

University of Mumbai



No. AAMS(UG)/ 43 of 2022-23

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities is invited to this office circular No. AAMS(UG)/40 of 2020-21 dated 4th September, 2021 relating to the revised syllabus as per the (CBCS) of M.A. (Sociology) (Regular/Hon.) (Sem III & IV).

They are hereby informed that the recommendations made by the Board of Studies in **Sociology** at its meeting held on 7th January, 2022 and subsequently passed in the Faculty and then by the Board of Deans at its meeting held on 23rd February, 2022 vide item No. 5.9(R) have been accepted by the Academic Council at its meeting held on 17th May, 2022 vide item No. 5.9(R) and that in accordance therewith, the course Popular Culture be dropped from **M.A. (Sociology) (Regular/Hon.) Sem III (CBCS)**, with effect from the academic year 2022-23. (The same is available on the University's website www.mu.ac.in).

MUMBAI - 400 032

27th June, 2022

To

(Dr. Vinod Patil)

H/C Registrar

The Principals of the Affiliated Colleges, the Head of the University Department and Directors of the Recognized Institutions in Faculty of Humanities.

A.C/5.9(R)/17/05/2022

No. AAMS(UG)/43 -A of 2022-23

27th June, 2022

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies Sociology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Director, Department of Information & Communication Technology,
- 6) The Co-ordinator, MKCL.

(Dr. Vinod Patil)

H/C Registrar

University of Mumbai



No. AAMS(UG)/40 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 Faculty of Humanities is invited to this office circular No.UG/190 of 2017-18, dated 9th August, 2017 relating to the revised syllabus as per the (CBCS) of Master of Arts in (Hons.) Sociology (Sem. I to IV).

They are hereby informed that the recommendations made by the Board of Studies in Sociology at its online meeting held on 16th January, 2021 vide Item No.2 and subsequently passed by the Board of Deans at its meeting held on 27th January, 2021 vide item No. 5.44 (R) have been accepted by the Academic Council at its meeting held on 23rd February, 2021 vide item No. 5.44 (R) and that in accordance therewith, the revised syllabus as per the (CBCS) of M.A. (Sociology) (Regular/Hon.) (Sem. III & IV) has been brought into force with effect from the academic year 2021 -22 accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI - 400 032
4th September, 2021

(Dr. B.N.Gaikwad)
I/c REGISTRAR

To

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

A.C/5.44 (R) 23/02/2021

No. AAMS(UG)/40 -A of 2020-21

MUMBAI-400 032

4th September, 2021

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. B.N.Gaikwad)
I/c REGISTRAR

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

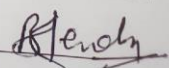
They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

UNIVERSITY OF MUMBAI**Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	M.A Honours/Regular -.CBCS SOCIOLOGY
2	Eligibility for Admission	M.A.First CBCS Year in SOCIOLOGY
3	Passing Marks	As Per University of Mumbai Rules and Regulations
4	Ordinances / Regulations (if any)	----
5	No. of Years / Semesters	Semester III and IV
6	Level	P.G (Strike out which is not applicable)
7	Pattern	Semester (Strike out which is not applicable)
8	Status	Revised 2021 (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year 2021-22

Name & Signature of BOS Chairperson : DR. BALAJI KENDRE 

Name & Signature of Dean: _____

UNIVERSITY OF MUMBAI



Revised Syllabus for the M.A. (Sociology) (Regular/Hon.) Sem - III and Sem IV

(As per the Choice Based Credit System with effect from the academic year
2021-22)

M.A. (Sociology) (Regular/Hon.) Sem-III and IV Syllabus

INTRODUCTION

The final draft of the revised courses to be taught at Part II Semester III of *M.A. Honours* and *M.A. Regular* programmes in Sociology at the University of Mumbai is presented here. The syllabus is drafted in accordance with the provisions of the circular issued by the University of Mumbai in May 2016. Accordingly, in semester III students are required to opt for FIVE elective courses.

Each course is of SIX credits and the total number of credits required for Semester III is 60.

A total of EIGHTEEN courses are presented here. The courses would be grouped in five baskets and every student would be required to pick one course from each basket. The courses that go into each of the baskets (five baskets in total) could be finalised well ahead of the start of Semester III every academic year.

Since semester I and II consist of core courses, the effort of the faculty and the syllabus revision committee has been to offer the students a variety of specializations to choose from. Many of the courses have also included field work component within the respective syllabi. The courses are designed in such a manner that the students get the widest possible choice of electives. The draft of the syllabus for each course is written by faculty members taking inputs from the two online meetings that were conducted for the purpose. The suggestions offered at the meetings have all been incorporated. The course code begins with EC (Elective Course) followed by the number of the course.

January 2021

CONTENTS

Sr. No	Course title	Code
1	Contemporary Feminist Theory	EC701
2	Education and Society	EC702
3	Environment & Society: Critical Perspectives	EC703
4	Family, Marriage and Kinship	EC704
5	Food Systems: Social and Environmental Perspectives	EC705
6	Gender & Society: Critical Perspectives	EC706
7	Industry, Labour and Globalisation	EC707
8	Media and Society	EC708
9	Political Sociology	EC709
10	-----deleted--	deleted
11	Rural Society in India	EC711
12	Sociology of Law	EC712
13	Sociology of Mega Cities	EC713
14	Sociology of Migration	EC714
15	Sociology of Public Health	EC715
16	Sociology of Religion	EC716
17	Sociology of Tribes	EC717
18	Visual Cultures in Contemporary India	EC718

CONTEMPORARY FEMINIST THEORY

[EC701] [06 Credits]

Course Objectives

1. *To complement and build upon basic understandings of gender and patriarchy*
2. *To develop historical, empirical and theoretical understanding of feminisms while debunking myths around it*
3. *To introduce perspectives from contemporary feminist theories on issues of women, gender non-conforming people and men*
4. *To undertake readings of primary and original texts.*

Course Outcomes

1. *The student will develop advanced theoretical understandings of debates in contemporary perspectives on gender and patriarchy*
2. *The learner will be able to critically examine popular misconceptions about feminism and see it as an important academic perspective*
3. *The student will develop an intersectional understanding of gender as it cuts into other categories of marginality like class, caste, sexuality*
4. *The student will be able to recognise that men are also trapped in prevailing structures of gender orders*

Unit I: Conceptualising and debating feminism

- a. Demystifying feminisms
- b. Academic feminism as praxis
- c. Shifts from classical to contemporary feminist theory
- d. Intersectionality, difference, standpoints, identity

Unit II: Identities, Standpoints, Solidarities,

- a. Black feminism
- b. Dalit, Bahujan, Adivasi women's movements
- c. Challenges of Muslim women
- d. Disability perspectives

Unit III: Querying the body

- a. The LGBTI movement
- b. Understanding queerness
- c. Many sexes, many genders
- d. Performativity

Unit IV: Masculinity Studies

- a. Feminism and men
- b. Emergence of masculinity studies
- c. Questioning hegemonic masculinity
- d. Alternative / different masculinities

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- John, M. (2015) *Intersectionality Rejection or Critical Dialogue?* Economic and Political Weekly, Vol. 50, No. 33, pp. 72-76.
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EDUCATION AND SOCIETY

[EC702] [06 Credits]

Course Objectives

- 1. The course attempts to study education as a sub-system of society scientifically because it plays a very important role in social change. It introduces students to the sociological perspectives and theoretical approaches to education.*
- 2. The course will introduce students to the education system in India and relationship between education and the society at various levels.*
- 3. The course focuses on the issues of quality education, access to education and social justice in Indian society.*

Course Outcomes

- 1. The course will give new insight to understand changing nature of education system, the role of education in society, and new challenges of it.*
- 2. The learner will develop critical ideas to address the issues relating to education in the context of globalization*

Unit I: Introduction

- a. Nature and Scope- Educational Sociology and Sociology of Education
- b. Education and Socialization
- c. Education and Social Mobility and Change
- d. Multiculturalism, Ethnicity and Social Stratification

Unit II: Sociological Perspectives on Education

- a. Functional Perspectives
- b. Interactionist Perspectives
- c. Liberal Perspectives
- d. Conflict Perspective

Unit III: Contemporary Perspectives on Education

- a. Radical Perspectives – De-schooling society (Evan Illich)
- b. Cultural Reproduction (Bourdieu P.)
- c. Knowledge and Power (Foucault M.), Cultural Hegemony (A. Gramsci)
- d. Feminist Perspectives

Unit IV: Education and Contemporary Issues

- a. Right to Education
- b. Privatization of Education
- c. Mapping Education Policies
- d. Digital and Online Education

Readings

- Banks, O. (1971). *Sociology of Education*. (2nd Ed.) London: Batsford.
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Velaskar, P. (2010). Quality and Inequality in Indian Education: Some Critical Policy Concerns. *Contemporary Education Dialogue*, 7 (1), 59 – 93.

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Weis, L., McCarthy, C. & Dimitriadis, G. (Eds.). (2006). *Ideology, Curriculum and the New Sociology of Education: Revisiting the Work of Michael Apple*. New York

ENVIRONMENT & SOCIETY: CRITICAL PERSPECTIVES

[EC703] [06 Credits]

Course Objectives

1. *To develop an understanding of the relationship between human societies, their natural and built environments from a sociological perspective.*
2. *To sensitize students to perceptions & impacts of environmental issues & problems that shape our engagement with nature. To update the student with the recent theoretical debates*
3. *To sensitize them to debates and policies in global & Indian contexts.*

Course Outcomes

1. *The students will be familiarised with environmental issues in the field of environmental sociology.*
2. *The students will develop a critical perspective in analysing environmental issues.*
3. *The students will develop a familiarity with critical readings in the field of environmental sociology.*
4. *The students will be equipped to carry out research using the critical theoretical perspectives*

Unit I: Socializing Nature: Concepts & Issues

- a. Social Nature
- b. Environment as Wilderness, as Garden
- c. Urban Environments
- d. Global Environments

Unit II: Explaining Nature: Theories & Approaches

- a. Marxian- Political Ecology
- b. Environmental Feminism
- c. Risk-Science, Knowledge, Power
- d. Environmental History

Unit III: Engaging Nature: Movements & Mobilisations

- a. Forest Futures: Local Narratives, Global Politics
- b. Blue Ecology: Privatising Water, Wetlands, Fisheries
- c. Nature in the city: Urban Forests, City Lakes,
- d. Commons: Waste, Infrastructures

Unit IV: Governing Nature: Law & Global Politics

- a. Climate Change & Anthropocene Debates
- b. Neoliberal Conservation & Biodiversity
- c. Law & Governance- FRA, CRZ, SEZ*

d. Politics of Governance- IPR, SD, NGT**

(* FRA-Forest Rights Act, CRZ-Coastal Regulation Zone, SEZ- Special Economic Zone

** IPR- Intellectual Property Rights, SD-Sustainable Development, NGT- National Green Tribunal)

Essential Readings:

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Rademacher, A & K. Sivaramakrishnan. Ed. 2013. *Ecologies of Urbanism in India- Metropolitan Civility and Sustainability*. Hong Kong University Press. HK.

Further Readings:

Baviskar, Amita (2008) *Contested Grounds. Essays on Nature Culture and Power*. Oxford University Press, Delhi.

Cederlof, G., & Sivaramakrishnan, K. (Eds.). (2005). *Ecological Nationalisms: Nature, Livelihoods, & Identities in South Asia*. Delhi: Permanent Black

Greenough, Paul and Anna L. Tsing (2003) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Duke University Press, NC.

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Smith, Neil (2010) *Uneven Development: Nature, Capital and the Production of Space*. Verso, NY.

FAMILY, MARRIAGE AND KINSHIP

[EC704] [06 Credits]

Course Objectives

1. *The aim of this course is to provide a brief account of the classical approaches to the study of family and kinship.*
2. *It exposes the student to newer theorizations that have expanded the scope of the field.*
3. *It also focuses on family and marriage system in the Indian context.*
4. *It discusses some contemporary issues that pose a challenge to the normative model of the heterosexual, biologically based nuclear family.*

Course Outcomes

1. *Students will learn theory of Matrilineal and Patrilineal systems*
2. *Students will understand the Laws of Dowry and Divorce*
3. *Students will sensitize themselves to the issues of domestic violence and sexual abuse*
4. *Students will be familiarised with the contemporary issues of migration, diaspora, kinship and sexuality.*

Unit I: Introduction and Theoretical perspectives on kinship

- a. Matrilineal, Patrilineal, and Bilateral Kinship Systems
- b. Classical theories – Descent theory, Alliance theory
- c. Recent theorizations and their implications
- d. Gendered Perspective on family and kinship

Unit II: Marriage in Indian context

- a. Diversities in marriage patterns and ideologies
- b. Dowry and Bride wealth
- c. Contemporary trends in Divorce
- d. The debate on Personal laws

Unit III: Family in the Indian context

- a. Social Construction of the family
- b. Changes in household and family patterns
- c. Domestic violence and Sexual Abuse
- d. Challenges to the normative model of family

Unit IV: Contemporary Issues

- a. Migration, Diaspora and Impact on family
- b. New Reproductive Technologies (declining sex ratio)
- c. Caste and Kinship
- d. Sexuality

Essential Readings

Fox, Robin. (2005). *Kinship and Marriage: An Anthropological Perspective*. Cambridge University Press. Revised ed. ISBN 9780521278232.

Goldberg Michelle, (2010), *The means of reproduction: Sex, power and the future of the world*, Paperback, Kindle edition.

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Parkin, R. (1997). *Kinship: An Introduction to Basic Concepts*. Oxford: Blackwell.

Parkin, R. & Stone, L. (Eds.). *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell

Uberoi, P. (Ed.). (1993). *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.

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Das, V. (Ed). (2003). *The Oxford India Companion to Sociology and Social Anthropology in India*. Vols. 1 & 2. New Delhi: Oxford University Press.

Dasgupta, S. & Lal, M. (Eds.). (2007). *The Indian Family in Transition*. New Delhi: Sage.
Dube, L. (2001). *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi: Sage.

Jamous, R. (2003). *Kinship and Rituals Among the Meo of Northern India – Locating Sibling Relationship*. New Delhi: Oxford University Press.

John, M. E. (2008). *Women's Studies in India – A Reader*. New Delhi: Penguin.

Kapadia, K.M. (1966). *Marriage and Family In India*. New Delhi: Oxford University Press

Karve, I. (1968). *Kinship Organization in India*. Bombay: Asia Publishing House.

Madan, T.N. (2002). *Family and Kinship – A Study of Pandits of Rural Kashmir*. New Delhi: Oxford University Press.

Mason, M. A., Skolnick, A. & Sugarman, S. (Eds.). (2003). *All our Families – New Policies for a New Century*. New York: Oxford University Press

Misra, K. Lowry, J.H. (Eds.). (2007). *Recent Studies on Indian Women*. Jaipur: Rawat.

Patel, T. (Ed.). (2005). *The Family in India: Structure and Practice*. New Delhi: Sage.

Singh, B. (Ed.). (2011). *Indian Family System – The Concept, Practices and Current Relevance*. New Delhi: D.K. Printworld.

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Verdon Michel, (1981), *Kinship, Marriage and the Family: An Operational Approach*, American Journal of Sociology, Volume 86, Number 4, Jan 1981.

Haller Max (1981), *Marriage, Women, and Social Stratification: A Theoretical Critique* American Journal of Sociology, Volume 86, Number 4, Jan 1981.

FOOD SYSTEMS: SOCIAL & ENVIRONMENTAL PERSPECTIVES **[EC705] [06 Credits]**

Course Objectives

1. *The course examines the social processes shaping the production & consumption of food.*
2. *The course examines the inequalities in the production of food through formal institutions & global economic relations.*
3. *The course then examines the preparation & consumption of food at the individual / community/ cultural / regional level*
4. *It examines the alternatives that have come up to the dominant food & agricultural systems*

Course Outcomes

1. *The student will be able to understand & articulate the sociological insights into the food & agricultural systems*
2. *The student will be able to apply a sociological perspective to analyse how food & eating practices are culturally produced*
3. *The student will be equipped to analyse the reproduction of social inequalities through food as a lens.*
4. *The students will learn to examine how expert & scientific knowledge is used to define the production & consumption of food.*

Unit I: Introduction

- a. Why study Food?
- b. Food Regimes
- c. Environment Degradation & Food Production
- d. Global Food in a Risk Society

Unit II: Agribusiness & Food Politics

- a. Global Development & Food Politics
- b. Neoliberalism & Food Insecurity
- c. Hunger Games- Political economy of Agribusiness
- d. Food Security & Food Justice

Unit III: Communities, Culture, Knowledge

- a. Food Cultures
- b. Cultural Shifts in Eating practices
- c. Food and Gender
- d. Consuming Food- Caste, Class, Ethnicity, Region

Unit IV: Alternatives

- a. Food Sovereignty movements
- b. Alternative Choices, Alternative Food Systems

- c. Alternative Markets
- d. Beyond Food- Challenging Human/ Nature relations

Essential Readings

Agarwal, B. 2014. 'Food sovereignty, food security and democratic choice: critical contradictions, difficult conciliations.' *The Journal of Peasant Studies*. 41(6): 1247-1268.

Alkon, A. H., & Agyeman, J. (Eds.). (2011). *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge: MIT Press.

Banerjee-Dube, Ishita. 2016. 'Modern Menus: Food, Family, Health and Gender in Colonial Bengal'. In *Cooking Cultures: Convergent Histories of Food and Feeling*, edited by Ishita Banerjee-Dube, 100–21. Delhi: Cambridge University Press.

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DeLind, L. (2011). Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture and Human Values*.

Dreze, Jean. 2004. 'Democracy and Right to Food'. *Economic & Political Weekly* 39 (17):1723–31.

Edelman, M. 2014. 'Food sovereignty: forgotten genealogies and future regulatory challenges.' *The Journal of Peasant Studies*. (41) 6: 959-78.

Henrike Donner, 'New Vegetarianism: Food, Gender and Neo-Liberal Regimes in Bengali Middle-Class Families', *South Asia: Journal of South Asian Studies* n.s. 31:1 (2008), pp. 143–69.

Friedmann, H. 1993. *The Political Economy of Food: A Global Crisis*. *New Left Review* Jan./Feb: 197.

Friedmann, H. 2005. From colonialism to green capitalism: Social movements and emergence of food regimes. In *New directions in the sociology of global development*, ed. F. Buttel and P. McMichael, 227–264. Oxford: Elsevier.

Horrigan L, Lawrence RS, Walker P. 2002. How sustainable agriculture can address the environmental and human health harms of industrial agriculture. *Environmental Health Perspectives*.

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Madsen, Stig Toft and Geoffrey Gardella. 2012. 'Udupi Hotels: Entrepreneurship, Reform, and Revival'. In *Curried Cultures: Globalization, Food, and South Asia*, edited by Krishnendu Ray and Tulasi Srinivas, 91–109. Berkeley, CA: University of California Press.

Magdoff, F., J Bellamy-Foster, & F. Buttel. Eds. 2000. *Hungry for Profit: The Agribusiness Threat to Farmers, Food & the Environment*. Monthly Review Press. Cornerstone Publications. India.

Mol, A. P. J., & Bulkeley, H. (2002). Food risks and the environment: changing perspectives in a changing social order. *Journal of Environmental Policy & Planning*, 4(3), 185-195.

McMichael, Philip. 2000. "The Power of Food", *Agriculture and Human Values* 17:21–33.

Narayan, Uma. 'Eating Cultures: Incorporation, Identity, and Indian Food', *Social Identities* 1:1 (1995), pp. 63–86; Jennifer B. Saunders, "'I Don't Eat Meat': Discourse on Food among Transnational Hindus', *Contributions to Indian Sociology* 41:2 (2007), pp. 203–33.

Rege, Sharmila, Deepa Tak, Sangita Thosar and Tina Aranha, eds. 2009. *Isn't This Plate Indian? Dalit Histories and Memories of Food*. Pune: Krantijyoti Savitribai Phule Women's Studies Centre, University of Pune.

Staples, James. 2014. 'Civilising Tastes: From Caste to Class in South Indian Foodways'. In *Food Consumption in Global Perspective: Essays in the Anthropology of Food in Honour of Jack Goody*, edited by Jakob A. Klein and Anne Murcott, 65–86. New York, NY: Palgrave Macmillan.

Further Readings:

Beck, U. (1999). *World risk society*. Malden, Mass: Polity Press.

Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgment of Taste*. Harvard University Press, Cambridge.

Sidney W. Mintz. 1986. *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin Books,

Mander, Harsh. 2012. *Ash in the Belly: India's Unfinished Battle Against Hunger*. New Delhi: Penguin Books.

Nestle, M. 2007. *Food Politics: How the Food Industry Influences Nutrition and Health*. University of California Press.

Patel, R. 2008. *Stuffed and Starved: The hidden battle for the world food system*. Brooklyn, N.Y.: Melville House Pub.

GENDER & SOCIETY: CRITICAL PERSPECTIVES

[EC706] [06 Credits]

Course Objectives

1. *The course introduces students to a gendered understanding of sociological themes & issues*
2. *The course maps the early theories that gave rise to gender studies and introduces the students to recent theorisation.*
3. *The course engages with the strategies & forms of resistance as well as the issues around which mobilisation has occurred.*
4. *It focuses on specific & substantive concerns within gender studies.*

Course Outcomes

1. *The students will be able to problematize the ways in which gender is naturalized within the social sciences.*
2. *The students will be equipped to examine substantive issues through a gender lens*
3. *The students will be able to deconstruct social reality through feminist theoretical perspectives*
4. *The students will be able to examine issues using feminist research methods.*

Unit I: Introduction: Concepts, Histories & Locations

Defining Concepts & Histories

- a. Inequalities: Material & Symbolic
- b. Intersectional Locations: Caste/ Class/Ethnicity
- c. Doing Gender: Symbolic interactionism to Gender performativity

Unit II: Explaining Gender: Mapping theories & methods

- a. Early theories
- b. Equality/ Difference debates
- c. Cultural turn- Queer theory
- d. Doing Feminist research

Unit III: Organizing Gender: Shifts in Strategies & forms

Women in Nationalist movement

- a. 'New' Women's movement- Post 1970s
- b. Contemporary Women's movements- Post 1990s to present
- c. Global Feminist movements

Unit IV: Negotiating Gender in Everyday Life

- a. Work & Labour
- b. Politics & Representation
- c. Environment & Livelihoods
- d. Education & Health

Essential Readings:

Abbott, P., C. Wallace & M. Tyler.2008 (1st Indian reprint). An Introduction to Sociology-Feminist Perspectives. Routledge. London.

Agarwal, B. 1992. The Gender and Environment Debate: Lessons from India
Feminist studies. 8 (1), 119-158.

Chakravarty, Uma. (2018). (Revised edition). Gendering caste through a feminist Lens.
Calcutta: Stree.

Geetha, V. (2002). Gender. Calcutta: Stree.

Geetha, V. (2007). Patriarchy. Calcutta: Stree.

Holmes, M. 2007. What is Gender? Sociological Approaches. Sage Publications. London.

Menon, N. 2012. Seeing Like a Feminist. Zubaan. New Delhi.

Rege, Sharmila. (2003). Sociology of Gender. New Delhi: Sage.

Tong R. & T. Botts. 2018 (5th edition). Feminist Thought. Routledge. London.

Suggested Readings

Basu, A. (Ed.).(1995).The challenge of Local Feminism: Women's Movement in Global Perspective. Boulder Co., West view Press.

Chadha, G. & M.T. Joseph. ed. 2018. Re-Imagining Sociology in India: Feminist Perspectives. Routledge. UK.

Choudhari, Maitreyee. (2004). Feminism in India. New Delhi: Women Unlimited.

Custers, Peter (2012) Capital Accumulation and Women's Labour in Asian Economies, Monthly Review Press, New York.

Forbes. G. 1996. Women in Modern India. Cambridge University Press. U.K.

Ghosh, Jayati (2009) Never Done and Poorly Paid: Women's Work in Globalising India, New Delhi: Women Unlimited.

Harding, S. (Ed.). (1987). Feminism and Methodology. Bloomington: Indiana University Press.

John, Mary. (2008). Women's Studies in India: A Reader. Penguin.

Khullar, Mala. (Ed.). (2005). Writing the Women's Movement- A Reader. New Delhi: Zubaan.

Krishna, Sumi. (ed.). 2004. Livelihood and Gender: Equity in Community Resource Management. New Delhi: Sage Publications.

Rege, S. (1998). "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position". Economic and Political Weekly, Vol. 33, No. 44 (Oct.31-Nov. 6, pp. 39-48).

INDUSTRY, LABOUR AND GLOBALISATION

[EC707] [06 Credits]

Course objectives

1. *The course introduces students to issues relating to industry and labour in the context of globalisation.*
2. *It will address restructuring of economy and its impact on labour, micro and small and medium enterprises, and issues related with labour market in BRICS countries.*
3. *The course will help learners to understand changing work organisations, the role of trade unions, e-commerce and labour a global overview, and challenges of technology.*
4. *Further Globalisation and its impact on pattern of work, and production.*

Course Outcomes

1. *The course will give new insight to understand overall changing global economy and labour*
2. *The learner will develop critical bent of mind to address labour reforms and response of trade unions*
3. *It will also help the learner to examine the issues of sub- subcontracting and outsourcing, labour standard and decent work.*
4. *The course will bring out the linkages between economy, work, technology, market and State*

Unit I: Introduction

- a. Globalization and restructuring of work and economy
- b. Labour in formal and informal sector in India
- c. Micro, Small and Medium Enterprises
- d. Migration and work

Unit II: Labour market

- a. Labour market in BRICS (Brazil, Russia, India, China, and South Africa)
- b. Feminisation of labour market
- c. New labour Code 2020 and response of trade unions
- d. Global perspective: Trade unions and challenges

Unit III: Organisation and Management of Industry

- a. New work organization and work culture: IT Industry - recruitment, selection and training and managers,
- b. Work commitment, Productivity and Change,
- c. Employment Relations, and Innovative Strategies

Unit IV: Globalisation, Technology, and Future of Work

- a. Advance manufacturing technology: Artificial Intelligence, Robotics and Production and Worker's response (India, China, Taiwan, South Korea, & Japan)
- b. Sub-contracting and Outsourcing in global economy,
- c. E-commerce and labour
- d. Globalisation, labour standard and decent work
- e. Future of work

Readings

Bhosale B.V, Informal Sector: Issues of Work and livelihood, special issue Yojana, 2014 (article)

Bhosale B.V, (Ed), *INFORMAL SECTOR IN INDIA: CHALLENGES AND CONSEQUENCES: FIELD ANALYSIS*, LAP LAMBERT ACADEMIC PUBLISHING, AG & CO. KG, SAARBRUCKEN, GERMANY, 2010.

Bagchi, A.K. (Ed.). (1995). *'New Technology and the Workers' Response': Microelectronics, Labour and Society*. New Delhi: Sage.

Behal R., Mah A. & Fall B. (Eds.). (2011). *"Rethinking Work" Global Historical and Sociological Perspectives*. New Delhi: Tulika.

BergIvar and Arnel.Kallerberg (2001), (Ed), *Source Book of Labour Markets Evolving Structures and Processes*, Kluwer Academic / Plenum Publishers

Bendl Regine, (2015), (Ed), *The Oxford Handbook of Diversity in Organisations*, OUP, UK, 2015.

Bhowmik, S.K. (2012). *Industry, Labour and Society*, New Delhi: Orient Black Swan.

Banerjee Debdas, (2005), *Globalisation, Industrial Restucuring and Labour Standards*, Sage Publications, New Delhi.

Breman, J. (2004). *The Making and Unmaking of an Industrial Working Class: Sliding Down the Labour Hierarchy in Ahmedabad, India*. New Delhi: Oxford University Press.

Bromley Patricia Meyer W. John, (2016), *Hyper Organisation*, OUP, UK.

Bendl Regine, (2015), (Ed), *The Oxford Handbook of Diversity in Organisations*, OUP, UK, 2015.

BuchananJohn, Finegold David, Warhurst Chris, (2016) (Ed), *The Oxford Handbook of Skills and Training*, OUP, UK.

Chevalier F. & Segalla, M. (Eds.). (1996). *Organizational Behaviour and Change in Europe*. New Delhi: Sage.

China and World Economy. Vol. 20 No.3. (May – June, 2012). Institute of World Economics and Politics, Chinese Academy of Social Sciences.

Deshpande, L., Sharma, A., Karan, A. & Sarkar, S. (2004) *'Liberalisation and labour': Labour Flexibility in Indian Manufacturing.* New Delhi: Institute for Human Development.

Elms Deborah, Hassani Arian, Low Patrick (Ed), (2017) *The Intangible Economy, How Services Shape Global Production and Consumption,* Cambridge University Press, UK

Garud Raghu, Simpson Barbara, Langley Ann, Tsoukas Hardimos, (2016), *The Emergence of Novelty in Organisations,* OUP, UK

Himmat Singh Ratnoo (2017), *Migration of Labour in India,* Routledge, New York

Jha Praveen, *Labour in Contemporary India* (2016), OUP, New Delhi,

Kumra Savita, Simpson Ruth, and Burke J. Ronald, (Ed), (2016) *The Oxford Handbook of Gender in Organisations,* OUP, UK,

Krzywdzinski Martin, Jurgens Ulrich, (2016), *New Worlds of Work,* OUP, UK.ht
Power and Production in the Twilight of the Sweatshop Age

Kumar Ashok, *Monopsony Capitalism, Power and Production in the Twilight of the Sweatshop Age,* (2020) Cambridge University Press, UK

Mamkoottam, K. (2003). *Labour and change, Essays on Globalisation, Technological Change and Labour in India.* New Delhi: Response Books.

Nathan Dev, Tewari Meenu, Sarkar Sandip (2016), (Ed), *Labour in Global Value Chains in Asia*

Papaola T.S. (Ed.). (2008). *Labour Regulation in Indian Industry.* New Delhi: Book Well.

Parry J., Breman, J. & Kapadia K. (1999). *The Worlds of Industrial Labour. Contributions to Indian Sociology.* 9.

Pereira Vijay and Malik Ashish (2016), (Eds), *Indian culture and Work Organisations in Transition,* Routledge, New York.

Ronaldo, M. (2002). *Globalisation and Labour, the New "Great Transformation".* New Delhi: Madhyam Books.

Rasiah Rajesh, McFarane Bruce and Kuruvilla

Sarosh (2016), *Globalisation, Industrilisation and Labour Markets in East and South Asia,* Routledge, New York

Scherrer, C. & Greven, T. (2001). *'Gobal Rules for Trade' Codes of Conduct, Social Labeling, Workers' Right Clauses.* Germany: Westfalisches Dampfboot.

Shyam Sundar, K.R. (2009). *Changes in Labour Institutions in China*. New Delhi: Book well.

Volti, R. (2008). *An Introduction to the Sociology of Work and Occupations*. New Delhi: Pine Forge Press, an imprint of Sage.

Wilkinson Adrian, Wood Geoffrey, Deeg Richard, (2016) (Ed), *The Oxford Handbook of Employment Relations*, OUP, UK.

Yates, D. M. (2003). *'Naming the System', Inequality and Work in the Global Economy*. Kharagpur: Cornerstone Publications.

Links

[http://yojana.gov.in/2014%20-X-%20October%202014%20\(including%20cover\)%20Yojana.pdf](http://yojana.gov.in/2014%20-X-%20October%202014%20(including%20cover)%20Yojana.pdf)

http://jsspi.com/journals/jsspi/Vol_3_No_2_December_2015/1.pdf

https://www.dcmsme.gov.in/ssiindia/MSME_OVERVIEW.pdf

<https://m.economictimes.com/news/politics-and-nation/lockdown-in-india-has-impacted-40-million-internal-migrants-world-bank/articleshow/75311966.cms>

<https://wol.iza.org/articles/the-labor-market-in-brazil/long>

<https://wol.iza.org/articles/the-labor-market-in-russia/long#:~:text=The%20Russian%20labor%20market%20has,downward%20and%20upward%20wage%20movements.>

<https://wol.iza.org/articles/the-labor-market-in-south-africa/long>

https://www.ilo.org/emppolicy/pubs/WCMS_754443/lang--en/index.htm

<http://egazette.nic.in/WriteReadData/2020/222118.pdf>

<https://labour.gov.in/labour-codes>

<https://www.epw.in/journal/2020/40/editorials/new-labour-codes-and-their-loopholes.html>

<https://www.epw.in/author/k-r-shyam-sundar>

https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_008032

MEDIA AND SOCIETY

[EC708] [06 Credits]

Course Objectives

1. *The course aims to introduce basic concepts and theories in field of Media and Society studies*
2. *It also aims to understand relationship between media technology and its role in community/social change.*
3. *This course also aims to provide critical understanding of media and its political economy in present social order of Indian Society.*

Course Outcomes

Course outcome can be measured with the performance of students during learning process such as

1. *After completing this course Students shall be able to understand the importance of media in society in general and in social change in particular. It will help them to study media with different perspectives and its impact on culture too.*
2. *Students with knowledge of this field may join the field of media and contribute to the development of Society.*
3. *As Fourth pillar of democracy media will help Indian society to become just society.*

Unit I: Basic Conceptual Understanding

- a. Folk Society and Folk Media, Development Communication
- b. Types and Institutions of Media, Internet and New Media
- c. The Culture Industry
- d. Dimension of Freedom versus control

Unit II: Media Society and Culture: Connections and Conflicts

- a. Social Constructivism
- b. Power and Inequality
- c. Social Integration and Identity
- d. Space and Time
- e. Marxism and Political Economy

Unit III: Media Society Theory

- a. The Information Society
- b. Mass media and postmodern culture
- c. Gender and Media
- d. Social Responsibility Theory

Unit IV: Contemporary issues

- a. Media Freedom as principal and Global Media governance
- b. Media Imperialism
- c. Media and Democracy
- d. Practical Component-Issue based Field visit

Essential and Suggested Readings:

Adorno, T and Horkheimer, M.1972. "The Culture Industry: Enlightenment as mass deception", in *The Dialectic of Enlightenment*. New York: Herder and Herder.

Anderson, B.1983. *Imagined Communities*. London. Verso.

Bagdikian, B.1988.*The Media Monopoly*. Boston: Beacon

Castells, M.1996. *The Information Age. Vol: 1 Rise of Network Society*. Oxford. Blackwell.

Castells, M.2001. *The Internet Galaxy*. Oxford University Press.

Daniel Lerner.1958. *The Passing of Traditional Society: Modernizing the Middle East*. Macmillan Pub Co.

Denis Mc Quail. 2010. *Mc Quails Mass Communication Theory (6th edition) Theory*. Sage Publications. South Asia.

Edward S Herman and Noam Chomsky, 1995. *Manufacturing Consent: The Political Economy of the Mass Media*. Vintage book London.

Habermas, J 2006. Political Communication in Media Society: Does democracy still enjoy an epistemic dimension? The impact of normative theory on empirical research, *Communication theory*, 16(4):411-26.

Harvey, D 1989. *The Condition of Postmodernity*. Oxford. Blackwell

Hassan, R.2008. *The Information Society*. Cambridge: Polity Press

Jurgen Habermas, 1989. *The Structural Transformation of the Public Sphere: An Inquiry into a category of Bourgeois Society*. Polity Press/MIT

Marcuse, H. 1964.*One Dimensional man*. London Routledge and Kegan Paul.

Mark Poster. 2013.*The Second Media Age*. Polity Publications.

Marshall McLuhan 1964. *Understanding Media: The Extensions of Man*. Mc Graw hill Publications.

Matterlart, A2003. *The Information Society*. London sage

Peter R. Mitchell and John Schoeffel. 2003. *Understanding Power: The Indispensable Chomsky*. Vintage Publications.

Schultz, J.1998. *Reviewing the Fourth Estate*. Cambridge: Cambridge University Press.
Van Zoonen, L.1994.*Feminist Media Studies*. London. Sage

Additional readings suggested by the course teacher

POLITICAL SOCIOLOGY

[EC709] [Credits: 06]

Course Objectives

1. *Introduction to the relationship between society and politics*
2. *Insight into the working of power in its various forms*
3. *Understanding of the functioning of democracy at various levels*
4. *Familiarity with the discourse of rights*

Course Outcomes

1. *Comparative understanding of the working of democracy in various nation states*
2. *Understanding of the various models of nationalism*
3. *Insight into the dynamics of public sphere and civil society in India*
4. *Developing openness to pluralities*

Unit I: Introduction

- a. The main concerns of Political Sociology
- b. Historical development of the discipline
- c. Political sociology in the Indian context
- d. Political Philosophy and conceptualization of Diversity, Pluralism and Multiculturalism

Unit II: Power and Society

- a. Marxist Approaches
- b. Weberian Approaches
- c. Theorizing the Public Sphere and Social Capital
- d. Foucauldian Approaches

Unit III: Nation, Nationalism and Citizenship

- a. Colonialism and its power
- b. Nations and Nationalisms
- c. Intersectional discourses on citizenship
- d. Reflections and debates on citizenship rights

Unit IV: Democracy and the Indian State

- a. Class, passive revolution, patronage and Indian democracy
- b. Casteism, Caste and politics, religious nationalism
- c. Development, Rights and the Poor
- d. Genders and sexualities

Essential Readings

Foucault, M. (1991). Governmentality in G. Burchell, C. Gordon & P. Miller (Eds.) *The Foucault Effect: Studies in Governmentality*. Chicago: University of Chicago Press, 87–104.

Gramsci, A. (1971). State, Civil Society, Political Society, Hegemony, Ideology and Bloc. In *Selections from Prison Notebooks* (Trans. by Q. Hoare) London: Lawrence and Wishart, 144-153, 167-168, 180-182, 260-264.

Janoski, T. et.al (Eds). (2020). *The New Handbook of Political Sociology*. Oxford University Press

- Kaviraj, S. (2012). *Trajectories of the Indian State*. Orient Blackswan
- Kaviraj, S. (2012a). *The Enchantment of Democracy in India*. Orient Blackswan
- Kumar, A. (Ed.). (2013). *Readings in Indian Sociology: Vol. VIII. Political Sociology in India*. Sage.
- Laclau, E. (1977). Fascism and Ideology. In his *Politics and Ideology in Marxist theory*. London: NLB, 81-142. Debate between Miliband, Poulantzas and Laclau (NLR No. 58, (67-78), 1969; No. 59 (53-60), 1970; No. 82 (83-92), 1973; No 95, (63-83), 1976
- Lee, A. (2020). *From Hierarchy to Ethnicity: The Politics of Caste in Twentieth Century India*. Cambridge University Press
- Marx, K. (1978). The Eighteenth Brumaire of Louis Bonaparte. In *The Marx-Engels Reader, Second Edition*. New York: EE Norton, 594-617.
- Mehta, P.B. (2017). *The Burden of Democracy*. Penguin Random House India.
- Mohanty, M. (2004). *Class, Caste, Gender*. New Delhi: Sage.
- Nash, K. (2010). *Contemporary Political Sociology: Globalization, Politics and Power*. Oxford: Wiley-Blackwell.
- Ong, A. (2006). *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham, NC: Duke University Press.
- Outhwaite, W. & Turner, S.P. (Eds.). (2018). *The Sage Handbook of Political Sociology*. Sage.
- Oommen, T.K. (2013). *Social Inclusion in Independent India: Dimensions and Approaches*. New Delhi: Orient Blackswan.
- Roy, A. (2010). *Mapping Citizenship in India*. New Delhi: Oxford University Press.
- Thapar, R. et al. (2016). *On Nationalism*. New Delhi: Aleph Book Company.
- Weber, M. (1978). Domination, Legitimation, Authority and Charisma. In his *Economy and Society: An outline of Interpretive Sociology*. Vol.1. Berkeley: University of California Press, 212-30, 241-54.

Further Readings

- Ahmad, I. Et al. (2010). *Pluralism and Equality: Values in Indian Society and Politics*. New Delhi: Sage Publications.
- Aloysius, G. (1999). *Nationalism without a Nation in India*. New Delhi: Oxford University Press.
- Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

- Anderson, W. & Damle, S. (2019). *Brotherhood in Saffron: The Rashtriya Swayamsevak Sangh and Hindu Revivalism*. Penguin
- Arif, Y. (2016). *Life, Emergent: The Social in the Afterlives of Violence*. New Delhi: Orient Blackswan.
- Dhanagare, D.N. (2014). *The Writings of D.N. Dhanagare: The Missing Tradition: Debates and Discourses in Indian Sociology*. Hyderabad: Orient Blackswan.
- Guha, R. (2016). *Democrats and Dissenters*. New Delhi: Penguin Random House India.
- Gundimeda, S. (2016). *Dalit Politics in Contemporary India*. Abingdon, Oxon: Routledge.
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- Puri, J. (2016). *Sexual States: Governance and the Struggle to Decriminalise Homosexuality in India*. New Delhi: Orient Blackswan.
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- Rao, A. (2013). *Gendered Citizenship: Historical and Conceptual Explorations*. New Delhi: Orient Blackswan.
- Yuval-Davis, N. & Werbner, P. (Eds.). (2005). *Women, Citizenship and Difference*. New Delhi: Zubaan.

Course Deleted due to repetition

Course Objectives

- ~~1. To undertake an advanced sociological analysis of the reach and diversity of cultural expressions in contemporary India.~~
- ~~2. To trace the development of concepts and theories associated with popular culture~~
- ~~3. To assess the critiques from various marginal social locations and standpoints~~
- ~~4. To look at popular culture from the vantage point of the dynamics of power and the multiple sites of its contestation.~~

Course Outcomes

- ~~1. The learner will clearly be able to distinguish between folk, classical, mass and popular culture~~
- ~~2. The student will be able to undertake a theoretical analysis of popular cultural texts~~
- ~~3. The student will be able to deconstruct hierarchies of power encoded in popular culture~~
- ~~4. The learner will be sensitized to alternatives to popular cultural production~~

Unit I: Concepts and Approaches

- ~~a. Mass Culture and Folk Culture~~
- ~~b. High Culture and Low Culture~~
- ~~c. Class and Cultural Production~~
- ~~d. Culture Industry~~

Unit II: Meanings and Representation

- ~~a. Encoding and Decoding~~
- ~~b. Structure and Meaning~~
- ~~c. Ideology~~
- ~~d. Identities and Locations~~

Unit III: Hegemony and Resistance

- ~~a. Nationalism~~
- ~~b. Corporatization~~
- ~~c. Feminist Critique~~
- ~~d. Subaltern Locations~~

Unit IV: Postmodernity and Globalization

- ~~a. Global Cultures~~
- ~~b. Ethnic and the Popular~~
- ~~c. Hybridity and Creolization~~
- ~~d. Diasporic Sites~~

Essential Readings

Danesi, M. (2008). *Popular Culture: Introductory Perspectives*. Lanham, Maryland: Rowman & Littlefield
Gokulsing, K.M. & Dissanayake, W. (Eds.). (2009). *Popular Culture in a Globalised India*. London & New York: Routledge.
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Storey, J. (2009). *Cultural Theory and Popular Culture: An Introduction*. London: Pearson & Longman.
Uberoi, P (2009) *Freedom and Destiny: Gender, Family, and Popular Culture in India*, Oxford University Press

Further Readings

Berger, A.A. (2010). *The Objects of Affection: Semiotics and Consumer Culture*. New York: Palgrave Macmillan.

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Fiske, J. (1989). *Reading the Popular*. London & New York: Routledge.

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Weaver, J.A. (2009). *Popular Culture: A Primer*. New York: Peter Lang.

Wolf, N. (2013). [1991]. *The Beauty Myth*. London: Vintage Books.

RURAL SOCIETY IN INDIA

[EC711] [06 Credits]

Course objectives

1. *This course aims to orient students to the realities of rural India, in the changing global context. The course aims at analyzing the rural socio-economic development.*
2. *It introduces the students various development programmes and new farmer's movements.*
3. *It focuses on how global market and state reconstituting rural society and what are the consequences of it on rural people. In the last section, the impact of globalization and new issues and challenges in rural society of India are discussed.*

Course outcomes

1. *The course will help learners to understand the agrarian social structure and it will give insights to understand overall changing nature of agrarian society.*
2. *The learner will develop critical ideas to address the issues relating to agriculture in the context of globalization*

Unit I: Introduction

- a. Significance of village studies
- b. Agrarian structure and Social Stratification
- c. Rural Sociology in India
- d. Perspectives on Village studies – Ambedkarian, Gandhian

Unit II: Rural Society: Change and Development

- a. Land Reforms in India
- b. Co-operatives
- c. Panchayati Raj Institutions
- d. Self Help Groups and Women Empowerment

Unit III: Contemporary issues and Challenges

- a. Health and Education
- b. Caste, Violence and Dalit Atrocities
- c. Issues of Agricultural Labours and Migration
- d. Peasant movements and New farmer's Movements

Unit IV: Globalization and its impact on Agriculture

- a. Farmer's Suicide and agrarian crisis
- b. Food security
- c. Issue of Land acquisition and Land Rights
- d. Irrigation and Water Management – Issue of disparities

Essential Readings

Brass, T. (1995). *New Farmers' Movements in India*. Great Britain. Frank Cass

Desai, A.R. (2008). *Rural Sociology in India* (New Edition). Bombay: Popular Prakashan.

Doshi, S.L. & Jain, P.C. (2002). *Rural Sociology*. Jaipur: Rawat.
Sharma, K. L. (Ed.). (2014). *Sociological Probing of Rural Society*. New Delhi: Sage India.

Shiva, V. & Bedi, G. (2002). *Sustainable Agriculture and Food Security: The Impact of Globalisation*. New Delhi: Sage.

Further Readings

Arunachalam, J. & Kalpagam, U. (Eds.). (2006). *Development and Empowerment – Rural women in India*. Jaipur: Rawat.

Dhanagare, D.N. (2014). *The Writings of D.N. Dhanagare: The Missing Tradition: Debates and Discourses in Indian Sociology*. Hyderabad: Orient Blackswan.

Desai, V. (2005). *Rural Development in India*. Mumbai: Himalaya Publishing House.
Deshpande, R.S. & Arora, S. (Eds.). (2010). *Agrarian Crisis and Farmer Suicides*. New Delhi: Sage.

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Madeley, J. (2002). *Food for All. The need for a new Agriculture*. Bangladesh: The University Press

Mohanty, B.B. (Ed.). (2012). *Agrarian Change and Mobilisation, Studies in Indian Sociology, Vol.2*. New Delhi: Sage.

Prakash, S. *Rural Development in India*. New Delhi: Himalaya publishing House.

Raju, M. & Lakshmipathi. (Eds.). (2007). *Women Empowerment – Challenges and Strategies*. New Delhi: Regal Publications.

Rastogi, A.R. (2002). *Rural Development Strategy*. Jaipur: Wide Vision

Rao, Vasudev B.S.(2007). *Rural Resources and Development*. New Delhi: Associated Publication.

Reddy, R. & Subrahmanyam. (Eds.). (2003). *Dynamics of Sustainable Rural Development*. New Delhi: Serials Publications.

Sainath, P. (2000). *Everybody Loves a Good Drought: Stories from India's Poorest Districts*. New Delhi: Penguin.

Sharma, R.K. (1997). *Rural Sociology*. New Delhi: Atlantic Publishers

Sahu, D.R. (Ed.). (2012). *Sociology of Social Movements: Studies in Indian Sociology Vol.6*. New Delhi: Sage.

SOCIOLOGY OF LAW **[EC712] [06 Credits]**

Course Objectives

1. *Introduce to the Students to the visions of Scholarly traditions of Sociology of Law.*
2. *To make students aware how law is important for the functioning of society. ie traditional and modern democratic*
3. *Help students to understand the process of making law and its implementation and the role of sociological jurisprudence*
4. *Understand and reflect on the need and role of law in modern democratic societies such as Indian society.*

Course Outcomes

1. *After studying this course students shall be able to distinguish between the process of making of law and implementing law in society.*
2. *Critically reflect on equal before law/ equality of law and challenges in real life in heterogeneous society like India.*

Unit I: Conceptual Understanding

- a. Norms, Moors and Folkways
- b. Morality and Law
- c. Philosophy of law and Constitution of India
- d. Sociological Jurisprudence to Sociology of Law

Unit II: Law and Social Science understanding of law

- a. Law and Social Solidarity-Emile Durkheim
- b. Rationalisation of Law-Max Weber
- c. Marxist idea of law Ideology and Power
- d. Law and Justice

Unit III: Sociological Dimensions of Law

- a. Market economy and law
- b. Law and politics
- c. Protective discrimination
- d. Law between Governance and Discipline: Michel Foucault

Unit IV: Contemporary themes and issues

- a. Positivist account of rule of law
- b. Rule of law in Democratic society
- c. Feminist Perspective on law
- d. Field visit Component- Field visit to agency which work in the field of making law or implementing law

Essential and suggested readings

Calavita, Kitty. 2010. *Invitation to law & society: An introduction to the study of real law*. Chicago Series in Law and Society. Chicago: Univ. of Chicago Press.

Constitution of India. Government of India Publication 14th Edition

Cotterrell, Roger. 1992. *The sociology of law: An introduction*. 2d ed. London: Butterworths.

DAVID M. TRUBEK 1972. MAX WEBER ON LAW AND THE RISE OF CAPITALISM. HeinOnline -- 1972 Wis. L. Rev. 720 1972.

Deflem, Mathieu. 2008. *Sociology of law: Visions of a scholarly tradition*. Cambridge, UK: Cambridge Univ. Press.

Durkheim, Emile. *The Division of Labour in Society*. Trans. W. D. Halls, intro. Lewis A. Coser. New York: Free Press, 1997, pp. 39, 60, 108.

Foucault Michel. 1975. *Discipline and Punish. The Birth of the Prison*. New York. Panthen

Karl Marx .2010. *A Contribution to the Critique of Political Economy*. People Publishing House (p) Ltd.

Karl Marx 2010. *The Poverty of Philosophy*. Peoples Publishing House (P) Ltd.

Roger Cotterrell 1979. *Law, Morality, and Solidarity: The Durkheimian Tradition*

Tomasic, Roman. 1985. *The sociology of law*. London: SAGE.

Any other relevant reading suggested by the course teacher

SOCIOLOGY OF MEGA CITIES

[EC713] [06 Credits]

Course objectives

1. *The course will provide in depth analyses of the emergence of global mega cities*
2. *It aims to provide comprehensive understanding of history, growth, region, urban planning, development policies and urban governance*
3. *The course also addresses issues related with urban processes, economy, labour, work, migration, ethnicity, segregation, housing, and marginalization*
4. *The course will provide a global perspective in understanding mega cities in both developing and developed countries*

Course outcomes

1. *The learner will get acquainted through case studies of different mega cities its problems, and challenges*
2. *The course will prepare students to address the challenging issues of megacities across globe and develop a vision for sustainable cities*
3. *It will help the learner to rethink of urban planning and designing better future of mega cities.*
4. *A comparative understanding of mega cities and its urban governance will be developed*

Unit I: Introduction

- a. Mega city, global cities, economy and production
- b. Mega cities in the developing and developed world
- c. Urban development policies and challenges (India, China, Africa, Malaysia, Korea, and Latin America)

Unit II: Case studies from North America and South America

New York City:

- Brief history, growth and expansion, neo liberalism
- Green economy, migration and work

Case studies from South America

Sao Paulo:

- Brief history, urban process, neoliberalism, economic transformations, deindustrialization,
- Social organizations/ civil society, power structures, and master plans.

Unit III: Case studies from Europe and Africa

London:

- Brief history, and growth, region and competitiveness, internationalization, governance,
- Brexit its impact on economy, businesses, migration

Moscow:

- Brief history, urban growth, economic restructuring, migration, labour market
- Urban planning and governance

Africa

Johannesburg:

- Brief history, urban economy and labour
- Business transformations, government and politics, people's participation.

Unit IV: Case studies from Asia

Tokyo:

- Brief history, economy, migrant labour
- Industry and labour market

Shanghai:

- Brief history, economic and social transformations, Power structures
- public and private sector, business corporations, foreign and overseas investment

Readings

Andy Cumbers & Danny MacKinnon (eds) 2006, Clusters in Urban and Regional Development, Routledge, London.

Baneerjee Guha, 2010, Accumulation by Dispossession, Transformative Cities in the New Global Order, Sage publications, New Delhi.

China and World Economy, Institute of World Economics and Politics, Chinese Academy of Social Sciences, Vol.20. No.3, May- Jun, 2012.

Franklin Adrian, 2010, City Life, Sage Publications Ltd, London.

Fujita Kuniko(ed) 2013, City and Crisis, New Critical Urban Theory, Sage Publications Ltd, London,

Hall Peter, 1997, Mega cities, World cities and global cities, The First Mega Cities Lecture, Rotterdam

Kemper Robert, Mexico City, Encyclopaedia of Urban Cultures, Volume,3, PP,184-197. Danbury. C.T. Grolier Publishing, Co., 2002.

Lin Jan and Mele Christopher, 2013,) The Urban Sociology Reader, second edition, Urban Reader Series, Routledge Taylor and Francis Group, London.

Macdonis John, Spates James, (1982), The Sociology of Cities, St. Martin press, New York.

Masselos Jim and Patel Sujata, (2005) Bombay and Mumbai, The City in Transition (edited) Oxford University Press.

Parkinson Michael and Boddy Martin 2004, City Matters, Competitiveness, cohesion and urban governance, The Policy Press, UK.

Research Study by FIG Commission 3, Rapid Urbanization and Mega Cities: The Need for Spatial Information Management, the International Federation of Surveyors (fig), Denmark 2010.

Sandhu. S. Ranvinder and Sandhu Jasmeet, (2007) Globalizing Cities, Inequality and Segregation in Developing Countries., (edited), Rawat Publications, Jaipur

Sharma R.N., Sandhu R.S.,2013, Small Cities and Towns in Global Era, Emerging Changes and Perspectives, Rawat Publications, Jaipur

Sebegers Klaus, (2007) The Making of Global City Regions, The John Hopkins University Press.

Saskia Sassen (2005), Global City: Introducing A Concept, Brown Journal of World Affairs, winter/Spring 2005 • Volume Xi, Issue 2.

Stevenson Deborah (2009), Cities and Urban Cultures, Rawat Publication, Jaipur

Vladimir Kolossov and John O'Loughlin, (2004) How Moscow is becoming a capitalist mega-city, ISSJ UNESCO. Blackwell Publishing Ltd, USA.

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Kuniko Fujita, Neo-industrial Tokyo: Urban Development and Globalisation in Japan's State-centred Developmental Capitalism,2003 ,<https://doi.org/10.1080/00420980220080271>

Kuniko Fujita, Richard Child Hill,Industrial Districts and Economic Development in Japan: The Case of Tokyo and Osaka, <https://doi.org/10.1177/089124249801200206>

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<https://www.sangyo-rodo.metro.tokyo.lg.jp/toukei/total-2017en.pdf>

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<https://www.ilo.org/tokyo/information/labour-policies-in-japan/lang--en/index.htm>

<https://wol.iza.org/articles/the-labor-market-in-japan>

SOCIOLOGY OF MIGRATION

[EC714] [06 Credits]

Course Objectives

1. *The aim of this course is to familiarise the students about the Socio economic and demographic aspects of migration.*
2. *The course focus on an evaluation of the Various Theoretical Perspective of Migration.*
3. *The course also deals with issues as well as the Pattern, Determinants and Consequences of National and International Migration.*
4. *The course focused on the issues of migration such as labour migration, brain drain, refugee migration and Illegal migration.*

Course Outcomes

1. *Students will be familiarised with the concept of Migration and Global Demographic perspective of migration.*
2. *On completion of this course students are expected to have expertise over the scientific definitions of migration, its patterns, trends, causes and consequences.*
3. *Students are also expected to learn about the data sources and their constraints and the techniques to analyse migration phenomenon.*
4. *It would help students to understand the trends of Migration at national and International level.*

Unit: I Introduction

- a. Concept of Migration
- b. Demographic Perspective on Migration
- c. Types of Migration, Streams of Migration
- d. Causes of Migration

Unit: II Theories of Migration

- a. Ravenstein's Laws of Migration
- b. Everett Lee's Theory of Migration
- c. Lewis-Fei-Ranis Model of Development / Mobility Field Theory
- d. Todaro's Model of Rural-Urban Migration

Unit: III Pattern, Determinants and Consequences of Migration

- a. Internal Migration: Internal migration patterns and characteristics in developing countries with a special focus on India
- b. Determinants of internal migration: Causes of migration at the place of origin and at the place of destination
- c. Consequences of internal migration: demographic, economic, social and political consequences at the individual, household and community level
- d. Patterns of international migration: Historical and recent trends

Unit: IV Issues of Migration

- a. Causes and consequences of international migration
- b. Permanent immigrants
- c. Indian Diaspora and people of Indian origin
- d. labour migration: brain drain, refugee migration and Illegal migration

Essential Readings

Bhagat R.B, Roy Archana, Sahoo Harihar (ed.) (2020), *Migration and Urban Transition in India: A Development Perspective*, Routledge India.

Brinley Thomas (1972): *Migration and Urban Development*, London, Methuen and Co. Ltd.,

Cohen, Robin (1996): *Theories of Migration*, the International Library of Studies on Migration, Edward Elgar, Cheltenham

Eduardo Arriaga, (1975): Selected Measures of Urbanization, in Sydney Goldstein and David Sly (Eds.) *Measures of Urbanization and Projections of Urban Population*, Belgium, IUSSP .

Inglis Christine, Li, Wei, Khadria Binod (2019): *The SAGE Handbook of International Migration*, SAGE Publication.

Kingsley, Davis, (1972): *World Urbanization, 1950-70*, Vol. II, Analysis of Trends, Relationship and Development, Population Monograph Series 4 and 9, Berkeley, University of California.

Khadria Binod (1999): *The migration of knowledge workers: second-generation effects of India's brain drain*, New Delhi, Sage Publication.

Mishra Omprakash (ed.): (2004), *Forced Migration*, Delhi, Manak Publication.

Mishra Deepak (ed.): (2016), *Internal Migration in Contemporary India*, Sage Publications Pvt. Ltd.

Stephen Castles and Mark J. Miller, (1993): *The Age of Migration*, New York, The Guilford Press.

United Nations, (1974): *Methods of Measuring Internal Migration*, Manual VI, UN,. New York.

Further Readings

Oberai, A.S. (1987): *Migration, Urbanization and Development*, Geneva, International Labour Office.

Gavin Jones and Visaria, Pravin, (Eds.), (1997): *Urbanization in large developing countries – China, Indonesia, Brazil and India*, Oxford, Clarendon Press.

Mitra R. G., (2002): *Understanding Patterns of Migration from Census 2001 Data*, Cuttack, Population Stabilization and Development, Council of Cultural Growth and Cultural Relations.

Shryock, Henry S. Jacob S. Siegel and Associate, (1980): *The Methods and Materials of Demography* Vol.1 U.S., Washington D.C., Bureau of the Census.

Todaro, Michael P. (1976): *Internal Migration in Developing Countries*, Geneva, International Labour Office.

United Nations, (1979): Trends and Characteristics of International Migration since 1950, *Demographic Studies* No. 64, UN, New York.

United Nations, (1983): *Determinants and Consequences of Population Trends*, Vol 1, UN, New York, Chapter-VI.

SOCIOLOGY OF PUBLIC HEALTH

[EC715] [06 Credits]

Course Objectives

1. *Introducing students to the field of public health*
2. *Familiarization with the contemporary healthcare models and the debates surrounding them*
3. *Introduction to epidemiology, social medicine, telemedicine and telehealth*
4. *Understanding of health care schemes and their role in socio-cultural development*

Course Outcomes

1. *Insight into the dynamics of globalization and how they impact the scenario of public health*
2. *Evaluation of the various models in healthcare, particularly Public Private Partnership (PPP)*
3. *Assessment of the various policies that seek to bridge the divide between healthcare facilities in rural and urban areas*
4. *Intersectional awareness of the impact of public health crisis on persons and communities*

Unit I: Public Health: An Introduction

- a. Sociology in Public Health - Nature and Scope
- b. Public Health System and Health Development
- c. Epidemiology and Public Health
- d. Preventive and Social Medicine

Unit II: Social Basis of Public Health

- a. Social Determinants of Public Health
- b. Role of Charisma, Values and Religion in Public Health
- c. Health Scenario in India
- d. Healthcare Schemes and Social Development

Unit III: Globalization and Public Health

- a. Relationship between Globalization and Health.
- b. Positive and Negative Impacts of Globalization on Health
- c. The Impacts of Pandemic in Globalization.
- d. Globalisation, Sanitation and Health

Unit IV: Innovative Technologies and Public health

- a. Role of Information and Communication Technologies (ICTs) in Public Health with special reference to Telemedicine Project.
- b. Public Private Partnership (PPP) and Deployment of Innovative Technologies in bridging the gap of Rural Urban health Divide.
- c. Social Distancing, Technologies and Business.
- d. Telemedicine- Ethical and Legal Aspects

Readings

Qadeer Imrana, Sen Kasturi, Nayar K R, (2001) “Public Health and Poverty Reforms- South Asian Predicament”, Sage Publications., New Delhi.

Thamilrasan, M (2016). Medical Sociology, Rawat Publications, Jaipur

Marie Barry, Anne (2016). Understanding the Sociology of Health, Sage Publications, India.

Weiss, L. Gregory, Denise Copelton. (2020). The Sociology of Health, Healing and Illness, Routledge, UK.

Warrier Sujata. (2015). Information and Communication Technologies in Public Health, A Sociological Study. CBS Publishers, New Delhi.

Kawachi Ichiro, Wamala Sarah (2007). Globalization and Health, Oxford University Press, New York

William A Oleckno. (2019). Epidemiology: Concepts and Methods. CBS Publications, New Delhi.

SOCIOLOGY OF RELIGION

[EC716] [06 Credits]

Course Objectives

1. *Introduction to the application of sociological lens to the domain of religion*
2. *Examination of sociological theories of religion*
3. *Sociological analysis of religion in the contemporary world*
4. *Introducing changing forms of religiosity*

Course Outcomes

1. *Grasp of the distinct sociological approach to the study of religion*
2. *Assessment of the major debates about religions in the contemporary world*
3. *Critical approach to faith and its myriad expressions in the world today*
4. *Deeper awareness of the issues and debates that surround the domain of religion in South Asia*

Unit I: Origins

- a. Religion and the sociological imagination\
- b. Marx, Durkheim, Weber
- c. Simmel, Freud, William James
- d. Magic, Witchcraft, Religion: Tylor, Malinowski & Evans-Pritchard

Unit II: Debates

- a. Geertz - Asad debate
- b. Secularization, desecularization, secularism
- c. Science and religion
- d. Hegemony and emancipation

Unit III: Religion in South Asia

- a. Sect and cults: *dera, panth, sampraday, guru-parampara*
- b. Rituals, ceremonies and pilgrimages
- c. Syncretism, Hybridization & Religious conversions
- d. Fundamentalism and communalism

Unit IV: Intersections and Innovations

- a. Caste, tribe, gender and sexuality
- b. Religion in late modernity, New religious movements
- c. Neoliberalism, state and religion
- d. Religion and the virtual

References

- Asad, T. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. The Johns Hopkins University Press
- Asad, T. (2003). *Formations of the Secular: Christianity, Islam, Modernity*. Stanford University Press.
- Barbalet, J., Possamai, A., & Turner, B.S. (Eds.). (2011). *Religion and the State: A Comparative Sociology*. Anthem Press
- Brass, P.R. (2011). *The Production of Hindu-Muslim Violence in Contemporary India*. University of Washington Press
- Cipriani, R. (2000). *Sociology of Religion: A Historical Introduction*. Transaction Publishers
- Copeman, J. & Ikegame, A. (Eds.). (2014). *The Guru in South Asia: New Interdisciplinary Perspectives*. Routledge
- Copland, I. et. al. (2012). *A History of State and Religion in India*. Routledge
- Dube, S. (1998). *Untouchable Pasts: Religion, Identity and Power among a Central Indian Community 1780-1950*. Vistaar Publications
- Dube, S. (2010). *After Conversion: Cultural Histories of Modern India*. Yoda Press
- Durkheim, E. (1995). *Elementary Forms of the Religious Life*. London: Free Press.
- Eller, J.D. (2006). *Introducing Anthropology of Religion: Culture to the Ultimate*. Routledge
- Feldhaus, A. (2003). *Connected Places: Region, Pilgrimage and Geographical Imagination in India*. Palgrave Macmillan
- Furseth, I. & Repstad, P. (2006). *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives*. Ashgate
- Habermas, J. (2002). *Religion and Rationality: Essays on Reason, God and Modernity*. The MIT Press
- Geertz, C. (2017). *The Interpretation of Cultures (3rd Ed.)*. Basic Books
- Harrison, P. (Ed.). (2011). *The Cambridge Companion to Science and Religion*. Cambridge University Press
- Herzog, H. & Braude, A. (Eds.). (2009). *Gendering Religion and Politics: Untangling Modernities*. Palgrave Macmillan
- Juergensmeyer, M. et. al. (Eds.). (2016). *Violence and the World's Religious Traditions: An Introduction*. Oxford: Oxford University Press.
- Khare, R.S. (Ed.). (1991). *The Eternal Food: Gastronomic Ideas and Experiences of Hindus and Buddhists*. State University of New York
- Kumar, M. (2016). *Communalism and Sexual Violence in India: The Politics of Gender, Ethnicity and Conflict*. London: I.B. Tauris & Co.
- Lough, J.W.H. (2006). *Weber and the Persistence of Religion: Social Theory, Capitalism and the Sublime*. Routledge
- Madan, T.N. (2006). *Images of the World: Essays on Religion, Secularism and Culture*. New Delhi: Oxford University Press.
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- Martikainen, T. & Gauthier, F. (Eds.). (2013). *Religion in the Neoliberal Age: Political Economy and Modes of Governance*. Ashgate
- Martin, D. (2014). *Religion and Power: No Logos without Mythos*. Ashgate

McKinnon, A. & Trzebiatowska, M. (Eds.). (2014). *Sociological Theory and the Question of Religion*. Ashgate

Morton, K. & Weisgrau, M. (1999). *Across the Boundaries of Belief: Contemporary Issues in Anthropology of Religion*. Westview Press

Nussbaum, M.C. (2012). *The New Religious Intolerance: Overcoming the Politics of Fear in an Anxious Age*. Harvard University Press

Nyhagen, L. & Halsaa, B. (Eds.). (2016). *Religion, Gender and Citizenship: Women of Faith, Gender Equality and Feminism*. Palgrave Macmillan

Proctor, JD. (Ed.). (2005). *Science, Religion and the Human Experience*. Oxford University Press

Raines, J.C. (Ed.). (2002). *Marx on Religion*. Temple University Press

Stein, R. & Stein, P.L. (2017). *The Anthropology of Religion, Magic and Witchcraft (4th Ed.)*. Routledge

Robinson, R. (2004). *Sociology of Religion in India*. New Delhi: Oxford University Press.

Robinson, R. (2005). *Tremours of Violence: Muslim Survivors of Ethnic Strife in Western India*. New Delhi: Sage Publications.

Robinson, R. (2012). *Minority Studies*. New Delhi: Oxford University Press.

Tremlett, P-F., Sutherland, L.T. & Harvey, G. (Eds.). (2017). *Edward Burnett Tylor, Religion and Culture*. Bloomsbury

Turner, E. (2012). *Communitas: The Anthropology of Collective Joy*. Palgrave Macmillan

Turner, V., Abrahams, R.D. & Harris, A. (1995). *The Ritual Process: Structure and Anti-structure*. Routledge

Wagner, R. (2012). *Godwired: Religion, Ritual and Virtual Reality*. Routledge.

Weber, M. (1993). *The Sociology of Religion (2nd Ed.)*. Beacon Press

Weber, M. (2000). *Religion of India: The Sociology of Hinduism and Buddhism*. Munshiram Manoharlal

Weber, M. (2001). *The Protestant Ethic and the Spirit of Capitalism*. (New Edition). Routledge

SOCIOLOGY OF TRIBES

[EC717] [06 Credits]

Course Objectives

1. *This course attempts to discuss the concept and identity crises of tribe, the impact of globalization on tribal economy, and the displacement and alienation resulting from development projects.*
2. *The course also deals with the tribal struggles taking place across the country on issues related to livelihood, human rights, and identity.*
3. *The course focusses on an evaluation of the welfare programmes undertaken by the government since independence.*
4. *The course focusses on the role of NGOs and Government policy in improving the quality of life of the tribals.*

Course Outcomes

1. *Students will familiarize themselves with the situation of tribals in India.*
2. *Students will understand the issues and problems of tribal communities.*
3. *Students will be sensitized towards the issues of human rights of tribal communities*
4. *Students will assess the programmes and policies made by government and role of the state towards the welfare of tribal communities.*

Unit I: Introduction

- a. Definitions and Distinctive features of Tribe
- b. Cultural diversity and Tribal Community
- c. Tribal communities in India: Demographic strength
- d. Construction of tribal identity

Unit II: Economy and Tribes

- a. Nature and Type of Tribal Economy
- b. Transformation of Tribal economy in Colonial contexts
- c. Globalization and its Impact on Tribal Economy
- d. Issues of Health and Education

Unit III: Unrest and socio-political cultural movements

- a. Self-determination and Statehood
- b. Agrarian and forest-based Movements
- c. Transformation of Tribe- Caste
- d. Context of Cultural Identity based on script and language

Unit IV: Evaluation of Tribal Development policy and Impact

- a. Development Policies: (Isolation, Assimilation and Integration) and their impact on tribal Communities
- b. Tribal welfare Policies of the State: Social Welfare approach, constitution provision, Programmes Initiated by the State, Five-year plan and Panchashila
- c. Reservation for scheduled Tribes (PEASA Act 1966)
- d. Role of NGO

Essential 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*”, New Delhi, Rawat publication.

Furer- Haimendorf, C.V, (1991). *Tribes of India: The Struggle for Survival*, OUP, 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.

Singh, K. S. (Ed.) (2006) “*Tribal Movements in India*”, Volumes I-II New Delhi, Manohar Publication.

Vidyarthi. 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*”, New Delhi. Pearson Education.

Further Readings:

Dasgupta, A., (Ed.) (2012), “*On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology*,” Volume IV, New Delhi, Sage Publication.

Gupta R., (2007), “*Tribal Contemporary Issues Appraisal and Intervention*”, New Delhi, Concept Publishing Company.

Hooja, M., (2004) “*Policies and Strategies for Tribal Development*”, New Delhi, Rawat Publications.

Hebbar, Ritambhara. (2014). *Reflections on Marginalization of Tribes in South India* S. Yojana.

Hebbar Ritambhara. (2006), *Forest Bill 2005 and Tribal Areas: Case of Jharkhand*. Economic and Political Weekly, vol. 41, no. 48, 2006, pp. 4952–4955.

Misra. R. N. (2006) "*Tribal Development Post Globalization, Discovery*", New Delhi, Publishing house.

Nathan, D. & Xaxa, V. (2012), "*Social Exclusion and Adverse Inclusion*", New Delhi, Oxford University Press.

Pfefer, G., and Behera, D., (ed.) (2009) *Contemporary Society Tribal studies*", Edited Volumes One- Eight, New Delhi, Concept Publishing Company.

Rao, S. and Reddi, M., (2007) "*Tribal Development: Issues and Perspective*", Delhi, The Associated Publishers.

Sah D. C. and Sisodia, Y., (Eds.) (2004) "*Tribal Issues in India*", Madhya Pradesh Institute of Social science Research, Ujjain, Rawat Publications.

Singh, B. N, Chatterjee, M., (Ed.), ((2005) "*Tribes in India*", Vol. II, Jaipur, Rbsa Publishers.

Singh K. S., (1997) "*The Scheduled Tribe*", Delhi, OU Press.

Marathi Readings:

Tegmpure Maroti, Adivasi Vikas Ani Vastav, Chanmay Prakashan, Aurangbad.

Gare Govind, Maharashtraatil Adivasi Jamati, Continental Publication, Pune.

Gare Govind, Adivasi Vikasache Shilpakar, Shree Vidhya Prakashan, Pune.

VISUAL CULTURES IN CONTEMPORARY INDIA

[EC718] [06 Credits]

Course Objectives

1. The course aims at introducing students to the area of visual sociology and anthropology.
2. To introduce the student to the use of the visual as a tool of qualitative research in the social sciences.
3. To read, interpret and contextualise modern visual cultures of societies, nations, communities and groups.
4. To examine visibility, visual cultures and visual artefacts in the everyday worlds and in structured worlds

Course Outcomes

1. The learner will understand the visual aspect of cultures and societies, particularly in modern urban settings
2. The learner will realize the social, cultural, political, economic context in which visuals are produced
3. The learner will learn to 'read' visual texts critically and analytically from standpoints of marginality
4. The learner will, through exercises and assignments, undertake actual readings of different forms of the visual.

Unit I: Conceptual framework

- a. What is the visual? Why study the visual?
- b. The visual as a research tool
- c. Visual anthropology
- d. Visual analysis

Unit II: Theoretical frames

- a. Peter Berger's Ways of Seeing
- b. Walter Benjamin's Culture Industry
- c. Visual flows and scapes
- d. Phenomenology of everyday visual worlds

Unit III: Indian context

- a. Visuals of the Indian Renaissance
- b. Politics of visual production
- c. Visual and nationalism
- d. Hybridities of the visual

Unit IV: Forms of the visual

- a. Static Visuals [Frescoes /Painting/ Illustrated Texts/ Hoardings / Graffiti/Landscaping/Photographs/ Memes]
- b. Moving Visuals [Cinema /Television/ Advertisements/ Video]
- c. Installed Visuals [Weddings /Spectacles /Political Meetings, Sports Events]
- d. Performative Visuals [Theatre, Dance, Festivals, Body Art, Protests]

Essential Readings

Adorno, T.W. (2001). *The Culture Industry: Selected Essays on Mass Culture*. New York: Routledge.

- Appadurai, A (1996) *Modernity At Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
- Banks, M. & Ruby, J. (2011). *Made to be Seen: Perspectives on the History of Visual Anthropology*. Chicago: University of Chicago Press.
- Banks, M. & Morphy, H. (1997). *Rethinking Visual Anthropology*. Yale: Yale University Press.
- Barthes, R. (1981). *Camera Lucida: Reflections on Photography*. Paris: Farrar, Strauss and Giroux.
- Benjamin, W.(1936) *The Work of Art in the Age of Its Technological Reproducibility, and Other Writings on Media*, Harvard University Press
- Berger, J. (1972). *Ways of Seeing*. London: Penguin.
- Devereaux, L. & Hillman, R. (Eds.). (1995) *Fields of Vision: Essays in Film Studies, Visual Anthropology and Photography*. Berkeley and Los Angeles: University of California Press.
- Hockings, P. (1975). *Principles of Visual Anthropology*. The Hague: Mouton.
- Pink, S. (2006). *The Future of Visual Anthropology*. Oxon: Routledge.
- Ramaswamy, S. (2003). *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. New Delhi: Sage.
- Van Leeuwen, T. & Jewitt, C. (2001). *The Handbook of Visual Analysis*. New Delhi: Sage.

Further Readings

- Collier, J. (1987). Visual Anthropology's Contribution to the Field of Anthropology. *Visual Anthropology*, 1 (1), 1987.
- Edwards, E. (1987). Photographic "Types". *The Pursuit of Method*, Vol. 1 (1), 1987.
- Harper, D. (1987). *The Visual Ethnographic Narrative*. *Visual Anthropology*, 1 (1), 1987.
- Pink, S. (2003). Interdisciplinary Agendas in Visual Research. *Resituating Visual Anthropology*, 1 (2), 2003.
- Uberoi, P. (1990). Feminine Identity and National Ethos in Indian Calendar Art. *The Economic and Political Weekly*, XXV (17), April 28, 1990.
- Worth, S. (2013). Margaret Mead and the Shift from "Visual Anthropology" to the "Anthropology of Visual Communication. *Studies in Visual Communication*, 6, 15–22.

M.A Honours/Regular SOCIOLOGY Part-II. SEM-IV

Ability Enhancement course [AEC]:

- 1) AEC: 801-Qualitative Research
- 2) AEC: 802-Quantitative Research
- 3) AEC: 803-Writing Academically

Interdisciplinary Course [IC]

- 1) IC: 804-Debating the Commons
- 2) IC: 805-Diaspora Studies
- 3) IC: 806- Ethnography
- 4) IC: 807-Human Rights in India
- 5) IC: 808-The Making of Mumbai
- 6) IC: 809- Popular Culture
- 7) IC: 810- Science, Knowledge & Modernity
- 8) IC: 811- Sociology of Social Movements

Project Based Courses [PRO I & II]

(List of Broad themes of Projects)

SEMESTER IV
ABILITY ENHANCEMENT COURSE [AEC]

QUALITATIVE RESEARCH
AEC: 801 [Credits: 06]

Course objectives

- 1. The course aims to provide students an in depth understanding of various aspects of research process in social sciences.*
- 2. The course aims at equipping the students with a nuanced understanding of qualitative research in the social sciences*
- 3. The course aims to familiarise students with the debates on the processes of knowledge production.*

Course outcome

- 1. The students will be equipped with knowledge of the various methods in qualitative research*
- 2. The students will be trained to undertake qualitative research.*
- 3. The students will be equipped to critical analyse different qualitative methods through reviews of published works.*

Course Outline:

Unit 1: Qualitative Research and the Knowledge Question

- e.** Philosophical Foundation –Ontology, Epistemology, Methodology
- f.** What is Qualitative Research?
- g.** Importance of Qualitative Research
- h.** Ethics in Qualitative Research

Unit 2: Ethnomethodology and Conversation Analysis

- a.** Hermeneutics
- b.** Reflexivity
- c.** Stand Point
- d.** Narrative Analysis

Unit 3: Qualitative Research Techniques

- a.** Participatory Observations
- b.** Interviews
- c.** Case Studies
- d.** Ethnography

Unit 4: Methods in Qualitative Research

- a.** Action Research
- b.** Visual Methods
- c.** Life Histories
- d.** Oral Histories/ *Testimonio*

Essential Readings

Atkinson, P. & Delmont, S. (Eds.). (2011). *Sage Qualitative Research Methods Vol. 1 – 4*. New Delhi: Sage Publications.

Bernard, H.R. & Gravlee, C.C. (Eds.). (2015). *Handbook of Methods in Cultural Anthropology*. London: Rowman & Littlefield.

Marvasti, A.B. (2004). *Qualitative Research in Sociology: An Introduction*. New Delhi: Sage Publications.

Robben, C.G.M & Sluka, J.A. (Eds.). (2007). *Ethnographic Fieldwork: An Anthropological Reader*. Malden, MA: Blackwell Publishing.

Seale, C. et al. (Eds.). (2004). *Qualitative Research Practice*. New Delhi: Sage Publications.

Silverman, D. (Ed.). (2012). *Qualitative Research: Theory, Method, Practice*. New Delhi: Sage Publications.

Further Readings

Amit, V. (Ed.). (2000). *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London & New York: Routledge.

Boden, D & Zimmerman, D.H. (Eds.). (1991). *Talk and Social Structure: Studies in Ethnomethodology and Conversation Analysis*. Berkeley: University of California Press.

Emmison, M. & Smith, P. (2007). *Researching the Visual: Images, Objects, Contexts and Interactions in Social and Cultural Inquiry*. New Delhi: Sage Publications.

Francis, D. & Hester, S. (2004). *An Invitation to Ethnomethodology: Language, Society and Social Interaction*. New Delhi: Sage Publications.

Garfinkel, H. (1967). *Studies in Ethnomethodology*. New Jersey: Prentice Hall.

Hegde, D.S. (Ed.). (2015). *Essays in Research Methodology*. New Delhi: Springer.

Malik, A. (2005). *Nectar Gaze and Poison Breath: An Analysis and Translation of the Rajasthani Oral Narrative of Devnarayan*. New Delhi: Oxford University Press.

Ragin, C.S. & Becker, H. (Eds.). (1992). *What is a Case: Exploring the Foundations of Social Inquiry*. Cambridge; Cambridge University Press.

Sidnell, J. (2010). *Conversation Analysis: An Introduction*. Malden, CA: Wiley-Blackwell.

Speer, S. (2005). *Gender Talk: Feminism, Discourse and Conversation Analysis*. London & New York: Routledge.

QUANTITATIVE RESEARCH

AEC: 802 [Credits: 06]

Course Objective:

1. *To understand the importance of quantitative research methods.*
2. *To understand the application of statistical package for social sciences (SPSS) in social research.*
3. *To create awareness and statistical literacy among social science students.*
4. *To understand the application of statistical methods in social sciences for finding the answer to research question.*

Course Outcome:

1. *The student will be equipped to use quantitative research methods techniques*
2. *The student will have an understanding of the use of statistical packages in social science research*
3. *The student will be equipped to apply statistical packages to their research questions*

Course Outline:

Unit.1: Philosophical Foundations of Social Research

- a. Ontology and Epistemology
- b. Meta Theory and Methodology
- c. Sociometry

Unit. II: Quantitative Research

- a. Positivism and Survey Research
- b. Identification of problem, forming objective or research questions
- c. Data collection methods : Questionnaire: Close ended , open ended
- d. Understanding Types of scale of measurement: Interval scale, ordinal scale and nominal scale.
- e. testing of interview schedule

Unit.III: Application of SPSS in Social Sciences

- a. Getting to know SPSS
- b. Preparation of code book : questionnaire coding
- c. Screening and cleaning data
- d. Choosing appropriate statistical test for appropriate research question.

Unit.IV: Data Analysis Using SPSS software

- a. Descriptive Statistics: frequencies, Measure of central tendency, measure of Dispersion, outliers
- b. Cross tabulation: Chi-square test, correlation, measure of strength of association.
- c. Simple linear regression, multiple linear regression, logistic regression (understanding concept only)
- d. Exploring difference between group: independent sample t test, paired sample t test and one way analysis of variance (understanding concept only)
- e. Factor Analysis.

Essential Readings

Giddens Anthony. 2019 (Reprint). New Rules of Sociological Methods. Rawat Publications.

Stinchcombe Arthur L., 2019. The Logic of Social Research, Rawat Publications.

Kothari. C.R.. 2004. Research Methodology: Methods and Technique.

Bryant .Christopher G.A. 1985. Positivism in Social Theory and Research. MACMILLAN Publications.

Giddens, A 1979. Positivism and Sociology. Portsmouth. NH Heinemann.

Graham R. Walden 2002, Survey Research Methodology, 1990-1999: Annotated Bibliography. Greenwood Publication group.

Judge Paramjit S. 2019. Writing Social Sciences: A Personal Narrative. Rawat Publications

Greasley. Pete 2008: Quantitative data Analysis Using SPSS: An Introduction for Healthy and Social Sciences. Open University Press.

Ronald L.Meek1972. Figuring out society: An introduction to the use of quantitative methods in the social sciences Paperback. Fontana

Keith McCormick, Jesus Salcedo.2017. SPSS Statistics for Data Analysis and Visualization. 1st Edition, Kindle Edition

Schutt. Russel K 2016.Understanding the Social World. Research Methods for 21st Century. Sage Publications.

Any other relevant reading suggested by teacher

WRITING ACADEMICALLY

AEC: 803 [Credits: 06]

Course Objectives

1. *To inculcate and develop a respect and a joy for academic reading and writing*
2. *To enable the students to explore nuances of reading academically and writing academically.*
3. *To equip the students with the skills needed for academic reading and writing.*
4. *To equip the student to understand the relationship between academic and non-academic forms of reading and writing*

Course Outcomes

1. *The students will be able to recognize and appreciate the need for academic language and will be able to see the role of theory and research in academic reading and writing*
2. *The students will be able to see the relationship between academics and other genres of reading and writing like journalism, diaries, fiction, and blogs to name a few.*
3. *Students who aim to make careers in academics or elsewhere will benefit in the goal of taking an academic understanding of the world in whatever they do.*
4. *Through exercises aimed at application, the course will work alongside the two projects the students undertake in this semester*

Course Outline:

Unit 1: Academic Writing

- a. What is academic writing
- b. Politics of academic writing
- c. The problem of jargon
- d. Pleasures of academic writing

Unit 2: Reading in the Social Sciences

- a. How to read academically
- b. Where is the theory
- c. Finding the substantiation
- d. Locating the reader/ writer

Unit 3: Exploring Genres

- a. Journalism
- b. Diary/ Journal writing
- c. Fiction
- d. Academic Blogging

Unit 4: Exercises in practice

- a. Writing an academic article
- b. Exploring the sociological short story
- c. Writing academic poetry
- d. The research journal

Essential Readings

- Baumann, J.F. and Graves, M.F. (2010). *What Is Academic Vocabulary?*, Journal of Adolescent & Adult Literacy, Vol. 54, No. 1, pp. 4-12.
- Coakley, E.G. (1989). *Writing Feature Stories*, The Reading Teacher, Vol. 43, No. 3, pp. 270-271.
- Eubanks, P. and Schaeffer, J.D. (2008). *A Kind Word for Bullshit: The Problem of Academic Writing*, College Composition and Communication, Vol. 59, No. 3, pp. 372-388.
- Goodman, K. (1989). *Journalism and Philosophy*, Proceedings and Addresses of the American Philosophical Association, Vol. 63, No.1, pp. 35-40.
- Greyser, N., Mukhopadhyay, S. and Beetham, G. (2012). *Gender Nerds at Heart: An Interview on Bridging the Blogging/Academic Divide with Feministing.com*, American Quarterly, Vol. 64, No. 4, pp. 837-839.
- Jay, T. and Brooks, P. (2004). *Self-Censorship in Course Diaries*, College Teaching, Vol. 52, No. 3, pp. 82-86.
- Lackey, C. (1994). *Social Science Fiction: Writing Sociological Short Stories to Learn about Social Issues*, Teaching Sociology, Vol. 22, No. 2, pp. 166-173.
- Lambert, M. (1965). *Making Journalism Respectable*, College Composition and Communication, Vol. 16, No. 1, pp. 37-40.
- Murray, R. (2013). *Writing for an academic journal: 10 tips*, The Guardian (Higher Education Supplement), 6th September.
- Murray, R. (2013). *'It's not a hobby': reconceptualizing the place of writing in academic work*, Higher Education, Vol. 66, No. 1, pp. 79-91.
- Pinker, S. (2014). *Why Academics Stink at Writing*, The Chronicle of Higher Education.
- Van Dijck, J. (2006). *Writing the Self: Of Diaries and Weblogs*, in *Sign Here!: Handwriting in the Age of New Media*, Neef, S. , van Dijck, J. and Ketelaar, E. (eds.), Amsterdam University Press, Amsterdam.

Further Reading

- Bailey, S. (2015). *Academic Writing for International Students of Business*. London & New York: Routledge.
- Clark, M.D. et al (Eds.). *Creative Writing in the Digital Age: Theory, Practice, Pedagogy*. London: Bloomsbury.
- Ekegren, P. (2012). *The Reading of Theoretical Texts: A Critique of Criticism in the Social Sciences*. London & New York: Routledge.
- Hayot, E. ((2014). *The Elements of Academic Style: Writing for the Humanities*. New York: Colombia University Press.
- Sword, H. (2012). *Stylish Academic Writing*. Cambridge, MS: Harvard University Press.
- Vallis, G.L. (2010). *Reason to Write: Applying Critical Thinking to Academic Writing*. Charlotte, NC: Cona Publishing and Media Group

INTERDISCIPLINARY COURSES [IC]

DEBATING THE COMMONS

IC: 804 [Credits: 06]

Course Objectives:

1. *To develop an understanding of the idea of the shared commons*
2. *To recognize the nature of the commons and commoning practices*
3. *To critically examine the concept of the commons from multiple marginal locations*
4. *To analyse the role of the state and the market in the enclosure of the commons*

Course Outcomes:

1. *The students will be able to locate the debates on the commons in the social science literature and in social praxis.*
2. *The students will be able to develop a familiarity with critical readings in the social sciences*
3. *The students will be able to understand the concerns of marginal communities in terms of inclusion and social justice*
4. *The students will be able to analyze the commons and commoning practices from both a conceptual and empirical perspective*

Course Outline:

Unit I: Introduction

- a. Concept of the Commons
- b. Commons, Enclosure & Emergence of Capitalism
- c. Theorizing the Commons
- d. Feminist Political Ecologies of the Commons

Unit II: The Rural Commons

- a. New Enclosures
- b. Ecological Commons: Land, Water
- c. Commons, Communities and Collective Practices
- d. Case Study

Unit III: The Urban Commons

- a. Urban Commons & the Right to the City
- b. Urban Ecological Commons (air, waterbodies, wetlands, landfills)
- c. Urban Civic Commons (streets & sidewalks, public spaces, public transit)
- d. Communities & Collective Action

Unit IV: The Cultural & Intellectual Commons

- a. Knowledge Commons Online – Digital/Internet Commons
- b. The University as Constructed Knowledge Commons
- c. Cultural Commons
- d. Politics of the Commons

Essential Readings:

- Bakker, K. (2007) The 'commons' versus the 'commodity': alter-globalization, anti-privatization, and the human right to water in the global South. *Antipode* 39(3): 430-455
- Banerjee, T. 2001. The Future of Public Spaces-Beyond Invented Streets & Reinvented Places, *Journal of the American Planning Association*. Winter, Vol. 67, No. 1.
- Baviskar, A. 2020. *Uncivil City: Ecology, Equity and the Commons in Delhi*. Sage & Yoda Press. USA.
- Clement, F., W. Harcourt, D. Joshi & E. Sato. (2019). Feminist Political Ecologies of the Commons & Commoning, *International Journal of the Commons*, Vol. 13, no 1 2019, pp. 1–15
- Federici, S. (2019), *Re-Enchanting the World: Feminism and the Politics of the Commons*. Oakland: PM press.
- Ghate, R., Jodha, N. and P. Mukhopadhyay (Eds). 2008. *Promise, Trust and Evolution, Managing the Commons in South Asia*. Oxford. Oxford University Press.
- Hardin, G. (1968) The Tragedy of the Commons. *Science* 162(3859): 1243-1248.
- Harvey, D. 2011. The Future of the Commons, *Radical History Review*, Issue 109 (Winter)
- Goldman, M. (1997) 'Customs in common': the epistemic world of the commons scholars. *Theory and Society* 26(1): 1-37.
- Jodha, N.S., Naveen P Singh, Cynthia S Bantilan, 2012. *The Commons, Communities and Climate Change*, *Economic & Political Weekly*, March 31, vol xlvii no 13
- Linebaugh, P (2009): *The Magna Carta Manifesto: Liberties and Commons for All* (Berkeley: University of California Press)
- Madison, M.J., B. Frischmann, K. Strandburg. 2009. The University as Constructed Cultural Commons, in *Journal of Law & Policy*, Vol. 30:365.
- Manfredini, M. 2019. Urban Commons and the Right to the City, Editorial, in *The Journal of Public Space*, 2019 | Vol. 4 n. 4. <https://www.journalpublicspace.org>.
- Ostrom, E. (1990) Reflections on the Commons. In: *Governing the Commons: The evolution of institutions for collective action*. Cambridge: Cambridge University Press. Pp. 1-28.
- Polanyi, Karl (1944): *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon Press)
- Sundberg, J., 2016. Feminist political ecology. *International Encyclopedia of Geography: People, the Earth, Environment and Technology: People, the Earth, Environment and Technology*, pp.1-12.
- Walljasper, Jay (2010): *All That We Share: How to Save the Economy, the Environment, the Internet, Democracy, Our Communities and Everything Else That Belongs to All of Us* (New York: The New Press)

Further Readings:

Bollier, D. and Helfrich, S. (2015) *Patterns of Commoning*, Mass: The Commons Strategy Group / Off the Commons Books.

Brara. R. 2006. Shifting landscapes: the making and remaking of village commons in India. Oxford University Press. New Delhi.

Chakravarty-Kaul, M. 1996. Common Lands and Customary Law. Institutional Change in North India over the past two centuries. Delhi: Oxford University Press.

De Angelis, M (2007): *The Beginning of History: Value Struggles and Global Capital* (London:Pluto Press)

Gidwani V. and Amita Baviskar (2011) Urban commons. *Economic and Political Weekly* 156(50): 42-43.

Foster, Sheila R. (2013): Collective Action and the Urban Commons. *Notre Dame Law Review* 87(1), pp. 57–133.

Hardin. G. (1994) The tragedy of the unmanaged commons. *Trends in Ecology and Evolution* 9(5): 199.

Hardt. M. and Antonio Negri, 2008. Commonwealth. Cambridge, MA: Belknap Press of Harvard University Press.

Neeson, J M (1993): *Commoners: Common Right, Enclosure, and Social Change in England, 1700-1820* (Cambridge: Cambridge University Press)

Parthasarathy. D. (2011) Hunters, gatherers and foragers in a metropolis: commonising the private and public in Mumbai." *Economic and Political Weekly* 156(50): 54-63.

Reid, H. and Betsy Taylor (2010): *Recovering the Commons: Democracy, Place, and Global Justice* (Urbana: University of Illinois Press)

DIASPORA STUDIES

IC:805 [Credits: 06]

Course Objectives:

1. *This course introduces students to concepts and areas of research in the interdisciplinary field of Diaspora Studies.*
2. *It situates contemporary diasporas at the interface of globalization, transnational mobilities and trans local relationships.*
3. *The course aims to highlight the specific methodological and theoretical contributions of anthropology to the field.*
4. *It describes different forms of migration and formation of diasporas and addresses the politics of identity and belonging.*
5. *It analyses transnational dimensions of development, philanthropy and religious movements in the context of diaspora – homeland relations.*

Course Outcomes:

1. *The student will be sensitised to the nuances of transnational mobilities and trans local relationships in diaspora studies*
2. *The student will be able to undertake a theoretical analysis of research in diaspora studies*
3. *The student will be able to analyse Case studies of different 'types' of diasporas*

Course Outline:

Unit I: Introduction to Diaspora Studies

- a. Contemporary significance of Diasporas
- b. Historical backdrop: Exile, slave, indentured labour, imperial, trade and other diasporas
- c. Development of Diaspora Studies as an interdisciplinary field
- d. Current debates on the term and concept of diaspora

Unit II: Diasporas, Transnationalism and Trans localism

- a. Trans local relations in the premodern world (Mediterranean/Indian Ocean worlds)
- b. The fluidity of diaspora in globalization (hybridity, multiculturalism, virtual diasporas)
- c. Transnationalism and its contemporary dimensions (business/philanthropy/development/social movements)
- d. Nationalism in a transnational world

Unit III: Case Studies

- e. Forced Displacement and Exile (Jewish/ Palestinian/Sri Lankan Tamil/Black Atlantic/Rohingya migration)
- f. Indentured Labour (Indian labour in Africa/Caribbean/South East Asia)
- g. 20th century migration to North America (from Asia/ Europe/ Latin America/ Africa)
- h. Oil boom and Migration to the Gulf (from South/ South east Asia)

Unit IV Overview of Indian Diaspora

- a. Demographic profile of Indian diasporas and diasporas within India
- b. Political and economic significance and evolution of Indian government policy
- c. Issues of Identity (homeland vs. host land, internal heterogeneities, Gender)
- d. Diasporic Art, Literature and Cinema

Essential Readings

Cohen, R. (2008). *Global Diasporas: An Introduction*. London: Routledge.

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Chaudhury, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press.

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Pearson, M. (2007). *The Indian Ocean*. London: Routledge.

Rouse, R. (2002). Mexican Migration and the Social Space of Post Modernism. In J.X. Inda and R. Rosaldo (Eds.). *The Anthropology of Globalization*. New York: Blackwell, 157-171.

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ETHNOGRAPHY

IC: 806 [Credits: 06]

Course Objectives

1. *Introduce the students to the practice of ethnography*
2. *Familiarise them with the diverse strands and conventions in ethnographic practice*
3. *Map the critiques and transformations of ethnography*
4. *Familiarise them to varieties of ethnographic writing*

Course Outcomes

1. *Acquisition of skills for ethnographic research*
2. *Application of critical thinking to ethnographic practice*
3. *Identification of critical sites for research*
4. *Appreciation of the plurality and diversity of the human condition*

Course Outline:

Unit 1: Writing culture

- a. Origins of ethnographic practice
- b. Ethnography and the colonial episteme
- c. The *adivasi* lifeworld
- d. Changing ruralities

Unit 2: Critical Locations

- a. Reflexive and critical ethnography
- b. Gendering ethnography
- c. Inscriptions of dalit subjectivity
- d. Narratives of disability

Unit 3: Diverse Sites

- a. Ethnography and the sacred
- b. Portrayals of embodiment
- c. Narratives of development
- d. Tracking the nation

Unit 4: Mapping the contemporary

- a. Transcribing the gig economy
- b. Ethnography and popular culture
- c. Interpreting emotions
- d. Life in the anthropocene

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Anand, N., Gupta, A., & Appel, H. (Eds.). (2018). *The Promise of Infrastructure*. Duke University Press.

Anandhi, S. & Kapadia K. (Eds.). (2017). *Dalit Women: Vanguard of an Alternative Politics in India*. Routledge.

- Babb, L.A. (2004). *Alchemies of Violence: Myths of Identity and Life of Trade in Western India*. Sage.
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- Berger, P & Sahoo, S. (Eds.). (2020). *Godroads: Modalities of Conversion in India*. Cambridge University Press.
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- Cherian, A.E. (2017). *Tilt, Pause, Shift: Dance Ecologies in India*. Tulika Books
- Das, V. (2007). *Life and Words: Violence and the Descent into the Ordinary*. University of California Press.
- Derne, S. (2000). *Movies, Masculinity and Modernity: An Ethnography of Men's Filmgoing in India*. Praeger Publishers.
- Fischer, M.J. (2018). *Anthropology in the Meantime: Experimental Ethnography, Theory and Method for the Twenty-First Century*. Duke University Press.
- Gosh, N. (Ed). (2016). *Interrogating Disability in India: Theory and Practice*. Springer India.
- Gidla, S. (2017). *Ants among Elephants: An Untouchable Family and Making of Modern India*. Macmillan.
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- Günel, Gökce. (2017). *Spaceship in the Desert: Energy, Climate Change, and Green Business in Abu Dhabi. Experimental Futures*. Duke University Press.
- Hasan, M. (2012). *Colonial Ethnography in the Nineteenth Century*. Oxford University Press.
- Pinto, S. (2014). *Daughters of Parvati: Women and Madness in Contemporary India*. University of Pennsylvania Press.
- Ibrahim, F. (2019). *Settlers, Saints and Sovereigns: An Ethnography of State Formation in Western India*. Routledge.
- Inglis, P. (2019). *Narrow Fairways: Getting by and Falling Behind in New India*. Oxford University Press.
- Jodhka, S. & Simpson, E. (Eds.). (2019). *India's Villages in the 21st Century: Revisits and Revisions*. Oxford University Press.
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- Menon, K.D. (2010). *Everyday Nationalism: Women of the Hindu Right in India*. University of Pennsylvania Press.
- Messeri, Lisa. (2016). *Placing Outer Space: An Earthly Ethnography of Other Worlds. Experimental Futures*. Duke University Press.
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- Prassl, J. (2018). *Humans as a Service: The Promise and Perils of Work in the Gig Economy*. Oxford University Press.
- Smith, D.E. (2005) *Institutional Ethnography: A Sociology for People*. AltaMira Press.
- Solomon, H. (2016). *Metabolic Living: Food, Fat and the Absorption of Illness in India*. Duke University Press.

Stodulka, T., Dinkelakar, S., & Thajib, F. (Eds.). (2019). *Affective Dimensions of Fieldwork and Ethnography*. Springer.

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Warren, C.A.B., & Hackney, J.K. (2000). *Gender Issues in Ethnography*. Sage.

Zaidi, A. (2020). *Bread, Cement, Cactus*. Cambridge University Press.

HUMAN RIGHTS IN INDIA

IC: 807 [Credits: 06]

Course objectives

1. *The course aims at engaging the students in the discourse of Human rights*
2. *The course examines specifically the evolution of the idea of human rights and the notion of individual rights v/s collective rights*
3. *The course seeks to critically assess the legal, constitutional and institutional mechanisms that have evolved to address the issues of human rights.*

Course outcomes

1. *The students will have a comprehensive understanding of the discourse of Human Rights.*
2. *The students will be able to address the issues of Human Rights across the globe.*

Course Outline:

Unit I: Historical Mapping of the Discourse on Human Rights

- a. The Emergence of the Discourse of Human Rights
- b. Concept of Human Rights
- c. Classification of Rights
- d. The Universal declaration of Human Rights, International court of Justice

Unit II: The Human Rights Discourses in India

- a. Fundamental Rights and Fundamental Duties
- b. Directive principles of state policy
- c. National Human Rights Commission, NCW, NCM, SC/ST commission
- d. Human Rights and Role of NGOs and Media

Unit III: Paradoxes and Issues

- a. Violence against Marginal Groups (Women, SCs, STs)
- b. Communal Riots
- c. Custodial Violence
- d. Rights of Non Normative Sexual identities

Unit IV: Globalization and Human Rights

- a. Consumer Rights
- b. The Rights of Differently Abled People
- c. The Rights of Refugees
- d. Right to development Vs Right for identities

Essential Readings

Agosin M. (Ed.). (2003). Women, Gender and Human Rights – A Global Perspective. Jaipur: Rawat.

Baxi, U. (2012). The Future of Human Rights. New Delhi: Oxford University Press.

Biswal, T. (2006). Human Rights Gender and Environment. New Delhi: Viva Books

Rajkhowa, S. & Deka, S. (2013). Economic Social and Cultural Rights Vol. 2. Guwahati: EBH Publishers

Rajkumar, C. & Chockalingam, K. (2007). Human Rights, Justice and Constitutional Empowerment. New Delhi: Oxford University Press

Further Readings

Alam, A. (Ed.). (2004). Human Rights in India : Issues and challenges. New Delhi: Raj publication.

Chavhan, R.S. (2007). Globalization and Human Rights. New Delhi: Radha

Freeman, M. (2002). Human Rights: An Interdisciplinary Approach. Oxford: Polity Press.

Lakkaraja, J. (2008). Women Prisoners in Custody. New Delhi: Kaveri Books.

Mahajan, G. (Ed). (1998). Democracy, Difference and Social Justice. New Delhi: Oxford University Press.

Murray, A. (2005). Human Rights in the Digital Age. London: Oxford University press.

Pillai, V. K. (2006). Communal Violence: A Sociological study of Gujarat. New Delhi: Shipra

Rajawat, M. (2001). Burning Issues of Human Rights. New Delhi: Kalpaz.

Sen, A. (2009). The Idea of Justice. New Delhi: Penguin

Sharma (2002) Human Rights Violations: A Global Phenomenon. New Delhi: APH.

Sri Krishana, S. & Samudrala, A.K. (Eds.). (2007). Dalits and Human Rights. New Delhi: Serial Publications.

Sri Krishana, Samudrala, S. & Anil Kumar. (2008). Refugees and Human Rights. New Delhi: Serial Publications.

Symonides, J. (2003). Human Rights: Concepts and Standards. Jaipur: Rawat.

POPULAR CULTURE
IC: 809 [Credits: 06]

Course Objectives:

1. *To undertake an advanced sociological analysis of the reach and diversity of cultural expressions in contemporary India.*
2. *To trace the development of concepts and theories associated with popular culture*
3. *To assess the critiques from various marginal social locations and standpoints*
4. *To look at popular culture from the vantage point of the dynamics of power and the multiple sites of its contestation.*

Course Outcomes:

1. *The learner will clearly be able to distinguish between folk, classical, mass and popular y culture*
2. *The student will be able to undertake a theoretical analysis of popular cultural texts*
3. *The student will be able to deconstruct hierarchies of power encoded in popular culture*
4. *The learner will be sensitized to alternatives to popular cultural production*

Course Outline:

Unit I: Concepts and Approaches

- a. Mass Culture and Folk Culture
- b. High Culture and Low Culture
- c. Class and Cultural Production
- d. Culture Industry

Unit II: Meanings and Representation

- a. Encoding and Decoding
- b. Structure and Meaning
- c. Ideology
- d. Identities and Locations

Unit III: Hegemony and Resistance

- a. Nationalism
- b. Corporatization
- c. Feminist Critique
- d. Subaltern Locations

Unit IV: Postmodernity and Globalization

- a. Global Cultures
- b. Ethnic and the Popular
- c. Hybridity and Creolization
- d. Diasporic Sites

Essential Readings

Danesi, M. (2008). Popular Culture: Introductory Perspectives. Lanham, Maryland: Rowman & Littlefield

Gokulsing, K.M. & Dissanayake, W. (Eds.). (2009). *Popular Culture in a Globalised India*. London & New York: Routledge.

Kasbekar, A. (2006). *Pop Culture India! Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO.

Srinati, D. (2004). *An Introduction to Theories of Popular Culture*. London & New York: Routledge.

Storey, J. (2009). *Cultural Theory and Popular Culture: An Introduction*. London: Pearson & Longman.

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Uberoi, P (2009) *Freedom and Destiny: Gender, Family, and Popular Culture in India*, Oxford University Press

Further Readings

Berger, A.A. (2010). *The Objects of Affection: Semiotics and Consumer Culture*. New York: Palgrave Macmillan.

Edensor, T. (2002). *National Identity, Popular Culture and Everyday Life*. Oxford: Berg.

Fiske, J. (1989). *Reading the Popular*. London & New York: Routledge.

Guins, R. & Zaragoza Cruz, O. (Eds.). (2005). *Popular Culture: A Reader*. London: Sage.

Hannerz, U. (1996). *Transnational Connections: Culture, People, Places*. London & New York: Routledge.

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Rege, S. (2002). Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra. *Economic and Political Weekly*, 37 (11), 1038 – 1047.

Storey, J. (2003). *Inventing Popular Culture: From Folklore to Globalization*. Oxford: Blackwell Publishing.

Weaver, J.A. (2009). *Popular Culture: A Primer*. New York: Peter Lang.

Wolf, N. (2013). [1991]. *The Beauty Myth*. London: Vintage Books.

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SCIENCE, KNOWLEDGE, MODERNITY

IC: 810 [Credits: 06]

Course Objectives:

1. *To develop an understanding of the historical, social, cultural and political context of the birth of modern science*
2. *To understand how the discipline of sociology has developed critical perspectives to science.*
3. *To critically examine modern science from the perspectives of marginal nations and people*
4. *To examine the role of modern science in reproducing multiple social hierarchies*

Course Outcomes:

1. *The students will be able to locate science and scientific method in social contexts and see connections between scientific theories and the society in which these emerged*
2. *The student will develop a disciplinary familiarity with critical readings from the sociology of science and knowledge*
3. *The student will be able to see science in the imagination of nations, progress and development*
4. *The student will understand concerns of inclusion and social justice in science*

Course Outline:

Unit 1: Framing the context

- a. Historical emergence and imperialist expansion of modern western science
- b. Debates on scientific method
- c. Rethinking the promise of scientific modernity
- d. Science studies.

Unit 2: Perspectives from sociology of science and sociology of knowledge

- a. Early approaches to science: Karl Mannheim and Robert Merton
- b. Science as social: Thomas Kuhn
- c. *The Strong Programme*: David Bloor and Barry Barnes
- d. Laboratory studies: Bruno Latour, Karin Cetina Knorr, Sharon Traweek

Unit 3: Science, nation, progress: The Indian context

- a. Contesting ideological perspectives-from independence onwards
- b. Imaginations of a national science
- c. Status of traditional knowledges
- d. Alternative sciences

Unit 4: Exclusions and epistemes

- a. Women
- b. Caste
- c. Gender
- d. Disability

Essential Readings

Achuthan, A. and Chadha, G. (Eds.) (2017). *Feminist Science Studies in Economic and Political Weekly*, Vol. LII No. 17.

Bloor, D. (1976). *Knowledge and Social Imagery*. London: Routledge.

Bloor, D. & Barry, B. (Eds.). (1996). *Scientific Knowledge: A Sociological Analysis*. Chicago: Athlone and Chicago University Press.

Buchhi, M. (2004). *Science in Society: An Introduction to Social Studies of Science*. Oxon: Routledge: Oxon.

Chadha, G. (2020). *Nature, Nation, Science and Gender in Reframing the Environment: Resources, Risk and Resistance in Neoliberal India*, Rao M. (ed.), Routledge, New Delhi.

Collins, H. M., & Pinch, T. J. (1993). *The Golem: What You Should Know about Science*. Cambridge: Cambridge University Press

Keller, E.F. & Longino, H.E. (Eds.). (1996). *Feminism & Science*. Oxford and New York: Oxford University Press.

Krishna, S. and Chadha, G. (Eds.) (2015). *Feminists and Science: Critiques and Perspectives in India* (Vol 1.), Stree Publishers, Kolkata (2015).

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Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

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Mannheim, K. (1936). *Ideology and Utopia*. London: Routledge.

Nandy, A. (1980). *Alternative Sciences: Creativity and Authenticity in Two Indian Scientists*. New Delhi: Allied.

Nandy, A. (Ed.). (1988). *Science, Hegemony and Violence: A Requiem for Modernity*. Tokyo, Japan: United Nations University.

Patnaik, B. K. (Ed.). (2014). *Sociology of Science and Technology in India*. New Delhi: Sage India.

Prakash, G. (1999). *Another Reason: Science and the Imagination of Modern India*. New Jersey: Princeton University Press.

Sur, A. (2011). *Dispersed radiance, Caste Gender and Modern Science in India*. New Delhi: Navayana.

Tuana, N. (Ed.). (1989). *Feminism and Science*. Bloomington and Indianapolis: Indiana University Press.

Visvanathan, S. (1997). *A Carnival for Science*. New Delhi: Oxford University Press.

Wallerstein, I. (2001). *Unthinking Social Science*. Philadelphia: Temple University Press.

Web links

Life of Science: <https://thelifeofscience.com/>

March for Science: <https://marchforscience.org/>

SOCIOLOGY OF SOCIAL MOVEMENTS

IC: 811 [Credits: 06]

Course Objectives:

- 1. This course attempts to introduce students to the contexts and concepts of social movements and attempts to locate them theoretically through concrete case studies.*
- 2. The course critically analyses various social movements on the basis of gender, caste, class, ethnic groups and other marginalities.*
- 3. The course focuses on the various issues that emerge due to the globalized context.*
- 4. The present course further examines mass mobilizations on digital platforms.*

Course Outcomes:

- 1. The students will be sensitized to the variety and dynamics of Social Movements*
- 2. The students will be able to appreciate the role of social movements in social change and transformation in India.*
- 3. The students will be able to understand the various approaches to the study of social movements.*

Course Outline:

Unit I: Introduction: Concepts & Theories

- Definitions & Characteristics
- Forces and Process of Social Movements
- Nature of Social Movements -Reform/ Rebellion/ Revival/ Revolutionary
- Theorising Movements- Resource Mobilization & New Social Movements

Unit II: Analysing Movements: Issues of Leadership, Ideology, Identity

- Social structure, Ideological Differences
- Issues of Leadership
- Multiple Identities
- Knowledge, Culture, and Conflicts

Unit III: Mapping Movements

- Peasant/ Farmers
- Ethnicity, Caste, Tribe
- Sexuality, Gender, Human Rights
- Environment, Global Issues

Unit IV: Civil Society, Globalization & New Practices

- Individual Participation & Movement Subcultures
- Policing of Protest & Political Opportunities
- Civil Society & Globalisation
- Virtual Movements & Social Networking Sites

Essential 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. Almeida, P. (2006). *Social Movements: The Structure of Collective Mobilization*. University of California Press.

Dhanagare D.N., (2016). *Populism and Power: Farmers' Movement in Western India: 1980-2014*, Routledge (Manohar), Delhi.

Foweraker J., (1995). *Theorizing Social Movements*, London, Pluto Press.

Omvedt. G., (1995). *Reinventing Revolution*. New York. M. E. Sharpe.

Omvedt, Gail (1995). *Dalit visions: The Anti-caste Movement and the Construction of an Indian Identity*, (New Delhi, Orient Longman)

Oomen, 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, Meyer David S., Whittlev Nancy, Robnett Belinda, (2002). *Social Movements*, Oxford, New York

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.A. et al (Eds.). (2019). *Wiley Blackwell Companion to Social Movements (2nd edition)*. Wiley Blackwell.

Further Readings

Diani, M.,(1992). The concept of Social Movement, *Sociological Review*, 40 (1). 1-25

Gore M. S., (1989). *Non Brahmin Movement of Maharashtra*, Segment Book Distributors, New Delhi.

James Petras, Henry Vettmeyer,(2005). *Social Movements and State Power*, Pluto Press, London.

Jogdand P.G. (2020). *Dalit Movement in India*, New Delhi: Rawat Publications (2nd edition).

McAdam, D., McCarthy, J. D. and Zald, M.N.(1996). *Comparative Perspectives on Social Movements*. Cambridge: Cambridge University Press.

McGarry, Aidan and James Jasper. 2015. *The Identity Dilemma: Social Movements and Collective Identity*. Temple University Press, Project MUSE.muse.jhu.edu/book/71222.

Millward, Peter & S. Takhar. 2019. Social Movements, Collective Action and Activism. Sociology, 1–12

Omvedt, Gail, (1994): Dalit and the Democratic Revolution, Sage, New Delhi.

Omvedt, Gail,(1976). Cultural Revolt in a Colonial Society: Non Brahmin Movement in Western India. 1973-1930., Bombay, Scientific Education Trust.

Pichardo Nelson A., (1997). New Social Movements: A Critical Review, Annual Review of Sociology Vol. 23: 411-430.

Pawar, S.N, Patil, R.B, & Salunkhe, S.A (Eds),(2005). Environmental Movements in India, Rawat, Jaipur.

Rao, M.S.A. (1978). Social Movements in India, Vol. I and II, Manohar, Delhi.

Rao, M.S.A., (1979). Social Movements and Social Transformation, Macmillan, Delhi.

Shah, Ghanshyam, (1990). Social Movements in India; a review of the literature, Sage,Delhi.

Shah, Nandita, (1992). The Issues at State: Theory and Practice in the Contemporary Women's movements in India, Kali for Women, New Delhi

Singh K.S. (1982). Tribal movements in India, (ed.) Vol. I & II Manohar Publications, New Delhi.

Singh R., (2001). Social Movements, Old and New, Sage Publications, New Delhi.

Shiva, V., (1991). Ecology and the Politics of Survival (New Delhi: Sage)

Tarrow, Sidney., (1998). Power in Movement: Social Movements and Contentious Politics. NY: Cambridge University Press.

Tilly, C and S Tarrow. (2015) *Contentious Politics*, 2nd ed., Oxford: Oxford University Press.

Tilly C., (2004). Social Movements 1768-2004, Paradigm Publishers, LLC.

Zirakzadeh Cyrus E., (1997). Social Movements in Politics a Comparative Study Pearson Books

THE MAKING OF MUMBAI

IC:808 [Credits: 06]

Course objectives:

- 1. This course enables learner to understand the growth and expansion of Mumbai historically*
- 2. It aims to understand urban restructuring and its impact on development of city.*
- 3. The course focuses on labour market, urban planning and development of Mumbai. The contributions of different caste and communities in building mega city.*
- 4. The learner will develop the understanding of the role of the State institutions in making Mumbai as world class city.*

Course Outcomes:

- 1. The learner will be able to understand brief history, regional expansion and economic development of Mumbai.*
- 2. It will help students to get acquainted with issues of migration, dynamics of formal and informal sector economy,*
- 3. Further enable students to reflect on the image of city through cinema, food and tourism.*
- 4. It will help learner to do assessment of urban planning, development and urban governance*

Course Outline:

Unit I: Introduction:

- a. A historical overview of Growth, Region and Development of Mumbai
- b. Globalisation -Urban Restructuring and Spatial Segregation in Mumbai

Unit II: Labour Markets of Mumbai:

- a. Overview of Migration trends, Formal and Informal workers and economy, micro economic activities
- b. Changing Occupational Structure, Caste and Communities,
- c. Regionalism and Identity Politics

Unit III: Urban Governance, Urban Planning, and Development (Field work component)

Development Plans (DCPR 2034), Urban Infrastructure projects, Affordable Housing, Slums

- a. MCGM -Municipal Corporation of Greater Mumbai
- b. MMRDA-Mumbai Metropolitan Region Development Authority
- c. MHADA- Maharashtra Housing and Area Development Authority

d. SRA- Slum Rehabilitation Authority

* Field work: Case study of Dharavi Redevelopment, Bhendi Bazar Redevelopment, Mithi River Development and protection, Mumbai Trans Harbor Link, Mumbai coastal road, Waste and Recycling, Solid Waste Management, Salt Pan Lands, Wetlands, Mangroves and development

Unit IV: Images of Mumbai (Field work Component)

- a. Cinema
- b. Traditional Food Culture / Street food economy
- c. Tourism

Essential Readings:

Baneerjee Guha, 2010, Accumulation by Dispossession, Transformative Cities in the New Global Order, Sage publications, New Delhi

Bhagat Ram , Jones Gavin , Population Change and Migration in Mumbai Metropolitan Region: Implications for Planning and Governance, Asia Research Institute , working paper series 201, 2013

Chandavarkar Rajnarayan, (2003). Origin of Industrial Capitalism in India: Business Strategies and working classes in Bombay, 1900-1940, Cambridge University Press.

Caroline Saglio –Yatzimirsky –Marie, 2013, Dharavi Mega slum to urban Paradigm, Routledge Taylor and Francis Group, New Delhi.

Leela Fernandes, The Politics of Forgetting: Class Politics, State Power and the Restructuring of Urban Space in India, Urban Studies ,Vol.41,No 12.2415-2430. 2004, Carfax Publishing, <https://doi.org/10.1080/00420980412331297609>

Morris D.Morris , 1965.The Emergence of Industrial Labour Force. A Study of the Bombay Cotton Mills,1854-1947, Oxford University Press.

Mumbai Reader 12, Urban Design Research Institute, Mumbai.

Patel Sujata & Masselos Jim, (ed), (2005) Bombay and Mumbai, The City in Transition, Oxford University press, New Delhi.

Sandhu Ranvinder, Sandhu Jasmeet, 2007, Globalising Cities, Inequality and segregation in Developing Countries, Rawat Publications, Jaipur.

Sebers Klaus, (2007) The Making of Global City, The John Hopkins University press, Baltimore.

Sharma R.N., Mega Transformation of Mumbai: Deepening Enclave Urbanism, Sociological Bulletin, Volume 59(1) January – April 2010, pp 69-91
<https://doi.org/10.1177/0038022920100104>

Websites

*MCGM

<http://www.mcgm.gov.in/>

*MMRDA Plan Document Website-

www.mmrda.mumbai.org/search/search.php?Submit.x=1&search=tasks§ionmmrda

*MAHADA

<https://mhada.maharashtra.gov.in/>

*SRA

<http://www.sra.gov.in/>

<http://iussp2009.princeton.edu/papers/92214>

https://portal.mcgm.gov.in/irj/portal/anonymous/qlcoastal1?guest_user=english

Project Based Courses*

PRO-I

Sr. No.	Project Themes I
1	Informal sector
2	Law & social change
3	Tribal Society in India
4	Understanding Partition Narratives from Punjab and Bengal
5	Education in Indian Society
6	Neoliberal Environments
7	Religion, State and Civil Society
8	Health & Social Stigma
9	Indian Society: Structure and Change

Project Based Course

PRO-II

Sr. No.	Project Themes II
1	Tourism economy
2	Media, Communication & Social change
3	Issues of Migration
4	Exploring the digital/ virtual worlds
5	Rural Society: change and development
6	Gender, Space & Livelihoods
7	Neoliberalism & Its Discontents
8	Marginalized Groups and Communities

*Note:

- Project Based Course- For the MA Honours CBCS program the student has to do **two (2)** projects of **8 credits each**, (one from each of the two sets of project themes).
- For the MA Regular CBCS program the student has to do **one (1)** project of **10 credits** (from either of the two sets of project themes).