



**Royal School of Humanities and Social Science**

**RSHSS**

**Department of Sociology**

**Curriculum Framework for  
Post-Graduate programme based on NEP 2020**

**MA in Sociology**

**SCHOOL NAME** - RSHSS  
**DEPARTMENT NAME** - SOCIOLOGY  
**PROGRAMME NAME** - M.A.

**Detailed Syllabus**

**SYLLABUS (1st SEMESTER)**

**Paper Name: Philosophy of Social Research**

**Subject Code: SOC184C101**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of Course: 400**

**Scheme of Evaluation: Theory**

**Course Objectives:** To develop critical thinking and research skills through Sociological theories.

**Course outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the key philosophical foundations of social research in sociology	<b>BT-1</b>
<b>CO2</b>	<b>Interpret</b> the connection between sociological theory and research methodology	<b>BT-2</b>
<b>CO3</b>	<b>Illustrate</b> how qualitative and quantitative methods differ in application.	<b>BT-3</b>
<b>CO4</b>	<b>Analyse</b> various philosophical approaches to understand their impact on social research process	<b>BT-4</b>

## Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Philosophical Roots of Social Research: Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge, Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn), Positivism and its critique: Contributions of Comte, Durkheim and Popper to positivism; Hermeneutics: inductive analysis, experiments in ethno-methodology, ' . Methodological Perspectives in Sociological Theory:	15
II	Nature of Social Reality and Approaches to it: Positivism, Phenomenology, Ethnomethodology and Symbolic Interactionism, Interpretative understanding. Logic of Inquiry in social science research, Inductive and deductive Theory building, Scientific method in social research, Objectivity/value neutrality Hypothesis.	15
III	Quantitative methods and survey research: Assumptions of quantification and measurement Survey techniques, Operationalization and research design, Sampling design, Questionnaire construction, interview schedule, Measurement and Scaling, Reliability and Validity, Limitations of Survey. Statistics in Social Research: Measures of central tendency: Mean, median, mode, Measures of Dispersion: Standard/Quartile Deviation,	15
IV	Qualitative Research Techniques: Techniques and methods of qualitative research. Participant observation/ethnography, interview guide, Case study method, Content analysis, Oral history, narratives, Life history, genealogy, Methodological dilemmas and issues in qualitative research, Encounters and experiences in field work. Qualitative data format and processing. Validity and reliability in qualitative research. Triangulation – Mixing qualitative and quantitative methodologies, Social Research, Participatory Research, , Ethical Issues in Social Research.	15
<b>Total</b>		<b>60</b>

### Text Books:

1. *Who Should Know What? Social Science, Privacy and Ethics*, Barnes, John A., 1979, Penguin, Harmondsworth

### Reference Books:

1. *Research Methodology*, Bose, Pradip Kumar, 1995, ICSSR, New Delhi
2. *Quality and Quantity in Social Research*, Bryman, Alan, 1988, Unwin Hyman, London
3. *Surveys in Social Research*, D.A. de Vaus, 1986, George Relen and Unwin, London
4. *Introduction to Social Research*, Punch, Keith, 1986, Sage, London

**Paper Name: Classical Sociological Tradition**

**Subject Code: SOC184C102**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**level of course: 400**

**Scheme of Evaluation: Theory**

**Course Objectives:** To equip students with theoretical insights and critical understanding of the sociological perspectives of Marx, Durkheim, Weber, and Pareto for analysing and interpreting social realities.

**Course outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the key concepts and thinkers of classical sociological theory such as Marks, Durkheim, Weber and Pareto.	<b>BT 1</b>
<b>CO2</b>	<b>Explain</b> the core ideas and contributions of classical sociological theorists in the contexts of their time	<b>BT 2</b>
<b>CO3</b>	<b>Apply</b> classical sociological perspectives to interpret contemporary social issues and structures.	<b>BT 3</b>
<b>CO4</b>	<b>Analyse and compare</b> different classical sociological theories to understand their relevance and limitations in studying modern societies.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Historical Socio-Economic background of the emergence of sociology- Traditional feudal economy and social structure, Impact of industrial revolution and of new mode of production on society and economy. The enlightenment and its impact on thinking and reasoning. Karl Marx- Marx's theory of social change, Marxian Dialectical materialism as a philosophical perspective of change and its laws. Materialistic interpretation of history: As a perspective of explaining transformation of human society through different stages. Economic determinism. Mode of production and social structure. Basic structure and super structure.	<b>15</b>

	<p>Concepts of surplus value and exploitation. Emergence of classes and class conflict. Proletariat revolution and future of capitalism. Classless society. Alienation in the capitalist society - Factors responsible for alienation and its social implications. Theory of ideology – Ideology as a part of super structure.</p>	
<b>II</b>	<p>Emile Durkheim-</p> <p>Intellectual background. His preoccupation with the order and disintegration of society. His distinctive sociological approach. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Pathological forms of division of labour. Theory of suicide. Types of suicide. Problem of integration of the individual with society. Theory of Religion: Earlier theories of the emergence and role of religion- structure of religion – sacred and profane - source of sacredness of the sacred things as symbols of ultimate values. Society as a supreme God. Religious rituals – their types, Social role of religious beliefs and rituals. Contribution to the methodology of Sociology – Sociology as a Science - concept of social facts - sociologism.</p>	<b>15</b>
<b>III</b>	<p>Max Weber-</p> <p>Contribution to the methodology of social science – Distinctive nature of social realities because of meanings attached them – Sociology as an interpretative science. Concepts of Verstehen and ideal types. Theory of social action – types of social actions. Intellectual background. Analysis of modern capitalism. Views on the role of ideas and values in social change with reference to the relationship between Protestant ethic and emergence of capitalism. Theory of Authority – Authority and power – Types of authority and bases of their legitimacy – Their distinctive features, methods of administration and modes of inheritance. Theory of Bureaucracy. Capitalism and growing rationalism and emergence of modern bureaucracy, His model of bureaucracy. Concepts of status, class and power.</p>	<b>15</b>
<b>IV</b>	<p>Vilfredo Pareto-</p> <p>Intellectual background. Contribution to the methodology – his logico – experimental method. Classification of logical and non-logical actions. Explanation of non-logical actions in terms his theory of Residues and Derivatives. Classification of Residues and Derivations. Theory of social change – Elites and masses. Types of elites, their classification, circulation of Elites.</p>	<b>15</b>
<b>Total</b>		<b>60</b>

**Text Books:**

1. *The structure of social Action, Vol. I & II.*, Parsons Talcott, 1937-1949, McGraw Hill, New York

**Reference Books:**

1. *Main Currents in Sociological Thought, Vol. I and II (Chapters on Marx, Durkheim and Weber)*, Aron, Reymond, 1965 – 1967, Penguin,

2. *Capitalism and Modern Social Theory- An analysis of Writings of Marx, Durkheim and Weber, (Whole Book)*, Giddens, Anthony,1997, Cambridge University Press
3. *Understanding Classical Sociology- Marx, Weber and Durkheim (Whole Book)*, Hughes, John A., Martin, Peter, J. and Sharrock, W. W.,1995, Sage Publications,London
4. *Class and Class Conflict in an Industrial Society*, Dahrendorf, Ralph,1959,Stanford University Press

**Paper Name: Kinship Dynamics**

**Subject Code: SOC184C103**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of Course: 400**

**Scheme of Evaluation: Theory**

***Course Objectives:***

This course introduces the students to the universally acknowledged social significance of family, marriage and kinship. It will familiarise the students with different approaches, issues and debates in studies of family and kinship which will enable understanding of their social structure, function and evolution in different cultures, while being able to address the North East experience of kinship and change. This course will also look at the changing nature of family and kinship in the contemporary world and the transformation in kinship through modern reproductive technologies.

***Course Outcomes:*** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b><i>Define</i></b> varied nature, types, terminologies and theories of family, marriage and kinship ties.	<b>BT 1</b>
<b>CO2</b>	<b><i>Outline</i></b> kinship as an object of study and the conceptual and theoretical understanding of kinship as it has emerged in sociological literature	<b>BT 2</b>
<b>CO3</b>	<b><i>Develop</i></b> the social and cultural understanding of kinship and the evolution of its structure in various societies.	<b>BT3</b>
<b>CO4</b>	<b><i>Analyze</i></b> the transformation of kinship in contemporary society, deconstructing the universal social meaning of kinship, and rethinking new kinship ties.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Family: nature and types, family and household, family in India, regional diversities, forces of change. Marriage patterns: marriage as an expression of exchange and alliance, bride-wealth and dowry, strategies of social reproduction, monogamy and plural marriages	<b>15</b>
<b>II</b>	Basic concepts and discourse of kinship.	<b>15</b>

	Kinship: the formation of kinship as an object of study, the incest taboo, honour, shame and violence.	
<b>III</b>	Cultural configurations of kinship: descent, residence and inheritance, social and cultural constructions, African kinship and marriage, the culture of Anglo-American kinship.	<b>15</b>
<b>IV</b>	Transformations of kinship: kinship and modes of production and reproduction, questioning patriarchy, reproductive technologies and reconfigured kinship, gay perspectives.	<b>15</b>
<b>Total</b>		<b>60</b>

### **Text Books:**

1. Fox, R. *Kinship and Marriage: An Anthropological Perspective*. Cambridge: Cambridge University P, 1984.
2. Uberoi, P. *Family, Kinship and Marriage in India*. New Delhi: OUP, 1993.

### **Reference Books:**

1. Bhandari, J.S. (Ed.). *Family and Kinship in Northeast-East India*. Delhi: Vedam Books, 1996.
2. Bourdieu, P. *Outline of a Theory of Practice*. Cambridge: Cambridge University P, 1977.
3. Carsten, J. (Ed.). *Cultures of Relatedness: New Approaches to the Study of Kinship*. Cambridge: Cambridge University P, 2000.
4. Engels, F. *The Origins of the Family, Private Property and the State*. Moscow: Progress Publishers, 1948.
5. Goody, J. (Ed.). *Developmental Cycle in Domestic Groups*. Cambridge: Cambridge University P, 1958.
6. Goody, J. & S.J. Tambiah. *Bride-wealth and Dowry*. Cambridge: Cambridge University P, 1975.
7. Graburn, N. (Ed.). *Readings in Kinship and Social Structure*. Harper and Row, 1971.
8. Kath, Weston. *Families we Choose: Lesbians, Gays, Kinship*. New York: Columbia University P, 1991.
9. Kolenda, P. *Regional Differences in Family Structure in India*. Jaipur: Rawat Publications, 1987.
10. Levi-Strauss, C. *The Elementary Structure of Kinship*. London: Eyre and Spottiswoode, 1969.
11. Madan, T.N. *Family and Kinship: A Study of the Pandits of Rural Kashmir (2nd edition)*. London: Oxford University P, 2001.
12. Murdock, G.P. *Social Structure*, New York: Free Press, 1965.
13. Parkin, D. and Davin Nyamwaya (Ed.). *Transformations of African Marriage*, Manchester: Manchester University P, 1987.
14. Parkin, R. and L. Stone (Ed.). *Kinship and Family: An Anthropological Reader*. U.S.A: Blackwell, 2000.
15. Radcliffe-Brown, A. R. (Ed.). *African Systems of Kinship and Marriage*. London: Oxford University P, 1950.
16. Robertson, A.F. *Beyond the Family: Social Organisation of Human Reproduction*. U.S.A.: University of California P, 1991.

17. Schneider, D. M. *American Kinship: A Cultural Account*. New Jersey: Prentice-Hall, 1968.
18. Shah, A. M. *Household Dimensions of the Family in India*. New Delhi: Orient Longman, 1973.
19. Shah, A. M. *The Family in India: Critical Essays*. New Delhi: Orient Longman, 1998.
20. Strathern, M. *After Nature: English Kinship in the Late Twentieth Century*. Cambridge: Cambridge University P, 1992.
21. Trautmann, T.R. *Dravidian Kinship*. Cambridge: Cambridge University P, 1981.
22. Trautmann, T.R. *Lewis Henry Morgan and the Invention of Kinship*. Berkeley: University of California P, 1987.

**Paper Name: Perspectives of Indian Society**

**Subject Code: SOC184C104**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of course: 400**

**Scheme of Evaluation: Theory**

**Course Objectives:** To make students acquire a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions. It will sensitize students to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Recall</b> theoretical analysis of Indian society according to Indological and Structural functionalist perspectives	<b>BT 1</b>
<b>CO2</b>	<b>Interpret</b> Marxism and synthesis of perspectives as contributed by various prominent Indian thinkers	<b>BT 2</b>
<b>CO3</b>	<b>Identify</b> civilizational and subaltern perspective and exemplify with various communities in Indian society.	<b>BT3</b>
<b>CO4</b>	<b>Analyze</b> current debates in the analysis of Indian society, so as to add depth and insight to their understanding of the subject.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Theoretical perspectives: Indological /Textual (G.S. Ghurye, Louis Dumont), Structural-functionalism (M.N. Srinivas, S.C. Dube).	<b>15</b>
<b>II</b>	Theoretical perspectives:	<b>15</b>

	Marxism (D.P. Mukherjee, A. R. Desai), Synthesis of Textual and Field Views (Irawati Karve, A.M. Shah).	
<b>III</b>	Theoretical perspectives: Civilizational View (N.K. Bose, Surajit Sinha), Subaltern Perspective (B.R. Ambedkar, David Hardiman).	<b>15</b>
<b>IV</b>	Current debates: Contextualization, indigenization, the use of native categories in the analysis of Indian society, text and context, sociology for India.	<b>15</b>
<b>Total</b>		<b>60</b>

**Text Books:**

1. *Contemporary India- Transitions*, DeSouza, P.R. ed.,2000, Sage, New Delhi

**Reference Books:**

1. *Themes and Perspectives in Indian Sociology*, Dhanagare, D.N.,1993, Rawat, Jaipur
2. *Social Sciences in a Changing Society*, Dube, S.C.,1973, Lucknow University Press, Lucknow University Press
3. *Indian Sociology: Reflections and Introspections* Ommen, T.K. and P. N. Mukherjee, eds.,1986, Popular Prakashan, Bombay
4. *Indian Sociology: Social Conditioning and Emerging Concerns*, Singh, Y.,1986, Vistaar, Delhi

**Paper Name: Education and Society**

**Subject Code: SOC184C105**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of course: 400**

**Scheme of Evaluation: Theory**

**Course Objective:** This course aims to develop a critical understanding of education as a social institution shaped by broader social, cultural, and economic forces, with a specific focus on the Indian context. It introduces key sociological perspectives to explore how education addresses local, regional, and national priorities. The course also emphasizes the role of education in reducing social inequalities, fostering skill development and entrepreneurship, and contributing to the achievement of Sustainable Development Goal 4—ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

**Course Outcome:** After the completion of the course, the students will be able to:

<b>CO1</b>	<b>Define</b> the relationship between social structure, culture, and educational processes by examining the roles of the family, community, and state.	<b>BT1</b>
<b>CO2</b>	<b>Illustrate</b> the key concepts and differences among Functionalist, Marxist, and Interactionist perspectives in the sociology of education.	<b>BT2</b>
<b>CO3</b>	<b>Apply</b> concepts of schooling processes, knowledge, culture, curriculum, resistance, and critical pedagogy to critically evaluate educational practices.	<b>BT3</b>
<b>CO4</b>	<b>Analyze</b> the relationship between the state, economy, and education in India, with a focus on the challenges and dynamics of higher education.	<b>BT4</b>

### **Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Social structure, culture and educational processes: Family, Community, State.	<b>15</b>
<b>II</b>	Perspectives in Sociology of education: Functionalist, Marxist, Interactionist.	<b>15</b>
<b>III</b>	Processes & Organisation of schooling, Knowledge, Culture and Curriculum, Resistance and Critical Pedagogy	<b>15</b>

<b>IV</b>	State, Economy and Education in India, Higher education in India	<b>15</b>
<b>Total</b>		<b>60</b>

### **Text Books:**

1. Ballantine, J.H. *The Sociology of Education: A Systematic Analysis* (4th edition). New Jersey: Prentice-Hall, 1997.
2. Robinson, P. *Perspectives on the Sociology of Education*. New York: Routledge & Kegan Paul, 1981. 49

### **Reference Books:**

1. Althusser, L. "Ideology and Ideological State Apparatuses" in L. Althusser (Ed.) *Lenin and Philosophy and Other Essay*. London: New Left Books, 1971.
2. Apple, M.W. "Ideology and Cultural and Economic Reproduction" in Apple M. (Ed.) *Ideology and Curriculum*. London: Routledge Falmer, 2004.
3. Bourdieu, P. and J. Passeron. *Reproduction in Education, Society and Culture* (Book I). London: Sage, 1978.
4. Bourdieu, P. "The Forms of Capital" in A.H. Halsey et. al. (Eds.) *Education, Culture, Economy, Society*. Oxford: Oxford University P, 2002.
5. Bowles, S. "Unequal education and the reproduction of the social division of labour" in Jerome Karabel and A.H. Halsey (Eds.) *Power and ideology in education*. New York: Oxford University P, 1977.
6. Chanana, K. *Education, socialisation and gender*. New Delhi: Sangam, 1988.
7. Chopra, R. and P. Jeffery. *Educational Regimes in Contemporary India*. New Delhi: Sage, 2005.
8. Collins, R. "Functional and Conflict theories of educational stratification" in *American Sociological Review*. Vol. 36, pp. 1002-1019, 1971.
9. Deshpande, S. and Y. Yadav. "Redesigning affirmative action" in *Economic & Political Weekly*. Vol. 41, pp. 2419-2424, 2006.
10. Durkheim, E. *Education and Society*. New York: Teachers College P, 1956.
11. Durkheim, E. *Moral Education: A study in the theory and application of the sociology of education*. London: The Free Press and Collier-Macmillan, 1961.
12. Freire, P. *Pedagogy of the Oppressed*. New York: Continuum, 1970.
13. Gramsci, A. *Selections from the Prison Notebooks of Antonio Gramsci*. New York: International Publishers, 1987.
14. Illich, I. *Deschooling Society*. London: Marion Voyars Publishers, 2000.
15. Jayaram N. "Multiculturalism and Education: The Indian Experience" in S. Young (Ed.) *Globalization and Multicultural Perspectives in Education* (Conference Proceedings). School of Education Studies: University of Malaysia, 2003.
16. Kumar K. *Political agenda of education* (2nd edition). New Delhi: Sage, 2005.
17. Parsons, T. "The School Class as a Social Systems" in A.H. Halsey et. al. (Ed.) *Education Economy and Society: A Reader in the Sociology of Education*. New York: The Free Press, 1961.
18. Pathak, A. *Social implications of schooling*. New Delhi: Rainbow, 2002.

19. Sarangapani, P. *Constructing school knowledge*. New Delhi: Sage, 2003.
20. Srinivas, R.S. "India's Language Debates and Education of Linguistic Minorities" in *Economic and Political Weekly*, Vol. 43, No. 36, pp. 63-69, 2008.
21. Thapan, M. *Life at School*. New Delhi: Oxford, 1991.
22. Velaskar, P. "Unequal Schooling as a Factor in Reproduction of Social Inequality" in *Sociological Bulletin*. 39 (1&2), pp. 131-146, 1992.
23. Woods, P. *Sociology and the School*. London: Routledge, 1983.

**SYLLABUS (2<sup>nd</sup> SEMESTER)****Paper Name: Theoretical Perspectives in Sociology****Subject Code: SOC184C201****(L-T-P-C): 4-0-0-4****Credits: 4****Level of course: 500****Scheme of Evaluation: Theory**

**Course Objectives:** To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20<sup>th</sup> century, and which continue to concern the practitioners of sociology today.

**Course Outcomes:** After successful completion of the course, the student will be able to:

CO1	<b>Define</b> the ways that sociological theories are used to explain social institutions.	BT 1
CO2	<b>Illustrate</b> the theoretical relevance and analytical utility of the premises, methodology and conclusion of these diverse perspectives in understanding society and change.	BT 2
CO3	<b>Apply</b> different theoretical frameworks to understand real-world social issues	BT3
CO4	<b>Analyze</b> the key assumptions, concepts and arguments of major theories.	BT4

**Detailed Syllabus:**

Modules	Topics / Course content	Periods
<b>I</b>	Introduction- Nature of sociological theory, Levels of theorisation in sociology, Relationship between theory and research. Structural-functionalism- The idea of social structure: A. R. Radcliffe-Brown, The problems of role analysis: S. F. Nadel, Functional dimensions of social system: T.Parsons, Codification, critique and reformulation of functional analysis: R. K. Merton, Neo-functionalism: J. Alexander	<b>15</b>
<b>II</b>	Structuralism and post-structuralism- Human nature and cultural diversity: C. Levi-Strauss, Structuralism and post-structuralism: M. Foucault. Conflict theory- Marx critique and dialectics of conflict: R. Dahrendorf, Functional analysis of conflict: L. Coser, Conflict and social change: R. Collins.	<b>15</b>

<b>III</b>	The critical theory and neo-Marxism- The Frankfurt school, Lifeworld and system: J. Habermas, Structuralism Marxism: L. Althusser, Hegemony: A. Gramsci	<b>15</b>
<b>IV</b>	Interactionist perspective- Symbolic interactionism: G. H. Mead and H. Blumer, Phenomenological Sociology: A. Schutz, Social construction of reality: P. Berger and T.G. Luckmann, Ethnomethodology: H. Garfinkel.  Recent trends in sociological theorising- Structuration: Anthony Giddens, Habitus and field: Bourdieu, Postmodernism, Semiotics, Convergence.	<b>15</b>
<b>Total</b>		<b>60</b>

**Text Books:**

1. *Twenty lectures: Sociological theory since world war II*, Alexander, Jeffrey C., 198, Columbia University Press, New York

**Reference Books:**

1. *Modern social theory: From Parsons to Habermas*, Craib, Ian, 2<sup>nd</sup> edition, 1992, Harvester Press, London
2. *Sociological theory*, Collins, Randall, Indian edition, 1997, Rawat, Jaipur and New Delhi:
3. *Central problems in social theory: Action, structure and contradiction in social analysis*, Giddens, Anthony, 1983, Macmillan, London
4. *The social science encyclopaedia*, Kuper, Adam and Jessica Kuper (eds.), 2<sup>nd</sup> edition, 1996, Routledge, London and New York

**Paper Name: Economy and Society**

**Subject Code: SOC184C202**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of Course: 500**

**Scheme of Evaluation: Theory**

**Course objective:**

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

**Course Outline:** After completion, the student will be able to:

<b>CO1</b>	<b>Recall</b> the interconnectedness of economic processes with social and cultural dimensions.	<b>BT1</b>
<b>CO2</b>	<b>Understand</b> the foundation of economy and society as a specialized field different from pure economic discipline.	<b>BT2</b>
<b>CO3</b>	<b>Apply</b> their knowledge to understand and analyze economic issues in global and local contexts, including the impact of social change, development processes and cultural factors on economic activity.	<b>BT3</b>
<b>CO4</b>	<b>Analyze</b> economic phenomena including transformations in the economy and its key institutions, using sociological perspectives.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course Content</b>	<b>Periods</b>
<b>I</b>	Perspectives of Economy and its relation to society, Emergence of subjective theory of value (Carl Menger); Criticism of Classical Economics; Concept of Formalism: Economic Rationalism, Economic Solipsism (Karl Polanyi), Substantivism: The Fallacy of Relative Choice and Scarcity; The Substantive Economy: Interaction and Institutions (Karl Polanyi) Concepts of the State, Economy, Market, Labour and Values; Market as a political institution in the state. The Economy and the Market	<b>15</b>

II	Exchange, Reciprocity and Gift: Prestation, Gift and Potlatch (Marcel Mauss); Gifts and the obligation to return gifts; generosity, honour and money; Kula exchange; Morality and Contract Nexus. Exchange and Money: utilitarian Approach to Money; Exploring the Quality of Modern Money, Role of Money in Capitalist Society and Role of Money in Socialist Society.	15
III	Systems of Production, Circulation and Consumption: Hunting and Gathering: Subsistence Economy (Marshall Sahlins); Domestic Mode of Production: The Structure of Underproduction; Elements of the Domestic Mode of Production (Marshall Sahlins) Division of Labor, The Primitive Relation between Man and Tool; Production for Livelihood. Peasant: Peasants and primitives (Eric R. Wolf). Capitalism: The Historicity of Capitalism; The Concept of Market in Capitalism (Immanuel Maurice Wallerstein); Production process and Class struggle (Katherine Verdery); Socialism: Paternalistic Redistribution.	15
IV	Contemporary Economic issues in society: Development in an unequal World; The Informal Economy; Uneven development; Globalisation: Fran Tonkiss: Economic globalization; Features of Globalization; Dependency Theory, World systems theory.	15
<b>Total</b>		<b>60</b>

### Text Books:

1. Polanyi, Karl. (1977). *The Livelihood of Man*. New York: Academic Press. Chapters 1 & 2, The Economistic Fallacy & Two Meanings of Economic, Pp. 5-34.
2. Menger, Carl. (1871). *Principles of Economics (Grundsätze der Volkswirtschaftslehre)*. Austria. Ludwig von Mises institute.
3. Mauss, M. (1924). *The Gift: Forms and Functions of Exchange in Archaic Societies*. London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. pp. 1 - 46.
4. Bohannan, P. and G. Dalton (eds.). (1962). *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.
5. Sahlins, M. (1974). *Stone Age Economics*. London, Tavistock. Ch. 1. 2 & 3.
6. Wolf, Eric R. (1966). *Peasants*. New Jersey, Prentice Hall. Ch. 1.
7. Wallerstein, Immanuel Maurice. (1983). *Historical Capitalism*. London: Verso. Commodification of Everything: Production of Capital. pp. 13 – 43.
8. Verdery, Katherine. (1996). *What Was Socialism, and What Comes Next?* Princeton, N.J.: Princeton University Press, chapter 1. pp. 19 – 38.
9. Hann, Chris and Keith Hart. (2011). *Economic Anthropology*. Cambridge, UK: Polity Press, pp. 100-119.

10. Howes, D. (ed), (1996). *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, pp. 1-16.
11. Fligstein, N. (2001). *The architecture of markets: An economic sociology of twenty-first-century capitalist societies*. Princeton, NJ: Princeton University.

**Journals:**

1. Swedberg, R., (1991). Major Traditions of Economic Sociology, in *Annual Sociological Review*, Vol.17, pp 251-276.
2. Zelizer, Viviana A. (1989). The Social Meaning of Money: 'Special Monies' in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

**Paper Name: Gender and Society**

**Subject Code: SOC184C203**

**(L-T-P-C): 4-0-0-4**

**Credit: 4**

**Level of course: 500**

**Scheme of Evaluation: Theory**

**Course Objectives:** This course introduces the fundamental concepts and practices of gender, and traces the evolution of gender as a category of social analysis.

**Course Outcome:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> to the instances of gender construction in the society	<b>BT 1</b>
<b>CO2</b>	<b>Illustrate</b> gender problems through the lens of theoretical perspectives	<b>BT 2</b>
<b>CO3</b>	<b>Identify</b> the changing social scenario and cultural context of women's acceptance and marginalisation	<b>BT 3</b>
<b>CO4</b>	<b>Analyse</b> matters that affect and modify women's daily life	<b>BT 4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Social Construction of Gender: Gender vs. Biology, Equality vs. Difference, Women in the family: socialization, nature vs. Gender, gender roles, private–public dichotomy, sexual division of labour. Patriarchy as ideology and practice. Emergence of Feminist Thought: Socio-historical perspective, Mapping various women's movements.	<b>15</b>
<b>II</b>	Gender and Sociological Analysis: Feminist critiques of sociological theories/prevaling theories, Feminist methodology as critique of sociological methods/methodology, Emergence of women's studies. Gender based Division of Labour/Work: Production vs. Reproduction, household work, invisible work, Women's work and technology, Development policies, liberalisation and globalisation and their impact on women.	<b>15</b>

	Development and Women's Empowerment.	
<b>III</b>	<p>Women in India: The changing profile: The changing status of women in India- pre-colonial, colonial and post-colonial, Demographic profile – the gender gap (census, NSS), Alternative conceptions of gender–caste and gender; class and gender. The role of the state and the NGOs.</p> <p>Gender and Society in India: Economy: marginalisation of women and sexual division of labour. Polity: reservations for women. Religion and Culture: Women's nature; women as repositories of cultural practices and traditions; marriage, dowry and property. Personal Laws and Civil Code: Hindu code Bill, Syrian Christian law, Muslim Personal Law; Customary Law and Tribal Women.</p>	<b>15</b>
<b>IV</b>	Issues affecting the quality of life of women: Health, Education, Land rights. Major Social Issues: Development, Ecology, Communalism, Violence.	<b>15</b>
<b>Total</b>		<b>60</b>

**Text Books:**

1. *The Position of Women in Hindu Civilization*, Altekar, A.S., Second Edition, Fifth reprint, 1983., Motilal Banarasi dass, Delhi

**Reference Books:**

1. *The Reproduction of Mothering*, Chodrow, Nancy, 1978, University of California Press, Berkeley
2. *Women and Society in India*, Desai, Neera and M. Krishnaraj, 1987, Ajanta, Delhi
3. *Visibility and Power: Essays on Women in Society and Development*, Dube, Leela et.al. (eds.), 1986, OUP, New Delhi
4. *Women in Modern India*, Forbes, G., 1998, Cambridge University Press, New Delhi

**Paper Name: Sociology of Northeast India**

**Subject Code: SOC184C204**

**(L-T-P-C): 4-0-0-4**

**Credit: 4**

**Level of Course: 500**

**Scheme of Evaluation: Theory**

**Course Objectives:** This course introduces students to the social, political, and historical processes that have shaped Northeast India, with a focus the diverse communities that inhabit this geographic region. By engaging with both historical contexts and present-day developments, the course aims to provide a comprehensive understanding of contemporary socio-political dynamics and the challenges they pose to the state.

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<i>Define</i> the conceptual contours of Northeast India by identifying its geographic and cultural specificities.	<b>BT1</b>
<b>CO2</b>	<i>Illustrate</i> the relevance of sociological perspectives in interpreting social structures, cultural diversity, and regional specificities.	<b>BT2</b>
<b>CO3</b>	<i>Apply</i> sociological theories and frameworks to understand contemporary social issues in the Northeast region.	<b>BT3</b>
<b>CO4</b>	<i>Analyze</i> how theoretical concepts relate to regional realities in understanding the evolving and complex socio-political landscape of Northeast India.	<b>BT4</b>

### **Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Northeast India as a Conceptual Category: Geographic and Cultural Specificities, from frontier to the region, cultural pluralism in Northeast India	<b>15</b>
<b>II</b>	Societies in Northeast: Tribal and Non-tribal/Caste societies, their idiosyncratic features and relationship, Nationality Formation in the region.	<b>15</b>
<b>III</b>	The concept of Illegible spaces, state and non-state actors, state of exception, governmentality, state and citizenship	<b>15</b>

<b>IV</b>	Contemporary Challenges: immigration, Issues of Identity and Ethnicity, Political integration	<b>15</b>
<b>Total</b>		<b>60</b>

### **Text Books:**

1. Weiner, M. *Sons of the Soil*. Delhi: OUP, 1978.
2. Baruah, S. *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University P, 2005.

### **Reference Books:**

1. Baruah, S. *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University P, 1999.
2. Bauman, Zygmunt. (2004). *Identity*. Polity Press, UK.
3. Bordoloi, B.N., Thakur, G.C.S., Saikia, M.C. (1987). *Tribes of Assam, Part-I*, B.N. Bordoloi, Director, Tribal Research Institute, Assam.
4. Brass, P. R. (1974). *Language, Religion and Politics in North India*. Cambridge University Press, London.
5. Das, N.K. (2009). Identity Politics and Social Exclusion in India's Northeast A Critique of Nation-Building and Redistributive Justice. *Anthropos. Bd*, 104 (2): 549-558.
6. Das, S.K. (2007). Conflict and Peace in India's Northeast: The Role of Civil Society. *Policy Studies*, 42.
7. Guha, A. (1977), *Planter-raj to Swaraj: Freedom Struggle and Electoral Politics in Assam, 1826-1947*, Indian Council of Historical Research: distributor, People's Publishing House.
8. Guha, A. (1991), *Medieval and Early Colonial Assam: Society, Polity, Economy*, Published for Centre for Studies in Social Sciences, Calcutta, by K.P. Bagchi & Co.
9. Karlsson, B. G. (2001). Indigenous politics Community formation and indigenous peoples' struggle for self-determination in northeast India. *Identities*, 8(1): 7-45.
10. Misra, U. (2000). *The Periphery Strikes Back: Challenges to the Nation-States in Assam and Nagaland*. Shimla: Indian Institute of Advanced Study.
11. Nibedon, N. (2013), *Nagaland The Night of the Guerrillas*, Lancer Publishers LLC.
12. P. Gill and Samrat (eds.). 2018. *Insider Outsider: Belonging and Unbelonging in North-East India*. New Delhi.
13. Scott, James. (2011). *The Art of Not Being Governed – An Anarchist History of Upland Southeast Asia*. Yale University Press, US.
14. Sharma, C.K. (2012). The State and the Ethnicization of Space in Northeast India. In Mahanta, N.G., and Gogoi, D., editors, *Shifting Terrain: Conflict Dynamics in North-East India*. DVS publishers, Guwahati/ Delhi.
15. Sharma, C. K. "The Immigration Issue in Assam and Conflicts around it" in *Asian Ethnicity*. 13 (3), pp. 306-7, 2012.
16. Schendel, W.V. and Irena, Abraham. (2005). *Spaces of Engagement: How Borderlands, Illegal Flows, and Territorial States Interlock*. Indiana University press.

17. Weiner. M. (1978) *Sons of the Soil: Migration and Ethnic Conflict in India*. Pp. xviii, 383. Princeton, NJ: Princeton University Press.

**Paper Name: Science, Technology and Society**

**Subject Code: SOC184C205**

**(L-T-P-C): 4-0-0-4**

**Credit: 4**

**Level of course: 500**

**Scheme of Evaluation: Theory**

**Course Objectives:** This course aims to enable students to understand the relationship between science and society by introducing them to the key conceptual and theoretical issues in the sociology of science. It also focuses on exploring the challenges and dynamics of science, technology, and society in India, considering both historical developments and the impacts of globalization.

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> foundational concepts related to the interaction between science, society, and technology.	<b>BT 1</b>
<b>CO2</b>	<b>Illustrate</b> historical and social factors that influence the development and dissemination of scientific knowledge and education.	<b>BT 2</b>
<b>CO3</b>	<b>Apply</b> theoretical perspectives to understand the functioning of scientific institutions and their roles in society.	<b>BT3</b>
<b>CO4</b>	<b>Analyze</b> the broader socio-political and economic influences affecting science and technology in contemporary contexts.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	The study of science-its importance. Relationship between society and science and vice-versa. Science as a social system. Norms of science. Relationship between science and technology.	<b>15</b>
<b>II</b>	History of modern science in India – colonial–independence and post-independence science. Nature of science and technology education in India and its quality. Pure vs. Applied Science in India. Indian social structure and science. Social background of Indian scientists. Brain drain and brain gain.	<b>15</b>
<b>III</b>	Science policy, social organization of science in India –scientific laboratories and their contribution to the development of technology.	<b>15</b>

	Science education in contemporary India –primary level to research level. Performance of universities in the development of technology. Interrelationship between industry and universities.	
<b>IV</b>	Globalization and liberalization and their impact on Indian science and technology. WTO and issues related to intellectual property rights. MNCs and Indian industry. Political economy of science & technology at the national and international levels.	<b>15</b>
<b>Total</b>		<b>60</b>

**Text Books:**

1. *The impact of international migration on developing countries*, Appleyard, R. ed., 1989, OECD, Paris

**Reference Books:**

1. *Scientists in the third world*, Gaillard, J, 1991, Kentucky University Press, Lexington
2. *Science and the social order*, Barber, Bernard, 1952, Free Press, New York
3. *Scientific communities in the developing world*, Gaillard, J., V.V.Krishna and R.Waast, eds, 1997, Sage, New Delhi
4. *Science policy and national development*, Kamala Cahubey ed., 1974, Macmillan, New Delhi

## SYLLABUS (3rd SEMESTER)

### Paper Name - Sociology of Development

**Subject Code: SOC184C301**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of course: 500**

**Scheme of evaluation: Theory**

**Course Objectives:** To introduce and familiarize the students with the current issues and debates concerning development.

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<i>Define</i> the ways in which development can be understood	<b>BT 1</b>
<b>CO2</b>	<i>Illustrate</i> the conceptual classification of under developed, developing and developed nations.	<b>BT 2</b>
<b>CO3</b>	<i>Apply</i> development theories, such as modernization theory, dependency theory, and world systems theory, to analyse development issues	<b>BT3</b>
<b>CO4</b>	<i>Analyze</i> the theoretical and critical understanding of the western notion of development.	<b>BT4</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Introduction: Meaning, significance, historical location of the idea of development, Perspectives on development: Liberal, Marxist and Ecological, Epistemological critiques of development	<b>15</b>
<b>II</b>	Theories of Development and Underdevelopment: Modernization theories: The historical context of modernization theories, Dependency theory, World system theory, uneven development, Theories of alternative development	<b>15</b>
<b>III</b>	Politics of development: Knowledge and power in development, Grassroots level movements in development Post-development theories: Foucault and post-development theories Critiques of post-development theories	<b>15</b>

<b>IV</b>	Contemporary Issues in Development: Globalization, Poverty, Social Capital, Civil Society Gender and Development, Development in Practice.	<b>15</b>
<b>Total</b>		<b>60</b>

### **Textbook(s)**

1. Peet, R. *Theories of Development*. Jaipur: Rawat Publications, 2005.
2. Pietersen, J.N. *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications, 2011.

### **Reference book(s)**

1. Alavi, H. and T. Shanin. *Introduction to the Sociology of Developing Societies*. London: Macmillan, 1982.
2. Bardhan, P. *The Political Economy of Development in India*. Delhi: OUP, 2005.
3. Baviskar, A. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University P, 2004.
4. Cooke, B. and U. Kothari (Eds.). *Participation: The New Tyranny?* London: Zed Books, 2001.
5. Cooper, F. and R. M. Packard (Eds.). *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*. Berkeley: University of California P, 1997.
6. Escobar, A. *Encountering Development: The Making and Unmaking of the Third World*, Princeton, New Jersey: Princeton University Press, 2011.
7. Ferguson, J. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota P, 1994.
8. Frank, A.G. *Capitalism and Underdevelopment in Latin America*. London: Penguin Books, 1971.
9. Freire, P. *Pedagogy of the Oppressed*. London: Penguin Books, 1996.
10. Gupta, A. *Postcolonial Developments: Agriculture in the Making of Modern India*. New Delhi: Oxford University P, 1998.
11. Harvey, D. *The New Imperialism*. Oxford: Oxford University P, 2003.
12. Hicky, S. and G. Mohan (Eds.). *Participation: From Tyranny to Transformation?* London: Zed Books, 2004.
13. Illich, I. *Toward a History of Need*. London: Bantam Press, 1977.
14. Kabeer, N. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, 1994.
15. Li, T.M. "Compromising Power: Development, Culture and Rule in Indonesia" in *Cultural Anthropology*. 14(3), pp. 295-322, 1999.
16. Ludden, D. "India's Development Regime" in N. Dirks (Ed.). *Colonialism and Culture*. Ann Arbor: University of Michigan P, 1992.
17. McMichael, P. *Development and Social Change: A Global Perspective*. Thousand Oaks, CA: Pine Forge Press, 1996.
18. Rahnema, M. and V. Bawtree (Eds.). *The Post-Development Reader*. London: Zed Books, 1997.
19. Sachs, W. (Ed.). *The Development Dictionary*. Hyderabad: Orient Longman, 1997.

20. Schumacher, E.F. *Small is Beautiful*. New York: Vintage, 2011.
21. Scott, J. C. *Seeing Like a State*. New Haven: Yale University P, 1998.
22. Sen, A. *Development as Freedom*. New Delhi: Oxford University P, 2000.

**Paper Name: Social Stratification**

**Subject Code: SOC184C302**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of course: 500**

**Scheme of Evaluation: Theory**

**Course Objectives:** To understand the importance of social stratification in understanding the persisting social inequalities and overcome the common sensical knowledge related to social stratification, difference and inequality.

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<i>Define</i> the concept of social stratification and the grounds on which difference and hierarchy exist in society.	<b>BT 1</b>
<b>CO2</b>	<i>Illustrate</i> on the perspectives and debates that surround this branch of sociology	<b>BT 2</b>
<b>CO3</b>	<i>Apply</i> the concepts in holding a nuanced understanding of the paper.	<b>BT 3</b>
<b>CO4</b>	<i>Analyze</i> the concept of stratification from different theoretical standpoints in undergoing academic activities.	<b>BT 4</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Social Stratification, Social Mobility: types of social stratification, social mobility and stratification, types of stratification.	<b>15</b>
<b>II</b>	Perspectives on stratification: Functionalist, Marxist, Weberian. Different perspective on stratification such as functionalist perspective: Davis and Moore's theory of stratification, Marxist perspective: Melvin Tumin's theory of stratification and Weberian perspective are focussed upon, Class, status and party.	<b>15</b>
<b>III</b>	Axes of Stratification: Caste, class and gender, Tribe, race and religion, Language and region. different social constructs such as class, caste, gender etc intersect with one another. Class and caste continuum, social capital, race, tribe, language, region becomes parameters of social stratification.	<b>15</b>
<b>IV</b>	Contemporary debates in stratification: Deviance, disability and sexuality, inclusion and exclusion in stratified societies. Debates circling around different issues related to social stratification and deviance, disability and the different stratas of stratification, sexuality and	<b>15</b>

	stratification are focussed upon. The concept of inclusion as well as exclusion are discussed.	
<b>Total</b>		<b>60</b>

**Text Books:**

1. Gupta, D. (Ed.). (1991) Social Stratification. New Delhi: Oxford University Press.

**Reference Books:**

1. Giddens, A. (2009) Sociology (6th edition) (pp. 13-20, 69-85); Polity Press Cambridge.
2. *The social science encyclopaedia*, Kuper, Adam and Jessica Kuper (eds.), 2<sup>nd</sup> edition, 1996, Routledge, London and New York
3. Bourdieu, P. (1986) "The Forms of Capital" in J. Richardson (Ed.) Handbook of Theory and Research for the Sociology of Education.
4. Jenkins, R. (1991) "Disability and social stratification" in British Journal of Sociology. 42 (4): 557-580.
5. Rubin, G. (1997) "The Traffic in Women: Notes on the Political Economy of Sex", in Linda Nicholson (Ed.) The Second Wave: A Reader in Feminist Theory. Routledge.
6. Tumin, M.M. (2003) Social Stratification: The Forms and Functions of Inequality. New Delhi: Prentice Hall of India.
7. Max, W. (1992) "Class, Status, Party" in Dipankar Gupta (Ed.), Social Stratification. New Delhi: Oxford University P.

**Paper Name: Social Movements in India**

**Subject Code: SOC184C303**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of course: 500**

**Scheme of evaluation: Theory**

***Course Objectives:***

To enable the students to explore the social unrest, motivations, movement culture and desired outcomes that drive collective actions and social change. It also tries to enable the students to look at not only social but new social movements in a sociological way and in more comparative perspectives.

***Course Outcomes:***

The students will understand and the historical and contemporary landscape of social movements. By the end of the course, they should be able to analyze social movements with nuanced clarity and will appreciate the challenges and opportunities of activism. Essentially, at the end of the course, the students will be able to –

<b>CO1</b>	<b><i>Recall</i></b> ‘social movements’ and distinguish it from other forms of collective behaviour.	<b>BT1</b>
<b>CO2</b>	<b><i>Understand</i></b> historical development of social movements and its dynamic nature. Students will also be able to demonstrate different stages of social movements.	<b>BT2</b>
<b>CO3</b>	<b><i>Apply</i></b> different theoretical frameworks to analyze historical (old) social movements or contemporary (new) social movements from diverse contexts.	<b>BT3</b>
<b>CO4</b>	<b><i>Analyze</i></b> the rooted causes (grievances, relative deprivation and political opportunities) or intended/ unintended consequences (social change, policy shifts, cultural impacts, biographical changes of participants etc).	<b>BT4</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Topics/ Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Conceptualizing Social Movements:</b> Defining features and dynamics of social movements; Social bases of social movements: class, caste, gender and polity; Ideology, participation and mobilization in social movements; Role of media; New social movements (NSM)	<b>15</b>
<b>II</b>	<b>Contextualizing Social Movements:</b> Recurring questions on social movements; Role of Leaders and masses; Transformation and decline; Reformative, revolutionary, redemptive, alternative and revivalist movements; Regional movements in North-East India	<b>15</b>
<b>III</b>	<b>Theories on Social Movement:</b> Framing theory for social movements; Marxist and Post-Marxist theories on Social movements; Network theory; Relative deprivation theory; Resource mobilization theory; Emotion and effect in social movement (wisdom of crowd)	<b>15</b>
<b>IV</b>	<b>Social Movements in India:</b> Peasants' movements; Tribal movements; Religious and New Religious Movements; Nationalist Movements; Women's movements; Environmental movements; New religious movements; Dalit movement; Students' movements  Regional movements: Assam movement; Peasant uprisings in Assam's context; Anti CAA and NRC protest;	<b>15</b>
<b>Total</b>		<b>60</b>

### Reference Books:

Desai, A.R. (Ed). Peasant Struggles in India. Bombay: Oxford University Press, 1979

Dhanagre, D.N. Peasant Movements in India 1920-1950. Delhi: Oxford University

Frank, Andre Gunder and Fuentes, Marta. 1987. 'Nine Theses on Social Movements'.

Economic and Political Weekly.

Gough, Kathleen.1974. 'Indian Peasant Uprising'. Economic and Political weekly.

Gupta, Dipankar. 1985. 'On Altering the Ego in Peasant History: Paradoxes of the Ethnic Opinion.' Peasant Studies, 13(1), Fall.

- Hussain, Monirul. 1993. *The Assam Movement: Class, Ideology and Identity*. Manak Publications: Delhi
- Le Bon, Gustave. 2007. "The Minds of Crowds."
- Rao, M.S.A. *Social Movements in India*, New Delhi: Manohar Publications, 1979
- Shah, G. *Social Movements in India: A review of Literature*, New Delhi: SAGE, 2012
- Oomen, T.K. *Charisma, Stability and Change: An Analysis of Bhoodan and Gramdan Movement*. India: Thompson Press.
- Omvedt, Gail. 2005. "Farmer's Movements and the Debate on poverty and Economic Reforms in India. London: Rowman and Littlefield Publishers, pp. 179-202

**Paper Name: Urban Sociology**

**Subject Code: SOC184C303**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of Course: 500**

**Scheme of Evaluation: Theory**

**Course Objectives:** This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

**Course Outcomes:** The completion of the course will make the students familiar with the emergence and growth of urban sociology as an important branch of the social sciences. It is going to provide the students with the understanding of several important concepts surrounding the idea of urban. This is going to further help the students to apply these understandings to several contemporary debates around urban studies.

After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the various concepts related to urban sociology	<b>BT 1</b>
<b>CO2</b>	<b>Illustrate</b> how the major sociological perspectives view the urban society	<b>BT 2</b>
<b>CO3</b>	<b>Apply</b> the major sociological approaches to understand the urban realities	<b>BT3</b>
<b>CO4</b>	<b>Analyze</b> the politics of urban space	<b>BT4</b>

#### **Detailed Syllabus:**

<b>Module s</b>	<b>Topics / Course Content</b>	<b>Periods</b>
<b>I</b>	Introduction: The Field of Urban Sociology Introduction to urban sociology; Origin and development of urban societies Some Basic Concepts: urbanization, urbanism, Rural □ Urban Continuum, suburbanization, ghettoization. Global cities, Inequalities in global cities, Governing global cities	<b>15</b>

<b>II</b>	Theories of Urban Sociology Classical Theories of City: The City □ Max Weber; Ferdinand Tonnies – Gemeinschaft & Gesellschaft. Metropolis and mental life – George Simmel. The Chicago School and its critics: Urban Ecology – Claude Fisher. Theories of Robert Park, Burgess, Louis Wirth. The New Urban Sociology: David Harvey; Manuel Castells	<b>15</b>
<b>III</b>	Urban Social Structure and Urbanization in Developing Countries Cities in the Developing World; Urbanization and its consequences in developing countries; Urban inequalities: Caste, Class, gender and Ethnic segregation of space. Movements and Settlements – Migration.	<b>15</b>
<b>IV</b>	Cities in India: Problems, Planning and Governance Demographic, economic and ecological characteristics of cities in India Urban poverty, ethnic conflicts, immigration, housing and slums, crime, urban pollution. Agencies of urban planning in India; Urban governance	<b>15</b>
<b>Total</b>		<b>60</b>

#### References:

1. Davis, Kingsley. 1955. 'The Origin and Growth of Urbanization in the World' in American Journal of Sociology, Vol. 60, No. 5, pp. 429-437.
2. Mumford, Lewis. (1961). The City in History: its origins and transformations and its prospects. Mariner Books, pp 3-29, 94-118.
3. Sassen, Saskia. 2005. 'The Global City: Introducing a Concept' in Brown Journal of World Affairs, Vol. 11, No. 2, pp. 27-43.
4. Dewey, Richard. 1960. 'The Rural-Urban Continuum: Real but Relatively Unimportant' in American Journal of Sociology, Vol. 66, No. 1, pp. 60-66.
5. Simmel, Georg, 1976. The Metropolis and Mental Life: The Sociology of Georg Simmel, New York: Free Press.
6. Weber, Max. 1978. 'Chapter XVI. The city (Non-Legitimate Domination)' in Economy and Society: An Outline of Interpretive Sociology. Eds. Guenther Roth and Claus Wittich. California: University of California Press.
7. Park, Robert E., Ernest W. Burgess and Roderick D. Mc-Kenzie (Eds). 1925. The City: Suggestions for Investigation of Human Behaviour in the Urban Environment. Chicago: University of Chicago Press.
8. Park, Robert E. 1936. 'Human ecology', in American Journal of Sociology. Vol. 42, No. 1, pp. 1-15.
9. Wirth, Louis. 1938. 'Urbanism as a Way of Life' in American Journal of Sociology, Vol. 44, No. 1, pp. 1-24.
10. Castells, Manuel. 1996. 'The Space of Flows' in The Rise of the Network Society. Blackwell Publishers. pp. 407-459.
11. Harvey, David. 2012. 'The Right to the City' in Rebel Cities: From the Right to the City to the Urban Revolution. Verso: New Left Books. pp. 3-26.

12. Kidwai, Atiya Habeeb. 2006. 'Reforms, Restructuring and the Third World City' in *Urban Studies: Oxford India Paperbacks*. Eds. Sujata Patel and Kushal Deb. New Delhi: Oxford University Press.
13. Ayyar, Varsha. (2013). 'Caste and Gender in a Mumbai resettlement site', *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, pp. 44-55.
14. Rao, M.S.A. (1981). 'Some aspects of the sociology of migration', *Sociological Bulletin*, Vol. 30, 1.Pp21-38.
15. Varshney, Ashutosh 2002. *Ethnic conflicts and civic life: Hindus and Muslims in India*, New Delhi: Oxford University Press.

**Paper Name: Environment and Society**

**Subject Code: SOC184C304**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of course: 500**

**Scheme of Evaluation: Theory**

**Course Objective:** This course introduces contemporary environmental issues from a sociological point of view focusing on the interconnectedness of human societies and the natural environment.

**Course outcome:** After completion of the course, the student will be able to:

<b>CO1</b>	<b>Relate</b> to the fundamental concepts in environmental sociology	<b>BT1</b>
<b>CO2</b>	<b>Outline</b> the approaches that has relevance to the environment concerns	<b>BT2</b>
<b>CO3</b>	<b>Develop</b> the understanding towards environmental risks and formulating its solutions	<b>BT3</b>
<b>CO4</b>	<b>Examine</b> the causes of environmental movements and <b>analyse</b> policies that are structured in response to environmental needs	<b>BT4</b>

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Introducing Environmental Sociology: Environmental problems and society Environmental Sociology: Rise, decline, and resurgence, Contribution of classical Sociological thinkers, Environmental Ethics: Anthropocentrism and Eco-centricism. Realist Vs Constructionism debate.	<b>15</b>
<b>II</b>	Sociological Approaches to Environment: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	<b>15</b>
<b>III</b>	Nature – Culture debate Systemic Causes of Environmental Disruption: Risk, Technology and Society, Environmental Risk: Meaning and definition. Population, Development and Environment.	<b>15</b>
<b>IV</b>	Social Consequences of Environmental Disruption: Body, Health and Environment, Environmental Inequality and Environmental Justice The state and environmental Policy, Environmental Movements	<b>15</b>
<b>Total</b>		<b>60</b>

**Textbook(s)**

1. Bell, M.M. *An Invitation to Environmental Sociology*. New Delhi: Pine Forge Press, 2009.
2. Gould, K.A. and T.L. Lewis. *Twenty Lessons in Environmental Sociology*. New York: Oxford University P, 2009.

**Reference book(s)**

1. Buttel, F.H. "New Directions in Environmental Sociology" in *Annual Review of Sociology*. Vol. 13. pp. 465- 488, 1987.
2. Dunlap, R.E. and W.R. Catton, Jr. "Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in the *American Sociologist*. Vol.25, No.1, pp. 5-30, 1994.
3. Dunlap, R.E. et al. *Sociological Theory and Environment: Classical Foundations and Contemporary Insights*. Maryland- USA: Rowman & Littlefield Publishers, 2002.

**Journal:**

1. White, B. H. (2018). On the Global Economic and Political Order. *EPW*, 53(35).
2. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

**SYLLABUS (3rd SEMESTER)****For students of 3<sup>rd</sup> & 4<sup>th</sup> Semester**

Course Code	Course Title	Level	Credit	L-T-P-C
SOC184C301	Research Project	500	20	

**SYLLABUS (4th SEMESTER)****Students with research for 4<sup>th</sup> Semester**

Course Code	Course Title	Level	Credit	L-T-P-C
SOC184C401	Dissertation	500	20	

**For 'Coursework only' in lieu of Research**

**Paper Name: Society and Polity**

**Subject Code: SOC184C401**

**(L-T-P-C): 4-0-0-4**

**Credit: 4**

**Level of Course: 500**

**Scheme of Evaluation: Theory**

**Course Objectives.** This course aims to acquaint the students with the major concepts, theoretical approaches and perspectives of political sociology. It seeks to prepare the students to apply these concepts and approaches to the understanding of the nature of the political processes and institutions in India. The course also exposes the students to the emerging perspective on the polity-society relationship in contemporary times.

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<i>Define</i> the various conceptual tools to understand state	<b>BT 1</b>
<b>CO2</b>	<i>Illustrate</i> the functioning of state society relations	<b>BT 2</b>
<b>CO3</b>	<i>Apply</i> the concepts to understand the question of power in the context of the modern states	<b>BT3</b>
<b>CO4</b>	<i>Analyze</i> the political systems of different nations around the world	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Definition, Nature and Emergence of Political Sociology Basic Concepts: Power, Authority, State, Civil Society, Bureaucracy, Elites and Masses Approaches to the study of Politics	<b>15</b>
<b>II</b>	Perspectives on Power: Weberian, Functionalist, Marxist Perspectives on State: Liberal, Pluralist, Marxist, Power-elite, post-modernist New Political sociology	<b>15</b>
<b>III</b>	Political parties: characteristics and social composition. Pressure groups and Interest groups: characteristics and political significance. Local structures of Power: Varieties of local power structure, relationship with the wider political system.	<b>15</b>
<b>IV</b>	State and society in India	<b>15</b>

	Politics of caste, religion, language and region	
<b>Total</b>		<b>60</b>

**Text Books:**

1. *Political Sociology: A Reader*, Eisenstadt, S.N. (Ed.). , NY: Basic Books, 1971.
2. *Political Sociology in India: Contemporary Trends.* , Gupta, D. , Delhi: Orient Blackswan, 2004.

**Reference Books:**

1. *Class, Status and Power*, Bendix, R. and S. M. Lipset (Eds.), London: RKP, 1966.
- 2 *Secularism and its Critics*, Bhargava, R, New Delhi: OUP, 1999.
3. *Elites and Society.* Bottomore, T Harmondsworth: Penguin, 1966.
4. *Contradiction and Change*, Chakravarty, A. Delhi: OUP, 1975.
5. *Who Governs?*, Dahl, R , New Haven: Yale University P, 1961.

**Paper Name: Rural Sociology**

**Subject Code: SOC184C402**

**Credit Units: (L-T-P-C): 4-0-0-4**

**Credit: 4**

**Level of course: 500**

**Scheme of Evaluation: Theory**

**Course Objective:** This course introduces features of rural life, agrarian crisis, and the dynamics of change witnessed

**Course Outcome:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the social systems of a rural way of life	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the structural components operating in the village	<b>BT-2</b>
<b>CO3</b>	<b>Identify</b> the aspects and consequences of the agrarian crisis and peasant movements	<b>BT-3</b>
<b>CO4</b>	<b>Examine</b> the changes taking place in rural areas owing to globalization and modernity	<b>BT-4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	Rural Social System: Peasant Society, Agrarian Society, Idea of village community, Bonded & Migrant laborers, Universalization & Parochialization, Little tradition and Great tradition	15
<b>II</b>	Rural Social Structure: Family, Marriage and kinship, Caste, class and gender, Religious beliefs, Jajmani system, Land ownership, Land tenure, Leadership	15
<b>III</b>	Peasant Movements: Santhal Rebellion, Moplah Rebellion, Tebhaga Movement, Telangana Movement, Naxalbari Movement	15
<b>IV</b>	Aspects of change in rural areas: Land reform, Green revolution and mode of production, Globalization and its impact on agriculture, Migration, Rural tourism	15
	<b>TOTAL</b>	<b>60</b>

**Text Books:**

Beals A. & M. Marriott (1955) Little communities in an indigenous civilisation in village India: studies in little communities. Chicago: Chicago University Press.

Beteille, A. (1974). Studies in agrarian social structure. Delhi: Oxford University Press.

Jodhka, S (2002). Communities and community and identities: contemporary discourses on culture and politics in India. New Delhi: Sage.

Redfield R. (1955) Peasant society and culture. Chicago: Chicago University Press

### **References:**

1. Lerche, J. (2013) The agrarian question in neoliberal India: agrarian transition bypassed? In Journal of Agrarian Change 13(3): 382-404

2. Redfield, Robert and Milton Singer. (1954). The Cultural Role of Cities In Economic Development and Cultural Change, 3: 53-73.

3. Srinivas M.N. (1962) Village Studies and their Significance. In Caste in modern India and other essays. Asia Publishing House: Bombay. pp 12-35.

4. Thorner, D. (1965). The agrarian prospect in India. Delhi: Delhi University Press. (Chapter 1, Conclusion).

5. Beteille, A. (1971), Caste, Class & Power, London, University of California Press

### **Additional Readings:**

1. Desai, AR (1978). Rural Sociology in India, Bombay, Popular Prakashan

2. Desai, AR(Ed) (1979). Peasant Struggles in India, New Delhi, Oxford University Press.

3. Dube, S.C. (1955). Indian Village, London, Routledge Kegan Paul

4. Dube, S.C. (1959). India Changing Village, London, Routledge Kegan Paul

5. Joshi, P.C. (1976). Land Reforms in India, Bombay, Allied

6. Srinivas, M.N. (1960). Social Change in Modern India, Delhi, Orient Longman.

**Paper Name: Religion and Society**

**Subject Code: SOC184C403**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of Course: 500**

**Scheme of Evaluation: Theory**

***Course objectives-***

To introduce to students, the significance of religion and its relationship to society.

***Course Outcome:***

After successful completion of the course, the student will be able to:

<b>CO 1</b>	<b><i>Define</i></b> the relationship between society and religion.	<b>BT 1</b>
<b>CO 2</b>	<b><i>Illustrate</i></b> the functionalist approach to the study of religion and society.	<b>BT 2</b>
<b>CO 3</b>	<b><i>Apply</i></b> Weber's ideas of Protestantism to the development of Capitalism in society.	<b>BT 3</b>
<b>CO 4</b>	<b><i>Analyze</i></b> the critique of religion by Marx and Feurbach.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course Content</b>	<b>Periods</b>
<b>I</b>	Introduction to the sociology of Religion, The scope of sociology of Religion. Typology of religion. Concepts: Magic, Religion and Science; Elements of religious experience. Tyler, Frazer.	<b>15</b>
<b>II</b>	Functionalist perspective of religion: Durkheim, Malinowski, MN Srinivas – Coorgs. Trobriand Islanders. Relationship between magic, science & religion; Views on totemism; Co-operation between magic & science. Sacred religion – rites of passage, food rites. Sacred magic.	<b>15</b>

<b>III</b>	Religion and Change: Weber. The Protestant Ethic and The Spirit of Capitalism. Religion and economy; religion and capitalism: Protestant ethic, Calvinism, rise of modern capitalism. Ideal types of western capitalism and protestant ethic. Traditional v/s rational capitalism. Martin Luther and John Calvin. Protestantism and asceticism. Salient features of Calvinism. Western capitalism's compatibility with Confucianism, Judaism, Hinduism.	<b>15</b>
<b>IV</b>	Critique of Religion: Marx, Feuerbach. Base and exploitative superstructure. Social conditions that lead to religion. Religion as opium. Religion as alienation. Product starts ruling. Religion in classless society. Asad and secularism.	<b>15</b>
<b>Total</b>		<b>60</b>

### **Textbook(s)**

- Roberts, K.A. Religion in Sociological Perspective. New York: Dorsey Press, 1984.
- Turner, B.S. Religion and Social Theory (2nd edition). London: Sage, 1991.

### **Reference book(s)**

- Asad, T. Formations of the Secular: Christianity, Islam, Modernity. Stanford University Press, 2003.
- Durkheim, E. The Elementary Forms of Religious Life (5th edition). New York: Collier Books, 1961.
- Madan, T.N. (enlarged edition). Religion in India. New Delhi: Oxford, 1992.
- Roberts, K.A. Religion in sociological perspective. New York: Dorsey Press, 1984.
- Srinivas, M. N. (1952). Religion and Society among the Coorgs of South India. Clarendon: Oxford, pp 100-122.
- Weber, M. "The Social Psychology of the World Religions," "The Protestant Sects and the Spirit of Capitalism," and "Religious Rejections of the World and Their Direction" in H.H. Gerth and C.W. Mills (Eds.) From Max Weber. Oxford: Oxford University P, 2002.
- Weber, M. Economy and Society. Berkeley: California University P, 1978.
- Weber, M. The Protestant Ethic and the Spirit of Capitalism. London: Routledge, 2001.
- Weber, M. The Sociology of Religion. Massachusetts: Beacon Press, 1993.

**Paper Name: Population Studies**

**Subject Code: SOC184C404**

**(L-T-P-C): 4-0-0-4**

**Credit: 4**

**Level of course: 500**

**Scheme of Evaluation: Theory**

**Course objectives:** To introduce to the students the fundamentals of population studies and its various relevant theories, indicators, etc.

**Course outcome:** After the successful completion of the course, the student will be able to:

<b>CO 1</b>	<i>Define</i> basic concepts, indicators, etc. of population studies.	<b>BT 1</b>
<b>CO 2</b>	<i>Illustrate</i> relevant theories of population studies and their critiques.	<b>BT 2</b>
<b>CO 3</b>	<i>Apply</i> theories of population studies in present socio-political context.	<b>BT 3</b>
<b>CO 4</b>	<i>Analyze</i> the trajectory of population studies in India.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Demography and society: Concepts and the relationship, Interface between Sociology and Demography, Demographic Components: Fertility, Mortality and Migration, Population Structure and Size.	<b>15</b>
<b>II</b>	Population Theories: Pre-Malthusian Approach (Populationist views), Malthusian Theory of Population and its Critique, Neo- Malthusian Approach to Population, Socialist and Marxist Approach to Population and criticisms.	<b>15</b>
<b>III</b>	Population Theories: Demographic Transition Theory, Optimum Theory of Population, Naturalist/ Biological Approach to Population, Application of Sociological Approach to Population.	<b>15</b>

<b>IV</b>	Introduction to population studies in India, Population Policies: Sociology of population Policy in India, Programmes and Initiatives and their critique, National Population Policy	<b>15</b>
<b>Total</b>		<b>60</b>

**Text Books:**

1. Haq, E. *Sociology of Population in India*. USA-: MacMillan, 2007.
2. Premi, M.K. *An Introduction to Social Demography*. Delhi: Vikas Publishing House, 1983.

**Reference Books:**

1. Amonker, R. G. "Demography: A Case Study of India" in *International Review of Modern Sociology*. 4 (2)194-214, 1974.
2. Bongaarts, J. "Human Population Growth and the Demographic Transition" in *Philosophical Transactions: Biological Science*. 364, 1532.
3. Bose, A. "Demographic transition and demographic imbalance in India" in *Health Transition Review*. Supplement.
4. Bose, A. *India's Quest for Population Stabilization*. New Delhi: National Book Trust, 2010.
5. Foucault, M. "Right of Death and Power over Life" in Paul Rabinow (Ed.) *The Foucault Reader: An introduction to Foucault's thought*. London: Penguin, 1984.
6. Pande, R.P, and N.M. Astone. "Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors" in *Population Research and Policy Review*. 26(1) 1-29, 2007.
7. Radhakrishna, R., K.H. Rao, C. Ravi and B. Sambhi Reddy. "Chronic Poverty and Malnutrition" in *Economic and Political Weekly*. 39 (28) 3121-3130, 1990.
8. Saikia, A. *Mortality in Assam*. New Delhi: Purbanchaal Publisher, 2005.
9. Singh, B.P. "North-East India: Demography, Culture and Identity Crisis" in *Modern Asian Studies*. Vol. 21, No. 2, 257-282, Cambridge University Press, 1987.
10. William, L. and P. Rangazas. "Fertility and Development: The Roles of Schooling and Family Production" in *Rangaza Journal of Economic Growth*. 11(3) 229-261, 2006.

**Paper Name: Sociology of Law**

**Subject Code: SOC184C404**

**(L-T-P-C): 4-0-0-4**

**Credit Units: 4**

**Level of course: 500**

**Scheme of Evaluation: Theory**

**Course Objectives:** To understand the relationship between law and society by applying sociological theoretical frameworks to the analysis of the legal system and looking into how it intersects with different social dimensions.

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> how various sociological theories explain the emergence of formal legal systems.	<b>BT 1</b>
<b>CO2</b>	<b>Illustrate</b> the relevance of different legal provisions designed to address various unique needs and circumstances.	<b>BT 2</b>
<b>CO3</b>	<b>Apply</b> different theoretical frameworks to understand real-world socio-legal issues.	<b>BT 3</b>
<b>CO4</b>	<b>Analyze</b> the key assumptions and arguments involving various case laws.	<b>BT 4</b>

**Detailed syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Understanding Sociology of Law: Marx, Weber and Durkheim. Culture, custom and law. Courts as Social Institutions	<b>13</b>
<b>II</b>	The Political Economy of Law: Law and Ideology, Law and Governance: The Constitution Act of 1935, Excluded and Partially Excluded Areas Order 1936, Sixth Schedule and Article 371 A	<b>17</b>
<b>III</b>	Anthropology of trials: The role of race, sex and class in the working of the judiciary · Critical analysis of select supreme court judgements in India	<b>15</b>

<b>IV</b>	Law and Society in India: Legal Pluralisms and Dispute Resolution, Caste Panchayats, Customary Dispute resolution of the indigenous communities.	<b>15</b>
<b>Total</b>		<b>60</b>

### **Readings**

1. Cotterrell, R. (ed.). 2001. Sociological Perspectives on Law. Aldershot: Ashgate. (Vol. I & II, selected chapters).
2. Sarat, A. 2004. The Blackwell Companion to Law and Society. Oxford: Blackwells. (selected chapters).
3. Geertz, C. 1983. Local Knowledge: Fact and Law in Comparative Perspective. In Geertz, Local Knowledge. New York: Basic Books.
4. Foucault, M. 1977. Discipline and Punish: The Birth of the Prison. Harmondsworth: Penguin.
5. Comaroff, J. and Comaroff, J. 2006. Law and Disorder in the Postcolony. Chicago: University of Chicago. (Introduction).
6. Deva, I. (ed.) 2005. Sociology of Law, Delhi: OUP. (Chapter 8).
7. Agnes, F. 1999. Law and Gender Inequality: The Politics of Women's Rights in India. Delhi: Oxford University Press.
8. Mamdani, Mahmood (1996). Citizen and Subject: Contemporary Africa and the Legacy of late Colonialism. Princeton University Press.
9. Foucault, Michel 'Governmentality', in Graham Burchell, Colin Gordon and Peter Miller, eds. The Foucault Effect: Studies in Governmentality. London: Harvester Wheatsheaf