IV. Alter/Native Modernities and Public Culture: Two theories of modernity, colonial modernities, analysing the rhetoric of social protest in print and music cultures

V. Exploring Comparative perspectives: Studying the Shifting Contours of African-American Public cultures, Ethnicity, Nationalism and Popular Culture in the Caribbean

**Essential Readings:**

5. Sekar Bandopadhyaya, Caste, Culture and Hegemony, Sage, New Delhi, 2003
9. Badri Narayan, Documenting Dissent, IIAS, Shimla,


SO 040 – REPRODUCTIVE HEALTH AND DEVELOPMENT

Objectives:

1. To develop interdisciplinary understanding & interface with areas such as health, medicine and demography.

3. To introduce newly emerging area in Sociology and to develop skills of students for a job oriented course.

Course Outline:

I. Understanding the concept of reproductive health and development.

II. Fertility, Demographic transitions and reproductive health in India.


IV. Maternal health, Policies, programs and informed choice.

Essential Readings:


SO 041 - POPULAR CULTURE, IDEOLOGY AND POLITICS IN INDIA

**Objectives:**

1. To introduce recent areas of research in sociology.

2. To make the course more job oriented in the merging fields.

**Course Outline:**

I. Interrogating Culture (10)
   a. Debate on Popular, Elite and Public Culture
   b. Approaches to the study of Popular Culture

II. Performance Traditions and Politics of Culture (8)
   a. Lavani and Construction of Sexuality
   b. Gender, Folksongs and Identity
   c. Political theatre

III. Power in Print (12)
   a. Press, Popular Publishing and Nationalism
   b. Newspaper Revolution In India
c. Politics of Visual Practices and Calendars

d. Exploring Lives/Texts- Dalit Women and Black Women Writing

IV. Visual, Audio and Sports Cultures (18)

a. Politics after Television

b. Transnational television and Cultural Identity

c. Daily Soap Operas and Identity Formation

d. Interrogating Indian Cinema- Bollywood Vs Regional Cinema, Masculinities and Feminities on screen

e. South Asian Diasporas Films

f. Masculinities, Femininities and Sports Culture

g. New media and Role of Social Media (F.B, Pinterest, Linkedin, Twitter)

Essential Readings:


2. Geeta Kapur, When was Modernism, Tulika, New Delhi, 2000.


6. Arjun Appadurai & Carol Brekenbridge (eds), Consuming Modernity, Oxford University Press, 1994


SO 042 - SOCIOLOGY OF MINORITY GROUPS

Course Outline:
I. Concept of Minority Community, Approaches to minority communities- Liberalism, pluralism, Multiculturalism, Post-modernism
II. Majoritarianism vs Minoritism – Pre Colonial, Colonial and Post Colonial Definitions,
III. Nation – state, citizenship, cultural rights, political rights
IV. State and minority communities in India
V. Constitutional provisions, policies and programmes, politics of equality
VI. Minority communities and Social Movements: Regional reorganization, politics of political representation
VII. Minority communities and Globalization
VIII. Beyond Nation, Citizenship, exclusion and ‘New Social Movements’

Essential Readings:
4. Hassan, Mushiral : Islam, Communities and the Nation: Muslim Identities in Asia and Beyond, Manohar, New Delhi, 1997.


SO 043 - SOCIOLOGY OF AGRARIAN SOCIETY

Course Outline:

I. Concept of Peasant society, features of agrarian, tribal and peasant society. Approaches to study peasant society.

II. Evolution of agrarian structure in India-pre-colonial and colonial era: Peasant, Caste, Tribe


IV. Agrarian Labourers, Peasant, and Naxalite Movements in India.

V. Globalisation and Agriculture.

Essential Readings:


5. Omvedt, Gail: Land, Caste and Politics, Delhi: Department of Political Science, Delhi University, 1987, Introduction only.


SO 044 - FEMINIST SOCIOLOGY

Course Outline:

I. Feminist Sociologies and histories of feminism
II. Feminist readings of sociological classics and contemporary theoretical perspectives.
III. Theoretical Debates – Gender, Race and Class, Deconstructing gender differences and inequalities
IV. Feminist foundations: Towards Transforming Sociology [working with themes and cases]
V. Feminism and method
VI. Feminist sociology in India and South Asia

Essential Readings:

8. Sharmila Rege (ed), Feminist Sociological Knowledge, Sage, New Delhi, 2004
SO 045 – LABOUR IN GLOBAL ECONOMY

Course Outline:

I. Changing concept of work and labour.

II. Changing of division of labour: post industrialism, post-modernity and global changes.

III. Organised labour in India: Working class movement and present challenges.

IV. Labour in unorganised sector, women in work force, child labour, migrant labour and changing world.

V. Knowledge industry, power and inequalities in global economy.

Essential Readings:


5. Banerjee Nirmala; Women in Unorganised Sector, Hyderabad, Orient Longmans; 1985.


SO 046 - Thematic Course

Remove old syllabus