

**M.A. SOCIOLOGY
SYLLABUS**

**Programme Outcomes, Programme Specific Outcomes
and Course Outcomes**



**Centre for Studies in Society and Development
School of Social Sciences
Central University of Gujarat
Sector 29, Gandhinagar-382030
2022**



गुजरात केन्द्रीय विश्वविद्यालय

(भारत की संसद के अधिनियमसं. 25, 2009 के तहत स्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

Sector 29, Gandhinagar-382030, Gujarat, INDIA

www.cug.ac.in

Centre for Studies in Society and Development School of Social Sciences

Established in 2009, The Centre for Studies in Society and Development (CSSD) is one of the academic centres in the School of Social Sciences, Central University of Gujarat. The Centre is anchored in the disciplines of sociology and anthropology in articulating perspectives on development. The Centre aims to generate and disseminate knowledge on theoretical and applied aspects of society and development and the interfaces between them. Its courses introduce and engage with different theoretical formulations and debates concerning local as well as global issues related to social development. It tries to analyse different processes, actors, structures and power relations as constructed and contested by the state and different institutions as well. Teaching and research activities in the Centre are oriented towards contemporary questions pertaining to theoretical and applied dimensions of society.

M.A. Sociology Programme (Course Outline)

M.A in Sociology is a two-year full-time programme, consisting of four semesters. The students are mandated to take 16 courses, four credits each, comprising of both core papers and optional/elective papers. Additionally, the students are required to do a self-study project (2 Credits), in each of the first three semesters, and a research dissertation (4 Credits) in the fourth semester. The MA Sociology programme has a total of 74 Credits. During the vacation, the students are encouraged to take up internship programmes with NGOs, research institutions and other institutions working in the area of social development.

Programme Outcomes

The M.A. Sociology programme has been structured with the objective of dissemination of knowledge on theoretical and empirical aspects of social structures, social change and social development in contemporary society. The content and pedagogy programme has been envisaged for students understanding of social theoretical formulations concerning local as well as global issues and giving them a research orientation by which they can unfold processes, structures and factors related to social-economic and political problems of the society through empirical research. The M.A. Sociology Programme is envisaged to inculcate the following outcome among the students.

PO 1	Understanding the nature of society, community, organization, institutions, and associations operating at local as well as global levels.
PO 2	Comprehension about the interaction between social, economic, and political factors and their importance for rational decision-making while living within a society.
PO 3	Analytical ability to apply sociological concepts and theories to a real-world situation and to understand the dynamics of everyday lives.
PO 4	Analytical abilities to undertake sociological research to understand the factors responsible for social change and transformations within different societies at the local and global levels.
PO 5	Comprehension of the nature of social development processes necessary for building an inclusive society.
PO 6	Rational outlook as an enlightened citizen by comprehending social, cultural, and ethical values necessary for nation-building and for achieving sustainable development of Indian society.

Programme Specific Outcomes

The completion of the M.A. Sociology programme will have the following programme specific outcomes:

PSO 1	Ability to comprehend various classical and modern and sociological theories which help to understand the structure, processes and changes within various components of traditional and modern society.
PSO 2	Analytical ability to understand the nature of rural, urban, industrial and tribal society and processes of exogenous and endogenous changes within these societies in the contemporary situation.
PSO 3	Comprehension ability for factors responsible for discontentment among different communities and cause of socio-cultural and environmental movements for bringing out the social change at the local and global levels.
PSO 4	Capability to understand forms of stratification across caste, class, gender and factors that lead to social exclusion in the global and local context and policies of social inclusion to ameliorate constraints faced by various socially excluded groups.

PSO 5	Competence to formulate and identify research problems and to undertake research inculcating quantitative and qualitative research methods through surveys and fieldwork in different social settings.
PSO 6	Ability to understand entrepreneurship development processes and the responsibility of industrial and corporate houses toward the social development of Indian society.

The Course Structure of the Programme and Course Learning Outcomes

M.A. Semester I			
Course Code	Course Title	Core/Optional	Credit
SOC 401	Research Methodology-I	Core	4
SOC 402	Classical Sociological Theory	Core	4
SOC 405	Indian Society-I	Core	4
SOC 421	Social Movements and Change in India	Optional	4
SOC 422	Sociology of Gender	Optional	4
SOC 441	Self-Study Project	Core	2
		Total Credit	18

**Students may credit one optional course*

M.A. Semester II			
Course Code	Course Title	Core/Optional	Credit
SOC 451	Research Methodology II	Core	4
SOC 452	Modern Sociological Theory	Core	4
SOC 454	Rural Sociology	Core	4
SOC 472	Political Sociology	Optional	4
SOC 473	Introduction to Human Rights	Optional	4
SOC 491	Self-Study Project	Core	2
		Total Credit	18

**Students may credit one optional course*

M.A. Semester III			
Course Code	Course Title	Core/Optional	Credit
SOC 501	Social Stratification and Mobility	Core	4
SOC 503	Sociology of Development	Core	4
SOC 504	Indian Society-II	Core	4
SOC 521	Sociology of Diaspora	Optional	4
SOC 522	Entrepreneurship and Development	Optional	4
SOC 524	Corporate Social Responsibility	Optional	4
SOC 541	Self-Study Project	Core	2
		Total Credit	18

**Students may credit one optional course*

M.A. Semester IV			
Course Code	Course Title	Core/Optional	Credit
SOC 551	Social Exclusion and Inclusive Policy	Core	4
SOC 553	Urban Sociology	Core	4
SOC 571	Tribal Studies in India	Optional	4
SOC 573	Sociology of Environment	Optional	4
SOC 574	Sociology of Health	Optional	4
SOC 592	Master's Dissertation	Core	4
		Total Credit	20

**Students may credit two optional courses*

Total Credit Requirements for MA Sociology Programme: 74

M.A. SOCIOLOGY SYLLABUS

SEMESTER I COURSES

COURSE NO	COURSE TITLE	CREDIT
SOC-401	RESEARCH METHODOLOGY-I (Core)	4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> This course will familiarize the students with the philosophical premises of social science research. Further, it will introduce students to diverse theoretical perspectives and methodological tools in carrying out research.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the philosophy of science and the theoretical foundation of social science research.
Unit-II	LO2	Explain methodological perspectives, politics, and ethics of social science research.
Unit-III	LO3	Describe the uniqueness of social science research and the research process in social sciences.
Unit-IV	LO4	Know the usage of statistics and organization of statistical surveys.

Didactics: Lectures and Assignments

Evaluation: Mid semester exam: 20%, Class Participation: 10 %, field work-based Assignment: 20% and Semester end exam: 50%.

Unit- 1:

16 Hours

An Introduction to Philosophy of Science and Theory in Social Science

- a) What is social science? Issues in understanding reality.
- b) Paradigm, Theory, how to construct a theory? and Integration of Theory and Empirical Data
- c) Ontology, Epistemology, Methodology
- d) Empiricism and Positivism
- e) Debate on objectivity vs. subjectivity, facts and interpretation, hermeneutics

Unit- 2:

20 Hours

- A. Methodological Perspectives
 - a) Positivist and Post-Positivist
 - b) Interpretive
 - c) Grounded theory
 - d) Feminist

- e) The Comparative Approach
- B. Politics of Knowledge and Research
- C. Ethics in Social Science Research

Unit- 3:

10 Hours

A. Introduction to Social Science Research

- a) What is research? – Deductive Research and Inductive Research
- b) Why do research? – Exploration, Description, Explanation
- c) How is social science research different from others?
- d) Overview of the research process

B. Types of Research:

- a) Quantitative
- b) Qualitative
- c) Mixed

Unit-4:

14 Hours

Introduction to Statistics:

- a) Why we need statistics
- b) Testing of Hypothesis
- c) Organizing statistical survey: types of statistical unit, source of data, techniques of data collection, processing of data and preparation of the report

Essential Readings

Benton, T. And Craib, I. (2001). *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. New York: Palgrave.

Blaikic, N. (1993). *Approaches to Social Enquiry*. Polity Press

Bloc, Marc, (1964). *Historian's Craft*, Vintage , 1964

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman
Carr, E. H., (1967). *What is History*, Vintage,

Christian C. G. (2011). Ethics and Politics in Qualitative Research. In Norman K D and Lincoln, Yvona. S. L (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Feyerabend, P (1993). *Against Method*. London: Verso

Foucault, M. (1972). *Power/knowledge*. New York: Pantheon Books (ed. By Collin Gordon)

Glaser, B. G. and Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine
Harding, S. (Ed.) (1988). *Feminism and Methodology*. Bloomington: Indiana University Press.

Kuhn, T. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Lakatos, I. (1970), "Falsification and the Methodology of Scientific Research Programmes" in I. Lakatos and R. Musgrave, eds., *Criticism and the Growth of Knowledge*, Cambridge, 1970

Okasha, S. (2004). *Philosophy of Science: A very short introduction*. Delhi: OUP

Popper, Karl (1959), *The Logic of Scientific Discovery*, New York.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage

Spicer, N. (2004). Combining qualitative and quantitative methods. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Weber, M. (1949). *The Methodology of Social Sciences*. Illinois: The Free Press

Weinstein, Jay Allen. (2010). *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Rowman and Littlefield: New York, Toronto.

Additional Readings:

Andrew, S. (1992). *Method in Social Science: A realist approach*. London: Routledge.

Berger, P.L and Luckman T. (1966). *The social construction of reality*. London: Penguin Books

Collingwood, (1994) *The Idea of History: With Lectures 1926-1928*, Delhi: OUP, (Revised Edition)

Durkheim, Emile, 1938, *The Rules of Sociological Method*, Free Press, London

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Mahajan, G. (1997). *Explanation and understanding in Human Sciences*. Delhi: OUP

Seale, C. (2004). *Researching Society and Culture*. New Delhi: Sage

**COURSE NO.
CREDIT**

COURSE TITLE

COURSE

SOC-402

CLASSICAL SOCIOLOGICAL THEORY (Core) 4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course would provide a historical background of the context in which sociology emerged as a discipline. It would familiarize students with various perspectives on 19 th -century and early 20 th -century sociological theories.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the historical context of the emergence of Sociology and the theory of positivism as propagated by Auguste Comte and Herbert Spencer.
Unit-II	LO2	Get a comprehensive perspective of the concepts and methodology as propagated by Emile Durkheim.
Unit-III	LO3	Provide a broader perspective on the theoretical perspective and concepts used by Karl Marx.
Unit-IV	LO4	Explain Max Weber's perspective on society and analyze the way Max Weber developed his theoretical, and methodological perspective while critiquing both Marxist theories as well as positivism.
Unit-V	LO5	Understand Georg Simmel's theory of social interaction.

Note: LO- Learning Outcome

Didactics: Lectures and assignments

Evaluation: a mid-semester exam; a book/article review and an end-semester exam.

Unit-1: 8. hours

- A. Social and Historical Context for the Emergence of Sociology – Europe and the dynamics of change in 18th and 19th century. Theory of Progress.
- B. Positivism of Auguste Comte
 - a) Laws of Human Progress
 - b) Hierarchy of Sciences
 - c) Positivism
- C. Herbert Spencer and Organicism

Unit-2: 14 hours

Emile Durkheim:

- a) Division of Labour
- b) Rules of Sociological Method
- c) Suicide
- d) Elementary Forms of Religious Life

Unit 3: 14 hours

Karl Marx:

- a) The conception of Society: Historical and Dialectical Materialism
- b) Capitalism: Origin, Development, Social System and Alienation
- c) Theories of Surplus Value
- d) Class Consciousness and Class Struggle

Unit 4: 13 hours

Max Weber:

- a) Weber in dialogue with Marx
- b) Methodology, Science, Values, Objectivity, and Ideal Types
- c) Social Action, Domination, Authority, Class, Status and Party
- d) Bureaucracy, Rationalization
- e) World Religions and Western Capitalism: Protestant Ethic Thesis.

Unit 5: 13 hours

Georg Simmel:

- a) Method: Forms on Interaction
- b) Social Types
- c) The theory of Culture
- d) Philosophy of Money

Essential Readings:

1. Durkheim, Emile, Division of Labour
2. _____ Rules of Sociological Method
3. _____ Suicide
4. _____ Elementary Forms of Religious Life
5. Marx, Karl .A Contribution to the Critique of Political Economy
6. _____, The Communist Manifesto
7. _____, Capital Volume 1
8. Weber, M., The Theory of Social and Economic Organization. Free Press. P.B.1964.
9. _____ Protestant Ethic and the Spirit of Capitalism
10. _____ Economy and Society
11. _____ The Sociology of Religion
12. Simmel, Georg. The Philosophy of Money. Routledge, London 2004
13. _____. Sociology - Inquiries into the Construction of Social Forms. Brill books Leiden 2004.
14. Kurth H Wolff. The Sociology of Georg Simmel. The Free Press, Glencoe, Ill. 1950

Additional Readings:

1. Aron, R.:Main Currents in Sociological Thought Vols. I, II. London: Weidenfeld,1976.
2. Barnes, H.E. (ed.), An Introduction to the History of Sociology, Chicago: University of Chicago Press, 1948.
3. Coser, Lewis (ed.), Georg Simmel, Englewood Cliffs, N.J.: Prentice-Hall, 1965.
4. Coser, L.A.: Masters of Sociological Thought: Ideas in Historical and Social Context, (2nd ed.) New York: Harcourt, 1977.
5. Gurvitch, G.andW.E.Moore (eds.),Twentieth Century Sociology, New York: Philosophical Lib.1945.
6. Heilborn, Johan, The Rise of Social Theory, London: Polity Press, 1996.
7. MacRae, D.G.Weber London: Fontana\Collins, 1974.

8. Martindale, Don, The Nature, and Types of Sociological Theory, Boston: Houghton, Mifflin, 1981.
9. McLelland, David, Marx, London: Fontana\Collins, 1975.
10. Morrison, Ken, Marx, Weber, Durkheim: Formations of Modern Social Thought, London: Sage, 2006.
11. Nisbet, Robert, The Sociology of Emile Durkheim, New York: Oxford University Press 1974.
12. Ritzer, George, Sociological Theory (8thed.), New York etc.: Tata McGraw-Hill Companies Inc., 2011.
13. Ritzer, George (ed.), The Blackwell companion to major social theorists, Massachusetts: Blackwell Publishers, 2000.
14. Timasheff, N.S. and G.A. Theodorson, Sociological Theory: Its Nature and Growth (4th ed.), New York: Random House, 1976.
15. Thomason, Kenneth, Auguste Comte: The Foundation of Sociology, New York: Halstead Press, 1975.
16. Turner, S.P. (ed.), Emile Durkheim : Sociologist and Moralist. London: Routledge, 1993.
17. Turner, Jonathon, Classical Sociological Theories: A Positivistic Interpretation, Chicago: Nelson-Hall, 1993.

COURSE NO
SOC-405

COURSE TITLE
INDIAN SOCIETY- I (Core)

CREDIT
4

<i>Pre-requisites for the Course: None</i>		
<i>Objectives of the Course:</i> The term “Indian Society” perhaps is in a way misnomer, but the term has been used, quite often, in the literature to indicate a certain kind of unity in culture or civilization or social system. Multiplicity of castes associated with it are many religions, tribes, numerous linguistic groups, ethnic groups and so on, inhabit the landscape of the subcontinent. What kinds of structures and systemic nature “Indian Society” exhibits? If so, what is the nature of these structures? How are they constituted? What kinds of patterns could be discerned? What has been the historical processes which have been shaping and reshaping this society? What is the role of politics, power, ideology, hegemony and so on which have been shaping this society? What are the kinds of articulations and critiques of these systems/structures? This course on Indian Society would introduce to various points of view of social systems/structures and its critiques to grasp the complexities or paradoxes of this society, and the changing nature of this society itself. In this course, students are introduced to history of caste system and theories of Caste.		
Learning Outcomes:		
Unit-I	LO1	This unit helps students to understand the intellectual background and the context of emergence of disciplines of sociology and social anthropology in India and their focus and methodological concerns.
Unit-II	LO2	This unit helps students to expand their sociological imagination to understand and study the evolution of caste, religion, and other coordinates of Indian society. Students would be in a position to conceptualize historically the diversity of social formations in Indian context.
Unit-III	LO3	This unit helps students to understand Structural-functional conceptualizations to understand Indian social system.
Unit-IV	LO4	This unit helps students to understand caste system critically and the reconceptualization in terms of caste-less society.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion and presentation; and a written mid-term examination and the final examination.

Course Outline

A. General Theoretical-Methodological orientations to study Indian Society

Sociology and Social Anthropology in India
Book view and Field view
Orientalist Constructions of Indian Society
Historical Approaches to study of Origins of Caste

B. Cultural Approaches

- a) G S Ghurye
- b) Irawati Karve
- c) N.K. Bose

C. Structural Functional Approaches

- a) M. N. Srinivas
- b) Louis Dumont
- c) S. C. Dube

D. Critical Approaches

- a) Jotiba Phule
- b) B.R. Ambedkar
- c) V. Ramasamy Naicker (Periyar)
- d) Gerald Berreman
- e) Parvathamma C.
- f) Gail Omvedt
- g) Kancha Illaiah
- h) Nicholas Dirks
- i) Declan Quigley

Readings:

Aloysius, G. 1999. Caste In and Above History, Sociological Bulletin Vol. 48, No. 1/2 (March-September 1999), pp. 151-173.

Ambedkar, B.R. 1916. Castes in India: Their Mechanism, Genesis, and Development, Jullandar: Patrika Publications.

Ambedkar, B.R. 1936. Annihilation of Caste

Bronkhorst, Johannes. 2017. Brahmanism: Its place in ancient Indian society, Contributions to Indian Sociology 51, 3 (2017): 361–36, Contributions to Indian Sociology (NS) Vol. 12 No. 1 (1978), New Delhi: SAGE Publications.

Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP.

Deshpande, G.P. (ed.) 2002. Selected Writings of Jotirao Phule, New Delhi: Leftword Books.

Deshpande, Satish. (ed.) 2014. The Problem of Caste, New Delhi: Orient Blackswan.

Dhanagere D N. 1998. Themes and Perspectives in Indian Sociology, Jaipur: Rawat.

Dumont, Louis. 1970. Homo Hierachicus: The Caste System and its Implications, Delhi: OUP

Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakashan

- Gore, M. S. 1993. *The Social context of the Ideology: Ambedkar's Political and Social Thought*, New Delhi: Sage Publications.
- Gough, Kathleen. 1981. *Rural Society in Southeast India*. Cambridge: Cambridge University Press.
- Gupta, Dipankar. 1991. *Social Stratification*. Delhi: Oxford University Press.
- Ilaiah, Kancha. 1996. *Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy*. Calcutta: Samya.
- Inden, Ronald B. 1986. *Orientalist Constructions of India*, *Modern Asian Studies*, Vol.20, No.3.
 _____ . 1990. *Imagining India*, London: Hurst & Company.
- Klass, Morton. 1980, *Caste: The Emergence of the South Asian Social System*, Philadelphia: Institute for the Study of Human Rights.
- Karve, Iravati. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College.
- Madan T N 1994. *Pathways: Approaches to the Study of Society in India*. Delhi: OUP.
- Madan T N. 2001. *The Comparison of Civilization: Louis Dumont on India and the West*. *International Sociology*. 16(3).
- Madan T.N. (ed.). 1992. *Religion in India*, New Delhi: OUP.
- O'Hanlon, Rosalind. 2002. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*, Cambridge: Cambridge University Press.
- Omvedt Gail. 1994. *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India*. Delhi: Sage.
- _____. 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi: Sage Publications.
- _____. 2011. *Understanding Caste: From Buddha to Ambedkar and Beyond*, Orient Blackswan: New Delhi.
- Oomen .T.K. Mukherjee P. 1986: *Indian Sociology: Reflections and Introspections*, Bombay: Popular Prakashan.
- Phule, Jotirao. 1873. *Gulamgiri/Slavery*
- Quigley, Declan. 1995. *Interpretation of Caste*, Oxford: Clarendon Press.
- Rege, Sharmila. (ed.) 2013. *Against the Madness of Manu: B. R. Ambedkar's Writings on Brahmanical Patriarchy*, New Delhi: Navayana.

Rodrigues, Valerian. (ed.) 2004. Essential Writings of B. R. Ambedkar, New Delhi: Oxford University Press

Said, Edward. 1979. Orientalism. New York: Vintage.

Srinivas, M.N. 1987. The Dominant Caste and other Essays. New Delhi: OUP.

Srinivas. M.N. 2009. The Oxford India: Srinivas, New Delhi: OUP.

Uberoi, Patricia. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.

_____. (et. al.) 2007. Anthropology in the East, Ranikhet: Permanent Black.

COURSE NO.	COURSE TITLE	CREDIT
SOC-421	Social Movements and Change in India (Optional)	4

Pre-requisites for the Course: None		
<i>Course Objective:</i> This course examines the conceptual issues of social movements and their roles in social transformation. It examines the meanings, nature, typology of social movements and the social bases of social movements. The major theoretical explanations/approaches to social movements – that explains why people take part in social movements, the contexts in which social movements take place, and how social movements mobilise resources, among others – are also explored. The course also explores diverse range of social movements (both pre-independence and post-independence India) in India. The institutionalizations of social movements, state’s response, and the outcomes of social movements are also critically examined.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts of social movements and their characteristics
Unit-II	LO2	Explain the different theoretical approaches to social movements
Unit-III	LO3	Differentiate the diverse types of social movements in the context of India.
Unit-IV	LO4	Explain the new social movements in India that include the Womens’ movements, human rights movements, and Dalit movements, among o others.
Unit-V	LO5	Understand how social movements have been instrumental in bring social change in India and how state has reacted to such movements

Note: LO- Learning Outcome

Evaluation:

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit-1 Conceptual Terrain 10 Hours

Social Movements: Definitions, Characteristics and Types; Stages of Social Movements; Social Bases of Social Movements; Counter movements

Unit 2 Theories of Social Movements 15 Hours

Marxist Approaches; Weberian Approach; Collective Behaviour Theory; Relative Deprivation Theory; Resource Mobilization Theories; Political Opportunity Structure Approach; Rational Choice Perspectives

Unit 3 Social Movements in India 10Hours

Social Reform Movements in India; Peasant Movements in India: Pre independent and Post Independent; Labour and Trade Union Movements; Sub-nationality movements.

Unit 4 New Social Movements in India**15 Hours**

New Social Movements: Conceptual Framework; Dalit Movements; Backward Caste/Class Movements; Women Movements; Environmental Movements, Human Rights Movements; LGBTQ Rights Movements

Unit 5 Social Movements, Social Change and the State 10 Hours

Conceptual Clarifications: Relationship between Social movements and Social Change; Consequences of Social Movements; State's Response; A Critical Assessments of Social Movements in India

Essential Reading Lists:

Agnihotri, I. & Mazumdar, V. (2010). Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990s. In: Oommen, T. K. (Ed.) *Social Movements II: Concerns of Equity and Security* (pp. 181-202). New Delhi: Oxford University Press.

Bosi, L., Giugni, M. & Uba, K. (eds). (2016). *The Consequences of Social Movements*. Cambridge: Cambridge University Press.

Buechler, S. New Social Movement Theories. In Buechler, S. and Cylke, F. K. (Eds.). (1997). *Social Movements: Perspectives and Issues*. Mountain View, California: Mayfield Publishing Company.

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

Dhanagare, D.N. (1991). *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University Press.

Gadgil, M. and Guha, R. (2006). Ecological Conflicts and the Environmental Movement in India. In: Rangrajan, M. (Ed.) *Environmental Issues in India: A Reader* (pp. 385-428). New Delhi: Orient Longman.

Ferree, M. M. (1992). The Political Context of Rationality: Rational Choice Theory and Resource Mobilization. In: *Frontiers in Social Movement Theory* (29-52). Morris, A. & Mueller, C. (Eds.). New Haven: Yale University Press.

Goodwin, Jeff and Jasper & James M. (Eds). (2003). *The Social Movements Reader: Cases and Concepts*. Oxford: Blackwell.

Gould, R. (1991). Multiple Networks and Mobilization in the Paris Commune, 1871. *American Sociological Review*, 56, No. 6, 716-729.

Jaffrelot, C. 2000. 'The Rise of the Other Backward Classes in the Hindi Belt'. *Journal of Asian Studies*, 59 (No. 1)

Jaffrelot, C. 2003. *India's Silent Revolution: The Rise of the Lower Castes in North India* London: Hurst and Co.

Jones, K. W. (1989). *Socio-religious reform movements in British India*. Hyderabad: Orient Longman.

Kurzman, C. (1996). Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979. *American Sociological Review*, 61, 153-170.

McCarthy, J. & Mayer Zald. (2008). Resource Mobilization and Social Movements: A Partial Theory. In: Ruggiero, V. & Montagna, N. (Eds). *Social Movements: A Reader* (pp. 105-117). London: Routledge.

Mishra, U. (2014). *India's North East: Identity Movements, State, and Civil Society*. New Delhi: Oxford University Press.

Olson, M. (1971). *The Logic of Collective Action*. Cambridge: Harvard University Press.

Omvedt, G. (1994). *Dalits and the democratic revolution*. New Delhi: Sage Publications.

Omvedt, G. (2002). Ambedkar and After: The Dalit Movement in India. In: Shah, G. (ed.). *Social Movements and the State* (pp. 293-309). New Delhi: Sage.

Oommen, T.K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage Publications.

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

Sethi, H. (1993). Survival and Democracy: Ecological Struggles in India. In: Wignaraja, P. (ed.) *New Social Movements in the South: Empowering the People* (pp. 122-148). New Delhi: Vistaar.

Singh, R. (2001). *Social Movements, Old and New: A Post-Modernist Critique*. New Delhi: Sage Publications.

Shah, G. (ed.). (2002). *Social Movements and the State*. New Delhi: Sage.

Sinha, S. Tribal Solidarity Movements in India: A Review. In: Shah, G. (ed.) *Social Movements and the State* (pp. 251-266). New Delhi: Sage.

Singha, R. & Debal, K. (2004). *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*. Delhi: Sage.

Tilly, Charles. (1978). *From Mobilization to Revolution*. Reading, MA: Addison-Wesley.

Additional Readings:

Amenta, Edwin et. al. (2010). The Political Consequences of Social Movements. *Annual Review of Sociology* 36, no. 14, 287-307.

- Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.
- Crossley, N. (2002). *Making Sense of Social Movements*. Buckingham: Open University Press.
- Diani, M. (1992). The Concept of Social Movement. *The Sociological Review* 40, no. 1: 1-25.
- Eisendstadt, S. N. (1965). *Modernisation: Protest and Change*. New Jersey: Prentice Hall.
- Giugni M, McAdam, D, Tilly, C. (Eds.). (1999). *How Movements Matter: Theoretical and Comparative Studies on the Consequences of Social Movements*. Minneapolis: University of Minnesota Press.
- Gupta, K. P. (1974). Religious Evolution and Social Change in India: A Study of Ramkrishna Mission Movement. *Contributions to Indian Sociology*, New Series, No. 8.
- Mukherji, P. N. (2012). Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework. In: Sahu, D. R. (ed). *Sociology of Social Movement* (pp. 3-22). New Delhi: Sage Publications.
- Nambiar, V. (1964). *Indian Nationalism and Hindu Social Reform*. Princeton, Princeton University Press.
- Omvedt, G. (2005). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications.
- Oommen, T. K. (2012). Sociological Issues in the Analysis of Social Movements in Independent India. In: Sahu, D. R. (Ed.). *Sociology of Social Movement* (pp. 23-44). New Delhi: Sage Publications.
- Shah, G. (2012). *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
- Singh, Y. (1986). *Modernization of Indian Tradition*. New Delhi: Rawat Publications.
- Wilson, J. (1973). *Introduction to Social Movements*. New York: Basic Books Inc. Publishers.

COURSE NO	COURSE TITLE	CREDIT
SOC- 422	Sociology of Gender (Optional)	4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course tries to familiarize students with key issues, perspectives and debates in sociology of gender. It is expected to help students in applying gender as a critical tool in academics as well as their everyday lives.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the key concepts in gender studies and get clarity about the very categorization of 'gender' and 'sex'.
Unit-II	LO2	Get a broader perspective on the emergence of different theoretical perspectives in feminism and the recent developments in feminist theorization.
Unit-III	LO3	Provide a comprehensive view about how gender interfaces with the issues of economic production, the biological reproduction and social reproduction.
Unit-IV	LO4	Analyse the politics, movements and laws with regard to gender justice in India.

Note: LO- Learning Outcome

Didactics: Lectures, Book Review, Documentary Screening

Evaluation: a mid-semester examination, seminar presentation and end semester examination

Unit-I- 10 hours

Basic concepts in gender studies:

- a) Androcentrism
- b) Patriarchy
- c) Multiple Sexualities
- d) Socialization
- e) Sex/Gender Debate

Unit II- 17 hours

Theoretical Perspectives and Waves in Feminism:

A. First wave and second wave feminist perspectives

B. Third wave feminism: Challenges to 'woman' as a universal category- Internationally and in Indian Context

- a) Black feminism
- b) Sexuality Debate
- c) Interrogating the Category of Third World

- d) Caste Question
- e) Social Disability
- f) Question of Religion

Unit III- 15 hours

Production and Reproduction:

- a) Women, Class and Work
- b) Household labour debate
- c) Gender and Property
- d) Cultural construction of reproduction
- e) Contemporary reproductive debates
- f) Globalization, production and reproduction

Unit IV- 15 hours

Politics, Movements and Laws in India:

- a) Women's Movements in post Independent India
- b) Violence against women
- c) Women's Reservation Debate
- d) Gender and Development

Essential Readings:

1. Agarwal Bina (1996): *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.
2. Agnes, Flavia (2000): "Women, Marriage and the Subordination of Rights in Community" in *Gender and Violence: Subaltern Studies XI*, Permanent Black, New Delhi.
3. Butler, Judith (1990): *Gender Trouble*. New York: Routledge.
4. "Combahee River Collective: A Black Feminist Statement," 1977. In *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal; An African American Anthology*, edited by Manning Marable and Leith Mullings, 524-529. New York: Bowman & Littlefield Publishers, Inc., 2000.
5. Das Veena and Renu Addalkha (2001): *Disability and Domestic Citizenship: Voice, Gender and the Making of the Subject*, *Public Culture*, Vol.13, No.3.
6. Davis, Angela Y. (2011). *Women, Race and Class*. New Delhi: Navayana.
7. Dube, Leela,(1986). „Seed and Earth: The symbolism of biological reproduction and sexual relations of production“. In Leela Dube, Eleanor Leacock & Shirley Ardener (Eds.). *Visibility and Power: Essays on Women in Society and Development*. (22-53). Delhi: Oxford University Press.
8. Ehrenreich, Barbara and Arlie Russell Hochschild. (2002). (Ed.). *Global Women:Nannies, Maids and Sex Workers in the New Economy*. New York: Metropolitan books.
9. Fausto-Sterling, Anne (2000): *Sexing the body*. New York: Basic Books. Chapter-1, 4

10. Gandhi, Nandita and Nandita Shah. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
11. Geetha, V (2006): 'Gender', Stree,
12. Ginsburg, Faye and Rayna Rapp. (1991)., "The politics of reproduction". *Annual Review of Anthropology*. 20 (1991), 311-343.
13. Jane Pilcher and Imelda Whelehan, *Fifty key concepts to gender studies*, Sage, 2004.
14. Kumar, Radha (1993): *History of Doing*, Kali, New Delhi.
15. Mary E. John, 'Alternate Modernities? Reservations and women's Movement in 20th century India', *Economic and Political weekly*, October 28, 2000, volume. 35, No. 43/44, pp.3822-3829.
16. Mohanty, Chandra Talpade (1988): "Under Western Eyes: Feminist Scholarship and Colonial Discourses". *Feminist Review*, Vol.-30, pp. 61-88.
17. Naila Kabeer, "Reversed Realities: Gender Hierarchies in Development Thought", Verso, 1994. Selected Chapters.
18. Nivedita Menon, 'Recovering Subversion: Feminist Politics Beyond the Law'. Permanent Black, 2004. Chapter 4.
19. Rege, Sharmila (1998): "Dalit Women Talk Differently: A critique of 'Difference' and Towards a Dalit Feminist Stand Point Position". *Economic and Political weekly*, Vol.33, no.44.
20. Roberts, Dorothy (1997). *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*. New York: Pantheon Books.
21. Sangari, Kumkum (1995): "Politics of Diversity: Religious Communities and Multiple Patriarchies" *Economic and Political Weekly*. 23 December and 30 December issue.
22. Tharu, Susie and Tejaswini Niranjana. (1999): 'Problems for a contemporary theory of gender' in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press. Pp. 494-525.
23. Valerie Bryson (1992): 'Feminist Political Theory: An Introduction' Palgrave. (Selected chapters).

Additional Readings:

1. V. Geetha, 'Patriarchy', Stree, 2007.
2. Sylvia Walby, 'Theorizing Patriarchy', Basil Blackwell, 1990.
3. Rege, Sharmila (2003): "Introduction" in Sharmila Rege ed. *Sociology of Gender*.
4. Acker, J (1973): 'Women and Social Stratification: A case of Intellectual Sexism'. *American Journal of Sociology*, Vol. 78, No. 4, pp. 936-45.
5. Nivedita Menon edited *Gender and Politics in India*, New Delhi OUP.
6. Linda Nicholson ed (1997). 'The Second Wave: A Reader in Feminist Theory', Routledge, Selected chapters.
7. Sanghari, Kumkum and Sudesh Vaid (ed.) (1989): *Recasting women: Essays in Colonial History*, Kali for Women.

**SEMESTER II
COURSES**

COURSE NO	COURSE TITLE	CREDIT
SOC-451	RESEARCH METHODOLOGY-II (Core)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of research methods.		
<i>Course Objective:</i> This course will help students in getting knowledge about the application of different tools in carrying out their research. Students would also become familiar with diverse documentary sources of data. Further, the course also help students in training them about analyzing data and writing report.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Learn the usage of different research tools for gathering quantitative and qualitative data.
Unit-II	LO2	Understand sequential steps associated with designing of research proposal and know about major secondary sources of data.
Unit-III	LO3	Acquire knowledge about analyzing data and writing dissertation.
Unit-IV	LO4	Know about statistical analysis of quantitative data.

Didactics: Lectures and Assignments

Evaluation: Mid semester exam: 20%, Class Participation: 10 %, Field work-based Assignment: 20%, Semester end exam: 50%.

Unit- 1: 20 Hours

A. Introduction to Quantitative and Qualitative Methods:

- a) Interviews
- b) Case study
- c) Participant Observation / Ethnography
- d) Oral Narratives
- e) Focus Group Discussion
- f) PRA (Participatory Rural Appraisal)
- g) Surveys
- h) Questionnaire
- i) Document Analysis
- j) Content Analysis

Unit- 2: 10 Hours

A. Basic information Literacy Skills:

- a. Review of Literature
- b. Library search
- c. Web search,
- d. Bibliography and Referencing
- e. Identifying Research Problem and Framing Research Questions
- f. Designing Research Proposal and Writing Synopsis

B. Major Data Sources on Indian Society:

- a) Archives
- b) Census
- c) National Sample Survey Organisation (NSSO)
- d) National Family Health Survey (NFHS) and other large data sets
- e) Gazetteers, District handbooks, People of India Project

Unit- 3: 10 Hours

A. Writing a Research Report

- a) How to write a field note
- b) Erasing and Inserting the Researcher; Reflexivity
- c) Analysis
- d) Writing Dissertation
- e) Plagiarism test

Unit-4: 20 Hours

- A. Sampling, Sample design
- B. Measures of central tendency
- C. Correlation analysis
- D. Diagrammatic, Graphic and Tabular presentations

Essential Readings

Agresti, A. and B. Finley. (1997) *Statistical Methods for the Social Sciences*, Prentice Hall and Pearson Publishing, (Several editions available, under more than one imprint).

Alexander L George, Andrew Bennett (2005). *Case Studies and Theory Development in Social Sciences*. Cambridge: MIT Press

Becker, H. (1984). *Writing for Social Scientists*, Chicago: University of Chicago Press

Bhatt, C. (2004). Doing a Dissertation. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bogdan R and Taylor S. J. (1974). Participant observation. In Robert B and Steven J. T. *Introduction to Qualitative Research Method – A Phenomenological Approach to the Social Sciences*. New York: John Wiley and Sons.

Branley, D. (2004). Doing a literature review. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bryman, A. (2008): *Social Research Methods*. Delhi: OUP.

Chambers, Robert (1994) The Origins and Practice of Participatory Rural Development. In *World Development*, Vol. 22, No. 7, pp. 953-969.

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill

Geertz, C. (1973). *Thick Description: Towards an Interpretive Theory of Culture*. NY: Basic Books, Chapter 1

Miles, M., & Huberman, A.M., (1994). *Qualitative Data Analysis*. London: Sage

Mills, C. Wright (1959) *The Sociological Imagination*, Oxford University Press: Oxford.

Moser, Claus and Kalton, G. (1976). *Survey Methods in Social Investigation*. New Delhi: Heinmann.

Perks, Robert and Alistair Thomson eds. (1998). *The Oral History Reader*, Routledge, (selections).

Reinharz, S and Lynn, D. eds. (1991). *Feminist Research Methods*. New York: OUP
Robert P. Weber (1997). *Basic Content Analysis*. Sage.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage
Sayer, Andrew. (1992). *Method in Social Science (revised 2nd edition)*, Routledge.

Seale, C. (2012) (ed). *Researching Society and Culture*. London: Sage

Srinivas, M. N., A. Shah and E. Ramaswamy (eds.) (1979). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*. Delhi: Oxford University Press.

Taylor, Steven J and Robert Bogdan (1984) *Introduction to Qualitative Research methods: the Search for Meanings*, New York Wiley,

Tonkiss, F. (2004). *Analysing text and speech: content and discourse analysis*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Tonkiss, F. (2004). *Using Focus Groups*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Williamson J. B, Karp, D. A. and Dolphin, J. R. (1977). *The Research Craft: An introduction to social science methods*. Oxford: Little Brown and Company. (chapter 11)

Additional Readings:

Denzin, N K and Lincoln, Y. S. (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman

COURSE NO **COURSE TITLE** **CREDIT**
SOC-452 **MODERN SOCIOLOGICAL THEORY (CORE)** **4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Sciences		
<i>Objectives of the Course:</i> Modern Sociological Theory introduces the students to the field of theories and conceptualizations and their re-workings within various streams of sociological thought. Broadly, the course would explore through various readings the continuities and discontinuities from the classical sociological thought; new currents in sociological thought- (as an ongoing critique and progression, and cumulation); and the epistemologies of various streams of sociological thought. Generally modern sociological theory is periodized from 1930s to the present times thought process.		
<i>Learning Outcomes:</i> The course places sociological theorizations and conceptual resources at the disposal of the students. The course demonstrates to the students the scientific nature of sociological theorizing. Different streams of the sociological theorizing prepare students to conceptualize different realities and history of the society. Theorizing being the very essential part of the research process, it equips students to take up research in a systematic manner.		
Unit I	LO1	This unit shows the students to understand the differences between Classical Sociological Theory and Modern Sociological Theory- in terms of periodization and the underlying epistemological break.
Unit II	LO2	This unit introduces students to understand ensembles of Structural-functional conceptualizations of various theorists of sociological theorizing.
Unit III	LO3	This unit helps students to various conceptualizations of social conflict.
Unit IV	LO4	This unit aids students to conceptualizations interactional experiences in the social world of human beings.
Unit V	LO5	This unit helps students to understand the synthesis of various strands of sociological theorizing

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussions and presentations; and a written mid-term examination and the final examination.

Course Outline:

Unit I (2 hours)

What is Modern Sociological Theory/Contemporary Social Theory?

Unit II (15 hours)

Structural-Functionalism

Talcott Parsons' Grand Theory:
 Theory of Action

The Pattern Variable
Social Systems- Functional System
Social Change
Robert K. Merton: Re-workings of Functionalism
Theories of Middle Range
Reconsideration of Functionalism
Jeffrey Alexander: Neo-functionalism

Unit III (17 hours)
Conflict-Critical Theory

Marxist and Neo-Marxist Sociology:
Antonio Gramsci- Hegemony
Louis Althusser- Ideology
Critical Theory: Frankfurt School and JurgenHabermas
Wright Mills
Pierre Bourdieu
Ralf Dahrendorf
Lewis Coser
Randall Collins

Unit IV (16hours)
Symbolic Interactionism and Phenomenological Sociology

George Herbert Mead: The Mind, Self and Society
Herbert Blumer: Interpretation and Methodology- Codifying Interactionism
Erving Goffman: Dramaturgy and Everyday Life, Interaction Order
Alfred Schutz- Phenomenological Sociology
Harold Garfinkel: Ethnomethodology
Peter Berger: Social Construction of Reality
Jacques Lacan: The Symbolic and the Subject of the Unconscious

Unit V (10 hours)

Recent Theoretical Trends in Sociological Theory: Structuration and Theory of Practice, Post-Structuralism, Feminism, etc.

Anthony Giddens
Pierre Bourdieu
Zygmunt Bauman: Liquid Modern Sociality and Way of Life
Michel Foucault: Institutional orders and Power
Feminist Perspectives

Readings:

Abend, Gabriel. 2008. The Meaning of 'Theory', Sociological Theory, Jun., 2008, Vol. 26, No. 2 (Jun., 2008), American Sociological Association.

Alexander, Jeffrey C. Ed. 1985. Neofunctionalism. London: Sage.

- Althusser, L. 1971. *Lenin and Philosophy and Other Essays*. New York: Monthly Review Press.
- Appelrouth, Scott and Edles, D. 2008. *Classical and Contemporary Sociological*
- Beilharz, Peter. 2000. *Zygmunt Bauman: Dialectic of Modernity*, London: Sage Publications.
- Theory: Text and Readings. California: Pine Forge Press.
- Berger, Peter L (1966). *The Social Construction of Reality: a Treatise in the Sociology of Knowledge*. Garden City, New York: Anchor.
- Blackshaw, Tony. 2005. *Zygmunt Bauman*. London/New York: Routledge.
- Bourdieu, Pierre. 1990. In *Other Words: Essays Towards a Reflexive Sociology*. Oxford: Polity Press.
- Bourdieu, Pierre. 1977 *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.
- Chiesa, Lorenzo. 2007. *Subjectivity and Otherness: A Philosophical Reading of Lacan*, Cambridge: The MIT Press.
- Connerton, Paul. Ed. 1976. *Critical Sociology*. Harmondsworth: Penguin.
- Dahrendorf, Ralf. 1979. *Class and Class Conflict in Industrial Society*. London: Routledge and Kegan Paul.
- Ferretter, Luke. 2006. *Louis Althusser*, Routledge: London/New York.
- Giddens, Anthony. 2004. In *Defense of Sociology*. Cambridge: Polity Press.
- Giddens, Anthony. 1976. *Classical Social Theory and the Origins of Modern Sociology*, *American Journal of Sociology*, Vol. 81. No. 4.
- Giddens, Anthony and Turner, J. H. Ed. 1987. *Social Theory Today*. Cambridge: Polity Press.
- Giddens, Anthony (1984) *The Constitution of Society. Outline of the Theory of Structuration*. Cambridge : Polity.
- Gouldner, Alvin. 1971. *The Coming Crisis of Western Sociology*. London: Heinemann.
- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. London: Lawrence and Wishart.
- Jenkins, Richard. 1992. *Key Sociologists: Pierre Bourdieu*, Routledge: London/New York.
- Jones, Steve. 2006. *Antonio Gramsci*, Routledge: London/New York.

- Luckmann, Thomas. Ed. 1978. *Phenomenology and Sociology: Selected Readings*. New York: Penguin Books.
- Mennell, Stephen. 1980. *Sociological Theory: Uses and Unities*. Surrey: Thomas Nelson and Sons, 2nd Edition.
- Merton, Robert K. 1968. *Social Theory and Social Structure*. New York: Free Press.
- Parsons, Talcott et al. 1965. *Theories of Society: Foundations of Modern Sociological Theory*. New York: Free Press.
- Skinner, Quentin. 1990. *The Return of Grand Theory in the Human Sciences*, Cambridge: Cambridge University Press.
- Rabinow, Paul. Ed. 1986. *The Foucault Reader*. Harmondsworth: Penguin.
- Ritzer, George. Ed. 2007. *The Blackwell Encyclopedia of Sociology*. Oxford: Blackwell.
- Ruth A. Wallace et al. 1995. *Contemporary Sociological Theory: Continuing the Classical Tradition*, New Jersey: Prentice Hall.
- Seidman, Steven and Alexander, J. C. Ed. 2001. *New Social Theory Reader: Contemporary Debates*. London: Routledge.
- Sharrock, Wes. et. al. *Understanding Modern Sociology*, London/Thousand Oaks/New Delhi: Sage Publications.
- Tester, Keith. 2004. *The Social Thought of Zygmunt Bauman*, Hampshire/New York: Palgrave Macmillan.
- Turner, Bryan S. 2006. *The Cambridge Dictionary of Sociology*, Cambridge University Press, Cambridge.

COURSE NO.
SOC-454

COURSE TITLE
RURAL SOCIOLOGY (core)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The students would get to know about different ways of classification of village, rural social structure. The course would also help students in understanding rural power structures and various social processes, institutions, structures in rural societies in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts of Rural society.
Unit-II	LO2	Explain the development of village studies in India and the theoretical, methodological Perspectives to study villages.
Unit-III	LO3	Describe rural social structure and challenges posed by introduction of new technological interventions in agriculture, globalization, commercialization, farmers' movements.
Unit-IV	LO4	Provide an understanding of politics and power structure of rural society by analyzing rural social system, role of Panchayati raj institutions.
Unit-V	LO5	Understand the strategies of rural development and emerging issues and challenges of rural society and beyond in the contemporary times.

Methods of instructions: Lectures and assignments

Evaluation: a mid-semester exam; a book/article review and end semester exam. This paper is divided into four units. The total hours of teaching are mentioned at the beginning of each unit.

Course outline:

Unit I: (7 lectures)

Basic Concepts: Rural society, urban society, rural-urban continuum, Rurbanism

Unit II: (10 lectures)

Village Studies in India

- a) Historical Development
- b) ii) Theoretical and Methodological Perspectives

Unit III: Agriculture and Social Structure (13 lectures)

- a) Classification of Peasants
- b) Agrarian Class Structure, Mode of Production
- c) Land reform, common property resources, and green revolution
- d) Irrigation: political economic dimensions
- e) New Technology, commercialization of agriculture, Agrarian Reforms and Globalization
- f) Farm distress and Farmer's movement

Unit IV: Politics and Power Structure (10 lectures)

- a) Rural Social System – Emergence of social differentiation, occupational specialization / division of labor
- b) Social Dimension: Family, Caste, Class, Gender Relations
- c) Leadership Pattern and the Power Structure
- d) Panchayati Raj and the Devolution of Power
- e) Empowerment of Women and Weaker Sections
- f) Politics and Conflict

Unit V: Rural Development (20 lectures)

- a) Policies and Programmes: Bank and Cooperatives, microfinance Industries, handicraft, self-help group, Artisans
- b) Changing Concerns and Strategies: poverty, migration, culture and marginalization (bonded labor, landless labor, tenants, sharecropping) Food Security, Droughts, and other Calamities.
- c) Emerging Issues and Challenges: amenities and constraints – food and nutrition, health and hygiene, education, unemployment, etc.
- d) Consequences of change in rural and urban India

Readings:

Abraham, Francis M. (1974) Dynamics of Leadership in Village India. Allahabad

Asthana M D and Pedro Madrano (ed) (2001). Towards Hunger Free India: Agenda and Imperatives. New Delhi: Manohar.

Atal Yogesh& Rajesh Misra (eds). 2004. Understanding the Social Sphere: The Village and Beyond. Jaipur: Rawat.

Barbara Harriss-White (2004). India's Socially Regulated Economy. The Indian Journal of Labour Economics, 47(1): 49-68.

Bergmann, Theodar., (1984) Agrarian Reform in India. New Delhi: Agricole.

Beteille, Andre., (1974) Studies in Agrarian Social Structure. Delhi: OUP.

Beteille, Andre. (1979). Caste, Class and Power. Berkley: University of California Press.

Bhalla Alok and Peter J Bumke (eds) (1992). Images of Rural India in the Twentieth Century. New Delhi: Sage.

Bhaumik, Shankar Kumar (1993) Tenancy Relations and Agrarian Development. New Delhi: Sage.

Bose, Pradip Kumar (1984). Classes in a Rural society. New Delhi: Ajanta.

Breman Jan, Peter Kloos and AshwaniSaith (1997) The Village in Asia Revisited. Delhi: OUP.

- Chakraborty K and S K Bhattacharya. (1993) Leadership, Factions and Panchayati Raj. Jaipur: Rawat.
- Chakraborty, Anand (2001). Social Power and Everyday Class Relations: Agrarian Transformation in North Bihar. New Delhi: Sage.
- Chambers Robert. (1983). Rural Development. New York: Longman Comp.
- Chattopadhyay Manobendu (1985) Conditions of Labor in Indian Agriculture. Calcutta: K.P. Bagchi.
- Chittambar J.B. (1975) Introductory Rural Sociology. New Delhi: Wiley Eastern.
- Daniel Thorner (1966). The Theory of Peasant Economy, In D Thorner et al (ed) A.V Chayanov.s Theory of Peasant Economy, New Delhi: OUP.
- Dasgupta Biplab. (1977). Agrarian Change and the New Technology in India. Geneva. Desai A R (ed) (1977) Rural Sociology in India. Bombay: Popular.
- Dhadave M.S. et.al. (eds) (1996) Rural Studies in India. Jaipur: Rawat.
- Doshi S L and P C Jain.(1999) Rural Sociology. Jaipur: Rawat.
- Frankel F (1971). India's Green Revolution, Bombay: OUP, pp.3-46, 191-215.
- Gupta Dipankar (2005). Whither the Indian Village .Culture and Agriculture in Rural India.EPW, XL(8), Feb 19.pp. 751-8.
- Haque T and A S Sirohi. (1986) Agrarian Reforms and Institutional Changes in India. New Delhi: Concept.
- Harriss White, Barbara and S Janakarajan (1997).From Green Revolution to Rural Industrial Revolution in South India.*Economic and Political Weekly*, 32(25):1469-1477.
- Jean Dreze (2004). Democracy and Right to Food. EPW, Vol.39, No.17, pp. 1723-31.
- Jens Lerche (2013). The Agrarian Question in Neoliberal India: Agrarian Transition Bypassed? *Journal of Agrarian Change*, Vol.13, No.3, July.
- Jha Hetukar (1991). Social Structures of Indian Villages. New Delhi: Sage.
- John Harris. (1982) Green Revolution. In Harriss J (ed) Rural Development Hutchinson, London.
- John Macdougall (1980). Two Models of Power in Contemporary rural India. Contributions to Indian Sociology (N.S), Vol.14, No.1, pp.77-94.
- Joshi P C (ed) (1987). Institutional Aspects of Agricultural Development. New Delhi: Allied.
- Joshi P C (1975) Land Reforms in India. Bombay: Allied.

- Kolenda Pauline (1983) *Caste, Cult and Hierarchy*. Meerut : Folklore Institute. Pp.6-67.
- Lieten G K . (1992) *Continuity and Change in Rural West Bengal*. New Delhi: Sage.
- Lieten G K (2003). *Power, Politics and Rural Development: Essays on India*. New Delhi: Manohar.
- Lieten, G K. (1996). *Development, Devolution and Democracy: The Village Discourse in West Bengal*. New Delhi: Sage.
- Madan G R and Tara Madan (1983). *Village Development in India: A Sociological Approach*. New Delhi: Allied.
- MadanVandana (ed). (2004) *The Village in India*. New Delhi: OUP.
- Maheswari S R. (1985). *Rural Development in India*. New Delhi: Sage.
- Mathur Y B. (1985). *Rural Development in India: 1885 – 1985*. Hyderabad: NIRD.
- Mearns Robin (2000). *Access to Land in Rural India: Policy Issues and Options*.
- Mencher John. P (1978). *Agriculture and Social Structure in Tamil Nadu*. Bombay: Allied.
- Mohanty, Bibhuti Bhusan. (2016). "Agrarian Transition: From Classic to Current Debates." In *Critical Perspectives on Agrarian Transition: India in the Global Debate*, edited by Bibhuti Bhusan Mohanty, 1–40. Rutledge.
- Natar U R and Ambika Chaudhury (eds). (1995). *Sociology and Rural Development*. Jaipur: Rawat.
- Newby H (1980) .Trend Report : Rural Sociology.Current Sociology, 78 (Spring). pp.5-10, 23-30; 36-53; 76-93.
- Pathan S N (1987). *Land Reforms and Change in Rural Society*. Allahabad: Chaugh Publications.
- PatnaikUtsa (1987). *Peasant Class Differentiation*. Delhi: OUP.
- Rogaly Ben et.al. (1999). *Sonar Bangla*. New Delhi: Sage.
- Sahay G R. (2001). *Village Studies in India*. Jaipur: Rawat.
- Sen A.K. (1981). *Poverty and Famines: An Essay on Entitlement and Deprivation*. OUP.
- Sengupta Nirmal (1991). *Managing Common Property: Irrigation in India and the Phillipines*. New Delhi: Sage.
- Shah A M (ed) 2007. *The Grass-Roots of Democracy*. New Delhi: Permanent Black.

Shah Ghanshyam, Mander, Thorat, etl (2006) Untouchability in Rural India , Sage Publications

Shanin T (1987) Peasants and Peasant Societies. pp.1-11, 176-184; 331-337; 447-475.

Sharma K L. (1997). Rural Society in India. Jaipur: Rawat.

Singh Katar. (1999). Rural Development: Principles, Policies and Management. New Delhi: Sage

Srinivas M N (1987). The Dominant Caste and Other Essays. Delhi: OUP.

Thakur, Manish. (2014). Indian Village: A Conceptual History. Rawat Publishers.

Thekkamalai S S (1983). Rural Development and Social Change in India. Delhi: D K Publishers

Thorner Alice (1982) .Semi-Feudalism or Capitalism., EPW, December, pp.1961-8, 1993-9, 2061-6.

Zaid S M Iqbal Anis. (1988) Politics, Power and Leadership in Rural India. New Delhi: Commonwealth.

COURSE NO
SOC 472

COURSE TITLE
POLITICAL SOCIOLOGY (optional)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> Political Sociology offers and understanding of the interplay between society and polity; It lies at the intersection of political science and sociology. As a branch of Sociology, it concerns with the understanding of political structures in their social context and dimensions, distribution of power in a society. This paper covers the definition, origin, scope and development of Political Sociology; the major theoretical approaches and topics that are critical to the understanding of socio-political phenomena; the interface between politics and society, and social movements in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts that are fundamental to political Sociology
Unit-II	LO2	Explain the various theoretical approaches that are integral to political sociology
Unit-III	LO3	Understand the intimate connections between Indian society and polity
Unit-IV	LO4	Explain the various socio-political movements in India

Note: LO- Learning Outcome

Evaluation:

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit 1. Introduction to Political Sociology 15 Hrs

- (a) Definition, Origin and Scope of Political Sociology
- (b) Relationship between Society and Polity
- (c) Basic Concepts: Power and Authority; Nation, State, Citizenship; Democracy, Political Party, Civil Society; Ethnicity, Nationalism, Civic Nationalism

Unit 2: Approaches to Political Sociology 15 Hrs

- (a) Marxian Approach
- (b) Weberian Approach
- (c) Elite Theories: Pareto, Mosca, R. Michels, C.W. Mills
- (d) Feminist Theories
- (e) Foucauldian

Unit 3: Society and Polity in India 10 Hrs

- (a) State and Nation building in India
- (b) Politics of Caste, Ethnicity, Religion, Region, Language
- (c) Secularism, Multi-culturalism, Majoritarianism and Minoritarianism

Unit-4. Socio-Political Movements and Politics in India 20 Hrs

- (a) Political Socialization, Protests and Social Movements
- (b) Party System and Electoral Process
- (c) Pressure Groups and Interest Groups
- (d) Agrarian Movements, Working Class Politics, Language Movement
- (e) Dalit and Backward Class Movements
- (f) Women, Human Rights and Environmental Movements

Reading List:

Anderson, B. (1983). *Imagined Communities*. London: Verso

Baruah, S. (2010). Regionalism and Secessionism. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 12

Baxi, U. (2002). Notes on Holocaust Politics. *Seminar*. Issue no.513

Basu, A. (2010). Gender and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 11

Bottomore, T. (1993). *Political Sociology* (second edition). London: Pluto Press.

Chatterjee, P. (2010). "The state". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (chapter 1)

Drake, Michael. (2010). *Political Sociology for a Globalized World*. U.S.A: Polity Press.

Collins, R. (1968). A Comparative Approach to Political Sociology. In Reinhard B. et al (ed.): *State and Society*. Boston: Little Brown

Davis, N. Y. (1997). *Gender and Nation*. Thousand Oaks: Sage

Dreyfus, H. L. and Rabinow, P. (1982). *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: Chicago University Press.

Gellner, E. (1983). *Nations and nationalism*. Oxford: Blackwell Publishing.

Gramsci, A. (1992). *Prison Notebooks*. Columbia: Columbia University Press

Gupta, D. (1995). *Political Sociology in India: Contemporary trends*. Hyderabad: Orient Longman

Habermas, J. (1992). *The Structural Transformation of Public Sphere*. Cambridge: The MIT Press

Hariss, J. (2010). Class and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP (Chapter 9)

- Hasan, H. (ed.) (2004). *Parties and party politics in India*. Oxford: OUP
- Jaffrelot, C. (2010). "Majoritarian Politics". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (Chapter 14)
- Jodhka, S. (2010). Caste and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 10
- Kothari, R. and Manor, J (1970) (Ed). *Caste in Indian Politics*. Hyderabad: Orient Longman
- Marshall, T. H. (1977). *Class, Citizenship and Social Development*. Chicago: Chicago University Press
- Mills, C. R. (1956). *The Power Elite*. Oxford: Oxford University Press
- Narain, A. (2008), "That Despicable Specimen of Humanity: Policing of Homosexuality in India". In Kalpana K. and Ranabir S. (Ed). *Challenging the rules of law*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Nash, K. (2010). *Contemporary political sociology*. West Sussex: Wiley Blackwell
- Pareto, V. (1968). *The rise and Fall of Elites: An application of theoretical sociology*. New Jersey: The Bedminister Press Inc
- Roy, A. (2008). Citizenship. In Rajeev Bhargabha (ed). *What is political theory and why do we need it*. Delhi: Pearson Longman
- Scott, J. S. (1998). *Seeing like a state*. Connecticut: Yale University Press
- Sreedharan, E. (2010). "The party system". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 9
- Weber, M. (2004) *The Vocation Lectures*. David O and Tracy B S. (Ed.) (chapter on Politics as vocation). Indianapolis: Hackett Publishing Company.
- Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology*. Volume I, Berkley: University of California Press. (Chapter III, The Types of Legitimate Domination, pp. 212-254)

COURSE NO.	COURSE TITLE	CREDIT
SOC-473	INTRODUCTION TO HUMAN RIGHTS(Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The importance of the idea of human rights and their centrality in the aspirations of humankind for building a more humane world has become a fact of life and is impossible to ignore. Given the context, the imparting of knowledge on human rights and duties has become central to the efforts towards fostering a rights-conscious society. The objective of this paper is to introduce the students to the basic concepts of human rights, major theoretical foundations of rights, and the institutional mechanisms through which human rights are protected and promoted – both at the national and international domains. The course also introduces students to the various human rights provisions contained in Indian constitution and the major human rights issues in India, such as the rights of the disadvantage and vulnerable sections of the Indian society. The nature, issues and concerns, and the trajectories of the human rights movements in India are also introduced.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the concept of human rights, its historical evolution, and various generations/types of human rights
Unit-II	LO2	Explain the different theoretical approaches to the understanding of human rights
Unit-III	LO3	Explain the institutional context wherein human rights are protected and promoted at the international level, including the UN system
Unit-IV	LO4	Delineate the human rights provisions in Indian constitution and the institutional arrangements for protecting and promoting human rights in the Indian context

Note: LO- Learning Outcome

Evaluation:

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit-1 Human Rights-Conceptual Terrain – 15 Hours

- Meaning, Nature, and Definition of Rights
- Historical Evolution of the Concept of Rights
- Notion of Positive and Negative Rights
- Notion of Civil and Democratic Rights
- Three Generations of Rights (Civil and Political Rights; Economic, Social and Cultural Rights; and Collective/ Solidarity Rights)
- The co-relation between rights and duties
- Challenges to Universality of Human Rights

Unit 2 Theories of Human Rights- 15 Hours

- Natural Rights Theory
- Positivist/Legal Theory
- Marxian Theory
- Utilitarian Approach
- Sociological Theory of Rights

Unit 3 International Human Rights System – 15 Hours

- Overview of UN Human Rights Systems
- Human Rights Provisions of UN Charter 1945
- The International Bill of Human Rights (UDHR, ICCPR and the ICESCR)
- Other International Conventions
- Human Rights Monitoring Bodies (Charter based bodies and Treaty-based bodies)
- Shadow Reporting to UN Treaty Bodies
- NGOs and the International Human Rights Movements

Unit 4 Human Rights and Duties in India – 15 Hours

- Indian Constitution and Human Rights
- Fundamental Rights, Duties and Directive Principles of State Policy
- Rights of Marginal/Vulnerable Groups
- Institutional Arrangements for Human Rights Enforcement
- Human Rights Movements in India

Reading Lists:

1. Allan Gibbard (1984). “Utilitarianism and Human Rights”, *Social Philosophy and Policy*, 1 (2): pp 92-102.
2. John Simmons, *Justification and Legitimacy: Essays on Rights and Obligations* (Cambridge: Cambridge University Press, 2001), 185
3. A.R. Desai, *Violation of Democratic Rights in India*, Vol. 1 (Popular Prakashan Publications; Mumbai, 1986).
4. Arun Ray, *National Human Rights Commission of India: Formation, Functioning, and Future Prospects* (Khama Publishers, New Delhi, 2004).
5. Betty A. Sichel, “Karl Marx and the Rights of Man,” *Philosophy and Phenomenological Research* 32, no. 3 (1972): 355.
6. Bryan Turner (1997) “A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters”, *Sociology*, 31(3): 565-571

7. Bryan S. Turner, "Outline of a Theory of Human Rights," *Sociology*, 27, no. 3 (1993): 492.
8. Bryan Turner (1997) "A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters", *Sociology*, 31(3): 565-571.
9. Charles R. Beitz, *The Idea of Human Rights* (New York: Oxford University Press, 2009), 50.
10. Gideon Sjoberg, Elizabeth A. Gill and Norma Williams, "Sociology of Human Rights," *Social Problems* 48, no. 1 (2001): 18.
11. Ian Brownlie and Goodwin-Gill (eds.), *Basic Documents on Human Rights* (Oxford University Press, 2006).
12. Jeremy Waldron, *Theories of Rights* (Oxford; Oxford University Press, 1984).
13. Jack Donnelly, *Universal Human Rights in Theory and Practice* (Cornell University Press, Ithaca, 2013).
14. Jansuez Symonides (ed.), *Human Rights* (Rawat Publications; Jaipur, 2005)
15. Jack Donnelly, "The social construction of international human rights" in *Human Rights in Global Politics* Tim Dunne and Nicholas J. Wheeler (eds.) (Cambridge University Press, 1999), 71-102.
16. Jack Donnelly, "Human Rights as Natural Rights," *Human Rights Quarterly* 4, no. 3 (1982): 391-405.
17. Jerome J. Shestack, "The Philosophical Foundations of Human Rights," in *Human Rights: Concept and Standards*, ed. Janusz Symonides (New Delhi: Rawat Publications, 2002), 37-38
18. Jhon K. Thomas, *Human Rights of Tribals* (Delhi: Isha Books, 2005)
19. John Rawls, *Law of the People* (Cambridge: Harvard University Press, 2001).
20. Karl Marx, "On the Jewish Question," in *The Marx-Engels Reader*, Robert Tucker (ed), (New York: Norton & Company, 1978), 26 – 46.
21. Ken Booth, "Three Tyrannies" in *Human Rights in Global Politics*, Tim Dunne and Nicholas J. Wheeler eds. (Cambridge University Press; Cambridge, 1999), 31-70
22. Malcolm Waters (1996) "Human Rights and the Universalization of Interests", *Sociology*, 30(3): 593-600
23. Michael Freeman, *Human Rights: An Interdisciplinary Approach* (Polity Press, Oxford: Polity, 2002).
24. M. R. Ishay, *The History of Human Rights* (Orient Longman, New Delhi, 2004)

25. Munmun Jha, India from Indira Gandhi's Emergency, In Encyclopedia of Human Rights, edited by David P. Forsythe (New York: Oxford University Press, Volume 3, 2009, 5-16).
26. Munmun Jha, "Nehru and Civil Liberties in India," *International Journal of Human Rights*, Volume 7, Number 3, 2003, pp. 103-115
27. Nirmal, Chiranjivi J, Human Rights in India: Historical, Social and Political Perspective (Oxford University Press, 2006)
28. Philip Alston (ed.), *The United Nations and Human Rights* (Clarendon Press, Oxford, 1996).
29. Upendra Baxi, *Future of Human Rights* (Oxford University Press, New Delhi, 2002).
30. P. L. Mehta and Neena Verma, *Human Rights Under the Indian Constitution* (Deep and Deep Publications, New Delhi, 1995)
31. Ronald Dworkin, *Taking Rights Seriously* (London: Duckworth, 1978).
32. R. Ganga, Children's Rights as basic Human Rights, New Delhi: Reference Press, 2007.
33. Smitu Kothari, "The Human Rights Movement in India: A Critical Overview," in *Rethinking Human Rights: Challenges for Theory and Action*, ed. Smitu Kothari and Harsh Sethi (New Delhi; New Horizon Press, 1991), 85.
34. S. Sri Krishna, Dalit and Human Rights (New Delhi: Serial Pub., 2007)
35. South Asia Human Rights Documentation Centre, *Introducing Human Rights* (Oxford University Press; New Delhi, 2010).
36. V.V. Devasia, Women, Social Justice and Human Rights (New Delhi: APH Publishing Corporation, 2009)
37. Will Kymlicka (Eds), Rights of Minority Cultures (Oxford: Clarendon Press, 1995).

**SEMESTER III
COURSES**

COURSE NO	COURSE TITLE	CREDIT
SOC 501	Social Stratification and Mobility (CORE)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objectives:</i> As a compulsory course in Sociology, the objective is to familiarize the student with both theoretical formulations and empirical studies undertaken by sociologists & anthropologists - classical and contemporary on the theme of stratification and mobility in advanced societies and in India.		
Learning Outcomes:		
Unit I	LO1	The course on stratification and mobility gives a comprehensive understanding of different kinds of social systems generating social measures of social statuses and roles in the society. The course would mainly equip students to conceptualize the nature of ranking measures, hierarchies, merit, inequalities, differentiation, etc., to understand the structuring of the society and the changes in it.
Unit II	LO2	This unit helps students to understand the conceptualizations of social stratification in advanced societies.
Unit III	LO3	This unit helps students to understand the conceptualizations of social stratification in India
Unit IV	LO4	This unit helps students to understand the conceptualizations of social stratification in Tribal societies.
Unit V	LO5	This unit helps students to understand the conceptualizations of social stratification to understand limits to social mobility in various social contexts.

Didactics: Class room lectures

Evaluation: Mid-term test -20%; book reviews/ assignments 20%; Class participation - 10%; Semester end exam: 50 percent

Unit 1:: Total lectures 14

- **Perspectives on Social Stratification**
 - Functionalist
 - Marxian
 - Weberian
 - Elite
 - Gender
 - Race

Unit 2.: Total lectures: 6

Stratification in Advanced Societies

- a) Nature of Stratification in North America and Western Europe;
- b) Caste in other countries

Unit 3.: Caste: 14 lectures

Social Stratification in India -1

- a) Caste and Hierarchy; Caste and Inequalities exclusion and untouchability; Caste and its Critiques
- b) Caste in non-Hindu religions
- c) Feminist perspectives of Stratification: Patriarchy and the Subordination of Women; The Family as a Site of Inequality; Gender, Work, and Entitlement; The Community, the State and Patriarchy

Unit 4.: Total lectures: 14

Social Stratification in India -2

- a) Stratification in Tribal society
- b) Class stratification in India: Labour and the informal sector; the middle class – changing profile
- c) Ethnicity in India

Unit 5.: Total Lectures – 12

Social Mobility and Change

- Concept of Social Mobility and Change, Difference between Social Mobility and Change; Unit and Direction of Social Mobility; Limit of Social Mobility :
- Types of mobility: inter-generational and intra-generational mobility; horizontal and vertical mobility; Cultural mobility - sanskritization and westernization
- Social Movements and change – Dalit movements; Tribal movements;

Essential Readings:

- Bhatt, Ela. (2006). *We are poor but so many*. Oxford University Press.
- Bhowmik, Sharit. (2012). *Industry, Labour and Soceity*. Orient Blackswan
- Bottomore, Tom B. (1965). *Elites and Society*. Basic Books. New York.
- Breman, Jan (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge University Press.
- Chakravarti, Uma (1993). Conceptualising Brahmanical patriarchy in early India: Gender, caste, class and state. *Economic and Political Weekly* 28:579-585.
- Chakravarti, Uma (2003). *Gendering Caste Through a Feminist Lens*. Calcutta: Stree

- Crompton, Rosemary. (1993). *Class and Stratification An Introduction to Current Debates*. London:Polity Press.
- Davis, Kingsley and Wilbert E. Moore. (1991). Some Principles of Stratification: The Functionalist Position. In Dipankar Gupta [ed]. *Social Stratification*. Delhi: Oxford University Press.
- Gupta, Dipankar. (1991). *Social Stratification*. New Delhi: Oxford University Press.
- Jefferlot, C. (2000). The Rise of the Other Backward Classes in the Hindi Belt. *The Journal of Asian Studies*, 59(1), pp.86-108.
- Jaffrelot, Christophe. (2003) *India's silent revolution: The rise of the lower castes in north India*, London:Hurst & company.
- Jaffrelot, Christophe. (2009). *Dr. Ambedkar's Strategies against Untouchability and the Caste System*. Working Paper Series Volume III, No. 4. New Delhi: Indian Institute of Dalit Studies.
- Khanam, Azra. (2013). *Muslim Backward Classes: A Sociological Perspective*, New Delhi: Sage Publications.
- Phule, Jyotirao. (1873). *Slavery*
- Rege, Sharmila. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Delhi: Navayana
- Rodrigues, Valerian. 2004. *The Essential Writings of B.R. Ambedkar*. : New Delhi: Oxford University Press
- Rossides, Daniel. (1997), *Social Stratification - The Interplay of Class, Race, and Gender*. New Jersey, Prentice- Hall.
- Shah, Ghanshyam. (2004). *Social Movements in India*. Sage.
- Singh, Yogendra .(1999). *Social Stratification and Change in India*. New Delhi: Manohar
- Srinivas, M.N. (1966). *Social Change in Modern India*. University of California Press
- Tumin, Melvin M. (1953). Some Principles of Stratification: A Critical Analysis. *American Sociological Review*. 18(4):387-394
- Verma, Pavan (2007). *The Great Indian Middle Class*. Penguin.
- Walby, Sylvia. (1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell
- Weber, Max. (1958). Class, Status and Party in Gerth, HH and C Wright Mills (ed) *From Max Weber: Essays in Sociology*. (pp.180-195). New York. Oxford University Press.
- Xaxa, V. (2008). *State, Society and Tribes*. Pearson Longman.

Additional Readings:

- Appadurai, A. (1988). "Putting hierarchy in its place." *Cultural Anthropology* 3:36-49.
- Barber, Bernard and Alex, Inkeles (1971). *Stability and Social Change*. Little Brown and Company.
- Bhowmik, Sharit. (2009). *Street Vendors in the Global Urban Economy*. Routledge
- Crompton, Rosemary (1993) *The New Politics of Class Social Movements and Cultural Dynamics in Advanced Societies*. Sage.
- Damle, Y.B. (1968) Reference Group Theory with Regard to Mobility Castes in James Silverberg (ed.) *Social Mobility in the Caste System in India* . The Hague: Mouton.
- Lipset S.N. (1959) *Social Mobility in Industrial Society*,. California University Press
- Marx, Karl. (2001). Alienation and Social Class. In Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*. Colorado:Westview Press.
- Mills, C Wright. (1956). *The Power Elite*. New York. Oxford University Press.
- Misra, BB. (1961). *The Indian Middle Classes*. Oxford University Press.
- Parkin Frank. (2001). Marxism and Class Theory: A bourgeois Critique in Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*.(pp.162-177) .Colorado. Westview Press.
- Ram, Nandu (1988) *The Mobile Scheduled Caste: Rise of a New Middle Class*. Delhi: Hindustan Publishing House Corporation
- Rege, Sharmila. (2006). *Writing Caste/Writing Gender: Reading Dalit Women's Testimonios*, Zubaan: New Delhi: Zubaan
- Sharma, K. L. (1997). *Social Stratification in India Issues and Themes*. New Delhi: Sage.
- Silverberg, James (ed.) (1968). *Social Mobility in the Caste System in India*. The Hague: Mouton
- Singer, Milton and B.S. Cohn (1968). *Structure and Change in India Society*, Chicago: Publishing Company
- Srinivas, M.N. (1996). *Caste: Its Twentieth Century Avatar*. New Delhi: Viking
- Washbrook, D. (1990). South Asia, the World System, and World Capitalism. *The Journal of Asian Studies* 49:479-508.
- Wright, Erik Olin. (1994). *Interrogating Inequality Essays on Class Analysis, Socialism and Marxism*. London, Verso. Chapter 1.
- Wright, Erik Olin.(2002). *Class Counts*. Cambridge University Press

Course No.
SOC 503

Course Title
Sociology of Development (Core)

Credit
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would give an understanding of development in sociological literature. The first unit examines the emergence of the concept of development and distinguishes it from other related concepts. The next three units examines the conceptualizing and theorizing of development in sociology from different perspectives in reference to different socio-historical, economic and political settings. The last two units analyses the different deliberations on development in Indian context and concludes with the understanding of contemporary issues in the field of development in Indian context.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of development in its historical context and the various conceptual perspectives on development
Unit-II	LO2	Explain the various theoretical approaches to the understanding of development
Unit-III	LO3	Explain the arguments of post-development theories
Unit-IV	LO4	Understand the debates concerning development in India with particular reference to the ideas of Nehru, Gandhi and Ambedkar. It will also help in critical interrogation of the disparity in development by looking at the situation of the marginalised social groups.
Unit-V	LO5	Articulate the different facets of globalisation and its encounter with diverse social groups

Note: LO- Learning Outcome

Evaluation:

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit 1. Introduction (Total Lectures: 10)

(a) Historical background of the idea of development - End of colonialism; rise of nationalism in the Third World societies and the desire for development.

(b) Conceptual Perspectives on Development: Economic growth, Human development, Social development, Sustainable development

Unit 2. Theories of development (Total Lectures: 14)

(a) Modernisation Theory (b) Failure of modernization approach; Critiques of Modernization (c) Socialist theories; (d) Dependency Theory and its Critiques (e) Limits to Growth thesis

Unit 3: Post- Development theories – Development as a Discourse (Total Lectures: 10)

Unit 4. India' Development Debate (Total Lectures: 14)

(a) Nehru, Gandhi, Ambedkar; (b) New Economic Policies – Disparities in development – Caste, Class, Tribe, Gender, Religion, Region, Minorities (c) Feminist perspectives of development

Unit 5. Globalisation and Social Exclusion (Total Lectures: 12)

Social exclusionary processes in the era of Globalization in India - Minorities, Development of the marginals, perspectives and challenges

Essential Readings:

- Alavi, H. and T. Shanin. (1982). *Introduction to the Sociology of Developing Societies*, Macmillan.
- Chalam, K. S. 2011. *Economic Reforms and Social Exclusion: Impact of Liberalization on Marginalized Groups in India*. New Delhi: Sage Publications (Chs.: 3, 5, 6, 7 & 8)
- Desai, A.R.: (1971): *Essays on Modernisation of Underdeveloped Societies*. Bombay:Thacker and Company Ltd, Vol I and II
- Eade D. &Ligteringen E. (2006). *Debating Development – NGOs and the Future*. Jaipur: Rawat Publications
- Escobar, Arturo. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Esteva, Gustavo (1997) Development in Sachs, Wolfgang (ed.) *The Development Dictionary*, Hyderabad: Orient Longman.
- Frank, Andre Gunder (1971). *Capitalism and Underdevelopment in Latin America*. Penguin Books.
- Gandhi, MK :*On Trusteeship*
- Harcourt, Wendy. (2009) *Body Politics in Development*. Zed
- Inkeles, Alex .(1976). A Model of the Modern Man: Theoretical and Methodological Issues in Black, C.E. ed., *Comparative Modernisation*, The Free Press
- Kothari, Rajni: (1964): The Meaning of Jawaharlal Nehru. *The Economic Weekly*, Special Number July
- Latouche, Serge. (2009). *Farewell to Growth*. Cambridge: Polity press.
- Lerner, D. (1964). *The Passing of Traditional Society*
- Meadows, Donella H. et al (1974). *The Limits of Growth*, Pan Books
- Nathan, Dev and Virginius Xaxa (eds). 2014. *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press (Chs.: Introduction, 2, 18 & 19)
- Mohanty, C. T.. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12/13, 333–358. <http://doi.org/10.2307/302821>
- Pieterse, Jan Nederveen (2001). *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications.
- Preston, P. W. (1996). *Development Theory An Introduction*. Oxford: Blackwell

Publishers

- Rahnema, Majid and Bawtree, Victoria (eds.) (1997). *The Post-Development Reader*. London: Zed Books.
- Rahnema, Majid (1997): Participation. in Sachs, Wolfgang (ed). *The Development Dictionary*. Hyderabad: Orient Longman.
- Sachs, Wolfgang (ed.). (1997). *The Development Dictionary* Hyderabad: Orient Longman.
- Schumacher, E.F. (1977). *Small is Beautiful*. New Delhi: Radha Krishna
- Singha Roy, Debal K (ed), (2001), *Social Development and the Empowerment of Marginalized Groups*, Sage Publications, New Delhi
- Thorat S.K., (1998), *Ambedkar's Role in Economic Planning and Water Policy*, Shipra Publications, Delhi
- Wallerstein Immanuel, (1983), *Historical Capitalism*, Verso, London.

Additional Readings:

- Alexander, KC. (1994). *The Process of Development of Societies*, New Delhi: Sage.
- Blomstrons, M. and B. Hettne (1984). *Development Theory in Transition*. London: Zed
- Cooke, Bill and Uma Kothari (eds). 2001. *Participation: The New Tyranny?*, London: Zed Books.
- Dantwala, ML. (1964). Economic Ideology of Jawaharlal Nehru. *The Economic Weekly*. Special Number, July.
- Dreze Jean and SenAmartya, (2002). *India Development and Participation*. New Delhi: Oxford University Press.
- Freire, Paulo. (1996). *Pedagogy of the Oppressed*. Penguin Books.
- Hicky, Samuel and Giles Mohan (eds).(2004). *Participation: From Tyranny to Transformation?*, London: Zed Books.
- Illich, Ivan (1977). *Toward a History of Needs*. Bantam
- Moore, W. (1978). *Social Change*
- Rist, Gilbert.(2008). *The History of Development*. Zed Books
- Schuurman, Frans J. (2001) *Globalization and Development Studies*, New Delhi: Vistaar Publications
- Tipps, D.C. (1976) in Black ed. C.E. (ed.), *Comparative Modernisation*, The Free Press
- _____(1973): "Modernization theory and Comparative Study of Societies – A Critical Perspective" in *Comparative Studies in Society and History*. Vol 15, No. 2. Cambridge University Press.pp. 199-226

Course No.

Course Title

Credit

SOC- 504

Indian Society-II (Core)

4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Objectives of the Course:</i> This paper would introduce students to contemporary social processes in India. This would give a view of the interplay/intersectionality of structural/systemic aspects of society that are in operation. While we study the dynamics of social processes, it would also give the view of shaping/reshaping of the society. Debates on Reservations, Secularism, Communalism, Nationalism, etc., would demonstrate the manifestations of various structural/systemic aspects of Indian Society. Though the course would grapple with conceptualizations of various social processes but the emphasis is on to get a view of the inter-wovenness/intertwined structural/systemic complexities.		
Learning Outcomes: The course expands the sociological imagination of the students to understand and study the social processes at work shaping/reshaping Indian society. Students would be in a position to conceptualize the contingencies of the present social world. Students would be equipped to systematically understand the society which is drawn into the processes engendered by the constitutional processes to make/remake the society. Beyond the constitutional aspects, students' imagination is also drawn to understand systematically the nature of dynamics of politics, law, economy and social movements which are significant in the way social life responds to the processes		
Unit I	LO1	This unit helps students to understand the conceptualizations nationalism and the associated contestations
Unit 2	LO2	This unit helps students to understand the conceptualizations of Communalisms and the associated contestations.
Unit 3	LO3	This unit helps students to understand the conceptualizations of Secularism and problems of its realization in India.
Unit 4	LO4	This unit helps students to understand the conceptualizations of affirmative action to various social categories.
Unit 5	LO5	This unit helps students to understand the role of contemporary social movements in shaping the Indian society.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).
- and the End Semester final examination (50 percent marks).

Unit I: Nationalism (15 hours)

- Conceptualization of Nationalism; Sociology of Nationalism
- Historical and Social Preconditioning of Nationalism in India
 - Emergence of Anti-Colonial Nationalism and its Social conditioning
 - Emergence of Cultural and Political Nationalisms
 - Interplay of Economic and Political Nationalisms
 - Interplay of Cultural and Political-Communal Nationalisms

Unit II: Communalism (10 Hours)

- Conceptualizations of communalism
- Colonial conditioning and Discourses of Communalism
- Nationalist Discourses on Communalisms and Debates on Representations
- Marxist Perspective, Constructivist Perspective, Anti-Modernist.

Unit III: Secularism (10 Hours)

- What is Secularism?
- Secularism in Indian Context
 - Secularization of Society and Crisis of Secularism
 - Reactions to ideology of Secularism
 - Secularism and Minorities' Life-world and Rights

Unit IV: Reservation Policies for SC, ST, BC, Gender and Minorities (10 Hours)

- Historical background of the debates on 'Representation' and 'Reservation'
- Reservation Policies in the Post-Independence Period
- Debates on Social Justice
- State and Social Justice
- Debates on Minority issues and Justice
- Contemporary Social Movements

Unit V: Dalit Ideology, Tribal Issues and Institutionalization of OBCs (15 Hours)

- Struggles against Caste system and the conceptions of Emancipation/Liberation
- Forms of Atrocities and Discrimination
- Evolving reactions against Anti-Caste struggles
- Policies for Tribal Development
- Dispossession and the Tribal Life-World
- Reservation for OBCs in the institutions and business of State/Government
- Contemporary Social Movements

Essential Readings:

Agrwaal, Ashok. et. al. (eds.) (2009). Justice and Law: The Limits of the Deliverables of Law, New Delhi: Sage Publications.

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- Bhargava, R. (Ed.) (1998). *Secularism and Its Critics*. Delhi: OUP
- Bidwai, P, Mukhia, H., Vanaik, A. (Eds.). (1996). *Religion, Religiosity and Communalism*. New Delhi: Manohar.
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- Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*, New Delhi: OUP.
- Gellner, Ernest. (1983). *Nations and Nationalism*. Oxford: Basil Blackwell.

- Gupta, D. (2002). Limits of Tolerance-Prospects of Secularism in India after Gujarat, No. 3, *EPW* November 16, 2002.
- Guru, G. (2000). Dalits: Reflections on the Search for Inclusion, Peter R. D.(Ed.) *Contemporary India- Transitions*, New Delhi: Sage Publication.
- Guru, G. et. al. (2000). *The Cracked Mirror: An Indian Debate on Experience and Theory*, New Delhi: OUP.
- (ed.) (2009). *Humiliation: Claims and Context*, New Delhi: OUP.
- Hansen, T. B. (1999). *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton/New Jersey: Princeton University Press.
- Hasan, M. (1979). *Nationalism and Communal Politics in India*. New Delhi: Manohar Publications.
- Illiaiah. K. (2005). *Why I am not a Hindu*. Calcutta: Samya.
- Jacobson, G. J. (2003). *The Wheel of Law: India's Secularism in Comparative Constitutional Context*. New Delhi: OUP.
- Jaffrelot, Christophe. (2003) India's silent revolution: The rise of the lower castes in north India, London:Hurst & company.
- Jaffrelot, C. (2007). *Hindu Nationalism: A Reader*. Princeton/New Jersey: Princeton University Press.
- Jaffrelot, C. (2005). *Dr. Ambedkar and Untouchability: Analyzing and fighting Caste*. New Delhi: Permanent Black.
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- Ovichegan, Samson K. (2015). Faces of Discrimination in Higher Education in India: Quota policy, social justice and the Dalits, New York/London: Routledge.
- Pai, S. (2001). Dalit Assertion and the Unfinished Democratic Revolution-The BSP in UP. Delhi: Sage Publications.
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- Roohi, Sanam. et. al. (eds.) (2009) Key Texts on Social Justice in India, New Delhi: Sage Publications.
- Singh, K.S. (1985). *Tribal society in India*. New Delhi: Manohar publication. Chapter 9 & 11
The position of the tribal populations in modern India
- Vanaik, A. (1997). *Communalism Contested Religion, Modernity and Secularization*. New Delhi: Vistaar Publications.
- Veer, P. V. D. (2000). *Religious Nationalism Hindus and Muslims in India*. New Delhi: OUP.

Verma, H. S. (ed.) (2005). *The OBCs and the ruling classes in India*, Jaipur: Rawat Publications.

Wilkinson, S. I. (2005). *Votes and Violence: Electoral Competition and Communal Riots in India*. New York: Cambridge University Press.

Xaxa, V. (2005). The Politics of Language, Religion and Identity: Tribes in India, *EPW*, 26 March 2005.

----- (2008) *State, Society, and Tribes: Issues in Post-Colonial India*, New Delhi: Pearson Education India

COURSE NO.

COURSE TITLE COURSE

CREDIT

SOC-521

SOCIOLOGY OF DIASPORA (Optional)

4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would help the students to understand the significance of the diaspora, clarify basic concepts and familiarize with different theories. The historical, social, political and economic context of India diaspora would be examined along with the various approaches to study diaspora. This paper is divided into two sections where the first section deals with the theorisation on diaspora in general and second section deals with the Indian diaspora in particular		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of diaspora and the basic concepts that are fundamental in diaspora studies
Unit-II	LO2	Articulate the historical context of the Indian diasporas – precolonial, colonial and post-colonial period.
Unit-III	LO3	Explain the various perspectives on Indian diaspora
Unit-IV	LO4	Understand the debates and discourses on the issue of Indian diasporas
Unit-V	LO5	Delineate the connection between India and her diasporas – its socio-economic impacts.

Note: LO- Learning Outcome

Aim &Outcome:

Didactics: Lectures and assignments

Evaluation: a mid-semester exam: 20%; a book/article review 20%, end semester exam 50%. And Class Participation: 10 %

COURSE OUTLINE:

Unit- I Twenty hours

Diaspora as an area and significance of academic study:

Basic concepts – migration and diaspora, transnationalism, multiculturalism, deterritorialisation, Hybridity and creolisation

Theories of Diaspora- Arjun Appadurai, Stuart Hall, Robin Cohen, Paul Gilroy and Saskia Sassen

Unit-II Ten Hours

Historical background of the Indian diaspora: Pre-colonial, colonial and post-colonial,

Pre-colonial: Trade, and spread of religion — Colonial: The indentured system —

Postcolonial

Unit-III Ten Hours

Perspectives on Indian Diaspora: Regional, Religious, Caste and Gender

Unit- IV Ten Hours

Discourses on the Indian diaspora:

Brain drain and skill drain

Colonial — Nationalist — Contemporary and post-colonial

Unit – V Ten Hours

The social construction of the 'other' Indian:

The India connection of the diasporic Indians — The remittance economy and its socio-economic impact — The diasporic Indians: Policy issues

ESSENTIAL READINGS

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- Clarke, C. Ceri, P. and Steven, V. (Eds.). (1990): *South Asians Overseas*. Cambridge: Cambridge University Press.
- Gosine, M. (Ed.). (1994). *The East Indian odyssey: Dilemmas of a Migrant People*. New York: Windsor Press. Sociology 88
- Gilroy, P. (1993). *The Black Atlantic: Modernity and its Double Consciousness*. London: Verso
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- Jain, R. K. (1993). *Indian communities abroad: Themes and literature*. New Delhi: Manohar.
- Jayaram, N. (2004). The Dynamics of Language in Indian Diaspora. In N. J. (Ed.), *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage

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- Jodhka, S. (2009). The Ravidasis of Punjab: Global Contours of Caste and Religious Strife, *Economic and Political Weekly*, 44 (24), 79-85.
- Kannabiran, K. (1998). Mapping Migration, Gender and Culture in Politics in the Indian Diaspora. *Economic and Political Weekly*, 33(41), 53-57.
- Khadria, B. (1990). Migration of Human Capital to United States. *Economic and Political Weekly*. 25 (32) ,1784-1794
- Kumar, V. (2004). Understanding Dalit Diaspora. *Economic and Political Weekly*, 39 (1), 114-116
- Kurian, G. T and Srivastava, R. P. (Eds.). (1983). *Overseas Indians: A study in Adaptation*. New Delhi: Vikas Publishing House.
- Niranjana, T. (1998). Left to the Imagination: Indian Nationalism and Female Sexuality in Trinidad. In Janaki N. and Mary E J. (Ed.). *A Question of Silence: The Sexual Economies of Modern India* (pp-111-138). London: Zed Books.
- Parekh, B. et al. (2003). *Culture and Economy in Indian Diaspora*. New York: Routledge.
- Rutten, M. and Patel, P. J (2007). Contested Family Relations and Government Policy: Linkages between Patel Migrants in Britain and India. In Gisbert O. (Ed.). *Global Indian Diasporas: Exploring Trajectories of Migration and Theory*. Amsterdam: Amsterdam University Press
- *Sociological Bulletin*. (1989). Special No. on “Indians abroad” (Guest ed.: S.L.Sharma) 38 (1).
- Sassen, S. (1998). *Globalisation and its Discontents*, New York: The New Press
- Tinker, H. (1993) (2nd edition). *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920*. London: Hansib Publishing Limited.
- Varadarajan, L. (2010). *The Domestic Abroad: The Diasporas in International Relations*. New Delhi: Oxford University Press.
- Vertovec, S. (ed.). (1991). *Aspects of the South Asian Diaspora*. New Delhi: Oxford University Press.

ADDITIONAL READINGS

- Dabydeen, D. and Brinsley S. (eds.): 1996. *Across the dark waters: Ethnicity and Indian identity in the Caribbean*. London and Basingstoke: Macmillan Education.
- Klass, M. (1991). *Singing with Sai Baba: The politics of revitalization in Trinidad*. Boulder, Colorado: Westview Press.
- Rayaprol, A. (2005). Being American: Learning to be Indian: Gender and Generation in the context of Transnational Migration. In Meenakshi T. (ed). *Transnational Migration and Politics of Identity*, New Delhi: Sage.

COURSE NO	COURSE TITLE	CREDIT
SOC-522	ENTREPRENEURSHIP AND DEVELOPMENT (OPTIONAL)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology/social sciences		
<i>Course Objective:</i> This course will familiarize students with the concepts and theories of entrepreneurship. With the main focus on the perspective that “an entrepreneur as an agent of social change”. It hopes to motivate students to initiate entrepreneurial activities.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Provide a conceptual framework in understanding Entrepreneurship and develop a historical perspective about Indian entrepreneurship.
Unit-II	LO2	Know about theories and approach in understanding entrepreneurship.
Unit-III	LO3	Analyze the relationship of entrepreneurship with other social institutions. Understand the role of different communities such as women, youth and the role of Diaspora in entrepreneurship.
Unit-IV	LO4	Explain the contemporary situation of Entrepreneurship in India and role of the state and other organizational interventions for entrepreneurship development in India.
Unit-V	LO5	Evaluate entrepreneurial performance, by critically analyzing the implementation strategies for handling challenges and getting training in managing new venture.

Didactics: Lectures and assignments

Evaluation: a mid semester exam: 20 %; a book/article review / field exposure: 20%, class participation : 10%, and end semester exam: 50%

Unit-I : Ten Hours

Key Concept of Entrepreneurship:

- A) Enterprise, Entrepreneur and Entrepreneurship
- B) History of Indian entrepreneurship
- C) Characteristics and types of Entrepreneur
- D) New generations of entrepreneurship viz. Social Entrepreneurship, Corporate Entrepreneurship, Rural Entrepreneurship, Agripreneurship, Edupreneurship, Health entrepreneurship, Tourism entrepreneurship, Women entrepreneurship etc.

Unit-II Ten Hours

Theories and Approaches:

- A) Organizational theories: Gandhian, Marxian, Weberian, Neo-Weberian, Durkheim, Karl Polanyi, Parsons, FW Taylor, Herzberg, McGregor, Maslow.
- B) Entrepreneurship Theories: Joseph Schumpeter- Types of Entrepreneurship, and David C. McClelland- Training for Entrepreneurial Motivation

C) Interdisciplinary approach- Sociological, cultural, political, economic, cognitive and behavioural approach

Unit-III : Fifteen Hours

Social Structure and Entrepreneurship

- A) Entrepreneurship and Social Institution: Demography; Family, Economy, Religion, Class, Caste, Race, and Ethnicity and Cluster approach
- B) Community based Entrepreneurship, Cultural Entrepreneurship, Regional Entrepreneurship, International Entrepreneurs: Diaspora and Immigrant Entrepreneurship
- C) Entrepreneurship among Marginal Groups: Scheduled Castes, Scheduled Tribes, Minority and Other Backward Classes
- D) Women Entrepreneurship and Youth Entrepreneurship

Unit-IV : Fifteen Hours

Entrepreneurship in India:

- A) Entrepreneurship Framework / Conditions in India: Market openness, non- market forces, institutions and social network, physical infrastructure, cultural and social norms
- B) Emerging entrepreneurial Ecosystem and Ease of doing business. IPR and Legal Challenges.
Problems of entrepreneurs – Reasons ,Sickness, and Remedies - Incentives and subsidies
- C) State intervention, Organization assistance and Support Institutions for Entrepreneurship Development – Industrial and Development Corporation, SIBDI, MSME, Khadi and village Industries, Industrial park, Special Economic Zone
- D) Emerging Issues: BRICS Nations, ASEAN, Globalisation and entrepreneurship, tradition, culture and entrepreneurship

Unit-V : Ten Hours

Evaluating Entrepreneurial Performance

- A) Implementation Strategies: Crisis and Challenges in Managing New Venture
- B) Creativity, innovation, invention in new venture
- C) Training - in MSME's, vocational, soft skill, IT and computer and banking and finance training etc.
- D) Entrepreneurship an Implication for Social Change -Social Entrepreneurship (Arvind Eye Care, Ashoka Foundation, AjimPremji Foundation, Bill and Melinda Foundation, Jaipur Foot, Akshaya Patra, SEWA, Teach India, Micro-finance Institutions, Sulabh International etc.)

ESSENTIAL READINGS

Awasthi, D.N. and Sabestian, J. (1996). Evaluation of Entrepreneurship Development. New Delhi. Sage.

Bal, G. (2006). 'Entrepreneurship among Diasporic Communities: A Comparative examination of Patidars of Gujarat and Jats of Punjab'. Journal of Entrepreneurship.15, (2).

Blinks, M. and Vale, P. (2002). Entrepreneurship and Economic Change. McGraw-Hill

Bourdieu, Pierre (1998) "The Economy of Symbolic Goods" in *Practical Reason: On the Theory of Action*, Polity, Cambridge, (chapter 5).

Bridge,S, Neil, K, O, et al, (2001). Understanding Entrepreneurship. Palgrave.

Clifford Geertz. (1978). "The Bazaar Economy", *American Economic Review*. 68,2:pp. 28-32.

Dahiwale, S.M. (1989). Emerging Entrepreneurship among Scheduled Castes in Contemporary India. New Delhi. Concept.

Dorin, B. (ed.) (2003). The Indian Entrepreneur: A Sociological Profile of Businessmen and their practices. New Delhi. Manohar.

Gupta, A. (1994). Indian Entrepreneurial Culture: Its many paradoxes. New Delhi: Wishwa Prakashan.

Kanungo, R.N.(1998). Entrepreneurship and Innovation Models for Development. New Delhi. Sage.

Kumar, A. (2012). Entrepreneurship. Delhi. India, Pearson.

Kuratko D. F. and Rao, T. V. (2016). Entrepreneurship: A South-Asian Perspective. Cengage Learning.

Kuratko, D. F and Hodgetts, RM. (2015), Entrepreneurship-theory, Process & Practice, Chennai, Thompson south Western.

Neil Fligstein and Luke Dauter. 2007. "The Sociology of Markets." *Annual Review of Sociology* 33: 105-128

Patil, B.S. (2007). Social Entrepreneurship. AIP Publications.

Rice, Mark, P. et al, (2001) Entrepreneurship: The Engine of Growth. (3 Vols), Preager Perspective

Sharda S. Nandran and Samson J. Karek (2006) The spirit of Entrepreneurship. New York, Springer Inc.

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Ziegler, R (ed) (2000). An Introduction to Social Entrepreneurships: Voices, Preconditions and Contexts. Edward Elgar Publication.

Zolton J. ACS & David Audxtsch, (2014), Hand book of Entrepreneurship Research, New York:Springer Inc.

ADDITIONAL READINGS

Alka, S. (2005). Women's *Self Help Groups*: Findings from a Study in Four Indian States. Social Change. Vol. 35. No. 2. June 2005

Bal, G. (1998). 'Communities and Culture in Entrepreneurship Development in India'. The Journal of Entrepreneurship, 7, (2).

Banker, F. (ed.). (2000). Progressive Entrepreneur: Managing Firm and factory as Profit Centre. New Delhi. Kanishka.

Bornstein, D. (2004). How to Change the World Social Entrepreneurs and the powers of New Ideas. Oxford University Press.

Boulton, C. and Turner, P. (2009). Mastering Business in Asia: Entrepreneurship. New Delhi. Wiley-India.

Chole, R. R., Kapse, P. S., & Deshmukh, P. R. (2012) Entrepreneurship Development and Communication Skills, Scientific Publishers.

EDII Manuals for Business Idea Generation and Business Plan Preparation.

Hoggatt, J. P., Shank, J. A., & Smith, J. R. (2018) Century 21 Computer Skills and Applications, Cengage Learning.

Honour, T.F. and Mainwaring, R.M. (1982). Business and Sociology. London: Croom Helm.

John Bessant, Joe Tidd, (2012) "Innovation and Entrepreneurship", 2e, Wiley India Private Limited

Judge, P.S. and Bal, G. (2009). Mapping Dalits. Jaipur: Rawat Publications. Pp.149-181.

Karmakar, K.G. (1999). "Rural Credit and *Self-help groups*: Micro Finance Needs and Concepts in India". New Delhi.Sage Publications.

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Light, P. C. (2008). *The Search for Social Entrepreneurship*. Washington, DC: Brooking Institution Press.

McClelland, D. C. (2010). *The Achieving Society*. Paperback

Meredith, G.G. et al.(1982). *The Practice of Entrepreneurship*. Geneva: ILO.

Morse, E.A. and Mitchell, R.K.(2007). *Cases in Entrepreneurship: the Venture Creation Process*. New Delhi: Sage Publications.

Peter F. Drucker (2009) "Innovation and Entrepreneurship",Harper Collins

Poornima M. Charantimath (2014). *Entrepreneurship Development and Small Business Enterprises, 2e*, Pearson

Portes, A. (ed.)(1995). *Economic Sociology of Immigration: Essays on Network, Ethnicity and Entrepreneurship*. New York. Russel Sage Foundation.

Rathore, B.S. and Dhameja, S.K. (eds.) (1999). *Entrepreneurship in the 21st Century*. New Delhi. Rawat Publications.

Robert D. Hisrich, Mathew J Manimala, Michael P Peters, Dean A Shepherd (2014) "Entrepreneurship", 9e,McGraw Hill Education

Robin Lowe, Sue Marriott (2012) "Enterprise: Entrepreneurship and Innovation: Concepts, Contexts and Commercialization" 1e,Routledge,

Tripathi, D. and Jumani J. (2007). *The Concise Oxford History of Indian Business*. New Delhi. Oxford University Press.

Wentz, F. H. (2012) *Soft Skills Training - A workbook to develop skills for employment*, CreateSpace.

COURSE NO	COURSE TITLE	CREDIT
SOC 524	Corporate Social Responsibility (Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Social Sciences		
<i>Course Objective:</i> This course will help students in getting acquainted with the concepts and context of Corporate Social Responsibility. Students will also gain knowledge about CSR, social audit for understanding social change.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand concept of Corporate Social Responsibility. Know history and evolution of CSR at both international level and in Indian context.
Unit-II	LO2	Learn CSR Frameworks in India, legal provisions and specifications. Issues in Indian Economy, Corporate Governance and CSR in social development.
Unit-III	LO3	Design CSR policy and programmes, manage CSR in an organization and understand role of civil society.
Unit-IV	LO4	Understand implementation of CSR through Case Studies. Learn Social Impact Assessment and CSR Audit. Success and failure of CSR initiatives.

Method of Teaching: Lectures, case studies, Seminars, Tutorials and Guest Speakers.
The assessment would be on a continuous basis.

Evaluation: a mid semester exam: 20 %; a book/article review / field exposure: 20%,
class participation : 10%, and end semester exam: 50%

Course Content

Unit I (10 hours)

Concept and Context

- A) Corporate Social Responsibility – Concept and significance
- B) History and Evolution of CSR - International Frameworks and Indian context - a moral and a rational argument for CSR
- C) Strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR)
- D) Globalization and CSR

Unit II (15 hours)

- A) Issues in Indian Economy and Social Development

- B) Government Expectations, Roles and Responsibilities
- C) Indian CSR Framework (Pre Companies Bill 2012), Companies Act 2013
- D) CSR in India: Legal provisions and specifications on CSR
- E) Stakeholders and perspectives - interest Groups Related to CSR
- F) Corporate Governance and CSR

Unit III (15 hours)

- A) Designing a CSR policy, projects and programmes and Factors influencing CSR policy
- B) Global Recognitions of CSR formulated by UN Global Compact – UNDP, Global Reporting Initiative.
- C) Managing CSR in an organization, Role of HR Professionals in CSR,
- D) Role of Civil Society

Unit IV (20 hours)

- A) Implementing CSR – CSR in the marketplace, CSR in the workplace, CSR in the community and, CSR in the ecological environment
- B) Case Studies: Lifebuoy Soaps' Swasthya Chetna, ITC's e-Choupal venture, Titan Industries Limited, Tata Power, TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai
- C) Social Impact Assessment and CSR Audit – social medicine and community health, education, environment, leadership, women empowerment, rehabilitation of disability, communication, sustainable Development etc.
- D) Success and failure with CSR initiatives – CSR Awards in India – Role of Social Entrepreneurs and social workers in CSR

Readings

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Mukharjee, Amitava (2004) *Participatory Rural Appraisal- Methods and Applications in Rural Planning*, New Delhi : Concept Publishing Company.

Mukherjee, K. (2017). Mandated Corporate Social Responsibility (mCSR): Implications in Context of Legislation. In *International business strategy* (pp. 421-439). Palgrave Macmillan, London.

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**SEMESTER IV
COURSES**

COURSE NO	COURSE TITLE	CREDIT
SOC-551	SOCIAL EXCLUSION AND INCLUSIVE POLICY (CORE)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology.		
<i>Course Objective:</i> This course introduces to the concept and context of social exclusion from diverse theoretical perspectives and methodological approaches. The course would familiarize students with the social structures, institutions, agencies and processes involved in the social exclusion and inclusion.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand histories and meanings of social exclusion. Learn conceptual and theoretical frameworks of social exclusion.
Unit-II	LO2	Learn tools and techniques for measuring levels and degrees of social exclusion
Unit-III	LO3	Contextualize of social exclusion at individual and collective level in all spheres of life.
Unit-IV	LO4	Explain social institutions and systems involved in social exclusionary practices.
Unit-V	LO5	Analyze the role of inclusive measures in creating social change and mobility.

Didactics: Lectures and assignments

Evaluation: a mid semester exam: 20 %; a book/article review: 20%, class participation : 10%, and end semester exam: 50%

UNIT: 1 :Ten Hours

Social Exclusion: Histories and Meanings, Concepts and Theories

- A) Discrimination, deprivation inequality, marginality and exclusion,
- B) Capabilities and Entitlements, Social Welfare and Wellbeing, Social Justice and Rights
- C) Theretico-analytical framework for various issues

UNIT: 2 :Ten Hours

Methodology in Social Exclusion Studies

- A) Tools and Techniques
- B) Measurement: Levels and Degrees of Social Exclusion

UNIT: 3 :Ten Hours

Contextulisation of Social Exclusion

- A) Individual and Collectivity

B) Socio-cultural Economic Political Spheres

UNIT: 4 :Fifteen Hours

Institution and System of Social Exclusion

Caste, Tribe, Class, Race, Religion, Ethnicity, Minority, Gender variance, disability, region.

UNIT : 5 Fifteen Hours

From Exclusion to Inclusion: Critiques

A) Role of Social Movements, Civil Society, State- Legislations, Policies and Programmes

B) Emergence of Inclusive society: Participation in Societal Spheres

C) Change and Mobility

ESSENTIAL READINGS

Bryne, D. (2006). *Social Exclusion*. London. Open University Press

Chakravarti, U. (2006). *Gendering Caste Through a Feminist Lens*. Calcutta. Stree

Chandhok, N. (1999). *Beyond Secularism: The Rights of Religious Minorities*. New Delhi. Oxford University Press

De Haan, Arjan and Nayak, Pulin (1995). *Social Exclusion and South Asia*. Discussion Paper 77. Geneva, International Institute of Labour Studies.

Estivill, J. (2003) *Concepts and Strategies for Combating Social Exclusion: An Overview*. International Labour Organisation.

Foucault, Michel (2006). *History, Inequality, Exclusion: New Approaches to Theory and Practice – Pauvretes, Inegalites, Exclusions: renouveau des approches theoriques et des pratiques Sociales*. Geneva, ILO.

Gore, Charles, Jose B. Figueiredo and Gerry Rodgers (1996) *Social Exclusion and Anti-Poverty Strategy*. International Institute for Labour Studies. Geneva, International Labour Organization.

Hills, J., Le Grand, J. and Piachaud, D. eds. (2002). *Understanding Social Exclusion*. Oxford. Oxford University Press

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K. Mohanty (2006). *Encyclopedia of Scheduled Tribes in India*. New Delhi

Lal, A.K., eds., (2003). *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak*. New Delhi. Concept

Madan, T.N (ed). (1995). *Muslim Communities of South Asia; Culture, Society, and Power*, Delhi, Manohar.

Nambissan, G. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Working Paper Series, Indian Institute of Dalit Studies and UNICEF

Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi. Sage Publications

Oommen, T. K. (2014). *Social Inclusion in Independent India: Dimensions and Approaches*. New Delhi, Orient Blackswan.

Ram, N. (2008). *Dalits in Contemporary India (Vol 1)*. New Delhi. Siddhant Publication.

Ram, N. (2008). *Encyclopedia of Scheduled Castes, Vol.1*. New Delhi. Gyan Publication

RamaihA.(2007). *Laws for Dalit rights and Dignity: Experiences and responses from Tamil Nadu*. Jaipur. Rawat Publication

Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi. Critical Quest

Sen, Amartya (1973), "Poverty, inequality and unemployment: Some conceptual issues in measurement". *Economic and Political Weekly*, Special number.

Sen, Amartya (1977) "Starvation and Exchange Entitlements: A general Approach and its Implications to the Great Bengal Famine". *Cambridge Journal of Economics*, Vol. 1, No.1.

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Thorat S. and Kumar, N. (2008), *B. R. Ambedkar's Perspectives on Social Exclusion and Inclusive Policies*. New Delhi. Oxford University Press.

Varma, H.S., eds., (2005). *The OBCs and the Dynamics of Social Exclusion in India*. New Delhi. Serials

ADDITIONAL READINGS

Abrams, Dominic, eds. (2004). *Social Psychology of Inclusion and Exclusion*. New York. Psychology Press,

Appasamy,P., Guhan,S., Hema, R.,(et al) (1996). 'Social Exclusion from a Welfare Rights Perspective in India'. International Institute for Labour Studies and United Nations Development Programme, Research Series. 106, Geneva: ILO Publications

Atkinson, A. B. (1998) 'Social Exclusion, Poverty and Unemployment' in J. Hills, eds. *Exclusion, Employment and Opportunity*, London: Centre for Analysis of Social Exclusion (CASE). London School of Economics

- Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. New Delhi. Sage
- Furer-Haimendorf, (1982). *Tribes of India*. Delhi. Oxford, Christof Von.
- Galanter, M. (1984). *Competing Equalities : Law and the Backward Classes in India*. New Delhi. Oxford. (Parts I & II).
- Hasan, M. and Asnuddin, M. (2000). ed., *The Stories Of Muslim Lives in India*. New Delhi. Oxford University Press
- Jackson, C. (1999). 'Social Exclusion and Gender: Does One Size Fit All?'. *The European Journal of Development Research*, 11(1)
- Jogdand, P.G. and Michael, S.M. (2003). (Eds.), *Globalization and Social Movements – Struggle for Humane Society*. New Delhi and Jaipur. Rawat Publications.
- Kabeer, N. (2000). 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework'. *IDS Bulletin*, Brighton: Institute of Development Studies, 31(4)
- Mandelsohn, O. and Vicziany, M. (1998). *The Untouchables: Subordination, Poverty and the state in Modern India*. Cambridge. Cambridge University Press.
- Percy-Smith, J., (ed) (2000). *Policy Responses to Social Exclusion Towards Inclusion?*. Buckingham. Open University Press,
- Rodgers, G., Gore, C. and José, B. F., eds., (1995). *Social Exclusion - Rhetoric, Reality, Responses*. International Institute for Labour Studies and United Nations Development Programme. Geneva. International Labour Organization
- Sheth, D. L., (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies'. *Occasional Paper*, New York. UNDP, Human Development Report Office
- Silver, H. (1994). 'Social Exclusion and Social Solidarity: Three Paradigms'. *International Labour Review*, 133 (5-6).

Course No

Course Title

Credit

SOC-553

Urban Sociology (Core)

4

Pre-requisites for the Course: Students should have basic knowledge of Sociology/Social Sciences

Objectives of the Course: Urban Sociology is as old as Sociology itself. Encountering modernity in the form of city gave rise to one of the major fields of studies within Sociology. Modern city and the scale of urbanization of the modern times do not have any precedents in the history. Understanding social life and relationships in the urbanizing world, viewing the city as part of systems of production like viz., capitalism, the changing nature of forms of urban life (in terms evolving city in last 200 years viz., differences between modern city of 19th century is markedly different from the 20th century though with certain continuities), the social processes which shape the city and so on, are significant. This paper would address the spatial-turn in sociology. The paper introduces various theoretical perspectives which have been evolving for more than hundred years.

Learning Outcomes: The course of Urban Sociology equips students with wide-ranging conceptual resources to understand the rapidly changing world. Rapidly Urbanizing world poses theoretical and methodological challenges for systematic understanding. Urban Sociology presents to the students not only theoretical resources, but also wide array of empirical resources which are global in nature. Thus giving exposure to cross-cultural understanding of urban societies. Urbanizing societies are synonymous with modernizing societies, the pace of changes in these societies are propelled by technologies and globalization. This paper exposes students to understand the rapid changes in the economy, politics, technologies and society. The course enables the students to understand the social systems in flux caught in the welter of technologies and globalization.

Unit I	LO1	This unit helps students to understand the different theoretical perspectives of urban phenomenon.
Unit II	LO2	This unit helps students to understand the conceptualizations of New Urban Sociology
Unit III	LO3	This unit helps students to understand the Post-modern approaches to Urban phenomena.
Unit IV	LO4	This unit helps students to understand the conceptualizations of role of Globalization and Technologies in determining the urban phenomena.
Unit V	LO5	This unit helps students to understand the conceptualizations of social stratification and marginality in the urban systems.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).
- and the End Semester final examination (50 percent marks).

Unit I: Classical Urban Sociology- Approaches to Urban Phenomena (10 Hours)

- Marxian
- Weberian
- Socio-psychological
- Cultural
- Chicago/Ecological approach
- New Urban Sociology- Debates on Urban, Urbanization, Space, Stratification, the World and People

Unit II: Neo-Marxian and Neo-Weberian approaches: (20 hours)

- Urbanism and Urban Culture as ideological formulation- The myth of Urban
- Historical Processes of Urban Phenomena
- Formation of Metropolitan Regions
- Articulation of Urban System as form of Capitalist Formation
- Collective Consumption
- Built Environment and Overaccumulation Crisis- Primary and Secondary Circuits of Capital
- Debates on Space
- Time, Space and Money
- Authority, Bureaucracy and Managerialism
- Social Structure, Spatial Structure and Inequalities in the City
- Communities and Conflicts in the City
- Place and Socio-Political Identification
- Urban Participation and Social Order

Unit III: Eclectic Socio-spatial Approaches to City (10 Hours)

- Dialectics of Space: Production of Space and the Social Space
- Right to the City
- Social Production of Urban Space: Socio-Spatial Perspective
- Trialectics of Space

Unit IV: Globalization and Cities (10 Hours)

- a) Urban Sociology in the Context of Globalization
- b) Command and Control Functions of the Global Cities
- c) Globalization and Urbanization in the Developing World
- d) Globalization and Reconfiguration of Urban regions: Cities and Communities in the global Context
- e) Network Urban Society: Informational Mode of Development and the City

Unit V: Urban Marginality (10 Hours)

- a) Marginal Spaces: Slums, Shantytowns, Ghetto, etc., Definitions, Typologies and Conceptualizations, Global Census of Slums
- b) Spaces of Hope and Despair
- c) Civic Bodies- Space of Difference and Indifference
- d) Tools to Rethinking Marginality: Violence From Below- Deproletarianization, Relegation and Stigmatization, Political Alienation and Mechanisms of Penalization, Challenges to Citizenship
- e) Laissez Faire State and Advancing Marginality

Essential Readings:

Champion, T. and Hugo, G. (ed), (2004). *New Forms of Urbanization- Beyond the Urban-Rural Dichotomy*. Aldershot: Ashgate Publishing Limited.

Clark, D. (1996). *Urban World/ Global City*. London/New York: Routledge.

Davis, M. (2006). *Planet of Slums*. London/New York: Verso.

Desai, A. R. & Pillai S, D.(eds.) (1991). *Slums and Urbanization*. Popular Prakashan: Bombay.

Gottdiener, M. & Budd, L. (2005). *Key Concepts in Urban Studies*. London/Thousand Oaks, and New Delhi: Sage Publications.

Gottdiener, M. & Hutchinson, R. (2011). *The New Urban Sociology*. Boulder: Westview Press.

Heitzman, J. (2004). *Network City: Planning the Information Society in Bangalore*. Delhi: Oxford University Press.

Hust, E. & Mann, M. (eds.) (2005). *Urbanization and Governance in India*. New Delhi: Manohar.

Hutchison, R. (ed.) (2010). *Encyclopedia of Urban Studies*. London/New Delhi/Washington DC/Singapore/Los Angeles: Sage Publications.

Katznelson, I. (1993). *Marxism and the City*. Oxford: Clarendon Press.

Kleniewski, N. (ed.) 2005. *Cities and Society*. Massachusetts/Oxford: Blackwell Publishing.

- Lefebvre, H. (Eleonore Kofman & Elizabeth Lebas, eds.) (1996). *Writings on Cities*. Massachusetts/Blackwell Publishers.
- LeGates, R. T. & Stout, F. (Eds.) (1996). *The City Reader*. London/New York: Routledge.
- Nair, J. (2005). *The Promise of the Metropolis: Bangalore's Twentieth Century*. Delhi: Oxford University Press.
- Pacione, M. (ed.) (2002). *The City: Critical Concepts in the Social Sciences*. New York/London: Routledge (Vols. I-V).
- Paddison, R. (ed.) (2001). *Handbook of Urban Studies*. London/Thousand Oaks/New Delhi: Sage Publications.
- Pahl, R. E. (ed.) (1968). *Readings in Urban Sociology*. Oxford/New York: Pergamon Press.
- Parker, S. (2004) *Urban Theory and the Urban Experience: Encountering the City* London/New York: Routledge.
- Patel, S. & Deb, K. (eds.) (2006). *Urban Studies*. Delhi: OUP.
- Rex, J. & Moore, R. (1973). *Race, Community and Conflict: A Study of Sparkbrook*. London/New York: Oxford University Press.
- Roy, A. & Ong, A. (eds.) (2011). *Asian Experiments and the Art of Being Global*. West Sussex: Wiley-Blackwell.
- Saunders, P. (1981). *Social Theory and the Urban Question*. London: Hutchinson & Co.
- Savage, M. & Warde, A. (1993). *Urban Sociology, Capitalism and Modernity*. Hampshire/London: The Macmillan Press Ltd.
- Sennett, R. (ed.), 1969, *Classic Essays on The Culture of Cities*. New York: Appleton-Century-Crofts.
- Sennett, R. (1994). *Flesh and Stone: The Body and the City in Western Civilization*. New York/London: W. W. Norton & Company.
- Wacquant, L. (2008). *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge/Massachusetts: Polity.

Additional Readings:

- Castells, M. (1974). Theory and Ideology in Urban Sociology. In *Urban Sociology: Critical Essays*. Ed. C. G. Pickvance. London:Tavistock.

- Castells, M. (1977). *The Urban Question: A Marxist Approach*. London: Edward Arnold.
- Castells, M. (1978). *City, Class and Power*. New York: Macmillan.
- Castells, M. (1996). *The Informational City: Information Technologies, Economic Restructuring, and the Urban-Regional Process*. Oxford/Massachusetts: Blackwell Publishers.
- Gottdiener, M. (1994). *The Social Production of Urban Space*. Austin: University of Texas Press.
- Harvey, D. (1985). *Consciousness and the Urban Experience*. Oxford: Basil Blackwell.
- Harvey, D. (1985). *The Urbanization of Capital*. Oxford: Basil Blackwell.
- Harvey, D. (2009) *Social Justice and the City-Revised Edition*, Athens: The University of Georgia Press.
- Lefebvre, H. (1991). *The Production of Space*. Oxford/Cambridge. Mass: Blackwell.
- Sassen, S. (1991). *The Global City: London, New York, and Tokyo*. New Jersey/Oxford: Princeton University Press.
- Sassen, S. (2000). New Frontiers Facing Urban Sociology at The Millennium. *The British Journal of Sociology*, Jan/Mar.Vol.51, Issue No. 1.
- Soja, E. (1989). *Postmodern Geographies: the Reassertion of Space in Critical Social Theory*. London: Verso.

COURSE NO.	COURSE TITLE	CREDIT
SOC-571	Tribal Studies in India (Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Sciences		
<i>Course Objective:</i> This paper/course offers insights into tribal lifeways and life-worlds. The course provides an exploration of the meanings of the concept tribe and the context in which the term is understood and used in Indian context. The important aspects of the social, cultural, economic and political life of the tribals are also examined. The issues and problems concerning tribals and their collective mobilizations– both during the colonial and post-independent period – are also examined. The diverse approaches to tribal welfare, constitutional safeguards, and the role of the state and NGOs in shaping tribal development are also explored.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts that are fundamental in tribal studies
Unit-II	LO2	Explain the fundamental characteristics of tribes in terms of their geographical distribution, racial classifications and socio-economic conditions
Unit-III	LO3	Explain the various socio-economic problems of tribal communities
Unit-IV	LO4	Differentiate the various tribal movements in India both during colonial and post-colonial period
Unit-V	LO5	Understand the various approaches to tribal development and the measures adopted by the Indian state for tribal development

Note: LO- Learning Outcome

Evaluation:

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit - 1 Introduction 10 Hours

Importance of Tribal Studies; Tribe: Meaning, Nature, Scope; Tribe, Ethnicity, Caste, Race and Tribe; Concept of Tribe in Indian Context; Adivasi/Tribes as Indigenous Peoples

Unit-2 Tribes in India 10 Hours

Classification of Tribes: Racial, Linguistic Affiliation, Economy, Geographical Distribution; Denotified Tribe and Nomadic Tribe; Vulnerable Tribal Groups; Tribal Institutions: Marriage, Kinship, Religion; Features of Tribal Economy; Traditional Political Structure; Customary Laws; Indigenous Knowledge, Intellectual Property Rights; Social Change among Tribals; Social Differentiation among Tribes

Unit-3 Tribal Problems in India 10 Hours

Problems of Land Alienation and Agriculture; Social and Economic Backwardness; Illiteracy; Indebtedness; Social Backwardness; Tribes and Forest Interaction; Exploitation of Natural Resources and Tribes

Unit 4 Tribal Movements in India 15 Hours

Tribal Consciousness and Collective Mobilisations: Pre-Independence and Post-Independence India; Tribal Anti-Colonial Movements; Religious and Social Reform Movements; Sub-nationalist movements; insurgency movements; Movements around issues of forests rights, environment, development and displacements.

Unit 5 State Policy, Tribal Welfare and Development 15 Hours

Pre-Independence and post-Independence approaches to tribal development: isolationist, assimilationist, and integrationist; Constitutional /Safeguards and Provisions; Tribal Development Programmes; Affirmative Action Programmes in Education and Jobs; National Commission for Scheduled Tribes; Role of Missionaries and voluntary organizations.

Essential Readings:

Bose, A, Nangbri, T. & Kumar, N. (eds.) (1990). *Tribal Demography and Development in North-East India*. New Delhi: B. R. Publishing.

Baviskar, A. (1995): *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Delhi: Oxford University Press.

Burman, B. K. R. (1994). *Indigenous and tribal peoples: Gathering mist and new horizon*. New Delhi: Mittal Publications.

Doshi, S. L. (1997). *Emerging Tribal Image*. Jaipur: Rawat Publications.

Devy, G.N. (2009). *The Oxford India Elwin*. New Delhi: Oxford University Press

Furer-Haimendorf, C.V. (1991). *Tribes of India: Struggles for Survival*. New Delhi: Oxford University Press.

Ghurye, G.S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan.

Hardiman, D. (1987). *The Coming of the Devi: Adivasi Assertion in Western India*. Delhi: Oxford University Press.

Kumar, D. B., Pfeffer, G. (2002). *Contemporary Society Tribal Studies: The Concept of Tribal Society*. New Delhi: Concept Publishing House.

Mehta, P.L. (1991). *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*. New Delhi: H.K Publishers.

Meena, R. (2007). Urban Denotified Tribes: Competing Identities, Contested Citizenship. *Economic and Political Weekly*, 42, no. 59-64.

Nathan, D. & Xaxa, V. (2015). *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press.

Singh, K.P. (1988). *Tribal Development in India*. New Delhi: Uppal, 1988.

Singh, K.S. (ed.). (1972). *Tribal Situation in India*. Shimla: Indian Institute of Advanced Study.

Singh, K.S. (1982). *Tribal Movements in India Vol. I & II*. New Delhi: Manohar Publishers.

Singh, K.S. (ed.). (1982). *Economies of Tribes and their Transformation*. New Delhi: Concept Publishing House.

Singh, K.S. (ed). (1998). *Tribal Society in India: A Historical Approach*. New Delhi: Manohar Publishers.

Singh, K. S. (1994). *The Scheduled Tribes, People of India*. New Delhi: Oxford University Press.

Singh, K. S. *The Scheduled Tribes, People of India*, National series, Vol. III, (New Delhi: Oxford University Press, 1994).

Upreti, H.C. (2007). *Indian Tribes: Then and Now*. Jaipur: Pointer Publishers.

Xaxa, V. (2005). The Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly*, 40, no. 13, 1363-1370.

Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-colonial India*. New Delhi: Pearson Education.

Additional Readings:

Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.

Baviskar, A. (2004). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

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COURSE NO	COURSE TITLE	CREDIT
SOC- 573	Sociology of Environment (Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> The course attempts to help students understand key issues, perspectives and debates in sociology of environment. It tries to interrogate the responses and responsibilities of state, international agencies and civil society towards environmental issues. The course hopes to enable students to critically analyze inter-linkages of environment with other social and economic issues.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts in environmental sociology and track the history of modern environmentalism.
Unit-II	LO2	Track the key debates in environmental sociology concerning environment, development, sustainability and climate change.
Unit-III	LO3	Get a broader view about major environmental issues concerning land, forest, water, food, air and tourism.
Unit-IV	LO4	Provide a comprehensive perspective on diverse theoretical approaches to study environment.
Unit-V	LO5	Explain diverse environmental movements at national and international level, their interventions; and the formulation of environmental laws and policies.

Note: LO- Learning Outcome

Didactics: Lectures, Book Review/article review, Documentary screening.

Evaluation: Mid-semester examination (20%), Assignment/Seminar presentation (20%), Class participation (10%) and End semester examination (50%).

Unit –I- Basic Concepts of in Environmental Sociology and tracing its history (12 Hours)

- a) Basic Concepts: Changing Human Environment Relationship, Ecosystem, Human Ecology, Political Ecology, Sustainability.
- b) Modern Environmentalism:
 - i) Origin of Modern Environmentalism
 - ii) New Paradigm of Environmentalism of Sixties
 - iii) Environmentalism as a Part of Larger Social Critique

Unit-II- Key Debates in environmental sociology: (10 Hours)

- a) Environment and Development Debate
- b) Population and Sustainability Debate
- c) Climate Change

Unit-III- Major Environmental Issues (13 Hours)

- a) Land (Green Revolution, shrinking of the commons and its effects on poor, SEZ and its impact on people)
- b) Forest (Colonial forest policy, mining, forest and industrial growth, monoculture, rights over forest resources)
- c) Water (unequal distribution of water, depletion of water, big dams),
- d) Food (Genetically modified food)
- e) Air
- f) Tourism

Unit IV- Approaches to Study Environment: (15)

- a) Gandhian
- b) Ecological Marxism
- c) Social Constructionism
- d) Realism
- e) Appropriate Technology
- f) Deep Ecology
- g) Ecofeminism
- h) Caste Perspective

Unit V- Environment Movements, State and International Agencies: (10)

- a) Transnational organization and unequal ecological exchange
- b) Environment Movements in India: Chipko, Narmada Bachao Andolan, Silent Vally, Save Western ghats, POSCO, Niyamgiri
- c) Environmental NGOs and civil society
- d) Environmental Laws and State policies

Essential Readings:

Baviskar, A. (2005). *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Vally*, New Delhi: OUP.

Agarwal, B. (2001). Participatory Exclusions, Community Forestry and Gender: An analysis of South Asia and a Conceptual Framework, *World Development*, Vol-29 (10): 1623-1648.

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Rice, J. (2009). The Transnational Organization of Production and Uneven Environmental Degradation and Change in the World Economy, *International Journal of Comparative Sociology*, Vol-50 (3-4): 215-236.

Roberts T.J and B.C. (2009). Ecologically Unequal Exchange, Ecological Debt and Climate Justice: The History and Implications of Three Related Ideas for a New Social Movement. *International Journal of Comparative Sociology*, Vol-50 (3-4): 385-409.

Sanjay Upadhyay and Videh Upadhyay (2002), 'Handbook on Environmental Law: Forest Laws, Wild Life Laws and the Environment', Volume 1, New Delhi: The LexisNexis Group of Companies.

Skaria, Ajay (2001). Hybrid Histories: Forests, Frontiers and Wildness in Western India. Oxford University Press.

Vandermeer, J. (1998). The Tragedy of the Commons: The Meaning and the Metaphor, *Science and Society*, Vol-60 (3): 290-306.

Wapner, P. (1996). *Environmental Activism and World Civic Politics*. Albany: SUNY Press.

Additional Readings:

Davis, M. 1998). *Ecology of Fear: Los Angeles and the Imagination of Disaster*. New York: Metropolitan Books.

Ehrlich, P. (1969). *The Population Bomb*. San Francisco: Sierra Club.

Foster, J. B. (1994). *The Vulnerable Planet: A Short Economic History of the Environment*. New York: Monthly Review Press.

Freudenberg, W. and Gramling, R. (1989). The Emergence of Environmental Sociology. *Sociological Inquiry*. Vol.59: 439-452.

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COURSE NO	COURSE TITLE	CREDIT
SOC- 574	SOCIOLOGY OF HEALTH (Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> This course aims to provide various perspectives in understanding the relation between medicine, health, and development. The course is expected to offer a comprehensive picture of critical issues involved with health care.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the history of development of medicine in the Western world and develop a critical perspective in defining 'health'.
Unit-II	LO2	Get a broader perspective on diverse theoretical approaches in understanding health.
Unit-III	LO3	Explain about the way 'body' is conceived, theorized and normalized.
Unit-IV	LO4	Provide a comprehensive perspective on health care development in pre-independent India, the initial decades of post independent India and during neo-liberal era.
Unit-V	LO5	Analyze health policies and programmes introduced in India at different times, and the issues and concerns of the health movements.

Note: LO- Learning Outcome

Didactics: Lectures and Assignments

Evaluation: Semester end exam: 50%, Mid semester exam: 20%, Class Participation: 10 % and Assignment: 20%

COURSE OUTLINE:

Unit- I: 10 Hours

Biomedicine:

Defining Health- Social Model of Health, How Biomedicine Defines Health,

The History of Medicine in West- Bedside Medicine, Medicine in the Hospital, Medicine in the Community, Medicine in the Laboratory.

Unit -II: 15 Hours

Basic concepts and approaches in sociology and anthropology of health

Functionalist, Politico-economy, Feminist, Foucaultian and Caste perspectives

Conceptual distinction between Disease, Illness, and Sickness

Sickness Articulations – Suffering, Language of Pain and Metaphors.

Unit- III: 10 Hours

Body and Society

Social Body, Gendered body, Body-politics and ‘embodiment’,

Conceptualizing Ability-Disability-Impairment

Unit-IV: 15 Hours

Health care Development in India:

Medicine in pre-Independent India, Medical pluralism in India, Health care in Post-Independent India and neo-liberal era, Public Health Institutions, Privatisation of health care.

Unit -V:10 Hours

Health Policies, Programmes and Movements in India:

Health Policy Framework –Bhore Committee, Alma Ata Declaration, Specific Disease Programmes, People’s health movement, National Health Policy, Drug Policies, Patents, Clinical Trials; Issues and Concerns during Covid-19 Pandemic.

ESEENTIAL READINGS

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- Arnold, D. (1993). *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth Century India*. Berkeley: University of California Press.
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- Annandale, A. (2001): *The Sociology of Health and Medicine . A Critical Introduction*. Cambridge: Polity Press.
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- Hardiman, D. (2008). Healing, Medical Power and the Poor: Contests in Tribal India, *Economic and Political Weekly*, Vol. 42 (16)
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- Williams, S. J (2003). *Medicine and the Body*. New Delhi: Sage. Pp.1-27

**Elective Course Offered for
Choice Based Credit System (CBCS)**

Centre for Studies in Society and Development (SSS)

I

COURSE TITLE	Corporate Social Responsibility
CREDIT	2

<i>Pre-requisites for the Course:</i> Students can be from a graduate in any discipline		
<i>Course Objective:</i> This course will help students in getting acquainted with the concepts and context of Corporate Social Responsibility. Students will also gain knowledge about CSR, social audit for understanding social change.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand concept of Corporate Social Responsibility. Know history and evolution of CSR at both international level and in Indian context.
Unit-II	LO2	Learn CSR Frameworks in India, legal provisions and specifications. Issues in Indian Economy, Corporate Governance and CSR in social development.
Unit-III	LO3	Design CSR policy and programmes, manage CSR in an organization and understand role of civil society.
Unit-IV	LO4	Understand implementation of CSR through Case Studies. Learn Social Impact Assessment and CSR Audit. Success and failure of CSR initiatives.

Method of Teaching: Lectures, case studies, Seminars, Tutorials and Guest Speakers. The assessment would be on a continuous basis.

Evaluation: a mid-semester exam: 20 %; a book/article review / field exposure: 20%, class participation : 10%, and end semester exam: 50%

Course Content

Unit I (5 hours)

Concept and Context

- A) Corporate Social Responsibility – History, Concept and significance
- B) Strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR)

C) Globalization and CSR

Unit II (8 hours)

A) Issues in Indian Economy and Social Development

B) Government Expectations, Roles and Responsibilities

C) CSR in India: Legal provisions and specifications on CSR

D) Corporate Governance and CSR

Unit III (7 hours)

A) Designing a CSR policy, projects and programmes and Factors influencing CSR policy

B) Global Recognitions of CSR formulated by UN Global Compact – UNDP, Global Reporting Initiative.

C) Managing CSR in an organization, Role of HR Professionals in CSR, and Role of Civil Society

Unit IV (10 hours)

A) Implementing CSR – CSR in the marketplace, workplace, community and, ecological environment

B) Case Studies for Social Impact Assessment and CSR Audit – social medicine and community health, education, environment, leadership, women empowerment, rehabilitation of disability, communication, sustainable Development etc.

C) Success and failure with CSR initiatives – CSR Awards in India – Role of Social Entrepreneurs and social workers in CSR

Readings

Becker H, Vanclay F (2003). The international handbook of social impact assessment: Conceptual and methodological advances. Cheltenham: Edward Elgar. p. 1-12.

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Biswas, U. A., Garg, S., & Singh, A. (2016). The need for regulatory intervention in corporate social responsibility in India: evidence from corporate social

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Carroll AB. (2008). A history of corporate social responsibility: Concepts and practices. In: Crane A, McWilliams A, Matten D, Moon J, Siegel D, editors. *The Oxford handbook of corporate social responsibility*. Oxford: Oxford University Press. p. 19-46.

Chapple W, Moon J. 2005. Corporate social responsibility (CSR) in Asia: A seven-country study of CSR web site reporting. *Business and Society* 44:415-443.

Chaudhri, V. (2016). Corporate social responsibility and the communication imperative: Perspectives from CSR managers. *International Journal of Business Communication*, 53(4), 419-442.

Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.

Dawar, G., & Singh, S. (2019). How Can Small and Medium Enterprises Effectively Implement Corporate Social Responsibility? An Indian Perspective. *Global Business Review*, 0972150919865086.

DiMaggio P, Powell W. (1991). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. In: Powell W, DiMaggio P, editors. *The new institutionalism in organizational analysis*. Chicago: The University of Chicago Press. p. 63-83.

Fatma, M., & Rahman, Z. (2016). The CSR's influence on customer responses in Indian banking sector. *Journal of Retailing and Consumer Services*, 29, 49-57.

Fernandes, Walter Tondon, Rajesh (Ed) (1981) Participatory Research and Evaluation, New Delhi : Indian Social Institute.

Hartz-Karp J, Pope J. (2012). Enhancing effectiveness through deliberative democracy. In: Vanclay F, Esteves AM, editors. *New Directions in Social Impact Assessment*. Cheltenham: Edward Elgar. p. 253-272.

Harvey B, Bice S. (2014). Social impact assessment, social development programmes and social licence to operate: tensions and contradictions in intent and practice in the extractive sector. *Impact Assessment and Project Appraisal* 32(4):327-335.

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Husted B. (2005). Risk management, real options and corporate social responsibility. *Journal of Business Ethics* 60:175-183.

Jenkins H. (2004). Corporate social responsibility and the mining industry: conflicts and constructs. *Corporate Social Responsibility and Environmental Management* 11(1):23-34.

Kansal, M., Joshi, M., Babu, S., & Sharma, S. (2018). Reporting of corporate social responsibility in central public sector enterprises: A study of post mandatory regime in India. *Journal of Business Ethics*, 151(3), 813-831.

Kemp D. (2010). Community relations in the global mining industry: Exploring the internal dimensions of externally oriented work. *Corporate Social Responsibility and Environmental Management* 17:1-14.

Koner, S. (2017). Social audit and accounting in India-An overview. *International Journal of Research in Social Sciences*, 7(11), 327-335.

Kumar, S. V. (2017). Corporate social responsibility in India: an overview. *Journal of Asian Business Management*, 9, 53-67.

Manchiraju, H., & Rajgopal, S. (2017). Does corporate social responsibility (CSR) create shareholder value? Evidence from the Indian Companies Act 2013. *Journal of Accounting Research*, 55(5), 1257-1300.

Maqbool, S., & Zamir, M. N. (2019). Corporate social responsibility reporting in India: A study of SENSEX companies. *Management and Labour Studies*, 44(2), 209-223.

Marsden, David, Oaklay, Peer (Ed) (1990) *Evaluating Social Development Project*; Oxford, UK: Oxfam.

McLean, S. R. (2019). Hey Google: The Business Case of Environmental Sustainability in Developing Corporate Social Responsibility. *Dialogues: Undergraduate Research in Philosophy, History, and Politics*, 1(1), 6.

Meyer JW, Rowan B. (1991). Institutionalized Organizations: Formal Structure as Myth and Ceremony. In: DiMaggio P, Powell W, editors. *The New Institutionalism in Organizational Analysis*. Chicago: The University of Chicago Press. p. 41-62.

Mukharjee, Amitava (2004) *Participatory Rural Appraisal- Methods and Applications in Rural Planning*, New Delhi : Concept Publishing Company.

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Murmura, F., & Bravi, L. (2020). Developing a Corporate Social Responsibility Strategy in India Using the SA 8000 Standard. *Sustainability*, 12(8), 3481.

Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.

Sehgal, G., Kee, D. M. H., Low, A. R., Chin, Y. S., Woo, E. M. Y., Lee, P. F., & Almutairi, F. (2020). Corporate Social Responsibility: A Case Study of Microsoft Corporation. *Asia Pacific Journal of Management and Education*, 3(1), 63-71.

Sekhon, A. K., & Kathuria, L. M. (2019). Corporate Social Responsibility: A Case Study of Vardhman Textiles Limited in India. *MANTHAN: Journal of Commerce and Management*, 6(2), 105-121.

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Subba, D., & Kumar, S. (2018). Employees' responses to corporate social responsibility: a study among the employees of banking industry in India. *Decision*, 45(4), 301-312.

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COURSE TITLE	ENTREPRENEURSHIP AND DEVELOPMENT
CREDIT	2

<i>Pre-requisites for the Course:</i> Students can be from graduate in any discipline		
<i>Course Objective:</i> This course will familiarize students with the concepts and theories of entrepreneurship. With the main focus on the perspective that “an entrepreneur as an agent of social change”. It hopes to motivate students to initiate entrepreneurial activities.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Provide a conceptual framework in understanding Entrepreneurship and develop a historical perspective about Indian entrepreneurship.
Unit-II	LO2	Know about theories and approach in understanding entrepreneurship.
Unit-III	LO3	Analyze the relationship of entrepreneurship with other social institutions. Understand the role of different communities such as women, youth and the role of Diaspora in entrepreneurship.
Unit-IV	LO4	Explain the contemporary situation of Entrepreneurship in India and role of the state and other organizational interventions for entrepreneurship development in India.
Unit-V	LO5	Evaluate entrepreneurial performance, by critically analyzing the implementation strategies for handling challenges and getting training in managing new venture.

Didactics: Lectures and assignments

Evaluation: a mid-semester exam: 20 %; a book/article review / field exposure: 20%, class participation: 10%, and end semester exam: 50%

Unit-I: Five Hours

Key Concept of Entrepreneurship:

- A) Enterprise, Entrepreneur and Entrepreneurship
- B) History of Indian entrepreneurship
- C) New generations of entrepreneurship viz. Social Entrepreneurship, Corporate Entrepreneurship, Rural Entrepreneurship, Agripreneurship, Edupreneurship, Health entrepreneurship, Tourism entrepreneurship, Women entrepreneurship etc.

Unit-II Six Hours

Theories and Approaches:

- A) Interdisciplinary approach- Sociological, cultural, political, economic, cognitive and behavioural approach
- B) Entrepreneurship Theories: Joseph Schumpeter- Types of Entrepreneurship, and David C. McClelland- Training for Entrepreneurial Motivation

Unit-III : Seven Hours

Social Structure and Entrepreneurship

- A) Entrepreneurship and Social Institution: Family, Religion, Caste, and Ethnicity
- B) Community based Entrepreneurship, Cultural Entrepreneurship, Regional / International (Diaspora and Immigrant)
- C) Entrepreneurship among Marginal Groups, Women and Youth

Unit-IV : Seven Hours

Entrepreneurship in India:

- A) Entrepreneurship Conditions in India: Market openness, non- market forces, institutions and social network, physical infrastructure, cultural and social norms
- B) Entrepreneurial Ecosystem and Challenges.
- C) State intervention and Support Institutions for Entrepreneurship Development – IDC , SIBDI, MSME, Khadi and village Industries, Industrial park, SEZ
- D) Emerging Issues: BRICS Nations, ASEAN, Globalisation and entrepreneurship

Unit-V : Five Hours

Evaluating Entrepreneurial Performance

- A) Implementation Strategies: Crisis and Challenges in Managing New Venture
- B) Creativity, innovation, invention and training in ventures
- C) Entrepreneurship an Implication for Social Change -Social Entrepreneurship (AjimPremji Foundation, Bill and Melinda Foundation, Jaipur Foot, Akshaya Patra, SEWA, Teach India, Micro-finance Institutions, etc.).

ESSENTIAL READINGS

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- Kanungo, R.N.(1998). Entrepreneurship and Innovation Models for Development. New Delhi. Sage.
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