

University of Mumbai



No. UG/16 of 2020-21

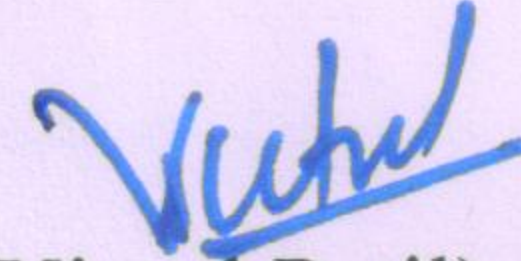
CIRCULAR:-

Attention of the Principals of the affiliated Colleges, the Head of the University Departments and Directors of the recognized Institutions in Humanities Faculty.

They are hereby informed that the recommendations made by the Board of Studies in Sociology at its online meeting held on 4th May, 2020 vide Item No.2 and subsequently made by the Board of Deans at its meeting held on 26th June, 2020 vide item No. 11(41) have been accepted by the Academic Council at its meeting held on 23rd July, 2020 vide item No. 4.61 and that in accordance therewith, the revised syllabus of M. Phil Course Work in Sociology has been brought into force with effect from the academic year 2020 -21 accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

11th November, 2020


(Dr. Vinod Patil)
I/c REGISTRAR

To

The Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/4.61/23/07/2020

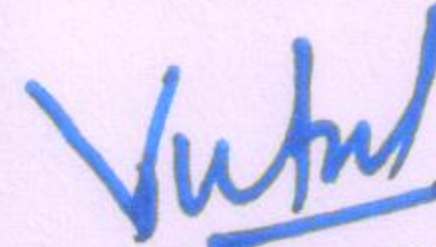
No. UG/ 16 -A of 2020-21

MUMBAI-400 032

11th November, 2020

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Sociology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,


(Dr. Vinod Patil)
I/c REGISTRAR

Copy to :-

1. The Director of Board of Student Development.,
2. The Deputy Registrar (Eligibility and Migration Section)
3. The Director of Students Welfare,
4. The Executive Secretary to the to the Vice-Chancellor,
5. The Pro-Vice-Chancellor
6. The Registrar and
- 7 The Assistant Registrar, Administrative sub-centers, Ratnagiri, Thane & Kalyan, for information.

1. The Director of Board of Examinations and Evaluation
2. The Finance and Accounts Officers
3. Record Section
4. Publications Section
5. The Deputy Registrar, Enrolment, Eligibility and Migration Section
6. The Deputy Registrar (Accounts Section), Vidyanagari
7. The Deputy Registrar, Affiliation Section
8. The Professor-cum- Director, Institute of Distance and Open Learning Education,
9. The Director University Computer Center (IDE Building), Vidyanagari,
10. The Deputy Registrar (Special Cell),
11. The Deputy Registrar, (PRO)
12. The Deputy Registrar, Academic Authorities Unit (1 copies) and
13. The Assistant Registrar, Executive Authorities Unit

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

1. The Assistant Registrar Constituent Colleges Unit
2. BUCTU
3. The Deputy Accountant, Unit V
4. The In-charge Director, Centralize Computing Facility
5. The Receptionist
6. The Telephone Operator
7. The Secretary MUASA
8. The Superintendent, Post-Graduate Section
9. The Superintendent, Thesis Section

for information.

Cover Page

AC _____
Item No. _____**UNIVERSITY OF MUMBAI****Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	M.Phil. in Sociology Course Work
2	Eligibility for Admission	M.Phil. in Sociology Registered Student
3	Passing Marks	Not Applicable
4	Ordinances / Regulations (if any)	---
5	No. of Years / Semesters	One Semester
6	Level	M.Phil
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year: - 2020-21

Date: 04/06/2020

Signature: _____

Chairman/ Chairperson: Dr. Balaji Kendre -----

Dean Faculty of Humanities: _____

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DEPARTMENT OF SOCIOLOGY

**Revised M.Phil. Coursework
Programme (2020 onwards)**

Attached: Revised M.Phil. Coursework Programme with syllabus

May-2020

Introduction

Revised M.Phil. Sociology Coursework 2020

Responding to the ever-increasing need for training in research, the Department of Sociology, University of Mumbai started M.Phil. programme in the year 2013 with a New syllabus following the guidelines of the University of Mumbai and the University Grants Commission, New Delhi. The UGC published new guidelines for MPhil and Ph.D. in the year 2016 (and in Gazette of India **NEW DELHI, TUESDAY, JULY 5, 2016/ASADHA 14, 1938**) and the University of Mumbai published its new guidelines in the form of a Vice Chancellors Directives (hereafter VCD) in June 2018.

The programme presented here is designed as per the guidelines of the VCD and the guidelines of the UGC published in Gazette of India in 2016 and amendments thereafter from time to time accepted by the University of Mumbai. While revising the programme, every care has been taken to address the changing profile and needs of the research scholars who seek to enrol themselves for the programme. Since the M.Phil. programme attracts scholars from disciplines other than Sociology also, an attempt has been made to provide an interdisciplinary flavour to the courses offered. The diverse specializations of the faculty also get reflected in the courses.

Through this programme the department seeks to:

- *Carry forth the legacy of excellence in pedagogy and research*
- *Generate a vigorous intellectual and academic environment.*
- *Develop interdisciplinarity in the social sciences while being grounded in the disciplinary rigour of sociology.*
- *Cater to learners who have the desire to continue their academic pursuits after a Master's degree.*
- *Prepare the students to undertake doctoral work with relative ease*
- *Cater to students who seek to get a basic grounding in the methodology of the social sciences*
- *Seek to understand and interpret the needs of contemporary India through engaged academics and cater to students who seek greater awareness of contemporary debates in Indian society*
- *Facilitate the development of reading and writing skills required at the national and international level for academic development.*
- *Help students who wish to pursue their further academic studies overseas.*
- *The MPhil dissertations will reflect and generate cutting edge discourses in sociology. We aim to shape the dissertations into papers that will merit publication.*

Eligibility criteria (as per VCD 947 of 2018)

A candidate seeking admission to the MPhil programme shall have a master's degree or a professional degree equivalent to the master's degree by the corresponding statutory body, with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC-7 point scale (or an equivalent grade in a point scale wherever grading system is followed) or an equivalent degree from a foreign educational institution accredited by an assessment and accreditation agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country for the purpose of assessing, accrediting or assuring quality and standards of educational institutions.

Revised M.Phil. Sociology Coursework 2020

Relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, shall be allowed to those belonging to reserved categories/differently abled and other categories of candidates as per policies of the government of Maharashtra prescribed from time to time, or for those who had obtained their Master's degree prior to 19th September 1991. The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace marks procedures.

Duration

- MPhil programme at the department of sociology shall be of a duration of three consecutive semesters. One semester for coursework and two following semesters for work on dissertation.
- Extension up to a maximum period of two semesters/one year for MPhil shall be given by the RRC concerned on the recommendation of the guide and the respective RAC (research advisory committee).
- The candidate concerned shall submit the application in prescribed format for extension through his/her research guide and head of the research centre three months prior to the expiry of the registration period.
- Women candidates and persons with disability (more than 40% disability) may be allowed an additional relaxation of one year for MPhil subject conditions laid down in the VCD.
- In addition, women candidates may be provided maternity leave once in the entire duration of MPhil/PhD for up to 240 days.

Admission

- Admission to MPhil programme shall be on the basis of a common entrance test (PET) or exemption granted for such an entrance test and a subsequent personal interview of the candidates.
- Every year, the process of admission to MPhil will begin on the day the results of the common entrance test (PET) is announced by the University of Mumbai.
- There shall be a weightage of 70% to the PET score and 30% to the performance at the interview.
- The university shall notify on an annual basis a predetermined and manageable vacant number of seats for MPhil depending on the number of available research guides, prescribed quota at the centre, and academic and physical facilities available, keeping in mind the norms regarding the scholar-teacher ratio mandated by the UGC.
- The university shall advertise all the necessary details in the newspaper.
- The admissions shall be based on criteria notified by the university, keeping in view guidelines/norms in this regard issued by the UGC and other statutory bodies concerned, and taking into account the reservation policy of the central/state government prescribed from time to time.
- The validity of PET result for taking admission for MPhil programme shall be for three years from the declaration of the respective result.

Exemption from PET

- Those with NET/NET-JRF/ SET, MPhil and PhD

Interviews for admission:

- After the declaration of the results of the common entrance test (PET) of the university of Mumbai, prospective candidates may formally submit an application for admission to the MPhil programme at the office of the department. Along with the application the candidate is required to submit a tentative research proposal, specifying a topic of research, the broad sub-discipline in sociology related to the topic, a brief review of literature and a plan of research, not exceeding 1000 words.
- After due verification of the testimonials and certificates, candidates from disciplines other than sociology (but from within the faculty of arts) will be required to pass an **aptitude test** and candidates from faculties other than arts shall be required to pass a **faculty change test**.
- The format of the aptitude test and the faculty change test along with a list of essential readings, date, time and place shall be conveyed to the applicants after at the completion of the scrutiny of their documents and testimonials.
- The percentage of marks to be acquired by the applicants for being considered as eligible for admission to the programme is based on the existing directives of the university in the case of students appearing for master's examinations.
- All the candidates who are found to be eligible to be admitted to the programme, including those who have passed the faculty change test and aptitude test. shall appear for an interview with the MPhil research committee. The interview shall be conducted to ascertain the candidate's basic knowledge in the chosen area of research, mastery over sociological discourses, aptitude for research and feasibility of the chosen area of study.
- The MPhil interview committee will consist of the Head of the Department , one or two subject experts from outside who are PhD holders in the discipline, one university or college teacher not below the rank of associate professor from the reserved category from the same faculty concerned, where applicable, and recognized guide/s from the discipline concerned.
- The results of the interviews will be declared on the notice board of the department within 24 hours of the completion of the interview and the same shall be forwarded to the thesis section of the university within 30 days of its completion.

Coursework

The coursework commences immediately after the process of admissions is completed and shall be for the duration of one semester. It consists of three courses of which two are core courses and the third one an elective course. Every year, the MPhil coordinator, in consultation with the faculty will specify the options available to the students for the elective course. Each course carries 4 credits each, the course work is of a total of 12 credits. Each course is divided into 4 Units. Each Unit is of one credit and will be of 15 hours. Attendance requirement for coursework shall be as per the norms of the University.

A total of 12 Credits for Course Work; 4 Credits for each course, with 180 Contact Hours.

All 3 courses (2 Compulsory and 1 Optional) will have the following:

- 60 Hours of Teaching and Evaluation i.e. 4 Credits
- Examination of 75 Marks for all three courses at the End of Semester 1, passing at 30 marks.
- Assignment of 25 Marks for all three courses by the End of Semester 1, passing at 10 marks.
- Classes of 3 hours per course, 9 hours in total every week of Semester 1. The contact hours will be from 2.00 to 5.00 p.m. on Mondays (Course 1), Wednesdays (Course 2) and Fridays (Course 3).
- Evaluation of 300 Marks for Course Work (100 Marks for each course-75% as an exam, 25% as Internal Evaluation), 200 Marks for Dissertation (150 for The Written Thesis and 50 For the Viva Voce).
- The department follows the grade scale of 0-10 proposed by the university for project-based courses as given below:

Grade Table

Marks	Grade Points	Grade	Performance
80 & Above	10	O	Outstanding
70-79.99	9	A+	Excellent
60-69.99	8	A	Very Good
55-59.99	7	B+	Good
50-54.99	6	B	Above Average
45-49.99	5	C	Average
40-44.99	4	D	Pass
Less than 40	0	F	Fail

Dissertation

- Allotment of guides: All the candidates who have successfully completed the MPhil coursework with 55% or more marks (5% of marks exempted for students from reserved categories) shall be eligible to submit to the department a research proposal in a prescribed format. The candidates will then be called for an interview with the Department research committee. Successful candidates will then be allotted supervisors and for each of the candidates a research advisory committee will be constituted as per the provisions of the VCD.
- The time allotted for completion of dissertation is two semesters. Three months after the allotment of the guide, all the candidates are required to make a presentation to the respective research advisory committee of the review of literature relating to the topic chosen for dissertation.

Revised M.Phil. Sociology Coursework 2020

- Three months prior to the submission of the dissertation the student is to present the thesis at the research colloquium designated for the purpose and finalise the thesis by incorporating suggestions received therein.
- Prior to the submission of the dissertation, MPhil scholars are to present at least one research paper at a conference/seminar
- The dissertation needs to be vetted through a licensed software for ascertaining traces of plagiarism and should contain within its pages a declaration by the research scholar which is attested by the supervisor.
- The Dissertation must be of 15, 000 to 20,000 Words
- The Thesis will be evaluated for 150 Marks
- The Viva Voce will be of 50 Marks
- The Dissertation will be graded
- MPhil thesis is to be examined by the guide and one external examiner
- The viva voce is to be in the form of open defence of the thesis
- The viva voce for MPhil scholars is to be done only upon the satisfactory report from the external examiner with specific recommendation for the same.
- The open viva voce of the MPhil student is to be coordinated by the guide and the external examiner
- The date, time and other details of the *viva-voce* are to be intimated to the candidate before a minimum of eight days in advance which will also be displayed on the notice board of the department.

Declaration of results and the award of the degree

After the successful completion of the viva voce, the collated marks of the coursework and the dissertation shall be forwarded by the department to the Director, Board of examination and evaluation for the declaration of results.

After the results are declared, the successful candidates may apply for the passing certificate and subsequently the award of degree by the University at the subsequent convocation ceremony.

Programme Educational Objectives (PEO)

1. To impart to the research scholars a comprehensive understanding of the methodological perspectives, methods and approaches to substantive areas of research in Sociology, particularly in India.
2. To train the research scholars with skills in drawing up research designs, choose the most suited tools and methods for the topics they have in mind and to familiarise them with use of software for qualitative and quantitative methods of research
3. To nurture a reasoned outlook to life which is based on critical approach to social sciences and their methods

Programme Outcomes (PO)

1. To develop a passion and sensitivity for academic research and its role in social transformation
2. To develop interdisciplinary perspectives in the understanding of social processes and social structures while being grounded in the discipline of sociology
3. To develop an ability to recognise the role of social location in the production of knowledge
4. To develop the ability to strengthen critical perspectives from marginal locations of class, caste, gender, ethnicity
5. To critically understand the relationship between theory and methodology and how these are shaped by each other in the systematic study of society and culture
6. To develop an understanding of quantitative and qualitative research designs as they might apply to different areas of research
7. To develop the ability to formulate an original and new research idea and conduct a research based on secondary and primary data.
8. To develop the ability to do review of literature in a specific research area and undertake the collection of primary data with confidence and clarity
9. To develop the ability to understand the ethics in and of responsible research
10. To develop the ability to write the dissertation argument in a structured and logical manner
11. To develop the ability to maintain schedules and deadlines in research
12. To prepare the use of research in the teaching of sociology at various levels at schools, colleges and universities

Note: all these rules and regulations for M.Phil. Course are subject to guidelines of UGC Notification in this regards and University of Mumbai issued VCD etc.

M.PHIL SOCIOLOGY -COURSEWORK SYLLABUS

Course 1.0 (core course)

Methodological Perspectives

Course 2.0 (core course)

Designs, Methods and Tools of Research

Course 3, (Elective, Student is to opt for any ONE among the following)

Debates and Issues in India: Interdisciplinary Perspectives

3.1 Nation, State and Society

3.2 Caste in Contemporary India

3.3 Environment and Society: Emerging Issues and Debates

3.4 Gender Issues in Contemporary India

3.5 Development Debates and Alternative Paradigms

3.6 Religion, Secularism and Communalism

3.7 Interrogating Modernity, Science and Development

3.8 Contemporary Feminist Science Studies

3.9 Towards Interdisciplinarity: Reading Contemporary Indian Social Scientists

3.10 Sociology of Communication

3.11 Information Networks and Society

3.12 Law State and Society

3.13 Ethnicity, Migration and Identity

3.14 Social Movements, Collective Action and Activism

3.15 Tribes in India: Issues and challenges

3.16 Digital, Virtual, Social: Critical Perspectives

3.17 Partition Studies

3.18 Agrarian Societies: Emerging Issues and Debates

3.19 Sociology of Public Health

3.20 Sociology of Ageing

Course 1.0
Methodological Perspectives

Course Objectives

The course aims at introducing the students to the central debates in the methodologies of social research with the specific aim of contextualizing these within historical, cultural and political locations. The course aims at facilitating a critical and reflexive approach to the epistemological and ontological principles of social research in sociology and social anthropology. Engaging with actual classical and contemporary studies from these disciplines will be an integral part of the pedagogy of the course.

Course Outcome

1. The student will discover the central debates in the methodologies of social research
2. The student will be able to contextualize these within historical, cultural and political locations.
3. The student will develop a critical and reflexive approach to the epistemological and ontological principles of social research in sociology and social anthropology.
4. The student will engage with and remember actual classical and contemporary studies from these disciplines
5. The student will be able to apply the learnings to their own dissertation

Unit I-The Foundational Canon

- a) Origins of Sociological Method in the Enlightenment Movement
- b) Sociology as Science: Emergence of Positivism
- c) Knowledge as Interpretation
- d) The Role of Ideology and Praxis

Unit II-The Foundational Canon

- a) Action and Interactionism
- b) Social construction of reality and studying the everyday
- c) The Ethnomethodological Argument
- d) 'Life World' and 'Habitus'

Unit III-Shifts, Challenges and Alternatives

- a) The Postmodern Debate: Negotiating Structure and Agency
- b) Power and Knowledge
- c) Standpoint Epistemologies, Situated Knowledges and Partial Perspectives
- d) The Post-Colonial Alternatives

Unit IV- Writing Research Proposal

- a) Rational of doing research,
- b) Literature Review

c) Research Methodology

Readings

- Abu-Lughod, L. (1993). *Writing Women's Worlds: Bedouin Stories*. University of California Press.
- Andre Beteille (2002) *Sociology: Essays on Approaches and Method*. Oxford University Press.
- Asad, T. (1973). *Anthropology and the Colonial Encounter*. Ithaca Press.
- Bhambra, G.K. (2007). *Rethinking Modernity: Postcolonialism and the Sociological Imagination*. Hampshire & New York, Palgrave Macmillan.
- Bourdieu, P. (1980). *The Logic of Practice*. Oxford, Blackwell Publishers.
- Delamont, S. (2003). *Feminist Sociology*. London, Sage Publications.
- Elliot, A. (2010). *Contemporary Social Theory*. New York, Routledge.
- Giddens, A. (1989). *Sociology*. Cambridge, Polity Press.
- Elliott, A. (2003). *Critical Visions: New Directions in Social Theory*. Oxford, Rowman & Littlefield Publishers.
- Geertz, C. (1977). *The Interpretation of Cultures*. Basic Books
- Geertz, C. (1983). *Local Knowledge: Further Essays in Interpretive Anthropology*. Basic Books
- Giddens, A. (2015). *New rules of sociological method*, Rawat Publications.
- Hegde, S (2015) *Recontextualizing Disciplines: Three Essays in Method*. Institute of Advanced Study, Shimla, India
- Hill – Collins, P. (1998). *The Fighting Worlds*. Minneapolis, University of Minnesota Press.
- Morrison, K. (1995). *Marx, Durkheim, Weber – Formation of Modern Social Thought*. New Delhi, Sage Publications.
- Outhwaite, W. & M.J. Mulkay (eds.). (1992). *Social Theory & Social Criticism: Essays for Tom Bottomore*. New York, Blackwell.
- Patel, S. (ed.). (2010). *The ISA Handbook of Diverse Sociological Traditions*. London, Sage Publications.
- Ritzer G. (2005). *Sociological Theory*. New York, McGraw Hill.
- Siedman, S. (1994). *Contested Knowledge: Social Theory in the Postmodern Era*. New York, Blackwell.
- Smith, D. (1987). *The Everyday World is Problematic*. New York, Open University Press.
- Smith, D. (1996). *The Conceptual Practices of Power*. Toronto, University of Toronto Press.
- Tucker, K.N. (2002). *Classical Social Theory*. Oxford, Blackwell Publication.
- Turner, B.S. (ed.). (2009). *The New Blackwell Companion to Social Theory*. Oxford, Blackwell Publishing Limited.

Course 2.0
Designs, methods and tools of social research

Course Objectives

The course is designed to familiarize the students with the disjuncture between qualitative and quantitative research methods. It seeks to equip the students with expertise and skills to draw up pertinent research design for various research problems. It is also aimed at honing the expertise of the students towards academic writing

Course Outcome

1. Name and describe the various methods in the qualitative and quantitative methodologies
2. Discover different styles of academic writing
3. Differentiate and explain the assumptions underlying qualitative and quantitative methods
4. Illustrate statistical techniques for social research
5. Compare and contrast research designs in qualitative and quantitative moulds
6. Evaluate and assess the features of various research methods
7. Formulate research designs for stated research problems
8. Compose essays employing skills picked up from academic writing exercises

Unit I: Quantitative Research

- a) Use of quantitative methods in the social sciences: origins, debates and new developments
- b) Hypothetic-deductive method and experiments
- c) The survey method, structured questionnaire and content analysis
- d) Use of statistical models, software (SPSS, Stata, SAS)

Unit II: Qualitative Research

- a) Epistemological foundations of qualitative methods in the social sciences
- b) Observation, interviews and focus group discussions, case studies and action research
- c) Textual analysis, visual analysis, conversation analysis and oral narratives
- d) Use of software (NVivo, ATLAS.ti, Gate)

Unit III: Academic Writing

- a) Types and styles of academic writing
- b) Structure to writing
- c) Use of secondary sources: notes, referencing and indexing
- d) Ethics in writing, intellectual property rights, plagiarism, software for checking plagiarism

Unit IV: Reading primary studies

Key texts involving the creative use of different research methods will be selected for reading in class based on which students would be expected to write assignments

Sample Texts

- a) Badhyopadhyay, M. (2010). *Everyday life in a prison: confinement, surveillance, resistance*. Hyderabad: Orient Blackswan
- b) Bourdieu, P. (2010). *Distinction* (paperback edition). London & New York: Routledge.
- c) Chakravarti, A. (2001). *Social power and everyday class relations: Agrarian transformation in North Bihar*. New Delhi: Sage Publications.
- d) Das, V. (2012). *Structure and cognition: aspects of Hindu caste and ritual* (3rd Edition). New Delhi: Oxford University Press
- e) Robinson, R. (2005). *Tremors of violence: Muslim survivors of ethnic strife in western India*. New Delhi: Sage Publications.
- f) Vaid, D. (2018). *Uneven Odds: Social mobility in contemporary India*. New Delhi: Oxford University Press
- g) Emile Durkheim 2015. *The Rules of Sociological Method*. Wani Publication.

Readings

- Andre Beteille (2002) *Sociology: Essays on Approaches and Method*. Oxford University Press.
- Alloita, M. (2018). *Mastering academic writing in the sciences: A step-by-step guide*. Boca Raton, FL: CRC Press.
- Bailey, S. (2018). *Academic writing: a handbook for international students*. London & New York: Routledge.
- Bates, C. (Ed.). (2015). *Video methods: social science research in motion*. London & New York: Routledge.
- Freeman, D. (2018). *Seductive academic writing*. Cambridge: Cambridge Scholars.
- Fujii, L.A., (2018). *Interviewing in social science research: a relational analysis*. London & New York: Routledge.
- Giddens, A. (2015). *New rules of sociological method*, Rawat Publications.
- Hay, M.C. (Ed.). (2016). *Methods that matter: integrating mixed methods for more effective social science research*. Chicago & London: The Chicago University Press.
- Lune, H. & Berg, B.L. (2017). *Qualitative research methods for the social sciences*. London: Pearson.
- Miller-cochran, S., Stamper, R. & Cochran, S. (2018). *An insider's guide to academic writing: a rhetoric and reader*. Boston: Bedford/st. martins.
- Mukherjee, S.P., Sinha, B.K. & Chattopadhyay, A.K. (2018). *Statistical methods in the social sciences*. Singapore: Springer Nature.
- Neuman, W.L. (Ed.). (2014). *Social science research methods: qualitative and quantitative approaches* (7th editions). Pearson education.
- Olson, K. (2018). *Essentials of qualitative interviewing*. Year Reprint. Routledge.
- Paramjit S. Judge. 2019. *Writing Social Sciences: A Personal Narrative*. Rawat Publications.
- Shon, P.C. (2018). *The quick fix guide to academic writing*. London: Sage.
- Singh, A.A & Lukkarila, L. (2017). *Successful academic writing: a complete guide for social and behavioural scientists*. New York & London: Guilford Press.
- Snee, H. et al. (Eds.). (2016). *Digital methods for social science: an interdisciplinary guide to research innovation*. Palgrave Macmillan.

Course 3.1
Nation, State and Society

Course Objectives

The objective of this course is to introduce to the student a critical appraisal of the major debates and perspectives on the concept of nationalism(s), nation-state, citizenship and exclusion. It endeavours to critically address contemporary society-state relationships in India

Course Outcome

1. The objective of this course is to introduce to the student a critical appraisal of political sociology
2. The student will be able to analyse the major debates and perspectives on the concept of nationalism(s), nation-state, citizenship and exclusion.
3. It endeavours to critically address contemporary society-state relationships in India
4. It will help the student to become sensitive to the challenges of changing global societies

Unit I Colonial legacies in State Formation

- a) Anthropology and the Ethnographic state
- b) Colonialism and Nationalisms in India
- c) Nationalism and Nations- A critique
- d) Nations and ethnic identities

Unit II Issues of Governance, Nation and Citizenship

- a) Theorizing citizenship and the dual nature of citizenship in India
- b) Civil and political societies
- c) Issues of identity politics
- d) Citizenship and technologies of the state

Unit III State, Society and Culture

- a) Cultural Nationalism
- b) State, regional aspirations and mobilizations
- c) State, social policies and programmes
- d) Federalism negotiating nativism and regional assertions

Unit IV Crisis of the State

- a) Global Processes and welfare state
- b) Issues of citizenship; Local, Global and Glocal
- c) Market, Media and the Indian State
- d) Vagaries of the neo-liberal State

References

- Aloysius G. (1999). *Nationalism without a Nation in India*. New Delhi, Oxford.
- Chatterji, A.P. et al (Eds.). (2019). *Majoritarian State: How Hindu Nationalism is Changing India*. C Hurst & Co Publishers Ltd.
- Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Post-colonial Histories*. Princeton, Princeton University Press.
- Harriss-White (2003), *India Working; Essays on Society and Economy*. New Delhi, Oxford University Press.
- Ilaiah. K. (1996). *Why I Am Not a Hindu: A Sudra critique of Hindutva Philosophy, Culture and Political Economy*. Calcutta, Samya.
- Jaffrelot, C. (1999). *The Hindu Nationalist Movement and Indian Politics: 1925-1990's*. New Delhi, Penguin.
- Jayal and Mehta (2010). *The Oxford Companion to Politics in India*. New Delhi, Oxford University Press.
- Kaviraj, S. (2010). *The Trajectories of the Indian State*. New Delhi, Permanent Black.
- Menon, N. & A. Nigam. (2008). *Power and Contestation: India Since 1989*. Hyderabad, Orient Longman.
- Mohanty, M. (ed.). (2004). *Class, Caste, Gender*. New Delhi, Sage Publications.
- Shah, G. (2004), *Caste and Democratic Practice in India*. London, Anthem Press.
- Sharma, A. & Gupta, A. (Eds.). (2009). *The Anthropology of the State: A Reader*. Wiley-Blackwell.
- Thorat, G., G. Shah, et al. (2006). *Untouchability in Rural India*. New Delhi, Sage Publications.

Course 3.2
Caste in Contemporary India

Course Objectives

The objective of this course is to introduce various theories, perspectives and discourses on caste. It is designed to comprehend the myriad inter-relationship between power, knowledge construction, identity formation, state and politics.

Course Outcome

1. Identify the various theoretical approaches to caste
2. Describe the relationship between the colonial episteme and the trajectory of caste system in India
3. Identify the role of the state in the changing contours of caste
4. Outline the shift from caste as hierarchy to caste as identity
5. Explain the changing nature of caste with reference to neo-liberal market economy and globalization
6. Formulate intersectional analysis of caste

Unit I. Conceptualizing Caste

- a) Theories and perspectives on caste
- b) The colonial episteme and caste (castes of mind)
- c) Indological approaches to understanding caste
- d) Conceptual understanding of caste- perspectives from Anti caste movements

Unit II. State apparatuses and caste identity formation

- a) State, census and caste identity
- b) Ethnomethodology of caste- objective and subjective realities
- c) Caste and state policies
- d) Caste and the debate on reservations

Unit III. Caste, community and Power

- a) Caste Elites and power
- b) Caste and Institutional Politics
- c) Caste, class and gender; an intersectional approach
- d) Caste as identity

Unit IV. Debates and Issues

- a) Global Processes and question of caste
- b) Caste networks and Market
- c) Caste: Marginalization and violence
- d) Changing nature of Caste

Readings

- Ambedkar, B R (1990): *Dr Babasaheb Ambedkar: Writings and Speeches, Vol 9.* edited by Vasant Moon, Education Department, Government of Maharashtra, Mumbai.
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- Waghmore, S. (2013). *Civility against Caste: Dalit Politics and Citizenship in Western India.* Sage Publications
- Yengde, S. (2019). *Caste Matters.* India Viking.

Course 3.3
Environment & Society: Emerging Issues & Debates

Course Objectives

This course provides an introduction to the major approaches & theoretical perspectives & how these approaches may be used to understand environmental issues and movements in India. With environmental issues gaining centre stage, academics, activists, & planners have been forced to rethink & interrogate the dominant development paradigms. With the disastrous environmental consequences of development, its differential success & its impact on marginal sections, the whole notion of development is questioned by the people. This course seeks to explore some of these contemporary issues and debates.

Course Outcome

1. Explain, analyse & illustrate the competing theoretical perspectives to the Environment
2. Apply theoretical perspectives to evaluate local & global environmental issues
3. Identify current global issues and relate them to local issues
4. Examine and identify issues related to Urban environments
5. Analyse & critically evaluate issues related to nature conservation & community rights in the new economy
6. Critically evaluate laws and policies that impinge upon the environment

Unit I. Perspectives on Environment

- a) Marxist perspectives - Political Ecology/ Feminist Political Ecology
- b) Conservatism, Eco- Facism, Free Market Environmentalism
- c) Gender perspectives - Ecofeminism/ Feminist Environmentalism
- d) Risk Perspective – Reflexive Modernisation/ Postmodernism

Unit II. Nature, Culture & Rights in the New Economy

- a) Forests, Parks & Wildlife Conservation
- b) Water bodies, Coasts & Seas
- c) Land Question & Special Economic Zones
- d) Commons- Rural & Urban

Unit III. Infrastructure & Urban Ecologies

- a) Ecologies of Urbanism- urban planning, housing & slum development
- b) Urban Infrastructures - Nature in Built environments
- c) Urban commons– Civic & Ecological commons
- d) Air, Water & Issues of Sanitation

Unit IV. Local & Global Issues

- a) Climate Change & Risk
- b) Sustainable Development
- c) Anthropocene/ Capitalocene's Planetary Boundaries
- d) Indigenous Rights & IPR debates

Readings

- Agarwal, B. 1992. Gender & Environment Debate: Lessons from India, in *Feminist Studies*, 18, No.1 (Spring).
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- Shahabuddin, G. & K. Sivaramakrishnan ed. 2019. *Nature Conservation in the New Economy- People, Wildlife and the New Law in India*. Orient Blackswan. Hyderabad.
- Sharma, M. 2017. *Caste & Nature- Dalits and Indian Environmental Politics*. Oxford University Press. New Delhi.
- Srinivasan, U. & N. Velho ed. 2018. *Conservation from the Margins*. Orient Blackswan. Hyderabad.

Zenner. C. ed. 2003. Culture & the Question of Rights- Forests, Coasts & Seas in Southeast Asia. Duke University Press. Durham.

Course 3.4
Gender Issues in Contemporary India

Course Objectives

This course provides an introduction to the major themes & sites that inform the broad field of gender & women's studies. Many taken for granted assumptions about gender relations, feminisms, masculinity & femininity and human inequalities will be challenged throughout the course. These themes and issues are examined through the framework of intersectionality of caste, class, religion & sexuality. The course will explore these themes within contemporary India.

Course Outcome

1. Understand and analyse the gendered aspects of work
2. Distinguish different aspects related to the gendered body
3. Analyse & evaluate the multiple sites of gendered violence
4. Identify and illustrate the different aspects of women's agency within the family & economy
5. Identify and illustrate the different aspects of women's agency within civic society & politics
6. Explain & analyse gender issues using different theoretical perspectives

Unit I Theme One- Work

- a) Work, Labour, Leisure
- b) Productive labour
- c) Reproductive and care labour
- d) Sexual labour

Unit II Theme Two- Body

- a) Reproductive body
- b) Body beautiful
- c) Sexual body
- b) Performative body

Unit III Theme Three- Violence

- a) Domestic violence
- b) Sexual Violence
- c) Workplace Violence
- d) State Violence

Unit IV Theme Four- Agency

- a) Marriage and family

- b) Political participation
- c) Economic subjecthood
- d) Civic society

Readings

- Abbot, P., C. Wallace & M. Tyler. 2008. *An Introduction to Sociology- Feminist Perspectives*. Third Edition. Routledge. New York.
- Chadha, G. & M.T. Joseph. 2018. *Re-Imagining Sociology in India- Feminist Perspectives*. Routledge. London.
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- Rege. Sharmila. 1998. *Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position –Economic and Political Weekly*, Vol.33, No. 44 (Oct. 31 – Nov. 6), pp. WS39-WS46
- Rao, Anupama. (Ed.). *Gender and Caste – Kali for Women (2003) (Introduction)*
- Shrivastav, Sanjay. ed., 2013. *Sexualities*, Oxford University Press,
- Swaminathan, Padmini(ed.) 2012. *Women and Work*, Orient BlackSwan, Hyderabad.
- Tong, R. & T.F. Botts. 2018. *Feminist Thought- A More Comprehensive Introduction*. Routledge. New York. Fifth Edition.

Course 3.5
Development Debates and Alternative Paradigms

Course Objectives

This course seeks to unravel the contours of engagement between the different paradigms of development. It seeks to critically analyse the various models of development on offer with particular emphasis on alternatives to the dominant discourses. The most widely debated issues and the ongoing resistance movements are studied in the context of the diverse issues thrown up by transnational processes.

Course Outcome

1. Identify the different approaches to development
2. Discover the various popular social movements dealing with issues of development
3. Differentiate and compare the various approaches to the issues of development across the world
4. Identify alternatives to dominant models of development
5. Illustrate the viability of alternatives in development debates
6. Outline the key points of difference among the various paradigms of development
7. Explain the issues connected to each of the paradigms under discussion
8. Appraise the influence brought about by social movements with particular focus on issues of gender

Unit I Dominant Discourses

- a) Debates on 'Modernization'
- b) Washington Consensus, 'Liberalization' and Neo-Liberal Economics
- c) Marxism, Socialism and Development
- d) Globalization and its Paradoxes

Unit II Discourses of Development

- a) The legacies of "The Hind Swaraj"
- b) Is 'Small' still 'Beautiful'?
- c) The Capabilities Approach
- d) 'Imagining a post-development era'

Unit III Issues of Development: Towards a Reflexive Modernity?

- a) Sustainability and environment
- b) Gender and development
- c) 'Accumulation by dispossession'
- d) Analysing global poverty

Unit IV Resistance Movements: Case Studies

- a) Movements of the Urban poor
- b) Voluntary associations, movements and the role of women
- c) Resistance against predatory capitalism among the *adivasis*
- d) Movements against mega projects

Readings

- Ahmed, W., Kundu, A. & Peet, R. (Eds.). (2011). *India's new economic policy: a critical analysis*. London & New York: Routledge.
- Apffel-Marglin, F. S. Kumar & A. Mishra (eds.) (2010). *Interrogating Development: Insights from the Margins*. New Delhi, Oxford University Press.
- Banerjee, A. & Duflo, E. *Poor economics: a radical rethinking of the way to fight global poverty*. New York: Public Affairs.
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- Piketty, T. (2020). *Capital and ideology*. Harvard University Press.
- Sen. A. (2017). *Collective choice and social welfare*. (3rd Edition). Harvard University Press.
- Toplisek, A. (2019). *Liberal democracy in crisis: rethinking resistance under neoliberal governmentality*. Palgrave Macmillan.
- Ziai, A., Ed. (2007). *Exploring Post-development: Theory and practice, problems and perspectives*. London & New York, Routledge.

Course 3.6
Religion, Secularism and Communalism

Course Objectives

The domain of religion is crucial to sociological understanding. This course maps the interface between religion, civil society and the state by engaging with issues of secularization, secularism, religious pluralism and communalism. It also seeks to explore significant studies on religion undertaken by Indian Sociologists.

Course Outcome

1. Identify the various approaches to religion from the domains of sociology and anthropology
2. Explain secularism with reference to its history and geographical spread
3. Outline the various characteristics of communalism
4. Illustrate the Indian variant of secularism
5. Compare and contrast the different approaches to the study of religion
6. Explain the various facets of communalism in India
7. Propose approaches to religion compatible with the drastic changes in the globalised world

Unit I. Religion and the Civic Sphere

- a) Sociological studies of religion (Durkheim, Marx, Weber, Peter Berger)
- b) Anthropological studies of religion (Geertz, Asad)
- c) Universal religions
- d) Religion in South Asia

Unit II. Nation, Religion and Civil Society in India

- a) Householder, renouncer and modern myths: T.N. Madan
- b) Nation and its minorities: Robinson, Fazal
- c) Subalternity and religion: Robinson, Wakankar
- d) Religion in civil society: Uberoi, Oommen

Unit III. Debates on Secularism

- a) Secularization and secularism: linkages
- b) Secularism in India: Pre-colonial and colonial legacies
- c) Pluralism, secularism and tolerance: contemporary debates
- d) Majority – minority conundrum in contemporary India

Unit IV. Debates on Communalism

- a) Intersection of politics and religion
- b) The colonial construction of communalism
- c) Communalism, caste and nationalism
- d) Fundamentalist ideologies and communal violence

Readings

- Asad, T. (1993). *Genealogies of religion: discipline and reasons of power in Christianity and Islam*. John Hopkins University Press.
- Asad, T. (2018). *Secular translations: nation state, modern self, calculative reason*. Columbia University Press.
- Fazal, T. (2018). *Nation state and minority rights in India: comparative perspectives on Muslim and Sikh identities*. London & New York: Routledge.
- Fazal, T. (Ed.). (2020). *The Minority conundrum: Living in Majoritarian Times*. Vintage Books.
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- Chandhoke, N. (2019). *Rethinking pluralism, secularism and tolerance: anxieties of coexistence*. Sage.
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- Robinson, R. (Ed.). (2019). *Minority Studies* (2nd Edition). Oxford University Press.
- Turner, B.S. (2013). *The Religious and the political: a comparative sociology of religion*. Cambridge University Press.

Course 3.7
Interrogating Science, Modernity and Development

Course Objectives

Modern western natural sciences, synonymous with the term science, have arguably defined the project of modernity across the world over the last four centuries. They have defined what constitutes knowledge and progress. While there is no doubt that science has facilitated the progress of the world we live in, it is clear that science has also contributed to major disasters and added to the risk societies we live in. The last sixty years have seen the emergence of a critique of science, particularly from non-western societies and cultures like India. This course aims to familiarize the students with the linkages between colonialism, nationalism, modernity and science. The course hopes to carry forth the critical discourse on science with the aim of developing the field of contemporary science studies

Course Outcome

1. The course attempts to understand how modern western natural sciences, synonymous with the term science, have defined the project of modernity across the world over the last four centuries.
2. The course attempts at developing reflexivity on how these determines our ideas of what constitutes knowledge and progress.
3. The course analyses how science has facilitated the progress of the world we live in and has also contributed to major disasters and added to the risk societies we live in.
4. We provide an introduction to the last sixty years of the emergence of a critique of science, particularly from non-western societies and cultures like India.
5. This course aims to familiarize the students with the linkages between colonialism, nationalism, modernity and science.
6. The course hopes to carry forth the critical discourse on science with the aim of developing the field of contemporary science studies

Unit I- Conceptual and Historical Framework

- a) The dream of European enlightenment
- b) The spread of science and the colonial project
- c) Science as universal paradigm for progress and development
- d) The hegemony of science as method and knowledge

Unit II Nationalism, Nation State and Science

- a) Rationalism, Science and the Indian Renaissance
- b) The early scientific institutions
- c) The scientific intellectual in the nationalist project
- d) Science for an independent India-Contesting perspectives and movements

Unit III- Critiques, Debates and Alternatives

- a) 'Big Science'-violence or necessary evil?

- b) Defence, Development and Disenchantment
- c) Role of the 'expert' scientific community
- d) Contesting the scientific temper

Unit IV-Contemporary Challenges

- a) Whose science? Whose knowledge? Issues of access and beyond
- b) Redefining knowledge and science from post-colonial perspectives
- c) Re-Integrating local knowledge systems and practices
- d) Looking towards and beyond science.

Readings

- Anderson, Robert S. (1975) *Building Scientific Institutions in India: Saha and Bhabha*, Montreal: Occasional Paper series, McGill University.
- Baber, Zaheer (1998) *The Science of Empire*, New Delhi: Oxford University Press.
- Dhar, A., Niranjana, T. and Sridhar, K. (2017) *Breaking the Silos: Integrated Science Education in India*, New Delhi: Orient Blackswan.
- Dasgupta, Subrata (1999) *Jagadis Chandra Bose and the Indian Response to Western Science*, New Delhi: Oxford University Press.
- Habib, Irfan S. and Raina, Dhruv (eds.) (1999) *Situating the History of Science: Dialogues with Joseph Needham*, New Delhi: Oxford University Press.
- Harding, Sandra (ed.), (1993) *The Racial Economy of Science*, Bloomington and Indianapolis: Indiana University Press.
- Kumar, Deepak (1995) *Science and the Raj: 1857 – 1905*, New Delhi: Oxford University Press.
- Marglin, F.A. and Marglin, S.A. (eds.) (1990). *Dominating Knowledge: Development, Culture and Resistance*, New Delhi: Oxford University Press.
- Nandy, Ashis (1995) *Alternative Sciences*, New Delhi: Oxford University Press.
- Nandy, Ashis (ed.) (1988) *Science, Hegemony and Violence*, New Delhi: Oxford University Press.
- Prakash, Gyan (2000) *Another Reason: Science and the Imagination of Modern India*, New Delhi: Oxford University Press.
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- Visvanathan, Shiv (1985) *Organizing for Science: The Making of an Industrial Laboratory*, New Delhi: Oxford University Press.
- Visvanathan, Shiv (1997) *A Carnival for Science*, New Delhi: Oxford University Press.

Course 3.8
Contemporary Feminist Science Studies

Course Objectives

The emerging field of Feminist Science Studies has aimed to establish and demonstrate linkages between modern western science and gender ideologies. The challenge has been to critique but reclaim epistemologies of science from feminist perspectives, while arguing for women's standpoints in epistemes. In India, Feminist Science Studies faces the challenge of having to critique science from a post-colonial location where science is deeply linked with welfare and development. Beginning with issues of representation of women in science, the present course will initiate the students to raise fundamental questions on the hegemony of science and its links with patriarchies.

Course Outcome

1. The course provides an understanding of the emerging field of Feminist Science Studies which has aimed to establish and demonstrate linkages between modern western science and gender ideologies.
2. We analyse the challenge to critique but reclaim epistemologies of science from feminist perspectives, while arguing for women's standpoints in epistemes.
3. We understand that In India, Feminist Science Studies face the challenge of having to critique science from a post-colonial location where science is deeply linked with welfare and development.
4. We apply these perspectives to issues of representation of women in science, and to the fundamental questions about the hegemony of science and its links with patriarchies.

Unit I, Background and Lineages

- a) What is science studies? What is feminist science studies?
- b) The challenge to science
- c) Developments in feminist theories
- d) Contours of Feminist Science Studies

Unit II Women in Science

- a) Why so few women?
- b) Issues in science education
- c) Negotiating the professional pyramid
- d) Narratives of doing science as a woman

Unit III Foundational Questions

- a) Contesting hegemonic notions of 'nature' and 'truth'
- b) Gender ideologies and the ontological assumptions of science.
- c) Gender ideologies and the epistemologies of science
- d) Are there feminist alternatives?

Unit IV Challenges for Feminist Science Studies

- a) Navigating relativism
- b) Critically evaluating and validating women's indigenous knowledges
- c) Talking gender to women in science

d) Reclaiming science

Readings

- Bleier, Ruth (ed.) (1988) *Feminist Approaches to Science*, New York: Pergamon.
- Harding, Sandra (1991) *Whose Science? Whose Knowledge?*, Milton Keynes: Open University Press.
- Harding, Sandra and Hintikka, Merrill B. (eds.), (1983) *Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology and Philosophy of Science*, Dordrecht, Boston and Lancaster: Reidel.
- Harding, Sandra (1986) *The Science Question in Feminism*, Milton Keynes: Open University Press.
- Hirsch, M. and Keller, Evelyn Fox (eds.) (1990) *Conflicts in Feminism*, London and New York: Routledge.
- Keller, Evelyn Fox (1985) *Reflections on Gender and Science*, New Haven and London: Yale University Press.
- Keller, Evelyn Fox and Longino, Helen E. (eds.) (1996) *Feminism & Science*, Oxford and New York: Oxford University Press.
- Krishna, Sumi and Chadha, Gita (2015) *Feminists and Science Critiques and Perspectives in India (Volume 1)*, Kolkata: Stree Samya.
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- Krishnaraj, Maitreyi (1991) *Women and science – selected essays*, Bombay: Himalaya Publishing House.
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- Merchant, Carolyn (1980) *The Death of Nature: Women, Ecology and the Scientific Revolution*, San Francisco: Harper.
- Rose, Hilary (1994) *Love, Power and Knowledge: Towards a Feminist Transformation of the Sciences*, Cambridge: Polity Press.
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Internet Resource: Life of Science - <https://thelifeofscience.com/>

Course 3.9
Towards Interdisciplinarity: Reading Indian Social Scientists

Course Objectives

The present course has identified four social scientists from different disciplines, other than the parent discipline of the department i.e. sociology. The aim of the course is to familiarize students with ideas from other disciplines that have shaped contemporary sociological debates on the relationship between structure and agency, individual and society, power and resistance within Indian society. The themes in the course, range from development to caste, gender and the self. The course will require the students to critically read original and primary writings of the social scientists, ensuring the necessary rigour at the postgraduate level.

Course Outcome

1. The Course introduces the student to four social scientists from different disciplines, other than the parent discipline of the department i.e. sociology.
2. The aim of the course is to familiarize students with ideas from other disciplines that have shaped contemporary sociological debates
3. The student will apply these ideas to the relationship between structure and agency, individual and society, power and resistance within Indian society.
4. The student will understand the themes in the course which range from development to caste, gender and the self.
5. The course will require the students to critically read original and primary writings of the social scientists, ensuring the necessary rigour at the postgraduate level.

Unit I, Amartya Sen, Economics

- a) Economics, and Development
- b) The Capability Approach
- c) Identity and Violence
- d) The Idea of Justice

Unit II, Kancha Illaiah, Political Science

- a) Why I am not a Hindu
- b) God as a political philosopher
- c) Post Hindu India
- d) Buffalo Nationalism

Unit III, Uma Chakravarty, History

- a) Changing Historiographies
- b) Reinterpreting the Indian past
- c) Reading Ramabai, Visibilising Gender
- d) Caste and Feminism

Unit IV, Sudhir Kakkar, Social Psychology

- a) Psychology, modernity and the post-colonial critique
- b) Notion of Self
- c) Construction of the Divine

d) Culture and Psyche

Readings

Chakravarti, Uma (1998) *Rewriting History – The Life and Times of Pandita Ramabai*, New Delhi: Zubaan Books.

Chakravarti, Uma (2003) *Gendering Caste Through a Feminist Lens*, Mumbai: Popular Prakashan.

Chakravarti, Uma (2006) *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmins of Ancient India*, (New Delhi: Tulika Books).

Chakravarti, Uma (2006) *Shadow Lives: Writings on Widowhood*, (with Preeti Gill) (New Delhi: Kali for Women).

Illaiah, Kancha (1996) *Why I Am Not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy* (Calcutta: Samya,)

Illaiah, Kancha (2001) *God as Political Philosopher: Buddha's Challenge to Brahminism* (Calcutta: Samya,)

Illaiah, Kancha, (2004) *Buffalo Nationalism: A Critique of Spiritual Fascism* (Calcutta: Samya,)

Illaiah, Kancha, (2009) *Post-Hindu India: A Discourse in Dalit-Bahujan, Socio-Spiritual and Scientific Revolution* (New Delhi: Sage).

Illaiah, Kancha, (2009) *Turning the Pot, Tilling the Land: Dignity of Labour in Our Times* (New Delhi: Navayana).

Kakkar, Sudhir, (1978) *The Inner World, Psychoanalytic Study of Childhood and Society in India* (Delhi: Oxford University Press,)

Kakkar, Sudhir (2008) *Mad and Divine: Spirit and Psyche in the Modern World* (Delhi: Penguin-Viking)

Kakkar, Sudhir (1996) *Culture and Psyche: Selected Essays*, (Delhi: Oxford University Press, 1996).

Kakkar, Sudhir (20012) *The Inner World: A Psychoanalytic Study of Childhood and Society in India* (New Delhi: Oxford India Perennials).

Kakkar, Sudhir (2014) *Death and Dying* (Delhi: Penguin-Viking).

Sen, Amartya (1999) *Development as Freedom*, Oxford, Oxford University Press.

Sen, Amartya (2000). *Freedom, Rationality, and Social Choice: The Arrow Lectures and Other Essays*.

Sen, Amartya (2005) *The Argumentative Indian*, London: Penguin.

Sen, Amartya (2006) *Identity and Violence*, New York: W. W. Norton & Company

Sen, Amartya (2011) *The Idea of Justice*, Harvard University Press

Course 3.10
Sociology of Communication

Course Objectives

The objective is to make the learner aware of the importance of role of communication in social relations, to introduce to the learner new communication technologies available for mass communication as well as to train the learner to assess the impact of new communication technologies on individual

Course outcome

1. Outcome of course shall be assessed through the understanding of learner through assignments (internal assessment) and examination at the end.
2. Learner has to undertake dissertation on the appropriate topic and has to develop its research methodology to study the overall impact of communication on particular section/sector and on overall society.

Unit I Conceptual Understanding

- a) Communication and Mass Communication
- b) Modernization Theory and Development Communication (Wilbur Schramm, Everett Rogers and Daniel Learner)
- c) Political Economy of Communication (Noam Chomsky)

Unit II Sociological Understanding of Communication

- a) Edward T. Hall's '*The Silent Language and one other text*'
- b) Social Worlds and the (Re)production of Social Reality"; Berger and Luckman, Goffman.
- c) The Public Sphere (Habermas)

Unit III communication and Social Interactions

- a) Communication and Culture-Carey James
- b) Imagined Communities- Benedict Anderson
- c) The Medium is the Message- McLuhan

Unit IV Issues of Communication

- a) Challenges on the Borders: Cultural Studies
- b) The Media and Modernity
- c) Theory of Social Construction
- d) Marginalized Sections and Communication: Access and Equity

Readings

- Carey, James. 1989. *Communication as Culture*. Boston, MA: Unwin Hyman. ["A Cultural Approach to Communication."]
- Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London, UK: Verso. ["Cultural Roots."]
- Berger, Peter L., and Thomas Luckman. 1967. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. London, UK: Penguin Books.
- Blumer, Herbert. 1962. "Society as Symbolic Interaction." In *Human Behaviour and Social Process: An Interactionist Approach*, edited by Arnold M. Rose. Boston, MA: Houghton-Mifflin.
- Habermas, Jürgen. 1974. "The Public Sphere: An Encyclopaedia Article." *New German Critique* 3: 49–55.
- David Holmes (2005). *Communication Theory; Media Technology and Society*. New Delhi, SAGE Publications.
- Denis McQuail (2005). *Mass Communication Theory*. New Delhi, Vista Publications.
- Giddens, A. (1976). *New Rules of Sociological Method*. London: Hutchinson.
- Giddens, A. (1984). *The Constitution of Society*. Cambridge: Polity Press.
- McLuhan, M and Fiore, Q. (1967). *The Medium is the Message: An Inventory of Effects*, London: Penguin.
- Slevin, J. (2000). *The Internet and Society*, Cambridge: Polity.
- Uma Joshi (2005). *Mass Communication and Media*. New Delhi. Anmol Publications.
- Vilani J.V (2005). *Mass Communication in India: A Sociological Perspective*. New Delhi, SAGE Publications.
- Vincent Mosco (1996). *The Political Economy of Communication*. New Delhi, SAGE Publications.
- Thompson, John B. 1995. *The Media and Modernity: A Social Theory of the Media*. Stanford, CA: Stanford University Press. [Introduction and "Communication and Social Context."]
- Any other relevant text reading suggested by the teacher

Course 3.11
Information Networks and Society

Course Objectives

Learner shall be made aware of the societal transformation from primitive society to information society. The aim of the course is to assess the impact of new technological development on different sphere of human life and to understand the work culture through field visit and assess the work environment and ground level changes in information field.

Course Outcome

1. Learner shall be made aware of the technological development and its impact on social life through available literature.
2. Learner has to undertake research on the appropriate topic and has to develop its research methodology to study the overall impact of communication on particular section/sector and on overall society.
3. Assessment of outcome shall be carried out through formal established system of assessment by the institution.

Unit I Basic Conceptual Understanding

- a) Internet Revolution and digital divide
- b) Social Construction of Technology
- c) Zoning Mobility
- d) Informatization

Unit II Theories of Information Society

- a) The first and Second Media Age- the historical Distinction
- b) Broadcast medium and Network medium-problems with historical typology
- c) Interaction versus Integration
- d) Computer –Mediated Communication Perspective

Unit III Globalization and Information Society

- a) Post Industrial Society and Network Society
- b) Virtual Urbanization perspective
- c) Folk Culture and Popular Culture
- d) Social Consequences of Internet

Unit IV Communication and contemporary issues

- a) Mobility as Control
- b) Media control Perspective
- c) India's road to Informatization
- d) Cyber Crime and violence

Readings

- Adorno, T and Horkheimer, M (1993). *The Culture Industry: Enlightenment as Mass Deception* in S. During (ed), *The Cultural Studies Reader*, London: Routledge.
- Anderson, B (1983). *Imagined Communities*. London. Verso.
- Bell, D and Kennedy, B (2000). *The Cybercultures Reader*, London: Routledge.
- Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: a treatise in the sociology of knowledge*. Garden City: Doubleday.
- Castells, M. (1996). *The Information Age: Economy, Society, and Culture, Vol.1: The Rise of the Network Society*, Malden, M.A and Oxford: Blackwell.
- Castells, M. (2001) *The Internet Galaxy*, Oxford: Oxford University Press.
- Denis McQuail (2005): *Mass Communication Theory*. New Delhi, Vistaar Publications.
- Edge, D. (1988). *The Social Shaping of Technology*, Edinburgh: PICT Working Papers No.1.
- Flew, T (2002). *New Media: An Introduction*, Melbourne: Oxford University Press.
- Giddens A. (1990): *The Consequences of Modernity*, Cambridge: polity.
- Habermas. (1984) *The Theory of Communicative Action (Vol.1,)*, London: Heinemann.
- Yeung, R. W. (2008). *Information Theory and Network Coding*. New York, NY: Springer.
- Any other text/readings suggested by the teacher

Course 3.12
LAW STATE AND SOCIETY

Course Objectives

The objective of the course on law state and society aims to introduce to the learners sociological understanding of law-making process, to make learner aware the sociological jurisprudence and its efficacy as well as to make the learner aware of the role of law in social change.

Course Outcome

- 1.Learner shall be made aware about specific laws and its impact on particular sector/section by asking to undertake research in the area.
- 2.Assessment shall be made through internal assignments and external assessment as per the existing practices developed by the competent authority of the institution in this regard.

Unit - I Constitution of India

- a) Fundamental Rights and Duties-Directive Principles of State Policy
- b) Concepts of Social Welfare and Social Justice; India as a Welfare State
- c) Human Rights Law: nature and Scope

Unit - II Law and Sociological Jurisprudence

- a) Max Weber Rationality and Law
- b) Emile Durkheim and Law
- c) Law and Regulation in Global Society

Unit - III Legislation Relating to Women and Children in India

- a) Domestic Violence Act, 2005
- b) Right to Education Act-2009
- c) The National Commission for Protection of Child Rights Act, 2005,

Unit - IV Social Legislation Relating Marginalized Groups in India

- a) The Protection of Civil Rights Act, 1955
- b) The Prevention of Atrocities on SCs and STs Act, 1989.
- c) National Commission for Denotified Nomadic and Semi Nomadic Tribes Act 2006

Readings

Abel, Richard L. (2010) Law and Society: Project and Practice. The Annual Review of Law and Social Science, vol. 6, pp. 1–23.

Abhinaya Ramesh (2020): Dalit women, Vulnerabilities and feminist Consciousness in Economic and Political Weekly. Vol. 55, Issue No. 12,

and Despair in Maharashtra, Department of Sociology, University of Mumbai,

Antony, M.J. 1997 Social Action Through Courts, New Delhi, ISI,

Aparna Rao and Michael Casimir ed. (2003): Nomadism in South Asia. Oxford University press.

Balaji Kendre: (2010) Social Exclusion and social Inclusion of DNT in Ganesha Somayaji (edt) Tribal Communities and the Exclusion- Inclusion Debate in India. Academic Excellence, Delhi.

Bhatia, K.L. 1994 Law and Social Change towards 21st Century, New Delhi, Cambridge, UK: Cambridge University Press.

Deflem, Mathieu (2008) Sociology of Law: Visions of a Scholarly Tradition. Delhi, ISI.

Mumbai. Occasional Paper series No.11.

Shah, Ghanshyam et. al (2009): Untouchability in Rural India. Sage Publication.

Shams Shamsuddin. 1991 Women, Law and Social Change, New Delhi, Ashish Publishing House.

Smart, Carol (2002) Feminism and the Power of Law. London, New York: Routledge.

Sukhdev Thorat (2013): Discrimination, Atrocities and the Dalit Experience of Hope

The Constitution of India: Government of India publication. New Delhi

Vago, Steven. 2006. Law and Society. (9thEd.) Prentice-Hall.

Veena Das ed. (2004): Oxford Handbook of Indian Sociology. Oxford University Press.

Xaxa, Virginius. 2005. Politics of Language, Religion and Identity. Economic and Political Weekly. XL (13):

Xaxa, Virginius. 2004. Women and Gender in the Study of Tribes in India. Indian Journal of Gender Studies. 11(3):

Xaxa, Virginius. 2008. State, Society and tribes. Issues in Post-Colonial India. Pearson Education.

Course 3.13
Ethnicity Migration and Identity

Course Objectives

The aim is to make the learner understand the importance of ethnicity migration and Identity in formation of society and to understand the intricate relationship among ethnicity migration and identity formation.

Course outcome

- 1.Learner shall be clear in understanding the importance of three basic concepts and its role in formation of society.
- 2.Learner shall be asked to take up qualitative and quantitative assessment and impact of ethnicity and migration and identity on each other while forming new society.

Unit I. Understanding Concepts

- a) Culture and Ethnicity
- b) Types of Migration
- c) Development Displacement and Migration

Unit.II Migration and Development

- a) Migration and Social Change
- b) Migration and Ethnic violence
- c) Migration and Development
- d) Migration and network theory

Unit.III Migration and Mobility

- a) Migration and Occupational Mobility
- b) Migration as Survival Strategy
- c) Migration in Contemporary Societies
- d) Migration in Modern Societies

Unit. IV. Ethnicity Migration Identity issues

- a) Sons of Soil Discourse
- b) Regional Disparity and migration
- c) Social Inequality and Migration
- d) Gender and Migration

Readings

- Bhide, Asha A and Kanitkar Tara. 2000: Principles of Population Studies. Bombay, Himalaya Publishing House.
- Cherunilam, Francis. 1987: Migration: Causes, Correlates, Consequences, Trends & Policies. Bombay. Himalaya Publishing.
- Datta, Amal. 2003: Human Migration: A Social Phenomenon. New Delhi. Mittal Publications.
- Harris, Nigel. 2005. 'Perspectives: Migration and Development' Economic and Political weekly, 40 (43): pp. 4591-95.
- Jorden and Duvell 2003: Migration, Polity Publication, London.
- Kapur Devesh. 2004. Indian Diaspora as Strategic Asset. Economic and political weekly, 38(5). pp 445-48.
- Kaul, Ravender Kumar. 2005: Migration and Society. Jaipur. Rawat Publication.
- Mukherji, Shekhar. 1981: Mechanisms of Underdevelopment Labour Migration and Planning Strategies in India. Calcutta. Prajna.
- Piore, Michael J. (1979). Birds of Passage: Migrant Labour and Industrial Societies. Cambridge: Cambridge University Press.
- Rao, M.S.A. 1981: Some aspects of Sociology of Migration, Sociological Bulletin, 30(1), pp, 30-35.
- Ravenstein, E.G. 1969: The Law of Migration, Journal of Royal Statistical Society, pp, 11-59.
- S. Irudaya Rajan (ed.). (2012): INDIA MIGRATION REPORT 2012 Global Financial Crises Migration and Remittance. Routledge London New York, New Delhi.
- Sivaramkrishnan, K.C, Kundu Amitabh and Singh, B.N. 2005: Oxford Handbook of Urbanization in India. New Delhi. Oxford University Press.
- Veena Das ed. (2004): Oxford Handbook of Indian Sociology. Oxford University Press.
- Balaji Kendre (2011) *Socio-economic background and seasonal migration of sugarcane harvesting workers* in International Journal of Humanity and Social Sciences ISSN: 2231-3532 &

E-ISSN: 2231-3540, Volume 1, Issue 2, 2011, pp-15-21 Available online at
<http://www.bioinfo.in/contents.php?id=120>

Course 3.14
Social Movements, Collective Action and Activism

Course Objectives

This course attempts to introduce students to concepts, perspectives and theoretical advancements of social movements. Through concrete case studies in contemporary times it attempts to sensitize students to the variety and dynamics of Social Movements, Collective action and Activism and their role in the social change and transformation in India. It also helps to link the Local with the Global and understand the new cultural practices of social movements.

Course Outcome

1. Explain & analyse social movements from different theoretical perspectives
2. Understand & analyse the multiple bases of social identity & leadership
3. Analyse & evaluate the multiple sites of collective action & activism
4. Identify & map new sites and cultural practices of protest
5. Evaluate the role of the State in policing protest
6. Understand social movements & collective mobilisations in the context of globalisation

Unit I: Concepts, Perspectives and Theoretical Developments

- a) Identity and Exclusion
- b) Dissent and Protest
- c) Perspectives: Marxian, Liberal, Gandhian and Ambedkarite
- d) Networks & Social Movement Theories

Unit II: Social Basis, Leadership, Identity

- a) Social Structure, Political Cleavages
- b) States, Markets
- c) Knowledge, Culture, and Conflicts
- d) Multiple Identities

Unit III: Sites- Global, Local, Personal

- a) Ethnicity, Caste, Tribe
- b) Sexuality, Gender, Human Rights
- c) Environment, Farmers, Urban
- d) Occupy Movements & Citizenship

Unit IV: Multiplicities of Globalization & New Cultural Practices

- a) Individual Participation, Movement Subcultures, and Virtual Networks
- b) Policing of Protest and Political Opportunities
- c) Middle Class Activism & Civil Society
- d) Collective Movements and Globalization

Readings

- Almeida, P. (2019). *Social Movements: The Structure of Collective Mobilization*. University of California Press.
- Bagguley, P., (1992). Social change, the middle class and the emergence of “new social movements”: A critical analysis. *The Sociological Review* 40.1: 26-48
- Brian D. Loader, Nixen Paul G. Rucht, (2004). *Cyber protest: New Media, Citizens, and Social Movements*, Routledge.
- Buechler, S. (1993). Beyond Resource Mobilization: Emerging Trends in Social Movement Theory. *The Sociological Quarterly* 34: 217-235.
- Della Porta, D., Diani, M (2006). *Social Movements: An Introduction* (2nd Edition). Malden, MA: Blackwell.
- Dhanagare D.N., (2016). *Populism and Power: Farmers' Movement in Western India: 1980-2014*, Routledge (Manohar), Delhi.
- Eyerman, R. 1984. Social Movement Theory, *Sociology*, 18 (1): 71-82.
- Foweraker J., (1995). *Theorizing Social Movements*, London, Pluto Press.
- Harriss, J. 2006. Middle-class activism and the politics of the Informal working class- A Perspective on Class Relations and Civil Society in Indian Cities. *Critical Asian Studies* 38:4 (2006), 445–465.
- McGarry, Aidan and James Jasper. 2015. *The Identity Dilemma: Social Movements and Collective Identity*. Temple University Press, Project MUSE. muse.jhu.edu/book/71222.
- Meyer David S., Whittlev Nancy, Robnett Belinda, (2002). *Social Movements*, Oxford, New York
- Meyer, D.S. et al. (2001). *Social Movements: Identity, Culture and the State*. London: Oxford University Press.
- Millward, Peter & S. Takhar. 2019. Social Movements, Collective Action and Activism. *Sociology*, 1–12
- Omvedt, Gail (1995). *Dalit visions: The Anti-caste Movement and the Construction of an Indian Identity*, (New Delhi, Orient Longman)
- Omvedt. G., (1995). *Reinventing Revolution*. New York. M. E. Sharpe.
- Oommen, T.K., (1990). *Protest and Change: Studies in Social Movements*, Sage Publication, Delhi.
- Oommen, T.K, (2004). *Nation, Civil Society and Social Movements*, Sage Publication, Delhi,
- Pandya, S. (2019). *Faith Movements and Social Transformation: Guru Charisma In Contemporary India*. Singapore: Springer.
- Petras James, Henry Vettmeyer, (2005). *Social Movements and State Power*, Pluto Press, London.
- Ray R. and Katzenstein, F., (Eds), *Social Movements in India Poverty, Power and Politics*. London, Rowman and Littlefield.
- Shah Ghanshyam, (2002). *Social Movements and the State*, Sage, New Delhi.
- Snow, D, Soule, S. A. and Kriesi, H., (Eds).(2008). *Blackwell Companion to Social Movements*. ‘Mapping the Terrain’ New York: Wiley-Blackwell.
- Snow, D.A. et al (Eds.). (2019). *Wiley Blackwell Companion to Social Movements (2nd edition)*. Wiley Blackwell.

Course 3.15
Tribes in India: Issues and Challenges

Course Objectives

This course attempts to familiarise the students with the tribal situation in India. It deals with the concepts, identity crises and approaches to the study of tribes. It aims to acquaint the students with the problems of tribes and the factors responsible for change in tribal socio-cultural life. It discusses the impact of globalization on tribal economy, and the displacement and alienation resulting from development projects. The course also deals with the tribal struggles taking place across the country on issues related to livelihood, human rights, and identity. The course also focuses on the role of NGOs and Government policy in improving the quality of life of the tribals.

Course Outcome

1. Understand the concept, identity Crises and approaches to the study of tribes.
2. Identify and illustrate the problems of tribal Communities
3. Critically evaluate laws and policies for tribal Development.
4. Explain and analyse Movements and mobilization of Tribal Communities
5. Understand empathize and engage with Tribal Society and study of tribal Communities.

Unit I: Introduction

- a) Definition and Distinctive Features of Tribal Community
- b) Tribal Communities in India: Demographic Strength
- c) Construction of Tribal Identity: Adivasi, Indigenous, Aborigines
- d) Tribal Studies in India

Unit II: Tribes in Transition

- a) Impact of Industrialization and Urbanization
- b) Impact of Globalization and Privatization
- c) Issues of Health and Education
- d) Issues of Displacement and Rehabilitation

Unit III: Evaluation of Tribal Development policy and Impact

- a) Development Policies: (Isolation, Assimilation and Integration) and their impact on Tribal Communities
- b) Protective Discrimination and Tribal welfare: Five Year Plan, Panchashila, PEASA Act 1966
- c) State Violence, Media and Tribal Society
- d) Role of NGO

Unit IV: Exploitation Unrest and Socio-Political Cultural Movements

- a) Context of Cultural Identity based on Script and Language
- b) Self-determination and Statehood: Jharkhand, Chhattisgarh and Uttaranchal
- c) Right of Land Forest and Water
- d) Changes in Tribal Society

Readings

- Bose, A, Nangbri, T. & Kumar, N. (eds.), (1990). Tribal Demography and Development in North-East India, Delhi.
- Chaudhary. S. N. (Ed.) (2010). Tribal Economy at Crossroads, Rawat Publication, New Delhi.
- Furer- Haimendorf, C.V, (1991). Tribes of India: The Struggle for Survival, OUP, Delhi.
- Singh, K. S. (Ed.), (2006). Tribal Movements in India, Volumes I-II, Manohar Publication, New Delhi.
- Mehta, P.L, (1991). Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect, H.K, Delhi.
- Nandini Sundar, (edit), (2009). Legal Grounds: Natural Resources, Identity and the Law in Jharkhand, Oxford University Press, New Delhi.
- Readings: *Antiquity to modernity in Tribal India* (1998), Edited Volumes I-IV, Tribal Studies of India Series, New Delhi, Inter India Publications.
- Roger Jeffery and Nandini Sundar, (1999). New Moral Economy for India's Forests? -- Discourses of Community and Participation, Sage Publications, New Delhi.
- Vedyarthi. L. P. and Rai. B. K. (1976). The Tribal Culture of India, New Delhi, Concept Publishing Company.
- Xaxa, V, (2008). State, Society and Tribes: Issues in post- colonial India, Pearson Education, New Delhi.

Marathi Readings:

1. Dr. Maroti Tegmpure, Adivasi Vikas Ani Vastav, Chanmay Prakashan, Aurangbad.
2. Dr. Govind Gaare, Maharashtraatil Adivasi Jamati, Continental Publication, Pune.
3. Dr. Govind Gaare, Adivasi Vikasache Shilpakar, Shree Vidhya Prakashan, Pune.

Course 3.16

Digital, Virtual, Social: Critical Perspectives

Course Objectives

The social world has changed dramatically since the digital revolution. This course aims at introducing students to sociological perspectives and debates to the post-digital social world. The course aims to explore the continuities and fissures between the real and the virtual worlds. At the end of the course, the student will have developed a competence to critically evaluate questions of access along with examining the presence of structural hierarchies within the digital and virtual worlds. The course aims at examining the challenges in the making of a just and fair virtual world.

Course Outcome

1. Critically reflect upon the social world that has changed dramatically since the digital revolution.
2. This course aims at introducing students to sociological perspectives and debates to the post-digital social world.
3. The course aims to explore the continuities and fissures between the real and the virtual worlds.
4. At the end of the course, the student will have developed a competence to critically evaluate questions of access along with examining the presence of structural hierarchies within the digital and virtual worlds.
5. The course aims at examining the challenges in the making of a just and fair virtual world.

Unit I: Conceptual framework

- a) What is the digital?
- b) The emerging virtual world
- c) Changing forms of sociality
- d) State, capital and civic society

Unit II: Disciplinary context

- a) Contours of digital sociology
- b) Theoretical debates
- c) Methodological directions
- d) Theorizing social media

Unit III: Access and beyond

- a) The digital divide
- b) Natives and immigrants
- c) Performativity
- d) Intersectionality and digital activism

Unit IV: Challenges ahead

- a) Navigating risk
- b) The digital haze
- c) Developing reflexivity

d) Redefining the virtual

Readings

- Beer, D., & Burrows, R. (2007). Sociology and, of and in Web 2.0: Some Initial Considerations. *Sociological Research Online*, 12(5). doi:10.5153/sro.1560
- Boellstorff, Tom Nardi, Bonnie, Pierce, Celia , Taylor, T.L. (2012) *Ethnography and Virtual Worlds: A handbook of method*, Princeton University Press
- Carrigan, M. (2013, January 12). What is digital sociology? <https://markcarrigan.net/2013/01/12/what-is-digital-sociology/>
- Cavanaugh, Allison (2007) *Sociology in the age of the Internet* - Open University Press
- Daniels, Jessie, Gregory, Karen and McMillan Cottom, Tressie (Eds.) (2017) *Digital Sociologies*, Policy Press
- Goldsmith, Ken (2011) *Uncreative Writing*, New York: Columbia University Press.
- Grewal, David Singh (2009) *Network Power: The social dynamics of globalization* , Yale University Press
- Hine, C. (2015) *Ethnography for the Internet: Embedded, embodied and everyday* , Bloomsbury Academic
- Lupton, Deborah (2015) *Digital Sociology* – Routledge
- Marres, Noortje (2017) *Digital Sociology: The reinvention of social research*, Polity Press
- Marres, N. (2013, January 21). What is digital sociology? <http://www.csisponline.net/2013/01/21/what-is-digital-sociology/>
- Orton-Johnson, K., Prior, N., & Gregory, K. (2015, December 17). Sociological imagination: Digital sociology and the future of the discipline. <https://www.thesociologicalreview.com/blog/sociological-imagination-digital-sociology-and-the-future-of-the-discipline.html>
- Orton-Johnson, Kate and Prior, Nick (Eds.) (2013) *Digital Sociology: Critical Perspectives*, Palgrave McMillan
- Recuero, R. (2015). Social Media and Symbolic Violence. *Social Media + Society*, 1(1), 1-3. doi:10.1177/2056305115580332
- Shah, N. (2015) "Beyond Infrastructure: Rehumanizing Digital Humanities in India", *Between Humanities and the Digital*, (eds.) David Theo Goldberg and Patrik Svenson, Cambridge: MIT Press.
- Shah N. (2019). "Digital humanities on the ground: Towards a Second wave of digital humanities", *South Asian Review* (eds.) Roopika Risam & Rahul K. Gairola. Vol, 39 (1).
- Witte, James C. and Mannon, Susan E. (2009) *The Internet and Social Inequalities* , Routledge

Course 3.17
Partition Studies

Course Objectives

Nations in the Indian subcontinent have been built on troubled histories of partitions of land and people which find relevance in contemporary societies of the subcontinent. Hence, the study of partitions is of immense sociological value. This course aims to critically explore historical, political, psychological and cultural contexts of the partitions in the subcontinent. Using the sociological imagination, the students will be introduced to inter-disciplinary perspectives in the study of the causes and consequences of the partition.

Course Outcome

1. *The student will analyse how nations in the Indian subcontinent have been built on troubled histories of partitions of land and people*
2. *The student will be able to connect these histories with which contemporary societies of the subcontinent and realise how the study of partitions is of immense sociological value.*
3. *This course aims to critically explore historical, political, psychological and cultural contexts of the partitions in the subcontinent.*
4. *Using the sociological imagination, the students will be introduced to inter-disciplinary perspectives in the study of the causes and consequences of the partition.*

Unit I: Historical Contexts

- a) Communal histories
- b) Gendered narratives
- c) Caste experiences
- d) Regional context

Unit II: Political Impact

- a) Nationalism
- b) Constitutionalism
- c) Citizenship
- d) Pluralism

Unit III: Psychological Dimension

- a) Displacement
- b) Violence
- c) Trauma
- d) Reconstruction

Unit IV: Cultural Representations

- a) Cinematic representations
- b) Literary expressions
- c) Popular culture
- d) Memory and museums

Readings

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Course 3.18
Agrarian Societies- Emerging Issues & Debates

Course Objectives

This course introduces students to the conceptual and theoretical framework of sociology to examine agrarian societies. It examines the changing agrarian social structure and agrarian relations within modern capitalist development. This course will try to revisit the debates on agrarian questions in the context of globalization.

Course Outcome

1. Understand, empathise and engage with agrarian societies & communities
2. Analyse the theoretical developments in Agrarian sociology
3. Evaluate the social, political and policy implications related to agrarian issues
4. Identify & evaluate the enduring and emerging issues of concern in agrarian scene in India
5. Identify and illustrate the different aspects of agrarian society from an intersectional perspective
6. Explain & analyse movements and mobilisations in the context of agrarian crisis

Unit I: Introduction to Agrarian Societies & Agrarian Studies

- a) Concept of peasant & peasant society; Caste, tribe, gender
- b) Agricultural Practices & Society
- c) Agrarian Structure & Social Relations- Caste, Class & Gender
- d) Agrarian Change in Post-Independent India

Unit II: Perspectives in Agrarian Sociology

- a) Mode of Production Debate in Agriculture
- b) Moral Economy of the Peasant
- c) Agrarian Commodity Systems
- d) Gandhian Vision

Unit III: Themes in Agrarian Sociology of India

- a) State Policy, Market and Agrarian Reform
- b) Land, Labour and Classes
- c) Depeasantization and Gender
- d) Rural Urban Continuum- Footloose and Dispossessed Labour

Unit IV: Agrarian Crisis, Mobilisations & Movements

- a) Biodiversity and Food Security
- b) Commoditization: Water, crop, fertilizer and land
- c) Agrarian Distress and Farmer Suicide
- d) Peasant / Farmers movements in India

Readings

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Course 3.19.
Sociology of Public Health

Course Objectives

This course is intended to provide students with a deep understanding of the concept of public health. The paper seeks to familiarize the students with key issues related to Health Scenario and various practices adopted by the Government of India to bring about quality health care. The students will get an opportunity to understand health with respect to the phenomena of Globalization. The course will also help the students to give an understanding of the need for making use of innovative technologies to bring about Health Development. The course will encourage students to understand various case studies on Health care and experiences of certain states. This paper will further help the students to develop a spirit of inquiry in the field of Medical Sociology and look out for the ways of health improvement which is a basic need of the day.

Course Outcome

- 1.. It will give an understanding of various Public Health Care Measures, Relevance of social factors in Public Health and the Importance of Public Private Partnership in improving the Health scenario.
- 2.. Innovative Technologies like Telemedicine will be a boon in health care industry and also for bringing about sustainability. Therefore, the students will get an opportunity to understand the relevance of such technologies in the field of health care.
3. Finally, the course will help the students to come out with Research and Academic Publications and reduce the silence in academic outputs in the crucial field of Public Health.

Unit I: Conceptual understanding of Public Health.

- a) Public Health: Meaning, History and Social determinants
- b) Public Health Care Measures in India – History and Development
- c) Globalization and Public Health
- d) Role of State, Health Workers and Non-Governmental Organization (NGO)

Unit II: Health Scenario in India: An Overview

- a) Health Care measures adopted by Government of Maharashtra
- b) Health Care measures adopted by State of Kerala
- c) Health Care policies in Karnataka
- d) Health scenario in BIMARU states

Unit III: Social Factors and Public Health.

- a) Role of Charisma and Values in Health Care services
- b) Role of Religion and Public Health
- c) Social Distancing and Public Health Care
- d) Professional Ethics and Health Care Services

Unit IV: Innovative Technologies and Public Health

- a) Role of Information and Communication Technologies (ICT) and Public Health
- b) Relevance of Public Private Partnership (PPP) by deploying Innovative Technologies in Health
- c) Social Media and Public Health
- d) Socio- legal issues in the Usage of ICT

Readings

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Course 3.20
Sociology of Ageing

Course Objectives

The purpose of this course is to understand the demographic and social profiles of the elderly in India. This course is designed to inculcate knowledge and sensitivity towards the various characteristics and special needs of individuals during the developmental stage of late adulthood. In the wake of globalization, several changes are triggered due to technological advancements. It has consequently altered the lives and needs of elderly. This course enables students to identify various services and programmes provided by governmental and non-governmental agencies to enhance the quality of life of the Elderly.

Course Outcome

1. Describe the demographic as well as social contours of ageing at a national as well as global levels.
2. Discuss and distinguish between the processes of Individual Ageing and Population Ageing.
3. Illustrate and interpret the inevitability of ageing with the help of the various theoretical perspectives to ageing.
4. Identify and examine the challenges and problems faced by the elderly.
5. Verify the efficacy of governmental and nongovernmental interventions to help the elderly.
6. Construct the model of community care for the elderly.

Unit I. Understanding Gerontology

- a) Concepts of Ageing and Population Ageing
- b) Literature on Ageing in India
- c) Changes (Physical, Mental and Emotional) and special needs of Older Adults
- d) Meaning and significance of promoting Healthy Ageing

Unit II. Theoretical approaches to Ageing

- a) Disengagement and Continuity Theories
- b) Age Stratification Theory
- c) Life Course Theory
- d) Political Economic Theory

Unit III. Challenges faced by Elderly

- a) Discrimination, abuse and marginalisation
- b) Health problems and disability
- c) Feminisation of Ageing
- d) Globalisation and Ageing

Unit IV. Legal Initiatives

- a) Changing mind set towards ageism and UN Policy

- b) Policies, Provisions and Programmes for the elderly in India
- c) Civil Society Interventions
- d) Types of Community Services and Schemes for the Elderly

Readings

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