

M.A. (Previous) - Sociology

Paper – I

Classical Sociological Tradition

Objectives :

Industrial Revolution and consequent transformation of mode of production brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism. The changes that were brought by these events which have had far-reaching effects on the economic and social systems of these societies that they commanded attention of thinkers. That gave rise to the discipline of Sociology. Different thinkers viewed the societal changes from different perspectives, presented their distinct analysis, casual and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of this society. Some of them engaged their attention on the issues related to development of Sociology as a Science. They laid down the theoretical foundations of Sociology on which edifice of modern Sociological theories is erected. Besides, they also tried to analyse and interpret other sociological issues such as education, power structures, religion and the like. Among these Sociological thinkers prominent are Karl Marx, Emile Durkheim, Max Weber and Vilfredo Pareto.

Acquaintance with the writings of these four thinkers would equip the students with theoretical insights to know, analyse and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories. While teaching, emphasis should be on critical analysis of the writing of these four thinkers.

Unit-1-Historical Socio-Economic. background of the emergence of sociology

Traditional feudal economy and social structure Impact of industrial revolution and of new mode of production on society and economy
The emergence of capitalistic mode of production- Nature and

features of capitalism. The enlightenment and its impact on thinking and reasoning.

Unit 2- Karl Marx'

Marx's theory of social change

Marxian Dialectical materialism as a philosophical perspective of Change and its laws.

Materialistic interpretation of history : As a perspective of explaining transformation of human society through different stages. Economic determinism. Mode of production and social structure. Basic structure and, super structure.

Marx's analysis of emergence and development of capitalism in terms of laws of increasing accumulation and concentration of capital and of increasing misery. Concepts of surplus value and exploitation.

Sociology Emergence of classes and class conflict. Proletariat revolution and future of capitalism. Classless society.

Alienation in the capitalist society - Factors responsible for alienation and its social implications. Views on political power. The state in relation to social classes. Future of the State after proletariat revolution.

Theory of ideology - Ideology as a part of super structure. Three views with regard to ideology.

Unit 3- Emile Durkheim

Intellectual background. His preoccupation with the order and disintegration of society. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Explanation of increasing division of labour. Pathological forms of division of labour.

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Theory of suicide Review of earlier theories of suicide.

Suicide rate. His distinctive sociological approach.

Types of suicide. Problem of integration of the individual with society.

Theory of Religion Earlier theories of the emergence and role of religion- structure of religion - sacred- and profane - source of sacredness of the sacred things as symbols of ultimate values. Society as a supreme God. Religious rituals - their types, Social role of religious beliefs and rituals.

Contribution to the methodology of Sociology -Sociology as a Science - concept of social facts - sociologism.

Unit 4- Max Weber Theory of social action -

types of social actions

Intellectual background. Analysis of modern capitalism. Views on the role of ideas and values in social change with, reference to the relationship between Protestant ethic and emergence of capitalism. Theory of Authority - Authority and power - Types of authority and bases of their legitimacy-Their distinctive features, methods of Administration and modes of inheritance.

Theory of Bureaucracy. Capitalism and growing rationalism and emergence of modern bureaucracy, His model of bureaucracy. Relationship between political leaders and bureaucracy.

Concepts of status, class and power.

Contribution to the methodology of social science -Distinctive nature of social realities because of meanings attached them - Sociology as an interpretative science. Concepts of Verstehen and ideal types

Unit 5- Vilfredo Pareto

Intellectual background

Contribution to the methodology - his logico-experimental method

Classification of logical and ~~non-logical~~ actions

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Explanation of non-logical actions in terms his theory of Residues and Derivatives.

Classification of Residues and Derivations.

Theory of social change Elites and masses. Types of elites, their classification, circulation of elites.

Essential Readings

- Parsons Talcott 1937-1949 The Structure of Social Action, Vol. 1. & II McGraw Hill, New York.
- Nisbet 1966 - The Sociological Tradition. Heinemann Educational Books Ltd., London.
- Zeitlin Irvin 1981 - Ideology and the Development Sociological Theory Prentice Hall
- Dahrendorf, Ralph, 1959, Class and Class Conflict in an Industrial Society. Stanford University Press.
- Bendix, Rinehard, 1960 - Max Weber, An Intellectual Portrait (For Weber) Double Day.
- Popper Karl 1945 – Open Society and its Enemies. Routledge, London.
- Aron, Reymond 1965 – 1967, Main Currents in Sociological Thought, Vol. 1 and II, Penguin, Chapters on Marx, Durkheim and Weber.
- Coser, L.A. 1977 : Masters of Sociological Thought, New York Harcourt Brace, pp. 43-87, 129-174, 217-260.
- Giddens, Anthony 1997 : Capitalism and Modern Social Theory – An Analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book.
- Hughes, John A., Martin, Peter, J. and Sharrock, W. W. 1995 : Understanding Classical Sociology - Marx, Weber and Durkheim, London Sage Publications, Whole Book.

Paper - IIInd

Methodology of Social Research

Objectives :

This course plan aims to provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative). It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. In the first section, it introduces certain philosophical ideas underfying the emergence of different methodologies in social sciences. The second and third sections attempt to sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. Exposure to the fieldwork at the post-graduate level is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

Unit 1- Philosophical Roots of Social Research

Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge.

Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn)

Positivism and its critique: Contributions of Comte, Durkheim and Popper to positivism; Critique of positivism: Fayeraband and Giddens

Hermeneutics: inductive analysis, experiments in ethno-ethodology, because of an dorder to motive in phenomenological sociology.

Methodological Perspectives in Sociological Theory:

Unit 2- Nature of of Social Reality and Approaches to it:

Positivism, Phenomonology, Ethnomethodology and Symbolic Interactionism, Interpretative understanding.

Logic of Inquiry in social science research

Inductive and deductive

Theory building

Scientific method in social research

Objectivity/value neutrality

Hypothesis

Unit 3- quantitative methods and survey research

Assumptions of quantification and measurement

Assumptions of qualification and measurement

Survey techniques

Operationalisation and reserarch design

Sampling design

Questionnaire construction, interview schedule

Measurement and Scaling

Reliability and Validity

Limitations of Survey

Unit 4- Statistics in social research

Measures of central tendency: Mean, Median, Mode, Measures of

Dispersion: Standard/Quartile Deviation, Correlational Analysis:

Tests of Significance and Covariance

Regression Analysis

Qualitative Research Techniques

Techniques and methods of qualitative research.

Participant observation/ethnography, interview guide

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Case study method

Content analysis

Oral history, narratives

Life history, genealogy

Methodological dilemmas and issues in qualitative, research

Encounters and experiences in field work.

Qualitative data format and processing.

Validity. and reliability in qualitative research.

Unit 6-Methods and use of macro-statistics and secondary sources (Durkheim's suicide, census, NSS). Triangulation - Mixing qualitative and quantitative methodologies

Social Research, Action Research, Participatory. Research

Application of Computers in Social research (e.g. SPSS)

Ethical Issues in Social Research

Essential readings :

- Barnes, John A. 1979. Who Should Know What? Social Science, Privacy and Ethics. Harmondsworth : Penguin.
- Bleicher M. -1988. The Hermeneutic Imagination. London: Routledge and Kegan Paul (Introduction only)
- -Bose, Pradip Kumar, 1995: Research Methodology. New Delhi :
- Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin Hyman.
- D.A.de Vaus. 1986. Surveys in Social Research. London : George Relen and Unwin.

- Hughes, John. 1987. The Philosophy of Social Research. London: Longman.
- Irvine, 'J., I. Miles . and J. Evans (eds.) 1979. Demystifying Social Statistics, Londort Pluto Press.
- Madge, John. 1970. The Origins of Scientific Sociology. London : Tavistock.
- Marsh, Catherine. 1988. Exploring Data. Cambridge: Polity Press.
- Punch, Keith. 1986. Introduction to Social Research, London: Sage.
- Srinivas, M.N. and AM. Shah 1979. Field Worker and the Field. New Delhi: Oxford

References :

- Boteille A., and TN. Madan 1975. Encounter and Experience Porsonal Accounts of Fieldwork New Delhi: Vikas Publishing House Pvt: Ltd.
- Fayeraband, Paul. 1975. Against Method: Outline of an Anarchistic Theory of Knowledge. London: Humanities Press.
- Hawthorne. Geoffrey, 1976. Enlightenment aqd Despair A History of Sociology: Cambridge: Cambridge University.
- Kuhn, T. 1970. The Structure of Scientific Revolutions. London: The University of Chicago Press.
- Mukherjee P.N. (eds.) 2000. Methodology in Social Research : Dilemmas and Perspectives. New Delhi: Sage. (Introduction)
- Popper K. 1999. The Logic of Scientific Discovery. London: Routledge.
- Shipman, Martin. 1988. The Limitations of Social Research, London: Longman

- Sjoberg, Gideon and Roger Nett. 1997. Methodology for Social Research, Jaipur: Rawat.
- Smelser, Neil J. Comparative Methods in Social Science.

Pedagogy :

it may be noted that the course plan is sufficiently broad based to divide it into two courses: Or one course may be culled out depending on the desired thrust and focus.

This course, especially the first section, is communicating the message that methodologies and methods do not evolve or emerge in a vacuum. Thus, the teacher is expected to constantly connect research methods to a theoretical framework so as to explain explicitly the linkages between theory and practice. Discussions and practical exercises may form an integral part of the course.. Daily discussion on specific topic among students will provide feedback to the teacher and also arouse the interest of the, students. A field visit may also be organized depending upon the resources, time and convenience. Students may -be made to do exercises in class such as the construction of questionnaires, schedules etc. and also test them in the field so as to sharpen their research skills. The section on statistics should also be rigorously explained along with adequate exercises.

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Paper III

PERSPECTIVES ON INDIAN SOCIETY

Objective :

It is hoped that students will have acquired a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the graduate level. This course is aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian thereby adding depth as well as insight to their understanding of the subject.

Unit 1- Course Outline :

Conceptualizing Indian society in terms of certain distinctive characteristics and configurations: the scale and magnitude of cultural diversity (religious beliefs and rituals, institutions, cultural patterns, linguistic diversity); linkages and networks binding regions, groups and communities; continuity between past and present in institutions, cultural and behavioural patterns; the village, as the nucleus of Indian society; social hierarchy (caste system)

The colonial context: the representation of Indian society as fragmentary and static in colonial ethnography; the census, district gazetteers and the imperial gazetteer as instruments of colonial policy; the colonial legacy in Sociology and Social Anthropology in the post-Independence period; academic neo-colonialism; Americanization of sociology.

Unit 2- Theoretical perspectives :

Indological /Textual (G.S.Ghurye, Louis Dumont) Structural-functionalism (M.N. Srinivas, S.C. Dube) Marxism (D. P. Mukherjee, A. R. Desai, R. K. Mukherjee) Synthesis of Textual and Field Views (Irawati Karve, A.M.Shah) Civilizational View (N. K. Bose, Surajit Sinha) Subaltern Perspective (B.R. Ambedkar; David Hardiman)

Current debates: contextualization, indigenization, the use of native categories in the analysis of Indian society, text and context, sociology for India.

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Essential Readings:

- DeSouza, PR. ed. 2000 Contemporary India -Transitions (New Delhi : Sage)
- Dhanagare, D.N. 1993 : Themes and Perspectives in Indian Sociology (Jaipur Rawat).
- Dube, S.C. 1973: Social Sciences in a Changing Society (University Press)
- Dube, S.C. 1967 The Indian Village (London : Routledge, 1955)
- *Dumont, Louis 1970 : Homo Hierarchicus The Caste System and its Implications (New Delhi : Vikas)
- Karve, Irawati 1961 Hindu Society. An Interpretation (Poona Deccan College)
- Momin, A. R. 1996 The Legacy of G. S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay)
- Mukherjee, D.P. 1958. Diversities People's Publishing House, Delhi.
- Oommen, T.K. and R N. Mukherjee, eds. 1986 : Indian Sociology: Reflections and Introspections, Popular Prakashan, Bombay.
- Singh, K.S. 1992 :, The People of India: An Introduction, Seagull Books, Calcutta.
- Singh, Y 1986 : Indian Sociology Social Conditioning and Emerging Concerns, Delhi Vistaar.
- Singh, Y. 1973 : Modernisation of Indian Tradition, Delhi, Thomson Press.
- Srinivas, MN. 1960 : India's Villages, Asia Publishing House, Bombay.
- Tylor, Stephen: India: An Anthropological Perspective.

References :

- Hardiman, David, 1996 : Feeding the Bania: Peasants and Usurers in Western India, Oxford University Press.
- HZdardiman, David, 1987 : The Coming of the Devi: Adivasi Assertion in Western India, Oxford University Press.

- Lannoy, Richard, ,1971 : The Speaking Tree, A Study of Indian Culture and Society, London, Oxford University Press
- Marriott, Mckim - 1990 : .India through Hindu Categories, Sage, Delhi
- Mohan, R.P. and A. S. Wilke, eds 1994. International Handbook of Contemporary Developments in Sociology, London, Mansell.
- Singer, Milton and Bernard Cohn. eds. 1968. Structure and Change in Indian Society, Chicago : Aldine Publishing Company.
- Singer, Milton 1972 : When A Great Tradition Modernizes, Delhi, Vikas.

Pedagogy

Audio-visual methods should be used.

Wherever possible, illustrations should be drawn from the State region.

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Paper IVth

Sociology of Environment and Disaster Management

Note : This paper will be 100 marks, it will be divided into following :-

(A)	Theory	-	50 Marks
(B)	Case Study/Assignment	-	25 Marks
(C)	Viva Voce	-	25 Marks

Part-A : (Course Outline) :

Unit-1 : Introduction and Overview :

Environmental Sociology and Disaster Management, Social Ecology

Unit-2 : Theoretical Prospective on Environmental Sociology from (Classical to Modern), World System Theory, Risk Society and Contemporary Sociological Studies on Environment in India.

Unit-3 : Sustainable Development : Quality of Life, Environment and Technology, Global Environmental Problems and Climate Change, Environmental Movements in India, Ecological Politics

Unit-4 : Sociology of Disaster; Concept, Definition and Nature, Causes and Types.

Unit-5 : The Role of the State, Civil Society, NGO,s and Voluntary Organizations in Disaster Management.

***** The Viva voce will be conduct by Internal and External Examiner appointment by C.S.J.M. University, Kanpur.**

ESSENTIAL READINGS:

1. Haksar, P. N. et. al., 1981: A Statement of Scientific Temper, Bombay, Nehru Centre
2. Sen, Amartya, 1981: Poverty and Famines, New Delhi, Oxford University Press
3. P. N. Haksar et al. 1981: A Statement on Scientific Temper, Bombay, Nehru Centre
4. Ivan Illich, 1981: The Delinking of Peace and Development, 3, pp. 257-65, New Delhi,

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5. Sharma, Dharendra, 1983: India's Nuclear Estate, New Delhi, Lancers
6. Nandy, Ashish, 1985: The Bomb, The Illustrated Weekly of India, 4 August
7. Veena Das and Ashis Nandy, 1985: 'Violence, Victimhood and the Language of Silence', Contributions to Indian Sociology, Vol, 19, pp. 177-94
8. Sahasrabudhey, Sunil, 1985: Bhopal: Science Must Share the Blame, PPST Bulletin,
9. Praful, Bidwai, 1986: Atomic Power on the Run, The Times of India
10. Praful Bidwai, 1986: Atomic Power on the Run, The Times of India, The Times of India, 13- 15 October
10. Shiv Visvanathan 1986: Bhopal: The Imagination of a Disaster, Alternatives, No. II, pp. 147-65.
11. T. S. Ananthu, 1986: Towards a New Methodology in Science, Paper Presented at the National Institute for Science, Technology and Development, New Delhi
12. Ward Morehouse & Subramaniam M. Arun, 1986, (First Edition) : The Bhopal Tragedy: What Really Happened and What It Means for American Workers and Communities at Risk, New York, The Apex Press
- Shanti George, 1986: Operation Flood: An Appraisal of Current Indian Dairy Policy, New Delhi, Oxford University Press
13. Sharma, Dharendra (ed.) 1986: The Indian Atom: Power and Proliferation, Philosophy and Social Action, New Delhi
14. Bhopal, Shiv Visvanathan, 1986: The Imagination of a Disaster, Alternatives, II.
15. Singh, R.K. and Singh Manju, 2017 : Paryavaran Aadhyan, Ishika Book Distributors, Agra.
16. Singh, A.K., 2017 : Social Capital, Water Councils and Governance : Serial Publications, New Delhi.
17. Sharma, Dharendra, 1993: India's Nuclear Estate, New Delhi, Lancers
18. Bajaj, Jatinder K.: The Bhopal Tragedy: The Responsibility of the Scientific Community
19. Nandy, Ashish: Science, Authoritarianism and Culture, New Delhi, Institute of Economic Growth
20. Dunlop, Buttel, Dickem, Environmental Sociology, 2017, Rawat Publication, Jaipur.
21. John Honnigon, 1995, Environmental Sociology, Rautledge Publication, New Delhi.
22. Corson, R., 1962, Silent Spring Berton Hengilton.
23. Ram Chandra Gupta, 1994, Social Ecology, Oxford University.
24. Nicholson M., 1987, The Environmental Age, Cambridge University Press.
25. Chaudhary, S.K. : Sociology of Environment, Sage Publication, 2014.

Paper Vth - A**Industry and Society in India****Objectives :**

As industrial society is a part-society with all its distinctive characteristics and as industrialisation has been seed-bed of sociological treatise on society, the knowledge and scholarship on industry and society should be the necessary requirement for the P.G. students. As there is a distinct pattern of work and its organisation with all its technological conditioning factors, the work in industrial society, the labour, the labour and organisation require to be an essential sociological knowledge for students as a corollary to it, the management and organisation aspect of work and workers in industrial organisation has to be the inevitable skill to diagnose the sociological trends in industrial community.

To expose the P.G. students with the knowledge on industrial society and sociological order, industrialisation process, work transformation, Industrial tours and cities and also on industrial organisation with personnel management practices

Course Outline :

Unit 1- Classical sociological tradition on industrial dimensions of society, Division of labour, Anomie, Bureaucracy, rationality, production relations surplus value and alienation. E, Durkheim, K. Marx and M. Weber

Unit 2 Work, Post Modernity and Organisation Contemporary organisational realities, dialectical organisations, Power and Subjectivity. Family, religion, stratification, habitat, settlement and environmental problems through industrialisation process.

Unit 3 - Work, work process, technology and labour, work culture, work ethics and human relation work. The concept of organisation [formal and informal organisation] its structure and functions, classical - theories of management.

Unit 4 - Industrial relations, conflicts, causes and types Resolution of conflict, conciliation, arbitration and adjudication, collective bargaining,

Trade union, their growth, functions and their role in industrial organisation.


Unit 5 - Participatory management- varieties of such management, Industrial community labour migration, Women and child labour, family, Industrial city, social and environmental issues.

Essential readings:

- Zetlin Irwing, 1960 - Ideology and the Development of Sociological Theory VOL 1 & VOL 2. Basic Books, New York.
- Watson, K Tony, 1995 - Sociology, Work and Industry, Routledge Kegan, Paul.
- Ramaswamy EA, 1988 - Industry and Labour OUP
- Ramaswamy E A, 1978 - Industrial Relations in India, New Delhi.
- Karnik V B 1970 - Indian Trade Union, A Survey, Popular Prakashan, Mumbai.
- Mamoria C. B. and Mamoria, 1992 - Dynamics of Industrial Relation in India, Himalay Publishing House, Mumbai.
- Ramaswamy E A 1977 - The Worker and his Union, Allied, New Delhi.
- Agarwal R. D. 1972 - Dynamics of Labour Relations in India, A Book Readings, Tata Mc Graw Hill.
- Laxmanna, C. et al. 1990 - Workers Participation and Industrial Democracy. Global Perspective, Ajantha Publications.
- Philip Hancock, Melissa Taylor 2001 Work Post Modernism and Organisation, Sage, India.

Reference


- Aiz Abdul 1984 - Labour Problems or Developing Economy, Ashish Publishing House.


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- Miller and Form 1964 - Industrial Sociology, Harper and Row, New York.
- Parker S. R. Brown K, The Sociology of Industry, George Allen and Unwin Ltd., London.
- Chield Jand Smith, 1964
- Gibert S. J. 1985 - Fundamentals of Industrial Socilogy, Tata Mc. Graw Hill Publishing Co. Ltd, New Delhi.

Pedagogy :

The scholarship on industry and society should be besides the class-room teaching the field work oriented. The learners need to develop the diagnostic skills of discovering industrial society with an ability to be a critic. Hence, the field placement in industry as a case-experience is essential.


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Paper V - 'B'
Social Movements In India

Objectives :

The objective of this course is to sensitize postgraduate students to the variety and dynamics of social movements and their role in social transformation. The course will hopefully enable the students to look at social movements in a sociological and comparative perspective.

Course Outline :

Unit-1-Defining features and dynamics of social movements; types of social movements; social movements and the distribution of power in society

Unit-2-The social base: class, caste, ethnicity, gender; role and types of leadership; relationship between leaders and the masses; the bearing of political institutions and processes on social movements; role of media.

Unit-3- Social movements and social change : reform, revival, revolution; schisms, splits; counter movements; transformation and decline.

Unit 4- Theories of the emergence of social movements: -
 Marxist and post-Marxist Weberian and: post-Weberian
 Structural-functional

Unit 5-Traditional social movements in India: peasant': movement; labour and trade union movement; tribal;: movement; nationalist movement.

Unit 6-New social movements in India: Dalit movement; Women's movement; Ecological and Environmental!., movement, Ethnic movements

Essential readings :


- Banks, J.A. 1972 : The Sociology of Social Movements (London : Macmillan)
- Desai, AR. Ed. 1979 : Peasant Struggles in India (Bombay : Oxford University Press)

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- Dhanagare, D.N., 1983: Peasant Movements in India 1920-1950 (Delhi : Oxford University Press)
- Gore, As., 1993 : The Social Context of an Ideology Arnbbedkar's Political and Social Thoughts (New Delhi / : Sage)
- Qomen, T.K., 1990: Protest and Change Studies in Social Moveinents (Delhi Sage).
- Rao M.S.A. , 1979 ; Social Movements in India (New Delhi': Manohar)
- Rao, M.S.A, 1979 : Social Movements and Social Transformation (Delhi : Macmillan)
- Singh, KS., 1982 : Tribal Movements in India (New Delhi : Manohar)
- Solliot, Eleanor, 1995 : From Untouchable to Dalit Essays on The Ambedkar Movement (New Delhi : Manohar)

References :

- Gouldn.er, A.W., 1950 ed. Studies in Leadership (New York : Harper and Brothers)
- Oommen, TX., 1972 : (Charisma, Stability and Change. An Analysis of Bhoodan Gramdan Movement. (New Delhi ::Thomas Press)
- Shah, Ghanshyam, .1977 : Protest Movements in two Indian States. New Delhi : Ajanta..
- Shah, Ghanshyam, 1990 : Social Movements in India; A Review of the literature (Delhi: Sage)
- Shah, Nandita, 1992 : The Issues at Stake . Theory and Practice in the Contemporary Women's Movements in India (New Delhi : Kali for Women)


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- Shiva, Vandana, 1991 : Ecology and the Politics of Survival
(New Delhi: Sage)

Pedagogy :

Audio-visual methods should be used.

Illustrations should be drawn from the state/region.

Newspaper reports and features as well as television

features should be used by way of illustration.

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Paper V - C

Science, Technology and Society

Objectives :


Globalization and liberalization have brought in new dimensions of the development of Indian Science and Technology for the development of our economy vis-a-vis developed economies. Any effort at development depends on our competitive ability in the international market to sell our products and services. Marketability is dependent on the ability of our scientists to develop new products and processes and in the Up-gradation of our technological tools in industry and other service areas.

To enable the student to understand the relationship between science and Society

To introduce the student to the conceptual and theoretical issues in the study of sociology of science To understand the issues relating-. to science, technology and society in India both in the Historical and Globalization contexts.

Course Outline :

- Unit 1-** The study of Science-its importance. Relationship between society and science and vice-versa. Science as a social system. Norms of science. Relationship between science and technology.
- Unit 2-** History of modern science in India - colonial- independence and post-independence science. Nature of science and technology education in India and its quality. Pure vs. Applied Science in India. Indian social structure and science. Social background of Indian scientists. Brain drain and brain gain.
- Unit 3-** Science policy, social organization of science in India –scientific laboratories and their contribution to the development of technology.


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Unit 4- Science education in contemporary India–primary level to research level. Performance of universities in the development of technology. Interrelationship between industry and universities.

Unit 5- Globalization and liberalization and their impact on Indian science and technology. WTO and issues related to intellectual property rights. MNCs and Indian industry. Political economy of science & technology at the national and international levels.

Essential readings :

- Appleyard, H. (ed.) 1989. The Impact of International Migration on Developing Countries, Paris: OECD,
- Barber, Bernard 1952. Science and the Social Order, New York: Free Press.
- Gaillard, J 1991. Scientists in, the Third World Lexington: Kentucky University Press. Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. Scientific Communities in the Developing World, New Delhi: Sage.
- Kamala Chaubey ed. 1974, Science Policy and National Development, New Delhi: Macmillan.
- Krishna, V.V. 1993. S. S. Bhatnagar on Science, Technology and Development, 1938-54, New Delhi:, Wiley Eastern.
- Kornhauser, William. 1962, Scientists in Industry, Berkley: University of California Press, Price, Derek J.deSolla, 1963 Little Science, Big Science New York: Columbia University Press.
- Rahman, A. 1972. Trirnurti: Science, Technology and Society - A Collection of Essays, New Delhi: Peoples Publishing House.
- Storer, Norman W. 1966. The Social System of Science New York: Holt Rinehart and Winston.


- UNCTAD/CSIR Case study in reverse transfer of technology:
A survey of problems and policy in India Doc.TD/B/C/.
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- Crane, Diana. 1965. "Scientists at Major and Minor Universities. A Study of Productivity and Recognition," American sociological review, 30 (5), Pp. 699-714.
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- Debroy, Bibek. 1996. Beyond the Uruguay Round: The Indian Perspective on GATT, New Delhi: Sage.
- Gilpin, Robert, and Christopher Wright eds. 1964. Scientists and National Policy making, New York: Columbia University Press.
- Kumar, Nagesh and N. S. Siddharthan. 1997. Technology, Market Structure and Internationalization: Issues and Policies for Developing Countries, London: Routledge and The United Nations University.
- MacLeod, Roy and Deepak Kumar. 1995. Technology and the Raj: Western Technology and Technical Transfers to India, 1700-1947 New Delhi: Sage.
- Merton, Robert K. 1938. "Science, Technology and Society in Seventeenth-century England", Osiris (Bruges, Belgium), 14, Pp.360-632. Merton, Robert K, 1963. "The Ambivalence of Scientists" Bulletin of the-- Johns Hopkins Hospital, 112, Pg.77-97.
- Storer, Norman W. 1964. "Basic versus Applied Research: The conflict between means and ends science', Indian Sociological Bulletin, 2 (1), Pp.34-42.

Pedagogy :

- Assignments to summarize ideas from essential; readings and from references to be given. Referencee given above are important and indicative and not: exhaustive. The teacher may add new references.


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- Organizing discussion groups on different units or:: issues on units and involve the whole class to discuss, Current information from Economics dailies may be taken up for discussion.
- Review sessions of articles published in Reports and Journals published by the CSIR, DSIR, DST, CAR, Director General of Foreign Trade and select left wing ,-


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Paper V - 'D'

Criminology

Objectives :

With the fast tempo of change in contemporary society, the crime scene is also changing fast. The eruption of violent crimes, organized crimes, white-collar crimes, crimes against women and children, and above all cyber crimes is compelling enough to warrant the study of crime, its control and prevention. Significant advances have taken place recently in the study of crime and its control, generating important theoretical formulations and policy perspectives. Hence the relevance of the course on criminology.

The course is designed to acquaint the students with: recent advances in criminology;

changing profile of crime and criminals, particularly in India; prison reforms in India;

correctional measures and programmes in prisons; alternatives to imprisonment; and

victimology and its implications for crime control and prevention

to prepare the students for professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.

Course Outline :

Unit 1- Conceptual Approaches to Crime: legal, behavioral and sociological; deviance, crime and delinquency; types of crime economic, violent, white-collar

Unit 2- Perspectives on Crime Causation: classical, positivist, psychological, sociological, marxian, geographical; recent theoretical advances - the criminal, personality, labelling theory

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Unit 3- Changing Profile of Crime and Criminals: organized crimes, crimes. against women and children, cyber crimes, corruption, changing socio- economic profile of criminals in contemporary India ,

Unit 4- Theories of Punishment retributive, deterrent, reformatory, utility and cost of punishment Correction and its Forms: meaning and significance of correction; forms of correction prison-based, community- based Correctional Programmes in Prisons: history of prison reforms in India, national policy on prisons; scientific classification of prisoners; modernization of prison industry and involvement of private sector; correctional programmes - educational, vocational, psychiatric, meditation, recreation, etc; New Delhi Model of Correction

Unit 5-Problems of Correctional Administration: antiquated jail manual and prison act overcrowding, custodial mind set; lack of inter-agency coordination among police, prosecution, judiciary and prison; human rights and prison management, limitations and prospects of correction Alternatives to Imprisonment : probation, parole, open prisons, after-care and rehabilitation Victimological Perspective: victim's responsibility in crime, compensation to victims.

Essential readings :

- Bedi, Kiran. 1998. It is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.
- Gill, S.S. 1998. The Pathology of Corruption. New Delhi : Harper Collins Publishers (India).
- Goel, Rakesh M. and Manohar S. Powar. 1994. Computer Crime: Concept, Control and Prevention. Bombay: Synsin Computers Pvt. Ltd.
- Lilly, J. Robert, Francis T. Wallen and Richard Ball A. 1995 Criminological Theory, Context and Makkar, S.P., Singh and Paul C. Friday. 1993 Global Perspectives in -Criminology. Jalandhar : ABC Publications


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- Reid, Suetitu.s. 1976. Crime and Criminology. Illinayse: Deydan Press.
- Shankardas, Rani Dhavan, 2000. Punishment and the Prison: India and International Perspective. New Delhi: Sage Publications.
- Sutherland, Edwin H. and Donald R. Cressey. 1968.. Principles of Criminology. Bombay: The Times of India Press.
- Walklete, Sandra. 1998. Understanding Criminology. Philadelphia: Open University Press.
- Williams, Frank P and Marilym D. Meshare. 1998. Criminological Theory. New Jersey: Prentice-Hall.
- Williamsan, Harald E. . 1990. The Correction Profession.; New Delhi: Sage Publications

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- Buckland, John. 1992. Combating Computer Crime: Prevention, Detection and Investigation. New Delhi: McGraw Hill.
- Drapkin, Ismail and Viano, Emilio. 1975. Victimology A New Focus. London, Lesington Press
- Hallman, Taryl A. 1950. The Economics of Crime. New York: St. Martin's Press.
- Inciarti James A. and Pottieger Anne E. 1978. Violent Crime: Historical and Contemporary Issues. London: Sage Publications.
- Ministry of Home Affairs. Report of the All India Committee on Jail Reforms. 1980-83. New Delhi: Government of India.

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- Pace, Denay F. 1991. Concept of Vice, Narcotics and Organised Crime. London, Prentice - Hall.
- Revid, Jorathan. 1995. Economic Crime. London, Kejan Paul.
- Ryan, Patrick J. and George Rush. 1997. Understanding Organized Crime in Global Perspective. London: Sage Publications.
- Weisburd, Dand and Kip Schlegal. 1990. White Collar Crime Reconsidered. Boston: Northeastern University Press.

Pedagogy :

The students should be provided an opportunity to observe the working of the police, judiciary and prisons of the region. They should be taken to modern jails, reformatories, Borstal Homes and Drug De-ediction Centres to see for themselves the working of these institutions and to interact with both the staff and the inmates of these institutions. Special sessions may also be organized for interaction with some of the leading and knowledgeable functionaries of the criminal justice administration system. All this will go a long way to stimulate their interest in the study of the course.

Essential readings :

- Abraham, M.F. 1990. Modern Sociological Theory: An Introduction. New Delhi: OUP
- Agarwal, B. 1994. A Field of One's Own Gender and Land Rights in South Asia. Cambridge: Cambridge University Press.
- Appadurai, Arjun. 1997. Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP
- Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP
- Desai, AR. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan. (Chapter 2).

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- Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
- Hag, Mahbub UI. 1991: Reflections on Human Development. New Delhi, OUP
- Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Prentice-Hall (India)
- Sharma, SL 1980. 'Criteria of Social Development', Journal of Social Action. Jan-Mar.
- Sharma, SL 1986: Development. Socio-Cultural rDimensions. Jaipur: Rawat.(Chapter 1).
- Sharma, S.L. 1994. 'Salience of Ethnicity in Modernization: Evidence from India, Sociological Bulletin. Vol.39, Nos. 1 &2. Pp.33-51
- Srinivas, M.N. 1966. Social Change in Modern India. Berkley: University of Berkley.
- Symposium on Implications of Globalization. 1995. Sociological Bulletin. Vol.44. (Articles by Matthew, Panini & Pathy). UNDP. Sustainable Development. New York: OUR
- World Bank. 1995. World Development Report. New York.

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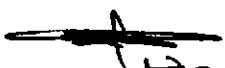
- Amin, Samir. 1979. Unequal Development: New Delhi: OUP
- Giddens, Anthony. 1990. The Consequences of Modernity. Cambridge: Polity Press.
- Kiely, Ray and Phil Marfleet(eds). 1998. Globalization and the Third World. London'. Routledge.
- Sharma, SL 1 992. 'Social Action Groups as Harbingers of Silent Revolution', Economic and Political Weekly, Vol.27, No.47.
- Sharma, S.L. 1994. Perspectives on sustainable Development in South Asia: The Case of India' In Samad (Ed.)

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- Perspectives on Sustainable Development In Asia. Kuala Lumpur : ADIPA
- Sharma, S.L. 2000. Empowerment Without Antagonism: A Case for Reformulation of Women's Empowerment Approach'. Sociological Bulletin. Vol. 49. No.1
- UNDP. 1997. Human Development Report. New York: Oxford University Press.
- Wallerstein Immanuel. 1974. The Modern World System. New York : OUP
- Waters, Malcolm. 1995. Globalization. New York:. Routledge and Kejan Paul.
- World Commission on Environment and Development. 1987. Our Common Future.
- (Brundland Report). New Delhi. OUP

Pedagogy :

A special feature of the pedagogy of this course should be to take the students to sides of success stories of development as well as the failure stories of development in the region. The students may also be encouraged to participate in Workshops to critically.


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MA II (Final) - Sociology

Paper: 1st

Theoretical Perspectives in Sociology Objectives : This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. The main focus of this course will be on structural, functional, and conflict theories, and symbolic interactionism, phenomenology, ethnomethodology and neomarxism. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse, theoretical: perspectives in understanding social, structure and change.

Course outline:

Unit 1- Introduction

Nature of sociological theory - Levels of theorisation in sociology - Relationship between theory and research

Unit 2 - Structural-functionalism


The idea of social structure: A.R.Radcliffe-Brown - The problems of role analysis: S.F.Nadel - Functional dimensions of social system: T.Parsons - Codification, critique and reformulation of functional analysis: R.K.Merton - Neofunctionalism: J.Alexander

Unit 3 – Structuralism and post-structuralism

Human nature and cultural diversity: C.Levi-Strauss - Structuralism and post - structuralism: M.Foucault

Unit 4 - Conflict theory

Marx critique and dialectics of conflict: R.Dahrendorf - Functional analysis of conflict : L. Coser Conflict and social change: R.Collins


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Unit 5 - The critical, theory and neo Marxism

The Frankfurt school'-Lifeworld and system: J. Habermas -
Structuralism Marxism : L. Althusser - Hegemony: A. Gramsci

Unit 6 - Interactionist perspective

Symbolic interactionism: G. H. Mead and Helmer - Phenomenological
Sociology : A. Schutz - Social construction of reality: P. Berger and T.G.
Luckmann – Ethnomethodology : H. Garfinkel

Unit 7 - Recent trends in sociological theorising

Structuration: Anthony Giddens - Habitus and field: Bourdieu -
Postmodernism Semiotics u Convergence

Essential readings:

- Alexander, Jeffrey C. 1987. Twenty lectures: Sociological Theory since World War II. New York: Columbia University Press.
- Bottomore, Tom. 1984. The Frankfurt School. Chester, Sussex: Ellis Horwood and London: Tavistock Publications.
- Craib, Ian. 1992. Modern Social Theory: From Parsons to Habermas (2nd edition). London: Harvester Press.
- Collins, Randall. 1997 (Indian edition). Sociological Theory. Jaipur and New Delhi: Rawat.
- Giddens, Anthony. 1983. Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis. London: Macmillan.
- Kuper, Adam. 1975. Anthropologists and Anthropology : The British School, 1922-72. Harmondsworth, Middlesex: Penguin Books.
- Kuper, Adam and Jessica Kuper (eds.). 1996 (2nd edition). The Social Science Encyclopaedia. London and New York: Routledge.
- Ritzer, George. 1992 (3rd edition). Sociological Theory. New York : McGraw-Hill.
- Sturrock, John (ed.). 1979. Structuralism and since: From Levi Strauss to Derrida. Oxford : Oxford University Press.
- Turner, Jonathan H. 1995 (4th edition). The Structure of sociological theory. Jaipur and New Delhi: Rawat.

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- Zeitlin, Irving. M...1998 (Indian edition). Rethinking 1 Sociology: A Critique of Contemporary Theory. Jaipur and New Delhi: Rawat.


Pedagogy : .

The biographical details of the sociologists mentioned may be used only to place their theoretical contributions in appropriate' intellectual contexts. It is necessary to evaluate the relevance and significance of the perspectives . listed for understanding society in general and society in India in particular. Illustrations may be drawn from empirical studies influenced by or bearing on these perspectives.

Essential Readings: .

- Abraham, M.F. 1990. Modern Sociological Theory : An Introduction, New Delhi : OUP.
- Agarwal, B., 1994. A Field of one's own Gender and Land Rights in South Asia, Cambridge : Cambridge University Press.
- Appadurai, Arjun. 1997. Modernity at large : Cultural Dimensions of Globalization, New Delhi : OUP.
- Dereze, Jean and Amratya Sen., 1996. India : Economic Development and Social Opportunity, New Delhi : OUP.
- Desai, A.R., 1985. India's Path of Development : A Marxist Approach, Bombay : Popular Prakashan (Chapter-II).
- Giddens Anthony, 1996. Global Problems and Ecological Crisis in Introduction to Sociology, 2nd Edition : New York : W.W. Norton & Co.
- Harrison, D. 1989. The Sociology of Modernization and Development, New Delhi : Sage.
- Haq, Mahbub Ul. 1991. Reflection on Human Development, New Delhi : OUP.
- Moor, Wilbert and Robert Cook, 1967. Social Change, New Delhi, Prentice Hall (India).
- Sharma, SL, 1980. Criteria of Social Development, Dimensions, Jaipur, Rawat (Chapter-1).

- Sharma, SL. 1994. Salience of Ethnicity in Modernization Evidence from Indian, Sociological Bulletin, Vol. 39, No. 1 & 2, pp. 33-51.
- Srinivas, MN., 1966. Social Change in Modern India, Berkley : University of Berkley.
- Symposium on Implications of Globalization 1995. Sociological Bulletin, Vol. 44, New York : OUP.


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Paper II

SOCIOLOGY OF CHANGE AND DEVELOPMENT

Objectives :

Social change has always been a central concern of sociological study. More recently it has gained in greater salience partly because of its unprecedented rapidity and partly because of, its planned character. Not surprisingly, development has emerged as a pronounced concern and as a remarkable feature of our times. Accordingly, the relevance of the course 'Sociology of Change and Development' can hardly be overemphasized.

The course is designed to achieve the following objectives:

to provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature;

to offer an insight into the ways in which social structure impinges on development and development on social structure; and

to address in particular the Indian experience of social - change and development.

to prepare the students for professional careers in the field of development planning, including governmental, non- governmental and international agencies engaged in development.

Course Outline :

Unit 1- Meaning and Forms of Social Change: evolution., progress, transformation; change in structure and change of structure Theories and Factors of Social Change: linear, cyclical and curvilinear; demographic, economic, religious, bio-tech, info-tech and media

Unit 2- Social Change in Contemporary India: trends of change, processes of change-sanskritization, westernization, modernization, secularization Changing Conceptions of Development: economic growth, human

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development, social development; sustainable development, the question of socio-cultural sustainability, multiple sustainabilities.

Unit 3 Critical Perspectives on Development: ecological, liberal, Marxian Theories of Development and Underdevelopment: modernization theories, centre-Peripheri, world- systems, unequal exchange Paths and Agencies of Development; capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations Social Structure- and Development: structure as a facilitator/inhibitor, development and socio-economic disparities, gender and development . Culture and Development: culture as an aid,' impediment to development, development and displacement of tradition, development and upsurge of ethnicity

Unit 4 - Indian Experience of Development: sociological appraisal of Five-Year Plans, social consequences of economic reforms, socio-cultural repercussions of globalization, social implications of info-tech revolution Formulating social policies and programmes: policy and project planning, implementation, monitoring and evaluation of methodologies.

examine the existing indicators of human development and to formulate alternative sets of indicators of human development, social development and sustainable development.

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Paper III


Comparative Sociology

Objective :

There is much discussion these days on the reorientation of sociological research and the contextualisation of sociology to the experience of non-Western countries. The objective of this course is to sensitize students to the salience of the comparative perspective in sociology by highlighting the historical and social context of its development, key issues and themes as well as theoretical concerns, and by contextualizing them to the Indian situation.

Course Outline :

- Unit 1** - The salience of the comparative perspective in the social sciences in general and in sociology in particular; indices of comparison: culture, nation, class, gender.
- Unit 2** - Historical and social context of the emergence and growth of sociology in the West; the Eurocentric moorings of Western sociological tradition; Americanization of sociology; national traditions in sociology.
- Unit 3** - The emergence and growth of sociology in Asia and -Africa; the colonial context; the impact of Western sociology on the development of sociology in the Third World; sociology in a post-colonial mould; the issue of reorientation of research and teaching in sociology in accordance with national concerns and priorities.
- Unit 4** - Central themes in Comparative Sociology: Modernity; Development; Diversity, Pluralism and Multiculturalism Nation-state; Environment; Gender; Globalization.
- Unit 5** - Theoretical concerns and debates in Comparative Sociology: Problems of theorising in sociology in comparative and cross-cultural perspective; Contextualization (the need to attune teaching and research well as well as theoretical concerns and methodological


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approaches in sociology to national concerns and priorities; Sociology as social criticism, policy issues: formulation and evaluation.

Unit 6 - The Indian Context: the bearing of the colonial context on the development of sociology in India; the continuance of the colonial legacy in contemporary Indian sociology. the debate on decolonization, con textualization and indigenization; the focus on national and regional concerns.

Essential readings:

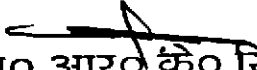
- Andreski, S. 1964 : Elements of Comparative Sociology (London, Widenfeld and Nicolson)
- Beteille, Andre 1987 Essays in Comparative Sociology (New Delhi : Oxford. University Press) Beteille, Andre 1992 : Society and Politics in India : Essays in Comparative perspective (New Delhi . : Oxford University Press)
- * Dube, S.C. 1988 : Modernization and Development : the Search for alternative paradigm (New Delhi : Vistar)
- Dube, S.C. 1973 : _ Social Sciences in a Changing Society (Lucknow)
- Kiely, R. and Phil Marfleet, eds. 1998 : Globalization and the Third World (London: Routledge)
- Kothari, Rajni 1988 : Rethinking Development In Search of Humane Alternatives Delhi : Ajanta
- Oommen, T. K. and P. N. Mukherjee, eds. 1986 : Indian Sociology: Reflections and Introspections (Bombay : Popular Prakashan)
- Parekh, Bhikhu 2000 : Rethinking Multiculturalism : Cultural Diversity and Political Theory (London : Macmillan)
- Saraswati, R.N. 1994 : Interface of Cultural Identity and Development (New Delhi Indira Gandhi National Centre of the Arts)
- World Commission on Environment and Development, 1987: (New Delhi : Oxford University Press)

References :

- Berremen, G.D. 1981 : The Politics of Truth: Essays in Critical Anthropology, New Delhi: South Asian Publishers)

- Kuper, A. 1996 : Social Science Encyclopaedia, London : Routledge)
- Mohan, R.P. and AS. Wilke, (eds.) 1994 : International Handbook of Contemporary Developments in Sociology (London : Mansell)
- Wallerstein, Immanuel 1974 : Modern World System (New York : Oxford University Press)
- Genov, Nikolai, 1989 : National Traditions in Sociology (Delhi : Sage)
- Ferreira, J.V. and AR. Momin, (eds.) : 1983 : Nemesis . Critical Perspectives on Modernization (Bombay : Ramrakhiani Publications)

Pedagogy : The course should be taught in such a way that the disciplinary quest and societal concerns appear to be organically inter-linked and integrated.


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Paper IV 'A'

Gender and Society

Objectives :

This course plan focuses on the emergence of women's movements and women's studies in the context of feminist thought and critiques of sociological theories and methodologies. The objective is to trace the evolution of gender as a category of social analysis in the late twentieth century. Major debates that have emerged are also outlined. The format provides for a comparative perspective in so far as the first part encompasses the developed and the developing countries while the second part revolves around issues concerning Indian women. It is hoped that exposure to the course will lead to a better understanding of the social phenomena.

Course outline :

Unit 1 - Social Construction of Gender

Gender vs. Biology, Equality vs. Difference Women in the family: socialization, nature vs. Gender, gender roles, private-public dichotomy, sexual division of labour. Patriarchy as ideology and practice.


Emergence of Feminist Thought

Socio-historical perspective Mapping various women's movements -
Gender and Sociological Analysis .

Feminist critiques of sociological theories/prevailing theories
Feminist Methodology as critique of sociological methods/
methodology' Emergence of women's studies

Gender based Division of Labour/Work

Production vs. Reproduction, household work, invisible work
Women's work and technology Development policies, liberalisation
and globalisation and their impact on women.


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Development and Women's Empowerment.

Unit 2- Women in India: The changing profile

The changing status of women in India - pre-colonial, colonial and post-colonial Demographic profile the gender gap (census, NSS)

Alternative conceptions of gender-caste and gender; class and gender. The role of the state and the NGOs.

Gender. and Society In India :

Economy : marginalisation of women and sexual division of labour.

Polity: reservations for women. Religion and Culture? Women's nature; women as repositories of cultural practices and traditions; marriage, dowry and property. Personal Laws and Civil Code : Hindu Code Bill, Syrian Christian law, Muslim Personal Law Customary Law and Tribal Women.

Issues affecting the quality of life of women :

Health

Education

Land rights.

Major Social Issues

Development,

Ecology

Communalism.

Violence

Essential readings:


- Altekari, A.S. 1983. The Position of Women in Hindu Civilization Delhi: Motilal Bana'rasidass, Second Edition : P Fifth reprint.
- Chodrow, Nancy. 1978. The Reproduction of Mothering. Berkeley: University of California Press.

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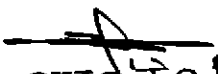
- Desai, Neera and M. Krishnaraj. 1987. Women and Society in India. Delhi: Ajanta.
- Dube, Leela et.al. (eds.) 1986. Visibility and Power Essays on Women in Society and Development. New t, Delhi: OUP.
- Forbes, G. 1998_ Women in Modern India. New Delhi, Cambridge University Press.
- India, Government of India. 1974. Towards Equality: Report of the Committee on the Status of Women.
- Maccoby, Eleanor and Carol. Jacklin. 1975. The Psychology of Sex Differences. Stanford:Stanford University Press.
- * McCormack, C. And M. Strathern (ed.) 1980. Nature, Culture and Gender. Cambridge: Cambridge University Press.
- * Myers, Kristen Anderson et.al. (eds.) 1998. Feminist Foundations: Towards Transforming Sociology. New Delhi: Sage.
- Oakley, Ann. 1972. Sex, Gender and Society New York: Harper and Row.
- Sharma, Ursula. 1983. Women, Work and Property in North-West India. London: Tavistock.
- Shulamitz, Reinhartz and Lynn Davidman. 1991. Feminist Research Methods. New York: Oxford University Press.
- Srinivas, M.N. _Caste: Its Modern Avatar, New Delhi: Penguin (Leela Dube's Article on Caste and Women).
- Vaid, S. & K. Sangari. 1989. Recasting Women: Essays in Colonial History, New Delhi: Kali For Women.

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Paper IV - 'B'
Political Sociology

Objectives :

In modernized societies the political system has become one of the most dominant components of the total social structure. Accordingly, the major objectives of teaching this course are :

To acquaint the students with the nature and functioning of political system (s), and the political processes.

To generate in the minds of students an awareness of their status and role as citizens of the state.

To make the students aware of the prerequisites of sound democratic political system and its vulnerability.

Course outline :


Unit 1 - Definition and subject matter of Political Sociology, distinctive approach of Political Sociology. Interrelationship between political system and society.

Unit 2 - Democratic and totalitarian systems - socio-economic conditions conducive for their emergence and stability.

Unit 3 - Political culture meaning and significance. Political socialization - meaning, significance and agencies. Elite theories of distribution of power in society (with reference to Mosca, Pareto, R. Mitchels and C. W. Mills. and others) Intellectuals - Political role of intellectuals - significance .Pressure groups and interests groups - Nature, bases, political significance

Unit 4 - Bureaucracy, its characteristics, its types, its significance in political development with special reference to India.

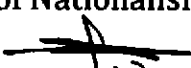
Unit 5 - Political Parties Characteristics, social composition of parties, recruitment, mass participation, political apathy, its causes and consequences (with special reference to India.)


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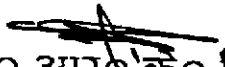
Unit 6 - Political Process in India Role of caste, Religion, Regionalism and language in Indian Politics Public opinion : Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.

Essential readings :

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Paper IV 'C'

Rural Society In India

Objectives :

The agrarian structure and development in India are the two principal sources of approach to study the rural society in India. This course plan emerges as a basis for developing a sociological skill on peasant and social structure

To provide sociological understanding of rural social structure, change and development in India

To impart sociological skills to reconstruct rural institution, and rural development programmes to plan, monitor and evaluate rural development programmes.

To acquaint students with the prevailing two approaches to the study of rural society : Rural community and peasantry.

Course Outline :

Unit 1 - Rural society in India as agrarian and peasant social structure.
Basic Characteristics of peasant and agrarian society

Unit 2 - Family, caste, religions, habitat and settlement.

Unit 3 - Debates on mode of production and agrarian relation tenancy lands and labour Agrarian legislation and rural social structure. Rural poverty, emigration, landless labour.

Unit 4 - Planned change for rural society, panchayatraj, local self govt. and community development programmes and rural development strategies.

Unit 5 - Major agrarian moments in India - A critical analysis Globalisation and its impact on agriculture Water and Agriculture ; Irrigation management Practices.

Essential readings :


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- P. Radhakrishnan 1989, Peasant Struggles Land Reforms and Social Change in Malabar 1836 - 1982. Sage Publications, New Delhi.
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- Andre Betille 1974, Six Essays in Comparative, Sociology, OUP, New Delhi. (Relevant chapters)
- Dhanagare D N 1988 : Peasant Movements in India, OUP, New Delhi.
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Reference :

Research and review articles as appearing in standard national and international journals and the current published monographs and books on thematic lines may be relied upon.

Pedagogy : The classroom teaching should be reinforced with the field visit and the presentation of case experiences in a monthly seminar. The teachers should make full use of the available report on rural sociology in India as published by the ICSSR in its Survey Research in Sociology and Anthropology.


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