Syllabus
Master of Arts Examination
2023-2025
SCHOOL OF SOCIOLOGY

GANGADHAR MEHER UNIVERSITY
AMRUT VIHAR,
SAMBALPUR 768004

POST GRADUATE PROGRAMME

in

SOCIOLOGY

Post-Graduate programme comprising two years will be divided into 4 (four) semesters, each of six months duration.

Employability	Entrepreneurship	Skill Development

Year	Semesters	
First Year	Semester-I	Semester-II
Second Year	Semester-III	Semester-IV

The detail of title of papers, credit hours, division of marks etc. of all the papers are given below.

Part-I: Semester-I

Papers		Marks		Total Marks	Duration (hrs)	Credit Hours
Paper No.	Title	Mid-Term	End-Term			
101	Introduction to Sociology	20	80	100	3	4
102	Classical Sociological Tradition	20	80	100	3	4
103	Methods of Social Research	20	80	100	3	4
104	Indian Society	20	80	100	3	4
105	Sociology of Kinship	20	80	100	3	4
Total				500		20

Part-I: Semester-II

Papers		Marks		Total Marks	Duration (hrs)	Credit Hours
Paper No.	Title	Mid-Term	End-Term			
201	Social Stratification	20	80	100	3	4
202	Quantitative Research Techniques in Sociology	20	80	100	3	4
203	Science Technology and Society	20	80	100	3	4
204	Social Change in India	20	80	100	3	4
205	Modern Sociological Theory	20	80	100	3	4
DSE Papers*						
206A	Sociology of Environment	20	80	100	3	4
206 B	Sociology of Religion	20	80	100	3	4
206C	Sociology of Education	20	80	100	3	4
206D	Sociology of Health	20	80	100	3	4
Total				600		24

*Discipline Specific Elective (DSE) paper. Any one paper can be opted by students of this department.

Minimum student strength to run the course in each elective paper should be 8 (Eight).

Part-II: Semester-III

Paper No.	Title	Mid-Term	End-Term	Total Marks	Duration (hrs)	Credit Hours
	Papers	**Marks**				
301	Sociology of Development	20	80	100	3	4
302	Advanced Sociological Theories	20	80	100	3	4
303	Social Demography	20	80	100	3	4
304	Political Sociology	20	80	100	3	4
305	Gender and Society	20	80	100	3	4
IDSE Papers**						
306A	Sociology of Development	20	80	100	3	4
306B	Gender and Society	20	80	100	3	4
306C	Social Change in India	20	80	100	3	4
Total				**600**		**24**

** Inter Discipline Specific Elective (IDSE) paper. Any one paper can be opted by students of other Departments.

Part-II: Semester-IV

Paper No.	Title	Mid-Term	End-Term	Total Marks	Duration (hrs)	Credit Hours
	Papers	**Marks**				
401	Theoretical Perspectives in Indian Sociology	20	80	100	3	4
402	Urban Sociology	20	80	100	3	4
403	Agrarian Social Structure and Change	20	80	100	3	4
404	Social Capital	20	80	100	3	4
405	**Fieldwork, Dissertation and Viva-Voce**		50+50	100	3	4
Total				**500**		**20**
22 Papers	**Grand Total**			**2200**		**88**

Employability	Entrepreneurship	Skill Development
RED	**GREEN**	**BLUE**

NB:
1. **There will be two elective groups namely,**
   - Discipline Specific Elective in Semester II
   - Interdisciplinary Elective in Semester III
     A Student has to select one of the DSE paper in Semester II and one of the papers in Semester III as offered by the respective Departments at the beginning of Semester II and Semester III respectively.
2. Each paper will be of 100 marks, out of which 80 marks shall be allocated for Semester Examination and 20 marks for Internal Assessment (Mid-Term Examination)
3. There will be 4 (Four) lecture hours of teaching per week for each paper.
4. Duration of examination of each paper shall be three hours.

5. Pass Percentage:
  - ➢ The minimum marks required to pass any paper shall be 40 percent in each paper and 40 percent in aggregate of a Semester.
  - ➢ No student will be allowed to avail more than 3 (three) chances to pass in any paper inclusive of first attempt.

<div align="center">**Post Graduate Programme in SOCIOLOGY**</div>

Vision: To promote and project the discipline as a viable one both academically and vocationally.

To make the school a center of excellence, to help solve social issues practically and help the government in policy making.

To promote responsible citizens and social worker.

Mission: To apply Sociological knowledge for understanding and interpretation of the society, economy, polity and culture of Odisha in particular and India and world in general with special reference to its disparities, deprivations and marginalization etc.

To promote field work as a tradition in the practice of Sociology. An increasing number of research work/projects can benefit the students/scholars in exploring various relevant social issues.

<div align="center">**Programme Outcomes**</div>

PO1. Disciplinary Knowledge: Ability to demonstrate comprehensive knowledge and understanding about the core concepts, approaches, perspectives in Sociology.

PO2. Critical Thinking: Capability to apply Sociological Knowledge to analyze, evaluate arguments, claims, beliefs based on primary and secondary information sources, identify relevant implications, critically evaluate practices, policies and theories by following a scientific approach to knowledge development and enhancement.

PO3. Problem Solving: Extrapolate from the subject knowledge and learning and apply their competencies to solve different real-life problems. Cultivating Sociological imagination for identifying personal troubles and public issues and applying Subject specific knowledge to solve these problems.

PO4.Commujnication Skills: Ability to express thoughts and ideas in writing and oral presentation. Demonstrate the ability to listen carefully, read and write analytically and present complex information in a lucid manner through presentation in form of writing, oral and power point presentation.

PO5. Research related Skill: Ability to identify a research problem, undertake a systematic literature survey and review, formulation of hypothesis or research questions, collecting data, analyzing, interpreting and drawing conclusions from data, establishing hypotheses, predicting cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

PO6. Reflective Thinking: Develop critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

PO7. Multicultural Competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

PO8. Moral and ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.

 PO9. Scientific Reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences

from an open-minded and reasoned perspective

PO10. Life Long Learning: Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Programme Specific outcome

At the end of the two year of M.A. in sociology offered by the school in which students not only attend classes in all important sub-disciplines of the subject but also attend rigorous tutorial programme, they will not only have a comprehensive knowledge of important concepts and issues in sociology and society at large but will also develop skills such as critical thinking, and the ability to formulate arguments which will give them an edge in any profession that they wish to pursue.

The programme specific outcome

Sem I the students would learn about the basics of sociology and help in analyses and evaluate the society in which they live. Sem II would help enable the students to go for proper methods of research and social processes which would help for technical knowledge. In Sem III it will give the students the ability to evaluate and understand society in its historicity with theoretical background which would engage in critical thinking. In Sem IV the students would go for projects involving field work (apply) part of the knowledge

Semester-I

Paper No. 101
Introduction to Sociology

The course 'Introduction to Sociology' tries to introduce the discipline of Sociology as a social science to the learners. The course will broadly bring an understanding of the basic and fundamentals concepts of core Sociology. The course will attempt to develop knowledge about the historical emergence of the discipline of Sociology. It will focus on the nature, scope and subject matter of Sociology. The students will familiarize with the basic concepts like Society, community, groups, institutions and associations. The course will also gain insights into the social processes and concept of culture.

Course Outcomes:

CO1: To develop knowledge about the history and origin of the discipline.
CO2: To identify the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature scope of the discipline and its approach.
CO3: To generate ideas about the social processes and social institutions man encounters as a member of society.
CO4: To explore the importance of the societal processes and the cultural aspects of everyday life.

Unit. I: Nature, Scope and origin of Sociology:

a) What is Sociology? Nature and Scope

b) Socio-historical reasons of its emergence

c) Branches of Study

d) Importance

Unit. II: Basic Concepts:

a) Society, Community

b) Groups,

c) Institutions and Associations

d) Status and Roles

Unit.III: Social Processes:

a) Associative: Cooperation, Accommodation, Assimilation

b) Dissociative: Conflict, Competition

c) Socialization: Agencies and Importance

d) Social Control: Means and Importance

Unit.IV: Culture:

a) Meaning and Types

b) Cultural Lag

c) Culture and Civilization

d) Ethnocentrism and Hegemony

Suggested Readings:

1. Atal, Yogesh, 2012. *Sociology: A Study of the Social Sphere*, Pearson, Noida
2. Giddens A. 1989. *Sociology*, Cambridge: PolityPress.

3. Bottomore, T.B. 1972. *Sociology- A Guide to Literature and Problems*, New Delhi, Creavge Allen andUnwin.

4. Ogburn-W.F. and Nimkoff, M.F A 1964.*Hand Book Of Sociology,* London: Routledge andKeganpual.

5. Poucek, J.H, 1965. *Social Control*, (Second Edn.) New Delhi: Affiliated East WestPress.

6. Inkless, Alex. 1987. *What is Sociology*, New Delhi: PrenticeHall.

7. Tumin, Melvin M. 1969.*Social Stratification*, New Delhi: PrenticeHall.

8. Harlambos J. 1988.*Introduction to Sociology*, New Delhi: Oxford University Press.

Paper No. 102
Classical Sociological Tradition

Classical Sociological Tradition exemplifies the foundation of Sociology as a discipline. It provides the students with an understanding of the seminal ideas of classical social thinkers as well as familiarizes them with their contribution to the emergence and growth of Sociology. It presents an over view of how the discipline of sociology emerged in the west. The course introduces the writings of classical thinkers such as Auguste Comte, Emile Durkheim and Max Weber in order to show how they broaden the nature and scope of Sociology.

Course Outcomes:

CO1: To gain an understanding of some of the classical contributions in Sociology and their contemporary relevance

CO2: To develop an understanding about the methodological shift in the discipline over the years.
CO3: To locate the theoretical and methodological relevance of social phenomena.
CO4: To understand the history of social theory through the thought of Karl Marx, Emile Durkheim and max Weber.

Unit-I: Historical Background of the Emergence of Sociology
    a. Traditional Feudal Economy and Social Structure
    b. Introduction to History of sociological thoughts- German, French, American(schools)
    c. Emergence of Capitalist Mode of Production- Nature and Feature of Capitalism
    d. Foundation of theoretical ideas from Auguste Comte to Spencer

Unit-II: Karl Marx
    a. Materialistic Interpretation of History
    b. Class and Class Struggle
    c. Alienation
    d. Theory of Ideology

Unit-III: Emile Durkheim
    a. Social Facts
    b. Division of Labour
    c. Theory of Suicide
    d. Elementary forms of religious life

Unit-IV: Max Weber
    a. Theory of Social Action
    b. Concepts of Status, Class and power
    c. Protestant Ethics and Growth of Capitalism
    d. Contributions to Methodology

Suggested Readings:

1. Abraham,FandMorgan,J.H.1985.SociologicalThought fromComtetoSorokin. Macmillan, NewDelhi.
2. Adams, B.N. and Sydie, R.A. 2002. *Sociological Theory.* Vistaar Publications, NewDelhi.
3. Aron, R. 1965. *Main Currents in Sociological Thought*. Vol. I and Vol.II Penguin, New Delhi.
4. Coser, L.A. 2001. *Masters of Sociological Thought.* Rawat Publishers,Jaipur
5. Rex, John. 1973. *Discovering Sociology.* Routledge and Kegan Paul,London.
6. Ritzer, G,2000, Modern Sociological Theory, The McGrawHill
7. Turner, J.H. 2001. *The Structure of Sociological Theory* . Rawat Publishers,Jaipur.
8. Zeitlin, I.M. 1981. *Ideology and the Development of Sociological Theory*, Prentice Hall, London.
9. Zeitlin, I.M. 1998. *Rethinking Sociology: A Critique of Contemporary Theory*. Rawat Publishers,Jaipur.

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Paper No.103
Methods of Social Research

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The course provides an introductory and comprehensive engagement with social science research. Students will have sound knowledge on various way of theory building. They will develop the skill to prepare research question, objectives and writing research proposal and synopsis. Student will have good grasp on preparing various tools and techniques of social research and its uses and limitations. They will have good knowledge on various techniques of tabulation, interpretation of data and writing reports. This will also enable the students to prepare report writing and framing Research proposals.

Course Outcomes:

CO1. To develop comprehensive understanding of philosophical roots of nature, forms of knowledge and process of knowledge production and theory building.

CO2. To learn various steps in formulation of research design, writing synopsis, research proposal, and process of carry out research.

CO3. To apply various techniques and methods of qualitative and quantitative research.

CO4. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature

Unit-I: Philosophical Roots of Social Research
  a. Issues in the Theory of Epistemology: Forms and Types of knowledge, Validation of knowledge
  b. Positivism and It's Critique: Contributions of Comte, Durkheim andPopper.
  c. Methodological Perspective in Sociological Theory: Objectivity and Subjectivity; Facts and Values.
  d. Theory Building: Inductive and Deductive

Unit-II: Nature of Social Reality and Approaches to It
  a. Research Design: Steps and Processes of It's Formulation
  b. Type of Research Design: Exploratory,Descriptive, Explanatory, Diagnostic and Experimental
  c. Role of concepts and Hypotheses, Problems of Objectivity and Value Neutrality
  d. Writing Synopsis, Project Proposal

Unit-III: Qualitative Methods in Social Research
  a. Techniques and methods of Qualitative Research: Ethnography, Observation and Interview Guide
  b. Case study, Genealogy and Content Analysis
  c. Participatory Rural Appraisal(PRA)
  d. Encounters and Experiences in Fieldwork

Unit-IV: Issues in Social Research
  a. Emic and Etic ,Anthropological and Sociological Traditions of Research
  b. Methodological Dilemmas and Issues in Qualitative Research
  c. Issues on Democratization of Research, Theoretical Vs. Applied Research
  d. Processing of Data: Classification, Tabulation and Interpretation.
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Suggested Readings:

. Bailey, K.D. 1979 — Methodology of Social Research Macmillan, Free Press- London

Barnes, J.A. 1979 — Who should known what? Social Science, Privacy and Ethics, Penguin, London.

Beteille, A and Madan, T.N.,1975 — Encounter and Experience: Personal Accounts of field work, Vikas, new Delhi

Bose, P.K. 1995 — Research methodology, ICSSR, New Delhi.

Bryman, A1988 — Quality and Quantity in Social Research Unwin Hyman, London.

Madge, J1970 — The Origins of Scientific sociology, Tavistock, London

Mukherjee, P.N. 2000 — Methodology in Social Research: Dilemmas and perspectives Essays in Honour of Ramakrishna Mukherjee Sage, New Delhi.

Mukherjee, R.K., 1979	What will it be? Explorations in Inductive Sociology, Allied, Bombay
_____,1993	Systemic Sociology, Sage, New Delhi
Popper, K,1999	The Logic of Scientific Discovery, Routledge and Kegan Paul London
. Punch, K,1986	Introduction to Social Research, Sage, New Delhi
. Sjoberg, G and Roger, N., 1997	Methodology of Social research, Rawat, Jaipur
Srinivas, M.N. and Shah, A.M., 1979	Field worker and the Field, Oxford, New Delhi.
Weber, M,1974	The Methodology of Social Sciences , Free Press, Chicago
Young, P.V.,1977	Scientific Social Surveys and Research Prentice Hall, New Delhi.

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Paper No. 104
Indian Society

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The course aims to present a comprehensive, integrated and empirically based profile of Indian Society. It attempts to develop a better understanding of the basic institutions of Indian Society such as caste, class, kinship, marriage, religion etc. The course also indulges students to understand cultural ethnic diversities in respect of languages, religious beliefs, cultural patterns, caste. The course aims to provide a general introduction to development of Indian sociological thought and influence of sociological development in India; pre-independence, post-independence and contemporary sociological thought in India. The course will introduce the contributions of Selected Indian Social Thinkers and Sociologist like Gandhi, Ambedkar, Savarkar, and Nehru to the Students.

Course Outcomes:
CO1: To develop diverse knowledge of the structure and composition of Indian Society like villages, towns, tribes, Dalits, women and population related issues.
CO2: To learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.
CO3: To comprehend the contributions of the Indian Social Thinkers and understanding their perspectives.
CO4: To enable the students to gain understanding of the existing and changing social institutions of their own region.

Unit I Sociological Understanding of Ideas of India
    a. Unity and Diversity
    b. Civilization, Colonization, Development of nation-state
    c. Nation building and democratization
    d. National Integration- communalism, regionalism, and linguism

UNIT II Social Structure and Composition of Indian Society
    a. Religious, linguistic, racial
    b. Varna, Caste, class, Tribe
    c. Family and Kinship
    d. Agrarian structure, Village, rural-urban continuum

UNIT III: Marriage and Family in India

a. Marriage Types and Practices in India
b. Marriage among tribes
c. Hindu Joint Family
d. Changing Status of Women

UNIT IV : Ideas of India
a. Multiple imaginings: Gandhi, Ambedkar, Nehru, Savarkar
b. Ideological and Ethnographic Images
c. Constitution and Indian society after independence
d. Weaker Sections and Marginalized Communities

Reading Lists
Eck, Diana L. India: A Sacred Geography. New York: Harmony Books, 2012. Chapter 2. What is India?
Pp.42 – 105
Cohn, Bernard, An Anthropologist Among Historians and Other Essays, Delhi: OUP, 1987, Chapters. 4
and 6. Pp.78-85 & 100 – 135
Zelliot, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. Contemporary Hinduism: Ritual,
Culture, and Practice, Santa Barbara: ABC-Clio, 2004. Pp. 243 – 268
Breman, Jan. 'The Village in Focus' from The Village Asia Revisited, Delhi: OUP 1997. Pp. 15- 64

Paper No. 105
Sociology of Kinship

Through the course Sociology of Kinship, the students will be in a position to learn the conceptual
framework of kinship. The course will enable the students to comprehend the cultural configuration of
kinship. Students will come to know the typology and diversity of the concept. The students will come
to a position to situate the discourse and transformation of Kinship. Kin relationships are traditionally
defined as ties based on blood and marriage. They include lineal generational bonds (children, parents,
grandparents, and great grandparents), collateral bonds (siblings, cousins, nieces and nephews, and aunts and
uncles), and ties with in-laws. The course would enhance the knowledge base of the learner regarding the
kinship system in general and about marriage, family and kinship pattern existing in India, in particular.
Course Outcomes:
CO1: To familiarize with different approaches to the study of kinship, family and marriage as the key
institutions of society.
CO2: To understand how structural principles are used by societies to organize groups and categories and attach
cultural meanings so that the societal objectives of social integration, social reproduction and social continuity are
maintained.
CO3: To guide students to understand the coexistence of multiple perspectives in the study of family,
marriage and kinship.
CO4: To comprehend the impact of modernity on recasting marriage, family and kinship.

Unit I: The Discourse of Kinship
a. What is Kinship, Types ofKins
b. The Formation of Kinship as an Object ofStudy
c. The IncestTaboo
d. Honour, Shame andViolence

Unit II: Cultural Configuration of Kinship
a. Descent, Residence andInheritance

b. Social and CulturalConfiguration
c. Transformations of African Kinship andMarriage
d. The Culture of Anglo-AmericanKinship

Unit. III: Marriage Patterns
a. Marriage as an Expression of Exchange andAlliance
b. Bride Wealth andDowry
c. Strategies of SocialReproduction
d. Monogamy and PluralMarriages

Unit. IV: Transformations of Kinship
a. Kinship and Modes of Production and Reproduction
b. Questioning Patriarchy
c. Reproductive Technologies and Reconfigured Kinship
d. Gay Perspectives

Suggested Readings:

1. Bourdieu, P. 1975. 'Marriage strategies as strategies of social reproduction' in R. Forster and O. Ranum (eds.): *Family and society: Selections from the Annales.* Baltimore: John Hopkins UniversityPress.
2. Bourdieu, P. 1977. *Outline of a theory of practice.* Cambridge: Cambridge University Press.
3. Carsten, J. (ed.). 2000. *Cultures of relatedness: New approaches to the study of kinship.* Cambridge: Cambridge UniversityPress.
4. Carsten, J. 1997. *The Heat of the Hearth: The process of kinship in a Malay fishing community.* Oxford: Oxford UniversityPress.
5. Engels,F.(1884)1948.*TheoriginsoftheFamily,PrivatePropertyandthestate.* Moscow: Progress Publishers.
6. Fortes, M. 1949. *The web of kinship among the Tallensi.* U.K: Oxford University Press.
7. Goody, J. and S.J. Tambiah. 1975. *Bride-wealth and Dowry.* Cambridge: Cambridge UniversityPress.
8. Kahn, S.M. 2000. *Reproducing Jews: A cultural account of assisted conception in Israel.* Durham, N.C: Duke UniversityPress.
9. Levine, N.E. 1988. *The dynamics of polyandry: kinship, domesticity and population on the Tibetan border.* Chicago: Chicago UniversityPress.
10. Levi-Strauss, C. 1969. *The Elementary Structures of kinship.* London: Eyre and Spottiswoode.
11. Loizos, P. 1978. 'Violence and the Family: Some Mediterranean examples' in J.P. Martin (ed.): *Violence and the family.* Chichester:Wiley

Semester-II

Paper No. 201

Social Stratification

Students would have clear understanding on various term and concept and process of social stratification. Students will develop comparative understanding of various forms of social stratification and inequalities and problems associated with it. Students would understand and critically evaluate various theories of social stratification and inequalities. Students would evaluate the status of women and develop critical understanding on their problems and develop self-reflective attitude in their personal life and Stand for women cause

Course Outcomes:
CO1: To comprehend students develop understanding on various concept of social stratification.
CO2: The course will help students to understand the form, nature and process of structuring social stratification and inequalities in India in particular and world in general.
CO3: This course provides an understanding various theories and approaches of social stratification and inequalities.
CO4: It will make students to understand the gender dimension of social stratification and subjugation of women in different sphere of life.

Unit I: Concepts
a. Social Stratification and Inequality
b. Difference, Equality and Inequality
c. The structuring of Inequalities: The Significance of Ideas and Interests
d. Social Mobility

Unit. II. Understanding Stratification
a. The structuring of Inequalities: The Significance of Ideas and Interests
b. Caste as the basis of Stratification
c. Functional Perspectives-Kingsley Davis and Wilbert Moore
d. Class as basis of Stratification: Marx, Weber and Dahrendorf

Unit. III. Race, Ethnicity and Exclusion
a. Natural Differences and Social Inequality
b. Identities
c. Nationalities
d. Social Exclusion

Unit. IV. Gender and Stratification:
a. Patriarchy and Subordination ofWomen
b. The Family as the Site of Inequality
c. Gender, Work and Entitlements
d. The Community, the State and Patriarchy

Suggested Readings:
1. Gordon, L. 1991. 'On 'Difference', *Gender,* 10:91-111.
2. Gupta, D. 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.):*Social*
3. *Stratification* (1-21). Delhi: Oxford UniversityPress.
4. Dahrendorf, R. 1968. *Essays in the Theory of Society. London:* Routledge & Kegan Paul. (Chapter1).
5. Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice* (1-27). Oxford University Press.Delhi.
6. Beteille, A. 1977. *Inequality among Men.* Oxford: BasilBlackwell.
7. Mencher, J. 1991. 'The Caste System Upside Down', in Dipankar Gupta (ed.):*Social*
8. *Stratification* (93-109). Delhi: Oxford UniversityPress.
9. Meillassoux, C. 1973. 'Are there Castes in India?' *Economy and Society,* 2 (1):89-111.
10. Vasanth and Kannabiran. K. 2003. 'Caste and Gender: Understanding Dynamicsof
11. Power and Violence', in Anupama Rao (ed.): *Gender &Caste* (249-60). Delhi: Kali for Women.
12. Mendelsohn, O and Vicziany M. 1998. *The Untouchables: Subordination, Poverty and the State in Modern India.* Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).

13. Weber, M. 1978. *Economy and Society.* Berkeley: University of California Press. (Vol. I, Part-I, Chapter 4; Vol. II, Part-II, Chapter 9, Section6).

14. Wesolowski, W. 1979. *Classes, Strata and Power.* London: Routledge & Kegan Paul. (Chapters 1 and3).

15. Wright, Olin E. 1985. *Classes.* London: Verso. (Chapter3).

16. . Marx, K. 1975. *The Poverty of Philosophy,* Moscow: Progress Publishers. (Chapter 2, Section5).

17. . Miliband, R. 1983. *Class Power and State Power.* London: Verso. (Chapter1).

18. . Erikson, R and J.H. Goldthorpe. 1992. *The Constant Flux: A Study of Class Mobility in Industrial Societies.* Oxford: Clarendon Press. (Chapter: 1 and7).

19. Beteille, A. 1983. *The Idea of Natural Inequality and other Essays.* Delhi: Oxford University Press. (pp.7-32).

20. Levi-Strauss, C. 1958. *Race and History.* Paris:UNESCO.

21. Balibar, E and Wallerstein. I. 1991. *Race, Nation, Class: Ambiguous Identities.* London: Verso. (Chapter4).

22. Genovese, E.D. 1976. *Roll, Jordan, Roll: The World the Slaves Made.* New York: Vintage Books. (Book I, Part-I; Book IV, pp. 587-97,597-98).

23. Davis, A. 1982. *Women, Race and Class.* London : The Women's Press. (Chapter11).

24. Oommen, T.K. 1997. *Citizenship, Nationality and Ethnicity: Reconciling Competing Identities.* Cambridge: Polity Press. (Parts I andIII).

25. Tambiah, S. J. 1996. 'The Nation-State in Crisis and the Rise of Ethnonationalism',in

26. Edwin N. Wilmsen and Patrick McAllister (ed.): *The Politics of Difference: Ethnic Premises* in *a World of Power* (124-43). Chicago: The University of ChicagoPress.

27. Lerner, G. 1986. *The Creation of Patriarchy.* New York: Oxford University Press. (Introduction, Chapters 1, 2 andAppendix).

28. Delphy, C and Leonard, D. 1992. *Familiar Exploitation: A New Analysis of Marriage*in *Contemporary Western Societies.* Cambridge: Polity Press. (Chapters 1, 4 and 9).

29. Sen, A. 1990. 'Gender and Cooperative Conflicts', in Irene Tinker (ed.): *Persistent Inequalities* (123-49). New York: Oxford UniversityPress.

30. Palriwala, R. 2000. 'Family: Power Relations and Power Structures', in C. Kramaraeand D. Spender (eds.): *International Encyclopaedia of Women: Global Women's Issues and Knowledge* (Vo1.2: 669-74)*.* London: Routledge.

31. Mazumdar, V and Sharma, K. 1990. 'Sexual Division of Labour and the Subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): *Persistent Inequalities* (185- 97)*.* New York: Oxford UniversityPress.

32. Chakravarti, U. 1995. 'Gender, Caste, and Labour', *Economic and PoliticalWeekly,* 30(36): 2248-56.

33. Kapadia,K.1996.*SivaandHerSisters:Gender,Caste,andClassin RuralSouthIndia.* Delhi: Oxford University Press. (Part 3).
Chowdhry, P. 1997. 'Enforcing Cultural Codes: Gender and Violence in Northern India', *Economic and Political Weekly*

Paper No. 202

Quantitative Research Techniques in Sociology

Through the course, students will develop a keen understanding and hands on training on quantitative research techniques. The students will learn about the types of sampling and its uses and methods of conducting a survey. Students will demonstrate the learning of preparation of interview schedule and

questionnaire for data collection in research study. Students will gather sound knowledge about uses of Microsoft -Excel and SPSS for data analysis. Students will be also apt in utilizing various techniques of measurement of central tendency for data analysis. Students will also demonstrate their data interpretation skills through the use of PowerPoint presentation, excel charts, tables and graphs for presenting their research findings.

Course Outcomes:

CO1: To learn the various tools and techniques of quantitative research and its application.

CO2: To demonstrate the learning of various types of sampling strategy and minimizing sampling error, preparation of questionnaire, interview schedule for data collection, coding, de-coding and tabulation of quantitative data.

CO3: To apply various measurement and scaling techniques such as sociometry, reliability, validity, Thurston, Likert and Bogardus Scale etc.

CO4: To utilize various statistical measures techniques such as Mean, Median, Mode, Standard deviation, Chi Square test for data analysis.

Unit-I: Sampling
    a. Rationale
    b. Types
    c. Sampling error
    d. Survey Vs. Sampling based study in sociology

Unit-II: Quantitative method and survey Research
    a. Techniques of Survey Research: Questionnaire and Interview
    b. Tools of Research; Preparation of Questionnaire and Interview Schedule
    c. Processing of Data: Classification, Tabulation and Interpretation
    d. Use of Computer in Data Processing, Xcel and SPSS

Unit-III: Measurement and Scaling Techniques
    a. Levels of Measurements: Types of Scales- Nominal and Ordinal
    b. Reliability and Validity of Scaling
    c. Measures of Social Distance: Thurston, Lickert and Bogardus Scale
    d. Sociometry

Unit-IV: Statistics in Social Research
    a. Measures of Central Tendency: Mean, Median and Mode
    b. Measures of Dispersion- Standard Deviation
    c. Correlation Analysis- ChiSquare
    d. Quantitative Vs. Qualitative research in sociology

Suggested Readings
1. Bailey, K.D. 1979. *Methodology of social Research.* Macmillan, FreePress.
2. Bryman, Allan. 1988. *Quality and Quantity in Social Research.* Unwin, Hyman,London.
3. Ethance, D.M. *Fundamental ofStatistics*
4. Irvine, J. M et al (ed) , 1979. *Demystifying social statistic*, Pluto Press,London.
5. Lutz, G, M. 1983. *Understanding Social Statistics*, Macmillan Publishing co., Inc., New York

6. Mukharjee, R, 1979. *What will it be? Explorations in inductive sociology*, Allied Publishers, Bombay.
7. Mukherjee, P.N, 2000. *Methodology in Social Research Dilemamas and Perspectives*, Essays in honourof Ramakrishna Mukharjee, Sage Publication, NewDelhi.
8. Wilkinson, T.S. and Bhandarkar, P.L , *Methodology and Techniques of Social Research*. Himalaya Publication House:Bombay.
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Paper No. 203
Science, Technology and Society

Globalization and liberalization have brought in new dimensions of the development of Indian Science and Technology for the development of our economy vis-à-vis developed economies. Any effort at development depends on our competitive ability in the international market to sell our products and services. Marketability is dependent on the ability of our scientists to develop new products and processes and in the up-gradation of our technological tools in industry and other service areas. The course will enable the students to understand the relationship between science and Society. The course will introduce the student to the conceptual and theoretical issues in the study of sociology of science and technology.

Course Outcomes:

CO1: To understand the issues relating to science, technology and society in India both in the Historical and Globalization contexts.

CO2: To analyze science and technology from sociological perspectives in which science and technology are treated as social phenomena.

CO3: To critically examine the production, dissemination, and utilization of science and technology in contemporary society.

CO4: To Begin to see links between sociological analyses of science and technology and broader debates in science policy, history of science and philosophy of science.

Unit-I
   a. The study of Science-its importance.
   b. Relationship between society and science and vice-versa.
   c . Science as a social system. Norms of science.
   d. Relationship between science and technology.

Unit-II
   a. History of modern science in India — colonial–independence and post-independence science.
   b. Nature of science and technology education in India and its quality.
   c. Pure vs. Applied Science in India. Indian social structure and science.
   d. Social background of Indian scientists. Brain drain and brain gain.

Unit-III
   a. Science policy
   b. Social organization of science in India
   c. scientific laboratories and their contribution to the development of technology.

d. Science and Education, Interrelationship between industry and universities

Unit-IV

a. Technology and Society
b. Globalization and liberalization and their impact on Indian science and technology.
c. WTO and issues related to intellectual property rights, MNCs and Indian industry
d. Political economy of science & technology at the national and international levels.

Essential readings

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

Barber, Bernard 1952. *Science and the social order* New York: Free Press.

Gaillard, J 1991.*Scientists in the third world* Lexington: Kentucky University Press. Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. *Scientific communities in the developing world* New Delhi: Sage.

Kamala Cahubey ed. 1974 *Science policy and national development* New Delhi:Macmillan.

Krishna, V.V. 1993.*S.S.Bhatnagar on science, technology, and development, 1938-54* New Delhi: Wiley Eastern.

Kornhauser, William. 1962 *Scientists in industry*, Berkley: University of California Press, Price, Derek J.deSolla, 1963 *Little science, big science* New York: Columbia University Press.

Rahman, A. 1972. *Trimurti: Science, technology and society – A collection of essays* New Delhi: Peoples Publishing House.

Storer, Norman W. 1966. *The social system of science* New York: Holt Rinehart and Winston.

UNCTAD/CSIR *Case study in reverse transfer of technology: A survey of problems and policy in India* Doc.TD/B/C/. 6/AC.4/6 and Corr.1, Geneva.

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Debroy, Bibek. 1996. *Beyond the uruguay round: The Indian perspective on GATT* New Delhi: Sage.

Gilpin, Robert, and Christopher Wright eds. 1964. *Scientists and national policy making* New York: Columbia University Press.

Kumar, Nagesh and N.S.Siddharthan. 1997. *Technology, market structure and internationalization: Issues and policies for developing countries* London: Routlege and The United Nations University.

MacLeod, Roy and Deepak Kumar. 1995. *Technology and the raj: Western technology and technical transfers to India, 1700-1947* New Delhi: Sage.

Merton, Robert K. 1938. *"Science, technology and society in seventeenth-century England", Osiris* (Bruges, Belgium), 14, Pp.360-632.

Merton, Robert K. 1963. "The ambivalence of scientists*" Bulletin of the Johns Hopkins Hospita*l, 112, Pp.77-97.

Storer, Norman W. *1964. "*Basic versus applied research: The conflict between means and ends in science"*, Indian sociological bulletin*, 2 (1), Pp.

Paper No. 204
Social Change in India

Social change has always been a central concern of sociological study. The objective of the course is to introduce the changes that have taken place in the Social Structure, Cultural values and Institutions in India. The course is designed to provide a conceptual and theoretical understanding of social change and development as it has emerged in sociological writings. The course focuses on issues of social development in modern India, social development of disadvantaged groups and current debates in modern India. The course will be developing knowledge about the historicity of social change in Indian context.

Course Outcomes:
CO1: To enable the students to develop and generate new ideas on the pattern of changes taking place in the society in which we live.
CO2: It would help the students for evaluation and examining the new trends brought by various development strategies.
CO3: It would help the students in critical thinking on the trends and changes in Modern India and tribal life.
CO4: To generate the idea about the social processes of change in India.

Unit-I: Trends and Processes of Change in Modern India
 a. Sanskritization and Westernization
 b. Secularization and Modernization
 c. Globalization
 d. India's development and change

Unit-II: Tribe in Transition
 a. Changes in TribalEconomy
 b. Changes in Socio-culturalspheres
 c. LandAlienation
 d. Welfare Measures and ConsequentChanges

Unit-III: Indian Experience on Development
 a. Sociological Appraisal of Five YearPlans
 b. Social Consequences of EconomicReforms
 c. Socio Cultural Impact of Globalization

d.   Social Implication of Infotech and Bio-TechRevolution

Unit-IV: Consequences of Development
   a.   Development andDisplacement
   b.   Development and Socio- Economic Disparities
   c.   EcologicalDegradation
   d.   Development andMigration.

Suggested Readings:
   1.   Arturo, Escobar. 1995. *Encountering Development, the Making and Unmaking Of the Third World*, Princeton: Princeton UniversityPress.

   2.   Bardhan, Pranab. 1981. *Political Economy of India's Development*, Delhi:OUP

   3.   Barnett, Tony. 1988. *Sociology and Development*, London:Hutchinson.

   4.   Charles, Wood and Bryan Roberts (eds.) 2005. *Rethinking Development in Latin America*, Penn StatePress.

   5.   Currie, Bob. 2000. *The Politics of Hunger*, Chennai:Macmillan.

   6.   Desai, A R. 1959. *Social Background of Indian Nationalism*, Bombay: PopularPrakashan

   7.   Dreze, J and Sen, A.1989.*Hunger and Public Action*, Oxford: ClarendonPress

   8.   Dreze, Jean and Sen Amartya (eds.) 1999. *Indian Development Selected Regional Perspectives*, Delhi: Oxford UniversityPress.

   9.   Gandhi, M. K. 1938. *Hind Swaraj or Indian Home Rule* [1908]. Ahmedabad: Navajivan PublishingHouse.

   10. Harrison, David. 1990. *The Sociology of Modernization and Development*, London: Routledge

   11. Kothari, Uma. 1995. *A Radical History of Development Studies*, New York: ZedBooks.

   12. Krishna, Anirudh. 2003. *Active Social Capital: Tracing the Roots of Development and Democracy.* New Delhi:OUP.

   13. Myrdal, Gunnar. 1974. What Is Development?, *Journal of Economic Issues*, Vol. 8, No. 4, pp. 729-736

   14. Nayar, Baldev Raj.1989. *India's Mixed Economy*, Bombay: PopularPrakashan

   15. Portes, Alejandro and A. Douglas Kincaid 1989. "Sociology and Development in the 1990s: Critical Challenges and Empirical Trends", *Sociological Forum*, Vol. 4, No.4,

   16. Ratner, Blake D 2004. "Sustainability" as a Dialogue of Values: Challenges to the Sociology of Development, *Sociological Inquiry*, Vol. 74, No. 1, pp.50–69

   17. Schumacher, E. F. 1973. *Small is Beautiful: Economics as if People Mattered*. New York: Harper and Row.

   18. So, Y Alvin.1990. *Social Change and Development*, London:Sage.

   19. Special Issue: Comparative National Development: Theory and Facts for the 1990s, pp. 479- 503.

   20. Spybey, Tony 1992.*Social Change, Development and Dependency*, Cambridge: PolityPress.

Paper No. 205

Modern Sociological Theory

This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped Sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of Sociology today. The main focus of this course will be on structuralism, functionalism, Marxism, Neo-functionalism and Neo-Marxism theories.

Course Outcomes:

CO1: To enable the students to comprehend the theoretical approaches and their origin and relevance in sociology.

CO2: The students will come to know the typology and diversity of the concept as positivism, functionalism, conflict and structuralism.

CO3: To help the students to understand the basic nature of sociological theories.

CO4: To develop the fundamental insights to support modern and post-modern sociological theories.

Unit-I: Functionalism
    a. Origin and BasicPostulates
    b. Contributions ofParsons
    c. Contribution ofMerton
    d. Criticism and Current relevance

Unit-II: Marxism
    a. Origin and BasicPostulates
    b. Contributions of KarlMarx
    c. Contribution of Dahrandorf
    d. Criticism and Current relevance

Unit-III: Neo Functionalism and Neo-Marxism
    a. Origin and BasicPostulates
    b. Contribution of Alexender
    c. Contribution of Gramsci
    d. Criticism and Current relevance

Unit-IV: Structuralism
    b Contribution ofLevistrauss
    c Contribution of Althusser
    d Criticism and Current relevance

Suggested Readings:

1. Abraham, M.F. 2001. *Modern Sociological Theory: An Introduction.* Oxford, NewDelhi.
2. Alexander, J.C. 1987. *Twenty Lectures; Sociological theories since World War- II.* Columbia University Ppress- NewYork.
3. Collins, R. 1997. *Sociological Theory.* Rawat,jaipur
4. Coser, L.A. 2001. *Masters of Sociological thoughts.* Rawat,Jaipur
5. Craib, I. 1992. *Modern Social Theory: From parsons to Habermas*, Harvester,London
6. Giddens, A. 1983. *Central Problems in Social theory, Action, Structure and contradiction in social analysis.* Mac Millan,London.
7. Giddens, A. 1996 . *Capitalisation and modern social theory.* Cambridge University Press. London.

8. Godelier, M. *Structural Anthropology* Tavistock,London.
9. Sturrock, J (ed). 1979. *Structuralism and since: from Levistrancess to Derrida.* Oxford, London.
10. Turner, B.S. 1999. *Classical sociology.* Sage, NewDelhi
11. Turner, J.H. 2001. The *structure of sociological theory* Rawat,Jaipur.
12. Zeitlin, I.M. 1998. *Rethinking sociology: A critique of contemporary Theory.* Rawat,Jaipur

Paper No. DSE. 206A A.
Sociology of Religion

This paper aims to familiarize the students with religious practices and beliefs in various human cultures to consider the main sociological theories of religion and to analyze the various types of religious organizations in different societies. The course also intends to introduce students to the religions of India and their main components.

Course Outcomes:

CO1: To guide the students to use the sociological imagination in the study of religion and spirituality.

CO2: To acquaint students to alternative approaches on Religion.

CO3: It helps them to comprehend cross-cultural differences in religions across the world.

CO4: To enhances their knowledge of the role of religion as a form of social identity.

Unit I: Introduction to sociology of Religion
   a. Sociology of religion: Religion as a science
   b. Religion and morality, religious Ritual, beliefs, values practices
   c. Theism, atheism, secularism and fundamentalism
   d. Religious experiences: sect, cult myths, mysticism, magic, sacrifice

Unit 2: Approaches to the Study Religion
   a. Durkheim, Malinowski
   b. Marx, Freud,
   c. Weber, Clifford Geertz,
   d. Levi-Strauss,

Unit 3: Religion and Indian Thinkers
   a. Gandhi, Aurobindo,
   b. Ambedkar, Periyar
   c. Vivekand, Savarkar,
   d. Sir Syed, Maulana Abul Kalam Azad

Unit 4: Religion, Ideology, and conflict in India
   a. Religion and Ideology- Pluralism, Secularism, Fundamentalism,
   b. Religion and change- Revivalism, Proselytisation, conversion, religious syncriticism
   c. Religion Violence: Terrorism, Communalism
   d. Religion and globalization: commodification,

Suggested Readings

1. Durkheim, Emile. Excerpts from The Elementary Forms of the Religious Life collected by Daniel Pals (Ed). in Introducing Religion: Readings from the Classic Theorists

2. Robert Wuthnow. "Studying Religion, Making it Sociological"
3. Badey, Thomas. "The Role of Religion in International Terrorism"
4. Fine, Jonathan. "Contrasting Secular and Religious Terrorism"•
5. Weber, M. The Sociology of Religion, Boston, Mass: Beacon Press, 1963. 2. Eliade, H. The Sacred and the Profane: The Nature of Religion, New York: Harcourt, Brace and World, 1959. 3.

6. Durkheim, E. The Elementary Forms of Religious Life, London: Allen and Unwin, 1915.
7. Fischer, M.N.J. Iran: From Religious Dispute to Revolution, Cambridge, Mass: HarvardUniversity Press, 1980. 5. Baird, Robert D, (ed.) 1995 (3rd edition) Religion in Modern India, Delhi, Manohar.
8. Jones, Kenneth W., 1989, Socio-Religious Reform Movements in British India, The New Cambridge History of India III – I),Hyderabad, Orient Longman.
9. Madan T.N. (ed.) 1992, (enlarged edition), Religion in India, New Delhi, Oxford Press.
10. Mazumdar H.T., 1986, India‟s Religious Heritage, New Delhi, Allied Publishers.
11. Roberts, Keith A., 1984, Religion in Sociological Perspective, New York, Dorsey Press.
12. Shakir Moin (ed.) 1989, Religion, State and Politics in India, Delhi,Ajanta Publications.
13. Turner Bryan. S., 1991 (2nd edition) Religion and Social Theory, London, Sage Publications.
14. Robinson, Rowena, 2004, Sociology of Religion in India, Sage, India.
15. Juergensmeyer, Mark. "Is Religion the Problem?
16. Reader, Chaves, "Secularization as Declining Religious Authority," 250-264; Simmel, Essays on Religion, 380-382 (Sakai)
17. Berger, Peter L. "Reflections on the sociology of religion today." Sociology of Religion 62.4 (2001): 443-454.
18. Berger, Peter L. The sacred canopy: Elements of a sociological theory of religion. Anchor/Open Road Media, 2011
19. Berger, Peter, Thomas Luckmann. "Sociology of religion and sociology of Knowledge" Sociology and Social Research 47.4 (1963): 417-427

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21. Religion. Cambridge University Press, 2003. 11. E. E. Evans-Pritchard. 1963 (1940). The Nuer. Oxford: Clarendon Press Religion Matters, chapter 6, 83-98;

22. T. N. Madan, Religion in India, OUP, New Delhi, 1991.

23. Geertz, C. (1973). Religion as a cultural system. In The interpretation of cultures. New York: Basic Books

24. Freud, S.(1961). The future of an illusion. New York: W.W. Norton & Company Madan, T.N .(2004) (Ed.) India's religions: Perspectives from sociology and history. New Delhi: OUP

25. Raines, J. (2002) (Ed.). Marx on religion. Philadelphia: Temple University Press Robinson, R.(2005). Sociology of Christianity, conversion and secularism in India: Some Reflections. In Sociological Bulletin.54(3),473-495

26. Upadhyay, S.P and Robinson, R. (2012). Revisiting communalism and fundamentalism in India. In Economic and Political Weekly, 47(36), 35-57

27. Weber, M. (1964). The sociology of religion. translated by Ephraim Fischoff. Boston: Beacon Press.

28. Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp.119-124. 2.

29. Max Weber. 2001. The Protestant ethic and the spirit of capitalism. Translated by Stephen Kalberg. England: Roxbury Publishing Press.

30. Keith A. Roberts, David A. Yamane. 2016. Religion in Sociological Perspective. 6th edition. Sage Publications

31. Marx, Karl. Various excerpted writings collected by Daniel Pals (Ed.) in Introducing Religion: Readings from the Classic Theorists .

32. Johnstone, Ronald L. Religion and society in interaction: The sociology of religion. PrenticeHall, 1975. 15. Johnstone, Ronald L. Religion in society: A sociology of religion. Routledge, 2015. 16.

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

34. Saberwal, S. 1991. 'Elements of Communalism' in T. N. Madan, (ed.) Religion in India. OUP: New Delhi, pp 339 -350. 18

35. Robinson, R. 2003. 'Christianity in the Context of Indian Society and Culture' in Das Veena (ed.), Oxford Indian Companion to Sociology and Social Anthropology, OUP: New Delhi, pp. 884- 907

Paper No. DSE. 206B
Sociology of Environment

The course aims to provide the students with a conceptual, theoretical and empirical background to the issues of Environment and Sustainable Development. The course seeks to understand the emergence of sustainable development, environmentalism and environmental movements from theoretical and conceptual perspectives.

Course Outcomes:
CO1: To develop knowledge, skills, values, and a strong concern for the environment.
CO2: To motivate them to actively participate in environmental improvement and protection.
CO3: To develop understanding on natural resource base, their distribution and uses.
CO4: To develop awareness on environmental conservation and protection.

Unit-I

a. Sociology of Environment: Scope & Subject Matter Environment & Development
b. Social Ecology
c. Sustainable Development

d. Approaches: Gandhian, Ecofeminism.

Unit-II
a. Shrinking Natural Resources & Environments
b. Depletion of Water
c. Land, Forest: Causes & impacts on human society.
d. Environmental Movements- Chipko, Narmada Bacho, Chilika Lake, Odisha

Unit-III
a. Environmental Issues: Pollution and

   climate change
b. Genetically Modified Food
c. Development and Environmental Degradation
d. Deforestation

Unit-IV
a. Impact of Climate Change on Society. International Agencies & State Interventions.
b. Environmental policy and protective measures
c. Adaptation & Mitigation Strategies
d. Environmental Justice

References:

Lavelle, Marianne, and Marcia Coyle. 1992. "Unequal Protection: The Racial Divide in Environmental Law. A Special Investigation." Natural Law Journal 15(3): http://www.ejnet.org/ej/nlj.pdf

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Chandna R.C. 1998. Environmental Awareness, Kalyani Publishers.
Gadigil,M. and R. Guha.1996. Ecology and Equity: The Use and Abuse of Nature in contemporary India, NewDelhi, OUP.
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Kumar S.B.2002.Environmental Problems and Gandhian Solutions.Deep-Deep publication.
Pawar, S. N., R. B. Patil, Rajendra B. Patil.1998.: Sociology of Environment. Jaipur: Rawat Shiva V 1991, Ecology and the Politics of Survival, U.N University press and Sage Publications Shiva Vandana, 1988. Staying Alive, Kali for Women, New Delhi

Sociology of Education

This course contextualizes the study of education within the discipline of Sociology. Education is a powerful instrument of social change. The course on the Sociology of Education intends to familiarize the students with the sociological theories and perspectives of the Sociology of Education and Educational Policies in India.

Course Outcomes:
CO1: To enable students to develop a holistic understanding of education as an institution.
CO2: To identify various educational pedagogies around the world.
CO3: To understand various educational policies and their significance.
CO4: To get familiar with the relationship between education and society.

Unit. I: The Idea of Education
   a. Basic Education
   b. Democracy and Education
   c. Education and Liberation
   d. Education and Citizenship

Unit. II: Theoretical Approaches
   a. Functionalist
   b. Conflict
   c. Symbolic Integrationist
   d. Feminist

Unit. III: Education and Society
   a. Socialization and Education
   b. Cultural and Social Reproduction
   c. Hegemony and Domination
   d. Agency, Resistance and Relative Autonomy

Unit. IV: State, Education and Equality in India
   a. The Formation of Modern Education System
   b. Mobility and Equality of Educational Opportunity, Affirmative Actions
   c. Education and Social Stratification
   d. Aspects of Higher Education

Suggested Readings:
 1. A.H. Halseye et. al. (eds.). 2002. *Education. Culture, Economy, Society.* Oxford: Oxford University Press (Selectedchapters).
 2. Althusser, L. 1971. Ideology and Ideological State Apparatuses, in L. Althusser(ed.) *Lenin and Philosophy and Other Essays,* London: New Left Books.
 3. Apple, M. W. 1982. *Cultural and Economic Reproduction in Education: Essays on class. ideology and the state.* London: RKP. (Chapters 1,9).
 4. Benei, Veronique. 2009. *Schooling India. Hindus, Muslims and the Forging of Citizens.* New Delhi, OrientBlackswan.
 5. Bernstein, Basil. 1996. *Pedagogy. Symbolic Control and Identity.* London: Taylor and Francis. (Chapter1).

6. Beteille, A. 1985. *Equality of Opportunity and the Equal Distribution of Benefits.* Pune: Orient Longman (Gokhale Institute of Politics andEconomics).
7. Beteille, A. 2009. Institutions and Networks. *Current Science.* 97,2:148-156.
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9. Bourdieu, P and Passeron.J.C. 1978. *Reproduction in Education, Society andCulture.* London: Sage. (Book 1).
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13. Durkheim, E. 1961. *Moral Education.* New York: The Free Press.
14. Friere, P. 1970. *Pedagogy of the Oppressed.* New York:Continuum.
15. Froerer, Peggy. 2007. Disciplining the Saffron Way: Moral Education and theHindu *Rashtra*, *Modern Asian Studies.* 41,5: 1033-1071.
16. Gandhi, M.K. 1977. Basic Education, in *The Collected Works.* Ahmedabad:Navajivan.
17. Jeffrey, Craig, Roger Jeffery and Patricia Jeffrey. 2008. School and *madrasah* education: gender and the strategies of Muslim young men in rural north India. *Compare. A Journal of Comparative and International Education.* 38, 5:581-593.
18. Kumar. K. 2002. *Prejudice and Pride.* New Delhi:Viking.
19. McLaren, P. 1986. *Schooling as* a *Ritual Performance: Towards* a *Political Economy of Educational Symbols and Gestures.* New York:Routledge.
20. Rousseau, Jean-Jacques. 1974. *Emile.* Translated by Barbara Foxley. Everyman's Library. London, J.M. Dent andSons.
21. Saigol, R. 2000. *Symbolic Violence, Curriculum, Pedagogy and Society.* Lahore: Sahe. (Chapters 5, 6, and7).
22. Thapan, M. 2006 (1991). *Life at School. An Ethnographic Study.* New Delhi: Oxford UniversityPress.

23. Wazir, Rekha (ed.) 2000. *The Gender Gap in Basic Education.* New Delhi, Sage Publications (selectedchapters).
24. Willis, P. E. 1977. *Learning to Labour: How Working Class Kids Gets Working Class Jobs.* Surrey, England: SaxonHouse.

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Paper No. 206 D
Sociology of Health

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Students are expected to know the concept of health from different perspectives. They can also learn about the contemporary trend of Sociology of Health in India. By knowing various health policies and programs in India student can expand the information base and disseminate the same to others.

Course Outcomes:

CO1: To gain knowledge on the sociology of health and medicine.

CO2: To develop an insight on socio-cultural dimensions in the construction of illness and medical knowledge.

CO3: To gain understanding on health sector reforms of Government of India.

CO4: To gain knowledge on medical pluralism for treatment of disease.

Unit. I: Concepts and Perspectives
    a. Health, Sickness, Illness andDisease
    b. Perspectives on Health andIllness
    c. Perspectives on Body in Health Care- Naturalist, Social Constructionist,Phenomenological
    d. Governing Bodies and Bio-Power

Unit. II: Social Inequalities and Health Status
    a. Class Structure andHealth
    b. Gender andHealth
    c. Ethnicity andHealth
    d. Aged andHealth

Unit. III. The State and Health in India
    a. History of Medicine inIndia
    b. Indian System of Medicine in India- Past andPresent
    c. Health Policy of the Government ofIndia
    d. Privatization of HealthSystem

Unit. IV: Health Problems and Stigma , Debates
    a. Leprosy ,AIDS
    b. Death and Dying- Debate aroundEuthanasia
    c. Chosen Bodies- Debate aroundAbortion
    d. Sex Change, Problem withTransgender
    e. MentalHealth

Suggested Readings:

1. Albrecht, Gary L, Ray Fitzpatrick and Sucan. C. Scrimshaw (eds.). 2003. *The Handbook of Social Studies in Health and Medicine*. London: Sage Publications Ltd. Pp. 24-35, 100-114, 136-153.

2. Amick, Benjamin C. 1995. *Society and health*. New Delhi: Oxford UniversityPress.

3. Annandale, Ellen. 1998. *The Sociology of Health and Medicine A Critical Introduction*. Cambridge: Polity Press. Pp: 3-60,89-160.

4. Baru,RamaV.2003."PrivatisationofHealthServices:ASouthAsianPerspective", *Economic and Political Weekly*, 38 (42), pp. 4433-4437.

5. Baru, Rama. V. 1998. *Private health care in India: Social Characteristics and Trends.* Delhi: Sage Publications, Pp:19-58.

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7. Bury, Michael, and Jonathan Gabe (eds.). 2004. *The Sociology of Health and Illness A Reader*. London: Routledge. pp:161-172.

8. Dalal. K, Ajit and Subha Ray (eds.). 2005. *Social Dimensions of Health.* Jaipur: Rawat Publications. Pp:1-37.

9. Ellis, Randall. P. MonerAlam and Indrani Gupta. 2000. " Health Insurance in India: Prognosis and Prospectus", *Economic and Political Weekly*. 35 (4), pp:207-217.

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11. Govt of India (2002): *National Health Policy II*, New Delhi: Ministry of Health andFinance.

12. Kutty, Raman V. 1999. *A Premier of Health Systems Economics.* New Delhi: Allied Publishers, pp:14-38.

13. Link, Bruce G and Jo C. Phelan. 2001. 'Conceptualising Stigma'. *Annual Review of*

Sociology, 27, pp:363-385.

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15. Nettledon, Sarah. 2006. *The Sociology of Health and Illness*, Cambridge: PolityPress.

16. Palit, Chittabrata and Achintya Dutta (eds.).2005. *History of Medicine in India The Medical Encounter*. Delhi: Kalpaz Publications. Pp: 11-33, 159-176,207-218.

17. Pati, Biswamoy and Mark Harrison (eds.). 2001. *Health, Medicine and Empire,* New Delhi: Orient Longman Ltd. Pp: 1-36,37-87.

18. Pati, Biswamoy and Mark Harrison (eds.). 2009. *The Social History of Health and Medicine in Colonial India.* Abingdon: Routledge. Pp:1-14.

19. Radley, Alan. 1994. *Making Sense of Illness The Social Psychology of Health and Disease*. New Delhi: Sage Publications. Pp:1-17

20. Rao, Sujatha. 2004. " Health Insurance: Concepts, Issues and Challenges", *Economic and Political Weekly*, 39(34), pp.3835-3844.

21. Schneider, Joseph W. and Peter Conrad. 1980. "In the Closet with Illness: Epilepsy, Stigma Potential and Information Control", *Social Problems*, Vol. 28, No. 1 (Oct., 1980), pp. 32-44.

22. Thoits, Peggy .A. "Differential Labeling of Mental Illness by Social Status: A new look at an old problem", *Journal of Health and Social Behaviour.* 46 91), 2005. Pp:102-119.

23. Wainwright, David (ed). 2008. *A Sociology of Health*. London: Sage Publications Pp:1-18.

24. Wajastk, Dagmar and Frederick M Smith (eds.). 2008. *Modern and Global Ayurveda Pluralisms and Paradigms*. Albany: State University of New York Press. Pp: 1-28,43-76.

25. Wheeler, Erica. L. 1998. 'Mental Illness and Social Stigma: Experience in a Pakistani Community in the U.K', Gender and Development, 6 (1), pp:37-43.

Semester-III

Paper No. 301

Sociology of Development

This course aims to provide a sociological understanding of development. In this context, this course attempts to engage critically with various sociological theories of development and underdevelopment. Further, it engages with the various contemporary issues and challenges of development with special reference to India. The critical sociological understanding of the theories and practices of development will help us to have nuanced engagement with various dimensions of development.

Course Outcomes:

CO1: To help the learners understand the significance of social development.

CO2: To develop their ability to critically engage with contemporary transformations.

CO3: To facilitate the students for theoretical and wholesome thinking about development.

CO4: To locate various contemporary issues and challenges with special reference to India.

Unit-I: Perspectives on Development
   a. Modernization
   b. Marxist
   c. Dependency
   d. Alternative

Unit-II: Factors of Social change and Development
   a. Techno- Economic

b. Socio- Psychological
c. Cultural and Religious
d. Media

Unit-III: Changing Conception of Human Development
a. Mainstream vs. Indigenous Model of Development
b. Human Indicator Index
c. Sustainable Development: Socio-Cultural
d. Impact of Bio-Technology and Information Technology on Development.

Unit-IV: Emerging Issues
a. Globalisation
b. Gender and Development
c. Ecology and Sustainability
d. Social Exclusion

Suggested Readings:

1. Arturo, Escobar. 1995. *Encountering Development, the Making and Unmaking Of the Third World*, Princeton: Princeton UniversityPress.

2. Bardhan, Pranab. 1981. *Political Economy of India's Development*, Delhi:OUP

3. Barnett, Tony. 1988. *Sociology and Development*, London:Hutchinson.

4. Charles, Wood and Bryan Roberts (eds.) 2005. *Rethinking Development in Latin America*, Penn StatePress.

5. Currie, Bob. 2000. *The Politics of Hunger*, Chennai:Macmillan.

6. Desai, A R. 1959. *Social Background of Indian Nationalism*, Bombay: PopularPrakashan

7. Dreze, J and Sen, A.1989.*Hunger and Public Action*, Oxford: ClarendonPress

8. Dreze, Jean and Sen Amartya (eds.) 1999. *Indian Development Selected Regional Perspectives*, Delhi: Oxford UniversityPress.

9. Gandhi, M. K. 1938. *Hind Swaraj or Indian Home Rule* [1908]. Ahmedabad: Navajivan PublishingHouse.

10. Harrison, David. 1990. *The Sociology of Modernization and Development*, London: Routledge

11. Kothari, Uma. 1995. *A Radical History of Development Studies*, New York: ZedBooks.

12. Krishna, Anirudh. 2003. *Active Social Capital: Tracing the Roots of Development and Democracy.* New Delhi:OUP.

13. Myrdal, Gunnar. 1974. What Is Development?, *Journal of Economic Issues*, Vol. 8, No. 4, pp. 729-736

14. Nayar, Baldev Raj.1989. *India's Mixed Economy*, Bombay: PopularPrakashan

15. Portes, Alejandro and A. Douglas Kincaid 1989. "Sociology and Development in the 1990s: Critical Challenges and Empirical Trends", *Sociological Forum*, Vol. 4, No.4,

16. Ratner, Blake D 2004. "Sustainability" as a Dialogue of Values: Challenges to the

Sociology of Development, *Sociological Inquiry*, Vol. 74, No. 1, pp.50–69

17. Schumacher, E. F. 1973. *Small is Beautiful: Economics as if People Mattered*. New York: Harper and Row.

18. So, Y Alvin.1990. *Social Change and Development*, London:Sage.

19. Special Issue: Comparative National Development: Theory and Facts for the 1990s, pp. 479-503.

20. Spybey, Tony 1992.*Social Change, Development and Dependency*, Cambridge: Polity Press.

Paper No. 302
Advanced Sociological Theories

This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped sociological thinking in the latter half of the 20th century. The main focus of this course is on Phenomenology, Ethnomethodology, Neo-Functionalism and neo-Marxism and some current trends like Post Structuralism, & Post Modernism. It will help the students to learn about symbolic interactionism and contributions of Schutz, Berger , Garfinkle and Goffman on phenomenology and ethnomethodology. It will make students to learn about origin and development of critical theory and contribution of Adorno and Habermas and their criticism. It will make students to learn about origin and development of post-modernism and post-modern theory of Derrida and Foucault and their criticism**.**

Course Outcomes:

CO1: To learn the micro level analysis of everyday behavior through the theoretical approach of Interactionism, Phenomenology and Ethnomethodology.
CO2: To develop sound knowledge how critical theory explains social realities and social problems and critically reflect on it.
CO3: To explain various stand point of post-modern theories on social reality and its criticism to exiting sociological approaches.
CO4: To utilize the theoretical structure in the context of social reality.

Unit-I: Symbolic Interactionism
  a. Origin and Basic Postulates
  b. Contributions of G.H. Mead
  c. Contribution of H.Blumer
  d. Criticism and Present Status

Unit-II: Phenomenology and Ethnomethodology
  a. Origin, Basic Postulates of Phenomenology and Ethnomethodology
  b. Contributions of Schutz and Berger
  c. Contributions of Garfinkel and Goffman
  d. Criticism and Present Status

Unit-III: Critical Theory
  a. Origin and Development
  b. Contributions of Adorno
  c. Contributions of Habermas

d. Criticism and Present Status

Unit-IV: Postmodernism
  a. Origin and Development
  b. Contributions of Foucault
  c. Contributions of Derrida
  d. Criticism and Present Status

Suggested Readings:
 1. Abraham, M.F. 2001. Modern Sociological Theory: An introduction Oxford, NewDelhi
 2. Adams, B.N. and Sydie, R.A. 2001. Sociological Theory, Vistaar, NewDelhi
 3. Alexander, J.C. 1987. *Twenty lecturers: Sociological theories since world war-II* Columbia Univ. Press NewYork
 4. Apadurai, A.1996. Modernity at large: Cultural Dimensions of Globalisation University of Minnesota Press,Minneapolis
 5. Bottomore, T. 1984. *The Frankfurt School*, Tavistock,London
 6. Bourdieu, P. 1995. Sociology in Question, Sage,London.
 7. Collins, R. 1997. Sociological Theory Rawat,Jaipur
 8. Coser, L.A. 2001. *Masters of Sociological Thought.* Rawat,Jaipur.
 9. Craib, I . 1992. *Modern Social Theory*; *From parsons to habermas*Harvester,London.
10. Doshi, S.L.2003, Modernity, Postmodernity and Neo-Sociological Theories, Rawat,Jaipur
11. Giddens, A. 1983. Capitalism and Modern Social Theory, Cambridge University Press, Cambridge.
12. Giddens, A. 1983. Central Problems in social theory, action, structure and contradictions in social analysis Macmillan,London.
13. Kumar, K. 1997. From Post-Industrial to post- modern Society, Black Well Publishers, Oxford, UK.
14. Lash, S. 1996. Sociology of Post Modernism Routledge and Kegan Paul,London.
15. Podogorecki, A and Los, M.1979. Multi Dimensional Sociology Routledge and Kegan Paul, London.
16. Sturrock, J (ed) 1984. Structuralism and since from Levistrauss to Derrida Oxford, NewYork
17. Turner, B.S. 1999. Classical Sociology Sage, NewDelhi.
18. Turner, J.H. 2001. The structure of sociological theory. Rawat,Jaipur
19. Zeitlin, I.M. 1998. *Rethinking Sociology, A critique of contemporary Theory*. Rawat,Jaipur.

Paper No. 303
Social Demography

The course gives a detailed introduction of the field of Social Demography and emphasizes the impact of population process on societies. It also facilitates to understand how social and demographic factors interact, the theoretical perspectives and policy implications.

 Course Outcomes:

CO1: To acknowledge the scope and importance of social demography.

CO2: To get acquainted with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

CO3: To assess the role of various agencies in population control.

CO4: To develop specific idea on Indian population structure, policies adopted and programmers launched.

Unit I: Introduction to Social Demography
a. Population Studies – Meaning, Scope and Importance
b. Sources of Demographic Data - Census, Vital Statistics, Civil Registration in India, Sample Survey.
c. Growth of population since 1901
d. Nature and characteristics of Indian population (Age, Sex, Missing Girl child, Education, Literacy, Religion)

Unit II: Demographic Perspectives
a. The Malthusian Perspective
b. Marxist Perspective
c. Demographic Transition Theory
d. Demographic change and response.

Unit III: Fertility and Mortality

a. Concepts of fertility and mortality
b. Measurements and Determinants
c. Fertility and mortality transition.
d. Migration: Types of Migration - Theories of Migration - Consequences of Migration.

Unit IV: Population Growth in India
a. Trends in Indian Population Growth
b. Population Policy in India,
c. Emerging population related problems.
d. Family planning and Family welfare

Suggested Readings:

1. Bhende, Asha & Tara Kanitkar. 2003. *Principles of Population Studies.* Himalaya Publishing House, Bombay.
2. Bongaarts, John & W. Parker Mauldin, James F. Philips. 1990. The demographic impact of family planning programs, *Studies in Family Planning*, 21: 299-310
3. Caldwell, John. 1976. Toward a restatement of demographic transition theory, *Population and Development Review,* 2:321-359.
4. Coale, Ansley. 1973. *The demographic transition reconsidered, in International Union for the Scientific Study of Population: International.* Population Conference, Liege: IUSSP.
5. Dyson, Tim, Robert Cassen, and Leela Visaria. 2004. *Twenty-First Century India: Population, Economy, Human Development, and the Environment.* New York: Oxford University Press.
6. Haupt, Arthur & Thomas T. Kane, and Carl Haub. 2011. *PRB's Population Handbook*, Population Reference Bureau. U.S.A.
7. Heer, David M. 1075. *Society and Population*, Englewood Cliffs, Prentice Hall.
8. Knodel, John and Etienne van de Walle. 1979. Lessons from the past: Policy implications of historical fertility declines, *Population and Development Review,* 5:217-245.

9. Massey, Douglas et al. 1993. Theories of International Migration, *Population and Development Review,* 19:3.
10. Poston, Jr., Dudley L., Micklin, Michael (Eds.) 2005. *Handbook of population.* Springer, USA.
11. Sinha, V. C. and Easo Zacharia 1986*. Elements of Demography,* Allied Publishers.
12. Visaria, Leela & Pravin Visaria. 1995. India's Population in Transition, *Population Bulletin*, 40, 3.
Weeks, John R. 1977. *Population: An Introduction to Concepts and Issues*, Belmont, California: Wadsworth.

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Paper No. 304
Political Sociology

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Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Course Outcomes:
CO1: The students will be in a position to learn the conceptual framework of social movement.
CO2: The course will enable the students to comprehend the theoretical approaches to social movement.
CO3: The students will come to know the typology and diversity of the concept.
CO4: The students will come to a position to situate new social movements in the development paradigm.

Unit I
a. Conceptual Issues in Social Movement
b. Relative Deprivation
c. Structural Strains
d. Marxist and Post Marxist

Unit II: Types of Social Movements
a. Regressive
b. Revolutionary, Transformative
c. Reactionary
d. Reformative

Unit III: Social Movements by the Vulnerable Sections
a. Bodo Tribal Movement
b. Jharkhand Movement
c. Self-Respect Movement by Backward Classes
d. Satyasodhak Movement by Backward Classes

Unit IV. New Social Movements
a. Women's Movement
b. Environmental Movement
c. Dalit Movement
d. New Farmers 'Movement

Suggested Readings:

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

3. Baviskar, A. 1995. *In the belly of the river: Tribal conflicts over development in the Narmada Valley.* Delhi: Oxford Universitypress.

4. Brass,Tom. 1995. 'Introduction: The New Farmers' Movement in India' in Tom Brass(ed.), *New Farmers' Movement in India.* Essex: Frank Cass. pp. 3-26.

5. Buechler, S. 1995. New Social Movement Theories. *The Sociological Quarterly*, 36(3):441- 464.

6. Butalia, Urvashi. 2002. 'Confrontation and Negotiation: The Women's Movement's Responses to Violence Against Women' in Karin Kapadia (ed.) *The Violence of Development: Politics of Identity, Gender and Social Inequalities.* New Delhi: Kali for Women. Pp.207-234.

7. Dhanagare, D.N. 1991. *Peasant movement in India: 1920-1950.* Delhi: Oxford University Press.

8. Dhanagare, D.N. 2010. 'The New Farmers' Movement in Maharashtra' in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. pp.108-124.

9. Hardgrave, R. L. 1977. The Mapilla Rebellion, 1921: Peasant Revolt in Malabar. *Modern Asian Studies*, 11(1):57-99

10. Hardgrave, Robert. 1965. *The Dravidian Movement*. Bombay: PopularPrakasam.

11. Mukherji, Partha. 2010. 'Naxalbari Peasant Movement' in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp. 72-87.

12. Mullick, S. Bosu. 1993. 'The Jharkand Movement: A Historical Analysis' in Mrinal Miri (ed.) *Continuity and Change in Tribal Society*. Simla: Indian Institute of Advanced Studies. Pp. 447-465.

13. Omvedt, Gail. 1971. Jotirao Phule and the Ideology of Social Revolution in India. *Economic and Political Weekly*, 6 (37):1969-1979

14. Omvedt, Gail. 1973. The SatyashodhakSamaj and Peasant Agitation. *Economic and Political Weekly*, 8 (44):1971-1982.

15. Omvedt, Gail. 1994. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi:Sage.

16. Oommen, T.K. (ed.). 2010. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. pp:1-44.

17. Oommen, T.K. 2010. 'Protests against Displacement and Development Projects' in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.pp.317-335.

18. Oommen, T.K. 2010. 'The Bhoodan-Gramdan Movement' in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp.88-107.

19. Pandian, M.S.S. 2007. *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*. Delhi: PermanentBlack.

20. Rao, M.S.A. (ed). 2004. *Social Movements in India*. New Delhi: Manohar Publishers and Distributors, pp:1-16.

21. Ruggiero, V. and Nicola Montagna, 2008 "Social Movements: A Reader", Routledge Publications.

22. Sen, Samita. 2002. 'Towards a Feminist Politics? The Indian Women's Movement in Historical Perspective' in Karin Kapadia (ed.) *The Violence of Development: Politics of Identity, Gender and Social Inequalities*. New Delhi: Kali for Women. Pp.459-524.

23. Shah, Ghanshyam. 2004. *Social Movements in India: A review of Literature*. New Delhi: SagePublications.

24. Shiva, Vandana. 2010. 'Ecology Movements in India' in T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. pp.275-296.

25. Singh, K.S. 1983. *Birsa Munda and his movement, 1874-1901: a study of a millenarian movement in Chotanagpur*. Calcutta: Oxford UniversityPress.

26. Sinha, Surajit. 2010. 'Tribal Solidarity Movements' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. New Delhi: Oxford University Press.Pp.209-222.

27. Tarrow, S. 2011. *Power in Movement: Social Movements and Contentious Politics* (3rd edition), Cambridge: Cambridge University Press. pp:16-33.

Paper No. 305
Gender and Society

The course would note the difference in gender roles, responsibilities, rights and relations. It traces out the evolution and institutionalization of the institutionalization of the institution of "Patriarchy". The students will be exposed to theories of feminism that brought women's issues and demands to the forefront. The course will aim to assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Course Outcomes:
CO1: It takes students to a gendered reading of both classics and contemporary texts in sociology and anthropology.
CO2: It focuses on the specific and substantive concern in gender studies
CO3: To acquaint students with older and current debates and new areas of research in the field.
CO4: The course would bring an understanding of contemporary status of women along with the developmental strategies.

Unit-I: Social Construction of Gender and Emergence of Women's Studies
 a. Gender Vs. Biology, Equality Vs.Difference
 b. Women in the Family: Socialization, Nature Vs. Culture, GenderRoles
 c. Patriarchy as Ideology and Practice
 d. Emergence of Women's Studies

Unit-II: Theories on Feminism
 a. Feminist Liberalism
 b. Feminist Essentialism
 c. Feminist Socialist
 d. Feminist Post-modernist

Unit-III: Gender and Society in India
 a. Economy: Marginalization of women and Sexual Division of labor
 b. Polity: Reservation of Women

   c. Religion and Culture: Women as Repositories of cultural practices and Traditions, Marriage, Dowry and Property

   d. Health and Education: problems women Encounter.

Unit-IV: Contemporary situation of women in India
   a. Constitutional provisions and National Policy on Women Empowerment
   b. Women Welfare Organizations and Agencies
   c. Impact of Liberalization and Globalization on Women
   d. Women's Movements

Suggested Readings:

1. Atal, Yogesh, 2012. *Sociology: A Study of the Social Sphere*, Pearson, Noida

2. Balibar, E and Wallerstein. I. 1991. *Race, Nation, Class: Ambiguous Identities.* London: Verso. (Chapter4).

3. Beteille, A. 1977. *Inequality among Men.* Oxford: BasilBlackwell.

4. Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice* (1-27). Oxford University Press.Delhi.

5. Beteille, A. 1983. *The Idea of Natural Inequality and other Essays.* Delhi: Oxford University Press. (pp.7-32).

6. Chakravarti, U. 1995. 'Gender, Caste, and Labour', *Economic and Political Weekly,*30(36):2248-56.

7. Chowdhry, P. 1997. 'Enforcing Cultural Codes: Gender and Violence in NorthernIndia', *Economic and Political Weekly,* 32(19):10119-28.

8. Dahrendorf, R. 1968. *Essays in the Theory of Society. London:* Routledge & Kegan Paul. (Chapter1).

9. Davis, A. 1982. *Women, Race and Class.* London : The Women's Press. (Chapter11).

10. Delphy, C and Leonard, D. 1992. *Familiar Exploitation: A NewAnalysis of Marriage* in *Contemporary Western Societies.* Cambridge: Polity Press. (Chapters 1, 4 and 9).

11. Desai, N. and Krishnaraj, M. 1987, *Women and Society in India,* Ajanta, NewDelhi

12. Erikson, R and J.H. Goldthorpe. 1992. *The Constant Flux: A Study of Class Mobility in Industrial Societies.* Oxford: Clarendon Press. (Chapter: 1 and7).

13. Genovese, E.D. 1976. *Roll, Jordan, Roll: The World the Slaves Made.* New York: Vintage Books. (Book I, Part-I; Book IV, pp. 587-97,597-98).

14. Gordon, L. 1991. 'On 'Difference', *Gender,* 10:91-111.

15. Gupta, D. 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): *Social Stratification* (1-21). Delhi: Oxford UniversityPress.

16. Kapadia,K.1996.*SivaandHerSisters:Gender,Caste,andClassin RuralSouthIndia.* Delhi: Oxford University Press. (Part 3).

17. Lerner, G. 1986. *The Creation of Patriarchy.* New York: Oxford University Press. (Introduction, Chapters 1, 2 andAppendix).

18. Levi-Strauss, C. 1958. *Race and History.* Paris:UNESCO.

19. Marx, K. 1975. *The Poverty of Philosophy,* Moscow: Progress Publishers. (Chapter 2, Section5).

20. Mazumdar, V and Sharma, K. 1990. 'Sexual Division of Labour and the Subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): *Persistent Inequalities* (185-97). New York: Oxford UniversityPress.
21. Meillassoux, C. 1973. 'Are there Castes in India?' *Economy and Society,* 2 (1):89-111.
22. Mencher, J. 1991. 'The Caste System Upside Down', in Dipankar Gupta (ed.): *Social Stratification* (93-109). Delhi: Oxford UniversityPress.
23. Mendelsohn, O and Vicziany M. 1998. *The Untouchables: Subordination, Poverty and the State in Modern India.* Cambridge: Cambridge University Press. (Chapters 1, 2 and

23 Miliband, R. 1983. *Class Power and State Power.* London: Verso. (Chapter1).
24 Oommen, T.K. 1997. *Citizenship, Nationality and Ethnicity: Reconciling Competing Identities.* Cambridge: Polity Press. (Parts I andIII).
25 Palriwala, R. 2000. 'Family: Power Relations and Power Structures', in C. Kramaraand D. Spender (eds.): *International Encyclopaedia of Women: Global Women's Issues and Knowledge* (Vo1.2: 669-74). London: Routledge.
26 Rege, S. 2003, Sociology of Gender, Sage, New Delhi.
27 Sen, A. 1990. 'Gender and Cooperative Conflicts', in Irene Tinker (ed.): *Persistent Inequalities* (123-49). New York: Oxford UniversityPress.
28 Tambiah, S. J. 1996. 'The Nation-State in Crisis and the Rise of Ethnonationalism', in Edwin N. Wilmsen and Patrick McAllister (ed.): *The Politics of Difference: Ethnic Premises* in *a World of Power* (124-43). Chicago: The University of ChicagoPress.
29 Vasanth and Kannabiran. K. 2003. 'Caste and Gender: Understanding Dynamics of Power and Violence', in Anupama Rao (ed.): *Gender &Caste* (249-60). Delhi: Kali for Women.
30 Weber, M. 1978. *Economy and Society.* Berkeley: University of California Press. (Vol. I, Part-I, Chapter 4; Vol. II, Part-II, Chapter 9, Section6).
31 Wesolowski, W. 1979. *Classes, Strata and Power.* London: Routledge & Kegan Paul. (Chapters 1 and3).
32 Wright, Olin E. 1985. *Classes.* London: Verso. (Chapter3)

IDSE Paper No. 306 A

Sociology of Development

This course aims to provide a sociological understanding of development. In this context, this course attempts to engage critically with various sociological theories of development and underdevelopment. Further, it engages with the various contemporary issues and challenges of development with special reference to India. The critical sociological understanding of the theories and practices of development will help us to have nuanced engagement with various dimensions of development.

Course Outcomes:

CO1: To help the learners understand the significance of social development.

CO2: To develop their ability to critically engage with contemporary transformations.

CO3: To facilitate the students for theoretical and wholesome thinking about development.

CO4: To locate various contemporary issues and challenges with special reference to India.

Unit-I: Perspectives on Development
    e. Modernization
    f. Marxist
    g. Dependency
    h. Alternative

Unit-II: Factors of Social change and Development
    e. Techno- Economic
    f. Socio- Psychological
    g. Cultural andReligious
    h. Media

Unit-III: Changing Conception of Human Development
    e. Mainstream vs. Indigeneous Model of Development
    f. Human Indicator Index
    g. Sustainable Development: Socio-Cultural
    h. Impact of Bio-Technology and Information Technology on Development.

Unit-IV: Emerging Issues
    e. Globalization
    f. Gender and Development
    g. Ecology and Sustainability
    h. Social Exclusion

Suggested Readings:

1. Arturo, Escobar. 1995. *Encountering Development, the Making and Unmaking Of the Third World*, Princeton: Princeton UniversityPress.

2. Bardhan, Pranab. 1981. *Political Economy of India's Development*, Delhi:OUP

3. Barnett, Tony. 1988. *Sociology and Development*, London:Hutchinson.

4. Charles, Wood and Bryan Roberts (eds.) 2005. *Rethinking Development in Latin America*, Penn StatePress.
5. Currie, Bob. 2000. *The Politics of Hunger*, Chennai:Macmillan.

6. Desai, A R. 1959. *Social Background of Indian Nationalism*, Bombay: PopularPrakashan

7. Dreze, J and Sen, A.1989.*Hunger and Public Action*, Oxford: ClarendonPress

8. Dreze, Jean and Sen Amartya (eds.) 1999. *Indian Development Selected Regional Perspectives*, Delhi: Oxford UniversityPress.

9. Gandhi, M. K. 1938. *Hind Swaraj or Indian Home Rule* [1908]. Ahmedabad: Navajivan PublishingHouse.

10. Harrison, David. 1990. *The Sociology of Modernization and Development*, London: Routledge

11. Kothari, Uma. 1995. *A Radical History of Development Studies*, New York: ZedBooks.

12.Krishna, Anirudh. 2003. *Active Social Capital: Tracing the Roots of Development and Democracy.* New Delhi:OUP.

13. Myrdal, Gunnar. 1974. What Is Development?, *Journal of Economic Issues*, Vol. 8, No. 4, pp. 729-736

14. Nayar, Baldev Raj.1989. *India's Mixed Economy*, Bombay: PopularPrakashan

15. Portes, Alejandro and A. Douglas Kincaid 1989. "Sociology and Development in the 1990s: Critical Challenges and Empirical Trends", *Sociological Forum*, Vol. 4, No.4,

16. Ratner, Blake D 2004. "Sustainability" as a Dialogue of Values: Challenges to the Sociology of Development, *Sociological Inquiry*, Vol. 74, No. 1, pp.50–69

17. Schumacher, E. F. 1973. *Small is Beautiful: Economics as if People Mattered*. New York: Harper and Row.

18. So, Y Alvin.1990. *Social Change and Development*, London:Sage.

19. Special Issue: Comparative National Development: Theory and Facts for the 1990s, pp. 479-503.

20. Spybey, Tony 1992.*Social Change, Development and Dependency*, Cambridge: Polity Press.

IDSE Paper No. 306 B
Gender and Society

The course would note the difference in gender roles, responsibilities, rights and relations. It traces out the evolution and institutionalization of the institutionalization of the institution of "Patriarchy". The students will be exposed to theories of feminism that brought women's issues and demands to the forefront. The course will aim to assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Course Outcomes:
CO1: It takes students to a gendered reading of both classics and contemporary texts in sociology and anthropology.
CO2: It focuses on the specific and substantive concern in gender studies
CO3: To acquaint students with older and current debates and new areas of research in the field.
CO4: The course would bring an understanding of contemporary status of women along with the developmental strategies.

Unit-I: Social Construction of Gender and Emergence of Women's Studies
    a. Gender Vs. Biology, Equality Vs.Difference
    b. Women in the Family: Socialization, Nature Vs. Culture, Gender Roles
    c. Patriarchy as Ideology andPractice
    d. Emergence of Women'sStudies

Unit-II: Theories on Feminism
    a. FeministLiberalism
    b. FeministEssentialism
    c. FeministSocialist
    d. FeministPost-modernist

Unit-III: Gender and Society in India
    a. Economy: Marginalisation of women and Sexual Division of Labour
    b. Polity: Reservation ofWomen

c. Religion and Culture: Women as Repositories of cultural practices and Traditions, Marriage, Dowry and Property
d. Health and Education: problems women Encounter.

Unit-IV: Contemporary situation of women in India
a. Constitutional provisions and National Policy on Women Empowerment
b. Women Welfare Organizations and Agencies
c. Impact of Liberalization and Globalization on Women
d. Women's Movements

Suggested Readings:

1. Ardener, E. 1975. "Belief and the Problem of Women" and "The Problem Revisited", in S. Ardener (ed.), *Perceiving Women*, London: MalabyPress.
2. Barrett, M. 1980. *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, and 6).
3. Boserup, E. 1974. *Women's Role in Economic Development*, New York: St. Martin's Press. (PartI).
4. De Beauvoir, S.1983. *The Second Sex*, Harmondsworth : Penguin. (BookTwo).
5. Douglas. M. 1970 *Purity and Danger*, Harmondsworth: Penguin. (Chapter9).
6. Engels, F.1972. *The Origin of the Family,Private Property and, the State*, London: Lawrence andWishart.
7. Hershman, P. 1977. "Virgin and Mother" in I.M. Lewis (ed.). *Symbols and Sentiments: Cross-Culture Studies in Symbolism*, London: Academic Press.
8. Hirschon, R. 1984 "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.). *Women and Property. Women as Property*, Beckenham: CroomHelm.
9. Jaggar, A. 1983. *Feminist Politics and Human Nature*, Brighton: The HarvesterPress.
10. Leacock, E. 1978. "Women's Status in Egalitarian Societies: Implications for Social Evolution", *Current Anthropology*, 19(2), pp.247-75.
11. MacCormack,C.andM.Strathern (ed.). 1980 *Nature, Culture and Gender,* Cambridge: Cambridge University Press. (ChapterI).
12. Mead, M. 1935. *Sex and Temperament in Three Primitive Societies*, New York: WilliamMorrow.
13. Meillassoux, C. 1981. *Maidens, Meals and Money*, Cambridge: Cambridge University Press, (PartI).

14. Reiter, R. R. (ed.) 1975. *Towards an Anthropology of Women*, New York: Monthly Review Press, (Articles by Draper and Rubin; other articles may be used for illustration).
15. Rogers, S.C. 1975. "Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Societies", *American Ethnologist*, 2(4), pp.27-56.
16. Rosaldo, M.Z. and L.Lamphere (ed.). 1974 *Women, Culture and Society*, Stanford: Stanford University Press, (Articles by Rosaldo, Chodorow, Ortner; other articles may be used forillustration).
17. Sharma, U. 1980. *Women, Work and Property in North West India*, London: Tavistock.
18. Uberoi, J. P. S. 1961. "Men, Women and Property in Northern Afghanistan" in S.T. Lokhandawala (ed), *India and Contemporary Islam*, Simla: Indian Institute of Advanced Study. pp.398-415.
19. Vatuk, S. 1982. "Purdah Revisited: A Comparison of Hindu and Muslim

InterpretationsoftheCulturalMeaningofPurdahinSouthAsia",inH.Papanakand
   G. Minault(eds.). *Separate World: Studies of Purdah in South Asia*, Delhi:Chanakya.
20. Yalman, N.1963 "On the Purity of Women in the Castes of Ceylon andMalabar", *Journal of the Royal Anthropological Institute*, pp. 25-58.
21. Young, K. C.Wolkowitz and R.McCullagh (eds.). 1981 *Of Marriage and the Market: Women's Subordination in International Perspective*, London: CSE Books,(Articles by O. Harris, M.Molyneux).

IDSE Paper No. 306 C

Social Change in India

Social change has always been a central concern of sociological study. The objective of the course is to introduce the changes that have taken place in the Social Structure, Cultural values and Institutions in India. The course is designed to provide a conceptual and theoretical understanding of social change and development as it has emerged in sociological writings. The course focuses on issues of social development in modern India, social development of disadvantaged groups and current debates in modern India. The course will be developing knowledge about the historicity of social change in Indian context.

Course Outcomes:

CO1: To enable the students to develop and generate new ideas on the pattern of changes taking place in the society in which we live.

CO2: It would help the students for evaluation and examining the new trends brought by various development strategies.

CO3: It would help the students in critical thinking on the trends and changes in Modern India and tribal life.

CO4: To generate the idea about the social processes of change in India.

Unit-I: Trends and Processes of Change in Modern India
   a. Sanskritization
   b. Secularization
   c. Gandhian
   d. Globalization

Unit-II: Changes in Tribal India
   a. Changes in TribalEconomy
   b. Changes in Socio-culturalspheres
   c. LandAlienation
   d. Welfare Measures and ConsequentChanges

Unit-III: Indian Experience on Development
   a. Sociological Appraisal of Five YearPlans
   b. Social Consequences of EconomicReforms
   c. Socio Cultural Impact of Globalization
   d. Social Implication of Infotech and Bio-TechRevolution

Unit-IV: Consequences of Development
   a. Development andDisplacement
   b. Development and Socio- Economic Disparities

c. EcologicalDegradation

d. Development andMigration.

Suggested Readings:

1. Beteille, A. 2003. The Idea of natural inequality and other essays. Oxford, NewDelhi.

2. Desai, AR 2001. Rural Sociology in India. Popular,Bombay

3. Jhingan, M.L. 2003. The economics of Development and Planning. Vrinda Publications, New Delhi

4. Kanungo, S. 2002. Making Information Technology Work, Sage, newDelhi

5. Mathur, H.M. (ed) 1994. Development, Displacement and Resettlement: focus on Asian experiences Vikas, NewDelhi.

6. Preston, P. 2001. Reshaping communications, Technology Information and Social Change. Sage, NewDelhi.

7. Ramachandran, P.S. et al (ed) 2002. Traditional Ecological Knowledge for managing Bio- sphere reserves in south and central Asia. Oxford, NewDelhi.

8. Schuurman, F.J. 1999. Globalization and Development, Vistaar, newDelhi.

9. Parekh, B. 1999. *Colonialism, Tradition and Reform: An analysis of Gandhi's Political Discourse*. Sage, NewDelhi.

10. Sharma, K.L. 1997. Social Stratification in India: Issues and Themes. Sage, NewDelhi.

11. Shiva, V. and Bedi, G. 2002. Sustainable Agriculture and food scarcity Sage, NewDelhi.

12. Singh, Y. 1999. Modernization of Indian tradition Rawat,Jaipur

13. Singh, Y. 2003. *Culture Change in India*. Rawat,Jaipur

14. Singharoy, D.K. et al (ed) 2000. Social Development and Empowerment of Marginalised groups, Sage, NewDelhi.

15. Srinivas, M.N. 1998. Social Change in Modern India. Orient and Longman, NewDelhi.

16. Vidyarthi, L.P. and Rai, B.K., 1977. Tribal culture in India Concept Publication Company NewDelhi.

Semester-IV

Paper No. 401

Perspectives in Indian Sociology

The thrust of this paper is to acquaint the students with the Sociology of India. It deals with the emergence and understanding of Indian Society, the theoretical underpinnings of the complexity of society and also the whole discourse contextualizing Sociology in and for India. Through the course, students will learn various theoretical approaches in Indian sociology. They will learn ideological approaches to study Indian society and methodology by Ghurye and Dumont. They will learn ideological approaches to study Indian society and methodology by Srinivas, Dube, Mukherjee and Desai. Students will learn Ambedkar and David Hardiman's' contribution in the field of sociology such as caste, religion, democracy, politics, economic development etc.

Course Outcomes:

CO1: Students will learn about various conceptual and methodological issues of Indian sociology.
CO2: Students will learn about present status and criticism of Indian sociology and locate it in global sociological context.
CO3: Students will develop critical understanding on the various theoretical approaches in Indian sociology.
CO4: It enhances appreciation for diversity and an empathetic understanding for marginalised sections in society.

Unit-I: Indological / Textual
    a. Approach of Study
    b. G.S.Ghurye
    c. LouisDumont
    d. Criticism and PresentStatus

Unit-II: Structural Functionlism
    a. Approach of Study
    b. M.N.Srinivas
    c. S.C.Dube
    d. Criticism and Present Status

Unit-III: Marxism
    a. Approach of Study
    b. D.P.Mukharjee
    c. A.R.Desai
    d. Criticism and PresentStatus

Unit-IV: Subaltern Perspective
    a. Approach of Study
    b. B.R.Ambedkar
    c. DavidHardiman
    d. Criticism and PresentStatus

Suggested Readings:

1. Das, V. 1982. Structure and Cognition aspects of Hindu caste and rituals Oxford, NewDelhi.
2. Desouza, P.R. (ed) 2000. Contemporary India Transitions. Sage, NewDelhi.
3. Dube, S.C. 1967. The Indian village Routledge,London
4. Dube, S.C. 1973. Social Sciences in a chanign society. Lucknow university press,Lucknow
5. Dumont, L. 1970. Homo Hierarchicus: the caste system and its implications Vikas, New Delhi.
6. Hardiman, D 1987. The coming of the Devi: Adivasi Assertion in western India Oxford, New Delhi
7. Dumont, L. 1996. Feeding the Bania: Peasants and usurers in western India. Oxford, New Delhi.
8. Momin, A.R. 1996. The legacy of G.S. Ghurye Popular,Mumbai
9. Mukharjee, D.P. 1958. *Diversities.* PPH, NewDelhi
10. Nagla, B.K.2008, Indian Sociological Thought, Rawat,Jaipur
11. Oommen, T.K. and Mukharjee, P.N. 1986. Indian Sociology: Reflection and

       Introspection popular,Mumbai.

12. Singh, y. 1986. Indian Sociology: Social conditioning and Emerging concerns, Vistaar, New Delhi.

13. Srinivas, M.N. 1960. India's Villages Asia publishing House,Bombay.

Paper No. 402

Urban Sociology

Through the course, Students will develop a nuance understanding on different dimension of urban society and structure, nature and function of cities. Students will learn various issues and problems of cities in the context of globalization, urban planning, urban violence. Students will be taught various theory in the field of urban sociology and given comparative understanding on early and contemporary urban sociology. Students will gather knowledge about origin and status of urban sociology in India and develop a comparative understanding with urban sociology in the west. Students will gather knowledge about various issues and problems in the contemporary urban society and cities such as social exclusion, identity, contested space, street culture and women problems.

Course Outcomes
CO1: To understand the growth and development of cities and critically reflect on the problems associated with urban places and cities.

CO2: To apply various urban sociological theories to understand and critical explain the modern urban problems and seeks for solution.

CO3: To use their knowledge to resolve various urban problems such as urban crimes, slum, women problems and work with various state and development agencies to fight for the existing urban problems.

CO4: To equip students with knowledge of urban planning.

Unit.I: Sociological Perspectives on Cities:
    a. Chicago School and Debates in Early Urban Sociology
    b. Trend and Pattern of Urbanization
    a. Globalization, Cities and Political Economy of Urbanism
    b. Urban Sociology in India

Unit. II: New Urban Sociology
    a. Contributions of **Louis Wirth, Max Weber,**
    b. Manuel Castells and David Harvey
    c. Models of Urban Growth: Concentric Zones, Sectors, Multiple Nudei, Exploitative and SymbolicModels
    d. Post-Modern Urbanism

Unit. III: Geographies of Space, Place and Identity
    a. Neighborhoods and Social Networks
    b. Contested Space and Identity

c. Spatial Segregation and Gated Communities
d. Social Exclusion

Unit. IV: The Under life of Cities
a. In-Migration and Emerging Issues
b. The Under Class in the Cities and Slums
c. Urban Street Cultures
d. Women's Problems

Suggested Readings:
1. Castells Manuel and A. Sheridan, 1977, *The Urban Question*, London, Edward Arnold
2. Dupont V, E. Tarlow and D. Vidal, 2000 *Delhi. Urban Space and Human Destinies*,Delhi,Manohar,
3. Government of India, 1986, *Report of the National Commission on Urbanisation, Vols I & II*, New Delhi, Government ofIndia
4. Harvey, David, 1989 *The Urban Experience*, Baltimore, John HopkinsPress
5. Nair Janaki, 2005 *The Promise of the Metropolis. Bangalore.s Twentieth Century*, Delhi,Oxford
6. National Academic Council, 2003 *Cities Transformed. Demographic Change and ItsImplications in the Developing World, Washington DC,* AcademicPress
7. Patel Sujata and Kushal Deb (ed) 2006 *Urban Studies*, Delhi,Oxford
8. Safa, Helen (ed.), 1982 *Towards a political economy of urbanisation in the Third World Countries*, Delhi,Oxford
9. Sassen Saskia, 1991 *The Global City*, Princeton, Princeton UniversityPress
10. Sennett, Richard (ed.), 1969, *Classic Essays on the Culture of Cities* (Englewood Cliffs: Prentice Hall.Inc.
11. SivaramkrishnanK, A Kundu and B.N.Singh, *Handbook of Urbanisation in India*, 2005, Delhi,Oxford
12. Smith, Michael Peter, 2001, *Transnational Urbanism. Locating Globalisation*, London,Blackwell
13. Susser, Ida (ed.), 2002 *The Castells Reader on Cities and Social Theory,* Malden, Blackwell
14. Zukin, Sharon 1995, *The Cultures of Cities*, London,Blackwell

Paper No. 403
Agrarian Social Structure and Change in India

Through the course the students will develop greater understanding of the rural society and the interaction of rural people. Attempt will be made to understand the rural development issues and the various developmental programmes prevalent in Indian society.

Course outcomes:
CO1: To develop an empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition.
CO2: An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
CO3: To demonstrate an understating of emerging as well as enduring issues of concern in Indian agrarian scene.

CO4: To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

Unit I: Agrarian Structure in Historical Perspective
    a. Feudal
    b. Colonial
    c. Capitalist
    d. Modes of Production Debate in India

Unit II: Conceptual Issues
    a. Peasant and Peasant Society
    b. Tribe, Caste
    c. Landlord, Peasant, Tenant, Labourer

Unit. III: Agrarian Reforms and emerging Issues
    a. Land Reforms
    b. Green Revolution
    c. Agrarian Distress
    d. Farmers' Suicide

Unit. IV: Agrarian Mobilization and Movements In India
    a. Causes and Types
    b. Movements during the Colonial Period
    c. Movements during Post Independent India
    d. New Farmers' Movement

Suggested Readings:
1. Attwood, D.W. 1992. *Raising Cane: The Political Economy of Sugar in Western India,* Oxford: Westview Press. (Chapters 6 and 7).
2. Beteille. A.1974. *Studies in Agrarian Social structure.* Delhi: Oxford University Press (Chapters 4, 5, and 6.)
3. Chayanov. A.V. 1987. *The Theory of Peasant Economy.* (D. Thorner et. al. ed.) Delhi, Oxford University Press. Chapters 1, 2, and 3.
4. Daniel and Thorner, A. 1962. *Land and Labour in India.* Bombay: Asia Publishing House. (Chapters 3, 10 & 13).
5. Djurfeldt, G and S. Lindberg. 1975. *Behind Poverty.* London: Curzon Press, Chapter 5.
6. Hamza, A. 1975. "India and the Colonial Mode of Production", *Economic and Political Weekly,* 10(33-35).
7. J.C. Scott. 1990. *Weapons of the Weak: Everyday Forms of Peasant Resistance.* Delhi: Oxford University Press. (Chapters 4, 5, and 8).
8. J.K. Boyce. 1987. *Agrarian Impasse in Bengal.* London: Oxford University Press. (Chapters 2, 6, and 7).
9. Joseph. T. 1981. *Agrarian Class Conflict.* Vancouver: University of British Columbia Press,
10. Kohli. A. 1987. *The State and Poverty in India.* Bombay: Orient Longman (Chapters 1, and 3).
11. Lenin, V.I. 1964. *The Development of Capitalism in Russia.* Progress Publishers, Moscow. Chapters 1-4.
12. Marc, B. 1965. *Feudal Society.* Vol. 1, Routledge & Kegan Paul, London, Part 4.
13. Marx, K. 1964. *Pre-capitalist Economic Formations.* (E.J. Hobsbawm ed.). London: Lawrence and Wishart.
14. R.P. Dore. 1959. *Land Reform in Japan.* London Oxford University Press. (Parts 1 and

2).
15. Rodney, H. 1973. *Bond Men Made Free,* , London: Methuen. Chapter1.
16. Teodor, S. (ed.).1987. *Peasants and Peasant Societies,* Basil Blackwell, Oxford, Chapters 9, 26, 35, 39 and 44.

Paper No. 404
Social Capital

The course will familiarize students with the concept of social capital. It will acquaint students with the types of social capital. The course will sensitize the students with the resource perspective of the issue under discussion. The course will comprehend the linkage and role of social capital with development.

Course Outcomes:
CO1. The students will be in a position to learn the conceptual framework of social capital.
CO2.The course will enable the students to comprehend the theoretical approaches to social capital.
CO3. The students will come to know the typology and diversity of the concept.
CO4. The students will come to a position to situate social capital in the development paradigm.

Unit. I: Emergence of Social Capital
  a. Bourdieu's Theory of SocialCapital
  b. Coleman's Rational Choiceappproach
  c. Putman's Concept of SocialCapital
  d. Critiques

Unit. II: Social Network
  a. Concept of NetworkTypes
  b. Ronald S.Burt-Network Structure andFunctions
  c. Homogeneity andHeterogeneity
  d. Strong and Weak Ties,Granovattor

Unit. III:Processes of Resource Building
  a. Nan Lin'sConcept
  b. Institution, Network and CapitalBuilding
  c. Strong and WeakTies
  d. Crtiques
  e.
Unit.IV: Social Capital and Development
  a. Role of Social Capital in EconomicDevelopment
  b. Role of Social Capital in SocialDevelopment
  c. Relevance of Social Capital inIndia
  d. Critiques

Suggested Readings:
  1. Becker, G. S. 2006. "The age of human capital." In: Lauder, H., P. Brown, J. A. Dillabough, A. H. Halsey (eds), *Education, Globalization and Social Change.* Oxford University Press, pp.292-294.

  2. Bourdieu, P. 2006. "The forms of capital." In: Lauder, H., P. Brown, J. A. Dillabough,A. H. Halsey (eds), *Education, Globalisation and Social Change.* Oxford University Press, pp. 105-118.

  3. Coleman, J. S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology*, 94, pp.95-120.

4. De Soto, Hernando 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*, London: BantamPress.

5. Easterly, William R. 2001. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics,* Cambridge, MA: MITPress.

6. Field, J. 2002. *Social Capital,* London,Routledge,

7. Fukuyama, Francis Fukuyama. 1996. Trust: *The Social Virtues and the creation of prosperity*, New YorkPress.

8. Fukuyama, Francis. 2002. Culture and Economic Development, from the *Encyclopedia of the Social and Behavioral Sciences,* Elsevier,2002.

9. Grootaert, Christiaan and Thierry Van Bastelaer 2001. *Understanding and Measuring Social Capital: A Synthesis of Findings and Recommendations*, Washington, DC: World Bank SCI24.

10. Harris, John. 2002. *De-politicizing development: The World Bank and Social Capital*, Wimbeldon Publishing Company,London.

11. Krishana, Anirudh. 2003. *Active Social Capital*, New Delhi: Oxford UniversityPress.

12. Lin,N. 2004. *Social Capital : A theory of Social Structure and Action* , Cambridge UniversityPress.

13. Robert,P 1995. "Bowling Alone: America's Declining Social Capital" *Journal of Democracy* pp65-78.

14. Roberts, K. 2009. "Opportunity structures then and now", *Journal of Education and Work*, pp.355-365.

15. Scott, James C. 1998. *Seeing Like A State: How Certain Schemes to Improve the Human Conditions have Failed*, New Haven: Yale UniversityPress.

Paper No. 405
Fieldwork, Dissertation and Viva   CreditHours-4

Course Outcome

- **CO1**: To provide a basic exposure to the student to the fields and to acquaint him/her with the research process.
- **CO2:** To equip them with the capacity to browse secondary literature from right sources and with a process of reviewing relevant literature.
- **CO3:** To promote in them an ability to capture the right type of data and put them into documentation format.
- **CO4**: To communicate research concepts and findings effectively in form of research reports and oral presentations.

In this paper the candidate shall be allotted a research topic by the Teachers' Council / Supervisor appointed by the University. The distribution of marks along with the specific jobs to be done by the candidate is mentioned below.

Sl No.	Assignment	Marks	Evaluation
1	• Finalization of the Topic of Research within one fortnight of the start of theSemester • By the end of the first month of the Semester, the candidate shall present his/ her Synopsis in an open Seminar in the presence of all Teachers and Students of the Department. On the basis of suggestions, the candidate shall finalize the Synopsis within one week from the date of the Seminar and submit a copy to the Department • Relevant Research tool(s) for data collection be prepared by the candidate in consultation of the Supervisor and submit the same to theDepartment office within one week of submission of Synopsis	25	Concerned Supervisor
2	The candidate shall conduct Fieldwork in a designated place, selected by the Department for a period of Fifteen days to collect relevant Primary data. The sample size shall be decided by the Department	25	Field Supervisor
3	• The Data shall be tabulated andanalysed • The candidate shall submit a Dissertation, Typed and bound, duly signed by the Supervisor and theHead • The Dissertation shall be examined by the University appointed External Examiner in the presence of the University appointed Internal Examiner	50	External and Internal Examiners