

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

FACULTY OF ARTS

SYLLABI

M.A. SOCIOLOGY (SEMESTER SYSTEM)

EXAMINATIONS , 2016-17

--: 0 :-

Note :

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

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

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

GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT (20%) FOR REGULAR STUDENTS OF POST GRADUATE COURSES of Sociology (Semester System)

(2ff f o i Y a A i i on i fo A a i i on I)

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

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

Total: 100 reduced to 20

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

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

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

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

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

Total 100 reduced to 20

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

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

4. Continuous Internal Assessment awards from the affiliated Colleges/Department must be sent to the Controller of Examinations, by name, **two weeks before** the commencement of the

PANJAB UNIVERSITY, CHANDIGARH

SOC O 934
SOC O 935/945
SOC O 936

Sociology of Crime
Dissertation (III and IV Semesters)*
Advanced Social Statistics

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

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

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

Semester	Required Course	Open Course
I	4	-
II	2	2
III	2	2
IV	1	3
	9	7

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

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

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Areas of Specialization

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

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

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

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

1. Development Studies

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

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

2. Population Studies

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

3. Family and Gender Studies

- i) SOC O 821: Structural Moorings of Gender Oppression. (Sem. II)
- ii) SOC O 832: Family in Cross-Cultural Perspective (Sem. III)

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

SEMESTER-I

SOC R 411: HISTORY OF SOCIAL THOUGHT

Objective:

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

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

Unit-III

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

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

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

Unit-IV

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

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

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

SOC R 412: SOCIOLOGY OF FAMILY AND GENDER

Objective

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

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

Concepts and Approaches to Family

Concepts-Family, Household and Domestic function;
Approaches- Structural Functional, Conflict, Symbolic-Interactionist, Exchange and Feminist

Unit-II

Concept and Construction of Gender

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

Unit-III

Approaches to Gender

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

Unit-IV

Gender Equality through Legislation (in Indian Context)

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

Suggested Readings

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

Additional Readings

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

Course Outline

Unit-I

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

Unit-II

Modernization Theories:

Economic (Gunnar Myrdal, W. W. Rostow);

Sociological (Neil J. Smelser, Daniel Lerner, Talcott Parsons);

6. Lerner, D. (1968), "Modernization: Social Aspects" in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences*, Vols. 9 & 10 (L-M) (pp. 387-394), London: MacMillan.
7. McMichael, Philip (2008),

Unit-III

Emerging Class System

Class, Middle Class, New Middle Class

Correlates of Social Class: Occupation, Education and Income

Unit-IV

Changing Caste System

Change and Continuity in Caste in India

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

Affirmative Action with regard to Scheduled Castes.

Suggested Readings

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

Additional Readings

1. Beteille, Andre (2002)

2. Beteille, Andre (2002) *The Antinomies of Society*, Delhi, OUP.
3. Johnson, D. L. (ed.) (1985) *Middle Classes in Dependent Countries*, Beverly Hills, Sage Publication.
4. Lane, David (1982)

Unit-II

Structural-Functionalism: Talcott Parsons

Functional analysis of Robert K.Merton

Neo-Functionalism: Jeffrey Alexander, Paul Colomy

Unit-III

Structuralism: Levi-Strauss

Structural Marxism: Louis Althusser

Structuration: Anthony Giddens

Unit-IV

Conflict Theories: Karl Marx, Ralf Dahrendorf, Randall Collins

Suggested Readings

1. Adams, Bert N. and Sydie, R.A. (2002) *Contemporary Sociological Theory*, California, Pine Forge Press.
2. Adams, Bert N. and Sydie, R.A. (2001) *Sociological Theory*, California, Pine Forge Press.
3. Alexander, J. (1985) *Neofunctionalism*

Additional Readings

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

SOC R 426: METHODOLOGY OF SOCIAL RESEARCH

Objective

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

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

Major Epistemological Schools in Methodology in Social Research

Positivist and Interpretive; Rationalism and Empiricism; Objectivism and Constructivism

Unit-II

Major Methodological Dilemmas in Social Research

Subjectivity and Objectivity

Value neutrality

Methodological Individualism versus Methodological Collectivism

Limits of Quantification in Social Research

Logic of Triangulation

Unit-III

Sampling

Meaning and Importance

Universe, Population, Sampling Frame, Sampling Error

Types of Sampling:

Probability Sampling- Meaning, Types, Advantages and Disadvantages

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

Theoretical Sampling

Unit-IV

Qualitative Research

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

Suggested Readings

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

Additional Readings

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

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

SOC O 521: POPULATION AND SOCIETY

Objective

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

Population and Society:

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

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

Unit-II

Theoretical Contribution:

Malthus and Neo-Malthusian

Marxian and Neo-Marxian

Demographic Transition

Family Planning and Developmentalist Perspectives

Middle Path Approach

Unit-III

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

Trends of Population Growth in India:

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

Distribution of Population by Regional Balances.

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

Unit-IV

Towards Population Stabilization in India:

Population Policy 2000 –Goals and Strategies

Continuity and Change from earlier Population Policy in the Post Independent India.

Reproductive & Child Health Approach.

Suggested Readings

- 1.

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

Additional Readings

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

SOC O 621: SOCIAL DIMENSIONS OF DEVELOPMENT

Objective

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

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

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

The syllabus has been divided into four units.

Inclusive Development
Millennium Development Goals (UNDP)

Suggested Readings

1. Biswas, S. C. (ed.) (1969) *Gandhi, Theory and Practice: Social Impact and Contemporary Relevance*, Shimla, IAS. (Articles by V. Palshikar & Raj Krishna).
2. Boyne, Roy (2003) *Risk (Concepts in the Social Sciences)*, Berkshire: Open University Press.
- 3.

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

Additional Readings

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

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- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
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The syllabus has been divided into four units.

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

Course outline

Unit-I

Urbanization in Historical Perspective

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

Unit-II

Approaches to Urban Society

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

Unit-III

Internal Structure of Cities

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

Location of Cities

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

Unit-IV

Urban Functions

Basic and Non-basic Functions

Generative and Parasitic Cities.

Functional Classification of Cities

Cultural Role of Cities

Suggested Readings

1. Castells, Manuel, (1997), *The Urban Question*

SOC O 821: STRUCTURAL MOORINGS OF GENDER OPPRESSION

Objective

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

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

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Unit-I

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

Patriarchy and gendered division of labour.

Reflections on structural gender inequity in nature-culture debates.

Unit-II

Approaches to gender:

Liberal feminism.

Marxist, Radical and Socialist feminisms.

Dalit feminism

Unit-III

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

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

Women's movement in India

Unit-IV

Status of Women in India: critical appraisal of status reports

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

Gender Narratives in Indian Epics: Sita and Draupadi

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

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

SOC O 921: PEASANTS AND RURAL SOCIETY IN INDIA

Objective

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

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

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

The syllabus has been divided into four units.

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

Course outline

Unit-I

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

Unit-III

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

Unit-IV

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

Suggested Readings

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

Additional Readings

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

9. Reitz, H. J. (1977) *Behavior in Organizations*, Homewood Illinois: Richard D. Irwin.
10. Sharma, K. L. (1981) *Voluntary Business Associations in Organizational Frame*,

Statistics

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

Levels of measurement-Nominal, ordinal and interval

Unit-II

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

Course Outline

Unit-I

Scientific Method:

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

Unit-II

Field Work:

Meaning and Uses

Techniques of Data Collection:

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

Unit-III

Measurement and Scaling:

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

Unit-IV

Research Design:

- Exploratory, Descriptive, Experimental, Quasi-experimental, Comparatiri Ppara

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

Course Outline

Unit-I

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

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

Unit-II

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

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

Unit-III

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

Age at Marriage from Census and Survey Data.

Suggested Readings

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

Additional Readings

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

SOC O 632: SOCIAL DEVELOPMENT IN INDIA

Objective

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

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

Course Outline

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings

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

Course Outline

Unit-I

Perspectives on Rural Development:
Liberal, Marxist, Gandhian

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings

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

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

Additional Readings

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

SOC O 732: PROBLEMS OF URBAN INDIA

Objective

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

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

India's Urbanization

Historical account of Urbanization in India:

Trends and Pattern, Features

Urbanism and Urbanization, Over-urbanization

Rural-Urban Migration. Urban Informal Sector, Tertiariation

Mega Cities of India

Unit-II

Urban Basic Services

Definition, Intra and Inter-City variations:

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

Environmental Pollution

Cities and Pollution, Causes, Types and Remedies.

Urban Transport and Traffic Management.

Unit-III

Approaches to Urban Management

Approaches:

Public Provision, Privatization and People's Participation,

Community Participation- Strengths and Weaknesses.

Lessons from Empirical Cases

Unit-IV

Urban Poverty in India

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

Economic and non economic indicators.

Culture of Poverty, Critique.

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

Suggested Readings

1. Bose, Ashish, (1994). *India's Urban Population- 1991 Census Data*. New Delhi, Wheeler Publishing Co. Ltd.
2. Bose, Ashish (1970). *Urbanization in India: An Inventory of Source Materials*, Bombay, Academic Books Ltd.
3. Census of India, every successive Report.
4. Dentler, Robert A., (1977). *Urban Problems, Perspectives and Solutions*. Chicago, Rand, McNally College Publishing Co.
5. D'Souza, Victor S., (1979). "Socio-Cultural Marginality: A Theory of Urban Slums and Poverty in Cities", in *Sociological Bulletin*, Vol. 28, Nos. 1-2.
6. Flanagan, William G. (1990). *Urban Sociology, Images and Structure*. Boston, Allyn and Bacon.
7. Gill, Rajesh (2009). *The Contemporary Indian Urban Society: Ethnicity, Gender and Governance*. New Delhi, Bookwell.
8. Gill, Rajesh 1993. "Urban Poverty in India: Theoretical Understanding and Policy Implications", in *Urban India*. Vol. XIII, July-Dec., No. 2.

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

SOC O 832: FAMILY IN CROSS-CULTURAL PERSPECTIVE

Objective

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

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

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

The syllabus has been divided into

Course Outline

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

Additional Readings

- 1.

Unit-III

Society, Family and Aging:

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

Unit-IV

Problems of aged and Rehabilitation:

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

Suggested Readings

1. Bose, A. & Gangrade, K.D. eds. (1988) *Aging in India*, New Delhi: O.U.P.
2. Bhatia, H.S. (1983) *Aging and Society*, Udaipur: Aryan Publishers.
3. Dandekar, Kumudini (1996) *The Elderly in India*

Unit-III

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

Unit-IV

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

Suggested Readings

1. Bhatnagar, Subhash (2000) *Information and Communication: Technology in Development*, New Delhi: Sage Publications.
2. Drummond, H. (2000) *Introduction to Organizational Behavior*, New York: Oxford University Press.
3. Fiedler, F. E. (1967) *A Theory of Leadership Effectiveness*. N.Y.: McGraw-Hill.
4. Haslam, S. A. (2001) *Psychology in Organizations: The Social Identity Approach*, London, Sage.
5. Kaur, K. P. (1993) *The Professional Management in Industrial Organizations*. New Delhi: Deep and Deep.
6. Luthans, F. (2000) *Organizational Behavior*, Boston, Irw

4. Harlow, D. N. & J. J. Hall, Richard H. (1972) *Organizations: Structures and Process*

Course Outline

Unit-I

Deviant Behaviour:

Definition, Concept – Relative/Absolute.

Distinction between Deviant Behaviour and Deviant-Role

Pathological Perspective of Deviance – Biological and Psychological theories.

Unit-II

Social Disorganization and Value-Conflict Perspective:

Causes of Social Disorganization

Theories of Social Disorganization:

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

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

Unit-III

Structural-Functional Perspective:

Theory of Anomie: Emile Durkheim and Robert K. Merton

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

Unit-IV

Inter-actionist Perspective:

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

Impediments to Labelling.

Suggested Readings

1. Aggleton, Peter (1987) *Deviance*, New York: Tavistock Publication.
2. Becker, H. and Alvin Boskoff (eds.) (1989) *Modern Sociological Theory: In Continuity and Change*, New York: Dryden.
3. Downes, David and Rock Paul (1982)

Course Outline

Unit-I

Concepts and Perspectives:

Deviance, Juvenile delinquency and Crime

Legal, Behavioral and Sociological Definitions of Crime

Classical and Positive Schools of Criminology

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

Unit-II

Major Forms of Crime:

Violent Crime: Homicide and Aggravated Assault

Property Offences: Economic and Property Crimes

Public Order Offences: Crime against Moral and Political Order

Crimes involving Abuse of Power: White Collar and Corporate Crime

Unit-III

Punishment in Relation to Crime:

Theories of Punishment: Retributive, Deterrent and Reformative

Penology in India and Indian Penal Code

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

Unit-IV

Correctional Programmes:

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

Prison based Correction: New Delhi Model of Correction.

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

Suggested Readings

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

SEMESTER –IV

SOC R 440: PERSPECTIVES ON INDIAN SOCIETY

Objective

This paper aims to acquaint the students with some of the sociological perspectives which have been developed to study the Indian Society. The course aims at giving a

Unit-IV

Current Issues in Indian Sociology: Indianization/Indegenization, Contextualization

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

Additional Readings

1. Madan, T.N. (1977) 'The Dialectic of Tradition and Modernity in the Sociology of D.P. Mukerji', *Sociological Bulletin*, Vol.26 (2) 155-76.
2. Marriot, Mckim (1955) *Village India: Studies in the Little Community*, Chicago, The University of Chicago Press.
3. Oommen, T.K. (2007) *Knowledge and Society: Situating Sociology and Social Anthropology*. New Delhi, Oxford University Press.
4. Srinivas, M.N. (1970) *Social Change in Modern India*, Barkeley, California University Press.
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- (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.
The paper setter must put note (ii) in the question paper.

The syllabus has been divided into four units.

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

Course Outline

Unit-I

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

Unit-IV

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

Consequences of Population Redistribution on Demographic and Social Structures.

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

Additional Readings

1. Dyson, T. and Crook, N. (eds.) (1984), *India's Demography: Essays on the Contemporary Population*, New Delhi, South Asian Publishers Pvt. Ltd.
2. D'Souza, V.S. (1984), *Economic Development, Social Structure and Population Growth*, New Delhi, Sage Publications.
3. Finkle, L. Jason and C. Anson McIntesh, (1994), (eds.), *The New Politics of Population: Conflict and Consequences in Family Planning*, New York, The Population Council.
4. Mc Nicoll, Geoffrey and Mead Cain, (1990), *Rural Development and Population: Institutions and Policy*, New York, Oxford University Press (The Population Council, New York).
5. Mehta, S.R. (1997), (ed.), *Poverty, Population and Sustainable Development*, Jaipur, Rawat Publications.
6. Mehta, Rani (2014) *Sociology and Environmental Sustainability: A Study of Fragile Ecology, Health Risks and Population Pangs*, Jaipur, Rawat Publications, pp 29-168.

SOC O 544/744: SOCIOLOGY OF HUMAN MIGRATION

Objective

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

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

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

The syllabus will be divided into four units.

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

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

Course Outline

Unit-I

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

Unit-II

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

Unit-III

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

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

Unit-IV

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

Migration Policy: Need and Challenges

Suggested Readings

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

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

Unit-II

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

Additional Readings

1. Rathore, B. S. and J. S. Saini (eds.) (2007) *A Handbook of Entrepreneurship*, Panchkula: Aapaga.
2. Hagen, E. E. (1980) *The Economics of Development*, New Delhi: Vikas Publishing House.

Unit-III

Urban Planning in India

Critical Appraisal of Slum Rehabilitation Schemes

Critical Appraisal of Urban Poverty Alleviation Programs.

Critical Appraisal of 74th Constitutional Amendment Act and its Salient Features

Unit-IV

Cities and Culture

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

Cities and Consumerism

Cities and Ethnicity

Suggested Readings

1. Ali, Sabir, (1990), *Slums Within Slums- A Study of Resettlement Colonies in Delhi*, New Delhi, HarAnand and Vikas.
2. Breese, Gerald and Whiteman, Dorothy E, (eds.), (1953), *An Approach to Urban Planning*, Princeton, Princeton University Press.
3. Castells, Manuel, (1977). *The Urban Question*, London, Edward Arnold Publishers Ltd.
4. Castells, Manuel, (1975), 1968, Is there an Urban Sociology? Reprinted in *Urban Sociology: Critical Essays* (ed.) by C. Pickvance, New York, St. Martin's Press. Pp. 33-59.
5. Flannery, J. (1969) *The Urban Form*, Cambridge, Cambridge University Press.

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

Additional Readings

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

SOC O 843: FAMILY DYNAMICS IN CONTEMPORARY INDIA

Objective

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

Unit-IV

Family Disintegration

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

Suggested Readings

1. Apte, Usha M. (1978) *The Sacrament of Marriage in Hindu Society*, Delhi : Ajanta Publications.
2. Chakraborty, Krishna (2002) *Family in India*, New Delhi : Rawat Publications.
3. Kolenda, Pauline (1987) *Regional Differences in Family Structure in India*, Jaipur Rawat Publications.
4. Lal, A.K. (1990)

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

SOC O 844: GENDER AND DEVELOPMENT

Objective

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

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

Course Outline

Unit-I

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

Unit-II

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

Additional Readings

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

Unit- III

Unit-II

Socio-Cultural Problems:

- Corruption
- Sex-Deviation
- Dowry

Unit-III

Socio-Economic and Structural Problems

- Poverty
- Unemployment
- Drug-addiction

Unit-IV

Socio-Demographic Problems:

- Child Labour
- Problems of the Elderly
- Physically Challenged

Suggested Readings

1. Aziz, Abdul (1994) *Poverty, Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publication.
2. Bajpai, P.K. (1992) *Youth, Education and Unemployment*, New Delhi: Ashish Pub.House.
3. Ghosh S.K. (1996) *The World of Prostitutes*, A.P.H. Publication Corporation.
4. Julian Joseph (1989) *Social Problems (6th edition)* New Jersey: Prentice Hall.
5. Kapoor.T. (1985) *Drug Epidemic among Indian Youth*, New Delhi: Mittal Pub.
6. Mani, D. Ram, (1988) *The Physically-Handicapped in India*, New Delhi: Shilpa Publications.
7. Modi, Ishwar hwpadp-2.001.H.5y-y-y-y-ynT-y-ynT-y-ynTu634(-yP0TJ /R14 12 Tf 131.88 0 213)2

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings

1. Barrington Moore, Jr. (1966) *Social Bases of Dictatorship and Democracy*, Boston: Beacon Press.
2. Bottomore, T. (1979) *Political Sociology*, Ambika, Bombay: B.I.
3. Chakraborty, Salyabrata (Eds.). (2005). *Political Sociology*, Macmillan, New Delhi.
4. Kothari, R. (1970) *Caste in Indian Politics*, New Delhi: Orient Longman.
5. Lukes, Steven (1974) *Power* (B m x 44 - 13.8 T d {5} 26 T J / R (d) - 10 (f. 8 / R (l) d - 2 (ol) - 2 (ogy) 444 V) 111 (on))

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

Unit-IV

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

9. Shah, Ghansham (1990) *Social Movements in India: a Review of Literature*, Delhi: Sage Publications.
10. Shah, Ghansham (2002), *Dalit Identity and Politics*, New Delhi: Sage.
11. Singh, K.S. (1988) *The Scheduled Castes*, Delhi: Anthropological Survey of India.
12. Singh K.S. (1995) *The Scheduled Tribes*, Delhi: Oxford University Press.
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Course Outline

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings

1. Axford, B. and R. Huggins (2001) *New Media and Politics*, London, Sage Publications.
2. Curren, J. and M. Gurevitch (1991) (eds.), *Mass Media and Society*, London, Edward Arnold.
3. Dwyer, R. and C. Pinney (2001) (eds.), *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India*, New Delhi, Oxford University Press.
4. a3(s)-1(.)TJ -18 -13.ptis Oy PB. and e(y)20(P)02.99805(o[U)2(3(n 99805n 10().9and))13(2)-1(50
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9. Preston, P. (2001) *Reshaping Communications*, Cambridge, Cambridge University Press.
10. Real, M.R. (1996) *Exploring Media Culture: A Guide*, New Delhi, Sage.
11. Singhal, A. and E.M. Rogers (2000) *India's Communication Revolution*, New Delhi, Sage Publications.

Additional Readings

- 1.