



**PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)**  
(Estd. under the Panjab University Act VII of 1947—enacted by the Govt. of India)

**FACULTY OF ARTS**

**SYLLABI**

***FOR***

**M.A. SOCIOLOGY (SEMESTER SYSTEM)**

**EXAMINATIONS , 2015-16**

**--: 0 :-**

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**Note :**

A candidate for M. A. examination shall offer Psychology or Sociology or Statistics or Public Administration only if he / she has completed the prescribed courses in an affiliated college or the Department concerned of this University.

**APPLICABILITY OF REGULATIONS FOR THE TIME  
BEING IN FORCE**

Notwithstanding the integrated nature of a course spread over more than one academic year, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

**GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT (20%) FOR REGULAR STUDENTS OF POST GRADUATE COURSES of Sociology (Semester System)**  
(Effective from the First Year Admissions for the Academic Session 2010-11)

1. The Syndicate has approved the following Guidelines, Mode of Testing and Evaluation including Continuous Internal Assessment of students:

- (i) Terminal Evaluation 80%
- (ii) Continuous Assessment 20%
- (iii) Continuous Assessment may include Written Test, Snap Test, Participation in Discussions in the class, Term Paper, Attendance etc.
- (iv) In order to incorporate an element of Continuous Internal Assessment of students, the Colleges\Department will conduct tests as quantified below:
  - (a) Written Test (one per semester) : 25 (reduced to 5)
  - (b) Snap Test : 25 (reduced to 5)
  - (c) Term Paper/s : 25 (reduced to 5)
  - (d) Participation in Class Discussions : 15 (reduced to 3)
  - (e) Attendance : 10 (reduced to 2)\*

**Total: 100 reduced to 20**

\*Weightage of 2 marks for **Attendance** component out of 20 marks for Continuous Assessment shall be available only to those students who attend **75% and more** of classroom lectures/seminars/workshops. The break-up of marks for **attendance component** for theory papers shall be as under:

<i>Attendance Component</i>	<i>Mark/s for Theory Papers</i>
(a) 75% and above up to 85%	: 1
(b) Above 85%	: 2

2. **In the case of Paper SOC R 439: Methods & Techniques in Social Research:**

The system of evaluation for Internal Assessment shall be based on field work–data collection, report writing and presentation of report. The break-up of the marks shall be as under:

Data Collection	: 25 (reduced to 5)
Report Writing	: 50 (reduced to 10)
Presentation of Report	: 25 (reduced to 5)

**Total 100 reduced to 20**

**Note:** “ In view of the peculiarity of distance education courses, students admitted to USOL in M.A. Sociology (Semesters I to IV) shall be given Internal Assessment for all the courses, including SOC-R-439 (3<sup>rd</sup> Semester), on the basis of Assignments as in the previous system.”

3. It shall **not be compulsory** to pass in Continuous Internal Assessment. Thus whatever marks are secured by a student out of 20% marks, will be carried forward and added to his/her score out of 80%, i.e. the remaining marks allocated to the particular subject and, thus he/she shall have to secure pass marks both in the University examinations as well as total of Internal Continuous Assessment and University examinations.

4. Continuous Internal Assessment awards from the affiliated Colleges/Department must be sent to the Controller of Examinations, by name, **two weeks before** the commencement of the particular examination on the Proforma obtainable from the Examination Branch.

5. The marks obtained by a candidate in Continuous Internal Assessment in Postgraduate Classes from the admissions of 2006 will be shown separately in the Detailed-Marks-Card (D.M.C.)

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## PANJAB UNIVERSITY, CHANDIGARH

OUTLINES OF TESTS, SYLLABI AND COURSES OF READINGS IN THE SUBJECT OF SOCIOLOGY FOR M.A. I & III SEMESTERS EXAMINATIONS, NOVEMBER/DECEMBER, 2015 AND II & IV SEMESTER EXAMINATIONS, APRIL/MAY, 2016.

### SCHEME FOR OPTING COURSES

#### SEMESTER-I

<u>Course no.</u>	<u>Title</u>
SOC R 411	History of Social Thought
SOC R 412	Sociology of Family and Gender
SOC R 413	Sociology of Development
SOC R 414	Social Stratification: Concepts & Theories

#### SEMESTER-II

SOC R 425	Positivistic Sociological Theories
SOC R 426	Methodology of Social Research
SOC O 521	Population and Society
SOC O 621	Social Dimensions of Development
SOC O 721	Sociology of Urban Settlements
SOC O 821	Structural Moorings of Gender Oppression
SOC O 921	Peasants and Rural Society In India
SOC O 922	Organizational Theory and Behaviour
SOC O 923	Basic Social Statistics

#### SEMESTER-III

SOC R 438	Interpretive Sociological Theories
SOC R 439	Methods & Techniques in Social Research
SOC O 532	Basic Methods in Population Studies
SOC O 632	Social Development in India
SOC O 633	Rural Development in India
SOC O 732	Problems of Urban India
SOC O 832	Family in Cross Cultural Perspective
SOC O 931	Sociology of Aging
SOC O 932	Organizational Structure and Development
SOC O 933	Sociology of Deviance: Concepts and Theories

SOC O 934	Sociology of Crime
SOC O 935/945	Dissertation (III and IV Semesters)*
SOC O 936	Advanced Social Statistics

#### SEMESTER-IV

SOC R 440	Perspectives on Indian Society
SOC O 543	Determinants and Consequences of Population Growth
SOC O 544/744	Sociology of Human Migration
SOC O 644	Environmental Crisis and Sustainable Development
SOC O 645	Entrepreneurship and Development
SOC O 743	Cities, Urban Planning and Development
SOC O 843	Family Dynamics in Contemporary India
SOC O 844	Gender and Development
SOC O 941	Fundamentals of Industrial Sociology
SOC O 942	Social Problems
SOC O 943	Political Sociology
SOC O 944	Sociology of Marginalized Communities
SOC O 945/935	Dissertation (IIIrd and IVth semesters)*
SOC O 946	Media and Culture

There will be **two** categories of courses and each course will be of 4 credits.

- (1) **SOC R level are Required or Compulsory Courses.**
- (2) **SOC O level are Open Courses (including Dissertation).**

The students will be required to complete 64 credit hour courses successfully in the total duration of four semesters. The break up of the credit hours is as follows:

Course Category	No. of Courses to be completed	Credits
1. Required or Compulsory Courses (SOC R level)	9	9x4= 36
2. Open Courses (SOC O level)	7	7x4= 28
	<b>Total credits</b>	<b><u>64</u></b>

Each student shall take up all four Required Courses in the First Semester. In the Second Semester, in addition to two Required Courses, each student shall opt for two Open Courses out of those offered in that particular Semester. In the Third Semester again, in addition to two Required Courses, each student shall opt for two Open Courses, out of those offered during that Semester, including Field Dissertation, depending upon his/her eligibility for the same. In the Fourth Semester, apart from one Required Course,

each student shall opt for three Open Courses (two in case he/she already has dissertation)\*.

**\*Note: Since the Semester system in M.A. Sociology is just being introduced in colleges from the session 2011-12, SOC O 935/945 Dissertation shall continue to be offered only in the Department and USOL. Its introduction in the colleges shall be subject to approval by the concerned university authorities as per university norms.**

Further, offering of Optional Courses by the Department/College will depend upon the availability of faculty for teaching the course(s). In this way, the candidates will exercise their choice in the following manner:

Semester	Required Course	Open Course
I	4	-
II	2	2
III	2	2
IV	1	3
	<b>9</b>	<b>7</b>

**\*Note:** The Dissertation (SOC O 935/945) will carry 8 credits (200 marks) and will spread over two Semesters, i.e. Semesters III and IV. Only those students who have scored 480 marks during the 1<sup>st</sup> year (1<sup>st</sup> and 2<sup>nd</sup> semesters), taking not more than a total of 32 credits, will be allowed to take up dissertation.

**In Colleges affiliated to Panjab University offering M.A. (Semester System) in Sociology,**

*“ There will be six contact hours per week (4 lectures and 2 tutorials).”*

### **Areas of Specialization**

There are four Areas of Specialization within the Open Courses. These are:

1. Development Studies
2. Population Studies
3. Family & Gender Studies
4. Urban Studies

A candidate who successfully completes at least 3 Open Courses during M.A. programme in one of these four areas of specialization, will be issued a Certificate of Specialization in that area.

For the purpose of providing specialization, various courses have been grouped under the areas as follows:

### **1. Development Studies**

- i) SOC O 621: Social Dimensions of Development (Sem. II)
- ii) SOC O 632: Social Development in India (Sem. III)

- iii) SOC O 633: Rural Development in India (Sem. III)
- iv) SOC O 644: Environmental Crisis and Sustainable Development (Sem. IV)
- v) SOC O 645: Entrepreneurship and Development (Sem. IV)
- vi) SOC O 743: Cities, Urban Planning and Development (Sem. IV)
- vii) SOC O 844: Gender and Development (Sem. IV)

## 2. Population Studies

- i) SOC O 521: Population and Society (Sem. II)
- ii) SOC O 532: Basic Methods in Population Studies (Sem. III)
- iii) SOC O 543: Determinants and Consequences of Population Growth (Sem. IV)
- iv) SOC O 544/744: Sociology of Human Migration (Sem. IV)

## 3. Family and Gender Studies

- i) SOC O 821: Structural Moorings of Gender Oppression. (Sem. II)
- ii) SOC O 832: Family in Cross-Cultural Perspective (Sem. III)
- iii) SOC O 843: Family Dynamics in Contemporary India (Sem. IV)
- iv) SOC O 844: Gender and Development (Sem. IV)

## 4. Urban Studies

- i) SOC O 721: Sociology of Urban Settlements (Sem. II)
- ii) SOC O 732: Problems of Urban India (Sem. III)
- iii) SOC O 743: Cities, Urban Planning and Development (Sem. IV)
- iv) SOC O 744/544: Sociology of Human Migration (Sem. IV)

## Thrust Areas

- **Sustainable Development** (in the context of Globalization, Information, Communication and Technology)
- **Family and Gender Studies**
- **Population, Health and Aging**
- **Social Control and Deviance** (with special reference to Activism, Terrorism and Cyber Crime)

## Additional Areas of Interest

Social Development, Deviance & Social Problems, Development and Social Change, Urban Studies, Peasant and Rural Studies, State and Society



## M.A. (SOCIOLOGY) SYLLABI AND COURSES OF READING

### SEMESTER-I

#### **SOC R 411: HISTORY OF SOCIAL THOUGHT**

##### **Objective:**

1. To introduce students to historical evolution of sociological thought.
2. To sensitize students to a detailed study of Classical Sociologists, i.e. Karl Marx, Max Weber and Emile Durkheim.
3. To apply the formulation of these thinkers to contemporary issues.

##### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to the maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

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

##### Unit-I

A brief review of Enlightenment Thought with special reference to Rousseau; and of the Conservative Reaction to it, with special reference to St. Simon and Auguste Comte.

##### Unit-II

**Karl Marx:** Methodology - the concepts of Totality: Dialectical analysis of History, Species-Being, Human Praxis.

Basic Concepts: Means, Relations and Modes of Production: Base and Super-structure; Contradiction; Exploitation; Alienation.

Epochs of social development with special reference to Capitalism; Classes and Class Conflict.

### Unit-III

**Max Weber:** Methodology-Verstehen, Value-Neutrality and Objectivity, Generality and the Ideal Type; Adequate Causation.

Basic concepts: Social action and its Types, social relationships; Power, Domination and Legitimate Order.

Protestant Ethic and the Spirit of Capitalism; the Rationalization process, Bureaucracy, distribution of Power and Social Stratification.

### Unit-IV

**Emile Durkheim:** Methodology-the nature of Social Facts and their Causation.

Basic concepts: Individual and Collective Conscience, Social Solidarity and Anomie; the Sacred, the Profane and the nature of Religion, Suicide as social fact.

Mechanical to Organic Solidarity, Differentiation and Social Division of Labour, the Rise of Capitalism.

### **Suggested Readings**

1. Aron, Raymond, (Reprint 1990), *Main Currents in Sociological Thought* (Vols. I & II), London, Pelican.
2. Avineri S. (1970) *The Social and Political Thought of Karl Marx*, London, Cambridge University Press.
3. Bendix R. (1960) *Max Weber: An Intellectual Portrait*, New York, Doubleday.
4. Durkheim E. (1960) *The Division of Labour in Society*, Illinois, Free Press of Gilencoe.
5. Giddens, Anthony (1971) *Capitalism and Modern Social Theory*, London, Cambridge, U. Press.
6. Irving M. Zeitlin (1969) *Ideology and the Development of Sociological Theory*, New Delhi, Prentice Hall.
7. Marx, K. and Engels F. (1971), *The Manifesto of the Communist Party*, Moscow, Progress Publishers.
8. Max Weber (1965), *Protestant Ethic and the Spirit of Capitalism*, London, Allen & Unwin.

### **Additional Readings**

1. Ritzer, George, (1996) *Sociological Theory*, London, Sage Publications.
2. Hughes, John A. et. al., (1995), *Understanding Classical Sociology - Marx, Weber and Durkheim*, London, Sage Publications.
3. Pampel Fred C., (2000) *Sociological Lives and Ideas: An Introduction to the Classical Theorists*, N.Y., Worth Publishers.

## **SOC R 412: SOCIOLOGY OF FAMILY AND GENDER**

### **Objective**

This course is aimed at sensitizing the students regarding the basic concepts and approaches used for explaining and understanding family and gender. It also aims at sensitizing students about the process of gender socialization within the framework of family. Finally, it exposes the student to specific problems and legal provisions made available to counter these problems relating to gender inequality in the Indian context.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

#### **Concepts and Approaches to Family**

Concepts-Family, Household and Domestic function;

Approaches- Structural Functional, Conflict, Symbolic-Interactionist, Exchange and Feminist

#### Unit-II

#### **Concept and Construction of Gender**

- i) Concepts- Sex, Gender, Gender-Identity and Gender-roles
- ii) Basic understanding of Patriarchy, Masculinity and Femininity, Gender Socialization and Gender Stereotyping through the institutions of family, education, work and religion.

### Unit-III

#### **Approaches to Gender**

Feminism: Meaning; Liberal, Radical, Socialist-Marxist and Post Modernist Feminisms

### Unit-IV

#### **Gender Equality through Legislation (in Indian Context)**

- i) Dimensions of Gender Inequality: Female Foeticide, Neglect of Girl Child and Bride Burning and Status of Elderly Women.
- ii) Brief introduction to PNDT Act, Dowry Prohibition Act and Domestic Violence Act.

#### **Suggested Readings**

1. Bender, Donald R. (1970) 'A Refinement of the Concept of Household: Families, Co-residence and Domestic Functions', *American Anthropologist*, Vol.32,No.1, PP 1-15.
2. Chanana, Karuna (1988) *Socialization, Education and Women: Explorations in Gender-Identity*, New Delhi: Orient Longman.
3. Lipman, Jean Blumen (1984), *Gender-Roles and Power*, New Jersey, Prentice Hall Inc.
4. Oakely, Ann (1972) *Sex, Gender and Society*, London : Harper & Row Pub.
5. Patel, Tulsi (2005), *The Family in India: Structure And Practice*, New Delhi: Sage Publications.
6. Saradmoni K.(ed) (1992), *Finding the Household: Conceptual and Methodological Issues*, New Delhi: Sage Publication.
7. Shah. A.M. (1973), *The Household Dimension of Family*, New Delhi: Orient Longman.
8. White James M. & David M. Klein (2002), *Family Theories*. Thousand Oaks: Sage Publications (Second Edition).
9. Wood, Julia T (1999), *Gendered Lives*. London: Wadsworth Pub. Company (Third Edition).
10. Wykes, Maggie and Barrie, Gunter (2005) *The Media and Body Image*, New Delhi: Sage Publications.

#### **Additional Readings**

1. Bare Acts: PNDT Act, Dowry Prohibition Act, Protection of Women Against Domestic Violence Act, Hindu Succession Act.
2. Burr, Wersley R. et.al (1997), *Contemporary Theories about Family*, New York: Free Press.
3. Das, Man Singh & Gupta, Vijay Kumar (eds.) (1995), *Gender Roles and Family Analysis*, New Delhi: M.D. Pub.

4. Dube, Leela (1997), *Women and Kinship: Contemporary Perspectives on Gender in South and South-East Asia*, Tokyo: United Nations Univ. Press.
5. Hofstede, Geert and Associates (1998), *Masculinity and Femininity*, Thousand Oaks: Sage Publication.
6. Lancy, Lobo (1992), 'Household and Family among Thakurs in a North Village', *Sociological Bulletin*, Vol. 41, No. 1&2, pp 46-66.
7. Lengermann, Patrician M. & Jill Niebrugge-Brantley (1996) 'Contemporary Feminist Theory', in George Ritzer, *Sociological Theory*, (Fourth Edition), pp. 436-486, New York : McGraw-Hill.
8. Thorne, Barrie & Marilyn Yalom (eds.) (1982), *Rethinking the Family: Some Feminist Questions*, New York: Longman.
9. Weitz, Shirley (1977), *Sex-Roles*, London: George Allen & Unwin.

## **SOC R 413: SOCIOLOGY OF DEVELOPMENT**

### **Objective**

Keeping in view the relevance of the theme of development, especially in the less developed societies, this course aims (a) to familiarize the students with the various ways that development has been conceptualized; (b) to critically evaluate the modernization theory in its economic, sociological, social-psychological and political forms; (c) to provide a review of the underdevelopment theory given by the Latin American political economists; and (d) to re-assess the various paths to development.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

Development: The concept and its changing connotations (liberal and socialist);  
Operational Indicators.

### Unit-II

#### **Modernization Theories:**

Economic (Gunnar Myrdal, W. W. Rostow);  
Sociological (Neil J. Smelser, Daniel Lerner, Talcott Parsons);  
Social-Psychological (David C. McClelland, Everett E. Hagen);  
Political (Gabriel A. Almond & James S. Coleman);  
Their Critical Assessment

### Unit-III

#### **Theories of Underdevelopment:**

Centre-Periphery (A. G. Frank, Samir Amin);  
Unequal exchange (Paul Baran); World system (Immanuel Wallerstein);  
Their Critical Assessment

### Unit-IV

#### **Paths of Development:**

Capitalist, Socialist, Mixed;  
Globalization as a Strategy of Development.

## **Suggested Readings**

1. Coleman, J. (1968), "Modernization: Political Aspect", in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences* Vols. 9 & 10 (L-M), London: MacMillan.
2. Desai, Vandana and Robert B Potter, (2008), *The Companion to Development Studies*, London: Hodder Arnold Publication.
3. Gray, J. (1969), "The Economics of Maoism" in H. Bernstein (ed.) *Underdevelopment and Development-The Third World Today*, N.Y.: Penguin Pub. (pp. 254-273).
4. Harrison D. (1988), *The Sociology of Modernization and Development*, New Delhi: Routledge.
5. Horowitz, I. L. (1966), *Three Worlds of Development*, N.Y.: Oxford University Press (Selected chapters).

6. Lerner, D. (1968), "Modernization: Social Aspects" in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences*, Vols. 9 & 10 (L-M) (pp. 387-394), London: MacMillan.
7. McMichael, Philip (2008), *Development and Social Change: A Global Perspective*, Newbury Park, CA: Pine Forge Press.
8. Myrdal, Gunnar (1968), *An Approach to Asian Drama*, Harmondsworth: Penguin.
9. Ness, G. D. (1970), *Sociology of Economics Development: A Reader*, N.Y.: Harper and Row (Selected Chapters).
10. Pandey, R. (1985), *Sociology of Development*, New Delhi: Mittal Pub.
11. Pandey, R. (1986), *Sociology of Underdevelopment*, New Delhi: Mittal Pub.
12. Parsons, Talcott (1966), *Societies: Evolutionary and Comparative Perspectives*, Englewood Cliffs, N. J.: Prentice-Hall, (pp. 20-29).
13. Sabbarwal, Sherry (2010), "Globalization, Democracy and Human Rights" in S. R. Mehta (ed.) *Socio-Cultural Diversities and Globalization: Issues and Perspectives*, Shimla: Indian Institute of Advanced Study.
14. Sharma, S. L. (1980), Criteria of Social Development, *Journal of Social Action*, Jan.-March.
15. Sharma, S. L. (1986), *Development: Socio-Cultural Dimensions*, Jaipur: Rawat (Chapter I).
16. Smelser, N. J. (1968), *Essays in Sociological Explanation*, Englewood Cliffs, N. J.: Prentice-Hall, (Chapter 6).
17. Walby, Sylvia (2009), *Globalization and Inequalities: Complexity and Contested Modernities*, Newbury Park, CA: Pine Forge Press.
18. Went, Robert (2000), *Globalization: Neo-Liberal Challenge, Radical Responses*. London: Pluto Press.

### **Additional Readings**

1. Abraham, M. F. (1990), *Modern Sociological Theory: An Introduction*. New Delhi: OUP.
2. Apter, D. (1987), *Rethinking Development*, London: Sage.
3. Blomstrom, M. and B. Hettne (1984), *Development Theory in Transition*, London: Zed Books.
4. Desai, A. R. (1983), *India's Path of Development: A Marxist Approach*. New Delhi, OUP.
5. Giddens, A. (1990), *The Consequences of Modernity*, Cambridge: Polity Press.
6. Haq, Mahbub Ul (1995), *Reflections on Human Development*, New Delhi: OUP.
7. Larrain, J. (1991), *Theories of Development: Capitalism, Colonialism and Dependency*, Cambridge, Polity Press.
8. Leeson, P. F. and Minogue, M. (eds.) (1988), *Perspectives on Development: Cross-Disciplinary Themes in Development*, Manchester: Manchester University Press.
9. Schuurman, F. J. (1993), *Beyond the Impasse: New Directions in Development Theory*, London: Zed Books.

## **SOC R 414: SOCIAL STRATIFICATION: CONCEPTS & THEORIES**

### **Objective**

1. To sensitize students about elements of discrimination, exploitation, inequality and prevalence of hierarchies in everyday life.
2. To give a background of important sociological concepts.
3. To give theoretical formulations of important thinkers like Max Weber, Karl Marx, Talcott Parsons, Davis and Moore and Ralph Dahrendorf.
4. To sensitize students in terms of understanding contemporary formulations like the emerging of middle class and changing dimensions of caste and class.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

##### **Concepts**

Inequality, Differentiation; Ranking, Hierarchy and Social Stratification

##### **Dimensions of Social Stratification**

Caste, Class, Race, Ethnicity and Gender

#### Unit-II

##### **Theoretical Formulations:**

- i) Functional Theory: Davis and Moore; Critique
- ii) Conflict Theory: Karl Marx, R. Dahrendorf
- iii) Multidimensional Theory: Max Weber



### Unit-III

#### **Emerging Class System**

Class, Middle Class, New Middle Class

Correlates of Social Class: Occupation, Education and Income

### Unit-IV

#### **Changing Caste System**

Change and Continuity in Caste in India

Resurgence of Caste (with special reference to Politics and Khap Panchayats)

Affirmative Action with regard to Scheduled Castes.

#### **Suggested Readings**

1. Beteille, Andre (1977) *Inequality Among Men*, Delhi, Oxford University Press.
2. Bendix, R & S. M. Lipset (eds.) (1970) *Class, Status and Power*, London, Routledge & Kegan Paul.
3. Beteille, Andre (ed.) (1969) *Social Inequality*, Penguin Books.
4. Cottrell, Allin (1984) *Social Classes in Marxist Theory*, London, Routledge & Kegan Paul.
5. Culvert, P (1982) *The Concept of Class*, London, Hutchison.
6. D'Souza V. S. (1981) *Inequality and its Perpetuation*, Delhi, Manohar Publication.
7. Eisenstadt, S. N. (1971) *Social Differentiation and Stratification*, London, Scott, Foresman & Co.
8. Giddens A. (1980) *The Class Structure of the Advanced Societies*, London, Unwin Hyman.
9. Gupta, Dipankar (ed) (1991) *Social Stratification*, Delhi, OUP.
10. Johnson, D. L. (1982) *Class and Social Development: A New Theory of the Middle Class*, Beverly Hills, Sage Pub.
11. Malik, S. C. (1986) *Determinants of Social Status in India*, Delhi, Motilal Banarsidas.
12. Sharma, K. L. (1986) *Social Stratification in India*, New Delhi, Manohar.
13. Srinivas, M. N., ed. (1996) *Caste: Its Twentieth Century Avatar*, New Delhi, Viking.
14. Singh G. (1985) *The New Middle Class in India: A Sociological Analysis*, Jaipur, Rawat Publication.
15. Singh, Yogendra (1977) *Social Stratification & Social Change*, Delhi. Manohar Publication.
16. Tumin, M. M. (1978) *Social Stratification*, Prentice Hall.

#### **Additional Readings**

1. Beteille, Andre (2002) *Equality and Universality: Essays in Political Theory*, Delhi, OUP.

2. Beteille, Andre (2002) *The Antinomies of Society*, Delhi, OUP.
3. Johnson, D. L. (ed.) (1985) *Middle Classes in Dependent Countries*, Beverly Hills, Sage Publication.
4. Lane, David (1982) *The End of Social Inequality*, New York, George Allen & Unwin.
5. Lloyd, Peter (1983) *The Third World Proletariat*, Boston, George Allen & Unwin.
6. Meale, R. S. (1984) *History and Class*, Oxford, Basic Blackwell.
7. Stinchcombe, A. L. (1986) *Stratification and Organization*, Cambridge, Cambridge University Press.

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## SEMESTER-II

### **SOC R 425: POSITIVISTIC SOCIOLOGICAL THEORIES**

#### **Objectives**

This course exposes the students to the writings of sociologists constituting the School of Positivistic Theories who actually treat Sociology as a natural science. It also includes the more recent theories such as Structuration, Post-structuralism, etc.

#### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

#### **Course Outline**

##### Unit-I

Positivism: Definition; Contribution of Auguste Comte, Emile Durkheim

Functionalism: Definition; Anthropological functionalism–Radcliffe-Brown, Malinowski

## Unit-II

Structural-Functionalism: Talcott Parsons

Functional analysis of Robert K.Merton

Neo-Functionalism: Jeffrey Alexander, Paul Colomy

## Unit-III

Structuralism: Levi-Strauss

Structural Marxism: Louis Althusser

Structuration: Anthony Giddens

## Unit-IV

Conflict Theories: Karl Marx, Ralf Dahrendorf, Randall Collins

### **Suggested Readings**

1. Adams, Bert N. and Sydie, R.A. (2002) *Contemporary Sociological Theory*, California, Pine Forge Press.
2. Adams, Bert N. and Sydie, R.A. (2001) *Sociological Theory*, California, Pine Forge Press.
3. Alexander, J. (1985) *Neofunctionalism*, Beverley Hills, California, Sage.
4. Alexander, J. (1982) *Theoretical Logic in Sociology*, Berkeley, California, University of California Press.
5. Bauman, Z. (1976) *Towards a Critical Sociology: An Essay on Commonsense and Emancipation*, London, Routledge and Kegan Paul.
6. Clarke, S. (1981) *The Foundation of Structuralism*, Brighton, Harvest Press.
7. Colomy, P. (ed.) (1990) *Functionalist Sociology*, London, Edward Elgar.
8. Colomy, P. (ed.) (1990) *Neofunctionalist Sociology*, London, Edward Elgar.
9. Craib, Ian (1984) *Modern Social Theory*, Brighton, Harvester Press.
10. Derek, Layder (2006) *Understanding Social Theory*, New Delhi: Sage Publications.
11. Giddens, A. (1987) *Social Theory and Modern Sociology*, Cambridge, Polity Press.
12. Giddens, A. and J.H. Turner (1987) *Social Theory Today*, Cambridge, Polity Press.
13. Helle, H.J. and S.N. Eisenstadt (eds.) (1985) *Macro-Sociological Theory*, London, Sage.
14. Lane, M. (ed.) (1970) *Structuralism: A Reader*, London, Jonathan Cape.
15. Ritzer, G. (1988) *Sociological Theory*, N.Y., McGraw-Hill.
16. Turner, J.H. (1978) *The Structure of Sociological Theory*, Homewood, Dorsey Press.

## **Additional Readings**

1. Craib, Ian (1992) *Modern Social Theory: From Parsons to Habermas*, London, Harvester Press.
2. Collins, Randall (1997) *Sociological Theory*, Jaipur, Rawat.
3. Turner, J. (1995) *The Structure of Sociological Theory*, Jaipur, Rawat.
4. Westby, David L. (1991) *The Growth of Sociological Theory*, New Jersey: Prentice Hall.
5. Zeitlin, I.M. (1998) *Rethinking Sociology, A Critique of Contemporary Theory*, Jaipur, Rawat.

## **SOC R 426: METHODOLOGY OF SOCIAL RESEARCH**

### **Objective**

This course familiarizes the students with the major Epistemological Schools in methodology of social sciences. It will also acquaint the students with the basic elements of social research and the major problems confronted by social scientists in arriving at objectivity and value neutrality.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

#### **Major Epistemological Schools in Methodology in Social Research**

Positivistic and Interpretive; Rationalism and Empiricism; Objectivism and Constructivism

## Unit-II

### **Major Methodological Dilemmas in Social Research**

Subjectivity and Objectivity

Value neutrality

Methodological Individualism versus Methodological Collectivism

Limits of Quantification in Social Research

Logic of Triangulation

## Unit-III

### **Sampling**

Meaning and Importance

Universe, Population, Sampling Frame, Sampling Error

Types of Sampling:

Probability Sampling- Meaning, Types, Advantages and Disadvantages

Non- Probability Sampling- Meaning, Types, Advantages and Disadvantages

Theoretical Sampling

## Unit-IV

### **Qualitative Research**

Ethnography, Participatory Research, Action Research, Interviewing as Conversation, Narratives, Grounded theory, Naturalistic Inquiry, Strengths and Weaknesses of Qualitative Research.

### **Suggested Readings**

1. Bernard, H. Russell (2000) *Social Research Method — Qualitative and Quantitative Approaches*, New Delhi, Sage Publication India Pvt. Ltd.
2. Bryman, Alan (2001) *Social Research Methods*, New York, Oxford University Press.
3. Cicourel, A.V. (1964), *Method and Measurement in Sociology*, Glencoe, Free Press.
4. Gill, Rajesh, 2005 “Controversies in Sociology: An Introspection”, *Kerala Sociologist*, Vol. XXXIII, No. 2, December, pp. 49-61.
5. Mukherjee, Partha N. (2000), *Methodology in Social Research*, New Delhi: Sage Publication.
6. Strauss, Anselm (1990) *Basics of Qualitative Research — Grounded Theory Procedures and Techniques*, New Delhi: Sage Publication.

### **Additional Readings**

1. Bose, P. K. (1997) “Problems and Paradoxes of Inductive Social Science: A Critique of Ramkrishna Mukherjee”, *Sociological Bulletin*, 46 (2), Sept.

2. Bryant, G.A., (1985) *Positivism in Social Theory and Research*, Macmillan.
3. Hammond, Michael, Howarth, Jane and Keat, Russel (1991) *Understanding Phenomenology*, Basil Blackwell.
4. Himmelstrand, Ulf (1986) *The Sociology of Structure and Action*, New Delhi, Sage Publication.
5. Hindess, Barry (1977) *Philosophy and Methodology in Social Sciences*. The Harvester Press.
6. Jenks, Chris (ed.) (1998) *Core Sociological Dichotomies*, New Delhi, Sage Publication.

## **SOC O 521: POPULATION AND SOCIETY**

### **Objective**

The course intends to discuss the inter-linkages between size, growth, composition and quality of population with societal components. It introduces the students to the importance of population issues in ancient thought to modern times. The course would include theoretical contributions from Malthusian-Neo-Malthusian, Marxian-Neo-Marxian and Developmentalist perspectives. Discussion will focus mainly on issues in India but of course in comparative context at the global and regional levels.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

#### Population and Society:

Development of Early Thought- A Brief view from Roman, Greek, Chinese, Arabian and Indian writings.

Emergence of ideas from these thoughts on Population Equilibrium, Optimum Population, Population Control, Regulating Population through the institution of Marriage, Family and the State

### Unit-II

#### Theoretical Contribution:

Malthus and Neo-Malthusian

Marxian and Neo-Marxian

Demographic Transition

Family Planning and Developmentalist Perspectives

Middle Path Approach

### Unit-III

Trends of Population Growth at Global and Regional level and Future Growth.

Trends of Population Growth in India:

Pre and Post Independence Period, Future Growth by mid of 21st century.

Distribution of Population by Regional Balances.

Compositions of Population by Age, Gender, Rural-Urban, Education, and Broad Industrial Classification Categories.

### Unit-IV

Towards Population Stabilization in India:

Population Policy 2000 –Goals and Strategies

Continuity and Change from earlier Population Policy in the Post Independent India.  
Reproductive & Child Health Approach.

## **Suggested Readings**

1. Bhende, Asha & Tara Kanitkar (1999) *Principles of Population Studies*, Mumbai, Himalayan Publications.
2. Bogue, Donald J. (1969) *The Principles of Demography*, N.,Y. John Wiley.
3. Bose, Ashish (1991) *Demographic Diversity in India*, Delhi, B.R. Publishing.
4. Census of India (2001), Paper 2 (Rural-Urban Totals).
5. Chambliss, R. (1954), *Social Thought: From Hammurabi to Comte*, New York, Dryden Press.
6. Haberland, Nicole and Diana Measham (eds.) (2002) *Responding to Cairo: Case Studies of Changing Practice in Reproductive Health and Family Planning*, New

- York, Population Council.
7. *International Encyclopaedia of Population*, 2 Vols.
  8. Kleinmann, Davis S. (1980) *Human Adaptation and Population Growth: A Non-Malthusian Perspective*, New York, Monclairef.
  9. Nam, Charles (1968) *Population and Society*, Boston, Houghton, Mifflin Co.
  10. *National Population Policy (2000)*, Government of India.
  11. Pachauri, S. (ed.) (1999), *Implementing Reproductive Health Agenda in India: the Beginning*, New Delhi, Population Council.
  12. Petersen, William (ed.) (1972), *Readings in Population*. N.Y., Macmillan.
  13. Population Studies, (1996) *Golden Jubilee Special Issue*, Great Britain (select papers).
  14. Premi, M.K. (1991), *India's Population: Heading Towards a Billion*, Delhi, B.R. Publishing.
  15. Sen, Amartya and Jean Dreze (1996), *Indian Development*, Oxford University Press.
  16. Simon, Julian L. (1981), *The Ultimate Resource*, Princeton, Princeton University Press.
  17. U.N., (1973) *Determinants and Consequences of Population Growth*, (Chapter-Introduction), NY.
  18. U.N. (2002) *World Population Reports*, N.Y.

### **Additional Readings**

1. Agarwala, S.N. (1984), *Population*, New Delhi: National Book Trust, India.
2. Agarwala, S.N. (1977), *India's Population Problems*, New Delhi: Tata McGraw Hill.
3. Hans,Raj (2001), *Fundamentals of Demography*, New Delhi: Surjeet Publications.
4. Kulkarni, P.M. (2000), "Prospective Changes in the size and structure of India's Population – Implications of PFI Projections up to 2051" in *Millennium Conference on Population, Development and Environment Nexus*, New Delhi: PHD Chamber of Commerce and Industry.
5. Panandikar, V.A Pai (2000), "India's Demography and Democracy", in *Millennium Conference on Population, Development and Environment Nexus*, New Delhi: PHD Chamber of Commerce and Industry.
6. Thompson, Warren, S. (1953), *Population Problems*, New York: McGraw-Hill.

## **SOC O 621: SOCIAL DIMENSIONS OF DEVELOPMENT**

### **Objective**

Economic development in society cannot remain unaffected by social-structural factors. Similarly, the social structure, too, is influenced by economic growth and modernization. With this in view, the present paper (a) provides the Gandhian, Marxist, Ecological, Post-modernist, Feminist and Sociological critiques of the economic growth and modernization models of development; (b) discusses how structural factors like caste,



tradition, religion and population can impede or facilitate development; (c) examines how economic development and modernization can, in turn, lead to problems related to ethnicity, disparity, displacement and (d) discuss some of the new trends in development studies.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course outline**

#### Unit-I

Critiques of Economic Paradigm of Development:  
Gandhian, Marxist, Post-Modernist, Ecological, Feminist, and Sociological

#### Unit-II

Social-Structural and Cultural Factors in Economic Development:  
Caste, Religion, Population, Traditions and Values

#### Unit-III

Socio-Cultural Consequences of Economic Development: Disparity, Displacement and Resettlement, Ethnic Resurgence, Erosion of Traditions and Values.

#### Unit-IV

New Directions in the Understanding of Development:  
Ethical Development, Capability Approach (Amartya Sen)  
New Modernity and Risk Society (Ulrich Beck)  
Human Rights and Development (Peter Uvin)

Inclusive Development  
Millennium Development Goals (UNDP)

**Suggested Readings**

1. Biswas, S. C. (ed.) (1969) *Gandhi, Theory and Practice: Social Impact and Contemporary Relevance*, Shimla, IIAS. (Articles by V. Palshikar & Raj Krishna).
2. Boyne, Roy (2003) *Risk (Concepts in the Social Sciences)*, Berkshire: Open University Press.
3. Cernea, M. M. (1988) "Involuntary Resettlement and Development" *Finance and Development*, Sept. (pp.) 44-46.
4. Desai, Vandana and Robert B Potter, (2008) *The Companion to Development Studies*, London: A Hodder Arnold Publication.
5. Development and Populations, Special Issue (1990) *Yojana*, Vol. 34, Nos. 1 & 2, Jan. 26.
6. Dube, S. C. (1958) *India's Changing Villages: Human Factors in Community Development*, London: Routledge & Kegan Paul (Chapter 6).
7. Ferreira, Francisco H. G. and Michael Walton (2006) *World Development Report: Equity and Development*, Washington DC: World Bank & N.Y.: Oxford University Press.
8. Mishra, G. P., D. M. Diwakar and Ashok Mathur (2006) *Deprivation and Inclusive Development*, Lucknow: New Royal Book Co.
9. Pieterse, Jan Nederveen (2010) *Development Theory*, Newbury Park, CA: Pine Forge Press.
10. Quinlivan, Gary and Antony Davies (2003) "Ethical Development and the Social Impact of Globalization", *International Journal on World Peace*, Vol. 20.
11. Rao, M. S. A. (1969) "Religion and Economic Development" *Sociological Bulletin*, Vol. XVIII, No. 1, March (pp.1-15).
12. Sabbarwal, Sherry (2010) "Globalization, Democracy and Human Rights" in S. R. Mehta (ed.) *Socio-Cultural Diversities and Globalization: Issues and Perspectives*, Shimla: Indian Institute of Advanced Study.
13. Sardar Sarovar Project: Review of Resettlement and Rehabilitation in Maharashtra (1993) report by the Tata Institute of Social Sciences, in *Economic and Political Weekly*, Aug. 21, (pp. 1705-1714).
14. Sen, Amartya (2000) *Development as Freedom*. Oxford: Oxford University Press.
15. Sharma, S. L. (1994) "Salience of Ethnicity in Modernization: Evidence from India", *Sociological Bulletin*, Vol. 39, Nos. 1 & 2 (pp. 33-51).
16. Sharma, S.L. (1988) "Modernization of Indian Society: A Symbolic Interactionist Perspective", *The Journal of Sociological Studies*, Vol.7, Jan. (pp.10-33).
17. Sinha, D. and S. R. Kao (eds.) (1988) *Social Values and Development*, New Delhi: Sage (Introduction and Chapter I).
18. "Sustainable Development" Special Issue (1991) *The European Journal of Development Research*, Vol. 3, No. I June.
19. UN, (2007) *Globalization and Inclusive Development (Note by the UNCTAD Secretariat)*, Geneva: United Nations Pub.

20. UN, (2009) *Millennium Development Goals Report 2009*, N.Y.: United Nations Publication.
21. Uvin, Peter (2004) *Human Rights and Development*, West Hartford, Connecticut: Kumarian Press.

### **Additional Readings**

1. Apthorpe, Raymond, J. and A. Krahl (1986) *Development Studies: Critique and Renewal*, Leiden, the Netherlands: Brill.
2. Chakraborty, M. (1987) "Resettlement of Large Dams Oustees in India" in *People and Dams, Published by the Society for Participatory Research in Asia*, New Delhi.
3. Foster, G. M. (1973) *Traditional Societies and Technological Change*, New Delhi: Allied Pub. (Chapter 5).
4. Giddens, A. (1996) "Global Problems and Ecological Crisis" in *Introduction to Sociology*, IInd edition, New York: W.W. Norton & Co.
5. Momsen, J. (1991) *Women and Development in the Third World*, N.Y.: Routledge.
6. Nusebaum, Martha (1993) *The Quality of Life*, Oxford: Oxford University Press.
7. Pieterse, J. N. (ed.) (1992) *Emancipations, Modern and Postmodern*, London: Sage.
8. Pimpley, P. N., "Development and Downward Social Mobility in Independent India", Unpublished Monograph.
9. Sabbarwal, Sherry (1992-93) "Ethnicity: A Critical Review of the Conceptions and Perspectives", *Social Science Research Journal*, Vol. 1, Nos. 1 & 2, March-Sept., 1992-93.
10. Sharma S. L. (1986) *Development: Socio-cultural Dimensions*; Jaipur: Rawat Publications (Chapters 1, 7, 8, 9).
11. Sharma, S. L. (1989), "Social Development: Reflection on the Concept and the Indian Experience", *Guru Nanak Journal of Sociology*, Vol.10, Nos. 1 & 2 (pp. 37-55).

## **SOC O 721: SOCIOLOGY OF URBAN SETTLEMENTS**

### **Objective**

This course has been devised to introduce the students to the history of urban settlements and emergence of Urban Sociology as a discipline. The course would acquaint the students with the basic concepts, approaches and theoretical formulations relating to urban typology, urban ecology, urbanism etc., with a special focus on the diverse experiences of western and non-western, particularly Indian, regions. This course will provide the basic understanding to the students who wish to specialize in urban sociology.

## ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course outline**

#### Unit-I

##### **Urbanization in Historical Perspective**

Emergence of Urban Settlements  
Urbanization in Developed and Developing Countries  
Suburbanization  
Pre-industrial, Industrial and Post-industrial and Colonial city  
Metropolitan and Mega city

#### Unit-II

##### **Approaches to Urban Society**

Ecological-Classical Neo-Classical and Socio-Cultural  
Technological and Demographic  
Urbanism as a Way of Life  
Rural-Urban Continuum  
Marxist Approach to City

#### Unit-III

##### **Internal Structure of Cities**

Concentric-Zone Theory, Star theory, Sector theory, Multiple-Nuclei theory

##### **Location of Cities**

Central Place theory, Break-in-transportation, Specialized Functions  
Urban Primacy and Rank-Size Rule.

## Unit-IV

### **Urban Functions**

Basic and Non-basic Functions

Generative and Parasitic Cities.

Functional Classification of Cities

Cultural Role of Cities

### **Suggested Readings**

1. Castells, Manuel, (1997), *The Urban Question*, London, Edward Arnold.
2. Gill, Rajesh, (2009) *The Contemporary Indian Urban Society — Gender, Ethnicity and Governance*, Jaipur, Rawat Publication.
3. Gill, Rajesh (1989), “Some Issues in the Conceptualization of Urbanism”, *Journal of Sociological Studies*, Vol. 8, Jan., 75-85.
4. Gill, Rajesh, (2000), ‘Cities and Ethnic Identities: A Case of De-ethnicization or Re-ethnicization’, *Sociological Bulletin*, Vol. 49, No. 2, September, pp. 211-228.
5. Guglar, Joseph (ed.), (1988), *Urbanization of the Third World*, Oxford, Oxford University Press.
6. Hatt, P.K. and Reiss, A.J. (eds.) (1951), *Cities and Society*, Illinois, The Free Press.
7. Lewis, Oscar, (1970), “Further Observations on the Folk-Urban Continuum and Urbanization with special reference to Mexico City”, in Hauser and Schnore (eds.), *The Study of Urbanization*, New York, John Wiley and Sons.
8. Redfield, Robert and Milton B. Singer, (1954), “Cultural Role of Cities”, in *Economic Development and Cultural Change*, Vol. 3, 53-73.
9. Sjoberg, Gideon, (1960), *The Pre-Industrial City*, Illinois, The Free Press.
10. Theodorson, G.A. (ed), (1982), *Urban Patterns*, Studies in Human Ecology, University Press.
11. Theodorson, George, (1961), *Studies in Human Ecology*, Evanston, Harper and Row.
12. Weber, Max, (1960), *The City*, Translated by Martindale, London, Heinemann.
13. Wirth, Louis, (1938), “Urbanism as a Way of Life”, *American Journal of Sociology*, Vol. 44, 1-24.

### **Additional Readings**

1. Ficker, V.B. & H.S. Graves, (1971), *Social Science and Urban Crisis*, New York, The Macmillan Company.
2. Flanagan, William G., (1990), *Urban Sociology, Images and Structure*. Boston, Allyn and Bacon.
3. Gans, Herbert J., (1968), “Urbanism and Sub-Urbanism as ways of Life: A Re-evaluation of Definitions” in Sylvia F. Fava (ed.), *Urbanism in World Perspective*, New York, Thomas Y. Crowell Co.
4. Hoselitz, Bert F., (1960), *Sociological Aspects of Economic Growth*, Illinois, Free Press.
5. Spates, James, (1982), *The Sociology of Cities*, New York, St. Martin Press.

## **SOC O 821: STRUCTURAL MOORINGS OF GENDER OPPRESSION**

### **Objective**

The course aims at understanding the social-structural underpinnings of gender oppression persisting in India and worldwide. The agenda of gender empowerment fails to yield the desired outcomes because of structural impediments which are, nevertheless, difficult to overcome. On the one hand, there is the socially given identity of 'otherness' of the woman and on the other, there are contested spaces and processes of self-identity formation. Various contemporary issues, perspectives and challenges in feminist scholarship, movements, agency and empowerment will be explored in a holistic framework through the course.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

#### Unit-I

Social construction of gender: Structural myths of femininity and masculinity.

Patriarchy and gendered division of labour.

Reflections on structural gender inequity in nature-culture debates.

#### Unit-II

Approaches to gender:

Liberal feminism.

Marxist, Radical and Socialist feminisms.

Dalit feminism

### Unit-III

International Conventions with special reference to CEDAW Reports: Govt. of India, 2000 & 2007 (Articles 2 & 3)

Gendering the Human Development Indices: Recasting the Gender Development Index and the Gender Empowerment Measure for India: Govt. of India, 2009.

Women's movement in India

### Unit-IV

Status of Women in India: critical appraisal of status reports

Work-participation and Sexual Harassment at the Workplace (Prevention, Prohibition and Redressal) Act, 2013

Gender Narratives in Indian Epics: Sita and Draupadi

### ***Suggested Readings***

1. Agarwal, Bina (ed.), 1994, *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge, Cambridge University Press.
2. Agarwal, Bina (ed.), 1998, *Structures of Patriarchy: State, Community and Household in Modernizing Asia*, New Delhi, Kali for Women.
3. Beauvoir, Simone de, 1989, *The Second Sex*, New York, Vintage Books.
4. Blumberg, Rae Lesser (ed.), 1991, *Gender, Family and Economy: The Triple Overlap*, California, Sage.
5. Bose, Mandakranta, 2000, *Faces of the Feminine in Ancient, Medieval and Modern India*, New Delhi, OUP.
6. Butler, Judith, 1999, *Gender Trouble: Feminism and the Subversion of Identity*, New York, Routledge.
7. Cohen, Beth (ed.), 1995, *The Distaff Side: Representing the Female in Homer's 'Odyssey'*, New York, OUP.
8. Collins, Patricia Hill, 2000, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, New York, Routledge.
9. Friedan, Betty, 1984, *The Feminine Mystique*, New York, Dell Publications.
10. Grogan, Sarah, 1999, *Body Image: Understanding Body Dissatisfaction in Men, Women and Children*, New York, Routledge.
11. Hooks, Bell, 2000, *Feminist Theory: From Margin To Center*, London, Pluto Press.
12. Jackson, Stevi & Jackie Jones, 1998, *Contemporary Feminist Theories*, Edinburgh, Edinburgh University Press.

13. Kalleberg, Arne L. & Rachael A. Rosenfield, 1990, "Work in the Family and the Labour Market: Cross-national Reciprocal Analysis." In *Journal of Marriage and Family*, Vol. 52, No. 2 (May), pp. 331-346.
14. Kimmel, Michael S., 2000, *The Gendered Society*, New York, OUP.
15. Lerner, Gerda, 1986, *The Creation of Patriarchy*, Oxford, OUP.
16. Leslie, Julia, 1991, *Roles and Rituals for Hindu Women*, Madison, Fairleigh University Press.
17. Lorber, Judith & Susan A. Farrell (eds.), 1991, *The Social Construction of Gender*, California, Sage.
18. Mandelker, Amy, 1993, *Framing Anna Karenina: Tolstoy, the Woman Question and the Victorian Novel*, Columbus, Ohio State University Press.
19. Mazumdar, Vina, 1979, *Symbols of Power: Studies on the Political Status of Women in India*, Mumbai, Allied Publishers.
20. Mies, Maria, 1980, *Indian Women and Patriarchy*, New Delhi, Concept.
21. Oakley, Ann, 1985, *Sex, Gender and Society*, London, Gower.
22. Omvedt, Gail, 1990, *Violence Against Women: New Movements and New Theories in India*, New Delhi, Kali for Women.
23. Ray, Raka, 2002, *Fields of Protest: Women's Movements in India*, New Delhi, Kali for Women.
24. Rege, Sharmila, 2006, *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies*, New Delhi, Zubaan.
25. Roman, Leslie G. & Linda Eyre (eds.), 1997, *Dangerous Territories: Struggles for Difference and Equality in Education*, New York, Routledge.
26. Weitz, Rose (ed.), 1998, *The Politics of Women's Bodies: Sexuality, Appearance and Behaviour*, New York, OUP.

### ***Additional Readings***

1. Agnes, Flavia, Sudhir Chandra & Monmayee Basu (eds.), 2004, *Women and Law in India*, New Delhi, OUP.
2. Desai, Neera & Maitreyi Krishnaraj (eds.), 1987, *Women and Society in India*, New Delhi, Ajanta.
3. Desai, Neera (ed.), 1988, *A Decade of the Women's Movement in India*, New Delhi, Himalaya.
4. Leslie, Julia (ed.), 2000, *Invented Identities: The Interplay of Gender, Religion and Politics in India*, New Delhi, OUP.
5. Shulamith, Firestone, 2003, *The Dialectic of Sex : The Case For Feminist Revolution*, New York, Farrar, Straus and Giroux.



## **SOC O 921: PEASANTS AND RURAL SOCIETY IN INDIA**

### **Objective**

The basic purpose of the course is to apprise the students about the basic differences of rural sociology *vis-a-vis* the urban sociology, and the crucial role played by the peasantry therein. Also how the traditional social institutions, agricultural economy and the caste system together build up social structure which is entirely different from the ideal market-oriented capitalist institutions. The course would also throw light on the nature of changes taking place in the rural social structure after the presentation of money and market economy linked to the global capital.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course outline**

#### Unit-I

Significance of the study of Rural Society as a separate subject

Basic concepts/definition: Peasant, Rural Society, Village and Indian Village.

Rural Social Institutions: Family, Kinship, Class, Tribe, Caste System, Jajmani System, Religion, Political Institutions and Factions.

#### Unit-II

Rural India under the British rule:

Introduction of limited Land Reforms

Introduction of Commercial Crops and their Social and Political Repercussion

Introduction of Modern Industry and New Rural-Urban Linkages

Social Transformation in Independent India:  
Shift from Feudal to Capitalist form of Agriculture and Change in Social Structure.  
Role of Land Reforms  
Role of Peasant Movement

### Unit-III

Globalization and Crises of Rural Society  
Impact on Economy  
Impact on Social Institutions

### Unit-IV

Emerging Social Ecology  
Democratic Process and Caste-Ethnic Relations  
Panchayati Raj Institutions and Neo-Village Republics

### **Suggested Readings**

1. Desai, A.R. (1977) *Rural Sociology in India*, Bombay: Popular Prakashan.
2. Frankel, F.R. and Rao, M.S.A. (1989) *Dominance and State Power in Modern India*, Bombay: OUP.
3. Mencher, J.P, (1983) *Social Anthropology of Peasantry*, Part-III, OUP.
4. Mishra, Rajeeb (2006) *Voluntary Sector and Rural Development: Concepts, Practice and New Approach to Remove Rural Poverty*, New Delhi, Rawat Publications.
5. Omvedt, Gail (ed.) (1982) *Land, Caste and Politics in India*, Delhi: OUP.
6. Reddy, A.Vinayak and Charyulu, M.Yadagira. (Eds.). (2008). *Rural Development in India: Politics and Initiatives*, New Delhi, New Century.
7. Shanin, Theodor (ed.), (1987) *Peasants and Peasant Society*, New Delhi: Penguin.

### **Additional Readings**

1. Appadurai, Arjun, (1996) *Modernity at Large: Cultural Dimensions of Globalization*; New Delhi, OUP
2. Beck, Ulrich (2000) *What is Globalization?* London: Polity.
3. Berch, Berberogue, ed. (1992) *Class, State and Development in India*, New Delhi: Sage Publications.
4. Thorner, D and Thorner, E. (1962) *Land and Labour in India*, Bombay: Asia Publications.
5. Walter, C. Neala, (1990) *Developing Rural India: Policies, Politics and Progress*, New Delhi, Allied Publishers.

## **SOC O 922: ORGANIZATIONAL THEORY AND BEHAVIOUR**

### **Objective**

The course provides (a) an introduction to the concept of organization; (b) discusses the various theoretical approaches to organizations; (c) familiarizes the student with the concepts of organizational ideologies and culture; and (d) focuses on the behavioral dimensions in organizations.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

(i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.

(ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

Concept of Organization:

Definition, Features and Typologies based on Function, Regulation, Technology and Structure and Environment

#### Unit-II

Theoretical Perspectives:

Classical – Marx, Weber, Taylor (Scientific Management);

Neo-Classical – Human Relations approach with special reference to the Hawthorne studies;

Modern – Systemic (closed, open and socio-technical systems approach by the Tavistock School) and Interactional (Goffman and the total institution)

### Unit-III

Organizational Ideologies and Culture:

Ideologies – Structuralism, Psychologism, Consensualism, Welfarism and Legalism;  
Culture- sub-cultures and socialization

### Unit-IV

Behaviour in Organizations:

Job satisfaction, Job Commitment, Decision making and Stress Management

### **Suggested Readings**

1. Baron, Robert A. (1976) *Behavior in Organizations*, N.Y.: John Wiley.
2. Beach, L. R. (1997) *Psychology of Decision Making: People in Organizations*, Thousand Oaks: Sage.
3. Biddle, D. and R. Evenden (2000) *Human Aspects of Management*, New Delhi: JAICO Publishing House.
4. Drummond, H. (2000) *Introduction to Organizational Behavior*, New York: OUP
5. Eldridge, J. E. T. & A. D. Crombie (1974) *A Sociology of Organization*, London: Nelson.
6. Haslam, S. A. (2001) *Psychology in Organizations: The Social Identity Approach*, London: Sage Publications.
7. Pestonjee, D. M. (1999) *Stress and Coping: The Indian Experience*, New Delhi: Sage.
8. Robbins, S. P. (1999) *Organization Theory: Structure, Designs and Applications*, New Delhi: Prentice-Hall.
9. Salaman, G. (1979) *Work Organizations*, London: Longmans.
10. Wieland, George F. & R. A. Ullrich (1976) *Organizations: Behavior, Design and Change*, Homewood, Illinois: Richard D. Irwin Inc.

### **Additional Readings**

1. Blau, P. M. & W. R. Scott (1963) *Formal Organizations: A Comparative Approach*, London: Routledge and Kegan-Paul.
2. Blumberg R. L. (1987) *Organizations in Contemporary Society*, Englewood Cliffs: N. J. Prentice Hall Inc.
3. Champion, D. J. (1975) *The Sociology of Organization*, New York: McGraw Hill Book Company.
4. Etzioni, A. (eds.) (1969) *A Sociological Reader on Complex Organizations*, 2nd ed., N.Y.: Hold & Reinhard & Winston.
5. Etzioni, A. (1972) *Modern Organizations*, N. Delhi: E.E.E. Prentice-Hall of India.
6. Hall, Richard H. (1972) *Organizations: Structure and Process*, 2nd ed., Englewood Cliffs: N.J. Prentice Hall Inc.
7. Litterer, J. A. (ed.) (1969) *Organizations: Structure and Behavior*, N.Y.: Wiley & Sons.
8. Porter, L. W. *et al.* (1975) *Behavior in Organizations*, N.Y.: McGraw Hill.

9. Reitz, H. J. (1977) *Behavior in Organizations*, Homewood Illinois: Richard D. Irwin.
10. Sharma, K. L. (1981) *Voluntary Business Associations in Organizational Frame*, Department of Sociology: Panjab University, Chandigarh.
11. Sofer, C. (1973) *Organization in Theory and Practice*, London: Heinemann.

## **SOC O 923: BASIC SOCIAL STATISTICS**

### **Objective**

This paper is designed to familiarize the students about basic statistical concepts, quantitative techniques for description and induction of sociological data. In the first and second units, students are introduced to measures of central tendency and measures of dispersion, bivariate distribution, etc. The third unit includes measures of association, probability, standard scores, etc. In the last unit, students are exposed to various inferential methods.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be **9** questions in all. The first question is **compulsory** (Theory portion only) and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units on Numerical Questions only. Each unit shall have **two** Numerical questions and the candidates shall be given internal choice of attempting one numerical question from each Unit – 4 in all. Each numerical question will carry 15 marks.

Note: Use of Non-programmable Electronic Calculators and Statistical Tables is permitted for the examination.

### **Course Outline**

#### Unit-I

Statistics in Social Analysis - Functions of Statistics in social analysis, Limitations of

## Statistics

Variables-discrete and continuous, quantitative and qualitative; independent and dependent

Levels of measurement-Nominal, ordinal and interval

Frequency distribution, grouping error, cumulative frequency distribution, Arithmetic mean, median and mode

## Unit-II

Range, semi-interquartile range, average absolute deviation, variance, standard deviation, coefficient of variation, Symmetry and Kurtosis

Bivariate distributions-Bivariate contingency tables, rules for percentaging bivariate frequency tables

## Unit-III

Measures of Association-Lambda, Cramer's V, Spearman's rank correlation, Gamma and Pearson's product moment correlation coefficient

Elements of probability- 'a priori' & empirical probability, properties of probability Normal probability distribution, area under the normal curve, standard scores, use of standard scores

## Unit-IV

Statistical Inference-Simple random sampling, sample and universe, statistic and parameter, sampling distribution, standard error of statistic, level of significance, critical region

Tests of significance-Z and 't' tests for significance of mean (2 independent samples); Chi-square test for AXB contingency table.

## **Suggested Readings**

1. Blalock, H.M. (1979) *Social Statistics*, New York, McGraw Hill Book Company.
2. Loether, H.J. and Tavish, Mac D.G. (1974) *Descriptive Statistics for Sociologists: An Introduction*, Boston, Allyn and Bacon, Inc.
3. Mark Sirkin R. (1995) *Statistics for the Social Sciences*, London, Sage Publications.
4. Muller John and Kar. F. Schusseller and Herbert, L. Costner, *Statistical Reasoning in Sociology*, Boston, Houghton Mifflin Co.
5. Norman, R. Kurtz (1985) *Introduction to Social Statistics*, London, McGraw Hill Book Company.
6. Weiss, Roberts (1968) *Statistics in Social Research*, New York John Wiley & Sons, Inc.

## **Additional Readings**

1. Jane, L. Fielding & G. Nigel Gilbet (2000), *Understanding Social Statistics*; Sage Publications: London.
2. Deshpande, J.V., Gore, A.P., Shanubhogve (1995), *Statistical Analysis of Nominal Data*: New Age International Publishers: New Delhi.

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## **SEMESTER-III**

### **SOC R 438: INTERPRETIVE SOCIOLOGICAL THEORIES**

#### **Objective**

This course sensitizes the students to the works and ideas of sociologists who have contributed to the perspective of Interpretive Sociology, as against the Positivist sociology. It focuses on the work of Action theorists, Interactionist theorists and the scholars belonging to the Frankfurt School of Critical Theory.

#### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

#### **Course Outline**

##### **Unit-I**

Action Theories : Max Weber, Talcott Parsons

## Unit-II

Symbolic Interactionism : G.H. Mead, H. Blumer  
Phenomenology : E. Husserl, A. Schutz

## Unit-III

Dramaturgy : E. Goffman  
Ethnomethodology : H. Garfinkel

## Unit-IV

Critical Theory : J. Habermas  
H. Marcuse

## **Suggested Readings**

1. Adams, Bert N. and Sydie, R.A. (2001) *Sociological Theory*, California, Pine Forge Press.
2. Adams, Bert N. and Sydie, R.A., (2002) *Contemporary Sociological Theory*, California, Pine Forge Press.
3. Alexander, J. (1982) *Positivism: Presuppositions and Current Controversies*, Vol. I of Theoretical Logic in Sociology, Berkeley and Los Angeles, University of California Press.
4. Bernstein, R.J. (ed.) (1985) *Habermas and Modernity*, Cambridge Polity Press.
5. Blumer, H. (1969) *Symbolic Interactionism*, Englewood Cliffs, Prentice Hall.
6. Craib, Ian (1984) *Modern Social Theory*, Brighton, Harvester Press.
7. Douglas, J. (ed.) (1971) *Understanding Everyday Life*, London, Routledge & Kegan Paul.
8. Garfinkel, H. (1984), *Studies in Ethnomethodology*, Cambridge, Polity Press.
9. Giddens. A. (1987) *Social Theory and Modern Sociology*, Cambridge, Polity Press.
10. Gill, Rajesh, 2005 “Controversies in Sociology: An Introspection”, *Kerala Sociologist*, Vol. XXXIII, No. 2, December, pp. 49-61.
11. Goffman, E. (1959) *The Presentation of Self in Everyday Life*, New York, Doubleday.
12. Gurwitsch, A. (1962) “The Commonsense World as Social Reality”, *Social Research*, 28-1, 71-93.
13. Habermas, J. (1984) *Theory of Communicative Action*, Cambridge, Polity Press.
14. Heritage, John C. (1987) “Éthnomethodology” in A. Giddens and Turner (eds.), *Social Theory Today*, Cambridge Policy Press, 347-382.



15. Heritage, J. (1989) *Garfinkel and Ethnomethodology*, Cambridge, Polity Press.
16. Joas, H. (1987) "Symbolic Interactionism" in A. Giddens and J. H. Turner (eds.) *Social Theory Today*, Cambridge, Polity Press, 82-115.
17. Natanson, M. (1970) "Phenomenology and Typification: A Study in the Philosophy of A. Schutz", *Social Research* 37 (1), 1-22.
18. Parsons, Talcott, (1951) *The Social System*, Glencoe, III, The Free Press.
19. Weber, Max (1947) *The Theory of Social and Economic Organization*, Glencoe, III, The Free Press.
20. Zaner, R. M. (1961) "Theory of Intersubjectivity: Alfred Schutz", *Social Research*, 28-1, 1-17.

### **Additional Readings**

1. Collins, Randall (1997) *Sociological Theory*, Jaipur, Rawat Publications.
2. Elliott, Anthony and Bryan S. Turner (eds.) (2001) *Profiles in Contemporary Social Theory*, London, Sage Publications.
3. Turner, J. (1995) *The Structure of Sociological Theory*, Jaipur, Rawat Publications.
4. Zeitlin, I.M. (1998) *Rethinking Sociology, A Critique of Contemporary Theory*, Jaipur, Rawat Publications.

## **SOC R 439: METHODS AND TECHNIQUES IN SOCIAL RESEARCH**

### **Objective**

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

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the

candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

#### **Scientific Method:**

- i) Definition and Aims: Explanation; Generalization; Prediction; Control
- ii) Basic Elements: Concepts, Constructs, Hypotheses, Fact, Theory
- iii) Induction and Deduction

### Unit-II

#### **Field Work:**

Meaning and Uses

#### **Techniques of Data Collection:**

- Observation: Structured and Unstructured; Participant and Non-Participant;
- Interview Schedule: Structured and Unstructured
- Interview: Types; Advantages and Disadvantages
- Questionnaire: Types, Advantages and Disadvantages
- Case Study; Content Analysis;
- Data Analysis: Coding, Tabulation and Report Writing

### Unit-III

#### **Measurement and Scaling:**

- Measurement: Meaning, Levels, Indices, Operationalization, Problems
- Scaling Techniques - Thurstone, Likert, Guttman and Bogardus Scales  
Reliability and Validity of Scales.

### Unit-IV

#### **Research Design:**

- Exploratory, Descriptive, Experimental, Quasi-experimental, Comparative, Longitudinal and Panel studies
- Problems of Experimental Studies in Social Research.

#### **Suggested Readings**

1. Bailey, K. D., (1997) *Methods of Social Research*, New York, The Free Press.
2. Bernard, H. Russell (2000) *Social Research Methods – Qualitative and Quantitative Approaches*, New Delhi, Sage Publications India Pvt. Ltd.
3. Colin, R. (2000) *Real World Research* Oxford, Blackwell,

4. Goode, W.J. and Hatt P.K. (1952), *Methods in Social Research*, New York: McGraw Hill, International Students Edition.
5. Kerlinger, Fred N. (1973), *Foundations of Behavioural Research*, New York, Holt, Rinehart & Winston, INC.
6. Moser and Kalton (1980) *Survey Methods in Social Investigation*. Heinemann Educational Books.
7. Punch, K. F, (1998) *Introduction of Social Research, Quantitative & Qualitative Approach*, New Delhi, Sage Robson,
8. Seltiz, Claire, et.al. (1959) *Research Methods in Social Relations*, New York, Henry Holt & Co.
9. Tashakkori, A. and Charles Teddlie, (2003) *Handbook of Mixed Methods*, New Delhi, Sage.
10. Tim, May, (2001) *Social Research: Issues, Methods and Process*. Buckingham, Open University Press.

### **Additional Readings**

1. *Barly, Kenneth, D. (1978) Methods of Social Research*, New York. The Free Press.
2. Bryant, G.A. (1985) *Positivism in Social Theory and Research*, Macmillan.
3. Giddens, Anthony, (1974), *Positivism and Sociology*, London: Hienmann.
4. Hindess, Barry (1977) *Philosophy and Methodology in Social Sciences*, The Harvester Press.
5. Madge, John, (1976) *The Tools of Social Science*, London, Longman.

## **SOC O 532: BASIC METHODS IN POPULATION STUDIES**

### **Objective**

To understand the basic dynamics of population, it is important to have basic knowledge of demographic methods. This course prepares the students to explore the sources of demographic data, learn basic techniques to handle these data and develop measures to understand changes in population size, fertility, mortality and marriage.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

Sources of Demographic Data: Census, Civil Registration, Population Surveys, and UN Sources of Demographic Data. Nature and Quality of these Data Sources.

Changes in Population Size: Intercensal Change, Average Annual Growth Rate, Linear Growth Rate, Geometric Growth Rate, Exponential Growth Rate; Interpolation and Extrapolation.

### Unit-II

Population Composition and Distribution: Literacy Rate, Rural-Urban, Labour Force Participation Rate.

Age and Sex Composition: Problems related to Age Data, Age Distribution, Age Heaping Effects, and Adjustment of Age Data. Dependency Ratios. Construction of Age-sex pyramids, Sex Ratio.

### Unit-III

Measures of Mortality: Computation of Crude Death Rate, Age-Specific Death Rates; Infant Mortality Rate, Perinatal, Neonatal, Post-Neonatal Mortality Rate. Direct and Indirect Standardized Death Rate.

Life-Table Method: Types of Life Tables, Basic Columns of Life Tables and their computation. Relationship between various life-table columns, Life Table Stationary Population. Application of Life Table approach.

### Unit-IV

Measures of Fertility: Computation of Crude Birth Rate and its uses, General Fertility Rate, Age-specific Fertility Rate, Total Fertility Rate, Gross Reproduction Rate, Net Reproduction Rate, Child Woman Ratio

Contraceptive Prevalence Rate, Abortion Rate & Foetal Wastage

Measure of Marriage & Divorce: Crude Marriage Rate, Divorce Rate. Mean and Median

Age at Marriage from Census and Survey Data.

### **Suggested Readings**

1. Census of India, *Age and Life Tables*, Series of India, Paper 2 , GOI, 1974.
2. Hanp, Arthur and Thomas, T. (2001) *Population Reference Bureaus*, Population Handbook, 4th ed., Washington, PR3.
3. Mishra, Bhaskar D. (1993) *Introduction to the Study of Population*. New Delhi, National Book Population Reference Bureau, Trust (Latest Edition)
4. Shryock, Henry S. Jacob S. Siegel and Others (1976) *Methods and Materials of Demography*. (Condensed Edition) Harcourt Brace, Academic Press.
5. Spiegelman, Mortimer, (1968) *Introduction to Demography*, Cambridge, Harvard University Press.
6. *UN Manuals* Nos. 1, 2 & 3 , United Nations.

### **Additional Readings**

1. Cox, Peter (1959), *Demography*, London: Cambridge University.
2. Haupt, A. and Kane, T. (1998), *Population Handbook*, Washington DC, Population Reference Bureau.
3. Newell, Colin (1988), *Methods and Models in Demography*, London, Belhaven Press.

## **SOC O 632: SOCIAL DEVELOPMENT IN INDIA**

### **Objective**

This paper examines the development process in India focusing mainly on the issues of (a) the India State and planned development; (b) the role of voluntary sector in India's development; (c) the assessment of the problems of, and measures taken to improve the conditions of the underprivileged groups such as the SCs, STs and BCs; and (d) to consider the phenomenon of globalization and its consequences for the Indian society.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short

answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

Development Planning:  
Review of Five Year Plans; Indian State and Social Development

### Unit-II

Voluntary Sector and Development: Voluntary sector organizations, their Potential and Limitations as Agencies of Social Transformation; Some Case Studies; Issues in Voluntary Sector

### Unit-III

Development of Disadvantaged Groups: Problems of Scheduled Castes (SCs), Scheduled Tribes (STs) and Backward Classes (BCs); Compensatory Discrimination through Constitutional and Legal measures; Development Schemes for SCs, STs and BCs; Commissions and their Recommendations: Mandal Commission and the Reservation Debate; Sociological Appraisal of the Development Policies for STs, SCs and BCs

### Unit-IV

Globalization and its Social Implications in India: Impact on Agriculture and Labour; Repercussions for Women; Cultural Imperialism

## **Suggested Readings**

1. Basu, A. R. (1985) *Tribal Development Programmes and Administration in India*, New Delhi: National Book Organization. (Chapters 2 & 15)
2. Basu, D. K. and R. Sisson (eds.) (1986) *Social and Economic Development in India: A Re-assessment*, New Delhi: Sage, (Chapters by Ser & Galanter).
3. Chitnis, Suma (1981) *A Long Way to Go: Report of a Survey of Scheduled Caste High School and College Students*, New Delhi: Allied Pub. (pp. 107-143).
4. Choudhary, K. (1990) "Reservations: A Systematic Compulsion", *Mainstream*, March 3. (pp. 23-26)
5. Conference Number on "Economic Restructuring in India and Labor" (1992) *The Indian Journal of Labor Economics*, Vol. 35, No. 4. Oct-Dec.

6. Desai A. R. (1985) *India's Path of Development: A Marxist Approach*, Bombay: Popular Prakashan (Chapter 2).
7. GO, (1993) "Farmers Movement: Fighting for Liberalization", *Economic and Political Weekly*, December 11 (pp. 2708-2710)
8. Jain, Devaki, (1980) *Quest for Power: Five Indian Case Studies*, Ghaziabad, Vikas
9. Jena, N. A. (1994) "An Inquiry into Popular Participation", *Participation and Governance*, Vol. I, No. I, July (pp.8-17)
10. Khan, Murtaz Ali (1980) *Scheduled Castes and Their Status*, New Delhi: ICSSR, (Introduction)
11. McPhail, T. L. (1992) "Electronic Colonialism and the World Information Order" in A. Giddens (ed.) *Human Societies: A Reader*, Cambridge, Polity Press (pp.289-291)
12. Misra, S. K. and V. K. Puri (1994) *Indian Economy: Its Development Experience*, Bombay: Himalaya Pub.
13. Mowli, V. C. (ed.) (1990) *Role of Voluntary Organizations in Social Development*, New Delhi: Sterling Pub. (Preface & Conclusion)
14. Petras, James (1994) "Cultural Imperialism in Late 20th Century", *Economic and Political Weekly*, Aug. 6 (pp. 2070-2073)
15. Pimpley, P. N. (1988) *Voluntaristic Approach to Development*, Unpublished Monograph.
16. Rajput, Pam and H. L. Swarup (eds.) (1994) *Women and Globalization: Reflections, Options and Strategies*, New Delhi: Ashish Pub. House.
17. Rao, V. M. (1994) "Agriculture and Liberalization: Some Implications for Development Policies", *Economic and Political Weekly*, April 16-23 (pp.999-1003)
18. Redelift, Michael (1984) *Development and the Environmental Crisis: Red or Green Alternatives?* London: Methuen Inc.
19. Sabbarwal, S. (1997) "Ecological and Socio-Economic Consequences of International Tourism for the Less Developed Countries" in S. R. Mehta (ed.) *Poverty, Population and Sustainable Development: Essays in Honour of Professor V. S. D'Souza*, Jaipur: Rawat.
20. Schchiananda (1977) *Harijan Elite: A Study of their Status, Network, Mobility and Role in Social Transformation*, New Delhi: Thomson Press (Chapter 6).
21. Shankar, K. (1989) "Planning Ethos in India", *Mainstream*, Sept. 23 (pp.7-8)
22. Sharma, S. L. (1992) "Social Action Groups as harbingers of Silent Revolution", *Economic and Political Weekly*, Vol. 27, No. 47
23. Singh, A. K. (1984) *Tribal Development in India*, New Delhi: Amar Prakashan, Chapters 2, 7 & 8
24. Singh, S. N. (1994) *Reservations: Problems and Prospects*, New Delhi: Uppal Pub. House, (Introduction & Chapter 3)
25. "Sustainable Development", Special Issue (1991), *The European Journal of Development Research*, Vol. 3, No. 1, June
26. "Symposium on Implications of Globalization" (1995) *Sociological Bulletin*, Vol. 44, (Articles by Mathew, Panini & Pathy)

27. Yadav, K. C. (1994) *India's Unequal Citizens: A Study of OBCs*, New Delhi: Manohar Pub. (Introduction & Chapters 3 & 5).

### **Additional Readings**

1. Appadurai, A. (1997) *Modernity at Large: the Cultural Dimensions of Globalization*, New Delhi: OUP
2. Dereze, J. and Amartya Sen (1996) *India: Economic Development and Social Opportunity*, New Delhi: OUP
3. Keily, R. and P. Marflet (eds.) (1998) *Globalization and the Third World*, London: Routledge.
4. Peet, R. (1991) *Global Capitalism: Theories of Societal Development*, Routledge
5. Waters, M., (1995) *Globalization*, New York: Routledge & Kegan Paul.

### **SOC O 633: RURAL DEVELOPMENT IN INDIA**

#### **Objective**

The objective of the course is to familiarize the students with the history of rural development in India, role of the state and farmers in it, and the impact of Market forces on agriculture.

#### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.



## **Course Outline**

### Unit-I

Perspectives on Rural Development:  
Liberal, Marxist, Gandhian

### Unit-II

State and Rural Development: Land Reforms  
Community Development Programs  
State and Alleviation of Rural Poverty through Various Programs: SGSY, IAY, EAS, JRY. etc.  
State and Education of Rural Masses  
Role of Panchayati Raj Institutions

### Unit-III

Rural Development and the Role of Peasant Movements:  
Pre-Independence Period: Tribal Revolts, Kisan Sabha, Gandhi and Peasants and  
Telangana Uprising  
Post-Independence Period: Tenant Movement, Naxalite Movement and Fresh move for  
Land Reforms, Farmers Movement.

### Unit-IV

Rural Development and the Market Forces:  
Green Revolution and its Impact on Rural Society  
Globalization, Commercialization of Agriculture,  
Impact on Non-Farm Employment and Distributive Justice  
W.T.O. and the Process of Marginalization  
Challenges of Sustainable Rural Development

## **Suggested Readings**

1. Berch, Berberogue, (ed.) (1992) *Class, State and Development in India*, New Delhi, Sage Publications.
2. Desai, A.R. (ed.) (1979) *Peasant Struggles in India*, Bombay: Oxford University Press.
3. Desai, A.R (ed.) (1986) *Agrarian Struggles in India after Independence*, Oxford University Press.
4. Desai, A.R. (1977) *Rural Sociology in India*, Bombay, Popular.
5. Dhanagre, D.N. (1983) *Peasant Movements in India*, Delhi: Oxford Univ. Press.
6. Nadkarni, M.V. (1987) *Farmers' Movement in India*, Delhi, Allied Publishers.

7. Radhakrishana, P. (1989) *Peasant Struggles: Land Reforms and Social Change in Malabar 1836-1982*, New Delhi: Sage.
8. Shah, Ghanshyam (1990) *Social Movements in India: A Review of Literature*, New Delhi: Sage.
9. Singh, K.S. (1982) *Tribal Movements in India*, New Delhi: Mandra.

### **Additional Readings**

1. Franda Marcus (1979), *India's Rural Development: An Assessment of Alternatives*, London: Indian Univ. Press.
2. Hoogvelt, Ankie (1998) *The Sociology of Development*, London: Macmillan.
3. Jain, L.C. (1979) *Grass Without Roots- Rural Development Under Government*, New Delhi: Sage.
4. Mehta, S.R. (1984) *Rural Development: Policies and Programmes*, New Delhi: Sage Publications.
5. Rao, S.K. (ed.) (1981) *Rural Development in India: Some Facets*, Hyderabad: NIRD.
6. Rao, S.V. (1985) *Education and Rural Development*, New Delhi: Sage Publications.
7. Rao, V.M. and Aziz, Abdul (1989) *Poverty Alleviation in India-Programme and Action*, New Delhi: Ashish.

## **SOC O 732: PROBLEMS OF URBAN INDIA**

### **Objective**

This course familiarizes the students with the contemporary urban situation in India, apart from the historical trends and patterns of urbanization in India. Focus shall be on the recently emerging urban problems and the approaches which have been used to tackle them. The students will be exposed to the most pertinent issues and controversies relating to urban population of India, so as to enable them to develop research problems for further specialization in the given area.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

#### **India's Urbanization**

Historical account of Urbanization in India:

Trends and Pattern, Features

Urbanism and Urbanization, Over-urbanization

Rural-Urban Migration. Urban Informal Sector, Tertiariation

Mega Cities of India

### Unit-II

#### **Urban Basic Services**

Definition, Intra and Inter-City variations:

Water Supply, Power, Sanitation and Sewerage, Solid Waste Management, Education, Health, etc.

#### **Environmental Pollution**

Cities and Pollution, Causes, Types and Remedies.

Urban Transport and Traffic Management.

### Unit-III

#### **Approaches to Urban Management**

Approaches:

Public Provision, Privatization and People's Participation,

Community Participation- Strengths and Weaknesses.

Lessons from Empirical Cases

### Unit-IV

#### **Urban Poverty in India**

Concept of Urban Poverty; Theoretical Explanations- Structural and Cultural,

Economic and non economic indicators.

Culture of Poverty, Critique.

Empirical situation of Urban poverty in India, Housing, Slums, Features of Indian slums and Causes, Women and Child Poverty.

### **Suggested Readings**

1. Bose, Ashish, (1994). *India's Urban Population- 1991 Census Data*. New Delhi, Wheeler Publishing Co. Ltd.
2. Bose, Ashish (1970). *Urbanization in India: An Inventory of Source Materials*, Bombay, Academic Books Ltd.
3. Census of India, every successive Report.
4. Dentler, Robert A., (1977). *Urban Problems, Perspectives and Solutions*. Chicago, Rand, McNally College Publishing Co.
5. D'Souza, Victor S., (1979). "Socio-Cultural Marginality: A Theory of Urban Slums and Poverty in Cities", in *Sociological Bulletin*, Vol. 28, Nos. 1-2.
6. Flanagan, William G. (1990). *Urban Sociology, Images and Structure*. Boston, Allyn and Bacon.
7. Gill, Rajesh (2009). *The Contemporary Indian Urban Society: Ethnicity, Gender and Governance*. New Delhi, Bookwell.
8. Gill, Rajesh 1993. "Urban Poverty in India: Theoretical Understanding and Policy Implications", in *Urban India*. Vol. XIII, July-Dec., No. 2.
9. Gill, Rajesh 1997. "Issues and Perspectives on Urban Poverty: The Indian Experience" in *Urban India*, Vol. XVII, Jan.-June/July-Dec. Nos. 1&2.
10. Misra, R.P. and K. Misra.1998. *Million Cities of India*. New Delhi, Sustainable Development Foundation.
11. Sovani, N.V. 1966. *Urbanization and Urban India*. Bombay, Asia Publishing House.
12. Tiwari, Vinod K. and Rao, W.P. (eds.) 1986. *Indian Cities-Ecological Perspectives*. New Delhi, Concept Publishing House.
13. Wratten, Ellen 1995. "What is Urban Poverty? Definitions and Characteristics". In *Environment and Urbanization*. Vol. 7 No.1.

### **Additional Readings**

1. Garber, Judith A. & Turner, R.S. (eds.) 1995. *Gender in Urban Research*. Urban Annual Review, Sage Publications.
2. Gill, Rajesh 2000. "Cities and Ethnic Identities: A Case of De-ethnicization or Re-ethnicization?", in *Sociological Bulletin*. Vol. 49, No. 2, Sept.
3. Gill, Rajesh 1999. "Seventy-Fourth Constitution Amendment and Political Empowerment of Women in Punjab: A Study in Urban Governance", in *Urban India*, XIX(1).
4. Misra, R.P. and Misra, Kamlesh, 1998. *Million Cities of India*. New Delhi, Sustainable Development Foundation.
5. Mohanty, Bidyut (ed.) 1993. *Urbanization in Developing Countries, Basic Services and Community Participation*. New Delhi, Concept Publishing Company.

6. National Institute of Urban Affairs, 1988. *State of India's Urbanization*. New Delhi, NIUA.
7. National Commission on Urbanization 1988, *Report*, Vols. 1&2.
8. Pactone, Michael 1990. *Urban Problems-An Applied Urban Analysis*. London, Routledge.
9. Press, Irwin and Smith, M.F. *Urban Place and Process-Readings in The Anthropology of Cities*.
10. Ramachandran, R. 1989. *Urbanization and Urban Systems in India*. New Delhi, Oxford University Press.
11. Rao, M.S.A. 1974. *Urban Sociology in India, Reader and Source Book*. New Delhi, Orient Longmans Ltd.
12. Spates, James. 1982. *The Sociology of Cities*. New York, St. Martin Press.
13. Wit, J.W. 1996. *Poverty, Policy and Politics in Madras Slums-Dynamics of Survival, Gender and Leadership*. The Hague, Institute of Social Sciences, Development Studies, Sage.

## **SOC O 832: FAMILY IN CROSS-CULTURAL PERSPECTIVE**

### **Objective**

Students' exposure to this course intends to facilitate their comparative understanding of family and gender relations in different societies. Another aim is to make the students aware whether the family is the basic institution in all societies and whether family as an institution is near the point of extinction or restructuring itself and as a consequence many alternative lifestyles to traditional marriage and family living are emerging.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

#### **Family and Gender-Relations**

In Highly-Developed, Developing and Under-Developed Countries

- Japan, Belgium
- India, Iran, Brazil
- Afghanistan and Ethiopia

### Unit-II

#### **Universality of Family**

- Family As a Universal Social Institution- Views of Bronislaw Malinowski, George Murdock, Talcott Parsons, Norman W. Bell and Ezra F. Vogel
- Fate of Family among the Blacks in The Islands of West Indies, Parts of Central America and the U.S.A.;
- The Nayars of Central Kerala in India.

### Unit-III

#### **Future of Family**

- Withering Away Theory
- Indispensability Theory
- Restructuring of Family

### Unit-IV

#### **Emerging Alternative Lifestyles**

- Singlehood – Never Married
- Cohabitation – Living Together Without Marriage
- Single parent – Male/Female Headed Households
- Group Living – Communes (The Kibbutz of Israel)

#### **Suggested Readings**

1. Allen, Katherine (1990) *Single Women/Family Ties*, New Delhi: Sage Publications.
2. Bell Norman W. and Eza F. Vogel (1986) *A Modern Introduction to the Family* (Revised edition), New York: The Free Press.
3. Bender, David L. and Gray E. McCuen (eds.) (1972) *Is Family Obsolete?* Minnesota: Green Heaven Press.
4. Boh Katja and et. al (1990) *Changing Patterns of European Family Life*, New York: Routledge
5. Chakraborty, Krishna (2002) *Family in India*, New Delhi: Rawat Publications.

6. Das Man Singh & Clinton K. Jesser (eds) (1980) *The Family in Latin America*, New Delhi: Vikas Publishing House Pvt. Ltd.
7. Das Man Singh (ed.) (1990) *Family in the Muslim World*, Delhi: M.D. Publications.
8. Hereda, Rudolf C. and Mathas, Edward (1995) *Family in Changing World: Women, Children and Strategies of Intervention*, New Delhi: Indian Social Institute.
9. Leeder, Alaine, (2004) *The Family in Global Perspective*. New Delhi: Sage Publications.
10. Macklin, Eleanor D and Roger H. Rubin (1983) *Contemporary Families and Alternative Life Styles*, New Delhi. Sage Publications.
11. Vardhan Ranjay (1999) *Female Headed Households in Patriarchal Society: A Sociological Study*, Delhi, Indian Publishers Distributors

### **Additional Readings**

1. Aidala, Angela A. (1989) 'Communes and Changing Family Norms', *Journal of Family Issues*, Vol. 10, No. 3, (Sept), PP 311-338.
2. Allan, Graham (1984) *Family Life: Domestic Roles and Social Organization*, New York: Basil Blackwell.
3. Bharat, Shalini (1984) 'Single-Parent Families- Consequences for Single Parents', *Indian Journal of Social Work*, Vol XLIX, No. 3, PP 227-238.
4. Bumpass, Larry L. James. A. Sweet and Andrew Cherlin (1991) 'The Role of Cohabitation in Declining Rates of Marriage', *Journal of Marriage and Family*, Vol. 53. No. 4, (Nov.), PP 913-927.
5. Uberoi, Patricia (ed.) (1993) *Family, Kinship and Marriage in India*, Delhi: Oxford University Press.
6. Vardhan Ranjay (2008) *Single Women: A Study of Spinsters*, Delhi, Indian Publishers Distributors

## **SOC O 931: SOCIOLOGY OF AGING**

### **Objective**

Owing to breakdown of traditional values and institutional framework in societies such as India, the aged are facing a number of socio-economic and psycho-medical problems. The worldwide trends indicate that the proportion of aged people in the populations of different societies is ever increasing. This has far reaching implications for the societies across the world. Social scientists are looking at this issue as a matter of serious concern. So, there is an urgent need to study the aged to understand their plight and problems, to study the problems created by increasing aging population as well as to formulate possible interventions for their welfare. This course is an attempt in this direction.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES**

- (i) The theory question paper will be of 80 marks and 20 marks will be for

internal assessment. Duration of the paper will be 3 hours.

- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

Concept of Aging:

- Biological & Physiological, Social and Psychological Aging
- Myths and Facts about Old Age
- Demographic Dimensions of the Elderly

### Unit-II

Sociological Perspectives of Aging

Micro-Perspectives:

- Role Theory (Aging and the Individual),
- Activity Theory,
- Disengagement Theory,

Macro Perspectives:

- Modernization Theory,
- Age Stratification Theory,
- Political Economy Theory



### Unit-III

#### Society, Family and Aging:

- Status of the Aged in the Family-Urban and Rural Settings.
- Neglect and Abuse of Elderly in Family.
- Aged in Different Societies- Tribal, Traditional, and Modern.
- Status and Treatment which they get in Traditional Hindu Society.

### Unit-IV

#### Problems of aged and Rehabilitation:

- Economic, Social, Physical and Psychological Problems.
- Emerging Factors Responsible for Aggravating Problems of the Aged.
- Strategies for Coping with the Problems of the Aged, Social Security Schemes and other Developmental Programmes.

### **Suggested Readings**

1. Bose, A. & Gangrade, K.D. eds. (1988) *Aging in India*, New Delhi: O.U.P.
2. Bhatia, H.S. (1983) *Aging and Society*, Udaipur: Aryan Publishers.
3. Dandekar, Kumudini (1996) *The Elderly in India*, New Delhi: Sage Pub. Pvt. Ltd.
4. Desai, Murli & Siva Raju (2000) *Gerontological Social Work in India: Some issues & Perspectives*, New Delhi: B.R. Pub Corp.
5. Donald, Cowgill (1972) *Aging & Modernization*, New York: Meredith Corp.
6. Sharma, M.L.; and Dak, M.K. (1987) *Aging in India*, Delhi: Ajanta Pub.
7. Wilson, Gail (2000) *Understanding Old Age: Critical and Global Perspectives*, New Delhi, Sage Publications.

### **Additional Readings**

1. Cohen, Lawrence (1999) *No Aging in India: Modernity, Senility and the Family*, New Delhi: O.U.P.
2. Dandekar, Kumudini (1993), 'The Aged, their Problems and Social Interventions in Maharashtra', *Economic and Political Weekly*, Vol. XXVII, No. 23, June 5, pp. 1189-94.
3. Rajan, S. Irudaya, Mishra, V.S. and Sarma, P. Sankara, (1999), *India's Elderly: Burden or Challenge?*, New Delhi, Sage Publications.
4. Sati, P.N. (1988) *Retired and Aged People*, Delhi, Mittal Publications.

## **SOC O 932: ORGANIZATIONAL STRUCTURE AND DEVELOPMENT**

### **Objective**

This course focuses on a) the structural dimensions of organization; b) the phenomena of organizational power and environment; c) the emerging salience of information technology in organizational communication; and d) the processes of organizational change and development.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

Organizational Structure and Goals:

Structural Dimensions – Complexity, Centralization, Bureaucratization, Professionalization; Goals – Types, Goal Multiplicity and Goal Conflict, Goal Succession and Displacement

#### Unit-II

Organizational Regime and Environment:

Leadership – Definition, Theories and Styles

Power in Organizations – Authority (Weber)

Power and Compliance (Etzioni)

Environment – Definition and Types

### Unit-III

Communication and Information Technology in Organizations:  
Communication – Formal and Informal networks  
Role of Information Technology (IT) in Modern Organizations

### Unit-IV

Planned Change and Organizational Development (OD):  
Definition, Nature and Approaches  
The Process and Techniques of OD – Systemic and Interpersonal

### **Suggested Readings**

1. Bhatnagar, Subhash (2000) *Information and Communication: Technology in Development*, New Delhi: Sage Publications.
2. Drummond, H. (2000) *Introduction to Organizational Behavior*, New York: Oxford University Press.
3. Fiedler, F. E. (1967) *A Theory of Leadership Effectiveness*. N.Y.: McGraw-Hill.
4. Haslam, S. A. (2001) *Psychology in Organizations: The Social Identity Approach*, London, Sage.
5. Kaur, K. P. (1993) *The Professional Management in Industrial Organizations*. New Delhi: Deep and Deep.
6. Luthans, F. (2000) *Organizational Behavior*, Boston, Irwin McGraw-Hill.
7. Manuel, C. (1996) *The Rise of Network Society*. London: Blackwell.
8. Marguilies, N. and A. Raja (eds.) (1978) *Conceptual Foundations of Organizational Development*. N.Y.: McGraw-Hill.
9. Melkote, S. (2001) *Communication for Development in the Third World*. New Delhi: Sage.
10. Sabbarwal, S. (1990) *Organizational Approach to Environmental Control*. New Delhi: Ashish Pub.
11. Sharma, R. A. (2000) *Organizational Theory and Behavior* (2nd edition), New Delhi: Tata McGraw-Hill.
12. Singh, N. (2000) *Human Relations and Organizational Behavior*, New Delhi, Deep and Deep.
13. Zrkoczy, P. and N. Heap (1995) *Information Technology*. N.Y.: Pitman.

### **Additional Readings**

1. Blumberg, R. L. (1987) *Organizations in Contemporary Society*, Englewood: Cliffs, N. J.: Prentice-Hall.
2. Champion, D. J. (1975) *The Sociology of Organization*, New York: McGraw Hill Book Company.
3. Gross, E. (1969) "The Definition of Organizational Goals" *British Journal of Sociology*, Vol. 20, (pp 277-294).

4. Harlow, D. N. & J. J. Hall, Richard H. (1972) *Organizations: Structures and Process*, N. Y.: Wiley.
5. Haralambos, M. (1980) *Sociology: Themes and Perspectives*, New Delhi: Oxford University Press.
6. Litterer J. A. (1969) *Organizational Structure and Behavior*, N.Y.: Wiley.
7. Perrow, C. (1961) "The Analysis of Goals in Complex Organizations", *American Journal of Sociology*, Vol. 66, pp 335-341.
8. Sabbarwal, S. (1988) "Approaches to Organizational Structure and Effectiveness", *Sociological Bulletin*, 37 (1 & 2) March-September.
9. Sofer, C. (1973) *Organization in Theory and Practice*, London: Heinemann.

### **SOC O 933: SOCIOLOGY OF DEVIANCE: CONCEPTS AND THEORIES**

#### **Objective**

This paper aims at sensitizing the students regarding the concept of deviance and its related terms. Students will also be made aware of different explanations of deviance ranging from pathological to interactionist perspectives.

#### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## Course Outline

### Unit-I

#### **Deviant Behaviour:**

Definition, Concept – Relative/Absolute.

Distinction between Deviant Behaviour and Deviant-Role

Pathological Perspective of Deviance – Biological and Psychological theories.

### Unit-II

#### **Social Disorganization and Value-Conflict Perspective:**

Causes of Social Disorganization

Theories of Social Disorganization:

C.H. Cooley, W.I. Thomas and Florian Znaniecki, W.F. Ogburn.

Theory of Conflict of Values: Richard C. Fuller & Richard R. Myers.

### Unit-III

#### **Structural-Functional Perspective:**

Theory of Anomie: Emile Durkheim and Robert K. Merton

Theory of Differential Association: Edwin Sutherland and Donald R. Cressey.

### Unit-IV

#### **Inter-actionist Perspective:**

Theory of Labelling: Edwin M. Lemert and Howard S. Becker Social and Psychological Effects of Labelling for Primary and Secondary Deviance, Social Consequences of Stigma

Impediments to Labelling.

#### **Suggested Readings**

1. Aggleton, Peter (1987) *Deviance*, New York: Tavistock Publication.
2. Becker, H. and Alvin Boskoff (eds.) (1989) *Modern Sociological Theory: In Continuity and Change*, New York: Dryden.
3. Downes, David and Rock Paul (1982) *Understanding Deviance: A Guide to the Sociology of Crime and Rule-Breaking*, Oxford Clarendon Press.
4. Edwin H (1980) *The Deviance Process*, New York: D. Van Vost & Co.
5. Kelly Delos H (1979) *Deviant-Behaviour: Readings in the Sociology of Deviance*. New York: Martin's Press
6. Schur, Edwin M (1971) *Labelling Deviant Behaviour: Its Sociological Implications*, New York : Harper & Row Pub.
7. Singh R.G. (1985) *Sociology of Deviance*, New Delhi: Jain Sons Publications.
8. Thio, Alex (1978) *Deviant Behaviour*. London: Houghton Mifflin Co.

## **Additional Readings**

1. Becker, Howard S. (1963) *Outsiders: Studies in the Sociology of Deviance*, Glenco: Free Press.
2. Gibbons, Don C. (1978) *Society, Crime and Criminal Careers* (3rd ed.) New Delhi: Prentice-Hall of India Pvt. Ltd.
3. Gove, Wolter R (ed) (1980) *The Labelling of Deviance* (2nd ed.) London : Sage Publications.
4. Reid Sue Titus (1976) *Crime and Criminology* Illionois: The Dryden Press.
5. Wolfgang, Marvin and E. Franco Ferrachtti (1982) *The Sub-Culture of Violence*. Beverly Hills: Sage Publications.

## **SOC O 934: SOCIOLOGY OF CRIME**

### **Objective**

This course is designed to acquaint the students with concepts and perspectives used to explain the criminal behaviour. Students will be introduced to the eruption of different forms of crime and the significant advances made towards its control and prevention and correctional measures.

### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

#### **Concepts and Perspectives:**

Deviance, Juvenile delinquency and Crime

Legal, Behavioral and Sociological Definitions of Crime

Classical and Positive Schools of Criminology

Biological, Psychological and Sociological Approaches (Conflict, Structural-Functional and Symbolic-Interactionist)

### Unit-II

#### **Major Forms of Crime:**

Violent Crime: Homicide and Aggravated Assault

Property Offences: Economic and Property Crimes

Public Order Offenses: Crime against Moral and Political Order

Crimes involving Abuse of Power: White Collar and Corporate Crime

### Unit-III

#### **Punishment in Relation to Crime:**

Theories of Punishment: Retributive, Deterrent and Reformative

Penology in India and Indian Penal Code

Types of Punishment: Capital punishment, transportation, imprisonment, forfeiture of property, fine, whipping

### Unit-IV

#### **Correctional Programmes:**

Significance and Forms of Correctional Programmes: Prison based, Community based.

Prison based Correction: New Delhi Model of Correction.

Community based Correction: Probation, Parole, After-care and Rehabilitation.

#### **Suggested Readings**

1. Agarwal, Rajendra Saran & Sarvesh Kumar (eds.) (1986) *Crimes & Punishment in New Perspective*, Delhi: Mittal Publication.
2. Ahuja, Ram (2000) *Criminology*, Jaipur: Rawat Publications.
3. Bhatnagar, R.R. (1990) *Crimes in India: Problems and Policy*, New Delhi: Ashish Publications.
4. Crow, Iain (2001) *Treatment and Rehabilitation of Offenders*, London: Sage Publications.

5. Lilly, J.Robert., Cullen, Francis .T and Ball, Richard A. (2007). *Criminological Theory: Context and Consequences*, Sage Publications, Thousand Oaks.
6. Prasad, R.S.(2004). *Cyber Crime and Introduction*, ICFAI Univ, Hederabad.
7. Sharma, Ram Nath (1993) *Crime and Penology: Social Disorganization and Social Problems*, Delhi, Surjeet Publications.
8. Singha, Radhika (1999) *Despotism in Law: Crime and Justice in Early Colonial India*, New Delhi, O.U.P.
9. Sutherland, Edwin H & Donald R. Cressey (1968) *Principles of Criminology*, Bombay, The Times of India Press.
10. Weisburd, Dand & Kip Schlegal (1990) *White-Collar Crime Reconsidered*, Boston: Northeastern University Press.

### **Additional Readings**

1. Devasia, V.V. (1993) *Criminology, Victimology and Corrections*, Delhi: Ashish Publications.
2. Doongaji, Damayanti (1986) *Crime and Punishment in Ancient Hindu Society*, Delhi, Ajanta Publications.
3. Dutta, N.K.(1989) *Origin and Development of Criminal Justice in India*, New Delhi: Deep and Deep Publications.
4. Gill, S.S. (1998) *The Pathology of Corruption*, New Delhi: Harper Collins Publishers.
5. Gilsinan, James F. (1989) *Criminology and Public Policy: An Introduction*, Englewood Cliffs, Prentice Hall.
6. Mathur, Krishan Mohan (1996) *Crime, Human Rights and National Security*, New Delhi: Gyan Publication House.
7. Meier, Robert F. (1988) *Crime and Society*, Boston, Allyn & Bacon.
8. Ministry of Home Affairs (1998) *Crime in India*, New Delhi, Government of India.

### **SOC O 935/945: DISSERTATION (3<sup>rd</sup> and 4<sup>th</sup> Semesters)**

### **SOC O 936: ADVANCED SOCIAL STATISTICS**

#### **Objective**

The course is aimed at introducing the students with advanced statistical techniques for multivariate analysis of sociological data. In the first two units the students are familiarized with various aspects of simple and multiple regression analysis including coefficient of determination, correction-ratio, point-biserial correction, partial correlation etc. The last two units include discussion on Path analysis and various parametric and non- parametric tests of significance.



## ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** (Theory Portion only) and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units on Numerical Questions only. Each unit shall have **two** Numerical questions and the candidates shall be given internal choice of attempting one numerical question from each Unit – 4 in all. Each numerical question will carry 15 marks.

*Note: Use of Non-programmable electronic calculators and Statistical Tables is permitted for the examination.*

### **Course outline**

#### Unit-I

Linear Regression, Least Squares Method, Estimating the Intercept and Slope of the Linear Regression Model  
Standard Error of the Estimate and its Uses, Zero-Order Correlation by Least Squares Method  
Coefficient of Determination, Correlation and Causation, Ecological Fallacy of Correlation, Correlation-Ratio, Point Biserial Correlation.

#### Unit-II

Multiple Regression, Multiple Regression Equations, Multiple Collinearity, Interpretation of Regression Coefficient, Confidence Interval for the Estimate of Multiple Regression, Multiple Correlation, Properties of Multiple Correlation Coefficient, Coefficient of Multiple Determination, First order Partial Correlation.

### Unit-III

Path Analysis, Formulation of Recursive, Fully Recursive Path Models, Estimation of Path Coefficients (No numerical questions to be set in the question paper on path analysis)

Parametric tests-One way analysis of variance for means, t-test for means (related samples), z-test for proportions (One Sample and Two Independent Samples)

### Unit-IV

Non-Parametric Tests of Significance

Distinction between Parametric and Non-Parametric Tests, Kruskal Wallis One Way Analysis of Variance, Friedman Two-Way Analysis of Variance, Kolmogorov Smirnov Test (Two Independent Samples), Mann-Whitney-U Test, Wilcoxon Matched-Pairs-signed-Ranks Test.

### **Suggested Readings**

1. Alexander Von Eye, Chrisof Schustee (1998) *Regression Analysis for Social Sciences*, USA, Academic Press.
2. Blalock, H.M. (1979) *Social Statistics*, New York, McGraw Hill Book Company.
3. Joseph F. Hair, Rolph E. Anderson Ronald L. Tatham (1987), *Multivariate Data Analysis with Readings*, New York, Macmillan Publishing Company.
4. Kothari C.R. (1984) *Quantitative Techniques*, New Delhi, Vikas Publishing House, Pvt. Ltd.
5. Morris Hamburg (1983) *Statistical Analysis for Decision Making*. San Diego, Harcourt Brace Jovanovich Pubs.
6. Muller John and Karl, F. Schuseller and Herbert, L. Costner (1977), *Statistical Reasoning in Sociology*, Boston, Houghton Mifflin Co.
7. Norman, R. Kurtz (1985) *Introduction to Social Statistics*, London, McGraw Hill Book Company.

### **Additional Readings**

1. Marl Sirkin, R. (1995), *Statistics for the Social Science*; London, Sage Publications.
2. Jane, J., Fielding & G. Nigel Gilbet (2000), *Understanding Social Statistics*, London, Sage Publications.

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## SEMESTER –IV

### **SOC R 440: PERSPECTIVES ON INDIAN SOCIETY**

#### **Objective**

This paper aims to acquaint the students with some of the sociological perspectives which have been developed to study the Indian Society. The course aims at giving a chronological view on studies of Indian society. Introducing the students to important Indian Sociologists and their monographs; It further hopes to help the students formulate a link between their theoretical background and examples from the field and to sensitize students about important Indian Social Institutions: Family, Village and Caste, etc.

#### ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

#### **Course Outline**

##### Unit-I

Indological: G.S. Ghurye, P.N. Prabhu.

Structuralist: Dumont, Louis & Pocock, David, Mckim Marriot.

##### Unit-II

Structural Functionalist: M.N. Srinivas, S.C. Dube, Yogendra Singh.

##### Unit-III

Conflict and Subaltern: B.R. Ambedkar, D.P. Mukherji, A.R. Desai.

## Unit-IV

Current Issues in Indian Sociology: Indianization/Indegenization, Contextualization

### **Suggested Readings**

1. Ahmad, Imtiaz (1972) 'For a Sociology of India', *Contributions to Indian Sociology*, 6:172-8.
2. Ambedkar, B.R. (1948) *The Untouchables: Who Were They and Why They Became Untouchables*, Delhi, Amrit Book Company.
3. Atal, Yogesh (2003). *Indian Sociology from Where to Where: Footnotes to the History of the Discipline*. Jaipur, Rawat Publications.
4. Atal, Yogesh (1993). *Understanding Indian Society: Festschrift in Honour of Professor S.C.Dube*. New Delhi, Har-Anand Publications.
5. Bailey, F.G. (1959) 'For a Sociology of India', *Contributions to Indian Sociology*, 3, 88-101.
6. Beteille, Andre (1974) 'Sociology and Ethnosociology', *International Social Science Journal*, 24(4) 703-4.
7. Burghart, R (1983) 'For a Sociology of India: An Intracultural Approach to the Study of Hindu Society', *Contributions to Indian Sociology*, 17 (2): 275-93.
8. Das, Veena (ed.) (2004). *Handbook of Indian Sociology*. New Delhi, Oxford University Press.
9. Desai, A.R. (1976) *Social Background of Indian Nationalism*, Bombay, Popular Prakashan.
10. Dhanagare, D.N. (1993) *Themes and Perspectives in Indian Sociology*. Jaipur, Rawat Publications.
11. Dube, S.C. (1959) *Indian Villages*, London, Routledge & Kegan Paul Ltd.
12. Dumont, Louis and Pocock, D. (eds.) (1960). *Contributions to Indian Sociology*. Paris, Monton.
13. Dumont, L. & Pocock (1960) 'For a Sociology of India: A Rejoinder To Dr. Bailey', *Contributions to Indian Sociology*, 4:82-9.
14. Dumont, Louis (1970) *Home-Hierarchicus: Caste System and its Implications*, Delhi: Vikas Publications.
15. Ghurye, G.S. (1957) *Caste and Class in India*, Bombay, Popular Book Depot.
16. Gill, Rajesh.( 2007). Let Sociology be Sociology, in *Sociological Bulletin*, Vol. 56, No. 3, Sept.-Dec. 2007, pp. 430-34.
17. Jodhka S.S. (1998) 'From Book View' to 'Field View': Social Anthropological Constructions of the Indian Village', *Oxford Development Studies*, Vol.26 No.3, 1998.
18. Marriot, Mackim (1994) *India Through Hindu Categories*, Delhi: Sage Publication.
19. Mukerjee, Ramakrishna (1979) *Sociology of Indian Sociology*, Bombay, Allied.
20. Mukherji, D.P. (1958) *Diversities*, Delhi Peoples Publishing House.
21. Mukherji, D.P. (1979). *Sociology of Indian Culture*. Jaipur, Rawat Publications.
22. Omvedt, Gail (1994) *Dalits and the Democratic Revolution*. New Delhi, Sage Publications.

23. Oommen, T.K. (1986) *Indian Sociology: Reflections and Interpretations*. Bombay, Popular Prakashan.
24. Patel Sujata (1998), 'The Nostalgia for the Village: M.N. Srinivas and the Making of Indian Social Anthropology', *South Asia*, Vol.XXI, No.1, pp-49-61.
25. Prabhu, P.N. (1954) *Hindu Social Organization*, Bombay, Popular Book Depot.
26. Pramanick, S.N. (1994) *Sociology of G.S. Ghurye: Concerns*, New Delhi, Vistaar Publication.
27. Ram, Nandu (1999), *Beyond Ambedkar*, New Delhi, Har Anand Publishers.
28. Singh, Yogendra (1973) *Modernization of Indian Tradition*, Jaipur, Rawat Publications.
29. Singh, Yogendra (1986) *Indian Sociology: Social Conditioning and Emerging Concerns*, New Delhi, Vistaar Publications.
30. Singh, Yogendra (1984). *Image of Man: Ideology and Theory in Indian Sociology*. Delhi, Chanakya.
31. Srinivas, M.N. (1952) *Religion and Society Among the Coorgs of South India*, London, Asia.
32. Srinivas, M.N. (1970) 'Sociology and Sociologists in India Today', *Sociological Bulletin* 19(1): 1-10.
33. Unnithan, T.K.N., Deva, Indra and Singh, Yogendra (eds.) (1965). *Towards a Sociology of Culture in India: Essays in Honour of Professor D.P.Mukherji*. New Delhi, Prentice Hall.

### **Additional Readings**

1. Madan, T.N. (1977) 'The Dialectic of Tradition and Modernity in the Sociology of D.P. Mukerji', *Sociological Bulletin*, Vol.26 (2) 155-76.
2. Marriot, Mckim (1955) *Village India: Studies in the Little Community*, Chicago, The University of Chicago Press.
3. Oommen, T.K. (2007) *Knowledge and Society: Situating Sociology and Social Anthropology*. New Delhi, Oxford University Press.
4. Srinivas, M.N. (1970) *Social Change in Modern India*, Barkeley, California University Press.
5. Unnithan, T.K. N., Singh, Y. Singhi Narendra and Indra Deva (eds.) (1967) *Sociology for India*, New Delhi, Prentice Hall
6. Srinivas, M.N. (1976) *The Remembered Village*, Delhi, Oxford University Press.
7. Srinivas, M.N. (1980) *Social Structure*, Delhi, Hindustan Publishing Corporation.

### **SOC O 543: DETERMINANTS AND CONSEQUENCES OF POPULATION GROWTH**

#### **Objective**

The course mainly focuses to sensitize students about a) the effect of population growth on development processes; b) Differential mortality and fertility patterns in the developed and the developing countries; c) Population distribution patterns in India; and d) the various programmes implemented for regulating population in India.

## ***INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
**The paper setter must put note (ii) in the question paper.**

*The syllabus has been divided into four units.*

There shall be 9 questions in all. The first question is **compulsory** and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain **4** units. Each unit shall have **two** long questions and the candidates shall be given internal choice of attempting one question from each Unit – 4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

Relationship between Population, Development, Environment and Society in the context of Population Size, Composition and Distribution of Population

Factors affecting Age, Structure and Sex Compositions; Demographic, Social and Economic implications

#### Unit-II

Mortality Patterns in Developed and Developing Countries:  
General Mortality, Infant and Child Mortality, Mortality Differentials, Determinants of Mortality and Cause of deaths. Consequences of Declining Mortality for demographic and social structures

#### Unit-III

Fertility Patterns and Trends in Developed and Developing Countries, Crude Birth Rates and Total Fertility Rates, Net Reproduction Rate, Theoretical Understanding of the Biosocial, Socio-cultural, Social-psychological and Socio-demographic factors affecting Fertility. Fertility Differentials, Consequences of Fertility Decline for Demographic and Social Structures

## Unit-IV

Population Distribution Patterns in India- Regional Level, Rural-Urban, Socio-economic and demographic factors associated with population distribution.

Consequences of Population Redistribution on Demographic and Social Structures.

Regulating Population in India: National Family Welfare Programme

Reproductive and Child Health Programme

Strategies for Implementation and Overall Impact

MTP and PNDT Act- Correcting the Gender Bias.

### **Suggested Readings**

1. Bhende, Asha and Tara Kanitkar (1999), *Principles of Population Studies*, Mumbai, Himalayan Publications.
2. Bogue, D.J. (1969) *Principles of Demography*, N.Y, John Wiley.
3. Bose, A. (1991) *Demographic Diversity in India*. Delhi, B.R. Publications.
4. Cassen, D. (1978), *India, Population Economy and Society*, London, MacMillan.
5. Ersheng GAO (2003), *Reproductive Health , Gender and Development*, Delhi, B.R.Publishing Corporation.
6. Jain, A.K. and Visaria (eds.) (1988), *Infant Mortality in India. Differentials and Determinants*, Sage Publications.
7. Kaistha, K.C. and Satish Sharma (1998), *Population, Environment and Spatial Mobility*, New Delhi, Gyan Publications.
8. Mahadevan, K. (1989) *Fertility Policies from Asian Countries*, Delhi, Sage.
9. Matras, Juda (1977) *Introduction to Population*, New Jersey, Prentice Hall, Inc.
10. Mitra, Ashok (1978) *India's Population, Aspects of Quality Control*, 2 Vols.
11. MOHFW, GOI, *Cause of Death Statistics (Annual Issues)*.
12. *National Family Health Survey, India (1994) (2000) Bombay, IIPS.*
13. *PNDT Act (1996) GOI.*
14. Prasad, Narendra (2001), *Population Growth and Child Labour*, New Delhi, Kanishka Publishers.
15. Premi, M.K. (1991), *India's Population: Heading towards a Billion*, Delhi, B.R. Publications.
16. Retherford, Robert D. & T.K. Roy (2003) *Factors Affecting Sex Selective Abortions in India and 17 Major States*, NFHS Report No.21, Mumbai, IIPS.
17. Sen, Amartya (1982) *Choice, Welfare and Measurement*, Oxford Univ.Press.
18. Sen, Amartya & Jean Dreze (1996) *Indian Development*, Oxford Univ.Press.
19. Srinivas, M.N. (1977) *Culture and Human Fertility in India*, Delhi, Oxford Univ. Press.
20. Singh, K.P. (1986) *Correlates of Fertility Behaviour: A Study of Rural Communities in Punjab and Haryana*, New Delhi, Concept Publishing House, 205p.
21. Sinha, P. N (2001), *Population Growth and Global Stability*, New Delhi, Author's Press.
22. Tandon, Usha (2003). *Population Law: An Instrument for Population*

- Stabilization*, New Delhi, Deep and Deep Publications Pvt. Ltd.
23. U.N. (1987) *Fertility Behaviour in the Context of Development* (P.S. No. 100).
  24. United Nations (1987) *World Population Policies*, Monitoring Report Vol. II

### **Additional Readings**

1. Dyson, T. and Crook, N. (eds.) (1984), *India's Demography: Essays on the Contemporary Population*, New Delhi, South Asian Publishers Pvt. Ltd.
2. D'Souza, V.S. (1984), *Economic Development, Social Structure and Population Growth*, New Delhi, Sage Publications.
3. Finkle, L. Jason and C. Anson McIntesh, (1994), (eds.), *The New Politics of Population: Conflict and Consequences in Family Planning*, New York, The Population Council.
4. Mc Nicoll, Geoffrey and Mead Cain, (1990), *Rural Development and Population: Institutions and Policy*, New York, Oxford University Press (The Population Council, New York).
5. Mehta, S.R. (1997), (ed.), *Poverty, Population and Sustainable Development*, Jaipur, Rawat Publications.

## **SOC O 544/744: SOCIOLOGY OF HUMAN MIGRATION**

### **Objective**

The aim of this course is to explore how migration as a social demographic process has a bearing on the processes of urbanization and social integration. It attempts to discuss the need to address the problems associated with large influx of immigrants into cities, within the country and trans-nationally, leading to crises of physical infrastructure and conflict situations. Also, it aims to appreciate the positive consequences of migration in terms of its capacity to enrich various cultures.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each Rest of



the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

Concept of Migration : Conventional View and Changing Conception  
Migration Data : Sources and Problems relating to Measurement.

### Unit-II

Major Typologies : Spatial, Temporal, Purposive and Stream Criteria.  
Broad Trends and Patterns: At Global Level with special reference to India.

### Unit-III

Theoretical Formulations: Classical, Socio-economic & Developmental  
(Contributions of Revenstein, Stouffer, Everett Lee, Lewis, Harris and Todaro, Zelinski, Davis and Push-Pull Factor theory).

Determinants of Migration: Ecological, Demographic, Social, Economic and Political

### Unit-IV

Consequences of Migration: International context – Brain-Drain and Critique:  
Internal context- Social, Economic and Political

Migration Policy: Need and Challenges

## **Suggested Readings**

1. Balan, Jorge (ed.), 1981), *Why People Move*, Paris, Unesco Press.
2. Chaudhuri, I.R., (1993), *Migration and Remittances: Inter-Urban and Rural-Urban Linkages*, New Delhi, Sage Publications.
3. Connel, John & Others, (1970), *Migration from Rural Areas: Evidence from Village Studies*, Oxford University Press, Delhi.
4. Dutoit, B.M. and H.I. Safa, (1975), *Migration and Urbanization Models and Adaptive Strategies*, The Hague, Mouton.
5. Findley, Sally, (1982), *Migration Surveys, Methodologies*, A Review of Designs, IUSSP, No.2
6. Hugo, H., (1982), 'Circular Migration in Indonesia', *Population and Development Review*, Vol 8, No. 1, March, pp-59-83.

7. Kaistha, K.C., (1987), 'Migration Patterns in Development Transition of Rural Areas', *Population Geography* ( 1 & 2 ), June-December.
8. Kosinski, L.A. & K.K. Mandood Elahi, (1985), *Population Redistribution and Development in South Asia*, Boston, D. Reidel Pub. Co.
9. Kosinski L. and Prothero R. (1974) *People on the Move: Studies on Internal Migration*, London, Methuen.
10. Oberoi, A. S. & H. K.M. Singh, (1982), *Causes and Consequences of Internal Migration: Studies from Indian Punjab*, Delhi, OUP.
11. Oberoi, A.S. & Others, (1989), *Determinants and Consequences of Internal Migration in India: Studies in Bihar, Kerala and Uttar Pradesh*, Delhi, OUP.
12. Bogue, D.J., (1969), *Principles of Demography*, New York, John Wiley & Sons.
13. Prother, R.M. & Chapman Murray (eds.), 1985, *Circulation in Third World Countries*, London, Routledge & Kegan Paul.
14. Rao, M.S.A., (1986), *Studies in Migration*, Delhi, Manohar.
15. UN (1984) *Population Distribution, Migration and Development. Proceedings of the Expert Group on Population Distribution Migration and Development*, Hammamat (Tunisia) March 21-25, 1983.
16. U.N. (1994) *Population Distribution and Migration* (Particularly Papers by Castals, S. 'Process of Integration of Migrant Communities' and Rogge, I.R. 'Changing Solutions to Refugee Movement'.
17. Weiner, Myron, (1978), *Sons of Soil: Migration and Ethnic Conflict in India*, New Jersey, Princeton University Press.

### **Additional Readings**

1. Brettel, Caroline & James Hollifield, (2000), *Migration Theory: Talking Across Disciplines*, New York, Routledge.
2. Hazari, Bharat R. & Pasquale M., (2001), *Migration, Unemployment and Trade*, Boston, Kluwer Academic Publishers.
3. Indra, Doreen (ed.), (1998), *Engendering Forced Migration: Theory and Practice*, New York, Berghahn Books.
4. Lucassen, Jan & Lucassen, Leo, (1997), *Migration, Migration History, History: Old Paradigms and New Perspectives*, University of Bern Publications, Bern.
5. Manning, Patrick, (2005), *Migration in World History*, London, Cambridge University Press.
6. Sharpe, Pamela, (2001), *Women, Gender and Labour Migration: Historical and Global Perspectives*, New York, Routledge.

## **SOC O 644: ENVIRONMENTAL CRISIS AND SUSTAINABLE DEVELOPMENT**

### **Objective**

The course focuses on the discussion of the environment–society interface keeping the following objectives in view (a) to familiarize the student with the crisis of environmental degradation both at the global and national levels; (b) to focus on the environmental

problems in India; (c) to highlight the role of environmental movements in ecological protection; and (d) to discuss some of the measures necessary for environmental preservation.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

Development and Environmental Degradation:  
Meaning of Environment; Environment and Society;  
Development and Environmental Consequences – Global Warming, Pollution, Deforestation, Displacement of People and the Problem of Resettlement, Land Degradation and Wastelands, Danger to Bio Diversity, Perils of Mining and Quarrying, Ecological threat to Agro-systems;  
Impact of Development on Tribals;  
Ecological Degradation and Women.

#### Unit-II

Environment Situation in India:  
Environmental Problems in India – Extent, Causes and Solutions; Environmental Policy in India.

#### Unit-III

Environmental Movements:  
Role of voluntary organizations and popular participation in environmental protection and preservation; The Chipko Movement, Movements against Narmada Valley and Tehri

Dam projects, Sukhomajri Experiment, Protest against Mining in Doon Valley; Eco-feminism; Public Interest Litigation (PIL) and Judicial Activism.

#### Unit-IV

Sustainable Development: Towards a Sound Environmental Policy; Environmental Education; Social Forestry and Afforestation Program; Biogas and Renewable Energy Program; Efficient Water Management Programs; Use of Appropriate Technology.

#### **Suggested Readings**

1. Deoria, R.S. et al. (1990) *Man, Development and Environment*. N. Delhi: Ashish Publications.
2. Katyal, J and M. Satake (1989) *Environmental Pollution*. New Delhi: Anmol Pub.
3. Khoshoo, T.N. (1986) *Environmental Priorities in India and Sustainable Development*. New Delhi: Indian Science Congress Association.
4. Mahesh, K and B. Bhattacharya (eds.), (1999) *Judging the Judges*. N. Delhi: Gyan Publications.
5. Raza, Mehdi (ed.), (1992) *Development and Ecology*. Jaipur: Rawat.
6. Rasure, K.A. (2007) , *Environment and Sustainable Development* , New Delhi, Serial Publications, VOL. I,II,III.
7. Spaargaren G. et al (2000) (ed.), *Environment and Global Modernity*, New Delhi, Sage Publications India Pvt. Ltd.
8. Singh,R.B. (2002) (ed.) *Human Dimensions of Sustainable Development*, New Delhi, Rawat Publications.
9. Sharma, S.L. (1993) “Managing Environmental Crisis – Regulatory vis-à-vis Participatory Approach” in J.L. Rastogi and Bidhi Chand (eds.) *Management and Business Education*. Jaipur: Rawat Publications.
10. Shiva, Vandana, (1988) *Staying Alive – Women, Ecology and Survival in India*. New Delhi: Kali for Women.
11. Singh, Gian (1991) *Environmental Deterioration in India – Causes and Control*. New Delhi: Agricole.
12. Tewari, K.M. (1989) *Social Forestry in India*. Dehradun: Natraj Publishers.
13. Wilson, D. (ed.) (1984) *The Environmental Crisis*, London: Hinemann.

#### **Additional Readings**

1. Bandhu, Desh (ed.), (1981) *Environmental Management*, Dehradun, Natraj Publishers.
2. Bandhu, Desh and N.L. Ramanathan (eds.) (1982) *Education For Environmental Planning and Conservation*, Dehradun, Natraj Publishers.
3. Bharadwaj, H.R. (1997) *Lawyers and Judges*, New Delhi, Konark Pub.
4. Chaudhary, Jayasri R.( 2001). *An Introduction to Development and Regional Planning*, New Delhi, Orient Longman.
5. Ehrlich, P. R. et al., (1973) *Human Ecology- Problems and Solutions*, San Francisco, W.H. Freeman and Co.
6. Kothari, Ashish et al. (eds.), (1998) *Communities and Conservation*, New Delhi, Sage Publications.

7. Pawar, S.N. and R.B. Patil (eds.) (1998) *Sociology of Environment*, Jaipur, Rawat
8. Sheth, Pravin (1997) *Environmentalism – Politics, Ecology and Development*, Jaipur, Rawat Publications.

## **SOC O 645: ENTREPRENEURSHIP AND DEVELOPMENT**

### **Objective**

This course is acquainting the students with various theoretical developments in the area of entrepreneurship and their implication for action programs. Accordingly, first two units deal with various theories and development of entrepreneurship in different communities and groups. The other two units deal with the implication of theories for action programs and development of Entrepreneurship Development Program (EDPs) and interaction of entrepreneurs with business environment.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

Entrepreneur and Entrepreneurship:

Concept, Functions: Growth of Entrepreneurship with special reference to India

Theories of Entrepreneurship: Max Weber, David McClelland, E. E. Hagen, B. E. Hoselitz and Schumpeter

## Unit-II

Entrepreneurship among Social Groups

Business Communities: Samurai Community in Japan, Filipino and Chinese in Philippines; Parsees, Marwaris, Ramgarhias, Ravidasias and Business Communities in South India; Social Groups: Women, Tribals, Scheduled Castes

## Unit-III

Development of an Entrepreneur

Implication of Theories for Action Program and Development of Entrepreneurs through Training and Entrepreneurship Development Program (EDPs).

## Unit-IV

Entrepreneurship and Environment:

General Environment, Typology of Environment, Role of Business Associations in Controlling the Environment.

## **Suggested Readings**

1. Akhouri, M. M. P. *et al.* (1987) *Trainers' Manual on Developing Entrepreneurial Motivation*, New Delhi: National Institute for Entrepreneurship and Small Business Development.
2. Bansal, C. L. (1993) *Entrepreneurship and Small Business Management*, Delhi, Har Anand Publications.
3. Bhatia, B. S. and Batra, G. S. (2001) *Entrepreneurship and Small Business Management*, New Delhi: Deep and Deep Publications, Pvt. Ltd.
4. Bisht, N. S. *et al.* (1989) *Entrepreneurship: Reflections and Investigations*, Allahabad: Chugh Pub.
5. Guha, A. (1984) "More about Parsi-Seths, their roots, Entrepreneurship and Compradoe Role", *Economic and Political Weekly*, Vol. IX, No.3, June, pp 1660-18.
6. Hagen, E. E. (1962) *On the Theory of Social Change*, Bombay: Vakils, Feff and Simpson.
7. Hoselitz, B. F. (1952) "Entrepreneurship and Economic Growth" *American Journal of Economics and Sociology*, Vol.12 (1).
8. Hoselitz, B. F. (1960) *Sociological Aspects of Economic Growth*, London: Collier- McMillan.
9. Kaur, K. P. (1992) *Professional Management in Industrial Organizations*, New Delhi: Deep & Deep Publications.
10. Kaur, K. P. (1995) "Role of Trade Associations in Entrepreneurial Development", *SEDME*, Vol. XXII, No.3.
11. Kelbagh, Chetana (ed.), (1991) *Women and Development, Women in Enterprise and Profession*, Vol. III, New Delhi: Discovery Publishing House.
12. Kilby, P. (1971) *Entrepreneurship and Economic Development*, N.Y.: Free, Free Press.

13. Kirchoff B. A. *et al.* (eds.) (1988) *Frontiers of Entrepreneurship Research*, Wellesley: Babson College.
14. Leibenstein, H. (1968) "Entrepreneurship and Development", *American Economic Review*, LVIII (2), May.
15. McClelland, D. C. (1961) *The Achieving Society*, N.Y.: Van Nostrand Co.
16. Pruthi, S. P. S. (1972) *Economic and Managerial Environment in India*, Bombay: Progressive Corp.
17. Sabbarwal, S. (1990) *Organizational Approach to Environment Control*, N. Delhi: Ashish Publications.
18. Sabherwal, Satish (1976) *Mobile Man*, New Delhi: Vikas Publishing House. Pvt. Ltd.
19. Schumpeter, J. A. (1959) *The Theory of Economic Development*, Cambridge: Harvard Univ. Press.
20. Sharma, K. L. & H. Singh (1980) *Entrepreneurial Growth and Development: Programmes in Northern India*, New Delhi: Abhinay Publications.
21. Sharma, K. L. (1981) *Voluntary Business Associations*, Chandigarh: Panjab University.
22. Sharma, K. L. (1988) "Community and Entrepreneurship", *Eastern Anthropologist*, 42 (3).
23. Tandon, B. C. (1975) *Environment and Entrepreneurs*, Allahabad: Chugh Pub.
24. Weber, Max (1947) *Theory of Social and Economic Organization*: tr. by A. R. Henderson and Talcott Parsons (ed.), Oxford: Oxford University Press.

### **Additional Readings**

1. Rathore, B. S. and J. S. Saini (eds.) (2007) *A Handbook of Entrepreneurship*, Panchkula: Aapaga.
2. Hagen, E. E. (1980) *The Economics of Development*, Illinois: Irwin, Inc., Homewood.
3. Schumpeter, J. A. (1939) *Business Cycles: A Theoretical, Historical and Statistical Analysis of Capitalist Process*, London: McGraw Hill.
4. Weber, Max (1965) *The Protest and Ethic and the Spirit of Capitalism*, Tr. by Talcott Parsons, London: Union.
5. Weber, Max (1968) *Economy and Society*, New York: Bedminster Press.

## **SOC O 743: CITIES, URBAN PLANNING AND DEVELOPMENT**

### **Objective**

This is the third course in the specialization of Urban Sociology offered to MA students from second through fourth semesters. It is presumed that by now the students has the basic understanding of the conceptual and theoretical formulations in urban sociology,

with specific relation to India's experience as compared to the Western. In this course the student shall be apprised with the contemporary and emerging conceptual and empirical developments in the area of urban planning and development, especially with an emphasis upon the shift from mere town and physical planning to social planning, decentralization etc. manifested both at global and national agenda.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

#### **Urban Planning**

Physical and Town Planning, Zoning, Master Plan;  
Critique of Conventional Urban Planning;  
Concept of Social Planning and its Implications on Urban Planning;  
People's Participation in Urban Planning and Development; Decentralization and Democratization in Urban Planning.

#### Unit-II

#### **Cities and Urban Development**

U.N. Conventions on Human Settlements and Global Agenda;  
Urban Renewal and Urban Redevelopment;  
Sustainable, Humane, Child-Friendly, Eco-Friendly Cities;  
From Urban Development to Sustainable Urban Development and its Features;



### Unit-III

#### **Urban Planning in India**

Critical Appraisal of Slum Rehabilitation Schemes

Critical Appraisal of Urban Poverty Alleviation Programs.

Critical Appraisal of 74<sup>th</sup> Constitutional Amendment Act and its Salient Features

### Unit-IV

#### **Cities and Culture**

Cities and Cultural Change (with reference to Georg Simmel, Louis Wirth and C. Fischer)

Cities and Consumerism

Cities and Ethnicity

#### **Suggested Readings**

1. Ali, Sabir, (1990), *Slums Within Slums- A Study of Resettlement Colonies in Delhi*, New Delhi, HarAnand and Vikas.
2. Breese, Gerald and Whiteman, Dorothy E, (eds.), (1953), *An Approach to Urban Planning*, Princeton, Princeton University Press.
3. Castells, Manuel, (1977). *The Urban Question*, London, Edward Arnold Publishers Ltd.
4. Castells, Manuel, (1975), 1968, Is there an Urban Sociology? Reprinted in *Urban Sociology: Critical Essays* (ed.) by C. Pickvance, New York, St. Martin's Press. Pp. 33-59.
5. Flanagan, William, (1993), *Contemporary Urban Sociology*, Cambridge, Cambridge University Press.
6. Gill, Rajesh, (2009). *The Contemporary Indian Urban Society -Ethnicity, Gender and Governance*. New Delhi, Bookwell Publishers.
7. Gill, Rajesh, (2003)'. Planning Urban Settlements for People: A Social Agenda', in *Urban India*, Vol. XXIII, No. I, Jan.-June 2003.
8. Harvey, D. (1999), "The City in a Globalizing World" (ed.) by Charles Lemerit (2004), *Social Theory: Multicultural and Classical Readings*, U.S.A., Westview Press.
9. Jo Beall (ed.), (1997), *A City for All- Valuing Difference and Working with Diversity*, London, Zed Books Ltd.
10. Lo, Fu Chen and Yeung, Yue-man (eds.), (1998), *Globalization and the World of Large Cities*, Tokyo, United Nations University Press.
11. Miles, S. and Miles, M., (2004). *Consuming Cities*. New York, MacMillan.
12. Report of National Commission on Urbanization, (1988), Vols. 1&2.
13. Sassen, S. (1991). *The Global City*, Princeton, Princeton University Press.

14. Satterthwaite, D. (2007), "When People Live Mostly in the Cities" *The Hindu*, January 18.
15. Simmel, Georg, (1990). 2<sup>nd</sup> Edition. *The Philosophy of Money*, trans. by T. Bottomore and D. Frisby (ed.) D. Frisby. London, Routledge.
16. Simmel, Georg, (1964). "The Metropolis and Mental Life" in K. Wolff (ed.), *The Sociology of Georg Simmel*, New York, Free Press. (Org. 1905).
17. Uner, Kirdar (ed.), (1997), *Cities Fit For People*, New York, United Nations.
18. Weber, Max, (1958), *The City*, Chicago, Free Press.

### **Additional Readings**

1. Chandoke, Neera, (1991). "The Post Colonial City", *Economic and Political Weekly*, Mumbai, December 14, pp. 2868-2873.
2. Fagence, Michael, (1977), *Citizen Participation in Planning*, Oxford, Pergamon Press.
3. Gill, Rajesh, (1991), *Slums as Urban Villages- A Comparative Study in Two Cities*, Jaipur, Rawat Publications.
4. Mumford, Lewis, (1961). *The City in History*. New York, Harcourt, Brace and World.
5. Sarin, Madhu, 1975, *Planning and the Urban Poor: The Chandigarh Experience*, London, School of Environmental Studies.
6. Saunders, P. 1981, *Social Theory and the Urban Question*, London, Hutchison & Co. Ltd.
7. Short, J.R., 1996, *The Urban Order- An Introduction to Cities, Culture and Power*, Blackwell Publishers.
8. Southall, Adian, 1998, *The City in Time and Space*, Cambridge, Cambridge University Press.

### **SOC O 843: FAMILY DYNAMICS IN CONTEMPORARY INDIA**

#### **Objective**

In this course students will be enabled to have a grasp of the changing marriage and family patterns in India. The course will be addressing to the impact of technological and economic factors on family and how family has responded to these by undergoing

changes in its Form, Structure and Functions, which in turn influence the values and role-relations within the family. Students will be further acquainted with the family's failure in coping with the pressures of modern life.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

##### **Marriage Patterns**

- Traditional and Contemporary Patterns from Vedic times to Modern time.
- Changing Patterns of Marriage Alliance.
- Increasing Age at Marriage, its Socio-economic and Cultural Determinants, Regional Variations and Demographic Consequences.

#### Unit-II

##### **Trends in Family Type**

- Regional Variation in Family Type and its Socio-cultural Correlates.
- Joint Family: Its Structural & Functional Aspects, Changing forms of Joint family – Nuclearization.
- Changing Status and Role of the Women and the Aged.

#### Unit-III

##### **Family Values and Role-Relations**

- Familial Values : Familism vs. Individualism.
- Dyadic Relations : Changing Filial (Parent and Child), Fraternal (Siblings-Brother and Sister, Brother and Brother, Sister and Sister), Conjugal (Husband and Wife) and Gender (Men and Women) Relations.

## Unit-IV

### **Family Disintegration**

- Marital Maladjustment.
- Factors Responsible for Disintegration of Joint and Nuclear family.
- Desertion and Divorce: their Extent, Causes and Consequences.

### **Suggested Readings**

1. Apte, Usha M. (1978) *The Sacrament of Marriage in Hindu Society*, Delhi : Ajanta Publications.
2. Chakraborty, Krishna (2002) *Family in India*, New Delhi : Rawat Publications.
3. Kolenda, Pauline (1987) *Regional Differences in Family Structure in India*, Jaipur Rawat Publications.
4. Lal, A.K. (1990) *The Urban Family, A Study of Hindu Social System*, New Delhi: Concept Publishing Company.
5. Madan, T.N. (1989) *Family and Kinship* (2nd Edition), Delhi: Oxford University Press.
6. Mandelbaum, David G. (1970) *Society in India: Continuity and Change* (Vol.1), Bombay: Popular Parkashan.
7. Pandey, Rajendra (1994) *Social Problems of Contemporary India*, (Chapter-12), New Delhi: Ashish Publishing House.
8. Pernau, Maragrit, Ahmed, Imtiaz and Helmut, Redfield (2003) *Family and Gender: Changing Values in Germany and India*, New Delhi: Sage Publications.
9. Pothan S. (1980) *Divorce: Its Causes and Consequences in Hindu Society*, Delhi: Shakti Books.
10. Reddy, M.M. Krishna (1998) *Marriage, Population and Society*, New Delhi: Kanishka Publishers.
11. Shah, A.M. (1998) *The Family in India: Critical Essays*, New Delhi: Orient Longman.
12. Singh, J.P. (2003) 'Nuclearisation of Household and Family in Urban India', *Sociological Bulletin*, Vol.52, No.1, PP: 53-70.
13. Sinha, Raghvir (1993) *Dynamics of Change in the Modern Family*, New Delhi: Concept Publishing Company.

### **Additional Readings**

1. Audinarayana N. & R. Rajasree (1995) 'Cultural Determinants of Age at Marriage', *The Journal of Family Welfare*, Vol. 4, No.1, pp.8-14.
2. Augustin, John S. (1982) *The Indian Family in Transition*, New Delhi: Vikas Publishing House.
3. Basu, Monmayee (2003) *Hindu Women and Marriage Law from Sacrament to*

- Contract*, New Delhi: O.U.P.
4. Chauhan, Abha (2003) 'Kinship Principles and the Patterns of Marriage Alliance: The Meos of Mewat', *Sociological Bulletin*, Vol.52, No.1, pp: 71-90.
  5. Goode, William J.(1970) *World Revolution & Family Patterns*, New York: Free Press.
  6. Kapoor, Promila (1974) *The Changing Status of Working Women in India*, New Delhi: Vikas Publishing House.
  7. Madan, T.N. (1993) 'The Hindu Family and Development', in P. Uberoi (ed.), *Family, Kinship and Marriage*, Delhi: Oxford University Press.
  8. Sharma, Bela Rani (1997) *Women: Marriage, Family and Divorce*, Jaipur: Mangal Deep Publication.
  9. Sinha, Durganand, Henry and S.R. Rao (1988) *Social Values & Development: Asian Perspective*, New Delhi: Sage Publications.
  10. Vatak, Sylvia (1972) *Kinship and Urbanization: White Collar Migration in North India*, London: University of California Press.

## **SOC O 844: GENDER AND DEVELOPMENT**

### **Objective**

This paper largely focuses on India attempts to establish a link between Development and Gender. It will particularly focus on different perspectives and schemes adopted for promoting Gender and Development. Secondly, it will highlight the biases inherent in most developmental policies which have been detrimental to women. Thirdly, it will look at changes taking place in gender relations particularly in the area of work. The focus will be on women and work; differentials and role conflict in family due to changing equations. Lastly, it will take an overview of indicators of issues related to Discrimination, Exploitation and Oppression.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each Rest of the paper shall contain 4 units. Each unit shall have two long questions and the

candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

## **Course Outline**

### Unit-I

- Gender Equality and Inequality in Productivity and Work
- Issues of Discrimination, Exploitation and Oppression.
- Indicators of Low Status.
- Nature and Problems of Women's work: Self-employment, Labour force participation.
- Family compulsions and other factors affecting gender related choices or priorities of work, Role Conflict Among Women.

### Unit-II

#### **Perspectives on Gender and Development**

- Welfarist, Developmentalist and Empowerment.
- Empowerment: Paradigms and Paradoxes.
- Changing status of Women in India, Precolonial, Colonial and Post-Colonial.
- Measures to uplift women's status.

### Unit-III

#### **Measures to Improve Gender Relations**

- Special Schemes and Strategies for Women's Development in Five-Year Plans.
- Voluntary sector and Women's Development.
- Women in Sectoral Development: Education, Health, Agriculture and Industry.

### Unit-IV

- Globalisation and Women's Development
- Development Policies- Liberalization and Globalization: their Impact on Women.
- Environment, Development and Gender: Deforestation, Environmental Degradation and Feminization of Poverty.
- Women in Panchayati Raj Institutions and Urban Local Bodies: 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments.

## **Suggested Readings**

1. Arya, Sadhna (2000) *Women, Gender Equality and the State*, Delhi: New Deep and Deep Publication.
2. Forbes, Geraldine (1998) *Women in Modern India*, Cambridge University Press.

3. Ghadially, Rehana (1988) *Women in Indian Society*, New Delhi; Sage.
4. Laxmi Devi (1998) *Women and Development*, New Delhi. Anmol Publications.
5. Manchanda, Rita (2001) *Women, War and Peace in South Asia: From Victimhood to Agency*, New Delhi: Sage Publication.
6. Seth, Mira (2001) *Women and Development*, New Delhi: Sage Publications.
7. Suchitra, Anant, Ramani Rao and Kabita Kappor, *Women at Work in India*, Ministry of Labour, GOI.

### **Additional Readings**

1. Aggarwal, Bina (1988) *Structures of Patriarchy: State, Community and Household in Modernizing Asia*, New Delhi: Kali for Women.
2. Ahooja, Patel, Krishna (1995) *Women and Development*, New Delhi: Ashish Publishing House.
3. Chafeltz, Saltzman, Janet (1999) *Gender Equity—An Integrated Theory of Stability and Change*, New Delhi: Sage Publications.
4. Gulati, Leela (1982) *Profiles in Poverty*. New Delhi, Hindustan Publishing Corporation.
5. Heyser, Noeleen and Sen, Gita (1994) *Gender, Economic Growth and Poverty*, New Delhi: Kali for Women.
6. Krishnaraj Maitraeyi (1988) *Women and Development: The Indian Experience*, New Delhi: Subheda Publications.
7. Kumari, Abhilesha and Sabina Kidwai (1997) *Crossing the Sacred Line, Womens' Search for Political Power*, New Delhi: Orient Longman.
8. Maheshwari, S.R. (2002) *Local Government in India*, (New Delhi: Uppal Book Store).
9. Mazumdar, Vina (1979) *Symbols of Power: Studies on the Political Status of Women in India*, New Delhi: Allied.
10. Myers, Kristen Anderson (1998) *Feminist Foundations—Towards Transforming Sociology*, New Delhi: Sage.
11. Powell, Gang N. (1995) *Handbook of Gender and Work*, New Delhi: Sage Publications.
12. Rajput, Pam and Swarup, Hemlata (1994) *Women and Globalization*, New Delhi: Ashish Publishers.
13. Sangari Kumkum and Uma, Chakravarty (ed.) (1998), *From Myths to Markets*, Shimla, IIAS.
14. Shiva, Vandana (1988) *Staying Alive*, New Delhi: Kali for Women.
15. Staggenborg, Suzanne (1998) *Gender, Family and Social Movements*, New Delhi: Forge Press.
16. Vaid S,K Sangpari (1989) *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women.
17. Venkataswara, Sandhya, (1995) *Environment, Development and the Gender Gap*, New Delhi: Sage Publications.

## **SOC O 941: FUNDAMENTALS OF INDUSTRIAL SOCIOLOGY**

### **Objective**

This paper aims to familiarize the students to the nature of industrial sociology highlighting (a) the theories relating to industry, organization and trade unionism; (b) industrialization and its impact on social institutions; (c) the issues related to industrial conflict with special emphasis on the role of trade unions; and (d) to assess the impact of globalization on industry.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit- I

Industrial Sociology: Nature and scope

Theories– Marx (Alienation), Taylor (Scientific Management), Mayo (Human Relations), Marcuse (One Dimensional Man)

Types of Productive Systems– Cottage, Guild, Domestic, Factory

Industrial Roles – Worker, Foreman, Line and Staff, Specialist.

#### Unit- II

Industrialization and Social Institutions:

Impact on Family, Education and Stratification; Work and Leisure



### Unit- III

Industrial Conflict and Employee Participation:

Trade Unions: Managerial and Conflict Theories; Strike as a Bargaining Tool

### Unit- IV

Globalization and Industry:

Fordism vs. Flexible Specialization

Globalization and Industrial Relations

Emergence of Multi National Companies (MNCs)

Technological Revolution and Impact on Industry and Society

### **Suggested Readings**

1. Bain, G. S. (ed.) (1984) *Industrial Relations in Britain*. London: Basil Blackwell.
2. Dosi, G. (1984) *Technological Change and Industrial Transformation*. N.Y.: St. Martins Press.
3. Eldridge, John *et al.* (1991) *Industrial Sociology and Economic Crisis*. N.Y.: Harvester Wheatsheaf.
4. Jorgenson, D. W. and K. J. Stroh (1999) "Information Technology and Growth", *American Economic Review*, 89 (109-115).
5. Kalleberg, A. L. and I. Berg (1987) *Work and Industry*, N.Y. Plenum.
6. Moses, J. A. (1990) *Trade Union Theory from Marx to Walesa*, N.Y.: Berg.
7. Parker, Stanley (1976) *The Sociology of Leisure*. London: George Affer & Union Ud.
8. Pojek, Chris (1985) *Capitalism and Leisure Theory*, London: Tavistock.
9. Schnieder, E. V. (1972) *Industrial Sociology*, London: Harper and Row.
10. Southall R. (ed.) (1988) *Trade Unions and the New Industrialization of the Third World*, London: Zed Books.
11. Watson, K. T. (1995) *Sociology, Work and Industry*. London: Routledge and Kegan Paul.

### **Additional Readings**

1. Burns, Tom (Ed) (1969) *Industrial Man*, Harmondsworth: Penguin Books.
2. Caplow, Theodore (1965) *The Sociology of Work*, N. Y.: McGraw Hill Book Co., Chapter 6.
3. Faunce, William, A. (ed) (1967) *Readings in Industrial Sociology*, Appleton: Century, Crof & Gisbel.
4. Miller, D. and W. H. Form (1964) *Industrial Sociology*, Second Ed. London: Harper and Row.
5. Parker, S. R. *et al.* (1977) *The Sociology of Industry*, London: George Allen and Unwin.
6. Pascual, Gisbert (1972) *Fundamentals of Industrial Sociology*, New Delhi: Tata McGraw Hill.
7. Ramaswamy E. A. & Uma Ramaswamy (1981) *Industry and Labour: An Introduction*, Delhi: Oxford University Press.

## **SOC O 942: SOCIAL PROBLEMS**

### **Objective**

Over the years, India's social problems have become difficult, intricate and hydra-headed, pervading the entire social, economic, cultural and demographic structure. Keeping this in view, this paper aims at introducing the students to the concept and various perspectives on social problems. It also aims at providing detailed knowledge about specific social problems ranging from socio-cultural problems to socio-demographic problems.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

##### **Concept and Sociological Perspectives:**

- Definition
- How and When an Issue becomes a Social Problem
- Subjective Definition and Objective Condition
- Stages in its Development
- Assumptions of Social Problems.

##### **Perspectives on Social Problems:**

- Functional Perspective
- Conflict Perspective
- Symbolic Interactionist Perspective

## Unit-II

### **Socio-Cultural Problems:**

- Corruption
- Sex-Deviation
- Dowry

## Unit-III

### **Socio-Economic and Structural Problems**

- Poverty
- Unemployment
- Drug-addiction

## Unit-IV

### **Socio-Demographic Problems:**

- Child Labour
- Problems of the Elderly
- Physically Challenged

### **Suggested Readings**

1. Aziz, Abdul (1994) *Poverty, Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publication.
2. Bajpai, P.K. (1992) *Youth, Education and Unemployment*, New Delhi: Ashish Pub.House.
3. Ghosh S.K. (1996) *The World of Prostitutes*, A.P.H. Publication Corporation.
4. Julian Joseph (1989) *Social Problems (6th edition)* New Jersey: Prentice Hall.
5. Kapoor.T. (1985) *Drug Epidemic among Indian Youth*, New Delhi: Mittal Pub.
6. Mani, D. Ram, (1988) *The Physically-Handicapped in India*, New Delhi: Shilpa Publications.
7. Modi, Ishwar and Modi, Shalini (1997) *Drugs: Addiction and Prevention*, Jaipur: Rawat Publication.
8. Murickan J. (ed.) (1989) *Poverty in India: Challenges & Responses*, Bangalore: Xavier Board Publication.
9. Sharma, Vijay (1994) *Protection to Women in Matrimonial Home*, New Delhi: Deep and Deep Publication.
10. Singh, Amarnath (1990) *Child Labour in India*, New Delhi: Shipra Publication.
11. Singhvi L.M (1977) *Unemployment Problems in India*, New Delhi: National Publishing House.
12. Srivastava C.P. (2001) *Corruption: India's Enemy within*, Delhi: MacMillan.
13. Teja M. K. (1993) *Dowry: A Study in Attitudes and Practices*, New Delhi: Inter India Publication.

## **Additional Readings**

1. Sharma, R.K. (1998), *Social Problems and Welfare*, Atlantic Publishers: New Delhi.
2. Ahuja, Ram (2003), *Social Problems in India*, Rawat Publications: Jaipur.
3. Wilson, Gial (2000), *Understanding Old Age: Critical and Global Perspective*: New Delhi: Sage Publications.

## **SOC O 943: POLITICAL SOCIOLOGY**

### **Objective**

The course expects to familiarize the students with the relationship between the state and social structure. How power is central to any social institution is another important focus of the course. After the theoretical introduction, the course would finally focus on the Indian state and civil society including the various institutions. What role did the social movements play in the democratization of the Indian society would also be the part of the discussion.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

Meaning and Scope of Political Sociology;  
Concepts of State, Civil Society, Power, Social Caste, Varna, Structure and Nation.

## Unit-II

Socio-economic Conditions and the Nature of Political Institutions:  
Authoritarian State, Theocratic State, Military State, Democratic State

## Unit-III

Sociology of Power, Nature and Form of Power; Power and Authority  
Theories of Political Power; Elite, Structural-Functional and Marxist

## Unit-IV

Thematic Concerns in Indian Political Sociology:  
Varna, Caste and Kinship  
State and Civil Society, State and Social Structure, State and Nation-building  
Movements of Resistance.

### **Suggested Readings**

1. Barrington Moore, Jr. (1966) *Social Bases of Dictatorship and Democracy*, Boston: Beacon Press.
2. Bottomore, T. (1979) *Political Sociology*, Ambika, Bombay: B.I.
3. Chakraborty, Salyabrata (Eds.). (2005). *Political Sociology*, Macmillan, New Delhi.
4. Kothari, R. (1970) *Caste in Indian Politics*, New Delhi: Orient Longman.
5. Lukes, Steven (1974) *Power: A Radical View*, Hong Kong, Macmillan.
6. Motwani, K., Saksena, RD. (Eds.) (2009). *Sociology of Politics: Theoretical Perspectives*, New Delhi, Cosmo.
7. Phadnis, U. and Ganguly, R. (2001) *Ethnicity and Nation Building in South Asia*, New Delhi: Sage.
8. Pizzorni, A. (ed) (1971) *Political Sociology*: Penguin
9. Rathod, P.B., (2005). *Fundamentals of Political Sociology*, Jaipur, ABD Publication.
10. Verma, R.P., (2001). *Dynamics of Political Sociology*, New Delhi, Rajat.

### **Additional Readings**

1. Quigley, D. (1999) *Interpretation of Caste*, Delhi: Oxford.
2. Martin, Roderick (1977) *The Sociology of Power*, New Delhi, London, Routledge and Kegan Paul.
3. Munek, R. (2002) *Globalization and Labour*, Delhi: Madhyam Bns.

## **SOC O 944: SOCIOLOGY OF MARGINALIZED COMMUNITIES**

### **Objective**

The course aims at sensitizing the students to the significance of the sociological study of Dalits, tribals and other sub-alteran groups. The focus would be on communities/groups suffering poverty, deprivation and discrimination.

### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each . Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.

### **Course Outline**

#### Unit-I

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

#### Unit-II

The Social Structure and Culture of marginalized communities:  
The Status of SCs, STs, Nomadic Castes and Tribes and De-Notified Tribes;  
Problems; Social Mobility; Development; Identity Formation.

#### Unit-III

Perspectives on Marginalization:  
Role of Ideology in Marginalization

The views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya.

#### Unit-IV

(a) Social Movements among Marginalized Communities: Nature and Dynamics; Perspectives on Social Movements: Protest, Reform: Role of Christian Missionaries in Social Reform Movements; Role of NGOs.

(b) Marginalization and Affirmative Action: Constitutional Provisions; Implementation; Impact on Marginalized Communities; Limitations; Critical Review.

#### **Suggested Readings**

1. Beteille, Andre (1981) *Backward Classes and the New Social Order*, Delhi: Oxford University Press.
2. Beteille, Andre (1992) *The Backward Classes in Contemporary India*, Delhi: Oxford University Press.
3. Charsley, S.R. and G.K. Karanth (1998) (eds.) *Challenging Untouchability*, Delhi: Sage Publications.
4. Chako, M. Priyaram. (2005). *Tribal Communities and Social Change*, New Delhi: Sage Publications.
5. Chaudhuri, S.N. (1988) *Changing Status of Depressed Castes in Contemporary India*, Delhi: Daya Publishing House.
6. Gupta, Dipankar (1991) *Social Stratification*, New Delhi: Oxford University Press.
7. Jogdand, P.G. (2000) *New Economic Policy and Dalits*, Jaipur: Rawat Publications.
8. Narayan, Badri. (2006). *Women Heroes and Dalit Assertion In North India: Cultural Identity and Politics*, New Delhi: Sage Publications.
9. Singha, Roy (2004), (ed.), *Social Development and the Empowerment of Marginalized Groups. Perspectives and Strategies* New Delhi: Sage Publications.
10. Srikrishna, S., Samudrala and Anil Kumar. (Eds.). (2007). *Dalits and Human Rights*, New Delhi: Serial Publication.

#### **Additional Readings**

1. Gore, M.S. (1993) *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, New Delhi : Sage.
2. Jogdand P.C. (1991) *Dalit Movement in Maharashtra*, New Delhi: Kanak Publications, 1991.
3. Mahajan, Gurpreet (1998) *Democracy, Difference and Social Justice*, New Delhi: Oxford University Press.
4. Omvedt, Gail (1995): *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*, New Delhi: Orient Longman.
5. Omvedt, Gail (1999) *Dalits and the Democratic Revolution*, New Delhi: Sage.
6. Oommen, T.K. (1990) *Protest and Change: Studies in Social Movements*, Delhi: Sage Publications.
7. Robb, Peter (1993) (eds.) *Dalit Movements and the Meeting of labour in India*, Delhi: Sage Publications.

8. Shah, Ghansham (1990) *Social Movements in India: a Review of Literature*, Delhi: Sage Publications.
9. Shah, Ghansham (2002), *Dalit Identity and Politics*, New Delhi: Sage.
10. Singh, K.S. (1988) *The Scheduled Castes*, Delhi: Anthropological Survey of India.
11. Singh K.S. (1995) *The Scheduled Tribes*, Delhi: Oxford University Press.
12. Zelliott, Eleanor (1995) *From Untouchable to Dalit: Essays on the Ambedkar Movement*, New Delhi: Manohar.

### **SOC O 945/935: DISSERTATION (IIIrd and IVth Semesters)**

### **SOC O 946: MEDIA AND CULTURE**

#### **Objective**

This course has been designed to provide a sociological perspective on the role of popular culture and mass media in modern society. It focuses on the phenomena of communication, mass media, popular culture, especially in the Indian context, and their relationship with the globalization process since all these together play a major role in shaping the society.

#### ***INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES***

- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (ii) in the question paper.**

*The syllabus will be divided into four units.*

There will be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i.e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit-4 in all. Each question will carry 15 marks.



## Course Outline

### Unit-I

Communication: Definition, Process, Functions and Types  
Approaches to Communication  
Factors influencing Communication  
Mass Media – Print, Electronic and Photographic.

### Unit-II

Culture: Popular Culture, Mass Culture, Folk Culture, Elite Culture; Mass Media and Culture; Theoretical Perspectives on Popular Culture and the Media.

### Unit-III

Globalization, Mass Media and Culture – Diffusion of global culture through the mass media and its impact on society – social values, youth, family, consumerism, food, clothes, entertainment; Dissemination of awareness by media on social issues – violence, stereotypes, gender issues.

### Unit-IV

Media and the Indian society – Satellite television and its impact; Commercialization of culture; Media and social policy.

## Suggested Readings

1. Axford, B. and R. Huggins (2001) *New Media and Politics*, London, Sage Publications.
2. Curren, J. and M. Gurevitch (1991) (eds.), *Mass Media and Society*, London, Edward Arnold.
3. Dwyer, R. and C. Pinney (2001) (eds.), *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India*, New Delhi, Oxford University Press.
4. French, D. and Michael Richard (2000) (eds.), *Television in Contemporary Asia*, London, Sage.
5. Garnham, Nicholas, (2000) *Emancipation: the Media and Modernity*, New Delhi, Oxford University Press.
6. Gunaratne, S. (2000) (ed.), *Handbook of the Media in Asia*, London, Sage.
7. Mitra, A. (1993) *Television and Popular Culture in India*, New Delhi, Sage Publications.
8. Page, D and W. Crawley (2001) *Satellites over South Asia*, London, Sage Publications.

9. Preston, P. (2001) *Reshaping Communications*, Cambridge, Cambridge University Press.
10. Real, M.R. (1996) *Exploring Media Culture: A Guide*, New Delhi, Sage.
11. Singhal, A. and E.M. Rogers (2000) *India's Communication Revolution*, New Delhi, Sage Publications.

### **Additional Readings**

1. Chakravarty, Sunita S. (2000) *National Identity in Indian Popular Cinema 1947-87*, New Delhi, Oxford University Press.
2. Croteau, David and W. Hoynes (1997) *Media/Society: Industries, Images and Audiences*, London, Pine Forge Press.
3. Johnson, K. (2000) *Television and Social Change in Rural India*, London, Sage.
4. Mankekar, P. (2000) *Screening Culture, Viewing Politics: Television, Womanhood and Nation in Modern India*, New Delhi, Oxford University Press.
5. Gupta, Nilanjana (1998) *Switching Channels: Ideologies of Television in India*, New Delhi, Oxford University Press.
6. Melkote, S.R. and H.L. Steeves (2001) *Communication for Development in the Third World: Theory and Practice for Empowerment*, London, Sage Publications.

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**Published by: Col. G. S. Chadha (Retd.), Panjab University, Chandigarh**