

**DEPARTMENT OF SOCIOLOGY  
CENTRE FOR ADVANCED STUDIES**

**UNIVERSITY OF PUNE**  
*SYLLABUS for M.A. Degree*  
*Credit and Semester System*  
**(2013--2015)**

**SEMESTER I & II**

**Rules and Regulations for Credit and Semester System in  
Post-Graduate Department of the University  
w.e.f . Academic Year 2013- 2015**

**I. Admission and Conduct of the Credit System**

1. The M.A./M.Sc. degree will be awarded to students who complete a total of 64 credits (Social Sciences and Humanities) and 100 credits (Sciences) in a minimum of two years for completing on an average 16 credits per semester (Social Sciences and Humanities) and on an average 25 credits per semester (Sciences). Except practical credits wherever applicable, students may be allowed to complete less courses per semester on a condition they complete the degree in a maximum of four years. This facility will be available subject to the availability of concerned courses in a given semester and with a maximum variation of 25 percent credits (in case of fresh credits) per semester.
2. A student may offer courses equivalent to 25 per cent credits during each semester from any other department than the one where s/he is registered (subject to Rule II.8.e below). In case a student wishes to take all courses from the parent department s/he can also do so.
3. Each credit will be equivalent to 15 hours.
4. The department can announce seminar courses to introduce students to research done by the faculty. Seminar credits are to be conducted through discussion and presentation by the student and the personal guidance of the teacher. Seminars shall not exceed a maximum of 2 credits.
5. Each department should decide the minimum eligibility for all the credits as well as for seminar credits.
6. The Departmental Committee consisting of all teachers in the department
  - a. will nominate the faculty for each course to be taught in the department;
  - b. will approve the plan for the evaluation prepared by the faculty for the credits concerned as internal continuous assessment of 50 percent from among the 9 given in the III.11 below. Ordinarily the teacher may opt for an internal assessment procedure other than written exams;
  - c. will evolve the norms for evaluating oral examinations whenever necessary in relation to term paper/assignments;
  - d. will be the Board of Examination and will nominate the faculty concerned as the paper setter and examiner for the semester-end examination (50 percent component);
  - e. will decide eligibility norms for students from other departments offering courses at the department;
  - f. will identify the core credits that a student registered in the department must necessarily study to obtain a post-graduate degree in that subject;
  - g. will announce at the commencement of each semester which credits are available to student from other departments;
  - h. will take appropriate decisions in the cases of readmissions of students during transition from Old to Revised syllabus by deciding which credits from the Revised syllabus are equivalent to credits from the Old syllabus;
  - i. will revise the syllabus at least every five years;
  - j. will nominate an examination committee from among faculty members for every academic year where the total existing faculty strength is more than ten;

- k. In departments where a Departmental Examination Committee (DEC) exists under the Academic Flexibility programme, the DEC will continue to function as before.
7. Regular Students can also audit for extra credits if the departmental committee agrees. student must at the commencement of the semester communicate which credits s/he is going to audit. Such Audited credits will be mentioned separately in the Grade sheet.
  8. Regular students can offer extra courses from their own department or from other departments. In such cases, students shall specify the Extra Credit and this will be so noted on their Grade sheets. However, the grades of the Extra credits shall NOT be counted for arriving at GPA.
  9. University departments will also permit students to be admitted as casual students and enroll themselves for one to sixteen credits (Social Sciences and Humanities) and one to twenty credits (Sciences) per semester.
  10. There will be no mid-way change over from credit system to non-credit or external examination or vice versa.

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## **II. EXAMINATION RULES**

1. Each course will have:
  - a) 50% of marks as semester-end examination of minimum 30 minutes to maximum 40 minutes per credit and
  - b) 50% marks for internal (i.e. in-semester) assessment.
2. The student has to obtain forty percent marks in the combined examination of In-Semester assessment and Semester-End assessment with a minimum passing of thirty percent in both these separately.
3. To pass, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course.
4. If a student misses an internal assessment examination he/she will have a second chance with the permission of the teacher concerned. Such a second chance shall not be the right of the student; it will be the discretion of the teacher concerned to give or not to give second chance to a student to appear for internal assessment.
5. Students who have failed semester-end exam may reappear for the semester end exam only twice in subsequent period. The student will be finally declared as failed if s/he does not pass in all credits within a total period of four years. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
6. A student cannot register for the third semester, if s/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters.
7. Internal marks will not change. A student cannot repeat Internal Assessment. In case s/he wants to repeat internal s/he can do so only by registering for the said courses during the 5th/the 6th semester whichever is applicable.
8. There shall be Revaluation of the answer scripts of Semester-End examination but not of internal assessment papers as per Ordinance no.134 A & B.
9. Internal Assessment answer books may be shown to the students concerned but not the end-semester answer scripts.
10. While marks will be given for all examinations, they will be converted into grades. The semester end and final grade sheets and transcripts will have only grades and grade points average.

11. In subjects or departments where Project work is part of the credits, the Project will consist of not more than ten percent of the total credits for the degree course.
12. Each credit will have an internal (continuous) assessment of 50% of marks and a teacher must select a variety of procedures for examination such as:
- i. Written Test and / or Mid Term Test (not more than one for each course);
  - ii. Term Paper;
  - iii. Journal/Lecture/Library notes;
  - iv. Seminar presentation;
  - v. Short Quizzes;
  - vi. Assignments;
  - vii. Extension Work;
  - viii. Research Project by individual students or group of students; or
  - ix. An Open Book Test (with the concerned teacher deciding what books are to be allowed for this purpose.)
13. The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grades and grade point average.

Marks	Grade	Grade Points
100 to 75	O: Outstanding	06
74 to 65	A: very Good	05
64 to 55	B: Good	04
54 to 50	C: Average	03
49 to 45	D: Satisfactory	02
44 to 40	E: Pass	01
39 to 0	F: Fail	00

14. Final Grade Points

Grade Points	Final Grade
05.00-6.0	O
04.50-4.99	A
03.50-4.49	B
02.50-3.49	C
01.50-2.49	D
00.50-1.49	E
00-00-0.49	F

15. Grade Point Average =  $\frac{\text{Total Amount of Grade Points Earned} \times \text{Credit hrs for each course}}{\text{Total Credits Hours}}$

16. 'B' Grade is equivalent to at least 55% of the marks as per circular No.UGC 1298/[4619]UNI-4 dated December 11, 1999.

17. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum 100 credits, 80 credits or 64 credits as the case may be.
18. A seven point grade system [guided by the Government of Maharashtra Resolution No. NGV-1298/[4619]/UNI.4 dt. December 11, 1999 and the University regulations] will be followed uniformly for Science, Arts, Mental, Moral and Social Sciences. The corresponding grade table is detailed in II.14 above.
19. If the GPA is higher than the indicated upper limit in the three decimal digit, then the student be awarded higher final grade (e.g. a student getting GPA of 4.492 may be awarded 'A').
20. There will be only final compilation and moderation at (GPA (Final) level done at the Department. While declaring the result, the existing relevant ordinances are applicable.
21. There is also a provision for verification and revaluation in case of verification, the existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10% marks and in the grade of the course. For grade improvement minimum 20 credit courses in case of Arts and Social, Mental and Moral Sciences and minimum 30 credit courses in case of Sciences should be taken by the student for grade improvement. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester exam (i.e. at the end of the next academic year after passing the M.A./M.Sc. examination and within two years of completion of M.A./M.Sc. and only once.
22. The in-semester and end-semester examinations will be of 50% marks each w.e.f the academic year 2006-2007. This will ensure that the students work regularly through the semester.
23. The description for each of the grades will be as follows:

<b><i>Grade</i></b>	<b><i>Proposed Norms</i></b>
<b>O: Outstanding</b>	Excellent analysis of the topic (75% and above) Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style
<b>A: Very Good</b>	Excellent analysis of the topic (65 to 74%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, neat and systematic organization of content, effective and clear expression.
<b>B : Good</b>	Good analysis and treatment of the topic (55 to 64%) basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression.
<b>C : Average</b>	Some important points covered (50 to 54%) basic knowledge of the primary material, logical development of ideas, Neat and

<b>D : Satisfactory</b>	systematic organization of content, good language or expression. Some points discussed (45 to 49%) Basic knowledge of the primary material, some organization, acceptable language or expression.
<b>E: Pass</b>	Any two of the above (40 to 44%)
<b>F: Fail</b>	None of the above (0 to 39%)

24. There will be an evaluation of each course by students at the end of every semester.  
(*sample format enclosed for course evaluation by students*) Relevant circulars from which these rules are compiled and modified

## **List of Papers**

### **Compulsory**

#### **Semester I**

Classical Sociological Traditions  
Sociology of India

#### **Semester II**

Introduction to Sociological Theories  
Methodology of Social Research

#### **Semester III**

Application of Research Skills  
Sociology of Development

#### **Semester IV**

Sociology of Globalisation  
Dissertation OR Contemporary Social Theories

#### **Semester I**

Optionals:

Sociology of Social Movements  
State, Society & Human Rights  
Health, Medicine & Society  
Political Sociology  
Ecology, Environment & Society  
Sociology of Religion  
Sociology of Informal Sector  
Public Health  
Interpersonal relationships: Violence and Sexuality  
Thematic Course

#### **Semester II**

Optionals:

Sociology of Education  
Modern India: Issues and Perspectives  
Sociology of Disaster & Disaster Planning

Sociology of Migration  
Sociology of Media and Everyday Life  
Sociology of Science  
Human Resources, Industry and Society  
Rural Sociology  
Diaspora Studies  
Thematic Course

### **Semester III**

Optionals:

Modernity and Contemporary Social Theory  
Sociology of Human Settlements  
Sociology of Tribe  
Sexuality & Human Rights  
Urban Studies  
Collective Action in the Urban Arena  
Sociology of Gender  
Global Culture and Economy: Emerging Issues  
Thematic Course

### **Semester IV**

Optionals:

Dalit Studies: Issues and Perspectives  
Reproductive Health & Development  
Popular Culture, Ideology and Politics in India  
Sociology of Minority Groups  
Sociology of Agrarian Society  
Feminist Sociology  
Labour in Global Economy  
Thematic Course

**\*Optional courses will be floated depending on the availability of the faculty and the number of students.**



### Semester I

Course No.	Credits	Course Title
SO 001	4	Classical Sociological Traditions
SO 002	4	Sociology of India
SO 003	4	Sociology of Social Movements
SO 004	4	State, Society & Human Rights
SO 005	4	Health, Medicine & Society
SO 006	4	Political Sociology
SO 007	4	Ecology, Environment & Society
SO 008	4	Sociology of Religion
SO 009	4	Sociology of Informal Sector
SO 010	4	Public Health
SO 011	4	Interpersonal Relationships: Violence and Sexuality
SO 012	4	Thematic Course

### Semester II

Course No.	Credits	Course Title
SO 013	4	Introduction to Sociological theories
SO 014	4	Methodology of Social Research
SO 015	4	Sociology of Education
SO 016	4	Modern India: Issues and Perspectives
SO 017	4	Sociology of Disaster & Disaster Planning
SO 018	4	Sociology of Migration
SO 019	4	Sociology of Media and Everyday Life
SO 020	4	Sociology of Science
SO 021	4	Human Resources, Industry and Society
SO 022	4	Rural Sociology
SO 023	4	Diaspora Studies
SO 024	4	Thematic Course

### Semester III

Course No.	Credits	Course Title
SO 025	4	Application of Research Skills
SO 026	4	Sociology of Development
SO 027	4	Modernity and Contemporary Social Theory
SO 028	4	Sociology of Human Settlements
SO 029	4	Sociology of Tribe

SO 030	4	Sexuality & Human Rights
SO 031	4	Urban Studies
SO 032	4	Collective Action in the Urban Arena
SO 033	4	Sociology of Gender
SO 034	4	Global Culture and Economy: Emerging Issues
SO 035	4	Thematic Course

#### **Semester IV**

Course No.	Credits	Course Title
SO 036	4	Sociology of Globalisation
SO 037	4	Dissertation
		OR
SO 038	4	Contemporary Social Theories
SO 039	4	Dalit Studies: Issues and Perspectives
SO 040	4	Reproductive Health & Development
SO 041	4	Popular Culture, Ideology and Politics in India
SO 042	4	Sociology of Minority Groups
SO 043	4	Sociology of Agrarian Society
SO 044	4	Feminist Sociology
SO 045	4	Labour in Global Economy
SO 046	4	Thematic Course

Optional courses will be floated depending on the availability of the faculty and the number of students.

## SO 001 –CLASSICAL SOCIOLOGICAL TRADITION

### Objectives:

1. To understand the linkage between the social changes that had far-reaching effects on the economic and social systems and the emergence of discipline of Sociology in west and reception of western social thought and link with Indian thought.
2. To understand the theoretical foundations of Sociology on which edifice of modern Sociological theories are erected & to develop critical thinking, analytical ability to interpret the social scenario around them.

### Course Outline:

- I. Historical background and emergence of sociology: Social context and intellectual thought. Critique of classical traditions: Colonialism, Race & Gender (12)
- II. Karl Marx: model of social change –dialectical materialism, critical debate on Base & superstructure; Theory of alienation (12)
- III. Emile Durkheim: Social Facts; Theoretical formulations from The Division of Labour, Elementary Forms of religion, Suicide. (12)
- IV. Max Weber: Methodology, Social Action, Authority and rationality. Theory of Protestant Ethic and Spirit of Capitalism (12)

### Essential Readings:

1. Readings from Original works of Marx, Durkheim & Weber:
  - a. ('Alienated Labour' from *Economic and Philosophical Manuscripts of 1844.*)
  - b. ('Mechanical & Organic Solidarity' from *The Division of Labour in Society. 1893.*)
  - c. ('Class, Status, and Party' from *The Distribution of Power Within the Political Community: Class, Status, Party. 1925.*) (Available in: no.2, 3)
2. Appelrouth & Edles. 2008. Classical & Contemporary Sociological Theory. Thousand Oaks: Pine Forge Press.)
3. Girth & Mills. 1958. Essays in Sociology: from Max Weber. NY: Galaxy Books.
4. Ritzer, George. 2008: Sociological Theory, N.Y.: McGraw –Hill , Chapter 1-4.
5. Coser, L. A. 1977: Masters of Sociological Thought, New York : Harcourt Brace, pp. 43-87, 129-174, 217-260.
6. Giddens, Anthony 1997: Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, (Whole Book).
7. Hughes, John A., Martin, Peter, J. and Sharrock, W. W. 1995 : Understanding Classical Sociology – Marx, Weber and Durkheim, London : Sage Publications, Whole Book.

### References:

1. Craib, I. 1997. Classical Social Theory. NY:Oxford
2. Tucker, K. 2002. Classical Social Theory. U.S.A.: Blackwell
3. Giddens, A. 1995. Politics, Sociology and Social Theory. Encounters with Classical and Contemporary Social Thought. UK: Polity Press. Pp.57-77, 116 -135.
4. Aron, Reymond 1965 – 1967: Main Currents in Sociological Thought, Vol. I and II Penguin, Chapters on Marx, Durkheim and Weber.

## SO 002 - SOCIOLOGY OF INDIA

### Objectives:

1. To acquaint the students to the continuities and contradictions in Indian society.
2. To analyze the role of colonialism, democracy, nation building and globalization in shaping contemporary, society in India.

### Course Outline:

- I. Formation of Sociology in India(10)
  - a. Colonialism, Anthropology, Sociology
  - b. Indian sociology in crisis
  - c. Sociology from the Marginal partners
- II. India as an 'Object' of study (14)
  - a. Colonial, Nationalist, Indological, (Ghurye)
  - b. Structural-Functional (M. N. Srinivas)
  - c. Dialectical (A. R. Desai)
  - d. Subaltern (R. Guha)
  - e. Non Brahmin (Phule, Dr. Babasaheb Ambedkar)
  - f. Feminist (Leela Dube)
- III. Debates on Indian Society (18)
  - a. Social Institutions – Family, Kinship, Household, Village and Urban Settings.
  - b. Social Stratification – Caste, Class, Tribe and Gender.
- IV. Understanding Modernity in Indian Society (06)
  - Moving beyond tradition vs. modernity debate

### Essential Readings:

1. Andre Beteille, Sociology: Essays on Approach and Method, OUP, New Delhi, 2002.
2. Breman Jan, Kloos Peter and Ashwini Saith, The Village in Asia Revisited, OUP 1997
3. D.N.Dhanagare, Themes and Perspectives in Indian Sociology, Rawat Publications, 1999
4. Gail Omvedt, Dalits and Democratic Revolution, Sage, New Delhi
5. M.N.Srinivas, Collected Essays, OUP, New Delhi, 2002
6. S.M.Dahiwale (ed), Indian Society: Non-Brahmanic Perspectives, Rawat Publications, 2004
7. Satish Deshpande, Contemporary India: Sociological Perspectives, Viking
8. Sunil Khilnani, The Idea of India, Penguin, New Delhi, 1999
9. Veena Das, The Oxford Companion to Sociology and Social Anthropology, Vol. I and II, OUP, New Delhi, 2003.
10. Dube, S. C., 1990, Indian Society, National Book Trust, New Delhi.
11. Vivek P. S., 2002, Sociological perspectives and Indian Sociology, Himalaya Publishing House, Mumbai.
12. Das Veena, 1995, Critical Events, An Anthropological Perspective on Contemporary India, Oxford University Press, New Delhi.
13. Desai A. R., 1986, Relevance of the Marxist Approach to the Study of Indian Society, in
14. Oomen T. K., Mukherji Partha, (ed), 1986
15. Guha R., 1998, A Subaltern Studies Reader, Oxford University Press, New, Delhi.

16. Said, E. W. 1985, Orientalism; Penguin, Harmondsworth.
17. MaitrayeeChaudhuri (ed) 2010, Sociology in India, Intellectual and Institutional Practices, Rawat Publications.
18. Sujata Patel (ed) (2011) Doing Sociology In India: Genealogies, Locations and Practices. OUP New Delhi.
19. Patricia Uberoi, NandiniSundar and SatishDeshpande (ed) (2010): Anthropology in the East: Founders of Indian Sociology and Anthropology. Permanent Black, Ranikhet.
20. Rege Sharmila, Sociology of Gender, Sage Publications

**References:**

1. Vanaik Achin, 1997, Communalism Contested - Religion, Modernity and Secularization; Vistaar Publications, Delhi.
2. Chaterjee Searale Mary and Sharma Ursula, (ed), 1994, Contextualising Caste, Blackwell Publishers, Oxford.
3. Ludden 2000, Critique of Subaltern Studies, Oxford University Press, New Delhi.
5. Singh K. S., (ed) 1983, Tribal Movements in India, Vol. 1 and 2; Manohar, New Delhi.
6. Sujata Patel and Alice Thorner (eds), Bombay Metaphor for Modern India Bombay and Delhi, Oxford University Press.
7. Thapar Romila, 1987, Cultural Transaction and Early India : Tradition and Patronage; Oxford University Press,New Delhi.

Note: Any other text/Article suggested by the subject teacher.

**SO 003 – SOCIOLOGY OF SOCIAL MOVEMENTS**

**Objectives:**

1. To introduce the students to the role of social movements in social transformation
2. To help them understand the various approaches to the study of social movements.

**Course Outline:**

- I. Nature and origins of the social movement, Types of Social Movements. (10)
- II. Theories of Social Movements. (12)
- III. Social Movements in Independent India (16)
  - a. Identity politics and social movements- Religious and caste movements, Regional, Linguistic and Tribal movements
  - b. Issues of Security and Equity- Peasant, Women's, Student's and Environment movements
- IV. New Social Movements: Nature, Issues of Identity, Culture and Power (10)

**Essential Readings:**

1. Rao, M.S.A. Social Movements in India, Vol.I and II, Manohar, Delhi, 1978
2. Shah Ghanshyam, Social Movements and the State, Sage, New Deli, 2002.

3. James Petras, Henry Vettmeyer, *Social Movements and State Power*, Pluto Press, London, 2005.
4. T.K.Oommen, *Nation, Civil Society and Social Movements*, Sage, Delhi, 2004.
5. David S. Meyer, Nancy Whittlev, Belinda Robnett; *Social Movements*, Oxford, New York, 2002.
6. Buechler Steven, *Social Movements in Advanced Capitalism*, Oxford University Press, New Delhi, 2000.
7. Buechler Steven, *Understanding Social Movements*, Paradigm Publisher, London, 2011
8. T.K.Oommen, *Social Movements in Independent India*, Vol. I and II, Oxford, New Delhi, 2010.
9. Donatella Della Parta and Mario Diani, *Social Movements: An Introduction*, Blackwell Publishing, New York, 2006.
10. Shah Ghanshyam, *Social Movements in India*, Sage, New Deli, 2004.
11. Dhanagare D.N., *Peasant Movements in India*, Oxford, New Delhi, 1988.

Note: Any other text/Article suggested by the subject teacher.

#### **SO 004 - STATE, SOCIETY AND HUMAN RIGHTS**

##### **Course Outline:**

- I. Concepts: Civil Rights, Democratic Rights and Human Rights.
- II. Perspectives on Rights: Liberal, Marxist and Neo-Marxist.
- III. State, Constitution and Rights in India: Class, Caste, Tribe and Gender Growth of new rights e.g. Environment
- IV. Rights movement in India in the post independent period
- V. Rights and Globalisation, Role of United Nations and Anti-Globalisation Movements.

##### **Essential Readings:**

1. Desai, A.R.: *Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits*, Bombay Popular Prakashan, 1990.
2. Desai, A.R.: *Violation of Democratic Rights in India*, Vol. I, Bombay Popular Prakashan, 1986.
3. Oliver Menderlsohn: *The Rights of the Subordinated People* and Upendra Baxi
4. G. Haragopal : *Political Economy of Human Rights*.
5. Kirti S. Parikh : *India Development Report*, 1997.
6. *World Development Report*, 1997.
7. *Human Development Report*, 1997.

#### **SO 005 – HEALTH, MEDICINE AND SOCIETY**

##### **Course Outline:**

- I. Introduction: Concepts and perspectives on health, medicine, illness, sickness, disease and society.
- II. Theoretical perspectives on health and medicine within sociology:

- III. Health, health care and social institutions: state, market, community and family in health and medicine, Philosophical and historical debates on provision of health care and medicine:
- IV. The sociology of health in India: Disparities in health indices: Historical Development of health services system in India; the sociology of medical knowledge and medical systems in India
- V. Health and Development: Current Challenges:

**Essential Readings:**

1. Sheila Zurbrig (1984): Rakku's Story: Structures of Ill Health and the Source of Charge, Bangalore: Centre for Social Action.
2. Linda Jones (1994): The Social Context of Health and Health Work, New York, Palgrave Press.
3. Sarah Nettleton (1995): The Sociology of Health and Illness Cambridge: Polity Press
4. Charles Leslie (1976): Asian Medical Systems
5. D.Banerji (1985): Health and Family Planning Services in India: An Epidemiological Socio Cultural and Political Analysis and a Perspective, New Delhi: Lok Paksh.
6. Imrana Qadeer (1985): Health Services System: An Expression of Socio Economic Inequalities, Social Action, Vol.35, 197\85.
7. Veeranarayana Kethineni (1991): Political Economy of State Intervention in Health Care, EPW, October 19, 1991.
8. Imrana Qadeer (2000): Health Care Systems in Transition III, Journal of Public Health Medicine, Vol. 22, No.1, pp.25-32.

**SO 006 - POLITICAL SOCIOLOGY**

**Objectives:**

1. To explain to the students the relationship between institution of polity and bases of social power and inequalities concepts of power, authority, and nation - state from a Sociological Perspective
2. To study state - society relationship in contemporary India from Sociological Perspective

**Course Outline:**

- I. Theoretical Approaches to the State: Marxist tradition, Weberian Tradition, Pluralism, Elite theory, Post-structuralism and the New Political sociology
- II. Dominance and power within the nation -state
  - a. Nature of post-colonial state
  - b. State-civil society relationship
- III. Society and the agendas of the state in post-independence India: Hindutva and politics of the upper castes, Debate on secularism, mandal commission report and issues related to it; Issues of Language, Ethnicity and Region
- IV. Contemporary Challenges and new debates:
  - a. Citizenship, New Social Movements
  - b. Civil society and inequalities,
  - c. Social exclusions

**Essential Readings:**

1. Kothari Rajni (1973), *Caste in Indian Politics*, Delhi, Oxford University Press.
2. Bhargava Rajeev,(ed.) (1999), *Secularism and its Critics*, New Delhi, Oxford University Press.
3. Nash Kate (2000), *Contemporary Political Sociology*, Massachussets, Blackwell Publishers.
4. Ernst Gellner (1983), *Nations and Nationalism*, New York: Cornell University Press.
5. Benedict Anderson (1991), *Imagined Communities*, Verso: New Left Books.
6. Kohli Atul (1988), *India's Democracy*, Surrey ,Princeton University press. 1988
7. Gopal Jayal Neeraja (1999), *Democracy and the state*, Delhi: Oxford University Press.
8. Jodhka, Surinder S. (2010), *Caste and Politics*, In Jayal Nirja Gopal and Mehta Pratap Bhanu (Ed.), (2010), *The Oxford Companion to Politics in India*, Delhi, Oxford University Press.
9. Chandhoke Neera, *Secularism*, In Jayal Nirja Gopal and Mehta Pratap Bhanu (Ed.), (2010), *The Oxford Companion to Politics in India*, Delhi, Oxford University Press.
10. Jayal Nirja Gopal and Mehta Pratap Bhanu (Ed.) (2010), *The Oxford Companion to Politics in India*, Delhi : Oxford University Press.
11. Keith Foulks (2000), *Political Sociology*, New York: New York University Press.
12. Lele, Jayant. *For Critical Political Sociology*, in Nagla B.K (Ed.) (1999), *Political Sociology*. New Delhi : Rawat Publication.
13. Sharma, K.L. *Power Elite in Rural India*, in Nagla, B.K (Ed) (1999), *Political Sociology*. New Delhi: Rawat Publication.
14. Singh, Yogendra. *Political Modernization*, in Nagla, B.K (Ed.) (1999), *Political Sociology*. New Delhi : Rawat Publication.
15. Tripathy S.N (2010). *Inclusive Policies and removal of Social Disadvantage*, New Delhi : Abhijeet Publications.

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1. Laclau Ernesto (1977), *Politics and Ideology in Marxist Theory*, Verso, London,
2. Kothari Rajni (1973), *Caste in Indian Politics*, Delhi: Orient Longman Pvt. Ltd.
3. Miller David (1995), *On Nationality*, Oxford : Clarendon Press.
4. Bhargava Rajeev (1999), *Secularism and its Critics*, New Delhi : Oxford University Press.
5. Chandhoke Neera (edt) (1994), *Understanding the Post Colonial World*, New Delhi : Sage Publication.
6. Blakeley Georgina (2002), *Contemporary concepts in Political Science*, London : Open University Press
7. Nash Kate (2000), *Contemporary Political Sociology*, Massachussets : Blackwell Publishers.
8. Ernst Gellner, 1983, *Nations and Nationalism*, New York: Cornell University Press.
9. Gershon Shafir (ed) (1998), *The Citizenship Debates*, Minnesota: University of, Minnesota Press
10. Benedict Anderson (1991), *Imagined Communities*, Verso: New Left Books.
11. Kohli Atul (1988), *India's Democracy*, Surrey, Princeton University press.
12. Gopal Jayal Neeraja (1999), *Democracy and the state*, Delhi : Oxford University Press.
13. Gupta, Dipankar, *Engaging With Events*, in Nagla, B.K (Ed.). (1999), *Political Sociology*, Jaipur, New Delhi : Rawat Publication.



## **SO 007 – ECOLOGY, ENVIRONMENT AND SOCIETY**

### **Course Outline:**

- I. Approaches to the study of environment: Marxian, Gandhian, Phule, Ecofeminism; Different types of Environmentalisms: Deep Ecology, Social Ecology, Radical Ecology.
- I. Natural Resources and their Utilisation: Common Land, Water and Forest
- II. Problems of the Urban Environment: Pollution, Population and Slums
- III. Environmental Movements and the Politics of Development: Chipko, Narmada,
- IV. Tehri, Baliapal Initiatives of the State and International Agencies: Stockholm, Environment and Sustainable Development, Rio conference

### **Essential Readings:**

1. Shiva, Vanadana: Staying Alive Women. Ecology and Survival in India, New Delhi: Kali for Women Press, 1988, pp.1-37, 218-228.
2. Arnold, David and Guha, Ramchandra, (eds.): Nature, Culture and Imperialism, New Delhi: Oxford University Press, 1955.
3. Baviskar, Amita : In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley, OUP, Delhi, 1997.
4. Gadgil, Madhav and Guha, Ramchandra: Ecology and Equity: The use and Abuse of Nature in Contemporary India, New Delhi: Oxford University Press, 1996, pp.9-191.
5. Merchant Carolyn: Ecology: Key Concepts in Critical Theory, Humanities Press, New Jersey.

## **SO 008 - SOCIOLOGY OF RELIGION**

### **Course Outline:**

- I. Definitions and its relationship with philosophy, morality, Dharma Science and Law.
- II. Approaches to the study of religion
  - a) Classical approach: Durkheim Marx, Weber, Mauss
  - b) Contemporary approach: Phenomenological, Neo Marxist, Freudian, New Functional, Anthropological
  - c) The insiders view: theologians and religious believers
- III. Religion in India, Perspectives: Mahatma Phule, Mahatma Gandhi, Dr. B.R.Ambedkar and Swami Vivekanand
- IV. Religions of the World: organised and non-organised
- V. Religious, economic, social, Cultural movements

### **Essential Readings:**

1. Vasudha Dalmia and H.von Steitencron, Representing Hinduism: The Construction of Religious Tradition and National Identity, Sage, New Delhi, 1995

2. Peter van der Veer, *Gods on Earth: The management of Religious Experience and Identity in a North Indian Pilgrimage Centre*, Oxford, Delhi, 1989.
3. Mark Jurgensmeyer, *Religion Nationalism confronts a Secular State*, OUP, Delhi, 1993.
4. A. Nandy, Trivedy, Mayaram and Yagnik, *Creating a Nationality: The Ramjanmabhoomi Movement and the Fear of the Self*, OUP, Delhi, 1987
5. N. K. Bose, *The Structure of Hindu Society*,
6. T. N. Madan, *Religion in India*, OUP, New Delhi, 1991.

## **SO 009 - SOCIOLOGY OF INFORMAL SECTOR**

### **Objectives:**

1. The aim of the course is to introduce students to the understanding of issues related with Informal sector in the context of globalization.
2. The course will also cover issues of caste, gender, region and labour market in India.
3. To engage students with current debates on outsourcing, downsizing, social clause, social security and role of ICT.

### **Course Outline:**

- I. Introduction: The nature of Informal Sector; theoretical perspectives: Dualist, Structuralist, and Legalist. (5)
- II. Informal labour Market: Composition:(gender, caste, region); child labour; migrant Labour; labour segmentation. (5)
- III. Organising the Unorganised Sector: problems of unionisation; labour boards and Cooperatives; social security and role of the State. (10)
- IV. Conditions of work, wages and occupations: (street vendors, home based workers, Garment workers, leather workers). (14)
- V. Globalisation and its implications: Informalisation of work; rise of services sector; Downsizing; outsourcing; Network Society and role of ICT (information Communication technology); trade unions and associations; Debate on social clause and labour standards; fair-trade. (14)

### **Essential Readings:**

1. Breman Jan, *Foot loose labour: Working in the Informal Sector*, Cambridge University Press, New Delhi, 2001.
2. Datt R, (ed) *Organising the organized labour*, Vikas Publications, New Delhi, 1997.
3. Jhabvala R. and Subramanian (eds) *the informal sector: Employment and Social security*, Sage Publications, New Delhi, 2001.
4. Kundu A, and Sharma, A.N. *Informal Sector in India: Perspectives and policies*, Manohar publications, 2001.
5. Holmstrom M, (ed), *Industry and Inequality*, Orient Longman, New Delhi, 1985

## **SO 010 - PUBLIC HEALTH**

### **Objectives:**

1. To understand the socio-cultural context of health issues.
2. To make the students aware about emerging issues in health sector with its social context.

### **Course Outline:**

- I. Module 1 – Holistic Concept of Health (3 sessions of two hours each)
  - a. Socio-cultural context and its impact on health
  - b. WHO definition of health
  - c. Mental health
  - d. Urban and rural health issues
- II. Module 2 – Traditional Systems of Medicine in India (2 sessions of two hours each)
  - a. Ayurveda
  - b. Yoga
  - c. Unani
  - d. Siddha
  - e. Homeopathy
- III. Module 3 – Mahatma Gandhi and Health (3 sessions of two hours each)
  - a. Sanitation and hygiene
  - b. Diet
  - c. Naturopathy
  - d. Leprosy
- IV. Module 4 – Primary Health Care (4 sessions of two hours each)
  - a. History of primary health care
  - b. Health care delivery system – its structure and functions
  - c. National Health Policy
- V. Module 5 – Prominent Issues in Health and Development (5 sessions of two hours each)
  - a. Gender and Health
  - b. Adolescent Health
  - c. National Rural Health Mission
  - d. National Urban health Mission
- VI. Module 6 – Approaches to Health and Development (3 sessions of two hours each)
  - a. Health Research in Government and NGO Sector
  - b. Interventions and experiments in health development

### **Essential Readings:**

1. Handbook: Prominent Issues in Health and Development.
2. Bodaval R (2005), Evaluation of Health Management Information System in India: Need for Computerized Database in HMIS, Takemi Fellow in International Health, Harvard School of Public Health, Boston
1. Harvard School of Public Health, Boston
2. Sachs J D & Bajpai N (2001), The Decade of Development: Goal Setting and Policy Challenges in India, CID Working Paper No 62, Centre for International

3. Development at Harvard University
4. Preventive medicine by Park and Park
5. National Health Policy 2002, source: <http://mohfw.nic.in/>

Note: Any other text/Article suggested by the subject teacher

## **SO 011 - INTERPERSONAL RELATIONSHIPS: VIOLENCE AND SEXUALITY**

### **Course Outline:**

- I. Issues of conceptualization, definition, measurement
- II. Family Violence Across the life span: child abuse, violence against intimate partners and women, Elder abuse.
- III. Contextual Issues in India, Globalization, violence and emerging issues.
- IV. Domestic Violence: Social and Cultural
- V. International campaigns, interventions and programs

### **Essential Readings:**

1. Barnett, Ola, Cindy Miller-Penin, R.D.Perrin, 2000. Family Violence Across the Life Span. Sage Publication. Thousand Oak
2. Gelles and Loseke. 1993. Current Controversies on Family Violence. Sage Publication. Thousand Oak.
3. Renzetti Edleson and Bergen. 2001. Source book on Violence against Women. Sage Publication. Thousand Oak.
4. Gondolf, E.W. Batterer Intervention Systems. 2002. Sage Publication. Thousand Oak.
5. Madhurima. Violence Against Women. Dynamics of Conjugal Relations. 1996. Gyan Publication, New Delhi.
6. Shirwadkar (ed.). Family Violence in India. 2008. Rawat Publication.
7. Kudchedkar and Al-Issa. Violence Against Women. 1998. Pencraft International. New Delhi.

## **SO 012 - THEMATIC COURSE**

## Semester II

### SO 013 INTRODUCTIONS TO SOCIOLOGICAL THEORIES

#### Objectives:

- I. To develop the understanding of major sociological perspectives.
- II. To develop the analytical abilities of the students.
- III. To develop research orientation of the students with the understanding of major theoretical perspectives.

#### Course Outline:

- I. Structuralism: Radcliff-Brown, Levi-Strauss. (10)
- II. Functionalism and Neo Functionalism: (Malinowski, Parsons & Merton),  
Neo Functionalism: (J. Alexander) (12)
- III. Conflict theory: Mills and Dahrendorf (10)
- IV. a. Phenomenology - Alfred Schultz and Peter Berger  
b. Ethnomethodology - Garfinkel and Goffman (16)

#### Essential Readings:

1. Ritzer, George. Sociological Theory. MacGraw-Hill. 2000.
2. Ritzer, George. Encyclopedia of Social Theory. Vol. I & II. Sage Pub. 2005.
3. Giddens and Turner (eds). Social Theory Today, Cambridge: Polity Press, 1987
4. Abraham, M.F. Modern Sociological Theory, New Delhi: OUP. 1990
5. Haralambos and Holborn. Sociology Themes and Perspectives. Fifth Edition, Collins, 2000.
6. Calhoun, Craig, Rojek, Chris & Bryan Turner. The Sage Handbook of Sociology, Sage Publications. 2005
7. Ritzer, George and Barry Smart. Handbook of Social Theory. Sage Publications, 2001.
8. Adams Bert N., Sydie R. A., Sociological Theory, New Delhi, Vistaar Pub, 2011
9. Turner J. H., The Structure of Sociological Theory, Jaipur, Rawat Pub., 1999.
10. Lemert Charles, Social Theory: The Multicultural and Classical Readings, Jaipur, Rawat Pub, 2004

#### References:

1. Turner Bryan S. (Edited), The New Blackwell Companion to Social Theory, Blackwell Publishing Ltd. ISBN: 978-1-405-16900-4, 2009
2. Calhoun Craig, (edited), Robert K. Merton: Sociology of Science and Sociology as Science, New York, Columbia University Press 2010
3. Schütz, Alfred, Phenomenology of the Social World. Evanston, Ill: Northwestern University Press. 1967
4. Greg, M. A Smith - Erving Goffman, (Key Sociologists), USA, Routledge, 2006]

Note: Any other text/Article suggested by the subject teacher.

## SO 014 – METHODOLOGY OF SOCIAL RESEARCH

### Objectives:

1. To introduce students to the philosophical foundations of social research.
2. To acquaint students with the quantitative and qualitative strategies of research

### Course Outline:

- I. Positivism and Sociology (10 )
  - d. Comte's Notion of Positivism, Vienna Circle's Positivism
  - e. Objectivity, the position of researcher
  - f. Ethics
- II. Critiques of positivism (13)
  - a. Existential Phenomenology and Ethnomethodology
  - b. Hermeneutics and Critical theory: Gadamer, Apel, Habermas
  - c. Feminist Critiques: Feminist empiricism, reformulation of methods and Feminist Standpoint Epistemology
  - d. Impact of post-modernism, Post-structuralism.
- III. Quantitative Research Strategies (10)
  - a. Survey
  - b. Structured Interview
  - c. Content Analysis
- IV. Qualitative Research Strategies (14)
  - a. Differences between quantitative and qualitative research
  - b. Ethnography
  - c. Unstructured Interview
  - d. Case Study
  - e. Participatory Action Research
- V. Recent Debates (01)  
Combining Quantitative and Qualitative methodology, Triangulation

### Essential Readings:

1. Giddens Anthony (1976), *New Rules of sociological Research*, Hutchinson Publication. Pg. No. 23-32, 54-70, 135-137.
2. Sachdev Meetal, *Qualitative Research in Social Sciences*, Jaipur: Raj Publishing.
3. Bryman Alan, (2001) , *Social Research Methods*, Oxford: Oxford University Press. Pg.No. 4-25, 189-193, 263-287, 289-310, 311-323.
4. Seale, Clive (Ed.), (2004), *Social Research Methods- A Reader*. London: Routledge Publication.
5. Corbetta, Piergiorgio (2003), *Social Research- Theory, Methods and Techniques*, London : Sage Publication. Pg. No. 11-25, 36-54, 117-163, 264-286.
6. Henn, Matt, Weinstein, Mark and Foard, Nick (2006), *A Short Introduction to Social Research*, New Delhi : Vistar Publication. Pg. No. 66-95, 137-140, 149-183.
7. Haralambos and Holborn, *Sociology: Themes and Perspectives*, Harper Collinsm Publishers Limited, 2008
8. Somekh and Lewin (ed) (2005), *Research Practices in Social Sciences*, New Delhi :
9. Vistar Publication. Pg. No. 16-25, 33-40, 41-48, 56-64, 89- 96, 121-130, 302-309, 310- 317.

**References:**

1. Carol Grbich (2000), *New Approaches in Social Research*, New Delhi: Sage Publication, Thousand Oaks
2. Williams Malcolm (2004), *Science and Social Science*, New York : Routledge Publication.
3. Mulkey Michael: *Science and the Sociology of Knowledge*, London : George Allen and Unwin Ltd..
4. Shrinivas M.N, Shah A.M and Ramaswami, E.A (Ed.) (2002), *The Fieldworker and the Field* (Second Edition), London: Oxford University Press.
5. Denzin Norman, Lincoln Yvonna (ed) (2000), *Handbook of Qualitative Research*, Vol. I, Sage, New Delhi, Thousand Oaks.
6. Silverman David (1985), *Qualitative Methodology and Sociology*, Gower, Vermont.
7. Burawoy M. and Joseph Blum, (ed) (2000), *Global Ethnography: Forces, Connections and Imaginations*, Berkeley and Los Angeles : University of California Press.
8. Devine and Heath (1999), *Sociological Research Methods in Context*, Palgrave.
9. Feyerabend Paul (1987), *Farewell to Reason*, London : Verso.
10. Feyerabend Paul (1993), *Against Method*, London: Verso Press.
11. Sarantakos S. (1999), *Social Research*, Macmillan Press
12. Corbetta, Piergiorgio (2003), *Social Research- Theory, Methods and Techniques*, London : Sage Publication.

Note: Any other text/Article suggested by the subject teacher.

**SO 0015 Sociology of Education****Objectives**

1. To understand the theoretical perspectives in education.
2. To analyse the emerging issues in education in India in the context of globalization.

**Course Outline**

- I. Sociology of Education: Theoretical Perspectives
- II. Theories and Perspectives in the sociology of education.
  - a. Functionalism – Emile Durkheim, Kingsley Davis & Wilbert E. Moore
  - b. Conflict/Radical Perspectives – Samuel Bowles, Herbert Gintis
  - c. Cultural Reproduction – Pierre Bourdieu
  - d. Critical Pedagogy – Paulo Freire
  - e. Micro-Interpretative approaches – Krishna Kumar
  - f. Educational alternatives – Ivan Illich, M.K. Gandhi
- III. School as a system: schooling as process.
  - a. Language as medium of instruction
  - b. Curriculum and identity
  - c. Assessment and evaluation.
  - d. Teacher as change agent.
- IV. Education and society in India

- a. Socio-historical context: education in pre-colonial and colonial India.
- b. Education, globalization and economic development
- c. State, ideology and educational policy.

**Essential readings:**

1. Acker, S. 1994. *Gendered Education: Sociological Reflections on Women*, Buckingham: Open University Press.
2. Banks. Olive. 1971. *Sociology of Education*, (2nd Ed.), London: Batsford.
3. Banks, James A. and Lynch, James (eds.) 1986. *Multicultural Education in Western Societies*, London: Holt Saunders.
4. Blackledge, D. And Hunt, B. 1985. *Sociological Interpretations of Education*. London: Crom Helm.
5. Brint, Steven. 1998. *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
6. Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27,14 (4):157-64.
7. Chanana, Karuna. 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
8. Chitnis, Suma & P.G. Altbach. 1993. *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.
9. Craft, Maurice (ed.). 1970. *Family, Class and Education: A Reader*; London: Longman.
10. Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
11. Durkheim, E. 1956. *Education and Sociology*. New York: Free Press.
12. Fennell, Shailaja and Arnot, Madeleine (eds.) 2008. *Gender Education and Equality in a Global Context: Conceptual frameworks and policy perspectives*, Routledge.
13. Friere, Paulo.1972. *Pedagogy of the Oppressed*, Harmondsworth: Penguin Books.
14. Gandhi, M.K.1962. *Problems of Education*, Ahmedabad: Navjeevan Prakashan.
15. Gore, M.S. et.al. (ed.).1975. *Papers on the Sociology of Education in India*, New Delhi, NCERT.
16. Halsay, A.H. et.al: 1961. *Education, Economy and Society: A Reader in the Sociology of Education*, New York: Free Press.
17. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S.Wells, 1997. *Education, Culture, Economy and Society*, Oxford: Oxford University Press.
18. Hurtado, Sylvia ed. Al. 1998. 'Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice'' In *The Receiving Higher Education*, 21 (3): 279-302.
19. Illich, Ivan.1973. *Deschooling Society*, London: Penguin.
20. Jayaram, N.1990. *Sociology of Education in India*, Jaipur: Rawat Publication.
21. Jefferey, R. And Alaka M.Basu. 1996. *Girls' Schooling, Women's Autonomy and Fertility Change in South Asia*, New Delhi: Sage.
22. Jejeebhoy, Shireen. 1995. *Women's Education, Autonomy and Reproductive Behaviour*. Oxford: Clarendon Press.
23. Kamat, A.R. 1985. *Education and Social Change in India*. Bombay: Somaiya.
24. Karabel, J. And A.H.Halsey (eds.) 1977. *Powers and Ideology in Education*. New York: Oxford University Press.



25. Meighan, Roland and Iram Siraj–Blatchford. 1997. *A Sociology of Educating*. London: Cassell. Third Edition.
26. Naik, J.P. 1975. *Quality, Quantity and Equality in Education*, New Delhi: Allied Publishers, Whole Book.
27. Ramnathan, G. *From Dewey to Gandhian Economy*. Asia Publishing House.
28. Robinson, P. 1987. *Perspectives in the Sociology of Education: An Introduction*; London: Routledge and Kegan Paul.
29. Sen, Amartya. 1992. *Inequality re-examined*. Delhi: Oxford University Press.
30. Shatrugan, M.1988. *Privatising Higher Education*, EPW.pp.2624.
31. Tyler, William. 1977. *The Sociology of Educational Inequality*. London: Methuen.

### **SO 016 - MODERN INDIA: ISSUES AND PERSPECTIVES**

#### **Course Outline:**

- I. Thick descriptions of contemporary Indian society, travelogues, journalistic accounts, historical sociological accounts.
- I. Colonialism, nationalism and rise of modern Institutions, debates on colonial modernity, science and development
- II. Debating Modernity in India, the modernization paradigm, ‘mistaken’ modernity, ‘our’ modernity, entrenched modernity, modernity at large, alternate dalit modernity, gender and modernity.
- V. Patterns of exploitation, sub -ordination, and exclusion: gendered labour markets, new classes, footloose labour, disinherited peasantry, alternate circuits of survival.
- VI. Community and Identities: constructivist, and substantivist accounts.
- VII. New articulations and collective actions.

#### **Essential Readings:**

1. Pavan Mishra, *Butter Chicken in Ludhiana*, Penguin, New Delhi, 1995.
2. P.Sainath, *Everybody Loves a Good Draught*, Penguin, New Delhi, 2005
3. Sujata Patel, Krishna Raj & Jasodhara Bagchi (eds), *Thinking Social Science*, Sage, New Delhi, 2002.
4. Stuart Cambridge & John Harris, *Reinventing India*, Oxford University Press, New Delhi, 2000.
5. Romilla Thappar (ed) *India Another Millenium*, Viking, New Delhi, 2000.
6. Meera Nanda, *Prophets Facing Backward*, Permanent Black, New Delhi, 2004.
7. Surinder, S. Jodhka (ed), *Community and Identities*, Sage, New Delhi, 2001.
8. Raka Ray and Mary Fainsod Katzenstein (eds), *Social Movements in India*, Oxford University Press, New Delhi, 2005.

### **SO 017 - SOCIOLOGY OF DISASTERS AND DISASTER PLANNING**

**Course Outline:**

- I. Concepts, definitions and Nature of disasters.
- II. Causes and Types of Disasters: famines, floods, earthquakes, epidemics, wars, industrial disasters, nuclear disasters.
  - I. The effects and aftermath of disasters: victims and survivors
  - II. The Welfare State and Disasters: the role of the state in preventing, apprehending and managing disasters.
- III. Disasters and civil Society: meaning of Disasters, the role of voluntary organizations, political organizations, citizens associations international bodies.

**Essential Readings:**

1. Veena Das and Ashis Nandy: 'Violence, Victimhood and the Language of Silence', Contributions to Indian Sociology.
2. Dharendra Sharma, India's Nuclear Estate (New Delhi: Lancers, 1983).
3. P.N.Haksar et. al., : A Statement of Scientific Temper, Bombay: Nehru Centre, 1981.
4. Ashish Nandy: Science, Authoritarianism and Culture.
5. Praful, Bidwai : Atomic Power on the Run, The Times of India, 13-15 October 1986
6. Dharendra Sharma (ed.): The Indian Atom: Power and Proliferation (New Delhi: Philosophy and Social Action, 1986).
7. Dharendra Sharma, India's Nuclear Estate
8. Ashis Nandy : The Bomb, The Illustrated Weekly of India, 4 August 1985
9. Jatinder K. Bajaj : The Bhopal Tragedy: The Responsibility of the Scientific Community',
10. Sunil Sahasrabudhey, Bhopal: Science Must Share the Blame, PPST Bulletin, 1985, 5, pp. 6-14,25-9
11. Shiv Visvanathan Bhopal: The Imagination of a Disaster, Alternatives, 1986, II, pp. 147-65.
12. Sen Amartya (1981) Poverty and Famines New Delhi:OUP

**SO 018 – SOCIOLOGY OF MIGRATION****Objectives:**

1. To understand the relationship between migration and settlement patterns in the world system
2. To compare and contrast local, regional and international migration trends.

**Course Outline:**

- I. Theories of Migration; Dimensions of Gender, Caste and Class
- II. Migration in Capitalist system; Migration and the World Economic System.
- III. South Asians Diaspora: Issues of Ethnicity, Identity and Assimilation; Nationalism and Nation building
- IV. India: Development and displacement; Involuntary Migration, Peasants and Labour migration, Seasonal migration

**Essential Readings:**

1. Lydia Potts: The World Labour Market, Zed books Ltd., London and New Jersey, 1990.
2. Stephen Castles and Mark J. Miller: The Age of Migration, The Gulford Press, New York, 1993.
3. Loes Schenk – Sand Bergen (ed.): Women and Seasonal Labour Migration, Sage Publication, New Delhi, London, 1995.
4. Brinley Thomas: Migration and Urban Development, Methuen and Co. Ltd., London, 1972.
5. Omprakash Mishra (ed.): Forced migration, Manak Publication, Delhi, 2004.
6. Milton Israel and N.K.Wagle: Ethnicity, Identity, migration, The Centre for South Asian Studies, University of Toronto, 1993.
7. Haimanti Roy, Partitioned Lives, Oxford, New Delhi, 2012.
8. Jan Breman, Of Peasants, Migrants and Paupers, Oxford, Delhi, 1985
9. Jana Evans Braziel and Anita Mannur (ed), Theorizing Diaspora, Blackwell Publishing, 2003.
10. P.R. Char, Mallika Joseph, Suba Chandran (ed), Missing Boundaries, Manohar, New Delhi, 2003.
11. Crispin Bates (ed), Community, Empire and Migration, Orient Longman, New Delhi, 2001.
12. D.C.Sah, Involuntary Migration, Ravat, New Delhi, 2003.

Note: Any other text/Article suggested by the subject teacher.

## **SO 019 - SOCIOLOGY OF MEDIA AND EVERYDAY LIFE**

### **Course Outline:**

- I. Culture, Society and Economy, Classifying Culture, Key concepts, Cultural Sociology, Sociology of Culture, cultural studies
- I. Media and Modernity, Social History of media.
- II. The problem of everyday life: fashion, music, tourism, counterculture
- III. Theories of Media and popular culture: (Culture, ideology and hegemony, propaganda model, critical media research, aristocracy of cultures)
- IV. Politics of Representation, engaging with the 'other' Postmodern turn and new media.
- V. Combining Methodologies: decoding culture, new ethnography, reading discourses, genealogical analysis, analyzing global contexts

### **Essential Readings:**

1. Asa Briggs & Peter Burke, A Social History of the Media, Polity Press, Cambridge 2005.
2. Jan van Dijk, The Network Society, Sage, London, 2006
3. Don Robotham, Culture, Society and Economy: Bringing Production Back in, Sage, London 2005
4. John Nguyet Erni and Akbar Abbas, Internationalising Cultural Studies, Blackwell, London, 2005.
5. David Inglis, Culture and Everyday Life, Routledge, 2005.
6. Stuart Hall (ed). Representation, Sage, London, 2001
7. Ash Amin and Nigel Thrift (eds) Cultural Economy Reader, Blackwell, London, 2004.
8. Elizabeth Long (ed). From Sociology to Cultural Studies, Blackwells, 1997
9. Anne Gray, Research Practice for Cultural Studies, Sage, London, 2005.

## **SO 020 – SOCIOLOGY OF SCIENCE**

**Course Outline:**

- I. Perspectives in the Philosophy, History and the Sociology of Science
- II. The Social Construction of Scientific Knowledge
- III. Science and the State in India, Colonial and Post Colonial Science and Technology Policy, Programs and Institutions (CSIR, IIT)
- IV. Science, Society and Social Movements in India and the West (People Science Movements)
- V. Science, Ethics, Religion and Culture

**Essential Readings:**

1. Shiv Visvanathan : Organising for Science, OUP, New Delhi, 1985.
2. Ashish Nandy (ed.): Science, Hegemony and Violence, OUP, New Delhi, 1988.
3. Barry Barnes (ed.): Sociology of Science,
4. Deepak Kumar : Science and the Raj, OUP, New Delhi, 1997
5. William Malcolm: Science and Social Science : An Introduction, Routledge, London 2000

**SO 021 – HUMAN RESOURCES, INDUSTRY AND SOCIETY****Course Outline:**

- I. Theoretical approaches: Management, Human Relations, Work orientation, Post Modernity, Human Subjectivity.
- II. Work and the Social Context, Technology and Work Experience.
- III. Structuring of work in industrial organisation.
- IV. Human Resources at work: Stress, well being and Management.
- V. Globalization, information technology, Fordism and Post-fordism. New pattern of management

**Essential Readings:**

1. Caplow, T. The Sociology of Work, 1970, University of Minnesota Press.
2. Gisbert Pascaul: Fundamentals of Industrial Sociology, Bombay: Tata McGraw Hill, 1972.
3. Schneider, Eugene: Industrial Sociology, New York: McGraw Hill Book Company, 1969, Part 1, 2 and 3.
4. Watson, Tony: Sociology, Work and Industry, London; Routledge and Kegan Paul, 1995.
5. Miller, D.C. & Form, W.H.: Industrial Sociology, New York: Harper and Row, II Ed.

**SO 022 - RURAL SOCIOLOGY**

**Objectives:**

1. To introduce students to the changing dynamics of rural society.
2. To analyse the structures of caste, class, tribe and gender in the context of rural society.

**Course Outline:**

- I. Introducing Rural Sociology and Rural Development
  - a. Study of Rural Sociology in India
  - b. Village Studies in India
  - c. :Conceptualizing Rural Development
  - d. Historical evolution of the concept of rural development in Indian context
  - e. Rural Economy and Development
  - f. Indian State's policy of development towards rural society.
- II. Social Structures, Agrarian Structure and Institutions
  - a. Agrarian relations and Mode of Production debate, Land Ownership and its types, Land Reforms in India, Gender and Land Relations
  - b. Caste, class and power
  - c. Gender issues in Rural India
  - d. Panchayati Raj System, 73rd Amendment , Cooperative Movement, Green Revolution
- III. Poverty Alleviation Programmes and Challenges for Rural Development
  - a. Policy of Indian State towards Poverty Alleviation (Poverty Alleviation Programmes- CDP, IRDP, EGS, NREGA, MICROFINANCE )
  - b. Rural Livelihoods (Bonded labour, Migrant labour and Landless labour, Land Alienation ), Rural Poverty ( class, caste, tribe and gender ), Water Crisis, Agrarian Crisis: Debt and Farmers Suicides
- IV. Voices of Rural Society
  - a. Farmer's Movements
  - b. Rural Women's Movements
  - c. Non Governmental Intervention in Rural Development
  - d. Corporate Social Responsibility in Rural Development

**Essential Readings:**

1. Breman, J (2007): The Poverty Regime in Village India. Oxford University Press
2. Thorner, Daniel and Thorner, Alice: Land and Labour in India, Bombay: Asia Publications, 1962
1. Desai, A.R.: Rural Sociology in India. Bombay: Popular Prakashan, 1977.
2. Omvedt, Gail: Land, Caste and Politics, Delhi University. 1987.
3. Agarwal, B (1989): Rural Women, Poverty and Natural Resources: Sustenance,
4. Sustainability and Struggle for Change, *Economic and Political Weekly*, 24(43), WS-46-WS112.
5. Agarwal, B (1994): A Field of One's Own: Gender and Land Rights in South Asia. Cambridge: Cambridge University Press.
6. Brahme, S and A, Upadhaya (1979): (2004): Agrarian Structure, Movements and Peasant Organizations in India. Maharashtra, Vol:II. New Delhi:V.V. Giri National
6. Labour Institute, Uttar Pradesh: Manak Publications.

7. Ghanshyam Shah and D.C. Sah (eds.) (2002): Land Reforms in India: Performance and Challenges in Gujarat and Maharashtra. New Delhi: Sage Publications.
8. Land reforms in India Series by Sage Publications.
9. Behera, M.C (ed) (2006): Globalising Rural Development: Competing Paradigms and Emerging Realities. New Delhi: Sage Publications.
10. Razavi, Shahra (ed) (2003): Agrarian Change, Gender and Land Rights. UK: Blackwell Publishing

Any other reading given by the course teacher.

### **SO 023 – Diaspora Studies**

#### **Objectives:**

1. To familiarize the student with new processes and new branch of knowledge.
2. To understand the dynamics of social processes worldwide with an interdisciplinary approach.

#### **Course Outline:**

- I. Understanding the concept (12)
- II. Historical perspective (12)
- III. Current perspectives (12)
- IV. Globalization, Identity ,Ethnicity , race, class, gender (12)

#### **Essential Readings:**

1. Appadurai, A. 1996. Modernity at Large. N.Y.: University of Minnesota Press.
2. Baumann,M. 2000. Diaspora: Genealogies of Semantics and Transcultural Comparisons.
3. Jayram, N. 2004. The Indian Diaspora. ISS: Sage.
4. N. Jayaram (ed.), Diversities in the Indian Diaspora. Delhi: Oxford University Press.
5. Kadekar& Bhat. 2009. The Indian Diaspora. Jaipur: Rawat Publication.
6. Irudaya Rajan. 2011. Dynamics of Indian migration. N.Y.: Routledge.
7. Vinay Lal, “The Diaspora at Home: Returness Retirees and Resident Non-Indians” in The Other Indians: A Political and Cultural History of South Asians in America, New Delhi Harper Collins, 2008.
8. Bhat, C. K. & Laxminarayan. 2010. ‘Indian Diaspora, Globalization and Transnational Networks: The South African Context’, Singh, Anand, Ravindra K. jain and Shobhita Jain (eds.), Adversity to Advantage: The Saga of People of Indian Origin in South Africa, Pp. 13-23, Delhi: KRE Publishers.
9. Oonk, Gijbert (ed.), Global Indian Diasporas:Exploring the Trajectories of Migration and Theory. Amsterdam: AmsterdamUniversity Press. , pp. 89-118, 2008.
10. Rayaprol, A. 2001, ““Can You Talk Indian?”:Shifting Notions of Community and Identity in the Indian Diaspora,” Community and Identities in South Asia, (ed) Surinder Singh Jodhka, New Delhi, Sage 2001, pp. 163-190
11. Sahoo & Kadekar. 2012. Global Indian Diaspora. History, Culture & Identity. Jaipur: Rawat Publication.

### **SO 024 - THEMATIC COURSE**