SEMESTER-I

COMPULSORY PAPERS

SOC 01: CLASSICAL SOCIOLOGICAL THINKING

Objectives of the Paper:
1. To introduce the students to the early forces in the rise of Sociology as a social discipline.
2. To orient the students to the works of the founding fathers of sociology.

Lecture per Unit

1. Rise and Development of Sociology and Sociological Theory: 15
   A. The Social, Economic and Political Forces in the Development of Sociology and Sociological Theory
   B. Intellectual and Philosophical Forces in the Development of Sociology and Sociological Theory

2. August Comte: 15
   A. Hierarchy of Sciences, Positivism
   B. Social Statics and Dynamics, Laws of three Stages

3. Herbert Spencer: 10
   A. Social Evolution, Organic Analogy, Military and Industrial Society

4. Emile Durkheim: 20
   A. Social Facts: Its Characteristics and importance
   B. Division of Labour: Its Causes and Functions, Mechanical and Organic Solidarity
   C. Religion: Sacred and Profane elements in the Context of Religion
   D. Suicide: Statistics on Suicide, Causes and types of Suicide in Society

Suggested Readings:

5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharbant.
SOC 02: METHODOLOGY OF SOCIAL RESEARCH

Objectives of the Paper:
1. To make students oriented to social research and the basic designs employed in research.
2. To give students an understanding about the quantitative and qualitative approach to research.

Lecture per Unit

1. Nature and Designs of Social Research:
   A. Meaning and significance of social research, formulation of problem in social research,
   B. Objectivity in social research
   C. Hypothesis: meaning, characteristics, uses and importance in social research

2. Designs in Social Research:
   A. Exploratory, descriptive, diagnostic and experimental
   B. Sampling: probability and non-probability, their types, advantages and limitations.

3. Quantitative Methods in Social Research:
   A. Questionnaire, Structured Interview
   B. Survey, Panel Study
   C. Content Analysis

4. Qualitative Methods in Social Research:
   A. Participatory Action Research: Participant observation
   B. Ethnography, Unstructured Interview
   C. Case Study

Suggested Readings:

5. Bose, Pradip Kumar, Research Methodology, ICSSR, New Delhi.
OPTIONAL PAPERS (SEMESTER-I)

Students shall be required to select any one of the following optional groups

(A-1) SOC 03: RURAL SOCIETY IN INDIA: PROBLEMS AND DEVELOPMENT (A-2) SOC 04: URBAN SOCIETY IN INDIA
OR
(A-3) SOC 03: SOCIOLOGY OF RELIGION
(A-4) SOC 04: SOCIOLOGY OF SOCIAL MOVEMENTS OR
(A-5) SOC 03: GENDER AND SOCIETY
(A-6) SOC 04: CRIMINOLOGY
OR
(A-7) SOC 03: SOCIOLOGY OF AGING
(A-8) SOC 04: SOCIOLOGY OF HEALTH AND MEDICINE

(A-1) SOC 03: RURAL SOCIETY IN INDIA: PROBLEMS AND DEVELOPMENT

Objectives of the Paper:
1. To understand the intricacies of rural life in India.
2. To orient the students to the issues, problems and development of rural society in India.

Lecture per Unit

1. Agrarian Problems: 15
   A. Problems of irrigation and low production
   B. Problems of landless labourers/bonded labourers
   C. Agriculture and natural calamities, loss of crops, poor price for agricultural produce
   D. Impact of globalization on agriculture

2. Problems of Poverty and Unemployment: 15
   A. Concepts of disguise unemployment and under unemployment
   B. Indebtedness and migration of agricultural labourers
   C. Problems of health and farmers’ suicide
   D. Agrarian legislation and rural social structure

3. Rural Movements and Rural Development in India: 15
   A. Agrarian movement and rural development in India
   B. Self -Help Groups (SHGs) and rural development in India

4. Planned Development in Rural India: 15
   A. 73rd Constitutional amendment for rural governance in India
   B. Poverty Alleviation Programmes for rural development

Suggested Readings:

7. Ashish Nandy, Ambiguous Journey to the City, OUP, New Delhi, 1999.
12. Twaniya, Gramin Samajshastra, College Book Depot, Jaipur.
Objectives of the Paper:
1. To make students acquainted with the trends of urban society.
2. To make students understand the urban problems and the changes in urban society.

Lecture per Unit

1. Understanding Urban Society:
   A. Definition and scope of urban society
   B. Urban society as the subject matter of urban sociology
   C. Urban planning and development boards, concept of green city model metropolitan design, health and sanitation

2. Basic Aspects of Urban Sociology:
   A. Urban ecology and urban community
   B. Characteristics of urban society
   C. Classifications of urban society as urban centres, cities and towns

3. Key Concepts in Urban Society:
   A. George Simmel’s Metropolis
   B. Louis Wirth’s Urbanism
   C. Robert Redfield’s Rural Urban Continuum as a Cultural form

4. Theories of Urban Development:
   A. Ernest Burgess’ Concentric Zone Theory
   B. Homer Hoyt’s Sector Theory
   C. Harris and Ullman’s MultipleNuclei Theory

Suggested Readings:

17. Edward W. Soja, 2000, Post Metropolis: Critical Studies of Cities and Regions, Oxford,
Objectives of the Paper:
1. To understand the nature and importance of religion in society.
2. To understand the theoretical perspectives on religion.

Lecture per Unit

1. Introduction:
   A. Meaning, nature and importance of religion
   B. Religion and morality, Religion as Belief Systems
   C. The sacred and the profane
   D. Magic and Religion, and their functions

2. Sociological Perspectives on Religion:
   A. Durkheim’s perspective
   B. Weber’s perspective

3. Religious Organizations and Secularism in India:
   A. Nature, types and functions of religious organizations
   B. Religious pluralism and secularism

4. Contestation over religion in India:
   A. Fundamentalism
   B. Communalism
   C. Secularism
   D. Proselytism

Suggested Readings:

Objectives of the Paper:
1. To make students know the concept social movement and how it initiates social change and transformation in India.
2. To help them comprehend a variety of new social movements in India.

Lecture per Unit

1. Understanding Social Movements: 15
   A. Meaning and Defining Features of Social Movements
   B. Types of Social Movements: Reform, Revival, Revolutionary

2. Social Movements and Social Transformation 15
   A. Bases of Social Movements: Caste, Class, Gender and Ethnicity
   B. Counter Movements and Transformation

3. Leadership and Social Movements in India: 15
   A. The role and types of leadership in social movement
   B. Relationship between leaders and the masses
   C. Role of media in social movements

4. Theories of Social Movements: 15
   A. Marxist theory
   B. Structural-functional theory

Suggested Readings:
3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, OUP.
6. Rao M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
Objectives of the Paper:
1. To introduce the students to the issues and concerns of Gender and Gender inequality in society.
2. To acquaint students with the status of women in society under patriarchy.

Lecture per Unit

1. Social Construction of Gender: 15
   A. Gender vs. biology
   B. Equality vs. difference Gender

2. Theories of Gender Analysis: 15
   A. Radical Theories
   B. Liberal Theories
   C. Marxist Theories

3. Gender inequality in society: 15
   A. Sexual division of labour and gender inequality
   B. Patriarchy and gender inequality
   C. Unequal pay and gender inequality

4. Strategies to Overcome Gender Inequality: 15
   A. Democratic women”s movements
   B. Increased political participation and decision making of women
   C. State”s concerns for women: Policies and programmes

Suggested Readings:

12. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube”s Article on Caste and Women)
15. Channa Karuna, 1988, Socialization, Women and Education: Explorations in Gender Identity, New Delhi, Orient Longman.
20. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
22. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women’s Liberation in India, Pune, WSC, University of Pune.
Objectives of the Paper:
1. To introduce the students to the concept, approaches and perspectives on crime.
2. To acquaint the students with the changing profile of crime and criminals in the contemporary society.

Lecture per Unit

1. **Different Approaches to Crime:**
   A. Legal, behavioural and sociological
   B. Deviance, crime and delinquency
   C. Types of crime: economic, violent and white-collar

2. **Perspectives on Crime Causation:**
   A. Classical, positivist and psychological
   B. Sociological, Marxian and geographical

3. **Recent Theoretical Advances:**
   A. The criminal personality
   B. Labeling theory

4. **Changing Profile of Crime and Criminals:**
   A. Organized crimes, crimes against women and children
   B. Cyber crimes and corruption
   C. Changing socio-economic profile of criminals in contemporary India

Suggested Readings:

Objectives of the Paper:
1. The paper is intended to make students acquainted with the increasing trends of aging populations and the profile of changes in the age composition of different societies across the world.
2. The paper will make students know the implications of increasing aging population.
3. It will give an incisive understanding into various age related problems and elders’ coping with such problems.

Lecture per Unit

1. Understanding Sociology of Aging: 15
   A. Meaning, definition, scope and significance of aging
   B. Trends of increasing aging population in different societies
   C. Factors responsible for increase in aging population
   D. Social, economic and political implications of aging population for developed and developing societies.

2. Situations of Aged in Different Societies: 15
   A. Aged in tribal, traditional and modern societies
   B. Status and role of the aged in traditional Hindu society
   C. Physical, social, economic and psychological problems of the aged
   D. Family care and support for the aged in urban and rural settings
   E. Urban society and the growth of institutional care for the aged

3. Nature of the Aged and Problems of Coping with Aging: 15
   A. Problems of coping with aging among retired salaried people
   B. Problems of coping with aging among the aged in unorganized daily wage earning sector
   C. Problems of coping with aging among the aged in farming/agriculture
   D. Successful aging: Its meaning, prerequisites and importance

4. National Policy on Older People in India: 15
   A. Strategies of accommodating aged people in society:
      Superannuation benefits/pensions/medical reimbursement
   B. Medical facilities including hospitalization and travel concessions
   C. Social pension and health insurance (medical claim policy)
   D. HelpAge India and the social policy on aged

Suggested Readings:

1. Vinod Kumar, 1996, (ed.) Aging Indian Perspective and Global Scenario, New Delhi, All India Institute of Medical Sciences.
19. Read the abstracts on “Age and Social Structure” in all Abstract Books of All India Sociological Conferences of Indian Sociological Society, for the last 10 years.
Objectives of the Paper:
1. To awaken the students to the health related issues in society.
2. To acquaint them with the health systems in India.

Lecture per Unit

1. **Concept of Health, Medicine and Disease:**
   - A. Meaning and definition of health, medicine, disease, illness and sickness
   - B. Ecology, culture, health and disease
   - C. Attitudes, beliefs and values associated with disease
   - D. Health Systems in India: Ayurvedic, Homoeopathy and Allopathic

2. **Hospital as a Social Organization:**
   - A. Types of hospitals: Specialty hospitals, Dispensaries, Teaching and Corporate hospitals
   - B. Functions of hospitals: Co-ordination and supervision
   - C. Inter-personal relationship in hospital settings
   - D. Medical social service in hospitals

3. **Health Care and Role of Social Institution:**
   - A. State, market, community and family in health and medicine
   - B. Community health problems in India
   - C. Primary health centres, their organization and functioning
   - D. Implementation and utilization of health programmes in rural, tribal and urban communities

4. **Health and Health Awareness:**
   - A. Awareness about existing health services
   - B. Health, food and environment
   - C. Media and health awareness
   - D. Role of State, NGOs and Voluntary Groups in health awareness
   - E. Health policy of the government of India
   - F. Financing of health care: awareness on health insurance and discount on medicine

Suggested Readings:

2. Albrecht, Gary L., Advances in Medical Sociology, Mumbai, Jai Press.
10. Venkataratnam, R., 1979, Medical Sociology in an Indian Setting, Madras, Macmillan.
SEMESTER-II

COMPULSORY PAPERS

SOC 05: CLASSICAL THEORETICAL FOUNDATIONS

Objectives of the Paper:
1. To introduce the students to the theoretical foundations in Sociology.
2. To acquaint the students with how the issues of the society are reflected in theoretical forms.

Lecture per Unit

1. Karl Marx: 15
   A. Class Formation and Class Struggle
   B. Dialectical Materialism and the Theory of Social Change
   C. Alienation, Surplus Value and Exploitation

2. Max Weber: 15
   A. Social Action: Theory and Types of Social Action
   B. Protestant Ethic in the Emergence of Modern Capitalism
   C. Bureaucracy, Authority and Ideal Types and

3. Vilfredo Pareto: 15
   A. Logical and Non-Logical Actions
   B. Residues and Derivations
   C. Circulation of Elites

4. Georg Simmel: 15
   A. Social Interaction: Forms and Types
   B. Subjective and Objective Culture

Suggested Readings:

5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharbant.
SOC 06: DATA ANALYSIS AND REPORT WRITING IN SOCIAL RESEARCH

Objectives of the Paper:
1. To introduce the students to the techniques of data processing and analysis.
2. To acquaint the students with report writing in social research.

Lecture per Unit

1. Processing of the Data to be Analyzed: 15
   A. Classification, coding, editing
   B. Tabulation: simple and cross tables
   C. Graphic presentation of data, analysis and interpretation

2. Uses of Measures of Central tendencies in Data Analysis: 15
   A. Mean, median and mode: meaning, advantages and limitations
   B. Statistical calculations of mean, media and mode

3. Uses of Measures of Dispersion and Correlation: 15
   A. Standard/quartile deviation: meaning, advantages and limitations
   C. Correlation: Tests of significance and covariance.

4. Writing of Research Report: 15
   A. Introduction: statement of the problem, theoretical framework, review of literature - theoretical and empirical reviews and the overview of researcher’s own study
   B. Methodology of the study
   C. Results/Findings of the study
   D. Discussion
   E. Summary or abstract of the study
   F. Footnote, references, bibliography and appendix

Suggested Readings:

4. Bose, Pradip Kumar, Research Methodology, ICSSR, New Delhi.
OPTIONAL PAPERS (SEMESTER-II)

Students shall be required to select any one of the following optional groups

(B-1) SOC 07: RURAL SOCIAL INSTITUTIONS IN INDIA  
(B-2) SOC 08: URBANIZATION IN INDIA

OR

(B-3) SOC 07: SOCIAL MOVEMENTS IN INDIA  
(B-4) SOC 08: SOCIOLOGY OF EDUCATION

OR

(B-5) SOC 07: SOCIOLOGY OF CRIME AND CORRECTIONAL PROGRAMMES  
(B-6) SOC 08: WOMEN IN INDIAN SOCIETY

OR

(B-7) SOC 07: SOCIOLOGY OF SOCIAL EXCLUSION  
(B-8) SOC 08: SOCIOLOGY OF MARGINALIZED COMMUNITIES

(B-1) SOC 07: RURAL SOCIAL INSTITUTIONS IN INDIA

Objectives of the Paper:
1. To introduce the students to various social institutions such as family, marriage, caste and religion in rural India.
2. To make students understand the changing patterns of family, marriage, caste, and religion in rural society in India.

Lecture per Unit

1. Family in Rural Society:
   A. Meaning and definition of rural family
   B. Nature and functions of rural family
   C. Factors responsible for changes in rural family

2. Marriage in Rural Society:
   A. Meaning and definition of marriage
   B. Mate selection in rural society
   C. Changing patterns of marriage in rural India

3. Caste and Rural Society in India:
   A. Nature, characteristics and change in caste
   B. Caste as a form of rural social stratification
   C. Caste and untouchability in rural India

4. Religion in Rural India:
   A. Nature and meaning of religion
   B. Changing nature of religious beliefs in rural India
   C. Religion, magic and superstition in rural India

Suggested Readings:
8. Ashish Nandy, Ambiguous Journey to the City, OUP, New Delhi, 1999.
13. Twaniya, Gramin Samajshastra, College, College Book Depot, Jaipur.
Objectives of the Paper:
1. The paper intends to make students understand urbanization in terms of the overall changes emerging in society.
2. The paper also intends to acquaint the students with the emerging problems of urbanization and planning for urban development in India.

Lecture per Unit

1. Understanding Urbanization: 15
   A. Concept, definition and meaning
   B. Urbanization, Industrialization and Migration
   C. Emerging trends in urbanization

2. Urbanization and the Concomitant Changes: 15
   A. Causes and consequences of urbanization
   B. Social, economic and cultural changes
   C. Changes in occupational structure

3. Urbanization and Social Exclusions: 15
   A. Class, caste and ethnic exclusions
   B. Gendered segregation of space, elite and popular culture

4. Urban Problems and Planning for Urban Development in India: 15
   A. Problems of housing, alcoholism, drug addiction
   B. Problems of slums and environmental pollution
   C. Loss of morality, crime and delinquency
   D. Planning for urban development

Suggested Readings:

20. Setha Low, 2000, Theorizing the City, Rutgers University Press.
Objectives of the Paper:
1. To understand the history and origin of social movements in India.
2. To orient the students to different types of social movements in India.

Lecture per Unit

1. Understanding Social Movements in India: 15
   A. History and origin of social movements in India
   B. Causes and consequences of social movements
   C. Caste and social movements in India

2. Traditional Social Movements: 15
   A. Peasant and tribal Movements
   B. Trade union and nationalist movements

3. New Social Movements: 15
   A. Dalit and ethnic movements
   B. Women’s movement
   C. Ecological and environmental movements

4. Consequences of Social Movements: 15
   A. Social movements, state and civil Society in India
   B. Social movements, social change and development

Suggested Readings:

3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, OUP.
6. Rao M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
Objectives of the Paper:
1. The basic objective of the paper is to acquaint the students with key concepts, theoretical perspectives and the development of sociology of education.
2. The paper also aims at making students understand the relevance of education as an agent of change, development and growth of the human society.

Lecture per Unit

1. Understanding the Importance of Sociology of Education: 15
   A. Definition, meaning and scope of sociology of education
   B. Education, family and social class
   C. Significance of sociology of education

2. Sociology of Education and Traditional Theoretical Perspectives: 15
   A. Functionalist perspectives: Emile Durkheim and Talcott Parsons
   B. Conflict perspectives: Samuel Bowles and Herbert Gintis

3. Sociology of Education and New Theoretical Perspectives: 15
   A. Liberal Perspective: John Dewey
   B. Postmodern perspective: Robin Usher and Richard Edwards
   C. Feminist Perspective

4. Education and Society: 15
   A. Education and socialization
   B. Education, social change and social mobility
   C. School as a system, schooling as a process and teacher as an agent of change

Suggested Readings:

Objectives of the Paper:
1. To introduce the students to crime correction, its forms and correctional programmes.
2. To acquaint the students with the problems of correctional administration and alternatives to imprisonment.

Lecture per Unit

1. Crime Correction and its Forms: 15
   A. Meaning and significance of correction
   B. Forms of correction: prison-based and community-based

2. Correctional Programmes in Prisons: 15
   A. Educational and vocational
   B. Psychiatric and meditation

3. Problems of Correctional Administration: 18
   A. Antiquated jail manual and prison Act
   B. Overcrowding, custodial mindset and lack of inter-agency coordination among police
   C. Human rights and prison management
   D. Limitations and prospects of correction

4. Alternatives to Imprisonment: 12
   A. Probation, parole and open prisons
   B. After-care and rehabilitation

Suggested Readings:

Objectives of the Paper:
1. To understand women in Indian society with special reference to their changing status and role.
2. To understand the overall situation of women under the system of patriarchy in India.

Lecture per Unit

1. The Changing Profile of Women in India: 15
   A. The changing status of women in pre-colonial, colonial and post-colonial India
   B. The demographic profile - the gender gap (Census, NSS)
   C. Alternative conceptions of gender - caste and gender

2. Patriarchy and Women in India: 15
   A. Women in family: gender roles
   B. Women’s role in decision making: family, marriage, education, reproductive behavior, health, etc.

3. Women and Social Institutions: 15
   A. Education: Gender based participation in educational institutions
   B. Economy: Sexual division of labour and marginalization of women
   C. Polity: Gender based participation in politics; reservations for women and political empowerment

4. Women and Social Issues: 15
   A. Development
   B. Communalism
   C. Crime and violence

Suggested Readings:

12. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube”s Article on Caste and Women)
15. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
20. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
22. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women”s Liberation in India, Pune, WSC, University of Pune.
Objectives of the Paper:
1. To introduce to the students to the concept of social exclusion.
2. To identify the groups and communities subjected to social exclusion.

Lecture per Unit

1. Understanding the Concept of Social Exclusion: 15
   A. Nature, meaning, definition and scope
   B. Theories: Dr. B.R. Ambedkar and David Hardiman

2. Social Categories and Social Exclusion: 15
   A. Caste and social exclusion
   B. Gender, patriarch and social exclusion
   C. Religion and social exclusion

3. Socio-Revolutionary Movements and Social Exclusion in India: 15
   A. Mahatma Jyotibha Phule and Savitribai Phule
   B. Chhatrapati Sahu Maharaj and Dr. B.R. Ambedkar

4. Social Exclusion and Inclusive Policies in India: 15
   A. Natural/ecological resources and weaker sections
   B. Politics of inclusive policies
   C. Positive discriminations and social exclusion

Suggested Readings:
11. Ambedkar, B.R. The Untouchables: Who were they and why they become untouchables, New Delhi, 1948.
Objectives of the Paper:
4. To understand the need and importance of the study of marginalized communities in India.
5. To identify the groups and communities subjected to social exclusion.

Lecture per Unit

1. Understanding Marginalized Communities and the Bases of Marginalization: 15
   A. The meaning and definition of marginalized communities
   B. Bases of marginalization: socio-economic and political, discrimination, deprivation, exploitation, segregation and poverty

2. Theories of Marginalization: 15
   A. Caste theory of marginalization
   B. Racial theory of marginalization
   C. Religious and cultural theory of marginalization
   D. Economic (Marxist) theory of marginalization

3. Marginalized Communities in India: 15
   A. SCs, STs, NTs, DNTs, women and minorities Eradicate
   B. Socio-economic status, mobility and problems among the marginalized communities

4. Means of Eradicating the Situation of Marginality: 15
   A. Education, employment and political participation
   B. Access to health and civic amenities
   C. Socio-cultural assimilation and absorption

Suggested Readings:
Objectives of the Paper:
1. To introduce students to various theoretical perspectives in sociology.
2. To orient students to the use of theoretical perspectives in sociological researches.

Lecture per Unit

1. Structuralism: 12
   A. A.R. Radcliffe-Brown
   B. Levi-Strauss

2. Functionalism: 16
   A. Bronislaw Malinowski
   B. Robert K. Merton
   C. Talcott Parsons

3. Conflict Theory: 12
   A. Ralf Dahrendorf
   B. Lewis Coser

4. Phenomenology and Ethnomethodology: 20
   A. Phenomenology: Alfred Schutz and Peter Berger
   B. Ethnomethodology: Harold Garfinkel and Erving Goffman

Suggested Readings:

SOC 10: SOCIOLOGY OF CHANGE AND DEVELOPMENT

Objectives of the Paper:
1. To introduce the students to the concept, theories and factors of social change.
2. To acquaint the students with the processes of social change in contemporary India.
3. To make students also understand the approaches to the study of development and the relationship between social structure and development.

Lecture per Unit
15

1. Understanding Social Change:

A. Related concepts of social change: evolution, progress, development and transformation
B. Theories of social change: socio-psychological and conflict theories
C. Factors of social change: demographic, economic, religious, bio-tech, info-tech and media

2. Processes of Social Change in Contemporary India:
A. Sanskritization and Westernization
B. Modernization and Secularization

3. Approaches to the Study of Development:
A. Modernization approach
B. Dependency approach
C. Neo-liberal approach (MNCs, TNCs, WTO, GATT)

4. Social Structure and Development:
A. Structure as a facilitator/inhibitor of development
B. Culture as an aid or impediment to development
C. Development and displacement, sustainable development

Suggested Readings:
10. Giddens Anthony, 1996, “Global Problems and Ecological Crisis”, in Introduction to Sociology,
15. Sharma S.L., 1986, Development: Socio-Cultural Dimensions, Jaipur, Rawat (Chapter !).
19. UNDP. Sustainable Development, New York, OUP.
21. Amin, Samir, 1979, Unequal Development, New Delhi, OUP.
30. World Commission on Environment and Development, 1987, Our Common Future, (Brundland Report), New Delhi, OUP.
OPTIONAL PAPERS (SEMESTER-III)

Students shall be required to select any one of the following optional groups

(C-1) SOC 011: EDUCATION AND SOCIETY IN INDIA
(C-2) SOC 012: POLITICAL SOCIOLOGY
OR
(C-3) SOC 011: INDUSTRY AND SOCIETY IN INDIA
(C-4) SOC 012: SOCIOLOGY OF ENVIRONMENT AND SOCIETY
OR
(C-5) SOC 011: STATE, SOCIETY AND HUMAN RIGHTS
(C-6) SOC 012: LABOUR IN GLOBAL ECONOMY
OR
(C-7) SOC 011: HUMAN RESOURCES, INDUSTRY AND SOCIETY
(C-8) SOC 012: SOCIOLOGY OF MINORITY GROUPS

(C-1) SOC 011: EDUCATION AND SOCIETY IN INDIA

Objectives of the Paper:

1. To introduce the students to the state of condition of education in India.
2. To acquaint them with the role of state and state policy towards education in India.

Lecture per Unit

1. Socio-historical Context of Education in India: 15
   A. Education in pre-colonial and colonial India
   B. Education in contemporary India
   C. Significance of education in India

2. Equality of Educational Opportunity: 15
   A. Educational, diversities and disparities: region, tribe, caste, gender and rural urban community
   B. Equity and equality: positive discrimination and reservation
   C. Equity, excellence and efficiency

3. Gendering Inequalities and State Policy for Equality in Education: 15
   A. Education of girls and women
   B. State policy towards education for girls and women
   C. Education and modernization

4. State and Education in India: 15
   A. Basic education and social development
   B. Higher education: system, governance and finance
   C. Higher education: skill development, globalization and social mobility

Suggested Readings:

15. Gore, M.S. et.al. (ed.), 1975, Papers on the Sociology of Education in India, New Delhi, NCERT.

Objectives of the Paper:
1. To introduce the students to the nature and functioning of political systems and processes.
2. To acquaint them with the prerequisites of a sound democratic political system.

Lecture per Unit

1. Concepts in Political Sociology:
   A. Society and Polity
   B. Politics, power, authority
   C. State and the nation-state
   D. State and Civil Society

2. Elite Theories of the State:
   A. Classical Elite Theory of Vilfredo Pareto and Gaetano Mosca
   B. Power Elite of C. Wright Mills.
   C. Marxist Elite Theory and Communist Society.

3. Political System and Bureaucracy:
   A. Characteristics, functions and dysfunctions of bureaucracy
   B. Bureaucracy and the elected representatives
   C. Bureaucracy in India.

4. Political Processes and Political Parties in India:
   A. Role of caste, religion, regionalism and language in Indian politics.
   B. Pressure groups and interest groups
   C. Political parties in India: Their Ideology and Politics
   D. Political participation of women, dalits and minorities in India

Suggested Readings:
F. Kothari R., 1979, Politics in India, Orient Longmans Ltd.
G. Lipset, s.m., 1959, Political man, H.E.B.
N. Lipset S.M., 1959, Political Man, H.E.B.
Objectives of the Paper:
1. To expose the students with the knowledge on the intricacies of industrial society.
2. To acquaint students with the emerging trends of industrial society and make them understand the impact of industrialization process on social institutions and various aspects of human life.

Lecture per Unit

1. The Concept of Industry as an Organization: 10
   A. Formal and informal organization
   B. Structure and functions of formal and informal organizations

2. Industry as a Social System: 20
   A. Industrial relations
   B. Industrial conflict
   C. Resolution of conflict: Conciliation, arbitration, adjudication and collective bargaining

3. Work in Industry: 15
   A. Work and technology: Impact of automation on labour
   B. Work culture and work ethics
   C. Human relations at work

4. Industry and Society: 15
   A. Impact of industry on family, religion and caste
   B. Impact of industry on occupational structure of society
   C. Industrialization and Environmental problems

Suggested Readings:
Objectives of the Paper:
1. The paper seeks to develop understanding about the nexus between society and environment.
2. The paper also aims at acquainting the students with the current discourses on environmental issues, policies, justice, action and development.

Lecture per Unit

1. Understanding Environment:
   A. Meaning and definition of environment
   B. Types of environment: Physical or abiotic environment, Biological or biotic environment
   C. Relationship between man and environment

2. Changing Relationship of Man with his Environment
   (Pre-historic to modern times):
   A. Hunting and food gathering
   B. Animal domestication and pastoralism
   C. Plant domestication and agriculture
   D. Science, technology and industrialization

3. Environmental Issues and Concerns:
   A. Pollution: Water, air and noise
   B. Deforestation: Causes and consequences
   C. Development, displacement and relocation and environmental problems

4. Environment and Development:
   A. Environmental justice, policy and action: Sustainability of resources and development
   B. Policy and action to conserve various components of environment
   C. Strategy for pollution control

Suggested Readings:

1. Gadgil, Madhav and Ramchandra Guha, 1996, Ecology and Equity: The Use and Abuse of Nature in Contemporary India, New Delhi, OUP.
Objectives of the Paper:
1. To introduce the students to the concept of human rights.
2. To make students understand the theories and issues related to human rights.

Lecture per Unit

1. Concepts in Human Rights: 15
   A. Civil rights
   B. Democratic rights
   C. Human rights

2. Perspectives on Human Rights: 15
   A. Liberal perspective
   B. Marxist perspective
   C. Neo-Marxist perspective

3. State, Constitution and Human Rights in India: 15
   A. Class, caste, tribe and human rights
   B. Gender and environmental rights

4. Human Rights Movement in India: 15
   A. Rights movement in post independent period
   B. Rights and globalization
   C. Role of United Nations and Anti-Globalization Movements

Suggested Readings:

3. Oliver Menderlohn: The Rights of the Subordinated People.
Objectives of the Paper:
1. To introduce new trends in global economy.
2. To make students know the differences between organized and unorganized labour.

Lecture per Unit

1. **Understanding the Sociology of Work and Labour:** 15
   A. Meaning, definition and importance work and labour
   B. The changing concept of work and labour

2. **Changing Division of Labour:** 15
   A. Labour, post industrialism and post-modernity
   B. Labour and global changes

3. **Organized Labour in India:** 15
   A. Nature and meaning of organized labour
   B. Labour Union, movement and present challenges

4. **Labour in Unorganized Sector:** 15
   A. Women and child labour
   B. Migrant labour and working conditions
   C. Impact of globalization on unorganized sector

Suggested Readings:
Objectives of the Paper:
1. To introduce and update the new areas of sociological explorations related to industry.
2. To develop familiarity with the emerging areas of human resource and its interface with social issues.

Lecture per Unit

1. Understanding Human Resources: 15
   A. Meaning, scope and significance
   B. Types of human resources
   C. Human resource development

2. Human Resource Concerns: 15
   A. Work and social context
   B. Technology and work experience

3. Structuring of Work in Industrial Organization: 15
   A. Skilled, semiskilled and unskilled work
   B. Formal and informal work

4. Human Relations at Work: 15
   A. Stress, well being and management
   B. Human relations and efficiency

Suggested Readings:
Objectives of the Paper:
1. To discuss the issues of minority groups in India.
2. To introduce the students to contemporary debates on issues related to minority groups.

Lecture per Unit

1. Understanding the Minority Groups:  
   A. Definition, meaning and characteristics of minority community  
   B. Approaches to minority communities: liberalism, pluralism, multiculturalism, and post-modernism

2. Minorities Through Ages:  
   A. Pre-colonial, colonial and post colonial period  
   B. Cultural and political rights of minorities

3. State and Minority Communities in India:  
   A. Constitutional provisions  
   B. Policies and programmes  
   C. Politics of equality

4. Minority Communities and Social Movements:  
   A. Regional reorganization and politics of political representation  
   B. Exclusion and new social movements

Suggested Readings:

4. Hassan, Mushiral. Islam, Communities and the Nation: Muslim Identities in Asia and Beyond, Manohar, New Delhi, 1997.
Objectives of the Paper:
1. To introduce students to the school of critical theory and its theorists.
2. To introduce the students to post structuralism and the recent trends in sociological theorizing.

Lecture per Unit

1. Critical Theory: 15
   A. Georg Lukacs, Antonio Gramsci, Louis Althusser
   B. Max Horkheimer, Theodor Adorno, Herbert Marcuse

2. Post Structuralism: 12
   A. Jacques Derrida
   B. Michel Foucault

3. Recent Trends in Sociological Theorizing I: 15
   A. Structuration: Anthony Giddens
   B. Culture and agency: Margaret Archer

4. Recent Trends in Sociological Theorizing II: 18
   A. Habitus and Field: Pierre Bourdieu
   B. Colonization of the Life-World: Jurgen Habermas,
   C. Post-modernism: Jean Francois Lyotard

Suggested Readings:

12. Francis Abraham, Modern Sociological Theory, Delhi, OUP.
17. Pradeep Aglwe, Samajsakhatil Saidhantik Drustikon, Sainath Prakashan, Nagpur.
SOC 014: PERSPECTIVES ON INDIAN SOCIETY

Objectives of the Paper:
1. To give students a comprehensive understanding of Indian society in terms of its diverse and interrelated theoretical perspectives.
2. To acquaint students with the pioneering works of Indian Sociologists.

Lecture per Unit

1. Indological and Textual Perspective: 10
   A. G.S. Ghurye
   B. Louis Dumont

2. Structural-Functional Perspective: 10
   A. M.N. Srinivas
   B. S.C. Dube

3. Marxist Perspective: 20
   A. D.P. Mukherjee
   B. A.R. Desai
   C. R.K Mukherjee

4. Subaltern and Civilizational Perspectives: 20
   A. Subaltern Perspective
      1. B.R. Ambedkar
      2. David Hardiman
   B. Civilizational Perspective
      1. N.K. Bose
      2. Surajit Sinha

Suggested Readings:
2. Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.

Refer all concerned Articles from Man in India, Eastern Anthropologist and Social Change.
OPTIONAL PAPERS (SEMESTER-IV)

Students shall be required to select any one of the following optional groups.

(D-1) SOC 015: SOCIOLOGY OF INFORMAL SECTOR
(D-2) SOC 016: SOCIOLOGY OF DISASTERS AND DISASTER MANAGEMENT OR
(D-3) SOC 015: MEDIA AND SOCIETY
(D-4) SOC 016: SOCIOLOGY OF MIGRATION OR
(D-5) SOC 015: GLOBALIZATION AND SOCIETY
(D-6) SOC 016: SOCIAL PROBLEMS IN CONTEMPORARY INDIA OR
(D-7) SOC 015: SOCIOLOGY OF SOCIAL STRATIFICATION
(D-8) SOC 016: TRIBAL SOCIETY IN INDIA

(D-1) SOC 015: SOCIOLOGY OF INFORMAL SECTOR

Objectives of the Paper:
1. The paper intends to orient the students to the issues related to informal sector in the wake of globalization.
2. The paper deals with the issues concerning caste, gender, region and labour market in India.

Lecture per Unit

1. Understanding Informal Sector:
   A. The nature and meaning of informal sector
   B. Characteristics and importance of informal sector

2. Composition of Informal Labour Market:
   A. Gender, caste and region
   B. Child labour and migrant labour

3. Organizing the Unorganized Sector:
   A. Problems of unionization
   B. Labour boards and co-operatives
   C. Social security and role of the state

4. Conditions of Work, Wages and Occupations:
   A. Street vendors, home based workers
   B. Garment workers, leather workers

Suggested Readings:

6. Swain, B.K. Child Labour in India, Dattsons, Nagpur.
Objectives of the Paper:
1. The paper aims at acquainting the students with the challenges of disasters and disaster management.
2. To students understand the role of state and voluntary agencies in disaster management.

Lecture per Unit

1. Understanding the Sociology of Disasters:
   A. Concepts, nature, meaning and definitions of disasters
   B. Causes and types of disasters: famines, floods, cyclone, earthquakes, epidemics, wars, industrial and nuclear disasters

2. Effects of Disasters: evacuation
   A. On victims and survivors
   B. On economy and society

3. The State and Disasters:
   A. Role of state in preventing, apprehending and managing disasters
   B. Role of state in the evacuation of the affected people

4. Disasters and Civil Society:
   A. Role of citizens’ associations and voluntary organizations
   B. Role of international bodies and political organizations

Suggested Readings:

2. Dhirendra Sharma, India’s Nuclear Estate (New Delhi: Lancers, 1983).
7. Dhirendra Sharma, India’s Nuclear Estate.
Objectives of the Paper:
1. To make students know the role of media in society.
2. To orient students to different forms of media in society.
3. To make students understand the state’s control over media

Lecture per Unit

1. Understanding Media in Society: 15
   A. Media: the concept, meaning and definition
   B. Media, education and popular culture in India

2. Different Forms of Media: 15
   A. Print media
   B. Electronic media

3. Media Roles in Society: 15
   A. Positive roles of media in society
   B. Negative roles of media in society
   C. Media as agent of social change and development

4. Media, State and Ideology: 15
   A. Media, caste, class, gender and religion
   B. State control over media in society

Suggested Readings:

Objectives of the Paper:
1. To understand the models and theories of migration.
2. To understand the trends in migration: local, regional and international.

Lecture per Unit

1. Understanding the Concept of Migration:
   15
   A. Nature, meaning and definition of migration
   B. Place of origin and destination in migration
   C. Trends in local, regional and international migration

2. Migration, Society and Social Categories:
   15
   A. Gender, caste and class in migration
   B. Migration and capitalist society
   C. Refugees, migration and nationalism

3. Models/Theories of Sociology of Migration:
   15
   A. Models: Ravenstein’s distance model and Lee’s “Push” “Pull” model
   B. Theories: neo-classical economic, dual labour market, relative deprivation, world systems and Marxist theories

4. Factors of Migration:
   15
   A. Factors having mobility potentials: finance and income, age, gender, Education, family ties and personality
   B. Factors creating stresses/dissatisfaction: housing, environment, employment opportunities, prospects for children, sense of belonging, persecution and intolerance, population pressure and poverty
   C. Industrialization, migration and urbanization

Suggested Readings:
Objectives of the Paper:
1. To understand the historical and social contexts of globalization.
2. To acquaint students with the distinctive characteristics of globalization.
3. To make students understand the pros and cons of globalization.

Lecture per Unit

1. Understanding Globalization: 15
   A. Concept: Meaning and definition of globalization
   B. History and distinctive characteristics of globalization
   C. Benefits and disadvantages of globalization.

2. Spheres and Agencies of Globalization: 15
   A. Spheres: Economic, political and cultural
   B. Agencies: Multinational Corporations (MNCs), Nation-state, Media, Market, Non-Governmental Organizations (NGOs), IMF, World Bank)
   C. Information and communication technology.

3. Globalization and Indian Society: 15
   A. Globalization and education
   B. Globalization, livelihood and health care
   C. Globalization and marginalized sections (SCs, STs, women and poor)

4. Challenges of Globalization: 15
   O. Environmental degradation
   P. Religious movements and fundamentalism
   Q. Transnational migration

Suggested Readings:

5. Drezem Jean and Amartya Sen, 1996, Indian Economic Development and Social Opportunity, Delhi, OUP.
Objectives of the Paper:
1. To introduce the students to the concepts and theories underlying social problems in India.
2. The paper intends to deal with various aspects of social problems.

Lecture per Unit
15

1. Understanding the Social Problems:
   B. Theoretical approaches to social problems: anomie, social pathology, deviant behaviour, and social disorganization

2. Structural and Familial Problems:
   A. Structural: poverty, caste and gender inequality
   B. Familial: Domestic violence, intra and intergenerational conflict and the problem of the aged

3. Developmental Problems:
   A. Development induced displacement
   B. Ecological degradation and environmental pollution
   C. Consumerism

4. Disorganizational Problems:
   A. Crime and delinquency
   B. White-collar crime, corruption, drug addiction and suicide

Suggested Readings:
### Objectives of the Paper:
1. To introduce the students to the concept, nature and characteristics of social stratification.
2. To make them understand the theoretical perspectives of social stratification.
3. To orient them to gender issues, mobility and change in social stratification.

### Lecture per Unit

<table>
<thead>
<tr>
<th>1. Understanding Social Stratification:</th>
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<tbody>
<tr>
<td>A. Meaning, nature and characteristics of social stratification</td>
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<tr>
<td>B. Social inequality and social stratification</td>
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<td>C. Social inequality vs. biological/natural inequality</td>
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<tr>
<th>2. Theoretical Perspectives on Social Stratification:</th>
<th>15</th>
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<tbody>
<tr>
<td>A. Functional perspectives: Talcott Parsons, Kingsley Davis and Wilbert E. Moore</td>
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<td>B. Conflict perspectives: Karl Marx</td>
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<tr>
<th>3. Social Stratification and Social Mobility:</th>
<th>15</th>
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<tbody>
<tr>
<td>A. Class, occupation and mobility</td>
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<tr>
<td>B. Status, power, prestige and social mobility</td>
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<tr>
<td>C. Stratification and changes in occupations</td>
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<th>4. Gender and Social Stratification:</th>
<th>15</th>
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<tbody>
<tr>
<td>A. Patriarchy and women’s status in society</td>
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<tr>
<td>B. Gender, work and entitlement</td>
<td></td>
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<tr>
<td>C. Gender stratification and inequality</td>
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</tr>
</tbody>
</table>

### Suggested Readings:

15. Sen, A. 1990. „Gender and Cooperative Conflicts“, in Irene Tinker (ed.): Persistent Inequalities (123-49), New York: OUP.
17. 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: OUP.
Field study report of 100 marks has been introduced in place of the paper No. (D-8)SOC:016 “TRIBAL SOCIETY IN INDIA”, M.A. Semester IV. The Tribal Society in India is therefore deleted from the syllabus hence forth. The field report shall be implemented only for the students enrolled in the colleges running P.G. Centres and University Department.

Evaluation Scheme:
1. Full mark shall be 100.
2. Field study report evaluation out of 80 marks.
3. Viva-voce by the internal faculty out of 20 marks.
4. Passing marks in field study report shall be the same as in theory papers.

Justification for introducing Field Study
1. The annual pattern of P.G. Course in sociology had already contained in its syllabus an optional paper as Dissertation based on field study report. In the process of finalizing the semester pattern syllabus this paper was missed out from the new (Semester pattern) Syllabus. Thus there is a valid reason to retain this paper in new syllabus as field study report.
2. The field study report will enable the students to know details about the procedure of preparing a research report i.e. how to analyse and interpret the data and draw a conclusion. Moreover, the field study report will prepare the students for more systematic and focused research in sociology in future in the form of M.Phil,Ph.D project undertakings, etc. Therefore, its incorporation in the semester pattern syllabus is highly desirable.