SOCIOLOGY B. A. SYLLABUS

Semester 1

SOCL-C1

Introduction to Sociology I

Course Objective:

The course introduces students to the basic tools, grammar and concepts required to read the ‘social’ in everyday spaces, to develop a ‘sociological imagination’ in order to link the personal with the social. It focuses on the ways in which interactions are socially ordered and culturally mediated. It interrogates the normal as natural and brings out the cultural production and reproduction of social inequalities in the most mundane spaces of our existence. The everyday structure of role, status, community, association and their institutionalisation is examined in the context. The course outlines a brief history of everyday life within sociology itself. It introduces sociological perspectives of looking at the trivial as extraordinary. Dramaturgy, ethnomethodology, phenomenology and critical theory, as theoretical approaches to studying the everyday, are introduced. The methodological tools of analysing the everyday through narratives and storytelling are also taught.

Course Outline:

1. Introducing Sociology
2. Thinking Sociologically
3. Theorising the Everyday
4. Methods to Read the Everyday
5. Institutions and Interactions
6. Everyday as Processes of Negotiation

Course Content and Itinerary

1. Introducing Sociology  (Week 1-2)

2. Thinking Sociologically (Week 3-4)


3. Theorising the Everyday (Week 5-7)


4. Methods to Read the Everyday (Week 8-10)


5. Institutions and Interactions (Week 10-11)


6. Everyday as Processes of Negotiation: (Week 12-14)


SOCL-C2

Introduction to Sociology II

Course Objective:

The course aims to provide a general and historical introduction to “sociological” thought. This kind of thinking emerged out of different ways of making sense of “society” as a scientific object of study in enlightenment Europe. The focus is on studying from the original texts to give the students a flavour of how over a period of time various conceptualizations of society have congealed to become traditions of “Sociological” thought. This paper also provides a foundation for a deeper study of these and other traditions of thought in subsequent papers.

Course Outline:

1. ‘Sociological’ Perspectives in Enlightenment Europe
2. Functionalism
3. Interpretive Sociology
4. Political economy
5. Interaction
6. Structuralism
Course Content and Itinerary

1. “Sociological” Perspectives in Enlightenment Europe (Week 1-3)


2. Functionalism (Week 4-6)


3. Political Economy (Week 7-9)

For Utilitarianism: https://www.utilitarian.net/bentham/about/1995----.html


4. Interpretive Sociology (Week 10-11)

5. Interactionism (Week 12-13)


6. Structuralism (Week 14)


Semester 2

SOCL-C3

Sociological Thinkers I

Course Objective:

A theory course in first semester would primarily introduce the classical western sociological thinkers. Sociology in India came as a western import and thus western sociological thought is specifically relevant in terms of intellectual history. Classical thought in the ideas of Marx, Weber, Durkheim paved way for later developments in functionalism, structuralism, conflict and interaction schools of theoretical orientation. The course initiates the students to the ideas of these thinkers, allows them to connect to later theory building and also gives them academic liberty to contextualize these ideas to Indian situation and critically assess them.

Course Outline:

1. Karl Marx: Materialist Conception of History; Capitalist Mode of Production

2. Max Weber: Social Action; Ideal Types; Religion and Economy

3. Emile Durkheim: Social Fact; Individual and Society

Course Contents and Itinerary

1. Karl Marx (Week 1-5)


2. Max Weber (Week 6-9)


3. Emile Durkheim (Week 10-14)


**Suggested Readings**


---

**SOCL-C4**

**Sociology of India I**

**Course Objective:**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

**Course Outline:**

1. India: An Object of Knowledge
2. Caste: Concept and Critique
3. Tribe: The colonial past
4. Agrarian populations
5. Industry and labour
6. Village
Course Contents and Itinerary

1. India: An Object of Knowledge (Week 1-3)


2. Caste: Concept and Critique (Week 4-6)


3. Tribe: Colonial pasts (Week 7-9)


4. Agrarian populations (Week 10-11)


5. Industry and Labour (Week 12-13)

6. Village: Structure and Change (Week 14)


Course Objective:

In continuation with earlier courses on sociological thought this course will introduce some prominent post-classical thinking through their original writings. The first half of the course deals with both macro and micro narratives of the sociological perception. The second half of these courses relate to thinkers who have written on culture from the middle of the twentieth century as a vehicle of inequality, political co-option as well as resistance against authority. Students will be introduced to some of the key ideas of these thinkers.

Course Outline:

1. Claude Levi-Strauss
2. G. H. Mead and Erving Goffman
3. Peter L. Berger and Thomas Luckmann
4. Adorno and Horkheimer
5. Marcuse and Benjamin
6. Bourdieu on Culture

Course Content and Itinerary:

1. Claude Levi-Strauss (Week 1-2)


2. G. H. Mead and Erving Goffman (Week 3-5)


3. Peter L. Berger and Thomas Luckmann (Week 6-7)


4. Adorno and Horkheimer (Week 8-10)


5. Marcuse and Benjamin (Week 11-12)


6. Bourdieu on Culture (Week 13-14)

SOCL-C6
Sociology of Religion

Course Objective

The course aims at introducing students to some basic conceptual prisms of understanding the religious. Based on both classical and contemporary debates in the sociology and anthropology of religion, it sensitises students to possibilities of relating the social with the transcendental. From questions of myth, prayer, ritual, and rationality, which are relatively more usual apparatuses of seeing religion, the course shall also address issues of time and body, and their relations with sacrality. Throughout, the course shall make relevant references to the Indian context.

Course Outline:

1. The Social and the Religious
2. Religion, Asceticism, and Eschatology
3. Sacred, Myth, Ritual
4. Time-Space and Community
5. Rationality and Secularism
6. Body

Course Contents and Itinerary

1. The Social and the Religious (Week 1-2)


2. Religion, Asceticism, Eschatology (Week 3-5)


3. Sacred, Myth, Ritual (Week 6-7)


4. Time-Space and Community (Week 8-9)


5. Rationality and Secularism (Week 10-11)


6. Body (Week 12-14)


---

**SOCL-C7**

**Sociological Research Method I**

**Course Objective:**

This course has been designed to teach students some of the basic concepts of research methods with a focus on the use of qualitative research methods and their various utilities. In addition to teaching methods of qualitative research like interviews and participant observation, the course acquaints students with the theoretical and political premises of the usage of various research methods. Students are also trained to use various qualitative research methods in Sociology during the course as well as the ways of transcribing verbal interactions. In order to bring to the fore questions of subjective disposition, prejudice, representation as well as the implications of the fieldworker’s own identity for the research and writing –students are also taught excerpts from certain key ethnographies like M. N. Srinivas’ *The Remembered Village*, as well as commentaries discussing the political intellectual contexts of these works.
Course Outline:

1. An Introduction to Qualitative Research
2. Basic Concepts and terminologies
3. Methods of Qualitative Research 1: Observation, Participant Observation and Ethnography
4. Methods of Qualitative Research 2: Interview, Focused Group Discussion and Case Study
5. Tools and Techniques of Social Research
6. Contesting issues in Qualitative Research

Course Content and Itinerary

1. An Introduction to Qualitative Research (Week 1 -2)


2. Basic Concepts and terminologies (Week 3-5)


3. Methods of Qualitative Research 1 (Week 6-7)


4. Methods of Qualitative Research 2 (Week 8-10)


5. Tools and Techniques of Social Research (Week 11-12)


6. Contesting issues in Qualitative Research (Week 13-14)


Course Objective

This course would aim to provide an understanding of Indian society that took shape in a very specific tradition of Indian sociology. Indian society is explored here through such approaches and themes that became its defining features and at the same time provided a ground for a critical inquiry of various notions and perspectives. On the one hand proponents of indological approach looked at India in terms of civilization rooted in textual interpretation on the other hand ethnographic approach provided a more practical and everyday understanding Indian society. Similarly, social and political thinkers also engaged in defining Indian society through a critique of caste and religious traditions. Social history of Indian society is rife with instances of resistance, mobility and change. Social and political movements occurred both in relation to issues and identities peculiar to Indian context. The unitary understanding of Indian society comes to be challenged in the discourse on communalism, secularism and nationalism.

Course Outline:

1. Indological Approach
2. Ethnographic Approach
3. Caste in India: Gandhi and Ambedkar
6. Challenges to Indian State: Communalism, Secularism and Nationalism

Course Content and Itinerary:

1. Indological Approach (Week 1-2)


   Dumont, L. and D. Pocock. 1957. ‘For a Sociology of India’, in Contributions to Indian
2. Ethnographic Approach (Week 3-4)


3. Caste in India: Gandhi and Ambedkar (Week 5-7)


Ambedkar, B. R. 2012. Mr. Gandhi And the Emancipation of The Untouchables. Delhi: Samyak Prakashan


4. Social Change and Resistance-Issues (Week 8-10)

i) Peasant based issues, resistance and change


5. Social Change and Resistance-Identities (Week 11-12)
   i) Subaltern
   ii) Women


6. Challenges to Indian State: Communalism, Secularism and Nationalism (Week 13-14)


SOCL-C9

Kinship and Family

Course Objective:

The course will introduce students to some of the basic concepts and theoretical debates in Sociology and Anthropology around kinship, family and marriage. It will acquaint students with functionalist, structuralist and later approaches to kinship and family as well as the various possibilities of descent and residence and authority. The objective of this course is to acquaint students with some of the fundamental writings from the anthropology and sociology of kinship. It will also encourage students to bring in family memorabilia, genealogies as well as introducing them to films and novels to initiate discussion about kinship and family.

Course Outline:

1. Introduction to kinship and family
2. Basic Concepts in Kinship and Family the typologies within
3. Dominant theoretical approaches:
4. Contemporary Debates and Developments in Family and Kinship
5. Reflections: Kinship and Family in India
6. Representation of Kinship and Family in Popular Culture

Course Content and Itinerary

1. Introduction to kinship and family (Week 1-2)


2. Basic Concepts in Kinship and Family the typologies within (Week 3-5)


3. Dominant theoretical approaches (Week 6-8)


4. Contemporary Debates and Developments in Family and Kinship (Week 9-11)


5. Reflections: Kinship and Family in India (Week 12-13)


6. Representation of Kinship and Family in Popular Culture (Week 14)

A selection of films and texts like novels which can be discussed and reviewed by the class dealing with certain themes of kinship.
SOCL-C10

Sociological Research Method II

Course Objective:

The main idea of the course is to make the students aware with quantitative methodological concepts. Quantitative method mainly focuses upon the survey research methods and its application part. The course is designed to teach the students the basics of quantitative research design and about the variables that are used to test theories and hypotheses, about multivariate/regression and descriptive statistics. The course also intends to teach the students the risk of misreporting and make them capable to avoid any bias in their research work. The course has been developed with the aim of letting the students substantiate their research works with valid facts that they would learn to extract at the end of the course, and present it in a way so that it can help future research works as well.

Course Outline:

1. Understanding Quantitative Research Method
2. Theoretical Underpinnings of Quantitative Research
3. Competing Epistemologies: Positivism, Constructionism, Critical Turn
4. Introduction to Statistics
5. Computation Techniques: Sampling, Frequency Distribution, Central Tendency, Concept of Skewness And Dispersion, Graphical Techniques

Course Content and Itinerary

1. Understanding Quantitative Research Method (Week 1-3)


2. Theoretical Underpinnings of Quantitative Research (Week 4-6)


3. Competing Epistemologies: Positivism, Constructionism, Critical Turn (Week 7-9)


4. Introduction to Statistics (Week 10-11)


5. Computation Techniques: Sampling, Frequency Distribution, Central Tendency, Concept of Skewness and Dispersion, Graphical Techniques (Week 12-13)


6. Statistics, Politics and Plagiarism (Week 14)


Semester 5

SOCL-C11

Politics and Society

Course Objectives

This course is designed to introduce students to the major theoretical debates and concepts in political sociology. Key concepts of the state, power and civil society will be discussed by tracing their theoretical genealogies. These concepts will be discussed in the following sections which focus on India. Tracing the historical development of the colonial and the post-colonial state in India, this course will explore the interplay of imaginations of the nation, cultures of politics in the everyday life and diverse identities.

Course Outline

1. Contextualising the Study of Politics
2. Theoretical Genealogies
3. Key Concepts
4. Colonial and Post-Colonial State
5. Ethnographies of the State
6. Everyday Politics

Course Contents and Itinerary

1. Contextualising the Study of Politics (Week 1-2)


2. Theoretical Genealogies (Week 3-5)


Abrams, Philip. 2006. ‘Notes on studying the difficulty of studying the State’ in Akhil Gupta and Aradhana Sharma (eds.), The Anthropology of the State: A Reader, Blackwell: Oxford


3. Key Concepts (Week 6-8)


4. The Colonial and Post-Colonial State (Week 9-10)


5. Ethnographies of the State (Week 11-12)


Ranikhet: Permanent Black.


6. Everyday Politics (Week 13-14)


**SOCL-C12**

**Gender and Society**

**Course Objective:**

The module will introduce students to the basic concepts of sex, gender, sexuality and their interconnections from feminist perspectives and theories of gender relations. It will trace the history of liberal, radical, Marxist and socialist feminist thoughts and critically situate them within South Asian cultural politics of gendering. Postcolonial feminism, ecofeminism, post-modern third wave feminism will also be introduced. The course will draw upon theories of power and body to illustrate how female and masculine bodies and desires come to be normatively shaped and challenged. It will invoke perspectives from masculinity studies in order to bring out tensions associated with the construction of masculinities amidst various gender movements. Feminist methodological tools of exploring social relations, will be focused upon. The significance of intersectional analysis will be focused on to show how gender operates in conjunction with class, caste, sexuality, religion, race and ethnicity.
Course Outline:

1. Conceptualising sex, gender and sexuality: Theoretical Debates
2. Locating, reading and researching gender: Methodological Debates
3. Gendered Society: Gendering the Private and the Public Domain
4. Gendered Identities and Relations: Femininities and Masculinities
5. Intersections and Challenges: Gender, nation, class, caste, race, religion, sexuality
6. Gender and Power: Resistance and Movements

Course Content and Itinerary

1. Conceptualising sex, gender and sexuality: Theoretical Debates (Week 1-2)


2. Locating, reading and researching gender: Methodological Debates (Week 3-5)


3. Gendered society: Gendering the private and the public domain (Week 6-8)


4. Gendered identities and relations: femininities and masculinities (Week 9-10)


5. Intersections and challenges: gender, nation, class, caste, race, religion and sexuality (Week 11-12)


Rege, S. 2013. Writing Caste/ Writing Gender: Narrating Dalit Women’s Testimonies. Delhi: Zubaan Publisher.


6. Gender and Power: Resistance and Movements (Week 13-14)


SOCL –DSE1

Indian Sociological Traditions

Objective:
Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay University way back in 1914. While the existence of a ‘Sociology in India’ and ‘Sociology of India’ have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc. ; this paper focuses on the social philosophers and traces the intellectual history of sociology through the imagining of ideas and institutions by social thinkers and political thinkers.

Course Outline:

Imagining the Ideas:
1. Benoy Kumar Sarkar: Hindu Sociology; East West Unity
2. Radhakamal Mukerjee: Personality, Society, Values; Civilization
3. D. P. Mukerji: Tradition and Modernity; Middle Class

Imagining the Institutions:
4. M. K. Gandhi: Nation Building; Hind Swaraj
5. J. Nehru: State Building; Planning Development
6. B. R. Ambedkar: Social Reconstruction; Caste and Its Critique
Course Contents and Itinerary

1. Benoy Kumar Sarkar (Week 1-2)


2. Radhakamal Mukerjee (Week 3-4)

Mukerjee, Radhakamal. 1950. The Social Structure of Values, London: George Allen and Unwin. (Chapter 2, 3, 5, 6, and 9)


3. D. P. Mukerji (Week 5-6)


4. M. K. Gandhi (Week 7-9)


5. J. Nehru (Week 10-12)


6. B. R. Ambedkar (Week 13-14)


**Suggested Readings**


Course Objective:

Sociology is a broad multidisciplinary discipline. Among all the various aspects of sociological studies, sociological parlance on the health and medicine has gained currency in the contemporary era. The study deals with the interaction between the two variables in the society. It spotlights how the health of the people in the society put an impact on the mortality and morbidity rate of an area and in turn how it affects the working of daily lives. This module provides a matured reflection on the contemporary health pattern in relation to the lifestyle of the people in the society. The discipline also focuses on the relationship of health with the major social institutions such as family, religion, government, work, school and so on. The discipline will critically analyze research on health, illness, healthcare, reproductive health, gender, the political and economic dimension of health, ageing and the upcoming technological innovations and expertise in relation to the healthcare system.

Course Outline:

1. Basic Concepts and Emerging Trends
2. Theories in Health and Medicine
3. Health and Disease: Pre-modern, Modern and Post-modern Era
4. Health Care System and Disease in the Society
5. Age, Ageing and Dying: Problems of Old Age; Care System and Health issues
6. Globalization, Health and Disease

Course Content and Itinerary

1. Basic Concepts and Emerging Trends (Week 1-3)
2. Theories in Health and Medicine (Week 4-6)


3. Health and Disease: Pre-modern, Modern and Post-modern Era (Week 7-9)


4. Health Care System and Disease in the Society (Week 10-11)


5. Age, Ageing and Dying: Problems of Old Age; Care System and Health issues (Week 12-13)


6. Globalization, Health and Disease (Week 14)


**SOCL-DSE3**

**Visual Culture**

**Course Objective:**

This paper familiarises students with the process of seeing as a social construct to explore the ways we produce, identify, understand, and consume images by studying visual materials from different historical and cultural milieu. By contextualising everyday visual culture within larger social debates around power, politics, identity and resistance, this course aims to create a consciousness about the communicative power of visual images, and to equip students with interpretive tools for the evaluation of images.
Course Outline:

1. Visual Cultures and the Process of ‘Seeing’
2. The Spectacles of Modernity
3. Power, Knowledge and the Gaze
4. Visual Culture and Resistance
5. Digital media and Global Image
6. Visual Culture of the Everyday Life

Course Content and Itinerary:

1. Visual Cultures and the Process of ‘Seeing’ (Week 1-2)


2. The Spectacles of Modernity (Week 3-4)


3. Power, Knowledge and the Gaze (Week 5-7)


Prasad, Madhava M. 1998. Ideology of the Hindi Film: A Historical Construction. Delhi: OUP. (Selected Chapters)


4. Visual Culture and Resistance (Week 8-9)


5. Digital media and Global Image (Week 10-11)


6. Visual Culture of the Everyday Life (Week 12-14)


Course Objective:

Urbanism is a widespread phenomenon, all kinds of societies have a history of the development of urban spaces which are more commonly referred to as city space. In the above context urban sociology aims to contextualise ‘urban space’ as a subject matter for sociological exploration. What entails urbanism, its peculiarity and implications on the wider community, culture and institutions are core elements in formation of a critical understanding of the very emergence of urban spaces in any society. Urban spaces are not a natural given rather it is a space which is produced and reproduced in the modern capitalist society. This course entails a thorough investigation and understanding of the nature of this peculiar production and sustenance of urban spaces. In order to explore several aspects of urban sociology the course has been divided into six modules as follows.

Course Outline:

1. Introducing Urban Sociology
2. Perspectives in urban sociology
3. Movements and settlements
4. Politics of urban space
5. Urban spaces and its intersections
6. Urbanism in India
Course Content and Itinerary

1. Introducing urban sociology (Week 1-3)
   Urbanism and city: Concepts


   Weber, Max. 1924. ‘The City (non-Legitimate Domination)’ in *Economy and Society* Chapter XVI.


2. Perspectives in Urban Sociology (Week 4-6)
   Ecological, Political Economy, Network


   Simmel, Georg. 1903. *Metropolis and the Mental Life*.

3. Movements and Settlements (Week 7-9)
   Migration, Urbanisation


4. Politics of Urban Space (Week 10-11)


5. Urban Spaces and its intersections (Week 12-13)

**Culture and Leisure, Caste, Religion, Race and Gender**


Tonkiss, Fran. 2005. *Space City and Social Theory*. UK: Polity. (Selected Chapters).


6. Urbanism in India (Week 14)


Schindler, S. 2014. ‘Producing and contesting the formal/informal divide: Regulating street hawking in Delhi, India’, in *Urban Studies*, 51(12), 2596-2612.


Course Objective

This course will introduce students to the two related and overlapping sub-disciplines of economic sociology and economic anthropology. It will look at the debates, theories and approaches to the study of economy and society. This course is designed keeping in mind three broad categories of production, exchange and consumption in understanding economic processes. Elements of economic processes will be elaborated by looking specifically at commodities, gifts, value, money and markets. It will also explore how consumption is embedded in culture and how ‘things’ produce and reproduce culture.

Course Outline

1. Economic Sociology
2. Economic Anthropology
3. Systems of Production
4. Gift and Reciprocity
5. Money and Markets
6. Consumption and Culture

Course Content and Itinerary

1. Economic Sociology (Week 1-2)


2. Economic Anthropology (Week 3-5)


3. Systems of Production (Week 6-7)

4. Gift and Reciprocity (Week 8-10)

5. Money and Markets (Week 11-12)

6. Consumption and Culture (Week 13-14)
SOCL-C14

Stratification and Inequality

Course Objective

This course aims at introducing students to the various theoretical approaches to the area of social stratification. It critically engages them into the various theoretical paradigms. The course extensively deals with numerous and diverse theories that deal with social stratification and discusses its applicability in the contemporary scenario. It furthermore critically engages the students with the bases of stratification that is Caste, Class, Status, Race, Ethnicity and Tribe and how they have transformed in contemporary times.

Course Outline

1. Introducing Stratification and Inequality
2. Class, Status and Power
3. Dominant Theoretical Perspectives and its Critique
4. Caste: Varna and Jati
5. Race and Ethnicity, Tribe
6. Mobility and Reproduction

Course Content and Itinerary

1. Introducing Stratification and Inequality (Week 1)


2. Class, Status and Power (Week 2-4)


3. Dominant Theoretical Perspectives and its Critique (Week 5-7)


4. Caste: Varna and Jati (Week 8-10)


5. Race and Ethnicity, Tribe (Week 11-12)


6. Mobility and Reproduction (Week 13-14)


SOCL-DSE5

Children, Youth, and Social Institutions

Course Objective:

This course will build on the core courses about the family and other institutions to show how generational categories are shaped by and in turn shape private and public life. It looks at the historical contexts in which the concepts of children and youth as separate categories can be identified. Limiting itself to young people of school-going age, this course will locate their relationship to institutions like the family, school/community and the nation state within the context of India. It will acquaint students with basic texts on childhood and youth as well as select contemporary writings on children and young people in the Indian context.

Course Outline:

1. Historical Development of Childhood and Youth
2. Sentimental and Structural transformations
3. Children, Youth and the Family
4. Education, Apprenticeship and Young People
5. Dominant Debates about Children and Youth in the Public Sphere
6. Representation of Young People in Popular Culture

Course Content and Itinerary

1. Historical Development of Childhood and Youth (Week 1-3)

2. Sentimental and Structural transformations (Week 4-5)
3. Children, Youth and the Family (Week 6-8)


4. Education, Apprenticeship and Young People (Week 9-11)


5. Dominant Debates about Children and Youth in the Public Sphere (Week 12-13)


6. Representation of Young People in Popular Culture

Suggested Film:

SOCL-DSE6

Sociology of Work

Course Objective:
The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

Course Outline

1. Work: Introduction and Historical Overview
2. Theories and Contemporary Debates of Work
3. Dimensions of Work
4. Inequality and Labour Market
5. Work, Gender and Family
6. Risk, hazard and Disaster

Course Content and Itinerary

1. Work: Introduction and Historical Overview (Week 1-2)


2. Theories and Contemporary Debates of Work (Week 3-5)


3. Dimensions of Work (Week 6-8)


4. Inequality and Labour Market (Week 9-10)


Talib, Mohammad. 2010. Writing Labour- Stone Quarry Workers in Delhi. New Delhi: Oxford University Press. (Chapter 1, Pages 23-54)


5. Work, Gender and Family (Week 11-12)


6. Risk, hazard and Disaster (Week 13-14)


---

**SOCL-DSE7**

**Environment and Society**

**Course Objective**

This course is designed to introduce students to the different perspectives and approaches to the study of the environment. This course will discuss key ideas such as sustainability and development, ecological modernization, political ecology and eco-feminism with the aim to understand current environmental challenges. Tracing the environmental history of India, the course will explore contemporary struggles over natural resources that are intertwined with questions of cultural identities and dynamics of power. It will also look at contemporary mobilizations against global environmental issues such as climate change and food crisis.

**Course Outline**

1. Introduction to Environmental Sociology
2. Perspectives on Nature and Society
3. Ecological Modernization and Sustainability
4. Political Ecology and Eco-Feminism
5. Environmental History of India
6. Environmental Movements
Course Content and Itinerary

1. Introduction to Environmental Sociology (Week 1-2)


2. Perspectives on Nature and Society (Week 3-4)


3. Ecological Modernization and Sustainability (Week 5-7)


4. Political Ecology and Eco-Feminism (Week 8-10)


5. Towards an Environmental History of India (Week 11-12)


6. Environmental Movements (Week 13-14)


Course Objective:

This course encourages the student to read ethnographic texts in their entirety. Any one set of texts from the four pairs are to be chosen. Readers are relatively free to interpret the texts within the parameters mentioned below. Suggested readings can be utilized to frame specific questions while reading the ethnographic texts and writing about them. The examination, however, will be patterned on the parameters mentioned in the outline.

Course Outline:

1. Understanding Ethnography
2. Approaches to the Ethnographic mode of enquiry
3. Construction of the Ethnographic object
4. The ethics of ethnographic practice
5. Doing Ethnography: The Method
6. Ethnographic styles of representation

Course Content and Itinerary:

1. Understanding Ethnography. (Week 1-2)


2. Approaches to the Ethnographic mode of enquiry. (Week 3-5)


3. **Construction of the Ethnographic object. (Week 6-8)**


4. **The ethics of ethnographic practice. (Week 9-10)**


5. **Doing Ethnography: The Method. (Week 11-12)**


6. **Ethnographic styles of representation. (Week 13-14)**

Course Objective:

Out of the different social structures, education is one of the prime pillars in the society. It holds the power to bring about changes not only in the society but also within one’s own selves. The educational institution provides a structure for behaviour in a particular part of social life. The aim of this paper is to provide a conceptual clarity in the meaning of education under sociological parlance; to provide a theoretical understanding on sociology of education; to bring about the relationship between how inequality and social justices are a part and parcel of education within a social structure. The paper will also throw light on the variant emerging trends in the Indian educational field; it will provide e broad understanding of the various national educational policies and programs on education and lastly, it will promote the concept of how education and development are co-related to each other.

Course Outline:

1. Introduction: Conceptual clarity, Relationship between society, Education and Development, origin of Sociology of Education
2. Theoretical overview on sociology of education
5. National Educational Policies and Programmes since Independence.

Course Content and Itinerary

1. Introduction: Conceptual clarity, Relationship between society, Education and Development, origin of Sociology of Education (Week 1-3)
   
   
2. Theoretical overview on sociology of education (Week 4-6)


Ramachandran, Vimala. 2014. *Equity and Quality are Two Sides of the Same Coin in India’s School Education*, New Delhi: Nehru Memorial Museum and Library.


5. National Educational Policies and Programmes since Independence. (Week 12-13)


6. Education and Development: Cross National Perspective. (Week14)


Generic Elective 01
Indian Society: Images and Realities

Course Objective:
This course seeks to provide an interdisciplinary introduction to Indian society.

Course Outline:

1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)

2. Institutions and Processes (9 Weeks)
   2.1 Village, Town and Region
   2.2 Caste, Religion and Ethnicity
   2.3 Family and Gender
   2.4 Political Economy

3. Critiques (2 Weeks)

Course Content and Itinerary

1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)

   Chapter 1- Brahmaical Ideology and Regional Identities. Pp. 9 – 27

   1.2 Cohn, Bernard. India: Social Anthropology of a Civilization, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)
2. Institutions and Processes (9 Weeks)

2.1 Village, Town and Region

2.1.1 Breman, Jan. ‘The Village in Focus’ from the Village Asia Revisited, Delhi: OUP 1997. Pp. 15-64


2.2 Caste, Religion and Ethnicity


2.3 Family and Gender


2.3.2 Gray, John N. & David J. Mearns. Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage,

2.4 Political Economy


3. Critiques (2 Weeks)


Generic Elective 02

Family and Intimacy

Course Objective:

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

Course Outline:

1. What is Family? (4 Weeks)
2. Family and Intimacy: Themes and Accounts (6 Weeks)
3. Family and Intimacy: Critiques and Transformations (4 Weeks)

Course Content and Itinerary

1. What is Family? (4 Weeks)


2. Family and Intimacy: Themes and Accounts (6 Weeks)


3. Family and Intimacy: Critiques Transformations (4 Weeks)


Generic Elective 03

Rethinking Development

Course Objective:

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

Course Outline:

1. Unpacking Development
2. Theorizing Development
3. Developmental Regimes in India
4. Issues in Developmental Praxis

Course Contents and Itinerary

1. Unpacking Development (4 Weeks)


2. Theorizing Development (5 Weeks)


3. Developmental Regimes in India (3 Weeks)


4. Issues in Developmental Praxis (2 Weeks)


4.2 Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion
Course Objective:

The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the *production, control* and *reception* of media and its *representations*.

Course Outline:

1. Introduction

2. Theoretical Approaches
   2.1 Neo-Marxist
   2.2 Feminist
   2.3 Semiotic
   2.4 Interactionist

3. Old and New Media
   3.1 Production, Control, challenges by New Media
   3.2 Media Representation
   3.3 Audience Reception

Course Content and Itinarary

1. Introduction: *The ‘idea’ of communication and Social embeddedness of Media*


2. Theoretical Approaches: *From Mass media to interactive media*

2.1 Neo-Marxist

   2.1.1 Adorno, T. & Horkheimer, M., 1944. „The Culture Industry: Enlightenment


2.2 Feminist


2.2.2 McRobbie, Angela. „Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime” In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

2.3 Semiotic


2.4 Interactionist


3. Old and New Media

3.1 Media Production, Control and challenges by New Media


### 3.2 Media Representations

3.2.1 Hall, Stuart, „Foucault: Power, Knowledge and Discourse” In Margaret Wetherell, Stephanie Taylor, Simeon J Yates (ed) *Discourse Theory and Practice: A Reader* 2001 Wetherell, Taylor and Yates


### 3.3 Audience Reception


---

**Some suggested readings for Class Projects and Presentations**


