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DEPARTMENT OF SOCIOLOGY SEMESTER – II

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Category I

Discipline Specific Courses for BA (Honors) Sociology (DSC 04, DSC 05, DSC 06)

DISCIPLINE SPECIFIC CORE COURSE – 04: Sociological Perspectives

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 04 Sociological Perspectives	4	3	1	0	Nil	Nil

Course Learning Objectives:

1. To introduce students to how society is studied by sociologists.
2. To inculcate the ability to distinguish between different sociological perspectives.
3. To introduce original sociological writing, to familiarize students with the rich texture of sociological prose and understand the need to engage with complex ideas about society.
4. To make students alive to the productive tension between universal and particular in the development of theoretical approaches in sociology by understanding the social context of different theoretical approaches.

Course Learning Outcomes:

Students will be able to:

1. *Describe* major theoretical perspectives in sociology and the context of their emergence.
2. *Read* and critically *engage* with the original works of various sociological thinkers and *interpret* the central argument.
3. *Distinguish* and *compare* different theoretical perspectives in sociology.
4. *Use* theoretical perspectives to examine social realities.

Outline Syllabus of DSC-4:

Unit 1. On the Plurality of Sociological Perspective (2 Weeks)

Unit 2. Functionalism (3 weeks)

Unit 3. Conflict Perspective (3 Weeks)

Unit 4. Interpretive Sociology (3 Weeks)

Unit 5. Interactionism (2 Weeks)

Unit 6. Feminist Perspective (1 Week)

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1. On the Plurality of Sociological Perspectives (1-2 Weeks)

Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method. Pp 107-132.

Unit 2 Functionalism (3-5 Weeks)

Turner, Jonathan. 1987, *The Structure of Sociological Theory*, New Delhi: Rawat Publications. Chapter 2, Functional Theorizing. Pp 37-56.

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Unit 3. Conflict Perspective (6-8 Weeks)

Sanderson, Stephen. 2007. Conflict Theory. In *The Blackwell Encyclopaedia of Sociology*, edited George Ritzer, New York: Blackwell Publishing. Pp. 662-665.

Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. Pp. 502- 506 (Abstract of Preface from A Contribution to the Critique of Political Economy).

Marx, Karl and Fredrich Engels. 1977. *The Manifesto of the Communist Party*. In The Selected Works, Volume I. Moscow: Progress Publishers. Pp. 108-119.

Unit 4. Interpretive Sociology (9-11 Weeks)

Freund, Julien, 1970, *The Sociology of Max Weber*, Penguin Books. Chapter 3, Interpretative Sociology. Pp 87-116.

Weber, Max., 2004. Science as a Vocation. in David Owen and Tracy Strong eds. Max Weber: The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp.1-31.

Unit 5. Interactionism (12-13 Weeks)

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280.

Goffman, Erving, 1979. *Gender Advertisements*, New York: Harper and Row Publications, Chapter 1, Gender Display. Pp. 1-9.

Unit 6. Feminist Perspective (Week 14)

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, & Liz Stanley, Should 'Sex' Really be 'Gender'-Or 'Gender' Really be 'Sex'?, Pp. 1- 26, Pp 31-41.

Suggested Readings:

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. Pp. 66 – 77.

Scott, S. *Making Sense of Everyday Life*. Cambridge: Polity Press. Chapter 2 Theorizing the Mundane. Pp 10-32.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp. 49-69.

Keywords:

Sociological Perspectives, Functionalism, Interpretive Sociology, Conflict Perspective, Interactionism, Feminist Perspective

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE –05: Social Stratification

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 05 Social Stratification	4	3	1	0	Nil	Nil

Course Learning Objectives:

1. To introduce social stratification which is the systematic study of structured social inequalities as a substantive area that lies at the heart of sociology.
2. To introduce students to theoretical perspectives and empirical studies that are integral to the discipline.
3. To teach students how social inequality is constituted as a sociological problematique
4. To familiarize students with key concepts and theoretical perspectives that inform the study of stratification.
5. To examine key axes of stratification such as caste, class, gender, ethnicity and race and their intersections.
6. To familiarize students with key processes of stratification: social mobility and social reproduction.
7. To appraise students of the multiple operations of social inequalities and the reproduction of inequality in society.

Course Learning Outcomes:

Students will be able to:

1. *Recognize* social inequalities as a multifarious and culturally specific social reality.
2. *Define* the concepts, *outline* the principal theories and *recall* the critical debates in the arena of social stratification.
3. *Appreciate* the significance of sociological knowledge of social stratification for public discourse and *translate* the conceptual learning into well formulated sociological research projects.

Outline Syllabus of DSC-05:

Unit I: Understanding Social Stratification (3 Weeks)

Unit II: Social Stratification: Axes and Issues (11 Weeks)

- a. Caste
- b. Class
- c. Gender
- d. Ethnicity
- e. Race
- f. Social Mobility and Social Reproduction

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I: Understanding Social Stratification (Weeks 1-3)

Mills, C. Wright. (1963), The Sociology of Stratification. In *Power, Politics and People: The Collected Essays of C. Wright Mills*. New York: OUP. Pp 305-323.

Gerald D. Berreman. (1972) 'Race, Caste, And Other Invidious Distinctions in Social Stratification', In *Race and Class*, 13:4. Pp 385-414.

Grusky, David B. (2008), *Social Stratification: Class, Race and Gender in Sociological Perspective*, Philadelphia: Westview Press. Pp. 30-32, 41-48.

Unit II: Social Stratification: Axes and Issues (Weeks 4-14)

a. Caste

Gupta, Dipankar. (1991), Ed. *Social Stratification*. Delhi: Oxford University Press. Pp. 23-34, 74-92, 195-212.

Deliege, Robert. (1999), *The Untouchables of India*. Oxford: Berg. Pp. 89-115, 124-134.

b. Class

Joyce, Patrick. Ed. (1995) *Class*, Oxford: OUP. Pp. 21-40, 43-55.

Gupta, Dipankar. (1991), *Social Stratification*. Delhi: OUP. Pp. 227-230, 248-275.

c. Gender

Mullings, Leith. (1988), 'Notes On Women, Work and Society', In Johnnetta B. Cole. Ed. *Anthropology for the Nineties*. New York: The Free Press. 312-320.

Collins, Patricia Hill. (Fall 1993), 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' in *Race, Sex & Class*, Vol. 1, No. 1, pp. 25-45.

d. Ethnicity

Hutchinson, John and Anthony D. Smith. (1996), *Ethnicity*. Oxford: OUP. Pp. 17-18, 28-31, 35-45, 197-202; 301-304.

e. Race

Back, Les and John Solomos. eds. (2009), *Theories of Race and Racism: A Reader*. Pp. 181-188.

Grusky, David B. (2008), *Social Stratification: Class, Race and Gender in Sociological Perspective*, Philadelphia: Westview Press. 3e. Pp. 691- 709.

f. Social Mobility and Social Reproduction:

Keister, Lisa A., Darby E. Southgate. (2012), *Inequality: A Contemporary Approach to Race, Class, and Gender*. Cambridge: Cambridge University Press. Chapter 8. Social Mobility. Pp. 294-313

Lareau, Annette. (2008), 'Unequal Childhoods: Class, Race and Family Life' in David B. Grusky, *Social Stratification: Class, Race and Gender in Sociological Perspective*, Philadelphia: Westview Press. Pp.926-936.

Suggested Readings:

Béteille, A. (1965), *Caste, Class and Power*: Berkeley. The University of California.

Bourdieu, Pierre. (1984), *Distinction: A Social Critique of the Judgement of Taste*. Cambridge, Mass.: Harvard University.

Dumont, L. (1980) *Homo Hierarchicus: the caste system and its implications*. Chicago: University of Chicago Press.

Mills, C Wright. (1956) *The Power Elite*. New York: Oxford University Press.

Quigley, D. (1993). *The Interpretation of caste*. New Delhi: Oxford University Press.

Sharma, B. D. (1989) *The Web of Poverty*. Shillong: North-east university Press.

Subramanian, Ajantha. (2019) *The Caste of Merit: Engineering Education in India*, Cambridge: Harvard.

Tilly, Charles. (1998) *Durable Inequality*. Berkeley, CA: University of California Press.

Veblen, Thorstein. (1973) *The Theory of the Leisure Class*. Boston: Houghton Mifflin Company.

Wilkinson, Richard and Kate Pickett. (2011), *The spirit level: Why greater equality makes Societies Stronger*. New York: Bloomsbury Press.

Wright, Erik Olin. (2005). *Approaches to Class Analysis*. Cambridge: Cambridge University Press.

Keywords:

Inequality, intersectionality, caste, class, gender, ethnicity, race, social mobility, Social Reproduction, cultural capital.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 06: Families and Intimacies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 06 Families and Intimacies	4	3	1	0	Nil	Nil

Course Learning Objectives:

1. This course seeks to sociologically examine the worlds of family, intimacy and marriage in their diverse forms while understanding changes in its structures and experiences of it.
2. The course will equip students with a critical understanding of basic concepts and sociological explanations of the way in which socially embedded relationships of affect in the family and intimate relationships intersect with economies of power, work, and control over resources in contemporary societies.

Course Learning Outcomes:

Students will be able to:

1. *Examine* the institutions of family and marriage as pivotal social institutions of intimacy from a sociological and socio-anthropological perspective.
2. *Discuss* historical and socio-cultural perspectives on the understanding of marriage, family and intimacy.
3. *Problematised* universality and *outline* and *observe* the structural and experiential realities of marriage and family.
4. *Identify* the variations in family structures and experiences using ethnographic accounts from different socio-cultural contexts.
5. *Describe* the critical implications of family change as they are related to social policy and legal issues.

Outline Syllabus of DSC-06:

Unit 1: An Invitation to Families & Intimacies

This unit familiarises students with the basic sociological concepts of marriage and family which are regarded as pivotal institutions of intimacy for all societies. It also explains the historical changes that these institutions have undergone.

Unit 2: Familial Worlds

The unit examines different familial worlds with an emphasis on kinship, gender, body and demography in India and other parts of the world.

Unit 3: Marriage & Intimacies

In this Unit the focus is on exploring the ways in which marriage and family have been comprehended in contemporary societies. It also focuses on the impact of technology on family and intimacy.

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1. An Invitation to Families & Intimacies (1-5 Weeks)

Becker, G. S. (1991). *A Treatise on the Family*. Cambridge: Harvard University Press, 342-349.

Gough, K E. (1968). Is the Family Universal: The Nayar Case, in Norman W. Bill and Ezra F. Vogel (ed). *A Modern Introduction to the Family*, New York: The Free Press, 80-96.

Uberoi, P. (2003). The Family in India: Beyond the Nuclear Versus Joint Debate, in Veena Das(ed.). *The Oxford Companion to Sociology and Social Anthropology*, Delhi: Oxford University Press, 1061-1092.

Renate B. (1982). The Family: A View from a Room of Her Own, in Barrie Thorne and Marilyn Yalom eds. *Rethinking the Family: Some Feminist Questions*, Boston: North-western University Press, 225 – 235.

Jeffery, R., & Jeffery, P. (1997). Population, gender and politics: Demographic change in rural north India (Vol. 3). Cambridge University Press. Chapter 4. Women's Agency and Fertility. Pp-117-164.

Unit 2. Familial Worlds (6-10 Weeks)

Shah, A. M. (2014). *The Writings of A. M. Shah: The Household and Family in India*. Hyderabad: Orient Blackswan, 286-328.

- Dube, L. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*. Tokyo: United Nations University Press, 34-48.
- Lamb, S. (2000). *White Saris and Sweet Mangoes: Aging, Gender, and Body in North India*. Berkley: University of California Press, 115-143.
- Reddy, G. (2006). The bonds of love: companionate marriage and the desire for intimacy among Hijras in Hyderabad, India. *Modern loves: the anthropology of romantic courtship and companionate marriage*, 174-193.2.5.
- Hochschild, A. (1989.) *The Second Shift*: New York: Penguin, 11-33.

Unit 3. Intimacies & Marriage (11-14 Weeks) 67 pages

- Jamieson, L. (2011). Intimacy as a concept: Explaining Social Change in the Context of Globalization or another form of ethnocentrism? *Sociological Research Online*, 16(4), 151-163.
- Leach, E. R. (1955). 199. Polyandry, Inheritance and the Definition of Marriage. *Man*, 55, 182-186
- Palriwala, R and R. Kaur. (2014). Introduction: Marriage in South Asia in Stacey, J. (2011). *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China*. New York: New York University Press, 122-151.
- Kaur, R., & Dhanda, P. (2014). Surfing for spouses: Marriage websites and the 'New' Indian Marriage. *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*, 271-292.

Suggested Readings

- Charsley, Katharine. 2005, "Unhappy husbands: Masculinity and migration in transnational Pakistani marriages." *Journal of the Royal Anthropological Institute* 11, no. 1, Pp 85-105.
- Cherlin, Andrew J. "The Deinstitutionalization of American Marriage." *Journal of Marriage and the Family* 66, Pp 848-861.
- Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, Pp. 332-67.
- Lambert, Helen. 2000. 'Sentiment and substance in North Indian forms of relatedness', in *Cultures of Relatedness*, edited by Janet Carsten, Cambridge: Cambridge University Press. Pp73-89.
- Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra- household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of*

Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan, Africa. Delhi: Sage Publications, Pp.190- 220.

Parry Jonathan. 2001. Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh, *Modern Asian Studies*, Vol. 35, No. 4, Pp. 783-820.

Reddy, Gayatri. 2005. *With Respect to Sex: Negotiating Hijra Identity in South India*. Chicago: University of Chicago Press. Pp142-185

Roseneil, Sasha, and Shelley Budgeon. 2004. "Cultures of intimacy and care beyond 'the family': Personal life and social change in the early 21st century." *Current Sociology* 52, no. 2 Pp 135-159.

Keywords- Familial worlds, family, household, marriage, gender, intimacies, person

Category II

(BA Multidisciplinary Studies (Sociology), Courses for Undergraduate Programme of study with Sociology discipline as one of the Core Disciplines)
(DSC 03 (Required for Major and Minor in Sociology),
DSC 04(Required for Major in Sociology))

DISCIPLINE SPECIFIC CORE COURSE – 03: Sociology of India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 03 Sociology of India	4	3	1	0	Nil	Nil

Course Learning Objective:

1. To provide an outline of the institutions and processes of Indian society.
2. To initiate students into viewing Indian society through a sociological lens.
3. To enable students to understand important social structures of Indian society.

Course Learning Outcomes: Students will be able to:

1. *Recognize* the bases of plurality of Indian society.
2. *Outline* the concepts of caste, tribe, class, village, and religion.
3. *Debate* the basis of order and dynamics of social change in India.

Outline Syllabus of DSC-03:

Unit I. Introducing India (2 Weeks)

Unit II. India as a Plural Society (1 Week)

Unit III. Social Institutions, Processes and Change (11 Weeks)

- a. Caste
- b. Tribe
- c. Class

d. Village

e. Religion

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introducing India (Weeks 1-2)

Stern, Robert W. 2003. *Changing India*. Cambridge: Cambridge University Press. Pp. 16-31.

Unit II. India as a Plural Society. (Week 3)

Mason, P. 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press, Introduction. Pp. 1-29

Unit III. Social Institutions, Processes, and Change. (Weeks 4-12)

a. Caste

Ambedkar, B.R. 1977. "Castes in India: Their Mechanism, Genesis and Development," Jullundhur, Bhim Patrika. Pp 2-32.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

b. Tribe

Xaxa, V. Tribes in India, in Veena Das ed. *The Oxford India Companion to Sociology and Social Anthropology* Vol I. New Delhi: Oxford University Press, 2003. Pp.373 – 408.

c. Class

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in Dipankar Gupta(ed.), *Social Stratification*. Delhi: Oxford University Press, pp. 271-275.

Deshpande, S. 2003. "The Centrality of Middle Class" in *Contemporary India: A Sociological View*, Viking Bombay. Pp. 125-150.

d. Village

Desai, A. R. 1978, *Rural Sociology*, 5e. Bombay: Popular Prakashan. Pp.10-16

Srinivas, M.N and Shah, A.M. 1960. "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, Vol. 12, No.37, (10 Sep. 1960), Pp. 1375-1378.

Jodhka, S. S. 2002. Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar", in *Economic and Political Weekly* Vol. 37, No. 32 (Aug. 10-16, 2002), pp. 3343-3353.

e. Religion

Madan, T.N. 2003. "Plurality and Pluralism", *The Oxford India Companion to Sociology and Social Anthropology*, Vol I. New Delhi: Oxford University Press, 2003. Pp.775-801.

4. Issues and Challenges in Contemporary India. (Weeks 13-14)

Kumar, Radha. 1999. From Chipko to Sati: The Contemporary Women's Movement", in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

Weiner, Myron. Migration, in, Veena Das. Ed. 2006. *Oxford Hand Book of Indian Sociology*, Delhi: OUP. pp. 156-171.

Suggested Readings:

Ahmad, I. 1983. "Modernization and Social Change among Muslims in India," Delhi, Manohar.

Ambedkar, B. R. 2007. *Annihilation of Caste* New Delhi : Critical Quest.

Gupta, D. (ed) (1991). *Social Stratification*. Delhi. Oxford University Press.

Dumont, L. 1997, *Religion, Politics, and History in India*, Paris: Mouton, Chapter 5. Pp. 89-110.

Eck, D. 2012. *India: A Sacred Geography*, New York: Harmony Books, Chapter 2, What is India? Pp. 42-105

Haimendorf, C.V.F. 1967."The Position of Tribal Population in India", in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.

Madan, V. (ed.) 2002. *The Village in India*. Delhi: Oxford University Press; Introduction

Nehru, J.N. 1946. *The Discovery of India*. Calcutta, Jawaharlal Nehru Memorial Fund.

Oommen, T.K. 2019. "Religious pluralism and Linguistics diversity", in T. K. Oommen and C.N. Venugopal (eds), *Sociology*, Lucknow: EBC Publishing. Pp. 262-296.

Roy Burman, B.K., 2002. "Challenges and Responses in Tribal India" in M.S.A. Rao (ed) *Social Movements in India* Delhi: Manohar .

Shah, Ghanshyam (2001). *Dalit Identity and Politics*. Delhi: Sage Publications, Chapter 1 and chapter 7.

Singh, Y. (1986). *Modernization of Indian Tradition*, Delhi: Rawat Publication.

Thorner, D. (1992). "Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.

Xaxa, V. (1999). "The Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, 34 (24), pp. 1519-1524.

Zelliot, E. (2004). "Caste in Contemporary India" in Robin Rinehart (Ed). *Contemporary Hinduism: Ritual, culture, and practice*, California: ABC-CLIO. Pp. 243-271.

Keywords:

India, Caste, Tribe, Class, Village, Religion, Women's Movements, Secularism.

DISCIPLINE SPECIFIC CORE COURSE – 04: Religion and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 04 Religion and Society	4	3	1	0	Nil	Nil

Course Learning Objectives:

1. To introduce the basics of how sociologists study religion and introduce concepts such as beliefs, practices, and religious organisations.
2. To offer an empirical and comparative view of religion and its role in society.
3. To familiarize students with different sociological approaches to studying religion.
4. To learn about diverse manifestations of religion in societies
5. To become familiar with some contemporary religious practices in different societies.

Course Learning Outcomes:

Students will be able to:

1. *Identify and compare different* sociological approaches to the study of religion
2. Critically read, analyse and write about religious issues and problems sociologically.
3. Use theoretical models for understanding empirical cases of religion through readings and observation.
4. *Discuss* the role of religion in social and political processes and transformations supported by sociological research.
5. *Examine* sociologically the intersection of religion with everyday life of individuals, social institutions and other spheres of state and society

Outline Syllabus of DSC-04:

Unit I. Introduction to Sociology of Religion (6 Weeks)

- a. Meaning and Scope
- b. Sacred and Profane
- c. Religion and Rationalization
- d. Religion as a cultural system

Unit II. Myth, Body, and Rituals as elements of Religion (6 Weeks)

- a. Ritual**
- b. Body**
- c. Myth**

Unit III. Contemporary Issues in Religion (2 Weeks)

- a. Religion and Media**
- b. Secularism**

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introduction to Sociology of Religion: (Weeks 01-06)

a. Meaning and Scope

Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, Pp 134-150.

Berger, P. 1967. *The Sacred Canopy*. Garden City: New York, Pp175- 186.

b. Sacred and Profane

Durkheim, E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press, Pp 25- 46; 87- 100; 153- 182.

c. Religion and Rationalization

Weber, Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York: Free Press, Pp 102-125

d. Religion as a Cultural System

Geertz, C. 2008. Religion as a Cultural System. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp.57-76

Unit II. Myth, Ritual and the Body (Weeks 07-12)

Fuller, C.J. 2004. *The Camphor Flame: Popular Hinduism and Society in India*. (Revised ed.) Princeton University Press. Pp. 204-223

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, Pp. 3-10, 13-14, 16-17, 19-21.

Uberoi, J.P.S. 1997 'The Five Symbols of Sikhism', in T.N Madan (ed) *Religions in India*. Delhi: OUP, Pp 320-332.

Pangborn, Cyrus R. 1991. Parsi Zoroastrian Myth and Ritual: Some Problems of their Relevance for Death and Dying. In T.N. Madan Ed. *Religion in India* OUP, India. Pp. 415-430

Ostor, Akos. 1991. Cyclical Time: Durgapuja in Bengal: Concepts, Actions, Objects. In T.N. Madan Ed. *Religion in India* OUP, India. Pp. 176-198

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, Pp100-122.

Unit III. Contemporary Issues in Religion (Weeks 13-14)

Stolow, Jeremy. 2010. "Religion, Media, and Globalization" in Turner (Eds) *The New Blackwell companion to Sociology of Religion*. Wiley-Blackwell Pp 544-562

Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, Pp 394 - 413.

Suggested Readings:

Asad, T. 2008. The Construction of Religion as an Anthropological Category. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp. 110-126

A. Babb and Susan S. Wadley (ed.) 1998. *Media and the Transformation of Religion in South Asia*. Philadelphia: University of Pennsylvania Press. Pp.139-166.

Eck, D. 1996. *Darsan: Seeing the Divine Image in India*. Columbia University Press. NY.

Ortner, S.B. 2008. On key Symbols. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp.151-159.

Key Words:

Rituals, Sacred, Profane, Myth, Secularism, Pilgrimage, Festival

Category III

Sociology Courses for Undergraduate Programme of study with Sociology as one of the Core Disciplines
(Discipline Specific Core courses for B.A. (MDS) with Sociology as non-Major / Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 03: Sociology of India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 03 Sociology of India	4	3	1	0	Nil	Should have Done DSC (MDS) 01

Course Learning Objective:

1. This paper aims to provide an outline of the institutions and processes of Indian society.
2. The central objective is to initiate students into studying Indian society through a sociological lens.
3. The students will be able to identify key social structures of Indian society.

Course Learning Outcomes:

Students will be able to:

1. *Recognize* the bases of plurality of Indian society.
2. *Explain* the concepts of caste, tribe, class, village, and religion.
3. *Examine* the dynamics of social change in India.

Outline Syllabus of DSC-03:

Unit I. Introducing India (2 Weeks)

Unit II. India as a Plural Society (1 Week)

Unit III. Social Institutions, Processes and Change (11 Weeks)

f. Caste

g. Tribe

h. Class

i. Village

j. Religion

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introducing India (Weeks 1-2)

Stern, Robert W. 2003. *Changing India*. Cambridge: Cambridge University Press. Pp. 16-31.

Unit II. India as a Plural Society. (Week 3)

Mason, P. 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press, Introduction. Pp. 1-29

Unit III. Social Institutions, Processes, and Change. (Weeks 4-12)

c. Caste

Ambedkar, B.R. 1977. "Castes in India: Their Mechanism, Genesis and Development," *Jullundhur, Bhim Patrika*. Pp 2-32.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

d. Tribe

Xaxa, V. Tribes in India, in Veena Das ed. *The Oxford India Companion to Sociology and Social Anthropology* Vol I. New Delhi: Oxford University Press, 2003. Pp..373 – 408.

c. Class

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India', in Dipankar Gupta(ed.), *Social Stratification*. Delhi: Oxford University Press, pp. 271-275.

Deshpande, S. 2003. "The Centrality of Middle Class" in *Contemporary India: A Sociological View*, Viking Bombay. Pp. 125-150.

f. Village

Desai, A. R. 1978, *Rural Sociology*, 5e. Bombay: Popular Prakashan. Pp.10-16

Srinivas, M.N and Shah, A.M. 1960. "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, Vol. 12, No.37, (10 Sep. 1960), Pp. 1375-1378.

Jodhka, S. S. 2002. Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar", in *Economic and Political Weekly* Vol. 37, No. 32 (Aug. 10-16, 2002), pp. 3343-3353.

g. Religion

Madan, T.N. 2003. "Plurality and Pluralism", *The Oxford India Companion to Sociology and Social Anthropology*, Vol I. New Delhi: Oxford University Press, 2003. Pp.775-801.

4. Issues and Challenges in Contemporary India. (Weeks 13-14)

Kumar, Radha. 1999. From Chipko to Sati: The Contemporary Women's Movement", in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

Weiner, Myron. Migration, in, Veena Das. Ed. 2006. *Oxford Hand Book of Indian Sociology*, Delhi: OUP. pp. 156-171.

Suggested Readings:

Ahmad, I. 1983. "Modernization and Social Change among Muslims in India," Delhi, Manohar.

Ambedkar, B. R. 2007. *Annihilation of Caste* New Delhi : Critical Quest.

Gupta, D. (ed) (1991). *Social Stratification*. Delhi. Oxford University Press.

Dumont, L. 1997, *Religion, Politics, and History in India*, Paris: Mouton, Chapter 5. Pp. 89-110.

Eck, D. 2012. *India: A Sacred Geography*, New York: Harmony Books, Chapter 2, What is India? Pp. 42-105

Haimendorf, C.V.F. 1967."The Position of Tribal Population in India", in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.

Madan, V. (ed.) 2002. *The Village in India*. Delhi: Oxford University Press; Introduction

Nehru, J.N. 1946. *The Discovery of India*. Culcutta, Jawaharlal Nehru Memorial Fund.

Oommen, T.K. 2019. "Religious pluralism and Linguistics diversity", in T. K. Oommen and C.N. Venugopal (eds), *Sociology*, Lucknow: EBC Publishing. Pp. 262-296.

Roy Burman, B.K., 2002. "Challenges and Responses in Tribal India" in M.S.A. Rao (ed) *Social Movements in India* Delhi: Manohar .

Shah, Ghanshyam (2001). *Dalit Identity and Politics*. Delhi: Sage Publications, Chapter 1 and chapter 7.

Singh, Y. (1986). *Modernization of Indian Tradition*, Delhi: Rawat Publication.

Thorner, D. (1992). "Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.

Xaxa, V. (1999). "The Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, 34 (24), pp. 1519-1524.

Zelliot, E. (2004). "Caste in Contemporary India" in Robin Rinehart (Ed). *Contemporary Hinduism: Ritual, culture, and practice*, California: ABC-CLIO. Pp. 243-271.

Keywords:

India, Caste, Tribe, Class, Village, Religion, Women's Movement, Secularism.

COMMON POOL OF GENERIC ELECTIVES (GE)

GENERIC ELECTIVES (GE-04): Gender, Power and Violence

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 04 Gender, Power and Violence	4	3	1	Nil	Nil	Nil

Course Learning Objective:

1. To examine the varied expressions and ramifications of gendered violence in a variety of contexts.
2. To understand and analyse gender violence as both routine and spectacular, and structural, symbolic and situated.
3. To explain how gender is socially constructed, and increase awareness of the presence of gender violence on multiple bodies in varied locations and contexts.
4. To identify and analyze social movements and everyday forms of resistance against gender violence.

Course Learning Outcomes: Students will be able to:

1. *Establish* the connections between the social construction of gender across cultures and the forms and experiences of gender violence.
2. *Describe* and *debate* different theoretical perspectives on the genesis and manifestation of gender violence across societies and cultures and its personal, social, cultural, political and economic consequences.
3. *Analyze* the significance of public discourse in general and the role of the state and public policy in addressing and curbing gender violence.
4. *Debate* individual and collective struggles and strategies used to resist gender violence.

Syllabus of GE 04:

Unit I. Conceptual Frameworks for understanding Gender and Violence (6 Weeks)

- a. Deconstructing Gender and Gendered Violence**
- b. Embodiments of Violence: Multiplicities & Responses**

Unit II. Intersectional Debates (6 Weeks)

- a. Power & Violence: Individuals & Community**
- b. Nation-States, (In) Security & Sexual Violence**
- c. Invisibilized Vulnerabilities**

Unit III. Legal Discourses on Gender Violence: Local and Global Experiences (2 Weeks)

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Conceptual Frameworks for understanding Gender and Violence: (Weeks-1-6)

a. Deconstructing Gender and Gendered Violence

Boyle Karen. (2019). 'What's in a Name? Theorizing the inter-relationships of gender and violence'. *Feminist Theory* 2019. Vol 20(1) 19-36

Merry, Sally Engle. (2009). 'Introduction' in *Gender Violence: Cultural Perspective*. Wiley-Blackwell. Chap. 1.

Gwen Hunnicutt. (2009), 'Varieties of Patriarchy and Violence against Women: Resurrecting "Patriarchy" as a Theoretical Tool' in *Violence against Women*. Volume 15 (5) May, Pp 553-573.

b. Embodiments of Violence: Multiplicities & Responses

Desai, Manali. (2016). 'Gendered Violence and India's Body Politic' in *New Left Review* 99 pp 67-83

Anthias, Floya (2014). 'The Intersections of Class, Gender, Sexuality and 'Race': The Political Economy of Gendered Violence' in *International Journal of Politics, Culture, and Society*, Vol. 27, No. 2 pp. 153-171.

Unit II. Exploring intersectional debates: (Weeks 7-12)

a. Power & Violence: Individuals & Community

Sujatha, D. (2014), 'Redefining Domestic Violence: Experiences of Dalit Women' in *Economic and Political Weekly*, Vol. 49, No. 47 pp. 19-22

Durfee, Alesha. (2011). "I'm Not a Victim, She's an Abuser": Masculinity, Victimization, and Protection Orders." in *Gender & Society* 25 (3): 316–34.

Loy, Pamela Hewitt, and Lea P. Stewart. (1984), 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 : 31-43.

b. Nation-States, (In) Security & Sexual Violence

Gaikwad, Namrata. (2009). 'Revolting bodies, hysterical state: women protesting the Armed Forces Special Powers Act (1958)' in *Contemporary South Asia*. Vol. 17, No. 3, September 2009, 299–311.

Henry, Nicola. (2016). 'Theorizing Wartime Rape: Deconstructing Gender, Sexuality, and Violence' in *Gender and Society*, Vol. 30, No. 1, pp. 44-56.

c. Invisibilized Vulnerabilities

Sumit Dutta, Shamshad Khan & Robert Lorway (2019). 'Following the divine: an ethnographic study of structural violence among transgender Jogappas in South India' in *Culture, Health & Sexuality*. 21(11), 1240–1256.

Mantilla, Karla. (2013). 'Gender trolling: Misogyny Adapts to New Media' in *Feminist Studies* Vol 39. No. 2. pp 563-570.

Unit III. Legal Discourses on Gender Violence: (Weeks 13-14)

Otto, Dianne. (2019). 'Gender Violence and Human Rights' in Laura J Shepherd edited *Handbook on Gender and Violence*, Pp. 357-376.

Agnes, Flavia. (2016). 'Muslim Women's Rights and Media Coverage'. *Economic and Political Weekly*, Vol. 51, No. 22. pp. 13-16.

Audio Visual Materials: Recommended for screening and Tutorial discussion

A Girl in the River: The Price for Forgiveness (Pakistan): Dir. Sharmeen Obaid Chinoy: 40 mins

A Pinch of Skin (India): Dir. Priya Goswami: 28 mins

Kony 2012 (Uganda): Dir. Jason Russell: 30 mins

Sri Lanka's Killing Fields: Dir. Callum Macrae: 49 mins

Keywords:

Gender, Violence, Intersectionality, Embodiment, Sexual harassment, Vulnerability Law, Rights

GENERIC ELECTIVES (GE-05): Sociology of Intimate Life

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 05 Sociology of Intimate Life	4	3	1	Nil	Nil	Nil

Course Learning Objectives:

1. To introduce students to some of the processes that shape intimate life in contemporary societies.
2. To explore the concept of intimacy and map the historical transformations this phenomenon has undergone.
3. To chart the configuration of intimacy in our times in multiple dimensions such as institutions, gender, sexuality, love and care.
4. To initiate discussion about ideals of equality and compassion in intimate relations.

Course Learning Outcomes:

Students will be able to:

1. *Outline* sociological conceptions of Intimacy.
2. *Describe* the historical transformation of intimate relations and their present status.
3. *Appreciate* the significance of intimate relationships in weaving and sustaining the social fabric.
4. *Apply* this understanding of the interconnections between the public and private realms into policy making.

Syllabus of GE 05:

Unit I Intimacy: An Introduction (3 Weeks)

Unit II Themes in Sociology of Intimacy (11 Weeks)

- a. **Institutions and Intimacies**
- b. **Gender, Sexuality and Intimacy**
- c. **Intimacy and Love**
- d. **Intimacy and Care**

e. Intimacy and Democracy

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Intimacy: An Introduction (Weeks 01-03)

Jamieson, Lynn. (1998). Introduction, Chapters 1 & 2. In *Intimacy: Personal Relationships in Modern Societies*. (pp. 1-42). Polity Press.

Unit II. Themes in Sociology of Intimacy Weeks (04-14)

a. Institutions and Intimacies:

Coontz, Stephanie. (2013). The Radical Idea of Marrying for Love (pp. 163-173). In David M. Newman. (Ed.) *Sociology: Readings Exploring the Architecture of Everyday Life*. Sage Publications.

Cherlin, Andrew J. (2004). The Deinstitutionalization of American Marriage. *Journal of Marriage and the Family* 66: 848-861.

b. Gender, Sexuality and Intimacy

Katz, Jonathan. (1990). The Invention of Heterosexuality. *Socialist Review* 20 January - March, 7-34.

Stacey, Judith. (2011). Introduction & Chapters 4. In *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China*. New York University Press.

Weston, Kath. (1998). Made to Order: Family Formation and the Rhetoric of Choice. In *Long Slow Burn: Sexuality and Social Science* (pp. 83-94). Routledge.

Raheja, Gloria Goodwin, and Ann Grodzins Gold. (1996). Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. In *Listen To the Heron's Words: Reimagining Gender and Kinship in North India* (pp. 30 – 72). Oxford University Press.

c. Intimacy and Love

Beck, Ulrich and Elisabeth Beck-Gernsheim. (2010). The Normal Chaos of Love (pp. 181-188). In Anthony Giddens and Philip W. Sutton (Ed). *Sociology: Introductory Readings*. Polity.

Hooks, bell. (2015). Living to Love. *Sisters of the Yam: Black Women and the Self-Recovery*. (pp. 97-111). Routledge.

d. Intimacy and Care

Lamb, Sarah. (2000). White Saris and Sweet Mangoes: Aging, Gender, and Body in North India (pp. 115-143). University of California Press.

Hochschild, Arlie Russell. (2003). *The Commercialization of Intimate Life: Notes from Home and Work* (pp. 185-197). University of California Press.

e. Intimacy and Democracy

Jamieson, Lynn. (1998). Introduction & Chapter 6. The Couple: Intimate and Equal? In *Intimacy: Personal Relationships in Modern Societies* (pp. 136-157). Polity.

Giddens, Anthony. (1992). *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies* (pp. 184-203). Polity Press.

Suggested Readings:

Beck, Ulrich and Elisabeth Beck-Gernsheim.(2010). The Normal Chaos of Love (pp. 181-188). In Anthony Giddens and Philip W. Sutton (Ed). *Sociology: Introductory Readings*. Polity.

Goodison, Lucy.(1983). Really Being in Love Means Wanting to Live in A Different World (pp. 48-66). In Cartledge, Sue, and Joanna Ryan (ed.). *Sex & Love: New Thoughts on Old Contradictions*. Women's Press.

Chase, Susan E. & Mary F. Rogers. (2004). Mothers and Children over the life course. In *Mothers and Children: Feminist Analysis and Personal Narratives*. (pp. 203-233). Rutgers University Press.

Kimmel, Michael. et. al. (Eds.). *The Gendered Society Reader* (pp. 121-132). Oxford University Press.

Lynn Jamieson and Gabb, Jacqui. (2008). Conceptualisations of Intimacy. In *Researching Intimacy in Families* (pp. 64-96). Palgrave.

Coontz, Stephanie.(1993). *The Way We Never Were American Families and The Nostalgia Trap*. Basic Books.

Trawick, Margaret.(1996). The Ideology of Love. Notes on Love in a Tamil Family (pp. 89 – 116). Oxford University Press.

Vatuk, Sylvia. (1990). To be a Burden on Others: Dependency Anxiety among the Elderly in India (pp. 64 – 88). In Lynch, Owen M. (Ed.) *Divine Passions: The Social Construction of Emotion in India* . Oxford University Press.

Keywords: Intimacy, Love, Emotions, Care, Family, Marriage, Relationships, Gender and Sexuality.

GENERIC ELECTIVES (GE-06): Invitation to Sociological Theory

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 06 Invitation to Sociological Theory	4	3	1	Nil	Nil	Nil

Course Learning Objectives:

1. To familiarize students with fundamental sociological perspectives.
2. To enable students to analyse social reality on the basis of these perspectives.
3. To help students apply sociological theories to their lifeworld.

Course Learning Outcomes:

Students will be able to:

1. *Analyze* the multiple dimensions of social reality.
2. *Compare* and *contrast* different sociological perspective on these processes..
3. *Develop* a critical orientation while observing and reviewing social realities.
4. *Apply* various sociological theories to social contexts and thereby assessing the causes and consequences of various social phenomena

Syllabus of GE 06:

Unit 1. Understanding Sociological Theory (2 Weeks)

Unit 2. Functionalism (4 Weeks)

Unit 3. Conflict Theory (2 Weeks)

Unit 4. Interpretive Sociology (2 Weeks)

Unit 5. Interactionism (2 Weeks)

Unit 6. Feminist Sociology (2 Weeks)

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1. Understanding Sociological Theory (1-2 Weeks)

Willis, Evan. 1996. *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Chapter 7, Theory and Method. Pp. 107-132.

Unit 2. Functionalism (3-6 Weeks)

Wallace, Ruth A. and Alison Wolf. 2006. *Contemporary Sociological Theory: Expanding the Classical Tradition*, Sixth Edition, New Delhi: Prentice-Hall of India. Chapter 2, Functionalism. Pp. 15-57.

Cohen, Percy S. 1968. *Modern Social Theory*, Sixth Edition, London: Heinemann. Chapter 3, Functionalism or the 'Holistic' Approach. Pp. 34-68.

Unit 3. Conflict Theory (7-8 Weeks)

Turner, Jonathan H. 1987. *The Structure of Sociological Theory*, Fourth Edition, New York: Rawat Publications, Chapter 6, The Origin of Conflict and Critical Theorizing. Pp. 129-150.

Unit 4. Interpretive Sociology (9-10 Weeks)

Freund, Julien. 1969. *The Sociology of Max Weber*, New York: Vintage Books. Chapter 3, The Concept of Interpretive Sociology. Pp. 87-132.

Unit 5. Interactionism (11-12 Weeks)

Cuff, E. C., W. W. Sharrock, and D. W. Francis. 2006. **Perspectives in Sociology**, Fifth Edition, London: Routledge, Chapter 6, Symbolic Interactionism. Pp. 98-125.

Unit 6. Feminist Sociology (13-14 Weeks)

Abbott, Pamela, Clair Wallace, and Melissa Tyler. 2005. *An Introduction to Sociology: Feminist Perspectives*, Third Edition, London: Routledge, Chapter 2, Feminist Sociological Theory. Pp. 16- 56.

Suggested Readings:

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. Chapter 4, Pp. 66 -77.

Dillon, Michele. 2014. *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*, Second Edition, West Sussex: Wiley Blackwell, Chapter 3, Max Weber. Pp. 121-153.

Dillon, Michele. 2014. *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*, Second Edition, West Sussex: Wiley Blackwell, Chapter 10, Feminist Theories. Pp. 327-367.

Durkheim, Emile. 1982. *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50-59.

Geetha, V. 2002. *Gender*, Calcutta: Stree, Introduction. Pp. 01-10.

Giddens, Anthony. 2009. *Sociology*, Sixth Edition, Polity Press. Cambridge. Chapter 7, Social Interaction and Everyday Life. Pp. 247-279

Lindsey, Linda L. 2021. *Gender: Sociological Perspective*, Seventh Edition, London: Routledge, Chapter 1, The Sociology of Gender: Theoretical Perspectives and Feminist Frameworks. Pp. 03- 37.

Marx, Karl and Fredrick Engels. 1948. *The Manifesto of the Communist Party*. New York: International Publishers. Pp. 03-48.

Radcliffe-Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press, Chapter 9, On the Concept of Function in Social Science. Pp. 178-187; Chapter 10, On Social Structure. Pp. 188-204.

Ritzer, George. 2011. *Sociological Theory*, Eighth Edition, New York: McGraw Hill, Chapter 10, Symbolic Interactionism. Pp. 351-390.

Weber, Max. 1978. *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts. Pp.04-26

Winch, Peter. 1990. *The Idea of A Social Science and its Relation to Philosophy*, London: Routledge. Chapter 2, The Nature of Meaningful Behaviour, Meaningful Behaviour. Pp. 45-51; Chapter 4, The Mind and Society, Verstehen and Causal Explanation, Meaningful Action and Social Action. Pp. 111-120.

Keywords:

Functionalism, Interpretive Sociology, Conflict Perspective, Interactionism, Feminist Perspective