

**SYLLABUS FOR POSTGRADUATE COURSE
IN SOCIOLOGY**

2023-2024 (CBCS)

P.G. Department of Sociology
Dharanidhar University.
Keonjhar

General Course framework and Structure: MA Sociology

Semester -I						
Course No.	Course Name	Marks		Credits	Exam Time	
		Mid Sem	End Sem		Mid Sem	End Sem
SOC C-101	Sociological Concepts	20	80	4	1 h	3h
SOC C-102	Indian Social System	20	80	4	1 h	3h
SOC C-103	Sociology Of Change and Development	20	80	4	1 h	3h
SOC C-104	Social Research Methodology	20	80	4	1 h	3h
SOC C-105	Classical Sociological Thoughts	20	80	4	1 h	3h
Semester-II						
SOC C-201	Sociological Theories	20	80	4	1 h	3h
SOC C-202	Rural Sociology	20	80	4	1 h	3h
SOC C-203	Sociology of Gender	20	80	4	1 h	3h
SOC C-204	Globalization and Society	20	80	4	1 h	3h
SOC C-205	Sociology of Health	20	80	4	1 h	3h
VAC1						
Semester-III						
SOC C-301	Advanced Sociological Theories	20	80	4	1 h	3h
SOC C-302	Perspectives on Indian Society	20	80	4	1 h	3h
SOC C-303	Methods and Techniques of Social Research	20	80	4	1 h	3h
SOC C-304	Sociology of Marginalized Communities	20	80	4	1 h	3h
SOC C-305	Sociology of Education	20	80	4	1 h	3h
VAC2	Rural Development					
Semester-IV						
SOC C-401	Contemporary Theoretical Perspectives	20	80	4	1 h	3h
SOC E-402	Environment and Society	20	80	4	1 h	3h
SOC E-403	Urban Sociology or Tribe and Society	20	80	4	1 h	3h
SOC E-404	Sociology of Social Movements or Sociology of Industrial Relations	20	80	4	1 h	3h
SOC D-405	Dissertation		100	4		
AOC	Folk culture of Keonjhar					
	Total marks and Credits	2000			80	

SOC C: Compulsory; SOC E: Elective; SOC D: Desertation; VAC: Value Added Course;
AOC: Add-On Course

SEMESTER- I

SOC C101: SOCIOLOGICAL CONCEPTS.

Objectives and Outcomes

This introductory paper is designed to provide the fundamental knowledge to the students with Sociology as a social science. It is to be organized in such a way that even students without any previous exposure to Sociology could acquire an interest in the subject and follow it. Students will gain knowledge about origin and development of Sociology as a discipline. It will further add to core knowledge of basic understandings of concepts in Sociology.

Unit-I

Origin & Development of Sociology:

Emergence of Sociology: Emergence, Impact of Industrial & French Revolution. Nature & Scope of Sociology, Sociology as a science, Relation with other Social Sciences.

Unit –II

Basic Concepts: I

Society: Types of Society, Simple and Complex, Community, Association, Institution, Social Groups: Primary, Secondary, Reference Groups, Social Structure, Social System, Social Action.

Unit-III

Basic Concepts-II

Status and Role: Role Conflict, Role Set, Social Norms and Values, Folkways and Mores, Conformity and Deviance, Law and Custom. **Socialization:** Types, Stages and Agency, Social Control: Types and Agency.

Unit – IV

Culture: Meaning and Characteristics, Cultural Change, Cultural Diffusion, Cultural Lag, Cultural Relativism, Ethnocentrism, Acculturation, Accommodation, Assimilation, Integration, Cooperation, Competition, Conflict.

Essential Readings:

Giddens, A. 2001. Sociology. Fourth Edition, Cambridge: Polity Press.

Bottomore, T.B. 1962. *Sociology: A Guide to Problems and Literature*. George, Allen and Unwin, London.

Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.

Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied

Harlabos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford

SOC C102: INDIAN SOCIAL SYSTEM

Learning Objectives outcomes:

This paper is designed to have a basic knowledge about the Indian society.

- To know the contributions of Indian Sociologists in the development of sociological thought.
- To study and understand the Indian society through different perspectives/approaches
- To reflect upon diverse essence and relevance of Indian social structures/institutions
- To get an insight of compositions of Indian society permeated with multifaceted diversities and democratic pluralism.
- To develop analytical and critical mind set about the continuity and change of Indian society .

Unit-I

Composition of Indian Society: Religious, Linguistic, Ethnic and Cultural Pluralism.

Unit-II

Indian Social Institutions:

Caste system in India, features & functions

Joint family in India, features, functions and recent changes,

Unit-III

Village community in India, meaning, features, recent changes, rural-urban continuum and contrast, rurbanism.

Unit-IV

Continuity and Change in Society Sanskritization, Westernization, Industrialization, Modernization, Secularization, Globalization.

Essential Readings:

Ahuja, Ram: Social Problems

Beteille, Andre 1974). Six Essays in Comparative Sociology. Delhi: OUP

Beteille, A: Backward Classes in Contemporary India

DeSouza, P.R. ed. 2000) Contemporary India – Transitions, New Delhi : Sage. Dhanagare, D.N. 1998)

Themes and Perspectives in Indian Sociology, Jaipur: Rawat.

Dube, S.C. 1967) The Indian Village London: Routledge, 1955)

Dube, S.C. 1973) Social Sciences in a Changing Society, Lucknow University Press

Ghurye, G.S. 1969. Caste and Race. Bombay: Popular Prakashan

Guha, R. and Jonathan P.Parry.1999). Institutions and Inequalities. New Delhi: OUP.

Sharma K.L. 1994 2001). Reconceptualising Caste, Class and Tribe. Jaipur: Rawat

Singer, Milton and Bernard Cohn.eds. 1968). Structure and Change in Indian Society, Chicago : Aldine Publishing Company.

Singh, Y. 1973: Modernization of Indian Tradition, Delhi: Thomson Press.

Singh, Yogendra. 1997. Indian Sociology: Social Conditioning and Emerging Concerns. New Delhi

Srinivas, M.N. 1960) India's Villages, Bombay: Asia Publishing House.

Srinivas, M.N. 1962) Religion and Society among the Coorgs of South India.OUP.

Srinivas, M.N.1970. Caste in Modern India and other Essays New Delhi: Asia Publishing House.

SOC C103- SOCIOLOGY OF CHANGE & DEVELOPMENT

Learning Objectives & Outcomes:

This paper aims to provide knowledge on change, its nature, characteristics, theories.

- To examine the different forms of change
- To understand the different parameters to examine the global scenario in terms of development.
- To study the different theories of development.
- To understand the Indian experience of development.

After going through this paper the students can understand the politics of development and underdevelopment, and understand how development can be quantified, theorized and explained globally.

Unit- I

Concept Related to Change and Development , Growth, Progress, Development, Evolution, Revolution.

Unit- II

Theories of Change : Cyclical: Arnold Toynbee, Pareto, P A Sorokin Linear: Auguste Comte, Emile Durkheim and Herbert Spencer. Modernisation, World-System Theory, Dependency Theory.

Unit-III

Social and Human Development in India: Social Implications of Economic Reforms, Human Development and its Indexes .

Unit-IV

Development and Globalization: Globalization, Sustainable Development, WTO, GATT, GATS

Alavi, H. and T. Shanin (1982)

Introduction to the Sociology of Developing Societies, Macmillan, pp. 1-29

K.C. Alexander, 1994, The Process of Development of Societies, New Delhi: Sage

Alex Inkeles, .A Model of the Modern Man: Theoretical and Methodological

Issues.in Black, C.E. (1976) ed., Comparative Modernisation, The Free Press, pp. 320- 348.

Lerner, D. (1964) The Passing of Traditional Society, (Relevant chapter in Xeroxed Collection)

Gusfield, J.R (1967). Tradition and Modernity: Misplaced Polarities in the Study of Social Change.

Blomstrons, M. and B. Hettne (1984) Development Theory in Transition, Zed, pp. 27-65; 79-97.

Frank, Andre Gunder 1971. Capitalism and Underdevelopment in Latin America, Penguin Books.

Myrdal, Gunnar (1968), An Approach to Asian Drama, Harmondsworth: Penguin.

Ness, G. D. (1970), Sociology of Economics Development: A Reader, N.Y.:Harper and Row (Selected Chapters).

Pandey, R. (1985), Sociology of Development, New Delhi: Mittal Pub.

Pandey, R. (1986), Sociology of Underdevelopment, New Delhi: Mittal Pub.

Parsons, Talcott (1966), Societies: Evolutionary and Comparative Perspectives,Englewood Cliffs, N. J.: Prentice-Hall, (pp. 20-29).

Sabbarwal, Sherry (2010), "Globalization, Democracy and Human Rights" in S.R. Mehta (ed.) Socio-Cultural Diversities and Globalization: Issues and Perspectives, Shimla: Indian Institute of Advanced Study.

Sharma, S. L. (1980), Criteria of Social Development, Journal of Social Action,Jan.-March.

Sharma, S. L. (1986), Development: Socio-Cultural Dimensions, Jaipur: Rawat(Chapter I).

Smelser, N. J. (1968), Essays in Sociological Explanation, Englewood Cliffs, N.J.: Prentice-Hall, (Chapter 6).

SOC C104: SOCIAL RESEARCH METHODOLOGY

Learning Objectives &Outcomes:

Every discipline has its own methodological framework for conducting. This paper helps the students to understand the concept of social research, its methods and different scaling techniques.

- To differentiate between sociological knowledge and common sense knowledge and the rise of critical thinking.
- To understand different approaches for understanding social reality.

- To learn about quantitative research and its techniques to be used in social research to exploring the unexplored.
- This paper would help students evolve as social scientists where they would learn the techniques of research and be employable in different sectors.

Unit I

Introduction to Quantitative Research: Concepts, Constructs, Hypothesis, Variables, Operationalization of concepts.

Unit II

Designing Quantitative Research: Exploratory, Explanatory, Descriptive, Longitudinal, Experimental designs.

Unit III

Sampling terminology: Universe, sampling frame, sample: Probability and Non-probability Sampling Designs, Sampling Error. Determination of sample size.

Unit-IV

Scaling & Quantitative Techniques: Scaling in Social Sciences: Sociometry, Social Distance Scale, Likert Scale; Statistical Analysis in Sociology: Measures of Central Tendency, Dispersion, Correlation; Problems of Quantification & Measurement; Reliability & Validity.

Essential Readings:

Argyrous, George. 1997. *Statistics for Social Research*, London: Macmillan Press Ltd

Babbie, Earl. 2004. *The Practice of Social Research*, 10th Edition. Thomson/Wadsworth Learning Inc.

Blalock, H.M. 1979. *Social Statistics*. New York: McGraw Hill.

Chalmers A.F. 1976. *What is this thing called Science?*, Milton Keynes: The Open University Press

Corbetta, Piergiorgio. 2003. *Social Research: Theory, Methods and Techniques*, New Delhi: Sage.

Cramer, Duncan. 1994. *Introducing statistics for social research*. Routledge

Elifson, Kirk W, Runyon, Richard P. and Haber, Audrey. 1990. *Fundamentals of Social Statistics*, New Delhi: McGraw-Hill.

Fred, N Kerlinger. 1970. *Foundation of Behavioural Research*. Holt, Rinehart and Winston.

H. Russell Bernard. 2000. *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Sage Publications India Pvt Ltd.

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

1970. *Capital, Vol. I, II & III*, Moscow: Progress Publication.

Neil A. Weiss.2015. Introductory Statistics, 10th Edition. New Delhi: Pearson Education, Inc; In India by Dorling Kindersley Pvt Ltd.

Ranjit Kumar. 2016. Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications

T Rajaretnam. 2016. Statistics in Social Sciences. New Delhi: SAGE Publications Pvt. Ltd.

SOC C105: CLASSICAL SOCIOLOGICAL THOUGHT

Course Objectives and outcomes:

- 1) To inculcate in the minds of the young learners a sound idea concerning the social backgrounds of the genesis of the discipline in the West.
- 2) To share knowledge regarding the role of the two historic milestones (French and the Industrial Revolutions) and the leading intellectual currents that have become instrumental to the making of sociology.
- 3) To familiarize the students with the contributions of the classical sociological thinkers.
- 4) Learner will be able to know social backgrounds of sociological imagination.
- 5) Learners will be in a position to have an understanding of the twin historic milestones (French and the Industrial Revolutions) and the leading intellectual currents that have become instrumental to the making of sociology.
- 6) They will be sensitized with the sociological ideas of the classical sociological thinkers.

Unit-I

August Comte: Law of Three Stages, Hierarchy of Sciences and Positivism. **Herbert Spencer:** Social Evolutions, Types of Societies, Organic Analogy

Unit-II:

Karl Marx: Materialistic Interpretation of History; Dialectical Materialism, Capitalism, Surplus Value; Class and Class Conflict; Alienation.

Unit-III

Emile Durkheim: Rules of Sociological Method, Division of Labour, Suicide, Theory of Religion.

Unit-IV

Max Weber: Social Action; Ideal Type; Protestant Ethics and the Spirit of Capitalism, Bureaucracy.

Vilfredo Pareto: Logico-Experimental Method, Logical and Non-logical Actions, Residues and Derivations, Theory of Elites.

Essential Readings:

1947. *The Division of Labour in Society*, New York: The Free Press.
1952. *Suicide – A Study in Sociology*, London: Routledge & Kegan Paul.
1961. *The Elementary Forms of the Religious Life*, New York: Collier Books.
1966. *Vilfredo Pareto: Sociological Writings*, (Selected and introduced by S. E. Finer), New York: Pall Mall Press.
1978. *Durkheim*, London: Fontana.
1947. *The Theory of Social and Economic Organization*, New York: The Free Press.
1949. *The Methodology of Social Sciences*, Toronto: Collier-Macmillan.
1958. *The Protestant Ethics and the Sprit of Capitalism*, New York: Charles Scribner's sons.
1970. *Capital, Vol. I, II & III*, Moscow: Progress Publication.
1978. *Economy and Society, Vol. I & II*, Berkeley: University of California Press.
- Alexander, J. (Ed.). 1988. *Durkheimian Sociology: Cultural Studies*, Cambridge: Cambridge University Press.
- Aron, R. 1970. *Main Currents in Sociological Thought, Vol. II*, Harmondsworth: Penguin.
- Aron, R. 1970. *Main Currents in Sociological Thought, Vol. I*, Harmondsworth: Penguin.
- Beaud, Michel. 1970. *A History of Capitalism, 1500-1980*, New York: Monthly Review Press.
- Bendix, R. 1962. *Max Weber: An Intellectual Portrait*, New York: Anchor Books.
- Benton, T. 1977. *Philosophical Foundation of the Three Sociologies*, London: Routledge and Kegan Paul.
- Coser, L. A. 1977. *Masters of Sociological Thought*, New York: Harcourt Brace.
- Durkheim, E. 1938. *The Rules of Sociological Method*, New York: The Free Press.
- Fletcher, Ronald. 1971. *The Making of Sociology: Developments, Vol. I*, London: Nelson.
- Fletcher, Ronald. 1971. *The Making of Sociology: Developments, Vol. II*, London: Nelson.
- Giddens, A. 1973. *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber*, London: Cambridge University Press.
- Giddens, A. 1994. *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber*, London: Cambridge University Press.
- Godlove, T. F. 2005. *Teaching Durkheim*, Oxford: Oxford University Press.
- Hughes, J. A., Martin, P. J. and Sharrock, W. W. 1995. *Understanding Classical Sociology – Marx, Weber and Durkheim*, London : Sage Publications.
- Lukes, S. 1972. *Emile Durkheim: His Life and Work*, New York: Harper & Row.

SEMESTER-II

SOC C 201: SOCIOLOGICAL THEORIES

Course Objectives & Outcomes:

The main intent of this paper is to familiarize the students with the theories that dominated the sociological paradigm in the 20th century.

- It aims at sharing a concise understanding of micro sociological approaches.
- This paper is expected to broaden the intellectual horizon of the learners on modern sociological theories.
- After reading this paper the learners will be able to understand the growth of Functionalist and Conflict theories in the 20th century.

Unit-I

Talcott Parsons – Voluntaristic Theory of Action, Social System, and Pattern Variables; R. K. Merton – Paradigm of Functional Analysis, Theory of Middle Range, Anomie.

Unit-II

Lewis. Coser: The Functions of Social Conflict, R. Dahrendorf: Theory of Class Conflict, R. Collins: Interaction Ritual Chains & Theory of Conflict.

Unit-III

G. H. Mead and H. Blumer – Symbolic Interactionism; Erving Goffman – Presentation of Self in Everyday Life

Unit-IV

A Schutz - Phenomenological Sociology; H. Garfinkel – Ethnomethodology.

Essential Readings:

Berger, P. and T. Luckmann. 1967. *The Social Construction of Reality*, New York Anchor.

Black, Max (Ed.). 1961. *The Social Theories of Talcott Parsons: A Critical Examination*, NJ: Prentice-Hall.

Blumer, H. 1969. *Symbolic Interactionism*, N.J.: Prentice Hall.

Collins, R. 1975. *Conflict Sociology: Toward an Explanatory Science*, New York: Academic Press.

Coser, L. 1956. *The Functions of Social Conflict*, New York: The Free Press.

Coser, Lewis, A. 1979. *Masters of Sociological Thought*, New York: Harcourt Brace

Dahrendorf, R. 1959. *Class and Class Conflict in Industrial Society*, London: Routledge and Kegan Paul.

Homans, G. H. 1961. *Social Behavior: It's Elementary Forms*, New York: Harcourt Brace.

Mannheim, K. 1936. *Ideology and Utopia*, London: Routledge and Kegan Paul.

Mead, G. H. 1962. *Mind, Self and Society: From the Standpoint of a Behaviorist*, Chicago: Chicago University Press.

Merton, R.K. 1968. *Social Theory and Social Structure*, New York: Free Press.

Parsons, T. 1951. *Social System*, New York: The Free Press.

Parsons, T. and Shils, E. A. & others (Eds.).1951. *Toward a General Theory of Action*, Cambridge (Mass.): Harvard University Press.

Ritzer, George. 1992. *Modern Sociological Theory*, New York: McGraw-Hill.

Schutz, A. 1967. *The Phenomenology of the Social World*, Evanston: Northwestern University Press.

Schutz, A. and Luckmann, T. 1973. *The Structure of the Life World*, Evanston: Northwestern University Press.

Turner, Jonathan H. 1995. *The Structure of Sociological Theory*, (4th edition), Jaipur and New Delhi: Rawat.

SOC C202: RURAL SOCIOLOGY

Course Objectives & Outcomes:

- To educate the learners with the Genesis rural sociology as a distinct branch of Sociology.
- To orient them to the existing literature on village and peasant studies.
- To sensitize the learners with the role of the state in engineering rural development.
- To share ideas concerning the influence of globalization and commercialization on agriculture.
- The learners will be sensitized with the Genesis rural sociology as a distinct branch of enquiry.
- The learners will be able to understand the existing literature on village and peasant studies..
- To situate the influence of globalization and commercialization on agriculture.

Unit-I

Introduction to Rural Society:

Rural Sociology-Origin and Development; Villages Studies in India: F G Bailey, D Majumdar, A Beteille, K Gough; Folk-Urban Continuum, Little Community.

Unit-II

Theorizing Peasantry: Lenin's theory of agrarian capitalist development, Chayanov's theory of peasant economy, Marx on peasantry; Post-Marxian views on the peasantry –Daniel Thorner, T. Shanin. Debate over mode of production.

Unit-III:

State Interventions: CDP, Land Reforms, Green Revolution, PRIs, Self and Wage Employment Programmes, PURA; Reactions- Peasant Movements.

Unit-IV:

Contemporary Issues: Globalization and its Impact on Agriculture, Commercialization, Agrarian Distress.

Essential Readings:

1979. *Rural India in Transition*, Bombay: Popular Prakashan.
1996. *Village, Caste, Gender and Method: Essays in Indian Anthropology*, New Delhi: Oxford University Press.
2006. Political Economy of Agrarian Distress. *Economic and Political Weekly Special issue*.
- Bandhopadhyay, D (2003). Land Reforms and Agriculture- The West Bengal Experience, *EPW*, pp 879-884
- Beteille, Andre.1974. Six Essays in Comparative Sociology, New Delhi: OUP
- Bhaduri, A(1985). Class Relation and Commercialization In Indian Agriculture: A study in The Post-Independence Agrarian Reforms Of Uttar Pradesh.
- Breman, J& Mouldo, S (1991). Rural Transformation In Asia. New Delhi: OUP
- D Goodman and M Redclift. 1981. From Peasant to Proletarian: Capitalist Development and Agrarian Transitions, Oxford: Blackwell Publications.
- Daniel Thorner (1966). The Theory of Peasant Economy, In D Thorner et al (ed) A.V Chayanov's Theory of Peasant Economy, New Delhi: OUP.
- Desai, A. R. 1977. *Rural Sociology in India*, Bombay: Popular Prakashan.
- Dhanagare, D. N. 1988. *Peasant Movements in India*, New Delhi: Oxford University Press.
- Dube, S. C. 1955. *India's Changing Villages*, London: Routledge and Kegan Paul.
- Joshi P.C. 1976. Land Reforms in India. Delhi: Allied Publisher
- Joshi, P. C. 1976. *Land Reforms in India: Trends and Perspectives*, Bombay: Allied Publishers.
- Kolenda Pauline 1983. Caste, Cult and Hierarchy. Meerut : Folklore Institute.
- Krishna Bhardwaj (1985). A Note on Commercialization Of Agriculture In K N Raj, N Bhattacharya, S guha and S Padhi (eds). Essays on the Commercialization of Indian Agriculture. Delhi OUP
- Lehmna, D (1986). Two Paths of Agrarian Capitalism or a critique of Chayanovian Marxism. Comparative Study of Society and History, PP.601-627.
- Lenin V.(1982) The Differentiation of the Peasantry In Harris J (1982). Rural Development. 130-8
- Majumdar, D. N. 1955. *Rural Profiles*, Lucknow: Ethnographic and Folk Culture Society.
- Marriott, M. (Ed.). 1955. *Village India*, Chicago: Chicago University Press.
- Mencher J.P. 1983. *Social Anthropology of Peasantry, Part III*, New Delhi: Oxford University Press.

Newby H (1980). Trend Report: Rural Sociology. *Current Sociology*, 78. Pp 5-10,,23-30:36-53; 76-93

Oommen, T. K. 1971. "Green Revolution and Agrarian Conflict", *Economic and Political Weekly*, 6(26): 99-103.

Pattnaik, U.(2010). *Agrarian Questions Old and New: The Last Century and the Present*

Prasad, P& Vakulabharanam, V (2009). *Agrarian Distress: Macro Context*

Redfield, R. 1956. *The Little Community*, Chicago: Chicago University Press.

Seethalakshni(2009). *Special Economic Zones in Andhra Pradesh- Policy Claims and Peoples experiences.*

Shanin, T. 1972. *The Awkward Class*, Oxford: Oxford University Press

Srinivas, M. N. (Ed.). 1955. *India's Villages*, Calcutta: Government of West Bengal Press.

SOC C 203: SOCIOLOGY OF GENDER

Learning Objectives & Outcomes:

This paper talks about the idea of equality in terms of gender relations.

- To learn about social construction of gender
- How patriarchy shapes our ideas
- To understand the context of different waves of feminism and the theories
- To learn on the status of Indian women at different historical junctures and the different movement for improving their status
- To learn on the different approaches on gender and development.

This helps students to be gender sensitive both at home and in the public sphere, and enhances their employability as well.

Unit-I

Social construction of gender: Gender Vs. Biology, Public and Private Dichotomy, Patriarchy as ideology and practice.

Unit-II

Feminism: Meanings, Waves of feminism: First Wave, Second Wave, Third Wave; Theories of Feminism: Liberal Feminism, Radical Feminism, Marxist Feminism, Socialist Feminism, Third World Feminism, Post-Feminism

Unit-III

Status of Women in India through various ages: Ancient, Medieval, Modern, Violence against Women, Women's Movements from Colonial to Contemporary times.

Unit-IV

Gender & Development: WID, WAD, Gender mainstreaming approach, Empowerment approach, Gender in the international agenda, Practical Gender Needs, Strategic Gender Needs, Gender Empowerment Measures.

Essential Readings:

- Altekar, A.S. 1983, *The Position of Women in Hindu Civilization*, Banaras: The Culture publication House.
- Basu Aparna.1999. *Women's Education in India in Ray and Basuedt: From Independence Towards Freedom*, OUP.
- Bhasin, Kamala.2000. *Understanding Gender*, Kali For Women, N. Delhi.
- Chakravarty, Uma.2003.*Gendering caste through a feminist Lens*, Stree, Calcutta.
- Chakraborty, Uma. 1999. *Whatever Happened to the Vedic Dasi? Orientalism, Nationalism and a Script from the Past* in K. Sangari and Suresh Vaid (ed.) *Recasting Women*. New Delhi: Kali.
- Chadhuri, Maitreyee .2004. *Feminism in India, Women Unlimited/Kali*, New Delhi.
- Davis Kathy, E. Mary, Lorber, J ed.2006.*Handbook of Gender and Women's studies*, UK: Sage.
- Dube, Leela et al (eds) .1986. *Visibility Power, Essays on women in Society and Development*.
- Freedman Jane, 2002, *Feminism*, New Delhi: Viva Books.
- Gandhi, N & N. Shah .1992. *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*.
- Geetha V.2002. *Gender*, Stree, Calcutta.
- Geetha, V.2007: *Patriarchy*, Stree, Calcutta.

SOC C204-GLOBALIZATION AND SOCIETY

Learning Objectives & Outcomes:

This present paper on globalisation tries to incorporate within its purview the continuing process of globalisation with the reduction of the prevailing isolation and the growing interdependence among the nations with an integrated world in emergence. The paper aims at:

- Giving a fair idea to the students on the meaning, features, dimensions of this process and its historicity.
- Making them understand, the ideological currents that are shaping and the institutional transformations that are taking place under the process of globalisation.
- Apprising the students with the consequences of globalisation on various groups of individuals and institutions of the society.
- Generating a clear-cut impression about its recent courses and the new form it is taking.

After going through this paper, it is expected that the students will have a clear understanding of this continuing process of social change, its consequences and courses.

Unit-I

Globalization: The Concept, Historicity and Characteristics Origin of the Concept of Globalization, Theories of Globalisation, Characteristics of Globalization, The Historical Context of globalization, Factors of Globalization, Dimensions of Contemporary Globalization-Economic Dimensions, Cultural Dimensions, Social Dimensions, Environmental Dimensions.

Unit-II

Globalization and Changing Ideologies and Institutions: Globalization and Modernization, Globalisation, Neoliberalism and Global Capitalism, Globalisation and Nation State

Unit-III

Globalization and the Emergence of New Global Actors and Institutions: The World Bank, The I.M.F. The MNCs

Unit- IV

Consequences of Globalisation, Globalisation and Governance, Globalisation and Environment, Globalisation, Health and Security, Globalisation and Women

Essential Readings:

Appadurai, Arjun(1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota

Butale,Cheludo(2015) *Globalization and its impact on women in developing countries*,<http://www.iapss.org/>

Frank, Andre Gunder(1998) *Reorient: Global economy in the Asian age* U.C. Berkeley Press

Harvey, D. (2005), *A Brief History of Neoliberalism*, Oxford University Press, New York

Held, David, et al. (1999). *Global Transformations* Cambridge: Polity Press

Marglin, Stephen A. and Schor, Juliet ed. (1990) *The Golden Age of Capitalism: Reinterpreting the Post war Experience*, Clarendon Press

Najam, Adil, Runnalls, David and Halle, Mark (2007) *Environment and Globalization Five Propositions*, International Institute for Sustainable Development (IISD)

Nayyar, Deepak. (1988). "The Political Economy of International Trade in Services" *Cambridge Journal of Economics*, Vol. 12, No. 2

Ritzer, George (2004). *The Globalization of Nothing* Thousand Oaks: Pine Forge Press

Robertson, Roland (1992) *Globalization: Social theory and Global Culture*, Sage, London

Saich, T. (2000), *Globalization, governance, and the authoritarian Westphalian state: The case of China*. In J. Nye and R. Keohane (eds.), *Globalization and Governance*, pp. 208-228. Brookings

Scholte, Jan Aart (2000) *Globalization: A Critical Introduction*, St. Martin's Press, p.46

Stiglitz, Joseph E. (2010), *Risk and global economic architecture: Why full financial integration may be undesirable*. *The American Economic Review*, Volume 100(2), pp. 388-392.

Therborn, G. (2000), 'Globalizations: Dimensions, Historical Waves, Regional Effects, Normative Governance', *International Sociology*, 15(2), pp. 151-179

World Development Report (2012) Globalization's impact on gender equality: What's happened and what's needed, The World Bank

SOC C205- SOCIOLOGY OF HEALTH

Objectives and Outcomes:

In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are; likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector. To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.

UNIT – I

Basics of Sociology of Health: Nature and scope, social origin of disease, social response to death and dying, Environmental Dying, Sociology of the body, organ donation, mental health, stress and illness.

UNIT-II

Sociological Theories of Health: Parsons; uses of sick role concept, Physicians, role as a social system, the power of the doctors. Goffman: stigma and it's types; importance of stigma for medical sociology.

UNIT – III

Epidemiology: Epidemiological approach for health and disease. Epidemiological Methods: Descriptive Epidemiology, Analytical Epidemiology and Experimental Epidemiology. Health and Illness, Community health, Health Culture.

UNIT-IV

Health Planning in India: National Health policy; Health policy and five year plans, Maternal and child health, Family welfare aspects. Role of WHO, Universal immunization, Health Education.

Essential Readings

Coe, Rodney M. 1970. *Sociology of Medicine*. New York: McGraw Hill.

Cockerham, William C. 1997. *Medical sociology*. New Jersey: Prentice Hall.

Cockerham, William C. 1997. *Readings in medical sociology*. New Jersey: Prentice Hall.

Conrad, Peter et al. 2000. *Handbook of medical sociology*, New Jersey: Prentice Hall.

Dasgupta, R. 1993. *Nutritional planning in India*. Hyderabad:

SEMESTER- III

SOC C301: ADVANCED SOCIOLOGICAL THEORIES

Learning Objectives Outcomes

Learn how sociologists should go beyond sociological boundaries and get oriented with theoretical perspectives of other social science disciplines, humanities, art and cultural studies.

- To understand the context and concerns of advanced social theories
- Discuss the role of Functionalism, Neo-Functionalism, Structuralism, Post-structuralism, Neo Marxism, Phenomenology, Ethno-methodology & Symbolic Interactionism
- Assess the role of context in the rise of social theory.

Unit-I:

Functionalism and Neo-functionalism: Contributions of B.Malinowski and J. Alexander

Unit-II:

Structuralism: Contributions of A.R.Brown and L. Strauss .

Unit-III:

Critical Theory and Neo Marxism: J. Habermas, Structural Marxism: L. Althusser

Unit-IV:

Phenomenology: P. Berger & T.G. Luckmann.

Essential Readings:

Abraham, M.F.1990. *Modern Sociological Theory: An Introduction*. New Delhi: OUP

Adams, B.N. and Sydie, R.A. 2002. *Sociological Theory*, New Delhi: Vistaar Publications.

Alexander, Jeffrey C. 1987. *Twenty Lectures: Sociological Theory since World War II*. New York: Columbia University Press.

Bourdieu, P. 1990. In other words – Essays towards a Reflexive Sociology, Stanford: Stanford University Press,

Craib, Ian.1992.Modern social theory: From Parsons to Habermas.London: Harvester Press.

Habermas, Jurgen.1987. The Theory of Communicative Action, V.1 &2 Cambridge: Polity Press.

Ritzer, G. and Barry Smart ed).2001. Handbook of Social Theory, Sage

Ritzer, George, 1992. Sociological Theory. New York: McGraw-Hill

Seidman S.1994: Contested Knowledge- Social Theory in the Post modern Era, Blackwell Pub.

Smart Barry.1994.Michel Foucault, London: Routledge.

Sturrock, John ed). 1979. Structuralism and since: From Levi Strauss to Deirda. Oxford: OUP.

Turner, Bryn, Chris Rojek and Craig Calhoun ed). 2005. The Sage Handbook of Sociology, Sage.

Collins, Randall. 1997 .Sociological Theory. New Delhi: Rawat.

Turner, Jonathan H. 1995.The Structure of Sociological Theory, New Delhi: Rawat.

Zeitlin, I. M. 1998.Rethinking sociology: A critique of contemporary theory. New Delhi: Rawat.

SOC C302: PERSPECTIVES ON INDIAN SOCIETY

Course Objectives

- *To educate the learners regarding the uniqueness of Orientalism and Indology in the study of India.*
- *To orient them to the relevance of structural-functional approach to the study of India.*
- *To sensitize the learners with the role of the Marxian and Civilizational perspectives in analyzing Indian society.*
- *To share ideas concerning the Subaltern approach to the understanding of the society in India.*

Course Outcomes

- *The learners will be sensitized with the uniqueness of Orientalism and Indology in the study of India.*
- *The learners will be able to understand the utility of the structural-functional approach to the study of India.*
- *They will be in a position to evolve clarity on the role of the Marxian and Civilizational perspectives in analyzing Indian society.*
- *To situate the significance of the Subaltern approach to the understanding of the society in India.*

Unit-I: Indological Perspective - G. S. Ghurye and Louis Dumont.

Structural-functional Perspective: M. N. Srinivas and S.C. Dube.

Unit-II: Marxian Perspective – D. P. Mukerji and A. R. Desai, R.K.Mukherjee.

Subaltern Perspective –B.R Ambedkar and David Hardiman.

Unit-III: Civilizational view: N.K.Bose and Surjeet Sinha

Unit- IV: Interactional and Attributional Dimensions on Caste and Class.

Readings:

- Bose, N. K. 1972. "An Anthropological View of Indian Civilization", *Man in India*, 52 (2).
- Desai, A.R. 1966. *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.
- Dhanagre, D. N. 1993. *Themes and Perspective in Indian Sociology*, Jaipur: Rawat.
- Dube, S.C. 1955. *Indian Village*, London: Routledge and Kegan Paul.
- Dumont, L. 1970. *Homo Hierarchicus: The Caste System and Its Implications*, London: Weidenfeld and Nicolson.
- Edward Said (1978). *Orientalism*.
- Ghurye, G.S. 1969. *Caste and Race*, Bombay: Popular Prakashan,
- Gore, M.S. 1993. *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, New Delhi: Sage.
- Guha, R. 1998. *Selected Subaltern Studies*. Delhi: OUP.
- Hardiman, D. 1987. *The Coming of the Devi: Adivasi Assertion in Western India*, London: Oxford University Press.
- Karve, Irawati. 1953. *Kinship Organization in India*, Poona: Deccan College.
- Madan, T.N. 1994. *Pathways: Approaches to Study of Society in India*, Delhi: Oxford University Press.
- Max Weber. 1998. *Religion of India: Sociology of Hinduism and Buddhism* Hardcover: Delhi: Munshiram Manoharlal Publishers.
- Momin, A.R. 1996. *The Legacy of G.S. Ghurye : A Centennial Festschrift*, Bombay: Popular Prakashan.
- Mukerji, D. P. 1958. *Diversities*, Delhi: Peoples Publishing House.
- Mukherjee, Ramkrishna. 1957. *The Dynamics of a Rural Society*, Berlin: Akademie-Verlag.

SOC C303: METHODS AND TECHNIQUES IN SOCIAL RESEARCH

Objectives and Outcomes

Students in the next Semester are supposed to do field work as a part of this Course. Hence, the Course familiarizes the students with basic elements of scientific method, apart from the process of field work, data collection and finally report writing. This course trains the students as to how to draw influences and conclusions out of empirical research. Knowledge regarding methods and techniques used in social research is to be enhanced.

Unit-I

Conceptualizing Social Reality ,Philosophy of Science, Scientific Methods and Epistemology in Social Science , Hermeneutics Traditions ;Objectivity and Reflexivity in Social Science

Unit –II Scientific Method:

Definition and Aims, applicability of scientific method in social research, fact and theory.

Unit-III

Techniques of Data Collection: Observation: Structured and Unstructured; Participant and Non-Participant; Interview Schedule: Structured and Unstructured Interview: Types; Advantages and Disadvantages Questionnaire: Types, Advantages and Disadvantages Case Study.

Unit-IV

Field Work: Meaning and Uses. Content Analysis; Data Analysis: Coding, Tabulation and Report Writing. Comparative, Longitudinal and Panel studies.

Suggested Readings

- Bailey, K. D, (1997) Methods of Social Research, New York, the Free Press.
- Bernard, H. Russell (2000) Social Research Methods – Qualitative and Quantitative Approaches, New Delhi, Sage Publications India Pvt. Ltd.
- Colin, R. (2000) Real World Research Oxford, Blackwell
- Goode, W.J. and Hatt P.K. (1952), Methods in Social Research, New York: McGraw Hill, International Students Edition.
- Kerlinger, Fred N. (1973), Foundations of Behavioural Research, New York, Holt, Rinehart & Winston, INC.
- Moser and Kalton (1980) Survey Methods in Social Investigation. Heinemann Educational Books.
- Punch, K. F, (1998) Introduction of Social Research, Quantitative & Qualitative Approach, New Delhi, Sage Robson,
- Seltiz, Claire, et.al. (1959) Research Methods in Social Relations, New York, Henry Holt & Co.
- Tashakkori, A. and Charles Teddlie, (2003) Handbook of Mixed Methods, New Delhi, Sage.
- Tim, May, (2001) Social Research: Issues, Methods and Process. Buckingham, Open University Press.
- Barly, Kenneth, D. (1978) Methods of Social Research, New York. The Free Press.
- Bryant, G.A. (1985) Positivism in Social Theory and Research, Macmillan.
- Giddens, Anthony, (1974), Positivism and Sociology, London: Hienmann.
- Hindess, Barry (1977) Philosophy and Methodology in Social Sciences, The Harvester Press.
- Madge, John, (1976) The Tools of Social Science, London, Longman.

SOC C304: SOCIOLOGY OF MARGINALIZED COMMUNITIES

Course Objectives

- *The main intent of this paper is to familiarize the students with the concept of marginalization.*
- *It wishes to impart ideas concerning various indices of marginalization.*
- *It seeks to throw light on the bases and perspectives of marginalization.*
- *It aims at sharing a concise understanding of the views of certain select Indian social thinkers.*

Course Outcomes

- *This paper is expected to broaden the intellectual horizon of the learners on the concept of marginalization.*
- *After reading this paper the learners will be able to understand the ideas concerning various indices of marginalization*

- They will also have a concise understanding of bases and perspectives of marginalization.
- The learners will be able to evolve a concise understanding of the views of certain select Indian social thinkers.

Unit-I:

Marginalization and its socio-economic indices: Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Educational Backwardness; Inequality; A Critical View of the Caste System; Untouchability: Historical And Social Roots, Dysfunctions.

Unit-II:

Marginalization: Issues and Perspectives, Bases of Marginalization: Caste, Class, Ethnicity and Gender

Unit-III:

Perspectives: Views of Gandhi, Phule, Periyar, and Ambedkar; Issues of Minorities.

Unit-IV

Status of SC & ST: Affirmative Action; Constitutional Provisions; Social Mobility, Mobilization and Identity; Social Exclusion and Inclusion Debate.

Essential Readings:

- Beteille, Andre. 1992. *The Backward Classes in Contemporary India*, Delhi: Oxford University Press.
- Charsley, S.R. and Karanth, G.K. (Eds.). 1998. *Challenging Untouchability*, Delhi: Sage.
- Clarke, S. 1999. *Dalit and Christianity: Subaltern Religion and Liberation Theology in India*, New Delhi: Oxford University Press.
- Gore, M.S. 1993. *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, New Delhi: Sage.
- Mahajan, Gurpreet. 1998. *Democracy, Difference and Social Justice*, New Delhi: Oxford University Press.
- Mayaram, S. 2004. *Against History, Against State: Counter-perspectives from the Margins*. New Delhi: Orient Longman.
- Omvedt, G. 1995. *Dalit Visions: the Anti-caste Movement and the Construction of an Indian Identity*, New Delhi: Orient Longman.
- Oommen, T.K. 1990. *Protest and Change: Studies in Social Movements*, Delhi: Sage.
- Singh, K.S. 1995. *The Scheduled Tribes*, Delhi: Oxford University Press.

SOC C305: SOCIOLOGY OF EDUCATION

Objectives and Outcomes

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The second part shifts to the Indian situation. Beginning with a historical perspective, it moves

to the contemporary situation. It carries forward the discussion of the some dimensions/ themes from the first part and embeds them in the Indian context

Unit I

Concept of Education: Education& Literacy, Education as preparation for social role in ideal state, Education as cultivation of reasoning ability, Nature & scope of Education: Cross cultural perspective, cultural dimension of education in India

Unit II

Theoretical Approaches: Functionalist approach by Durkheim, Parsons, Conflict approach by Bowles &Gintis, Interactionist approaches & Postmodernism

Unit III

Education, Social processes & Institutions: Education & Socialization, Education & Social change, Education & Social mobility

Unit IV

Education, Social & Human Development: Role of education in social & Human development: Emerging perspectives, Role of education for empowerment of the marginalized.

Essential Readings

Bowles S and Gintis H, 1976,Schooling in Capitalist America. New York: Basic Books.

Dewey J.1900, The School and Society. Chicago: Chicago.

Durkheim E,1956, Education and Sociology. Glencoe IL: Free Press.

Durkheim E,1961, Moral Education. Glencoe IL: Free Press.

Parsons T,1959, "The School Class as a Social System." HarvEdRev 29 4.

Naik, J.P. Education of Scheduled Tribes 1965-66.Occasional monograph (5), ICSSR, 1971.

Naik, J.P. Education of Scheduled,Castes, 1965-66. Occasional Monograph (6), ICSSR, 1971.

SEMESTER-IV

SOC C401: CONTEMPORARY THEORETICAL PERSPECTIVES

Course Objectives

- *To introduce the students to the major theoretical traditions that continues to concern the practice of contemporary sociology.*
- *To initiate the students to interpret the relevance and significance of theoretical traditions in analysing contemporary social reality.*
- *To develop research orientation of the students with the understanding of major theoretical perspectives.*

Course Outcomes

- *The paper is expected to familiarise the students with the major theoretical approaches in Sociology.*
- *Students will come to a position to make use of the theoretical and conceptual constructs in understanding and analysis of the structures of social reality.*
- *The students will also be introduced to the way in which they could engage in sociological imagination using these theoretical frameworks with a critical mind.*
- *The course will expose the students to some primary works of the major thinkers discussed here.*

Unit-I

Frankfurt School: Max Horkheimer, Theodor Adorno, Herbert Marcuse.

Unit-II

Theory of Superstructure: A. Gramsci -Ideology, Hegemony and Organic Intellectual.

Unit-III

Agency & Structure: A. Giddens: Structuration, New Rules of Sociological Method; P. Bourdieu: Habitus, Field, and Capital.

Unit-IV

Post-structuralism and Post-modernism: J. Derrida, M. Foucault and J. Lyotard.

Essential Readings

Adorno, Theodor. *The Culture Industry*. Ed. J. M. Bernstein. London: Routledge, 2001

Adorno, Theodor W. and Max Horkheimer. *The Dialectic of Enlightenment: Philosophical Fragments*. 1944. Trans. Edmund Jephcott. Stanford: Stanford UP, 2002.

Alexander, J (Ed.). 1985. *New Functionalism*, California: Sage Publications.

Althusser, Louis. 1969. *For Marx*, London: Penguin.

Bourdieu, P. 1990. *The Logic of Practice*, Cambridge: Polity Press.

Bourdieu, P.1990. *An Outline of the Theory of Practice*, Cambridge: Cambridge University Press.

Cassel, Phillip. (Ed.). 1993. *The Giddens Reader*, California: Stanford University Press.

Derrida, J. 1978. *Writing and Difference*, Chicago: Chicago University Press.

Foucault, M. 1965. *Madness and Civilization*, New York: Vintage.

Foucault, M. 1970. *The Order of Things*, New York: Random House.

Foucault, M. 1972. *The Archaeology of Knowledge*, London: Tavistock Publications.

Foucault, M. 1979. *Discipline and Punish*, New York: Vintage.

Garfinkel, H. 1967. *Studies in Ethnomethodology*, Engle-Wood Cliffs: Prentice-Hall.

Giddens, A. 1984. *The Constitution of Society*, Cambridge: Polity Press.

Giddens, A. and Christopher Pierson. 1998. *Conversation with Anthony Giddens*, Cambridge: Polity Press.

Goffman, E. 1959. *The Presentation of Self in Everyday Life*, New York: Doubleday Anchor Books.

Habermas, J. 1976. *Legitimation Crisis*, London: Heinemann.

Habermas, J. 1984. *The Theory of Communicative Action*, (volume 1 and 2), Boston: Beacon Press.

Lyotard, Jean-Francois. 1984. *The Postmodern Condition*, Minneapolis: University of Minnesota Press.

Prakash, Anand. (Ed.). 2002. *Marxism*, Delhi: Worldview Publications.

Ritzer, George. 1992. *Modern Sociological Theory*, New York: Mc-Graw Hill.

Turner, J. 1986. *The Structure of Sociological Theory*, Chicago: Dorsey.

SOC E402: ENVIRONMENT AND SOCIETY

Objectives and Outcomes

The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface. It seeks to impart social skills in environmental concerns

in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary. The course also aims

at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action. The study of inter connections between environment

and society has gained in enormous significance in recent times on account of the debilitating effects on the environment and society. In view of this, it is understandable that the focus of environmental studies has moved from Sociology of environment to environmental Sociology. The course is designed to focus on the environmental issues in the perspective of environmental Sociology.

UNIT-I

Ecological Approach to Sociology: Ecology and Social Structure, Social Ecology Population Growth and Ecological Crisis

UNIT-II

Perspectives on Environment and Society

Sustainable Development: History and Evolution of the Concept, Models of Sustainable Development, Sustainable Development Goals ;Catton and Dunlop- New Ecological Paradigm ;Daniel Meadows-Theory of Limit to Growth.

UNIT-III

Global Environmental Issues; Global Issues: Greenhouse Effect, Global warming, Pollution And Health, Acid Rain and Desertification, Solid Waste Pollution, Pesticide Pollution, Water Pollution, Air Pollution, Green Revolution: A Critical Analysis, Genetically Modified Seeds.

UNIT-IV

Environmental Movements in India: Chipko Movement, Appiko Movement, Narmada Bachao Andolan, Bhopal Gas Tragedy, The concept of Eco-Feminism and Feminist Environmentalism.

Suggested Readings

- Giddens, Anthony. 1996 —Global Problems and Ecological Crisis|| in Introduction to Sociology. 2nd Edition. New York: W.W. Norton
- Michael Redclift, 1984 Development and the Environmental Crisis, Meheun Co. Ltd. New York.
- Munshi, Indra. 2000 — Environment in Sociological Theory|| Sociological Bulletin. Vol.49, No.2.
- Schnaiberg Allan, 1980 The Environment, Oxford University Press. N.Y.
- Sharma, S.L. 1994 —Perspective on Sustainable Development In South Asia|| in Samad (Ed.) Perspectives On Sustainable Development in Asia. Kuala Lumpur: ADIPA
- World Commission on Environment and Development, 1987. Our common future Brundtland report, New Delhi : Oxford university press.
- Deoria, R.S. et al. (1990) Man, Development and Environment. N. Delhi: Ashish Publications.
- Katyal, J and M. Satake (1989) Environmental Pollution. New Delhi: Anmol Pub.
- Khoshoo, T.N. (1986) Environmental Priorities in India and Sustainable Development. New Delhi: Indian Science Congress Association.
- Mahesh, K and B. Bhattacharya (eds.), (1999) Judging the Judges. N. Delhi: Gyan Publications.
- Raza, Mehdi (ed.), (1992) Development and Ecology. Jaipur: Rawat.
- Rasure, K.A. (2007) , Environment and Sustainable Development , New Delhi, Serial Publications, VOL. I,II,III.
- Spaargaren G. et al (2000) (ed.), Environment and Global Modernity, New Delhi, Sage Publications India Pvt. Ltd.
- Singh,R.B. (2002) (ed.) Human Dimensions of Sustainable Development, New Delhi, Rawat Publications.
- Sharma, S.L. (1993) “Managing Environmental Crisis – Regulatory vis-à-vis Participatory Approach” in J.L. Rastogi and Bidhi Chand (eds.) Management and Business Education. Jaipur: Rawat Publications.
- Shiva, Vandana, (1988) Staying Alive – Women, Ecology and Survival in India. New Delhi: Kali for Women.
- Singh, Gian (1991) Environmental Deterioration in India – Causes and Control. New Delhi: Agricole.
- Tewari, K.M. (1989) Social Forestry in India. Dehradun: Natraj Publishers. Wilson, D. (ed.) (1984) The Environmental Crisis, London: Hinemann.

SOC E403: URBAN SOCIOLOGY

Course Objectives

- *To educate the learners with the Genesis urban sociology as a distinct branch of enquiry.*
- *To introduce the learners to the conceptual apparatus of urban sociology.*
- *To sensitize the learners with the dominant theoretical traditions in urban sociology: Classical and new.*
- *To share ideas concerning the pressing urban issues in India concerning health, housing, livelihood etc..*

Course Outcomes

- *The learners will be sensitized with the Genesis urban sociology as a distinct branch of enquiry.*

- *The learners will be able to understand the conceptual apparatus of urban sociology.*
- *They will be in a position to evolve clarity on the dominant theoretical traditions in urban sociology: Classical and new.*
- *To situate the role of the forces of neo-liberalism and globalization in the functioning of state.*
- *The learners will be familiarized with ideas pressing urban issues in India concerning health, housing, livelihood etc*

Unit-I

Urban Sociology: What is Urban Sociology, Emergence – The Chicago School (Wirth, Burgess and Park). History and Development of Urbanization in India.

Unit-II

Basic Concepts: Urbanism, Urbanization, Town, City, Metropolis, Megalopolis, Urban Agglomeration, Conurbation, Suburbanization, Gentrification, Gated Communities, Urban Sprawl.

Unit-III

Theoretical Perspectives: Classical Theories of City: Max Weber and Simmel; New Urban Sociology – Manuel Castells, David Harvey and Saskia Sassen.

Unit-IV

Recent Urban Issues in India: Urban Poverty, Slums Rehabilitation. Urban Housing, Migration, Urban Policies – AMRUT, Smart City.

Suggested Readings:

- Chauhan, B. R. 1990. *Rural Urban Articulations*, Udaipur: A. C. Brothers.
- Anderson, N. and Lindeman, E. C. 1928. *Urban Sociology*, New York: Free Press.
- Bose, A. 1973. *Studies in Indian Urbanization 1901-1971*, Bombay: Tata McGraw-Hill.
- Burgess, E. W. 1926. *The Urban Community*, Chicago: Chicago University Press.
- Dear Michelson and Scott, Allan (eds), 1976 *Urbanisation and Planning in capitalist Society*, New York: Methuen
- Desai Renu & Romola Desai (eds) ,2012, *Urbanizing Citizenship: Contested Spaces in Indian Cities*, New Delhi:Sage
- Gugler, J. 2004. *World Cities beyond the West: Globalization, Development and Inequality*, Cambridge: Cambridge University Press.
- Hansen, T. B. 2001. *Urban Violence in India: Identity, Politics*, Delhi: Permanent Black.
- Mumford, L. 1938. *The Culture of Cities*, New York: Free Press.
- Quinn, J. A. 1955. *Urban Sociology*, New Delhi: S. Chand & Co.
- Park, R. E. Burgess, E. W. McKenzie, 1925. *The City*, Chicago: Chicago University Press.
- Patel, S. and Deb, K. 2006. *Urban Studies*, New Delhi: Oxford University Press.
- Pickvance, C. J. *Urban Sociology*, London: Methuen & Co. Ltd.
- Ramchandran, R. 1988. *Urbanization and Urban Systems in India*, New Delhi: Oxford University Press.
- Rao, M.S.A. 1974. *Urban Sociology: A Reader*, New Delhi: Tata McGraw-Hill.
- Sassen, S. 1991. *The Global City: New York, London, Tokyo*, Princeton: Princeton University Press.
- Saunders, Peter, 1981, *Social Theory and the Urban Question*, London: Hutchinson

- Sivramakrishnan, K. C., Kundu, A. and Singh B. N. 2005. *Handbook of Urbanization in India*, New Delhi: Oxford University Press.
- Thomlinson. Ralph. 1969. *Urban Structure: The Social and Spatial Character of Cities*, New York: Random House.
- Weber, M. 1966. *The City*, London: Free Press.
- Zukin, S. 1995. *Cultures of Cities*, Oxford: Blackwell

SOC E403: TRIBES AND SOCIETY

Objectives and Outcomes:

The tribal people constitute a significant segment of Indian society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, social structure and cultural patterns.

UNIT-I

The Concept of Tribe: Concept and Characteristics, Tribe and Caste, Tribal Studies in India, Tribal Zones.

UNIT-II

Classification of Tribes: Racial Classification, Economic Pursuits of Tribal People: Food Gatherers and Hunters, Shifting Cultivators, Pastoralists, Peasants and Settled Agriculturists, Artisans, Linguistic Classification.

UNIT-III

Socio-Cultural Profile: Kinship, Marriage and Family, Religious Beliefs and Practices; Cultural Traditions, Social Mobility and Change: Hinduization and Sanskritization.

UNIT-IV

Tribal Issues: Land Alienation and Displacement, Poverty, Illiteracy, Indebtedness, Agrarian Issues, Health and Education Problem.

Suggested readings:

- Bose, N. K. : (1967) *Culture and Society in India* (Asia Publishing House)
- Desai, A. R. : (1979) *Peasant struggles in India* (Oxford University Press, Bombay)
- Dube, S.C. (1977) : *Tribal Heritage of India* (New Delhi : Vikas)
- Haimendorf, Christophvon : (1991) *Tribes of India; The Struggle for Survival* (Oxford University Press)
- Hasnain, N. : (2001) *Tribes in India* (Harnam Publications, New Delhi)
- Rao, M.S.A. : (2002) *Social Movements in India* (Manohar : Delhi)
- Raza, Moonis and A. Ahmad: (1990) *An Atlas of Tribal India* (Concept Publishing : Delhi)
- Sharma, Suresh, 1994 : *Tribal Identity and Modern World* (Sage : New Delhi)

Singh, K.S. : (2002) Tribal Situation in India (Indian Institute of Advanced Study)

Singh, K.S.: (1986) Tribal Society (Manohar : Delhi)

SOC E404: SOCIOLOGY OF SOCIAL MOVEMENTS

Course Objectives & Outcomes:

- *The main intent of this paper is to familiarize the students with the idea of social movement along with its conceptual framework.*
- *It wishes to impart ideas on the prominent theoretical approaches in the study of social movements.*
- *It seeks to throw light on the traditional social movements in India.*
- *It aims at sharing a concise understanding of the new social movements in society.*
- *The learners will be in a position to form a sociological view of the idea of social movement along with its conceptual framework.*
- *After reading this paper the learners will be able to understand the prominent theoretical approaches in the discourse of social movements.*
- *They will also have a concise understanding of the distinction between the traditional social movements and new social movements.*

Unit-I

Social Movements: Concept, Features and Types of Social Movements; Methods and Techniques in Movement Studies; Protest and Change.

Unit-II

Theoretical Approaches: Marxian, Relative Deprivation, Collective Behaviour, Resource Mobilization and Identity Oriented Perspectives.

Unit-III

Traditional Social Movements in India: Peasant Movement; Labour and Trade Union Movement; Tribal Movement; Nationalist Movement, SNDP Movement.

Unit-IV

New Social Movements in India: Dalit Movement, Women's Movement, Ecological & Environmental Movement, Ethnic Movements; Development-Induced Protest Movements.

Essential Readings:

Desai, A. R. (Ed.). 1979. *Peasant struggles in India*. Delhi: Oxford University Press.

Dhanagare, D. N. 1988. *Peasant Movements in India*, New Delhi: Oxford University Press.

Guha, R. 1989. *The Unquiet Woods: Ecological Change and Peasant Resistance in Himalaya*. New Delhi: Oxford University Press.

Heberle, Rudolf. 1968. "Types and Functions Of Social Movements", *The International Encyclopaedia of the Social Sciences*, Vol. 14, London: Macmillan.

Mukherji, P. N. 1977. "Social Movement and Social Change: Towards A Conceptual Clarification and Theoretical Framework", *Sociological Bulletin*, Vol. 26, no. 1, March.

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

- Radhakrishnan, P. 1989. *Peasant Struggles: Land reforms and Social Change in Malabar 1836 – 1982*, New Delhi: Sage Publications.
- Rao, M. S. A. (Ed.). 1978. *Social Movements in India*, New Delhi: Manohar Books.
- Shah, G. 1990. *Social Movements in India: A Review of Literature*, New Delhi: Sage.
- Smelser, N. 1963. *Theory of Collective Behavior*, New York: Macmillan.

SOC E404: SOCIOLOGY OF INDUSTRIAL RELATIONS

Course Objectives and outcome:

- *To educate them about the genesis and development of industry and industrialization.*
- *To sensitize the learners with the changing facets of industrial relations in recent times.*
- *To make them familiar with the various forms of industrial disputes/ conflicts along with their resolutions.*
- *The learners will be sensitized with the classical sociological ideas on industrial relations.*
- *The learners will be able to understand the genesis and development of industry and industrialization.*
- *The learners will develop a command over the changing contours of industrial relations in recent times.*
- *They will be in a position to evolve clarity on the diversity of industrial disputes/ conflicts along with their resolutions.*

Unit-I

Classical Sociological Tradition on Industrial Dimensions of Society: Durkheim - Division of labour, Anomie, Max Weber - Bureaucracy, rationality, Karl Marx - production relations, surplus value and alienation.

Unit-II

Rise and Development of Industry: Industrial Revolution; Industrial Society; Post-industrial Society; Industrial Division of Labour; Relations of Production; Factory System; Industrial Democracy; Industrial Policy 1991 Onwards; Globalization and Industry.

Unit-III

Industrial Relations: Changing Profile of Labour; Human Resource Management; Personnel Management; Trade Unions; Workers' Participation in Management; Quality Circles.

Unit-IV

Industrial Conflicts and Disputes: Strikes; Conciliation, Adjudication and Arbitration; Collective Bargaining; Automation; Alienation.

Essential Readings:

- Blauner, R. 1964. *Alienation and Freedom*, Chicago: Chicago University Press.
- Ivar, E Berg. 1979. *Industrial Sociology*, New York: Prentice-Hall.

Kerr, C. *et.al.* 1973 *Industrialism and Industrial Man*, Harmondsworth: Penguin Books.
Laxamanna, C. *et.al.* 1990. *Workers, Participation and Industrial Democracy*, Delhi: Ajanta Publication.
Ramaswamy, E.A.1978. *Industrial Relations in India*, Delhi: Macmillan.
Ramaswamy, E.A. & U. Ramaswamy, 1973. *Industry and Labour: An Introduction*, Delhi: Oxford University Press.
Schneider, E.V. 1957. *Industrial Sociology*, New York: McGraw Hill.
Smelser, N. J. 19 *Social Change in Industrial Revolution*, London: Routledge & Kegan Paul.
Wilensky, Lebeaux, C. N. 1958. *Industry, Society and Social Welfare*, New York: The Free Press.

SOC D405: DISSERTATION.

Objectives and Outcomes:

This paper is intended to focus on the empirical research conducted by the students enrolled in Master's degree course. They are supposed to conduct field work in consultation with the supervisor and write a dissertation based on the field work. This paper will be evaluated by the external examiner on the basis of their dissertation (80 marks) and open viva-voce (20 marks) presentation.