

M.A. SYLLABUS FOR CHOICE BASED CREDIT SYSTEM

SOCIOLOGY

UTKAL UNIVERSITY

SEMESTER-I

SOC-C-1	SOCIOLOGICAL CONCEPTS	F.M.100
SOC-C-2	PERSPECTIVES ON INDIAN SOCIETY	F.M.100
SOC-C-3	RESEARCH METHODS	F.M. 100
SOC-C-4	CLASSICAL SOCIOLOGICAL TRADITION	F.M.100

SEMESTER-II

SOC-C-5	SOCIOLOGY OF TRIBES	F.M.100
SOC-C-6	GLOBALISATION AND SOCIETY	F.M.100
SOC-C-7	SOCIOLOGY OF CHANGE & DEVELOPMENT	F.M.100
SOC-C-8	ADVANCED SOCIOLOGICAL THEORIES	F.M.100

SEMESTER-III

SOC-C-9	VOLUNTARY SECTOR STUDIES	F.M.100
SOC-C-10	SOCIOLOGY OF HEALTH & GERONTOLOGY	F.M.100
SOC-C-11	URBAN SOCIOLOGY	F.M.100
SOC-12(FE/AE/-I)	APPLIED RESEARCH METHODOLOGY	F.M.100
SOC-13(FE/AE/-II)	SOCIOLOGY OF GENDER	F.M.100

SEMESTER-IV

SOC-C-14	SOCIOLOGY OF ENVIRONMENT & CLIMATE CHANGE	F.M.100
SOC-C-15	INTRODUCTIONS TO SOCIOLOGY OF MEDIA AND POPULAR CULTURE	F.M.100
SOC-C-16	RURAL SOCIOLOGY	F.M.100
SOC-C-17	SOCIOLOGY OF DEVELOPMENT INDUCED DISPLACEMENT AND REHABILITATION& RESETTLEMENT	F.M.100
SOC-C-18	PROJECT WORK	F.M.100
	DISSERTATION WRITING-	75 MARKS
	VIVA VOCE-	25 MARKS.

SEMESTER-I

SOC-C-1 SOCIOLOGICAL CONCEPTS

Mid Term- 30 marks

End Term -70 marks

Learning Objectives:

To have a preliminary understanding of any discipline, one needs to understand the context of its emergence and knowledge of the concepts used.

- To understand the context and genesis of its origin
- To understand how sociology as a discipline is different from other social sciences
- To study the basic concepts which would give us an understanding on the social reality

Expected Outcomes:

- This paper would help the students have a preliminary idea of the discipline, its scope and nature and the themes that the discipline deals with.

Unit-I	Sociology & Sociological Perspectives: Historical and Social Context of the emergence and growth of Sociology, nature & scope of Sociology, significance of Sociology.	(17 marks)
Unit-II	Social Structure: Society, Institutions, Community, Group, Status and Role, Associations, Diaspora, Religion, Culture, Norms and Values.	(17 marks)
Unit-III	Socialization and Social Control: Socialization: Types, Agencies Social control: Types, Agencies.	(18 marks)
Unit-V	Social Stratification- Social differentiation: Hierarchy and Inequality, Forms of Stratification, Caste, Class, Gender, Ethnic. Theories of social stratification- Davis-More, Tumin, Marx, Weber	(18 marks)

Essential Readings:

Bottomore, T.B. 1972) Sociology: A Guide to Problems and Literature, Bombay:George Allen& Unwin

Davis Kingsley 1982) Human Society, New Delhi: Surfeit Publications.

Fulcher and Scott 2003) Sociology, New York: Oxford University Press.

Giddens Anthony 2001) Sociology 4th Edn), Cambridge, UK: Blackwell Publishers.

Gisbert, P. 2010) Fundamental of Sociology, New Delhi: Orient Blackswan.

Harlambos & Holborn 2000) Sociology, London: Harper-Collins.

Harlambos, M. 1998) Sociology: Themes and Perspective, New Delhi: OUP.

Ian Robertson 1980) Sociology, INC. New York : Worth Publishers.

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

Jayaram, N. 1988) Introductory Sociology, MacMillan India, Madras.

Johnson, H.M.1995) Sociology: A Systematic Introduction, N.Delhi: Allied Pub.

MacIver &Page 1974) Society: An Introductory Analysis, N. Delhi: Macmillan & co.

Ogburn and Nimkoff 1964) A Handbook of Sociology, N.Delhi: Eurasia M. M. Tumin,M.M.1991), Social stratification, N.Delhi: Prentice Hall.

Smelser, Neil. 1993. Sociology. Prentice Hall India Ltd. New Delhi.

SOC-C-2 PERSPECTIVES ON INDIAN SOCIETY

Mid Term- 30 marks
End Term -70 marks

Learning Objectives:

After going through the course the students can visualize the Indian society through sociological lens/imaginings developed by Indian sociologists.

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

Learning Outcomes:

They will get into a confluence of sociological universality and sociological specificity to a large extent.

- After reading the course the students can inculcate in them an academic bent of mind and theoretical insights for fruitful research and academic enrichment /achievement.
- The course will greatly help the students preparing for UGC NET, national scholarship, civil services and related competitive exams.

Unit-I	Indological/Textual Perspectives: G.S.Ghurye, L.Dumont Structural-functional Perspective: M.N.Srinivas, S.C.Dube	(17 marks)
Unit-II	Marxian Perspective: D.P.Mukherjee, A.R.Desai, Subaltern Perspective: B.R.Ambedkar, David Hardiman	(17 marks)
Unit-III	Composition of Indian Society: Religious, Linguistic, Ethnic and Cultural Pluralism.	(18 marks)
Unit-IV	Continuity and Change in Society Sanskritization, Westernization, Industrialization, Modernization, Secularization, Globalization Backward Caste/Class & Agrarian class and changes	(18 marks)

Essential Readings:

Ambedkar, B.R. 1945. Annihilation of caste (3rd edition). Delhi: Gautam Book Centre.
Beteille, Andre 1974). Six Essays in Comparative Sociology. Delhi: OUP
DeSouza, P.R. ed. 2000) Contemporary India – Transitions, New Delhi : Sage.

Dhanagare, D.N. 1998) Themes and Perspectives in Indian Sociology, Jaipur: Rawat.

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

Garada, R. 2013. Beyond Structural-Functional Perspective: A Critical Heart Searching For Dalit, Tribal and Gender in Indian Sociology, Journal of Humanities and Social Science, V. 16, Issue 6,

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

Dumont, L. 1972).Homo Hierarchicus. London: Paladin

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

Guha, Ranajit, ed. 1992) Subaltern studies. Delhi: OUP.

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

Garada, R.2015. Dynamics of Development and Social Exclusion in India,Delhi: SSDN.Pub.

Hardiman, D.1987) The Coming of the Devi: Advasi Assertion in Western India, OUP.

Hardiman, D.1996): Feeding the Bania: Peasants and Usurers in Western India, OUP.

Hutton, J.H. 1969).Caste in India. London: OUP.

Ilaiah, Kancha, 1996) Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy. Calcutta: Samya.

Madan, T.N. 1995) Pathways – Approaches to the Study of Society in India, Delhi: OUP.

Mandelbaum, David G. 2003) Society in India.Vols. I &II Bombay: Popular Prakashan.

Marriott, McKim 1990) Indian through Hindu Categories ,Delhi:Sage

Momin, A. R. 1996): The Legacy of G. S. Ghurye: A Centennial Festschrift Bombay: Popular Prakashan.

Mukherjee, D.P. 1958) Diversities, Delhi: People’s Publishing House

Omvedt Gail. 1994). Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Delhi: Sage.

Oommen, T.K. and P. N. Mukherjee, eds. 1986) Indian Sociology: Reflections and Introspections, Bombay: Popular Prakashan.

Roy Burman, B.K. 1994) Tribes in Perspective. New Delhi: Mittal Publications.

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

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

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

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

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

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

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

Learning Objectives:

Every discipline has its own methodological framework. This paper helps the students to understand Philosophical moorings that called for certain methods to be deployed.

- To differentiate between sociological knowledge and common sense knowledge and the rise of critical thinking.
- To understand the vantage point for a sociologist to understand social reality.
- To understand different approaches for understanding social reality.
- To learn different tools and techniques of social research.

Expected Outcomes:

- This paper would help students evolve as social scientists where they would learn the techniques of research and be employable.

Unit-I	Sociology and Common Sense, Positivism Vs Constructionism, Theory and Facts, Concepts, Research Design- Exploratory, Descriptive, Diagnostic and Experimental	(17 marks)
Unit-II	Nature of Social Reality and Approaches to it: Symbolic Interactionism, Phenomenology, Ethno methodology, Theory building – Objectivity, Value-neutrality, Hypothesis	(17 marks)
Unit-III	Quantitative Methods and Survey Research, Types of Sampling, Questionnaire and Interview schedule, Reliability and Validity.	(18 marks)
Unit-V	Qualitative Research Techniques: Techniques & Methods of Qualitative Research -Participant Observation, Case Study Method, Feminist Research Methods.	(18 marks)

Essential Readings:

Ahuja,R. 2001. Research Methods, Jaipur: Rawat Publications.

Beteille, A. 1996. 'Sociology and Common Sense',*Economic and Political Weekly* 31(35/37):Pp 2362-2365.

Beteille, A. 2009. 'Sociology and Ideology',*Sociological Bulletin*: 58(2):Pp 196-211.

Bateille A., and T.N. Madan .1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt Ltd.

Bhandarkar and Wilkinson.2013.Methodology and Techniques of Social Research, Himalaya Publishing House.

Bose, Pradip Kumar, 1995. Research Methodology. New Delhi: ICSSR

Bryman, Alan. 1988). Quality and Quantity in Social Research, London: Unwin Hyman.

Galtung, John. 1967. Theories and Methods of Social Research. London: Allen and Unwin.

Giddens Anthony, New Rules of Sociological Research, Hutchinson, 1976.

Goode W. J. and P.K. Hatt.1952) Methods in Social Research, N.York: McGraw-Hill Book C

Halfpenny, P. 1982. *Positivism and Sociology: Explaining Social Life*. London: George Allen and Unwin.

Jayaram, N. 1989. *Sociology: Methods and Theory*. Madras: MacMillian.

Kothari, C.R. 1989. *Research Methodology: Methods and Techniques*, Bangalore, Wiley

Mukherjee, P.N. eds) 2000) *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage

Oakley, A. 2000. *Experiments in Knowing: Gender and Method in Social Sciences*. Cambridge: Polity.

Sarantakos, S. 2005. *Social Research*. United Kingdom: Palgrave Macmillan.

Silverman David: *Qualitative Methodology and Sociology*, Gower, Vermont, 1985.

Sjoberg, Gideon and Roger Nett. 1997. *Methodology for Social Research*, Jaipur: Rawat

Young, P.V. 1988. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall

SOC-C-4 CLASSICAL SOCIOLOGICAL TRADITION

Mid Term- 30 marks

End Term -70 marks

Learning Objectives:

The prescribed paper has included the major intellectual contributions of the Sociological thinkers from the late 19th to early 20th centuries which include Karl Marx, Emile Durkheim, Max Weber.

The paper intends to:

- Induct the students with the sociological ideas of founding fathers of Sociology.
- To elaborate the seminal ideas of the thinkers who brought the subject to the forefronts of academic discussions.
- To unfold before the students their vision of the social conditioning of various phenomena as envisioned and analysed by these thinkers and to provide them a perspective to look into the social processes and progress.
- To en skill the students with a theoretical base to critically think, and analyse the social scenario around them.

Learning Outcomes:

After going through this paper, it is expected that the students will have a clear understanding of the ideas of the founding fathers of the subject, the theories built up by them to study the social phenomena and to get a macro perspective on the discipline.

Unit-I	Marx's Theory of Social Change. Dialectical Materialism, Materialistic Interpretation of History Basic Structure and Super Structure Marx's analysis of Development of Capitalism	(17 marks)
Unit-II	Marx's Theory of Mode of Production Alienation in Capitalistic Society Capitalism and Class Conflict	(17 marks)
Unit-III	Emile Durkheim Division of Labour in Capitalist Society Theory of Suicide Theory of Religion	(18 marks)
Unit-V	Max Weber Interpretative Understanding Theory of Social Action Protestant ethic and Emergence of Capitalism Theory of Bureaucracy Concepts of Status, Class and Power	(18 marks)

Essential Readings:

- Abraham, J.H.& Mogran .1985. Sociological Thought from Comte to Sorokin,N. Delhi: MacMillan
- Aron, R.1965-1967: Main Currents in Sociological Thought, Vol.I and II, Penguin, Chapters on Marx, Durkheim and Weber.
- Bendix, R.1960 – Marx Weber, An Intellectual Portrait For Weber, Double Day.
- Bogardus, Emory S. "THE DEVELOPMENT OF SOCIAL THOUGHT", Bombay, Vakils, Borrer and Simons Pvt. Ltd., 1960.
- Coser, L.A. 1977.Masters of Sociological Thought, New York: Harcourt Brace
- Giddens, Anthony, 1997. Capitalism and Modern Social Theory -An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press.
- Hughes, Jihn A., Martin, Peter, J and Sharrock, W.W. 1995. Understanding Classical Sociology – Marx, Weber and Durkheim, London: Sage Publications.
- Lukes, Steven.1997. Durkheim: Life and Works: A Critical Study.
- Morrison, Ken, 1995. Marx, Durkheim, Weber – Formation of Modern Social Thought. Sage
- Nisbet .1966 – The Sociological Tradition, London: Heinemann Educational Books Ltd.
- Parsons, T. 1937-1949. The Structure of Social Action, V.I &II.,N. Yor: McGraw Hill
- Ritzer, George.2000. Sociological Theory,New York: McGraw Hill
- Sorokin Pitrim "CONTEMPORARY SOCIOLOGICAL THEORIES".Indian Ed. New
- Zeitlin, Irvin .1998. Rethinking Sociology: A Critique of Contemporary Theory, Jajpur: Rawat
- Zeitlin, Irvin .1981. Ideology and the Development Sociological Theory, Prentice Hall

SEMESTER-II

SOC-C-5 SOCIOLOGY OF TRIBES

Mid Term- 30 marks

End Term -70 marks

Learning Objectives:

- This paper helps understand the diverse tribal distribution across the country and helps us learn that tribes do not make a monolithic structure.
- It helps the students understand the culture, economy of the tribes and addresses the basic issues of the tribes.

Learning Outcomes:

- It helps students examine and understand the different nature of tribal lives across the nation.

Unit-I	Tribal India: Meaning & Definition, Features, Distribution, Changing Characteristics, Tribal in the Ancient and Epic Literature, Tribal studies in Odisha, Central India	(17 marks)
Unit-II	Economic System: Definition, Characteristics and Classification. Forest based Economy, Agriculture, and Changing Economy.	(17 marks)
Unit-III	Tribal India: Indebtedness, Land Alienation, Health Education, Displacement.	(18 marks)
Unit-V	Administration & Development: History of Tribal Administration Approaches To Tribal Development, Plans, Programmes And Their Implementation- Research & Training, Role Of Gos, Ngos And Vos In Tribal Welfare.	(18 mark)

Essential Readings:

Bailey F.G.1960, 'Tribe, caste and nation', Bombay: OUP
Banerji, R.D.1980, History of Orissa, Vol.I, Varanasi, 1980,
Bose, N. K. 1967) Culture and Society in India Asia Publishing House)
Chaudhuri, Buddhadeb,1982,Tribal Development in India : Problems and Prospects Delhi : Inter-India,
Das, B.S. 1978, Studies in the Economic History of Orissa From Ancient Times to1833), Calcutta,
Dube, S.C. 1977, Tribal Heritage of India, New Delhi: Vikas
Haimendorf, Christoph von 1982) Tribes of India; The Struggle for Survival, OUP.
Hasnain, N. 1983) Tribes in India, New Delhi: Harnam Publications
Hasnain, Nadeem Tribal India Today,1991, New Delhi: Manman Publications
Rao, M.S.A.1979) Social Movements in India, Delhi: Manohar.
Raza, M. and A. Ahmad: 1990) An Atlas of Tribal India, Delhi; Concept Publishing
Sharma, Suresh, 1994, Tribal Identity and Modern World, New Delhi: Sage
Singh, K.S.1972) Tribal Situation in India Indian Institute of Advanced Study)
Singh, K.S.1985) Tribal Society, Delhi: Manohar .
Vidyarthi L.P.1985, The Tribal Culture of India, N. Delhi : Concept, Sections I, II & IV).
Singh, K.S.1995) The Scheduled Tribes, New Delhi: Oxford University Press
Singh, K.S.1984) Economies of the Tribes and Their Transformation, New Delhi; Concept Publishing
Vidyarthi, L.P.and B.K. Rai.1985. The Tribal Culture of India, New Delhi : Concept Publishing Company.

Learning Objectives:

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

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

Learning Outcomes:

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

Unit-1-	Globalization: The Concept, Historicity and Characteristics Origin of the Concept of Globalization, Theories of Globalisation Characteristics of Globalization, The Historical Context of globalization Factors of Globalization Dimensions of Contemporary Globalization-Economic Dimensions, Cultural Dimensions, Social Dimensions, Environmental Dimensions	(17 marks)
Unit-2 -	Globalization and Changing Ideologies and Institutions: Globalization and Modernization Globalisation, Neoliberalism and Global Capitalism Globalisation and Nation State	(17 marks)
Unit-3-	Globalization and the Emergence of New Global Actors and Institutions The World Bank The I.M.F. The W.T.O. The MNCs The INGOs	(18 marks)
Unit-4-	Consequences of Globalisation Globalisation and Governance Globalisation and Environment Globalisation, Health and Security Globalisation and Women	(18 marks)

Essential Readings:

- Appadurai, Arjun(1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota
- Butale,Cheludo(2015) *Globalization and its impact on women in developing countries*,<http://www.iapss.org/>
- Frank, Andre Gunder(1998) *Reorient: Global economy in the Asian age* U.C. Berkeley Press
- Harvey, D. (2005), *A Brief History of Neoliberalism*, Oxford University Press, New York
- Held, David, et al. (1999). *Global Transformations* Cambridge: Polity Press
- Marglin, Stephen A. and Schor, Juliet ed. (1990) *The Golden Age of Capitalism: Reinterpreting the Post war Experience*, Clarendon Press
- Najam, Adil, Runnalls, DavidandHalle, Mark (2007) *Environment and Globalization Five Propositions*, International Institute for Sustainable Development (IISD)
- Nayyar, Deepak. (1988). "The Political Economy of International Trade in Services" *Cambridge Journal of Economics*, Vol. 12, No. 2
- Ritzer, George (2004). *The Globalization of Nothing* Thousand Oaks: Pine Forge Press
- Robertson, Roland (1992) *Globalization: Social theory and Global Culture*, Sage, London
- Saich, T. (2000), *Globalization, governance, and the authoritarian Westphalian state: The case of China*. In J. Nye and R. Keohane (eds.), *Globalization and Governance*, pp. 208-228. Brookings
- Scholte, Jan Aart (2000) *Globalization: A Critical Introduction*, St. Martin's Press, p.46
- Stiglitz, Joseph E. (2010), *Risk and global economic architecture: Why full financial integration may be undesirable*. *The American Economic Review*, Volume 100(2), pp. 388-392.
- Therborn, G. (2000), 'Globalizations: Dimensions, Historical Waves, Regional Effects, Normative Governance', *International Sociology*, 15(2), pp. 151-179
- World Development Report (2012) *Globalization's impact on gender equality: What's happened and what's needed*, The World Bank

SOC-C-7 SOCIOLOGY OF CHANGE & DEVELOPMENT

Mid Term- 30 marks
End Term -70 marks

Learning Objectives:

This paper gives a complete picture of change, its nature, characteristics and its direction at a global level.

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

Expected Outcomes:

This paper will enable students to understand the politics of development and underdevelopment, and understand how development can be quantified, theorized and explained globally.

Unit- I:	Concept Related to Change and Development Change, Growth, Progress, Development, Evolution, Revolution, HDI, MDG, SDG	(17 marks)
Unit- II:	Theories of Change Cyclical: Arnold Toyenbee, Pareto, P A Sorokin Linear: A. Comte, E. Durkheim and H. Spencer	(17 marks)
Unit-III:	Theories of Social Development: Modernization: Rostow and Inkeles Dependency: S. Amin and Frank World-System: Wallerstein	(18 marks)
Unit-IV:	Indian Experience of Development Gandhian Model, Five-year Plan, NitiAyo	(18 marks)

Reading list

- Alavi, H. and T. Shanin (1982) Introduction to the Sociology of Developing Societies, Macmillan, pp. 1-29
- Escobar, Arturo (1995) Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
- K.C. Alexander, 1994, The Process of Development of Societies, New Delhi: Sage
- Alex Inkeles, .A Model of the Modern Man: Theoretical and Methodological Issues. in Black, C.E. (1976) ed., Comparative Modernisation, The Free Press, pp. 320- 348.
- Lerner, D. (1964) The Passing of Traditional Society, (Relevant chapter in Xeroxed Collection)
- Gusfield, J.R (1967). Tradition and Modernity: Misplaced Polarities in the Study of Social Change.
- Blomstrons, M. and B. Hettne (1984) Development Theory in Transition, Zed, pp. 27-65; 79-97.
- Frank, Andre Gunder 1971. Capitalism and Underdevelopment in Latin America, Penguin Books.

Pieterse, Jan Nederveen (2001) *Development Theory: Deconstructions/Reconstructions*, New Delhi: Vistaar Publications

Preston P.W., 1982, *The Theories of Development*, London Routledge, Kegan Paul

Desai A.R., 1971, *Essays on Modernization of Underdeveloped Societies*, Thacker and Co., Bombay

Eade D. & Ligteringen E., 2006, *Debating Development – NGOs and the future*, Rawat Publications, Jaipur

Escobar Arturo, 1995, *Encountering Development: the making and unmaking of the third world*, Princeton University Press, Princeton

Harrison D.H., 1988, *The Sociology of Modernization and Development*, London Routledge, Kegan Paul

Webster Andrew, 1984, *Introduction to the Sociology of Development*, London McMillan

Wood Charles, Robert Bryan(ed), 2005, *Rethinking Development in Latin America*, Penn State Press

Wallerstein E., 1979, *The Capitalist World Economy*, Cambridge University Press, Cambridge

Browning, Halcli, Webster(ed), 1996, *Understanding Contemporary Society: Theories of the present*, SAGE Publications, London

Joshi and Verma(ed), 1998, *Social Environment for Sustainable Development*, Rawat Publications, Jaipur

Srinivas, M.N. 1966. *Social Change in Modern India*. Berkley: University of Berkley

Appadurai, Arjun. 1997. *Modernity At Large: Cultural Dimensions of Globalization*. New Delhi: OUP

Bernd, Hamns & Pandurang K. Mutagi. 1998. *Sustainable Development and Future of Cities*, Intermediate Technology Publication, UNSECO

Dereze, Jean and Amartya 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 Parkashan. (Chapter 2).

Dube, S.C. 1988. *Modernization and Development: The Search for Alternative Paradigm*, Vistaar Publication, New Delhi.

Moore, Wilbert and Robert Cook. 1967. *Social Change*. New Delhi: Prentice-Hall (India)

Sharma, K.L. 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat. (Chapter 1).

S.C. Dube .1998. *Modernization and Development*, New Delhi: Vistaar Publishers.

SOC-C-8 ADVANCED SOCIOLOGICAL THEORIES

Mid Term- 30 marks

End Term -70 marks

Learning Objectives:

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

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

Learning Outcomes:

After reading this course the students can grasp the sociological and social theories for a comprehensive and critical understanding of social structure and social institution in the contemporary society.

- This course probes the development of perspectives in Sociology in continuity with the classical theories.
- The course will greatly help the students preparing for UGC NET, national scholarship, civil services and related competitive exams.

Unit-I:	Functionalism: Contributions of T. Parsons, R.K. Merton Neo Functionalism: Contributions of J. Alexander	(17 marks)
Unit-II:	Structuralism: Contributions of A.R.Brown and L. Strauss Post-Structuralism: Contributions of J. Derrida and M. Foucault	17 marks)
Unit-III:	Critical Theory and Neo Marxism: J.Habermas Structural Marxism: L.Althusser	(18 marks)
Unit-IV:	Symbolic Interactionism (G.H.Mead&H.Blumer) Phenomenology (A.Schultz, P.Berger&T.G. Luckmann) Ethnomethodology (H.Garfinkel)	(18 marks)

Essential Readings:

- Abraham, M.F.1990. Modern Sociological Theory: An Introduction. New Delhi: OUP
- Adams, B.N. and Sydie, R.A. 2002. Sociological Theory, New Delhi: Vistaar Publications.
- Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological Theory since World War II. New York: Columbia University Press.
- Bourdieu, P. 1990. In other words – Essays towards a Reflexive Sociology, Stanford: Stanford University Press,
- Craib, Ian.1992.Modern social theory: From Parsons to Habermas.London: Harvester Press.
- Habermas, Jurgen.1987. The Theory of Communicative Action, V.1 &2 Cambridge: Polity Press.
- Ritzer, G. and Barry Smart ed).2001. Handbook of Social Theory, Sage
- Ritzer, George, 1992. Sociological Theory. New York: McGraw-Hill
- Seidman S.1994: Contested Knowledge- Social Theory in the Post modern Era, Blackwell Pub.
- Smart Barry.1994.Michel Foucault, London: Routledge.

Sturrock, John ed). 1979. Structuralism and since: From Levi Strauss to Derrida. Oxford: OUP.
Turner, Bryn, Chris Rojek and Craig Calhoun ed). 2005. The Sage Handbook of Sociology, Sage.
Collins, Randall. 1997 .Sociological Theory. New Delhi: Rawat.
Turner, Jonathan H. 1995.The Structure of Sociological Theory, New Delhi: Rawat.
Zeitlin, I. M. 1998.Rethinking sociology: A critique of contemporary theory. New Delhi: Rawat.

SEMESTER-III

SOC- - C-9 VOLUNTARY SECTOR STUDIES

Mid Term- 30 marks

End Term -70 marks

Learning Objectives:

This paper is about the emerging third sector and its nature characteristics and role.

- To understand the meaning, nature, types of voluntary sector
- To know about its origin and growth
- To examine its role.

Expected Outcome:

This paper enlightens the students about the emerging sector and its scope. This paper would give employment opportunity to students in the voluntary sector.

Unit-I	Volunteering: Meaning, Nature and Types of Volunteering Trends in Voluntary Action; Issues and Challenges for Volunteering	(17 marks)
Unit-II	Voluntary Development Organizations: History and Evolution Development Approaches; Roles in Development	Alternative (17 marks)
Unit-III	Organizational Characteristics of Voluntary Development Organizations: Governance, Legitimacy and Accountability: Key Challenges	(18 marks)
Unit-IV	Third Sector: Emergence and Growth Importance and Influence in Social Change; The State, Market, and the Third Sector: Changing Boundaries	(18 marks)

Essential Readings:

Democratizing Development: The Role of Voluntary Organizations, 1991-John Clark.

Doing Development, 1989 ed). - Richard Holloway.

United Nations Volunteers, 2000

Getting into the 21st Century, 1990- David Korten

Volunteering in Cross- National Perspectives.The Johns Hopkins.

Comparative Non-Profit Sector Project, 2001.ed).-Lester Salamon Non-Government Organizations: Performance and Accountability,

1995- Michael Edwards & David Hulme

The Role of NGOs: Charity and Empowerment” Special Edition of the Annals of the American Academy of Political Science, Nov.1997.

International Perspectives on Voluntary Action, 199- D.Lewis

NGOs, Civil Society and the State, 1996- Andrew Clayton

SOC-C-10 SOCIOLOGY OF HEALTH & GERONTOLOGY

Mid Term- 30 marks

End Term -70 marks

Learning Objectives:

Students will be able to differentiate between a common sense perception of health and the sociological perception of health.

- The nature of Sociology of health and gerontology
- The contribution of different scholars to the understanding of health and gerontology
- Evolution of social medicine in India and the provision of health service in term of various programmes, contribution of health care providers and traditional healers in India
- Strategies taken for the rehabilitation of the elderly through elderly homes, various NGOs

Learning Outcomes:

The students will be able to develop an understanding of the contribution of sociology in understanding the concept of health.

- They will be able to define gerontology and understand its scope and significance. To develop awareness about the ways in which different organizations both national and international are involved in providing health services in India.
- Develop an understanding about the strategies taken by different organizations in the resentment and rehabilitation of the elderly in India.
- By providing an insight into the ways in which various voluntary organizations operate in India, the course provides a holistic picture of the health care scenario in the country.

Unit-I	Sociology of Health- Nature and scope, Contribution of sociology to health- Basic concepts, Definition of health- health and illness, health culture, sick role, community health, Evolution of social medicine in India. (17 marks)
Unit-II	Health Services in India- Health Organizations & Institutions. Providers of Health Care- Doctor-Patient relationships, Traditional healers in health care, Rural health care, Preventive Health education, Health Programmes in India (Malaria, TB, Leprosy and Polio) National Eradications Programmes, National Aids Control, RCH, ICDS, NFWP) (17 marks)
Unit-III	Gerontology- Nature, scope & significance, Rural Elderly in India, Issues and perspectives. Demographic and economic characteristics of the aged. Social adjustment of the aged, Health condition of the aged. (18 marks)
Unit-IV	Health for ALL- Alternative strategies, WHO & Health care,-Elderly homes, NGOs, Help Age India, VHAI, Emerging trends (18 marks)

Essential Readings:

Advani, M.1980.Doctor-Patient Relationship in Indian Hospitals, SanghiPrakashan : Jaipur

Albrecht, Gary I. & Fitzpatrick, R.1994. Quality of Life in health care advances in Medical Sociology, Mumbai, Jaipress

Banerjee, D.1981.Poverty, Class & Health Culture in India, N. Delhi: LokPrakash

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

William, C.1997. Medical Sociology. New Jeersey Prentice Hall

Chakrabati, RajgopalDhar 2005) Readings in Medical Sociology. New Jersey: Printece Hall.

Conard. Peter et al. 2000.The Greying of India, N. Delhi: Sage.

Howard E. Freeman, Sol Levine, Leo G. Reeder.1963. Handbook of Medical Sociology, New Jersey,Prentice Hall

Indira Jai Prakash (1991) (ed.); Quality Aging: Collected papers aranasi: Association of Gerontology

DAK.T.M.1991. Sociology of Health in India, Jaipur, Rewat Publication

Vinod Kumar (1996) (ed.); Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences

Learning Objectives:

Enable students to visualize the dynamics of social institutions, secondary institutions, informal sector and problems in the urban milieu.

- To introduce the Scope and Approaches of Urban Sociology
- To critically study the urban sociology theories
- To analyze city type and functions in India
- To understand the trends of India's contemporary urbanization pattern.

Learning Outcomes:

This course provides an exposure to key theoretical perspectives for understanding urban social life in historical and contemporary contexts.

- Students will get an opportunity to define urban sociology and demonstrate the nature and scope of urban sociology.
- Develop an understanding about the impacts and trends of urbanization on Indian society.
- Develop awareness of urban problems as well as policies adopted to solve such problems.

Unit-I:	Urban Sociology: Origin, Scope and Approaches Urban Sociology Theories City type and Functions in India Demographic Profiles of Cities in India Rural-urban Dichotomy and Continuum in India	(17 marks)
Unit-II:	Social Institutions in the Urban Milieu: Family Caste Religion Polity	(17 marks)
Unit-III:	New Social Structures in Urban India: Informal Sector: Various Occupations Secondary Institutions: Educational, Leisure and Recreation	(18 marks)
Unit-IV:	Problems of Urban India: Housing and Shelter Pollution & Sanitation Crimes	(18 marks)

Essential Readings:

Bose, Ashish. 2001. India's Urbanisation 1901-2001, N. Delhi: Tata McGraw Hill.

Gilbert Alan and Gugler Josef, ed), 2000, Cities, Poverty and Development-Urbanization in the Third World; Oxford: Oxford University Press.

Kosambi, M.1994, Urbanisation and Urban Development in India, N. Delhi: ICSSR

Nair, Janaki .2005. The Promise of the Metropolis.Banglore's Twentieth Century, Delhi.

Patel, Sujata& Deb Kushal. 2006. Urban Studies, Oxford University Press

Pickvance, C.G. ed.).1976. Urban Sociology: Critical Essays, Methuen.

Quim, James A. 1995), Urban Sociology, New York, America Park Co.

Ramchandran, R: Urbanisation and Urban Systems in India, N. Delhi: OUP.

Rao, K. Ranga; Rao, M. S. A. 1984). Cities and slums: a study of a squatters' settlement in the city of Vijayawada. New Delhi: Concept.

Rao, M. S. A. 1957). Social Change in Malabar. Bombay: Popular Book Depot.

Rao, M. S. A. 1970). Urbanization and Social change; a study of a rural community on a metropolitan fringe. New Delhi: Orient Longmans.

Rao, M. S. A. ed.), 1974, Urban Sociology in India, Hyderabad: Orient Longman.

Sandhu, Ravinder Singh: Urbanisation in India: Sociological Contributions, Delhi: Sage.

Setha Low. 2000. Theorising the City, Rutgers University Press.

Sivaramkrishnan, K., A. Kundu and B.N.Singh.2005.Handbook of Urbanisation in India, Delhi.

Souza, D. A. 1978. The Indian City, Poverty, Ecology and Urban Development, (selected articles)

Tewari, V, Weinstein, J &Prakasa Rao.1986: Indian Cities; Ecological Perspectives, N. Delhi: Concept Publishing Co.

Wirth, L.1938. Urbanism as a Way of Life, The American Journal of Sociology: V. 44, Number 1,

SOC12 (FE/AE/II): APPLIED RESEARCH METHODOLOGY

Midterm=30
End term=70

Learning Objectives:

The present paper on “Applied Research Methodology” is a very well-designed course floated as an open elective to develop among the students competencies for doing actual research. It is designed in such a way that it will skill a student to independently handle research from conception of ideas to the completion of the research project. Against this backdrop, the paper aims at:

- Generating an understanding among the students about research, its types, designs to be adopted for various types of research and the ethics to be followed in research.
- Providing ideas about the needs of reviewing literature, the techniques of reviewing, getting them acquainted with the various referencing styles.
- Explaining and making them used to various types of research writing styles.
- Allowing them to have experiential knowledge in research from problem identification to application of various tools in the field situation and bringing solutions and deriving conclusions.

Learning Outcomes:

After going through this paper, it is expected that the students will have thorough knowledge on research process which will make them better employable in the fields involving research.

Unit-1-	An Introduction to Research- Paradigms in Social Research: Positivist Paradigm and Constructivist Paradigm Types of Research-Descriptive Research, Applied Research, Basic Research, Analytical Research, Evaluative Research, Historical Research Types of Research Design-Exploratory Design, Experimental Design, Descriptive design, Diagnostic design Ethics in Research -Meaning, History-Different codes, Principles	(17 Marks)
Unit-2-	Literature Review What is literature review, Its need in research Characteristics of a good review, Sources of review Types of review, Process of making a review Referencing Style- APA Style and MLA Style, Foot noting and Bibliography	(17 Marks)
Unit-3-	Problem identification to field data collection Formulation of a Research problem How to write a Project Proposal? Selection of Research Instruments Application of tools in the field	(18 Marks)
Unit-4-	Writing Styles and formats Abstract Synopsis Report Thesis	(18 Marks)

Essential Readings:

- BateilleA., and T.N. Madan.1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt Ltd.
- Bryman, Alan. 1988. Quality and quantity in Social Research, London: Unwin Hyman.
- Earl, Babbie.2001. The Practice of Social Research, Wordsworth, 2001.
- Galtung, John. 1967. Theories and Methods of Social Research. London: Allen and Unwin.
- Giddens, Anthony.1976. New Rules of Sociological Research, Hutchinson.
- Goode, W. J. and P.K. Hatt.1952. Methods in Social Research, N.York: McGraw-Hill Book Co.
- Halfpenny, P. 1982. Positivism and Sociology: Explaining Social Life. London: Geor.Allen/Unwin.
- Hughes, John. 1987. The Philosophy of Social Research. London: Longman
- John Barnes, A. 1979. Who should know what? Social Science, Privacy and Ethics.Harmondsworth: Penguin.
- Kothari, C.R. 1989. Research Methodology: Methods and Techniques, Bangalore, Wiley
- Kuhn, T.S. 1970. The Structure of Scientific Revolutions. London: University of Chicago Press
- Mukherjee, P.N. eds .2000. Methodology in Social Research: Dilemmas and Perspectives, Sage
- Norman, Denzin, Lincoln Yvonna (ed.) .2000. Handbook of Qualitative Research, V. I, Delhi: Sage
- Silverman, David, 1985. Qualitative Methodology and Sociology, Gower, Vermont, 1985
- Somekh and Lewin (ed.). 2005.Research Practices in Social Sciences, N.Delhi: Vistar Publication.

Learning Objectives:

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

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

Expected Outcomes:

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

- Unit-1. Social construction of gender: Gender Vs. Biology, Public and Private Dichotomy, Patriarchy as ideology and practice. (17 marks)
- Unit-II. Feminism: Meanings, Waves of feminism: First Wave, Second Wave, Third Wave; Theories of Feminism: Liberal Feminism, Radical Feminism, Marxist Feminism, Socialist Feminism, Third World Feminism, Post-Feminism. (17 marks)
- Unit-III. Status of Women in India through various ages: Ancient, Medieval, Modern, Violence against Women, Women's Movements from Colonial to Contemporary times. (18 marks)
- Unit-IV. Gender & Development: WID, WAD, Gender mainstreaming approach, Empowerment approach, Gender in the international agenda, Overview of the World Conferences on women, Practical Gender Needs, Strategic Gender Needs, Gender Empowerment Measures. (18 marks)

Essential Readings:

Altekar, A.S. 1983, *The Position of Women in Hindu Civilization*, Banaras: The Culture publication House.

Basu Aparna.1999. *Women's Education in India in Ray and Basuedt: From Independence Towards Freedom*, OUP.

Bhasin, Kamala.2000. *Understanding Gender*, Kali For Women, N. Delhi.

Chakravarty, Uma.2003. *Gendering caste through a feminist Lens*, Stree, Calcutta.

Chakraborty, Uma. 1999. *Whatever Happened to the Vedic Dasi? Orientalism, Nationalism and a Script from the Past* in K. Sangari and Suresh Vaid (ed.) *Recasting Women*. New Delhi: Kali.

Chadhuri, Maitreyee .2004. *Feminism in India, Women Unlimited/Kali*, New Delhi.

Davis Kathy, E. Mary, Lorber, J ed.2006.Handbook of Gender and Women's studies, UK: Sage.

Dube, Leela et al (eds) .1986. Visibility Power, Essays on women in Society and Development.

Freedman Jane, 2002, Feminism, New Delhi: Viva Books.

Gandhi, N & N. Shah .1992. The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India.

Geetha V.2002. Gender, Stree, Calcutta.

Geetha, V.2007: Patriarchy, Stree, Calcutta.

Ghadially, Rehana (ed) .1988. Women in Indian Society.

NailaKabeer, 1995.'Empowerment from Below: learning from the Grassroots''.
in NailaKabeer *Reversed Realities: Gender Hierarchies in Development Thought*, New Delhi :Kali for Women, pp223-265.

Kimmel Michael, 2008.The Gendered Society, NY: Oxford.

Kumar, R. 2009. The History of Doing. New Delhi: Zubaan.

Mies, Maria.1980. Indian Women and Patriarchy: Conflicts and Dilemmas of students and Working Women. Concept.

Oakley, Ann. (1993) [1972]. Sex, Gender and Society.Aldershot: Arena

Rege, Sharmila .2003. Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage

Sangari and Vaid. 1999. Recasting Women. New Delhi: Kali for Women.

Wharton, A. S. 2005. Sociology of Gender, Blackwell

SEMESTER-IV

SOC- C-14 SOCIOLOGY OF ENVIRONMENT & CLIMATE CHANGE

Mid Term- 30 marks

End Term -70 mark

Learning Objectives:

The present paper on “Sociology of Environment & Climate Change” aims at describing the emergence of this branch as a sub discipline within the disciplinary domains of Sociology, its nature scope and subject matter. In this context, the aim of this paper is to:

- Establish before the students the reciprocal relationship between environment and society, the scope and subject matter of Sociology of environment, the approaches to environment developed by various schools.
- Provide substantial idea about the environmental degradation process, their markers and the movements launched to protect the environment in India.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Make the students sensitized about the great global environmental catastrophes and their consequences.
- Give a stock knowledge on the various international efforts undertaken and strategies adopted to conserve environment.

Learning Outcomes: After going through this paper, it is expected that the students will have a fair amount of conscious knowledge on the significance of environment in a society, its present state of degradation and the concern thereof and the societal responsibility to preserve and protect it.

Unit-I	Basics of Sociology of Environment: Definitions, Scope & Subject Matter Environment & Development nexus Social Ecology, Sustainable Development Approaches: Gandhian, Ecofeminism.	(17 marks)
Unit-II:	Environmental degradation and depletion Shrinking Natural Resources & Environments, Depletion of Water, Land, Forest: Causes & impacts on human society Environmental Movements- Chipko Movement, Narmada Bachao Movement, Silent Valley Movement, Jungle Bachao Andholan., Appiko Movement.	(17 marks)
Unit-III:	Upcoming Environmental Issues Pollution, Waste, Loss of Bio diversity, Acid Rain The Great Global Tragedies-The London’s Killer Fog, Minamata Disease, Bhopal, Chernobyl gas tragedy, The Exxon Valdez oil Spill and the British Petroleum oil Spill, Gulf of Mexico Global warming/climate change-Meaning, causes and impacts on society	(18 marks)
Unit-IV	Environmental Summits and Global Actions for Environmental Protection Brundtland Report & Stockholm Summit 1972, Rio Earth Summit 1992, Johannesburg Summit, 2002, Kyoto Protocols, Adaptation & Mitigation Strategies	(18 marks)

Essential Readings: Agarwal S.K.1997. 'Environmental Issues and Themes'. APH Publishing Corporation.

Bell, Michael Mayerfeld.1998. Sociology for New Century. An Invitation to Environmental Sociology. Pine Forge press.

Chandna R.C. 1998. Environmental Awareness, Kalyani Publishers.

Catton, W.R., Jr. & Dunlap, R.E. (1978). Environmental Sociology: A New Paradigm. The American Sociologist 13

Gadgil, M. and R. Guha.1996. Ecology and Equity: The Use and Abuse of Nature in contemporary India, New Delhi, OUP.

Gole, Prakash.2001.Nature, Conservation and Sustainable Development in India. Jaipur and New Delhi: Rawat

Guha, Ramachandra .1994. Social Ecology, New Delhi.

John, Barry.1999. Environment and Social Theory. Routledge

Kaushik, A.and C. P. Kaushik, .2014: Perspectives in Environmental Studies. New Delhi: New Age International Limited Publishers

Kumar S.B.2002.Environmental Problems and GandhianSolutions.Deep-Deep publication.

Pawar, S. N., R. B. Patil, Rajendra B. Patil.1998.: Sociology of Environment. Jaipur: Rawat

Shiva V 1991, Ecology and the Politics of Survival, U.N University press and Sage Publications

Shiva Vandana, 1988. Staying Alive, Kali for Women, New Delhi

SOC-C-15: INTRODUCTION TO SOCIOLOGY OF MEDIA AND POPULAR CULTURE

Midterm- 30 Marks

End term- 70 Marks

Learning Objectives:

We all are in present times exposed to all forms of media images. This paper helps us

- Learn on the history of popular and mass culture
- Analyze texts from different theoretical lens
- Understand the contemporary issues in media studies

Expected Outcome

Students can decipher the meaning of particular media text and images, the ideologies associated with it and critically analyze the texts they consume.

Unit I:	Basic Concepts: Culture, its meaning, Folk Culture, Mass Culture. Historical Origin of Popular Culture, its meaning. Media and Modernity	(17 Marks)
Unit II:	Structuralism and Media Studies: Levi Strauss, Saussure Post Structuralism and Media Studies: Derrida	(17 Marks)
Unit III:	Post modernism and its basic tenets Francis Lyotard Baudrillard Feminism and Media	(18 Marks)
Unit IV:	Issues in Media Studies: Media, Nationalism and Transnationalism. Globalization, Consumption and Cultural Imperialism Social Media: Age of Information and Dis-information Rise of Virtual Community	(18 Marks)

Reading List:

Storey, John. 1993. *An Introductory Guide to Cultural Theory and Popular Culture*. Athens: University of Georgia.

Strinati, D. 1995. *An Introduction to Theories of Popular Culture*. London: Routledge.

Thompson 1963. *The Making of English Working Class*. New York: Vintage.

McRobbie, A. 1991. *Feminism and Youth Culture*, Basingstoke: Macmillan

Modleski, 1986. *Femininity and mas(s) querade: A Feminist Approach to Mass Culture in C. McCabe (ed.) High Culture/ Low Culture*, Manchester: Manchester University Press.

Anderson, B. 1983. *Imagined Communities*. London: Verso.

Gellner, E. 1983 *Nations and Nationalism*. U.S.A: Blackwell Publishing

Giddens, A. 2001. *Sociology*. Cambridge: Polity Press.

- Gilpin, R. 2001. *Global Political Economy*. Orient Longman. India.
- Hall, S. 1992. 'The Question of Cultural Identity' in Stuart Hall, David Held and Tony Mc Grew (ed.) *Modernity and its Futures*. Cambridge: Polity Press.
- Harvey, D. 1989. *The Condition of Postmodernity*. Oxford. Basil Blackwell.
- Chaudhuri, M. 2017. *Refashioning India: Gender, Media and a Transformed Public Discourse*. Hyderabad: Orient Black Swan
- Chaudhuri, M. 2005. A Question of Choice: Advertisements, Media and Democracy" Bernard Bel et al *Media and Mediation Communication Processes* Vol. 1.(Sage, New Delhi) pp.199-226.
- Doshi, S.L. 2006. *Modernity, Postmodernity and Neo-Sociological Theories*. Jaipur: Rawat.

Learning Objectives:

Since majority of Indian population resides in villages, it forms a major part of sociology.

- To understand the nature scope and relevance of rural sociology.
- To study village communities in contemporary times.
- To learn about the rural movements and programmes for improving rural life.

Expected Outcome:

In today's era when the rural and the urban are interpenetrating into each other, it is important for students to understand who the rural is understood.

Unit-I	Rural Sociology: Its development, Importance of the study of Rural Sociology, Nature and Scope.	(17 marks)
Unit-II	Village Community- Characteristics, Types, Rural-Urban Contrast, Continuum, Village Studies	(17 marks)
Unit-III	Rural Social Structure, Agrarian and Peasant Social Structure, Caste and Politics, Major Peasant Movements In India	(18 marks)
Unit-IV	Rural Social Problems: Illiteracy, Poverty, Unemployment and Migration. Development Programmes: IAY, SGSY, SHGs. Panchayati Raj	(18 marks)

Essential Readings:

- Ahuja, Ram .1993/2002. Indian Social System, Jaipur: Rawat.
- Beteille, Andre .1983, Studies in Agrarian Social Structure, Delhi: Oxford University Press.
- Chauhan, B.R. 1974. "Rural Studies", A Trend Report in A Survey of Research in Sociology and Social Anthropology Vol – I, Bombay Prakashan.
- Desai, A.R.ed .2003. Rural Sociology in India, Bombay, Popular Prakashan
- Desai, A.R.1979. Rural India in Transition, Bombay: Popular Prakashan.
- Doshi S.L.& Jain P.C. 1999. Rural Sociology, Jaipur: Rawat
- Doshi, S.L.2001. Rural Sociology, Jaipur: Rawat Jaipur
- Dubey. S.C. 1955. Indian Village, London, Routledge Kegan Paul.
- Dube, S.C.1988. India's changing Village: Human Factor in Community Development, Bombay: Himalayan Publishing House.
- Kartar Singh 1999, Rural Development: Principles, Policies and Management, Delhi: Sage
- Maheshwari, S.R.1985. Rural Development in India, New Delhi: Sage Publication.
- Pradhan, P.K.1988. Land, Labour and Rural Poverty, Bombay: Himalayan Publishing House
- Sharma K.L. 1997. Rural society in India, Rawat Publications, Jaipur: Rawat

Shiv R Mehta .1984. Rural Development Policies and Programmes - A Sociological Perspective, New Delhi: Sage.

Singer, Milton .1972. When a Great Tradition Modernizes, New York, Praeger Publishers.

Singha Roy D. K.2004. Peasant Movements in Post- Colonial India, Sage.

Srinivas, M.N. 1960. Social Change in Modern India, Delhi: Orient & Longman.

Srinivas, M.N. 1966, India's Villages, Bombay: Asia Publishing House.

Sundaram,S. .1997. Rural Development, Mumbai: Himalaya Publishing House

SOC- C-17 SOCIOLOGY OF DEVELOPMENT INDUCED DISPLACEMENT AND REHABILITATION & RESETTLEMENT

Mid Term- 30 marks
End Term -70 marks

Learning Objectives:

This course can enable the students to understand the causes and consequences of development induced displacement and land acquisition.

- To gain insights of rehabilitation and resettlement policies with regard to development induced displacement.
- To develop an analytical framework of rehabilitation & resettlement issues
- To analyze the quintessence of displacement caused impoverishment risk and reconstruction
- To assess the dynamics of Displacement caused Resettlement & Resistance

Learning Outcomes:

After reading this course the students will

- Get acquainted with the concepts- displacements, compensation, rehabilitation and resettlement.
- Gain a comparative and critical understanding of international, national and project specific rehabilitation and resettlement policy.
- Visualize the problematic of DIDR resistance and explicate the DIDR protest movements in democratic India.

Unit-I	Concepts related to Displacement: Disaster, Conflict and Development Induced Displacements. Types of Development Induced Displacement (DID), Land Acquisition and Livelihood & Legal Issues.	(17 marks)
Unit-II	Rehabilitation and Resettlement Policy: International Policy (World Bank, Asian Development Bank), Projects Specific Policy (NTPC & Coal mining), Dam Projects in State Level (Odisha).	(17 marks)
Unit-III	Analytical Framework of Rehabilitation & Resettlement issues: Impoverishment Risk and Reconstruction Models- Michael.M. Cernea and Theodore E. Downing.	(18 marks)
Unit-IV	Development Induced Displacement Resettlement & Resistance: Problematic of DIDR Resistance, Organizational forms in DIDR Resistance, Democracy and DIDR Protest Movements in India.	(18 marks)

Essential Readings:

ADB, 2006. Special Evaluation Study of Involuntary Resettlement Safeguards, SST: REG 2006 -14. Manila: Asian Development Bank.
ADB .1998. Handbook on Resettlement: A Guide to Good Practice, Manila: Asian Develop. Bank.
Cernea, M.M. and H.M. Mathur (ed) .2008 'Can Compensation Prevent Impoverishment? Reforming Resettlement through investments and Benefit Sharing'. Delhi: OUP.

Cernea, Michael M. and Ravi Kanbur .2002, An Exchange on the Compensation Principle in Resettlement, Working Paper-33, Ithaca, New York: Cornell Univ. Press.

Robinson, W.C. 2003, Risk and Rights: The Causes, Consequences and Challenges of Development Induced Displacement, Washington D.C: Brookings Institutions-SAIS.

Garada, Rabindra .2020. Ebb and Flow of Social Movements in Liberal Democracy in Ghosh, B. (ed.) *Social Movements: Concepts, Experiences and Concerns*, SAGE Publication.

Cernea, Michael M. and Christopher McDowell .2000. (eds). Risks and Reconstruction: Experiences of Resettlers and Refugees, Washington, D.C: World Bank.

Dhagamwar, Vasudha, Subrata De and Nikhil Verma.2003. Industrial Development and Displacement: The People of Korba, New Delhi: Sage Publications.

Economic and Political Weekly .1996.Development, Displacement and Rehabilitation, New Delhi, Sameeksha Trust Publication, 3124.

Garada, Rabindra.2018. Mining caused Land Acquisition and Livelihood Displacement: A Case of Opencast Coal Mining Project at Talcher Coalfield, Odisha, *International Journal of Applied Social Science*, Vol. 5 (5), (UGC approved Journal)

Fernandes, Walter and Vijay Paranjpye eds.1997. Rehabilitation Policy and Law in India: A Right to Livelihood, ECONET, New Delhi: Indian Social Institute.

Ministry of Rural Development 2007, 'The National Rehabilitation and Resettlement Policy, 2007', Gazette of India, Extraordinary, Part 1.

Land Acquisition Act, 1894 Amended in 1984, New Delhi. Govt.of India.

Mathur, H.M. 2008. India Social Development Report-2008, Council for Social Development, New Delhi: Oxford University Press.

Mathur, H.M. 2006. Managing Resettlement in India: Approach, Issues Experiences, New Delhi: Oxford University Press.

Garada, R.&Mohanty, P. 2015. Development Discourse, Exclusion and Displaced Communities: A Case of Odisha in (ed.) "*Communities and Social Development in India*", Delhi: Avon Publication.

Pandey, Balaji 1998. Depriving the Underprivileged for Development, Bhubaneswar, Orissa: Institute for Social and Economic Development.

Mahapatra, L. K.1999.Resettlement, Impoverishment and Reconstruction in India, Development for the Deprived. New Delhi: Vikas Publishing House.

Oommen, T.K. 2006, 'Coping with Development Pathologies: Resistance to Displacement', *Sociological Bulletin*, 552: 267- 80.

Garada, R. &Samal.S. 2019. Diversion Based Irrigation and Livelihood Reconstruction: A Case of Settled Land Oustees in Western Odisha, *The Eastern Anthropologist*, 72: 1 & 2.

Patel, Sujata 1990, 'Baliapal Agitation: Leadership Crisis', *Economic and Political Weekly*, 2523

World Bank.2002.Resettlement Sourcebook CD. Washington, DC. Public Information Center.

World Bank.2001. Operational Policy on Involuntary Resettlement Involuntary Resettlement, Environment Department, The World Bank, Washington, D.C.

SOC-C-18

PROJECT WORK

F.M.100

Dissertation Writing-
Viva Voce-

75 marks
25 marks