

University of Mumbai



No. AAMS_UGS/ICC/2024-25/57

CIRCULAR:-

All the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office Circular No. AAMS_UGS/ICC/2023-24/23 dated 08th September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Board of Studies in Sociology at its meeting held on 23rd April, 2024 and subsequently passed by the Board of Deans at its meeting held on 18th May, 2024 vide item No. 5.17 (N) have been accepted by the Academic Council at its meeting held on 24th May, 2024 vide item No. 5.17 (N) and that in accordance therewith syllabus for **M.A. (Sociology) Sem – III & IV** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
16th August, 2024


(Prof. (Dr.) Baliram Gaikwad)
I/c. REGISTRAR

To,

All the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

A.C/5.17(N)/24/05/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, **Board of Studies in Sociology**,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari.
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com

Copy for information :-

1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

As Per NEP 2020

University of Mumbai



**Title of the program
M.A. (Sociology)**

Syllabus for

**Semester – Sem.- III & IV
Ref: GR dated 16th May, 2023 for Credit
Structure of PG**

(With effect from the academic year 2024-25)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	M.A. (Sociology)
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure R: HSP – 20A R. HSP -20B	Attached herewith
5	Semesters	Sem. III
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

Sign of the BOS
Coordinator
Name of the Coordinator
BOS in

Sign of the
Offg. Associate Dean
Name of the Associate
Dean
Faculty of

Sign of the
Offg. Associate Dean
Name of the Associate
Dean
Faculty of

Sign of the
Offg. Dean
Name of the Dean
Faculty of

Preamble

1) Introduction

The Department of Sociology, University of Mumbai, has the distinction of being the oldest centre of teaching and research in Sociology and Anthropology in India. It was set up in the year 1919 CE with Sir Patrick Geddes, eminent British sociologist, and town planner as the first Professor and Head, being one of the oldest of the departments to be established in the University of Mumbai. Over the last ten decades the department has made pioneering and significant contributions to teaching and research in Sociology of South Asia.

The present Syllabus is designed by the Department of Sociology as per the National Education Policy 2020 and the provisions of the GR of the Government of Maharashtra dated 20th April 2023 and 16th May 2023. It has been prepared in tandem with the guidelines, structures and formats issued by the University authorities. The Syllabus is the final product of the active participation of the entire faculty and consultation with faculty at the post-Graduate centres outside the University Campus.

Following the focus given in National Education Policy 2020 and the Curriculum Framework of the UGC, the MA Programme in Sociology lays **emphasis** on the following:

Student-Centric Programme: It is a student centric programme with a range of baskets of Major - Mandatory and Elective courses with specialization for the students to choose from. The programme incorporated mentored field projects and on-job-training, training in research methodology, doing research projects, and training in academic writing.

Multi-disciplinarity: The courses are designed with multidisciplinary approach drawing on from the recent developments in disciplines aligned with Sociology. Stress is laid on engaging with natural sciences from a critical social scientific approach. Some of the courses are interdisciplinary in their approach and content such as Gender and Society, Environment and Society, Study of the Commons, Human Rights, Feminist Theory, Tribes in India, Media and Society, Caste in Contemporary India, and Sociology of Constitutional Democracy.

Focus on **conceptual understanding**, particularly in the courses on theory, epistemology, and methodology.

Encouragement for **creativity and critical thinking:** The courses in the syllabus lay stress on critical approach to understanding, explanation and problem solving.

Evaluation and assessment which examine the students on their ability to learn, understand and apply the concepts and insights rather than testing on memory and rote learning.

Global Outlook: The programme maps the interconnections between the global and the local in terms of theory, concepts, and praxis. It seeks to suggest solutions to complex local and global challenges.

Focus on India: The syllabus has courses dedicated to the development of Sociology in India and the transformation of rural and urban India. The courses on theories have units dedicated to the study of India's contribution to the world. There is a separate course on Constitutional Morality to enable students to understand the nature and values of democracy in India.

Field based research: From its inception, Department of Sociology, University of Mumbai has had the distinction of initiating field-based research and publications. The new Syllabus continues the legacy with the visionary standards of research and publications envisioned under NEP2020

2) Aims and Objectives

1. To introduce, reinforce, strengthen, and deepen the study of sociology to establish continuity between undergraduate and post graduate programmes in students from diverse class, caste, gender, religious and ethnic backgrounds.
2. To develop an overall and well-rounded understanding of sociology through theoretical paradigms, methodological debates, and the study of substantive domains.
3. To see the continuities and departures between classical and contemporary sociology and transmit rigorous analytical skills.
4. To develop the connections between sociology and anthropology that will help in furthering interdisciplinary perspectives.
5. To develop critical thought on social structures, social processes, and social institutions from the perspectives of people of marginal locations of class, caste, gender, tribe, religious, linguistic, and ethnic minorities.

3) Learning Outcomes

1. Students would develop analytical skills to connect different scales like the local, regional, national, and global to enhance diversity and inclusiveness
2. Students would imbibe research and advocacy skills through critical pedagogies in the classroom and through individual and group applied projects
3. Students would acquire reading and writing skills of original and related texts
4. Students would be equipped with access and responsible use of digital technologies in their study and in their lives
5. The programme will develop employability of the sociologist in various fields like governance and policy, development, and intervention, electronic visual and print media, human resource and personnel management, and non-governmental organisations.
6. The students would be equipped with teaching abilities in sociology and related disciplines
7. The programme would create sensitive, enlightened, and progressive citizens of the country and the world who will apply sociology to their professional and personal lives.

4) Any other point (if any)

All the three programmes (Diploma, 2-year Degree and 1 year Degree) are designed to cater to the students with multiple capabilities. All the early and new sub-disciplines of Sociology are offered in both mandatory and elective sections. The courses have an interdisciplinary outlook with inputs from other disciplines in social sciences. The courses bear the imprint of the legacy of the Department of Sociology at Mumbai with a few mandatory and elective courses with substantial content from the field of Cultural Anthropology.

5) Credit Structure of the Program (Sem I, II, III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)

R: HSP – 20A**Post Graduate Programs in University**

Parishishta - 1

Year (2 Yr. PG)	Level	Semester. (2 Yr.)	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives Any one					
Year I	6.0	Semester I Programme Code: 3230461	Course 501 (04 Credits) (100 Marks) Classical Sociological Theory Course 502 (04 Credits) (100 Marks) Perspectives on Indian Society Course 503 (04 Credits) (100 Marks) Sociology of Globalization Course 504 (02 Credits) (50 Marks) Academic Reading and Writing	04 Credits (ANY ONE) (100 Marks) 505 Environment and Society OR Sociology of Tribes OR Sociology of Religion OR Education and Society OR Caste in Contemporary India	Course 506 (04 Credits) (100 Marks) Research Methodology			22	PG Diploma (after 3 Year Degree)

		Semester II Programme Code: 3230462	Course 507 (04 Credits) (100 Marks) Classical Perspectives in Cultural Anthropology Course 508 (04 Credits) (100 Marks) Sociology of Marginalized Communities Course 509 (04 Credits) (100 Marks) Gender and Society Course 510 (02 Credits) (50 Marks) Feminist Epistemology	Credits 4 (Any one) (100 Marks) 511 Industry, Labour, and Globalization OR Media and Society OR Sociology of Food Systems OR Sociology of Constitutional Democracy OR Rural Society in India		(04 Credits) (100 Marks) OJT/FP: On-Job Training/Field Projects		22	
Cum. Cr. For PG Diploma			28	8	4	4	-	44	
Exit option: PG Diploma (44 Credits) after Three Year UG Degree									

R. HSP -20B

Ye ar II	6.5	Semester III Programme Code: 3230463	Course 601 (04 Credits) (100 Marks) Modern Sociological Theories	Credits 4 (Any one) (100 Marks) Sociology of Mega Cities OR Diaspora Studies			(04 Credits) RP(I) (100 Marks)	22	PG Degree After 3- Yr. UG
			Course 602 (04 Credits) (100 Marks) Sociology of Development	OR Sociology of Migration OR Ethnography OR Human Rights in India					
			Course 603 (04 Credits) (100 Marks) Sociology of Law	OR Sociology of the Informal Sector					
			Course 604 (02 Credits) (50 Marks) Virtual Sociology						
		Semester IV Programme Code: 3230464	Course 607 (04 Credits) (100 Marks) Contemporary Sociological Theories	Credits 4 (Any one) (100 Marks) The Making of Mumbai OR Debating the Commons			(06 Credits) RP (II) (150 marks)	22	
			Course 608 (04 Credits) (100	OR Nomadic					

			Marks) Contemporary Perspectives in Cultural Anthropology Course 609 (04 Credits) (100 Marks) Sociology of Social Movements	Communities in India OR Contemporary Feminist Theory OR Family, Marriage, and Kinship					
Cum. Cr. for 1 Yr. PG Degree			26	8			10	44	
Cum. Cr. for 2 Yr. PG Degree			54	16	4	4	10	88	

Dr. B.V. Bhosale,
Professor & Head

Dean

SEMESTER III

601. MODERN SOCIOLOGICAL THEORIES

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives

1. To understand the progression of sociological enquiry into macro and micro perspectives
2. To grasp the importance of perspectives and standpoints in sociological analysis
3. To assess sociological approaches to the major changes in the world during the 20th century and to analyse the sociological forays into postmodern and postcolonial realms.

Course Outcome

1. Develop skills for sociological analysis of contemporary social reality
2. Knowledge of the various perspectives that give rise to complex and contradictory ways of understanding the human person in society
3. Mastery of applying sociological lens in explaining the puzzles of today's society
4. Understanding of the critical sociological perspectives.

Unit I: Macro Perspectives

- a) Structural Functionalism
- b) Conflict Theory
- c) Exchange Theory

Unit II: Micro perspectives

- a) Symbolic interactionism
- b) Phenomenological sociology
- c) Ethnomethodology

Unit III: Critical Theories

- a) Critical theory
- b) Neo-Marxist theories: Gramsci
- c) Neo-Marxist theories: Althusser

Unit IV: Critiques of Modernity

- a) Postcolonial critique
- b) Postmodern theories
- c) Decolonizing theory

References

- Calhoun, C. et al (Eds.). (2001). *Contemporary Sociological Theory*. Blackwell publishers.
- Collins, R. (2009). *Conflict sociology* (updated edition). Paradigm Publishers.
- Dahrendorf, R. (1959). *Class and class conflict in industrial society*. Stanford University Press.
- Garfinkel, H. (1991). *Studies in ethnomethodology*. Polity Press.
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Anchor books.
- Gramsci, A. (1971). *Selections from Prison Notebooks*. International Publishers Co.
- Hochschild, A.R. (2012). *The Managed Heart: Commercialization of Human Feelings*. University of California Press.
- Horkheimer, M. et.al. (2002). *Dialectic of Enlightenment*. Stanford University Press.
- Lukacs, G. (1972). *History and Class Consciousness: Studies in Marxist Dialectics*. The MIT Press.

Longhofer, W. & Winchester, D. (Eds.). (2016). *Social Theory Re-wired: New Connections to Classical and Contemporary Perspectives*. London & New York: Routledge

Marcuse, H. (2006). *One-Dimensional Man (reprint)*. London & New York: Routledge.

Mead, G.H. & Morris, C. (Eds.). (1972). *Mind, Self and Society from the Standpoint of a Social Behaviourist*. University of Chicago Press.

Merton, R.K. (1968). *Social Theory and Social Structure*. The Free Press.

Parsons, T. (1966). *The Structure of Social Action*. The Free Press.

Parsons, T. (1991). *Social System*. London & New York: Routledge.

Ritzer, G. & Stepnisky, J. (2018). *Sociological Theory (10th edition)*. London: Sage.

Schutz, A. (1969). *The Phenomenology of the Social World*. North-western University Press.

Any other relevant text or reading suggested by the teacher

602. SOCIOLOGY OF DEVELOPMENT

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives

1. To familiarise students with the different problems and aspects of Development.
2. To familiarise students with the conceptualisation of development by different theoretical perspectives
3. To explore the different alternatives to dominant models of development within and outside the Indian context.

Course Outcomes

1. The students will be able to understand various complex issues of development and underdevelopment.
2. The students will be able to understand the different theories and processes of development.
3. The students will be able to apply the theories and concepts to everyday life.
4. The students will be able to understand the issues related to development from the perspective of marginal social locations.

Unit I: Introduction to Ideas of Development

1. Concepts, Definitions & Indicators of Development
2. Epistemology of Development
3. Environment and Development

Unit II: Perspectives on Development

1. Development as Modernization
2. Marxist & Neo Marxist Perspectives
3. Post- Development Perspectives

Unit III: Development Alternatives

1. Small is Beautiful- E.F. Schumacher
2. Capability Approach: Amartya Sen/ M. Nussbaum
3. Feminist Perspectives

Unit IV: Development in Indian Context

1. Planning & Economic Development: M.K. Gandhi & B.R. Ambedkar
2. Growth amidst Poverty
3. Exclusion, Marginalisation & Inclusive Development

References

Adams, W.M. Green Development Theory? Environmentalism and Sustainable Development, in Crush, J. 1995. *Power of Development*. Routledge, New York. (Ch. 4)

Balakrishnan, Pulapre. (ed). 2016. *Economic Growth and its Distribution in India: Essays from Economic and Political Weekly*. Delhi: Orient Blackswan, chs: 1, 16 & 19

Brewer, A. 2001. *Marxist theories of imperialism : a critical survey*.

Chalam, K. S. 2011. *Economic Reforms and Social Exclusion: Impact of Liberalization on Marginalized Groups in India*. New Delhi: Sage Publications. Chs.: 3, 5, 6, 7 & 8

Deb, Debal. 2009. *Beyond Developmentality: Constructing Inclusive Freedom and Sustainability*. Delhi: Daanish Books. Ch: 1: 'The Doctrine of Development', pp. 15-53.

Desai, V. and Robert Potter (eds). *The Companion to Development Studies*. London: Arnold Publishers

Escobar Arturo, 1995, *Encountering Development, the making and unmaking of the third world*, Princeton University Press, Princeton

Harrison D.H., 1988, *The Sociology of Modernization and Development*, London Routledge, Kegan Paul co.

Kohli, A. 2012. *Poverty Amid Plenty in New India*. Cambridge University Press. New York.

Leys. C. 1996. *The Rise & Fall of Development Theory*. Indiana University Press.

Munck, R. & D. O'Hearn. ed. 1999. *Critical Development Theory*. Zed Books. London.

Nathan, Dev and Virginius Xaxa (eds). 2014. *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press. Chs.: Introduction, 2, 18 & 19

Nederveen Pieterse, J. 2001. *Development Theory- Deconstructions/ Reconstructions*. Sage. London.

Parfitt. T. 2002. *The End of Development- Modernity, Postmodernity & Development*. Pluto Press. London.

Peet, R. (with E. Hartwick) 1999. *Theories of Development*. The Guilford Press. New York.

Rahnema, Majid and Victoria Bawtree (eds). 1997. *The Post-Development Reader*. London: Zed Books. Chs: 7, 9, 11, 30 & Afterword

Sachs, W. ed. 1997. *The Development Dictionary*. Orient Longman. Hyderabad.

Schumacher, E. F. 1973. *Small is Beautiful: A Study of Economics as if People Mattered*. New York: ABACUS

Any other relevant text or reading suggested by the teacher

603. SOCIOLOGY OF LAW

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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. Understand and reflect on the need and role of law in modern democratic societies.

Course Outcome

1. After studying this course students shall be able to distinguish between the process of making 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.
3. Lerner will be able to understand the functioning of the legal system and changes in the legal discourse
4. Lerner will get exposure to the use of new technology in the delivery of justice

Unit I: Conceptual Understanding

- a) Customary Law and Morality, Norms, Mores and Folkways
- b) Justice, law and Constitution of India
- c) 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

Unit III: Sociological Dimensions of Law

- a) Market economy and law
- b) Law and politics
- c) Law between Governance and Discipline: Michel Foucault

Unit IV: Contemporary themes and issues

- a) Positivist account of rule of law, Rule of law in Democratic society
- b) Feminist Perspective on law
- c) Digitization of judiciary: Online streaming of proceedings (Practical Component)

References

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.

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

604. A. VIRTUAL SOCIOLOGY

[02 Credits, Lecture hours: 30]

[Total Marks: 50. University assessment: 25; College assessment: 25]

Course Objectives

1. To familiarize the students with the multiple virtual avenues of sociological discourse
2. To develop expertise in using the virtual media for sociological engagement

Course Outcome

1. Understanding of the various modes of virtual sociology
2. Practice in creating content for virtual platforms

Unit I: Analysis

- a) 'Doing Sociology' - Online platform and academic Twitter
- b) The Sociology classroom on YouTube
- c) Sociology podcasts, blogs, stories and posts

Unit II: Practice

- a) Making content for virtual platforms
- b) Posting material on blogs and social media platforms
- c) Accessing online journals

References

Carrigan, M. & Fatsis, L. (2021). The Public and their Platforms: Public Sociology in an Era of Social Media. Bristol University Press

Lupton, D. (2014). Digital Sociology. Routledge

<https://doingsociology.org/> , accessed on 24/05/2023

<https://www.everydaysociologyblog.com/> , accessed on 24/05/2023

<https://twitter.com/allsociology> , accessed on 24/05/2023

<https://twitter.com/news4anthros> , accessed on 24/05/2023

Any other relevant text or reading suggested by the teacher

605. A. SOCIOLOGY OF MEGA CITIES

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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. The course will provide a global perspective in understanding mega cities in both developing and developed countries and engage learner in Discussions.

Course outcomes

1. The learner will get acquainted through case studies of different mega cities its problems, and challenges, a comparative approach is used to understand mega cities.
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 [01 Credit, Lecture hours: 15]

- a. Introduction to Global Cities
- b. Mega cities in the Developing and Developed world
- c. Mega Cities and Governance

Unit II: Case studies from North America and South America [01 Credit, Lecture hours: 15]

a) New York City:

- a. Growth and Expansion, Urban Planning, Neo liberalism
- b. Green Economy, Migration and Work

Case studies from South America

b) Sao Paulo:

- a. Neoliberalism, Economic Transformations, Deindustrialization,
- b. Master Plans.

c) Buenos Aires :

- a. Economy and labour Industry, and Tourism
- b. Urban Planning

Unit III: Case studies from Europe and Africa [01 Credit, Lecture hours: 15]

a) London:

- a. Urban Planning, Competitiveness, Internationalization, Governance, Indian Diaspora
- b. Brexit its impact on Economy, Businesses, Migration

b) Moscow:

- a. Economic Restructuring, Migration, Labour market
- b. Urban Planning and Governance

c) Johannesburg:

- a. Urban Economy and Labour
- b. Urban Policy, Public Participation & Urban Governance, Business Transformations.

Unit IV: Case studies from Asia (01 credit) (15 lecture hours)

a) Tokyo:

- a. Economy (Big Businesses & Small Businesses), Startups, Migrant labour
- b. Industry and labour Market, Urban Planning, Disaster Management.

b) Shanghai:

- a. Economic and Social Transformations, Global linkages
- b. Public and Private sector, Business Corporations, Foreign Investment

c) Mumbai

- a. Migration, Industry and Service Sector
- b. Urban Planning and Urban Infrastructure

References

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

Any other relevant text or reading suggested by the teacher

Links

<https://www.london.gov.uk/sites/default/files/brexit-analysis-final.pdf>

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>

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

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

<https://www.expat.com/en/guide/asia/japan/tokyo/19834-the-labour-market-in-tokyo.html>

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

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

605. B. DIASPORA STUDIES

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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.

Course Outcome

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

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 and current debates

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)

Unit III: Case Studies

- a) Forced Displacement and Exile (Jewish/ Palestinian/Sri Lankan Tamil/Black Atlantic/Rohingya migration)
- b) Indentured Labour (Indian labour in Africa/Caribbean/South East Asia)
- c) 20th century migration to North America (from Asia/ Europe/ Latin America/ Africa). 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). Diasporic Art, Literature and Cinema

References

- Cohen, R. (2008). Global Diasporas: An Introduction. London: Routledge.
- Government of India (2001). Report of the High-Level Committee on the Indian Diaspora. New Delhi: Indian Council of World Affairs.
- Lal, Brij V. (Ed.). (2006). The Encyclopaedia of the Indian Diaspora. Singapore: Editions Didier Millet.
- Vertovec, S. (1997). Three meanings of diaspora exemplified among South Asian religions. *Diaspora*, 6, 277-299.

Werbner, P. (2000). Introduction: The Materiality of Diaspora – Between Aesthetic and ‘Real’ Politics. *Diaspora*, 9 (1), 307-24.

Appadurai, A. (1997). *Modernity at Large: Cultural Dimensions of Globalization*. Delhi: Oxford University Press.

Braudel, F. (1995). *The Mediterranean and the Mediterranean World in the Age of Philip II*. Berkeley and Los Angeles, California: University of California Press.

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.

Gilroy, P. (1993). *Black Atlantic: Modernity and Double Consciousness*. London: Verso.

Hannerz, U. (2003). Several Sites in One. In T.H. Eriksen (Ed.). *Globalization: Studies in Anthropology* (pp.18-38). London: Pluto Press.

Inda, J.X. & Rosaldo, R. (2008). Introduction: A World in Motion. In J.X.Inda and R. Rosaldo (Eds.).*The Anthropology of Globalization*. New York: Blackwell, 1 – 34.

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

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

Simpson, E. (2008). Sailors that do not Sail: Hinduism, Anthropology and Parochialism in the Indian Ocean. In H. Basu (Ed.). *Journeys and Dwellings: Indian Ocean Themes in South Asia*. Hyderabad: Orient Longman, 90-120.

Sierstorfer, K. and Wilson, J. M., (eds.) (2017) *The Routledge Diaspora Studies Reader*. Oxford: Routledge.

Any other relevant text or reading suggested by the teacher

605. C. SOCIOLOGY OF MIGRATION

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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 focuses 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. The course focused on the issues of migration such as labour migration, brain drain, refugee migration and Illegal migration.

Course Outcome

1. Students will be familiarised with the concept of Migration and Theoretical 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) Types of Migration
- c) Determinants of Migration

Unit II: Theories of Migration

- a) Ravenstein's Laws of Migration
- b) Everett Lee's Theory of Migration
- c) 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) Consequences of internal migration: demographic, economic, social and political
- c) Causes and consequences of international migration

Unit IV: Issues of Migration

- a) Indian Diaspora and people of Indian origin
- b) Labour migration: brain drain
- c) Refugee migration and Illegal migration

References

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

Migration, SAGE Publication.

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

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.

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

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

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.

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

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

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

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.

Any other relevant text or reading suggested by the teacher

605. D. ETHNOGRAPHY

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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. Familiarise them to varieties of ethnographic writing

Course Outcome

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

Unit I: Writing culture

- a) Origins of ethnographic practice
- b) Changing ruralities & the advasi lifeworld
- c) Reflexive and critical ethnography

Unit II: Critical Locations

- a) Engendering ethnography
- b) Inscriptions of dalit subjectivity
- c) Narratives of disability

Unit III: Diverse Sites

- a) Ethnography and the sacred
- b) Narratives of development
- c) Tracking the nation

Unit IV: Mapping the contemporary

- a) Transcribing the gig economy
- b) Interpreting emotions
- c) Life in the Anthropocene

References

- Allen, S. (2018). *An Ethnography of NGO Practice in India: Utopias of Development*. Manchester University Press.
- 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.
- Baxi, P. (2014). *Public Secrets of Law: Rape Trials in India*. Oxford University Press.
- Berger, P & Sahoo, S. (Eds.). (2020). *Godroads: Modalities of Conversion in India*. Cambridge University Press.
- Berger, F. & Heidemann, P. (2013). *The Modern Anthropology of India: Ethnography, Themes, Theory*. Routledge.
- Brown, S.G., & Dobrin, S.I. (Eds.). (2004). *Ethnography Unbound: From Theory Shock to Critical Practice*. SUNY Press.
- 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.
- Gold, A.G. (2017). *Shiptown: Between Rural and Urban North India*. University of Pennsylvania Press.
- 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.
- Latour, B. (2013). *An Inquiry into Modes of Existence: Anthropology of the Moderns*. Harvard University Press.
- Mankekar, P. (1999). *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood and Nation*. Duke University Press.
- 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.
- Misrahi-Barak, J., Satyanarayana, K., & Thiara, N. (Eds.). (2020). *Dalit Text: Aesthetics and Politics Reimagined*. Routledge.
- Nakamura, K. (2013). *A Disability of the Soul: An Ethnography of Schizophrenia and Mental Illness in Contemporary Japan*. Cornell University Press.
- 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.
- Thomas, H. & Ahmed, J. (Eds.). (2004). *Cultural Bodies: Ethnography and Theory*. Blackwell Publishing.
- Warren, C.A.B., & Hackney, J.K. (2000). *Gender Issues in Ethnography*. Sage.
- Zaidi, A. (2020). *Bread, Cement, Cactus*. Cambridge University Press.

Any other relevant text or reading suggested by the teacher

605. E. HUMAN RIGHTS IN INDIA

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives

1. The course examines specifically the evolution of the idea of human rights and the notion of individual rights v/s collective rights
2. The course seeks to critically assess the legal, constitutional, and institutional mechanisms that have evolved to address the issues of human rights.
3. The course highlights the importance of human rights education for empowerment of weaker sections of society.

Course outcomes

1. The course will engage the students in the discourse of Human rights from sociological perspectives.
2. The students will have a comprehensive understanding of the discourse of Human Rights.
3. The students will be able to address the issues of Human Rights across the globe.
4. The learner will be sensitized towards different forms of discrimination, hierarchy, marginalization, and exclusion.

Unit I: Historical Mapping of the Discourse on Human Rights [01 Credit, Lecture hours: 15]

- a) The Emergence of the Human Rights discourse
- b) Concept and classification of Rights
- c) The Universal declaration of Human Rights

Unit II: The Human Rights Discourses in India [01 Credit, Lecture hours: 15]

- a) Fundamental Rights and Fundamental Duties
- b) Directive Principles of State Policy
- c) National Human Rights Commission, NCW, NCM, SC/ST commission

Unit III: Paradoxes and Issues [01 Credit, Lecture hours: 15]

- a) Violence against Marginal Groups (Women, Schedule Caste, Schedule Tribe)
- b) Custodial Violence
- c) Rights of Non-Normative Sexual identities

Unit IV: Globalization and Human Rights [01 Credit, Lecture hours: 15]

- a) Consumer Rights
- b) The Rights of Differently Abled People
- c) The Rights of Refugees

References

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

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

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.

Any other relevant text or reading suggested by the teacher

605. F. SOCIOLOGY OF THE INFORMAL SECTOR

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course objectives

1. This course is field based learning introducing students to an understanding of issues related with the Informal sector in India or across globe
2. The Field based learning will facilitate understanding of labour market addressing the participation of caste, religion, gender and region. Further problems of unions, and the role of State.

Course outcomes

1. There are various case studies students can conduct and field work analysis can be carried out related to street vendors, home based workers, domestic workers, garment workers, leather, pottery artisans or any other work
2. In the context of globalisation, how informalisation of work is increasing, and the rise of the service sector

Unit I: Introduction

- a) The nature of Informal Sector, theoretical perspectives: Dualist, Structuralist and Legalist.
- b) Informalisation of work
- c) Rise of services sector,

Unit II: Informal labour Market in India

- a) Informality- Caste, Tribe, Religion and Region in participation of work
- b) Role of gender and region
- c) Migrant Labour

Unit III: Rural and Urban: Conditions of work, wages and occupation

- a) Street Vendors / musicians / artists, Home based workers, Domestic Workers
- b) Garment workers, Leather workers / Pottery, Construction Workers
- c) Gig Workers: Uber / Ola/Zomato/ Swiggy – Digital platform workers / e- commerce labour

Unit IV: Organising informal sector workers

- a) Problems of unionisation, Role of trade unions
- b) Welfare Boards, Corporations, Co-operatives / Associations
- c) State and Social security/schemes, Policy suggestions

Readings

Alter Chen, M. (2004). Rethinking the Informal Economy: Linkages with the Formal Economy and the Formal Regulatory Environment. Finland.

A.T.M., Nurul Amin. (2002/4). The Informal Sector in Asia from the Decent Work Perspective. Working Paper on the Informal Economy. Employment Sector, International Labour Office, Geneva.

Basant, R. & Shariff, A. (2010). Handbook of Muslims. New Delhi: Oxford University Press.

Bhosale, B.V. (Ed.). (2010). Informal Sector in India: Challenges and Consequences. Germany: Lambert Publishing House.

Bhowmik, S.K. (Ed.). (2010). Street Vendors and the Global Urban Economy. New Delhi: Orient Blackswan.

Bhowmik, S.K. & Debdulal, S. (Eds.). (2013). The Case of Street Vendors. New York: Springer.

Bhowmik, S.K. (Ed.). (2014). The State of Labour: The Global Financial Crisis and its Impact. New Delhi: Routledge.

Breman, J. (2001). Foot loose labour: Working in the Informal Sector. New Delhi Cambridge University Press.

Datt, R. (Ed.). (1997). Organising the Unorganized Labour. New Delhi: Vikas Publications.

Hu, Y. And Stewart, F. (2009). Pension Coverage and Informal Sector Workers: International Experiences. OECD Working Papers on Insurance and Private Pensions, No. 31, OECD publishing.

Jhabvala R. And Subramanian. (Eds.). (2001). The Informal Sector: Employment and Social Security. New Delhi: Sage.

Kundu, A. & Sharma, A.N. (2001). Informal Sector in India: Perspectives and Policies. Delhi: Institute for Human Development and Institute for Manpower Research

Mehrotra, S. & Boggeri, M. (Eds.). (2007). Asian Informal Workers: Global Risks, Local Protection. London & New York: Routledge.

Sengupta, A. K. Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector. Government of India: National Commission for Enterprises in the Unorganised Sector. New Delhi: Academic Foundation.

<https://www.gbv.de/dms/zbw/560086172.pdf>

Yojana Journal special issue on Informal Sector. October 2014. [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)

606. RESEARCH PROJECT I

[04 Credits]

[Total Marks: 100; Written Dissertation: 50 Marks; Viva: 50 Marks]

A research project for 04 credits is to be completed in Semester III, under the supervision of the faculty members. Topics chosen in consultation with guides are to be approved by the Department Research Committee.

Suggested broad areas are: Handicrafts in India, Law and Social Change, Urban Environments, Tribal Society in India, Religion, State and Civil Society, Education in Indian Society, Tourism in India (Environment, Economy, and Development), Climate Change & Human Rights, Gender, Space & Livelihoods, Issues of Migration, Health, Wellness, Disability, Rural Society: Change and Development

Students are required to finalise the topic of their research in consultation with the supervisor. A research proposal of not more than 8000 words is to be prepared and submitted for assessment and viva voce. The research proposal needs to include the following: Introduction, an extended review of literature, statement of the problem, the significance of the problem, objectives of research, methodology and methods, ethics of research and chapterization.

SEMESTER IV

607. CONTEMPORARY SOCIOLOGICAL THEORIES

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives

1. To understand sociological ways of engaging with modernity
2. To map sociological engagements in postmodernism and post structuralism
3. To assess sociological forays into explaining the contemporary world and to critique the primacy of Euro-American thinking in theory

Course Outcome

1. Understanding of major sociological ways of making sense of modernity
2. Critical engagement with postmodern and post structural theories
3. Grasp of the dynamics of globalization and neo-liberal world-view on society and culture
4. Familiarity with non-Western locations of sociological theory

Unit I: Modernity & Standpoints

- a) Communicative Action, Public Sphere (Jurgen Habermas)
- b) Liquid Modernity (Zygmunt Bauman)
- c) Standpoint theory, Intersectionality (Sandra Harding, Kimberle Crenshaw)

Unit II: Postmodern and Poststructuralist Theories

- a) Discourse, Power/Knowledge (Michel Foucault)
- b) Practice, Habitus, Forms of Capital (Bourdieu)
- c) Risk Society, cosmopolitanism (Ulrich Beck)

Unit III: Globalization, Networks and Genders

- a) Structuration, Late Modernity (Anthony Giddens)
- b) Assemblages (Latour)
- c) Genders, Sexualities, Performances (Judith Butler, bell hooks)

Unit IV: Interrogating the Canon

- a) Theories from the South (Alatas)
- b) The Subalterns
- c) Theorising the indigenous

References

- Alatas, S.F. & Sinha, V. (2017). Sociological Theory Beyond the Canon. Palgrave Macmillan
- Bauman, Z. (2000). Liquid modernity. Polity Press.
- Beck, U. (2006). Cosmopolitan vision. Polity Press.
- Bourdieu, P. (1992). The logic of practice. Stanford University Press.
- Butler, J. (1999). Gender trouble: feminism and the subversion of identity. Routledge.
- Calhoun, C. et al (Eds.). (2001). Contemporary Sociological Theory. Blackwell publishers.
- Comaroff, J. & Comaroff, J.L. (2011). Theory from the South. London & New York: Routledge.
- Elliott, A. (2014). Contemporary Social Theory: An Introduction. London & New York: Routledge.
- Foucault, M. (2002). The archaeology of knowledge. Routledge.
- Giddens, A. (1986). The constitution of society: outline of the theory of structuration. Polity Press.
- Giddens, A. (1991). Modernity and self-identity. Polity Press.

- Guru, G. & Sarukkai, S. (2018). *The Cracked Mirror: an India Debate on Experience and Theory* (paperback edition). Oxford University Press.
- Guru, G. & Sarukkai, S. (2020). *Experience, Caste and the Everyday Social*. Oxford University Press.
- Habermas, J. (1989). *The Structural Transformation of the Public Sphere*. The MIT Press.
- Habermas, J. (2012). *Theory of Communicative Action*. Vol 1 & 2. Boston: Beacon Press.
- Honneth, A. (2007). *Disrespect: the Normative Foundations of Critical Theory*. Polity Press.
- hooks, b. (2015). *Ain't I a Woman: Black Women and Feminism*. London & New York: Routledge.
- Law, A. & Lybeck, E.R. (Eds.). (2015). *Sociological Amnesia: Cross Currents in Disciplinary History*. Ashgate.
- Longhofer, W. & Winchester, D. (Eds.). (2016). *Social Theory Re-wired: New Connections to Classical and Contemporary Perspectives*. London & New York: Routledge
- Patel, S. (Ed.). (2009). *ISA Handbook of Diverse Sociological Traditions*. London: Sage.
- Reed, K. (2006). *New Directions in Social Theory: Race, Gender and the Canon*. London: Sage.
- Rege, S. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Delhi: Navayana Publishers.
- Ritzer, G. & Stepnisky, J. (2018). *Sociological Theory* (10th edition). London: Sage.
- Sundar, N. (Ed.). (2016). *The Scheduled Tribes and their India: Politics, Identities, Policies and Work*. Oxford University Press.
- Xaxa, V. (2014). *State, Society and Tribes*. Pearson education.

Any other relevant text or reading suggested by the teacher

608. CONTEMPORARY PERSPECTIVES IN CULTURAL ANTHROPOLOGY

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives

1. To understand the development of anthropological theory in the latter half of the twentieth century
2. To analyse the diversification of cultural anthropology in terms of geographical and intellectual reach
3. To explain how anthropology has developed distinct approaches to contemporary movements and debates and to understand anthropological forays into the global and virtual spheres

Course Outcome

1. Expertise on materialist and symbolic ways of studying culture
2. Understanding of the role of anthropology in geo-politics and public life
3. Interpretation of the reflexive turn in anthropology by the recognition of multiple locations
4. Insights into the anthropological study of nation state, social movements and the hybrid transformation of culture

Unit I: Conceptual Understanding

- a) Neo-evolutionism and cultural materialism
- b) Cultural ecology
- c) Symbolic and interpretive anthropology

Unit II: Theories and Types

- a) Actor network theory
- b) World anthropologies
- c) Public anthropology

Unit III: Diverse Perspectives

- a) Post structuralist anthropology
- b) Feminist anthropology
- c) Virtual anthropology

Unit IV: Contemporary Debates

- a) Anthropology of development
- b) Anthropology of the nation state
- c) Hybridization of culture in the global age

References

- Applebaum, H.A. (1987). *Perspectives in Cultural Anthropology*. New York: State University of New York Press.
- Behar, R. & Gordon, D.A. (Eds.). (1995). *Women Writing Culture*. Berkeley & London: University of California Press.
- Boellstorff, T. (2016). For Whom the Ontology Turns: Theorizing the Digital Real. *Current Anthropology*. 57 (4): 387 - 407.
- Brightman, M. & Lewis, J. (Eds.). (2017). *The Anthropology of Sustainability: Beyond Development and Progress*. Palgrave Macmillan.

- Candea, M. (Ed.), (2018). *Schools and Styles of Anthropological Theory*. London & New York: Routledge.
- Clark-Deces, I. (2011). *Blackwell Companions to Anthropology: A Companion to the Anthropology of India*. Oxford: Wiley-Blackwell.
- Clifford, J. & Marcus, G.E., (Eds.). (1986). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley & London: University of California Press.
- Das, V. (Ed.). (2003). *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Erickson, P.A. & Murphy, L.D., (2017). *Readings for a History of Anthropological Theory*. (5th Edition). Ontario: University of Toronto Press.
- Eversole, R. (2018). *Anthropology of Development: From Theory to Practice*. London & New York: Routledge.
- Hannerz, U. (2016). *Writing Future Worlds: An Anthropologist Explores Global Scenarios*. Palgrave Macmillan.
- Jain, R.K. (2018). *Innovative Departures: Anthropology and the Indian Diaspora*. Routledge
- Kapila, K. (2022). *Nullius: The Anthropology of Ownership, Sovereignty and the Law in India*. HAU Books.
- Marcus, G.E., & Fischer, M.M.J. (1999). *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago & London: The University of Chicago Press.
- Mathur, N. (2016). *Paper Tiger: Law, Bureaucracy and the Developmental State in Himalayan India*. Delhi: Cambridge University press.
- McGee, R.J. & Warms, R.L., (2019). *Anthropological Theory: An Introductory History* (7th Edition). Rowman & Littlefield.
- Moberg, M., (2018). *Engaging Anthropological Theory: A Social and Political History*. London & New York: Routledge.
- Moore, H.L. & Sanders, T. (Eds.). (2014). *Anthropology in Theory: Issues in Epistemology*. Malden, M.A.: Blackwell Publishing.
- Moore, J.D. (Ed.). (2009). *Visions of Culture: Annotated Reader*. Lanham, MD.: Altamira Press
- Ortner, S.B. (1984). Theory in Anthropology Since the Sixties. *Comparative Studies in Society and History*. 26 (1): 126 - 166.
- Ortner, S.B., (2016). Dark Anthropology and its Others: Theory Since the Eighties. *HAU: Journal of Ethnographic Theory* 6 (1): 47–73.
- Sharma, A. & Gupta, A. (Eds.). (2006). *Anthropology of the State: A Reader*. Malden, M.A.: Blackwell Publishing.
- Uberoi, P. et al. (Eds.). (2007). *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Ranikhet: Permanent Black.
- Whitehead, N.L. & Wesch, M. (Eds.). (2012). *Human No More: Digital Subjectivities, Unhuman Subjects and the End of Anthropology*. Boulder: University of Colorado Press.

Any other relevant text or reading suggested by the teacher

609. SOCIOLOGY OF SOCIAL MOVEMENTS

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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 based on gender, caste, class, ethnic groups and other marginalities.
3. The course focuses on the various issues that emerge due to the globalized context. The present course further examines mass mobilizations on digital platforms.

Course Outcome

1. The students will be sensitized to the variety and dynamics of Social Movements
2. The students will be able to understand the various approaches to the study of social movements.
3. The students will be able to appreciate the role of social movements in social change and transformation in India.
4. The learner will be able to understand the role of civil society in a globalised world.

Unit I: Introduction: Concepts & Theories

- a) Definitions & Characteristics
- b) Nature of Social Movements -Reform/ Rebellion/ Revival/ Revolutionary
- c) Theorising Movements- Resource Mobilization & New Social Movements

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

- a) Ideological Differences
- b) Issues of Leadership
- c) Multiple Identities

Unit III: Mapping Movements

- a) Peasant/ Farmers
- b) Caste, and Tribe
- c) Sexuality and Gender

Unit IV: Civil Society, Globalization & New Practices

- a) Civil Society & Globalisation
- b) Environment and Human Rights
- c) Virtual Movements & Social Networking Sites

References

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.
- Diani, M., (1992). The concept of Social Movement, *Sociological Review*, 40 (1). 1-25
- Foweraker J., (1995). *Theorizing Social Movements*, London, Pluto Press.
- Gore M. S., (1989). *Non-Brahmin Movement of Maharashtra*, Segment Book Distributors, New Delhi.
- 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, (1976). *Cultural Revolt in a Colonial Society: Non-Brahmin Movement in Western India. 1973-1930.*, Bombay, Scientific Education Trust.
- Omvedt, Gail, (1994). *Dalit and the Democratic Revolution*, Sage, New Delhi.
- 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
- Pawar, S.N, Patil, R.B, & Salunkhe, S.A (Eds),(2005). *Environmental Movements in India*, Rawat, Jaipur.
- Petrus James, Henry Vettmeyer, (2005). *Social Movements and State Power*, Pluto Press, London.
- Pichardo Nelson A., (1997). *New Social Movements: A Critical Review*, *Annual Review of Sociology* Vol. 23: 411-430.
- 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 Ghanshyam, (2002). *Social Movements and the State*, Sage, New 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).
- Snow, D.A. et al (Eds.). (2019). *Wiley Blackwell Companion to Social Movements* (2nd edition). Wiley Blackwell.
- 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.

Any other relevant text or reading suggested by the teacher

610. A. THE MAKING OF MUMBAI

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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 economic development of city and exclusion of urban poor.
3. The course focuses on labour market, urban planning, and development of Mumbai. The contributions of different caste and communities in building mega city. The learner will develop the understanding of the role of the State institutions in making Mumbai as world class city. The course will engage students for Seminars and Discussions.

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

Unit I: Introduction: [01 Credit, Lecture hours: 15]

- a) A historical overview of Growth, Region, and Development of Mumbai
- b) The colonial city
- c) Globalisation -Urban Restructuring and Spatial Segregation in Mumbai

Unit II: Economy & Labour Market of Mumbai: [01 Credit, Lecture hours: 15]

- a) Migration trends, Industries.
- b) Formal and Informal workers and economy
- c) Businesses, Caste, and Communities

Unit III: Urban Governance, Urban Planning, and Development (Field work component*) [01 Credit, Lecture hours: 15]

- a) Development Plans: MCGM
- b) Urban Infrastructure projects: MMRDA
- c) Affordable Housing, Slums, MHADA/SRA

* Field work (Unit III): Case study of Dharavi Redevelopment, Bhendi Bazar Redevelopment, Mithi River Development and protection, Mumbai Trans Harbour Link, Mumbai coastal road, Mumbai Metro & its impact, Waste and Recycling, Solid Waste Management, Salt Pan Lands, Wetlands, Mangroves, and development

Unit IV: Images of Mumbai (Field work component) [01 Credit, Lecture hours: 15]

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

References

Banerjee 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 & Massellos 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>

Any other relevant text or reading suggested by the teacher

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

610. B. DEBATING THE COMMONS

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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 and to analyse the role of the state and the market in the enclosure of the commons

Course Outcome

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

Unit I: Introduction [01 Credit, Lecture hours: 15]

- a) Concept of the Commons & Magna Carta
- b) Theorizing the Commons: Challenging Tragedy Myth
- c) Feminist Political Ecologies of the Commons

Unit II: The Natural Resource Commons [01 Credit, Lecture hours: 15]

- a) Commons, Enclosure & Emergence of Capitalism
- b) Ecological Commons: Land, Water
- c) Commons, Communities and Collective Practices

Unit III: The Urban Commons [01 Credit, Lecture hours: 15]

- 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)

Unit IV: The Intellectual & Cultural Commons [01 Credit, Lecture hours: 15]

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

References

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.

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.

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

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)

Federici, S. (2019), *Re-Enchanting the World: Feminism and the Politics of the Commons*. Oakland: PM press.

Foster, Sheila R. (2013): Collective Action and the Urban Commons. *Notre Dame Law Review*

Ghate, R., Jodha, N. and P. Mukhopadhyay (Eds). 2008. *Promise, Trust and Evolution, Managing the Commons in South Asia*. Oxford. Oxford University Press.

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

Goldman. M. (1997) 'Customs in common': the epistemic world of the commons scholars. *Theory and Society* 26(1): 1-37.

Hardin. G. (1968) The Tragedy of the Commons. *Science* 162(3859): 1243-1248.

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.

Harvey. D. 2011. The Future of the Commons, *Radical History Review*, Issue 109 (Winter)

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>

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

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.

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.

Polanyi, Karl (1944): *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon Press)

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

Sundberg, J., 2016. Feminist political ecology. *International Encyclopaedia 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)

Any other relevant text or reading suggested by the teacher

610. C. NOMADIC COMMUNITIES IN INDIA

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives

1. The course aims to address the issues and challenges faced by the nomadic communities in India.
2. The course examines the role of state for the development of nomadic communities in India.
3. To assess various policies and programmes for social justice and inclusion.

Course outcome

1. The students will have a comprehensive understanding of social inequality, stigmatisation and exclusion.
2. The students will be able to analyse and address the issues and challenges faced by the nomadic communities in India.
3. The learner will be sensitized towards the issue of marginalisation, stigmatisation and exclusion of nomadic communities in India.
4. The course will help students to assess various policies and programmes for social inclusion of nomadic communities.

Unit I: Nomadic communities in India [01 Credit, Lecture hours: 15]

- a) Meaning and characteristics, History and culture of nomadic tribes.
- b) Classification of nomadic tribes
- c) Literature of nomads (Biographies, Autobiographies, short stories, poetry)

Unit II: State and nomadic communities in India [01 Credit, Lecture hours: 15]

- a) Critiquing the Criminal Tribes Act 1871
- b) State and national level commissions (*Idate* Commission, *Renke* Commission)
- c) Issues of nomadic women

Unit III: Issues and challenges [01 Credit, Lecture hours: 15]

- a) Livelihood issues
- b) Human Rights issues
- c) Identity issues

Unit IV: Globalization and nomadic communities in India [01 Credit, Lecture hours: 15]

- a) Reservation, Representation and Citizenship
- b) Rights over natural resources- Land, Water, Forest
- c) Nomadic people's organization, struggle and resistance

References

Bolki, M.(2002). De-notified and Nomadic Tribes: A perspective, *Economic and Political Weekly*, 37(2): 148-154.

Criminal Tribes' Act, 1871: Act XXVII. British Library, Oriental and Indian Office Collection, shelfmark V/8/42.

Dahiwale, S. M. (2005). *Understanding Indian Society: The Non-Brahmin Perspectives*, Jaipur & New Delhi: Rawat.

David J. Phillips (2001) *People on the move - Introducing the Nomads of the world*, Piquant, UK

Devu, G. N. (Eds) (2001) *Painted Words*, Penguin Books, New Delhi

Dilip D'Souza, (2001) *Branded by Law*, Penguin Books, New Delhi

Dilip D'Souza, (1999) Denotified Tribes: Still Criminals? *Economic and Political Weekly*, Vol. 34, No. 51 pp. 3576-3578

Fuchs, Stephen (1997) *The aboriginal tribes of India* New York: At.Martin's Press.

Gilbert Jeremie, (2014), *Nomadic people and human rights*, Routledge, New York

Idate Commission Report (2017). National Commission for Denotified, Nomadic and semi - Nomadic Tribes, Ministry of Social Justice and Empowerment.

Ilaiah Kancha, (1996, 2002) *Why I am not a Hindu? A sudra critique of Hindutva Philosophy*, Cultural and Political Economy. SAMYA, Calcutta.

John G. Galaty, Phillip Carl Salzman (Eds) (1981) *Change and development in Nomadic and pastoral societies*, The Netherlands, International studies in Sociology and social Anthropology vol. 33

Kapadia K. M. (1952) *The Criminal Tribes of India*, Sociological Bulletin, Vol.1, No. 2, pp. 99-125 Indian Sociological Society

Kolekar, S. (2010). 'On the Margins of the Excluded: Denotified Communities in Contemporary Society ', in S.N Tripathi (Eds), ' Inclusive Policies and Removal of Social Disadvantage ', Abhijit Publication, New Delhi, pp.299-309.

Kolekar, S. (2022). 'Integration of Excluded: Case Study of Paradhi Tribe in Maharashtra', *Journal of Development and Management Studies*, Vol. 19, No.4.

Laxman Mane, (1980) *Upara*, (English translation: *The Outsider*, Sahitya Akademi)

Laxman Gaikwad, *Uchalya*. (English translation: *The Branded*. Sahitya Akademi)

Radhakrishna, Meena. (2001) *Dishonoured by History: 'Criminal Tribes' and British Colonial Policy*, Orient Longman, New Delhi

Raghviah, V. (1968). *Nomads*. Bharateeya Adimjati Sevak Sangh, Delhi.

Rao Aparna and Michael J. Casimir (Eds) (2003) *Nomadism in South Asia*. Oxford India readings in Sociology and Social Anthropology, Oxford India press, New Delhi

RatnagarShereen (2014) *The other Indians: Essays on pastoralist and prehistoric tribal people*, Three essays collective, New Delhi

Renke Commission Report (2008). National Commission for Denotified, Nomadic and semi - Nomadic Tribes, Ministry of Social Justice, and Empowerment Volume 1

Rudolf C. Heredia, Shereen F. Ratnagiri (Eds) (2003), *Mobile and marginalized people Perspective from the past*, Manohar publishers, New Delhi

Simhadri Y.C. (1991) *Denotified Tribes*, Classical Publishing Company, New Delhi.

Singh K. S. & Bhanu B. V. (Eds) (2004) *People of India - Maharashtra (Volume XXX in 3 Parts)* popular Prakashan, Mumbai.

Marathi References:

Andhare, Sushma. (2010) *Shapit Painjain*. Devashish Prakashan, Pune

Atmaram Kaniram Rathod, (2002) *Tanda*, Rajdutt Prakashan, Yavatmal.

Bhole, B. (1987). *Bhatkya Vimuktache Swatantrya: Manavshastriy drushtichi Garaj*, Hakara Maharashtra ManavVidnyan Parishad, Pune.

Bhosale, Narayan. (2021) *Deshodhadi*. Manovikas Prakashan, Pune

Bhosale Sunita. (2019) *Vinchvach Tel*. Rohan Prakashan, Pune

Chavan, R. (2004). *Bhatkya Yumuktanchi Jatpanchayt*, Deshmukh Ani Pulishar P. L. Pune.

Gaikwad, Laxman. (2018) *Uchalya*. Saket Prakashan, Aurangabad

Kadam, Naganath. (1995) *Maharashtratil Bhatka Samaj: Sanakruti va sahitya*, Pratima Prakashan

Kishor Shantabhai Kale, *Kolhatyache Por*. (Excerpt in English translation in *Painted Words*)

Kolekar, S. (2018). *1871 cha kayda – samajshastriy avlokan*. vatsaru, Vol. 09, 1.

Laxman Mane, (1980) *Upara*, (English translation: *The Outsider*, Sahitya Akademi)

Mane, L. (1997). *Vimukatyam*, Yashavantrao Pratishthan Mumbai
Mane, L. (1987). *Bhatkya Vimukta Jamati: Ek Ethihaaik Magova*, Hakara, Maharashtra Manav Vidnyan Parishad, Pune.
More, Dadasaheb. (2007) *Vimukt*. Mehta Publishing House. Pune.
Pawar, Ashok, (2010) *Birad*. Manovikaa Prakashan, Pune
Rathod, B. (1987). *Maharashtratil Bhatkya Yumukt Jati – Jamatimcha Anusuchit Jamatimadhye Samavesh Ka Nahi*, Hakara Maharashtra Manav Vidnyan Parishad, Pune.
Renke, B (1987). *Bhatkya Yumukt Jamati Vikasache Prayatna*, Hakara Maharashtra Manav Vidnyan Parishad, Pune.
Renke, B. (1987). *Bhataku Naka Tumhala Kon Bhatkayla Sangate*, Hakara Maharashtra Manav Vidnyan Parishad, Pune.
Sapakal Anil and Bhosale, Narayan (Eds) (2019) *Maharashtratil Bhatke-Vimukt: sadyasthiti ani Avhane*. Sayan Publications Pvt Ltd, Pune
Shaikh, Abdul Hamid. (2017) *Chapparband*. Aruna Prakashan Latur

Any other relevant text or reading suggested by the teacher

610. D. CONTEMPORARY FEMINIST THEORY

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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 and to undertake readings of primary and original texts.

Course Outcome

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) Intersectionality, difference, standpoints, identity

Unit II: Identities, Standpoints, Solidarities,

- a) Black feminism
- b) Theorising movements: Dalit-Bahujan, Adivasi and Muslim women
- c) Disability perspectives

Unit III: Querying the body

- a) The LGBTI movement
- b) Understanding queerness
- c) Sexes, genders and performativity

Unit IV: Masculinity Studies

- a) Feminism and men: masculinity studies
- b) Questioning hegemonic masculinity
- c) Alternative / different masculinities

References

- Abbott, P. & Wallace, C. (1990). *An Introduction to Sociology: Feminist Perspectives*. London & New York: Routledge.
- Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Oxon: Routledge.
- Butler, J. (1993). *Bodies that Matter: On the Discursive Limits of Sex*. London: Routledge.
- Butler, J. (1993). *Critically Queer*, *GLQ: A Journal of Gay and Lesbian Studies*, Vol. 1, pp. 17-32.
- Chaudhary, M. (2005). *Feminism in India*. New Delhi: Zed Books.

Chopra, R. (Ed.) (2007). *Reframing Masculinities: Narrating the Supportive Practices of Men*. New Delhi: Orient Longman.

Chowdhury, P. (2014). Masculine Spaces: Rural Male Culture in North India. *Economic and Political Weekly*, Vol. 49, No. 47, pp. 41-49.

Collins, P.H. (1998). It's All in the Family: Intersections of Gender, Race, and Nation, *Hypatia*, Vol. 13, No. 3, *Border Crossings: Multicultural and Postcolonial Feminist Challenges to Philosophy* (Part 2), pp. 62-82.

Connell, R.W. and Messerschmidt, J.W. (2005). Hegemonic Masculinity: Rethinking the Concept, *Gender and Society*, Vol. 19, No. 6, pp. 829-859.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Colour, *Stanford Law Review* Vol. 43, and pp. 1241-1299.

Ghai, A. (2002). Disabled women: An excluded agenda of Indian feminism, *Hypatia*, Vol. 17, Issue 3, pp. 49-66.

Ghai, A. (2015). *Rethinking disability in India*, Routledge, New Delhi.

Gilligan, C. (1982). *In a Different Voice: Psychological Theory and Women's Development*. Harvard University Press, Cambridge, Massachusetts.

Grewal, I. & Kaplan, C. (2006). *An Introduction to Women's Studies: Gender in a Transnational World*. London: McGraw Hill.

Guru, G. (1995). Dalit Women Talk Differently, *Economic and Political Weekly*, Vol. 30, No. 41/42, pp. 2548-2550.

hooks, b (1984). *Feminist Theory from Margin to Center*. Boston, MA: South End Press.

Jackson, S. & Scott, S. (2002). *Gender: A Sociological Reader*. Routledge, Oxon.

Jadhav, V. (2018) Organizing Rule through an Imaginary of the 'Masculine': A case of the 'Martial' Marathas, in *Re-imagining Sociology in India: Feminist Perspectives*, Chadha, G. and Joseph, M.T. (eds.) Routledge, London and New York, pp. 242-270.

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

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

Kessler, S., Ashenden, D.J., Connell, R.W. and Dowsett, G.W. (1985). Gender Relations in Secondary Schooling, *Sociology of Education*, Vol. 58, No. 1, *Critical Sociology of Education: International Studies*, pp. 34-48.

Kirmani, N. (2011). Beyond the impasse: 'Muslim feminism(s)' and the Indian women's movement, *Contributions to Indian Sociology* 45, 1, pp. 1-26.

Kittay, E.F. (1999). *Love's Labour: Essays on Women, Equality and Dependency*, Routledge, New York, and Oxon.

Kittay, E.F. (2005). *Equality, Dignity and Disability in Perspectives on Equality: The Second Seamus Heaney Lectures*, Mary Ann Lyons and Fionnuala Waldron (Eds.) The Liffey Press, Dublin, pp. 95-122.

Kittay, E.F. (2019). *Learning from My Daughter: The Value and Care of Disabled Minds*, Oxford University Press, Oxford.

Kumar, P. (2018). Desire, Violence, and 'Pink Money': Life of Kothis in a Small City of Western India, in *Re-imagining Sociology in India: Feminist Perspectives*, Chadha, G. and Joseph, M.T. (eds.) Routledge, London and New York, pp. 220-241.

Menon, N. (2015). Is Feminism about 'Women'? A Critical View on Intersectionality from India, *Economic and Political Weekly*, Vol. 50, No. 17, pp. 37-44.

Moi, T. (2006). "I Am Not a Feminist, but..." How Feminism Became the F-Word, *PMLA*, Vol. 121, No. 5, pp. 1735-1741.

Nicholson, L. (Ed.). (1990). *Feminism/Postmodernism*. London: Routledge.

Nussbaum, M. (1999). *Sex and Social Justice*. New York: Oxford University Press.

Paik, S. (2009). Amchya Jalmachi Chittarkatha (The Bioscope of Our Lives): Who Is My Ally? *Economic and Political Weekly*, Vol. 44, No. 40, pp. 39-47.

Puar, J.K. (2017). *The Right to Maim: Debility, Capacity, Disability*. Duke University Press.

- Ramesh, A. (2020) Dalit Women, Vulnerabilities, and Feminist Consciousness, *Economic and Political Weekly*. Vol 55. no 12, pp. 31-38.
- Rege, S. (1998). Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position, *Economic and Political Weekly*, pp. WS 39-46.
- Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage Publications.
- Seidler, V.J. (1989). *Rediscovering Masculinity: Reason, Language and Sexuality*, London: Routledge
- Srivastava, S. (2010). Fragmentary pleasures: masculinity, urban spaces, and commodity politics in Delhi, *The Journal of the Royal Anthropological Institute*, Vol. 16, No. 4, pp. 835-852.
- Srivastava, S. S. (2014). Disciplining the 'Desire': 'Straight' State and LGBT Activism in India, *Sociological Bulletin*, Vol. 63 No.3, pp. 368-385.
- Stanley, L. & Wise, S. (1993). *Breaking Out Again: Feminist Ontology and Epistemology*. London & New York: Rutledge.
- Sundar, N. (2001) Divining Evil: The State and Witchcraft in Bastar, *Gender, Technology and Development*, Vol.5, No. 3, 425-448.
- Tong, R. (1998). *Feminist Thought: A More Comprehensive Introduction*. Boulder: Westview Press.
- Waling, Andrea. (2023). *Exploring the Cultural Phenomenon of the Dick Pic*. London: Routledge.
- Walby, S. (2011). *The Future of Feminism*. Cambridge: Polity Press.

Any other relevant text or reading suggested by the teacher

610. E. FAMILY, MARRIAGE AND KINSHIP

[04 Credits, Lecture hours: 60]

[Total Marks: 100. University assessment: 50; College assessment: 50]

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 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 theoretical perspectives on kinship.
2. Students will understand the Laws of Dowry and Divorce
3. Students will be sensitized towards the issue of domestic violence and sexual abuse
4. Students will be familiarised with the contemporary issues of Migration and Diaspora.

Unit I: Theoretical perspectives on kinship [01 Credit, Lecture hours: 15]

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

Unit II: Marriage in Indian context [01 Credit, Lecture hours: 15]

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

Unit III: Family in the Indian context [01 Credit, Lecture hours: 15]

- a) Social construction of family and changes in household and family patterns
- b) Domestic violence and Sexual Abuse
- c) Challenges to the normative model of family

Unit IV: Contemporary Issues [01 Credit, Lecture hours: 15]

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

References

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.

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

Ghosh Arijeet, Sanyal Diksha (2019). How can families be imagined beyond kinship and marriage? Economic and Political Weekly, Vol.54, Issue No. 45, 16 Nov, 2019.

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

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

Jamous, R. (2003). Kinship and Rituals Among the Meo of Northern India – Locating Sibling
 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

Mathew, J. (2010). Marriage and Modern Family. New Delhi: Authors Press.

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

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

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

Patel, T. (Ed.). (2005). The Family in India: Structure and Practice. New Delhi: Sage.
 Relationship. New Delhi: Oxford University Press.

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

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

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

Any other relevant text or reading suggested by the teacher

611. Research Project II

[06 Credits]

[Total Marks: 150. Written Assignment: 100 Marks; Viva voce: 50 Marks]

Rigorous, field-based research project for 06 credits is to be completed in Semester IV, under the supervision of the faculty members.

Students are required to engage in collection, analysis and interpretation of data as per the road map laid down in the research proposal submitted to the department as part of Research Project I in semester III. Applying the insights gained in the review of literature as well as the understanding of conceptual and theoretical understanding, students are required to gather relevant data, employing the approved methodology and methods. A dissertation of 10000 to 12000 words is to be submitted for assessment and viva voce before the deadline specified by the department.

“The difficulty in Sociology, is to manage to think in a completely astonished and disconnected way about things you thought you had always understood” (Pierre Bourdieu)

SCHEME OF EXAMINATION

Question Paper Format

For all the 04 Credit Courses, the following question paper format will be used:

Question 1: CO1
Question 2: CO2
Question 3: CO3
Question 4: CO4

For all the 02 Credit Courses, the following question paper format will be used:

Question 1: CO1
Question 2: CO2
Question 3: CO3

Marks

For 04 Credit Courses:

Total Marks: 100

- a) **External Assessment:** 50 Marks
 - Total Marks: 50
 - Time: 1.5 Hours
 - 1 Question for long answer (1*20=20 Marks)
 - 3 Questions for short answers (3*10=30 Marks)
- b) **Internal Assessment:** 50 Marks
 - Written Assignment: 20 Marks
 - Oral Presentation: 10 Marks
 - Group Discussion/Reels/Videos/Blogs: 20 Marks

For 02 Credits Courses:

Total Marks: 50

- a) **External Assessment:** 25 Marks
 - Total Marks: 50
 - Time: 1 Hour
 - 1 Question for long answer (1*15=15 Marks)
 - 1 Questions for short answer (1*10=10 Marks)
- b) **Internal Assessment:** 25 Marks
 - Written Assignment: 10 Marks
 - Oral Presentation: 05 Marks
 - Group Discussion/Reels/Videos/Blogs: 10 Marks

Field Projects:

Project Report to be of 20000-25000 words.

Guidelines for Evaluation of Field Projects:

Module	Unit	Credits
1	Basic structure of society, key definitions of problem area, analysis of preliminary data	30
2	Classroom work: correspondence, formats, interactions, liaising	10
3	Fieldwork and data gathering	30
4	Analysis and reporting	20
5	Feedback to community	10

Letter Grades and Grade Points

Semester GPA/Programme CGPA/Semester/Programme	Percentage of Marks	Alpha-sign/Letter grade/Result
9.00-10.00	90.0-100	O (Outstanding)
8.00-9.00	80.0-90.0	A+ (Excellent)
7.00-8.00	70.0-80.0	A (Very Good)
6.00-7.00	60.0-70.0	B+ (Good)
5.50-6.00	55.0-60.0	B (Above Average)
5.00-5.50	50.0-55.0	C (Average)
4.00-5.00	40.0-50.0	P (Pass)
Below 4.0	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

**Sign of the BOS
Coordinator**
Name of the Coordinator
BOS in

**Sign of the
Offg. Associate Dean**
Name of the Associate
Dean
Faculty of

**Sign of the
Offg. Associate Dean**
Name of the Associate
Dean
Faculty of

**Sign of the
Offg. Dean**
Name of the Dean
Faculty of