

PANJAB UNIVE

Note :

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

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

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

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

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

(i)	Terminal Evaluation	80%
(ii)	Continuous Assessment	20%

- (iii) Continuous Assessment may include Written Test, Snap Test, Participation in Discussions in the class, Term Paper, Attendance etc.
- (iv) In order to incorporate an element of Continuous Internal Assessment of students, the Colleges\Department will conduct tests as quantified below:

(a)	Written Test (one per semester)	:	25	(reduced to 5)
(b)	Snap Test	:	25	(reduced to 5)
(c)	Term Paper/s	:	25	(reduced to 5)
(d)	Participation in Class Discussions	:	15	(reduced to 3)

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

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

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

PANJAB UNIVERSITY, CHANDIGARH

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SCHEME FOR OPTING COURSES

SEMESTER-I	
Course no.	Title
S''C # \$11	%istor& o' Social T(ou)(t
S''C # \$12	Sociolo)& o' *amil& and +ender
S''C # \$13	Sociolo)& o' De, elopment
S''C # \$1\$	Social Strati'ication: Concepts - T(eories
SE6ESTER+II	
S''C # \$25	Positi, istic Sociolo)ical T(eories
S''C # \$2.	/ et(odolo)& o' Social #esearc(
S''C " 521	Population and Societ&
S''C " . 21	Social Dimensions o' De, elopment
S''C " 021	Sociolo)& o' 1rban Settlements
S''C " 221	Structural / oorin)s o' +ender " ppression
S''C " 321	Peasants and #ural Societ& 4n 4ndia
S''C " 322	" r)ani5ational T(eor& and 6e(a, iour
S''C " 323	6asic Social Statistics
SE6ESTER+III	
S''C # \$32	4nterpreti, e Sociolo)ical T(eories

SOC 335 Sociological Criminology
 SOC 335/336 Dissertation (4th and 8th Semesters)
 SOC 336 Advanced Social Statistics
 SOC 330 Sociological Anthropology

SEMESTER-IV

SOC 335 Perspectives on Indian Society
 SOC 336 Determinants and Consequences of Population Growth
 SOC 337 Sociological Anthropology
 SOC 338 Environmental Crisis and Sustainable Development
 SOC 339 Entrepreneurs (ship and Development
 SOC 340 Cities; Urban Planning) and Development
 SOC 341 Family Dynamics in Contemporary India
 SOC 342 Gender and Development
 SOC 343 Fundamentals of Industrial Sociology
 SOC 344 Social Problems
 SOC 345 Political Sociology
 SOC 346 Sociological Anthropology of Rural Communities
 SOC 347/348 Dissertation (4th and 8th Semesters)
 SOC 349 Media and Culture

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

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

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

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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/n

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

1. Development Studies

- i) SOC O 621: Social Dimensions of Development (Sem. II)
- ii) SOC O 632: Social Development in India (Sem. III)
- iii) SOC O 633: Rural Development in India (Sem. III)
- iv) SOC O 644: Environmental Crisis and Sustainable Development (Sem. IV)
- v) SOC O 645: Entrepreneurship and Development (Sem. IV)
- vi) SOC O 743: Cities, Urban Planning and Development (Sem. IV)
- vii) SOC O 844: Gender and Development (Sem. IV)

2. Population Studies

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

3. Family and Gender Studies

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

4. Urban Studies

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

Thrust Areas

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Unit-III

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

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.

SOC R 412: SOCIOLOGY OF FAMILY AND GENDER

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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,
Social-Psychological (David C. McClelland, Everett E. Hagen);
Political (Gabriel A. Almond & James S. Coleman);
Their Critical Assessment

Unit-III

Theories of Underdevelopment: Centre-
Periphery (A. G. Frank, Samir Amin);

Unequal exchange (Paul Baran); World system (Immanuel Wallerstein);
Their Critical Assessment

Unit-IV

Paths of Development:

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

Suggested Readings

1. Coleman, J. (1968), "Modernization: Political Aspect", in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences* Vols. 9 & 10 (L-M), London: MacMillan.
2. Desai, Vandana and Robert B Potter, (2008), *The Companion to Development Studies*, London: Hodder Arnold Publication.
3. Gray, J. (1969), "The Economics of Maoism" in H. Bernstein (ed.) *Underdevelopment and Development-The Third World Today*, N.Y.: Penguin Pub. (pp. 254-273).
4. Harrison D. (1988), *The Sociology of Modernization and Development*, New Delhi: Routledge.
5. Horowitz, I. L. (1966), *Three Worlds of Development*, N.Y.: Oxford University Press (Selected chapters).
6. Lerner, D. (1968), "Modernization: Social Aspects" in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences*, Vols. 9 & 10 (L-M) (pp. 387-394), London: MacMillan.
7. McMichael, Philip (2008), *Development and Social Change: A Global Perspective*, Newbury Park, CA: Pine Forge Press.

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

Additional Readings

1. Abraham, M. F. (1990), *Modern Sociological Theory: An Introduction*. New Delhi: OUP.
2. Apter, D. (1987), *Rethinking Development*, London: Sage.
3. Blomstrom, M. and B. Hettne (1984), *Development Theory in Transition*, London: Zed Books.
4. Desai, A. R. (1983), *India's Path of Development: A Marxist Approach*. New Delhi, OUP.
5. Iddens, A. (1990), *The Consequences of Modernity*, Cambridge: Polity Press.
6. Haq, Mahbub Ul (1995), *Reflections on Human Development*, New Delhi: OUP.
7. Larrain, J. (1991), *Theories of Development: Capitalism, Colonialism and Dependency*, Cambridge, Polity Press.
8. Leeson, P. F. and Minogue, M. (eds.) (1988), *Perspectives on Development: Cross-Disciplinary Themes in Development*, Manchester: Manchester University Press.
9. Mehta, S.R. (2010), *New Understanding of Indian Society: Incounters with Sociology*, Shimla, Indian Institute of Advanced Study.
10. Mehta, Rani and Mehta, S.R. (2010), *Social Transformation of an Island Nation: Development Wonder in Mauritius*, New Delhi, Kalpaz Publications.
11. Schuurman, F. J. (1993), *Beyond the Impasse: New Directions in Development Theory*, London: Zed Books.

SOC R 414: SOCIAL STRATIFICATION: CONCEPTS & THEORIES

Objective

- 1.

Unit-III

Emerging Class System

Class, Middle Class, New Middle Class

Correlates of Social Class: Occupation, Education and Income

Unit-IV

Changing Caste System

Change and Continuity in Caste in India

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

Affirmative Action with regard to Scheduled Castes.

Suggested Readings

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

Additional Readings

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

SEMESTER-II

SOC R 425: POSITIVISTIC SOCIOLOGICAL THEORIES

Objectives

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

Positivism: Definition; Contribution of Auguste Comte, Emile Durkheim

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

Unit-II

Structural-Functionalism: Talcott Parsons

Functional analysis of Robert K.Merton

Neo-Functionalism: Jeffrey Alexander, Paul Colomy

Unit-III

Structuralism: Levi-Strauss

Structural Marxism: Louis Althusser

Structuration: Anthony Giddens

Unit-IV

Conflict Theories: Karl Marx, Ralf Dahrendorf, Randall Collins

Suggested Readings

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

Unit-IV

Qualitative Research

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

Suggested Readings

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

Additional Readings

1. Bose, P. K. (1997) “Problems and Paradoxes of Inductive Social Science: A Critique of Ramkrishna Mukherjee”, *Sociological Bulletin*, 46 (2), Sept.
2. Bryant, G.A., (1985) *Positivism in Social Theory and Research*, Macmillan.
3. Hammond, Michael, Howarth, Jane and Keat, Russel (1991) *Understanding Phenomenology*, Basil Blackwell.
4. Himmelstrand, Ulf (1986) *The Sociology of Structure and Action*, New Delhi, Sage Publication.
5. Hindess, Barry (1977) *Philosophy and Methodology in Social Sciences*. The Harvester Press.
6. Jenks, Chris (ed.) (1998) *Core Sociological Dichotomies*, New Delhi, Sage Publication.

SOC O 521: POPULATION AND SOCIETY

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

Population and Society:

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

Emergence of ideas from these thoughts on Population Equilibrium, Optimum

Unit-IV

Towards Population Stabilization in India: Population Policy 2000 –Goals and Strategies
Continuity and Change from earlier Population Policy in the Post Independent India.
Reproductive & Child Health Approach.

Suggested Readings

1. Bhende, Asha & Tara Kanitkar (1999) *Principles of Population Studies*, Mumbai, Himalayan Publications.
2. Bogue, Donald J. (1969) *The Principles of Demography*, N.,Y. John Wiley.
3. Bose, Ashish (1991) *Demographic Diversity in India*, Delhi, B.R. Publishing.
4. Census of India (2001), Paper 2 (Rural-Urban Totals).
5. Chambliss, R. (1954), *Social Thought: From Hammurabi to Comte*, New York, Dryden Press.
6. Haberland, Nicole and Diana Measham (eds.) (2002) *Responding to Cairo: Case Studies of Changing Practice in Reproductive Health and Family Planning*, New York, Population Council.
7. *International Encyclopaedia of Population*, 2 Vols.
8. Kleinmann, Davis S. (1980) *Human Adaptation and Population Growth: A Non-Malthusian Perspective*, New York, Monclairef.
9. Nam, Charles (1968) *Population and Society*, Boston, Houghton, Mifflin Co.
10. *National Population Policy (2000)*,

5. Panandikar, V.A Pai (2000), "India's Demography and Democracy", in

Unit-III

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

Unit-IV

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

Suggested Readings

1. Biswas, S. C. (ed.) (1969) *Gandhi, Theory and Practice: Social Impact and Contemporary Relevance*, Shimla, IAS. (Articles by V. Palshikar & Raj Krishna).
2. Boyne, Roy (2003) *Risk (Concepts in the Social Sciences)*, Berkshire: Open University Press.
3. Cernea, M. M. (1988) "Involuntary Resettlement and Development" *Finance and Development*, Sept. (pp.) 44-46.
4. Desai, Vandana and Robert B Potter, (2008) *The Companion to Development Studies*, London: A Hodder Arnold Publication.
5. Development and Populations, Special Issue (1990) *Yojana*, Vol. 34, Nos. 1 & 2, Jan. 26.
6. Dube, S. C. (1958) *India's Changing Villages: Human Factors in Community Development*, London: Routledge & Kegan Paul (Chapter 6).
7. Ferreira, Francisco H. G. and Michael Walton (2006) *World Development Report: Equity and Development*, Washington DC: World Bank & N.Y.: Oxford University Press.
8. Mehta, Rani (2014) *Sociology and Environmental Sustainability*, Jaipur, Rawat Publications.
9. Mishra, G. P., D. M. Diwakar and Ashok Mathur (2006) *Deprivation and Inclusive Development*, Lucknow: New Royal Book Co.
10. Pieterse, Jan Nederveen (2010) *Development Theory*, Newbury Park, CA: Pine Forge Press.
11. Quinlivan, Gary and Antony Davies (2003) "Ethical Development and the Social Impact of Globalization", *International Journal on World Peace*, Vol. 20.
12. Rao, M. S. A. (1969) "Religion and Economic Development" *Sociological Bulletin*, Vol. XVIII, No. 1, March (pp.1-15).
13. Sabbarwal, Sherry (2010) "Globalization, Democracy and Human Rights" in S. R. Mehta (ed.) *Socio-Cultural Diversities and Globalization: Issues and Perspectives*, Shimla: Indian Institute of Advanced Study.
14. Sardar Sarovar Project: Review of Resettlement and Rehabilitation in Maharashtra (1993) report by the Tata Institute of Social Sciences, in *Economic and Political Weekly*, Aug. 21, (pp. 1705-1714).
15. Sen, Amartya (2000) *Development as Freedom*

17. Sharma, S.L. (1988) "Modernization of Indian Society: A Symbolic Interactionist Perspective", *The Journal of Sociological Studies*, Vol.7, Jan. (pp.10-33).
18. Sinha, D. and S. R. Kao (eds.) (1988) *Social Values and Development*, New Delhi: Sage (Introduction and Chapter I).
19. "Sustainable Development" Special Issue (1991) *The European Journal of Development Research*, Vol. 3, No. I June.
20. UN, (2007) *Globalization and Inclusive Development (Note by the UNCTAD Secretariat)*, Geneva: United Nations Pub.
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.

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

Unit-IV

Urban Functions

Basic and Non-basic Functions
Generative and Parasitic Cities.

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

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

SOC O 921: PEASANTS AND RURAL SOCIETY IN INDIA

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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

The syllabus has been divided into four units.

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

Course outline

Unit-I

Significance of the study of Rural Society as a separate subject

Basic concepts/definition: Peasant, Rural Society(ni)93939393ty(8(i)-2(nt)-10(of)3(R)-3(t)-2(i)-2(ons)-1()-

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) |

SOC O 922: ORGANIZATIONAL THEORY AND BEHAVIOUR

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

(i)

Unit-III

Organizational Ideologies and Culture:

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

Unit-IV

Behaviour in Organizations:

Job satisfaction, Job Commitment, Decision making and Stress Management

Suggested Readings

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

Additional Readings

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

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

SOC O 923: BASIC SOCIAL STATISTICS

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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

The syllabus has been divided into four units.

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

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

Unit-II

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

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

Unit-III

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

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

Unit-IV

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

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

Suggested Readings

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

Additional Readings

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

SEMESTER-III

SOC R 438: INTERPRETIVE SOCIOLOGICAL THEORIES

Objective

Unit-IV

Critical Theory : J. Habermas
H. Marcuse

Suggested Readings

1. Adams, Bert N. and Sydie, R.A. (2001) *Sociological Theory*, California, Pine Forge Press.
2. Adams, Bert N. and Sydie, R.A., (2002) *Contemporary Sociological Theory*, California, Pine Forge Press.
3. Alexander, J. (1982) *Positivism: Presuppositions and Current Controversies*, Vol. I of Theoretical Logic in Sociology, Berkeley and Los Angeles, University of California Press.
4. Bernstein, R.J. (ed.) (1985) *Habermas and Modernity*, Cambridge Polity Press.
5. Blumer, H. (1969) *Symbolic Interactionism*, Englewood Cliffs, Prentice Hall.
6. Craib, Ian (1984) *Modern Social Theory*, Brighton, Harvester Press.
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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.

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

Unit-IV

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

Contraceptive Prevalence Rate, Abortion Rate & Foetal Wastage

Measure of Marriage & Divorce: Crude Marriage Rate, Divorce Rate. Mean Age at

Unit-IV

Globalization and its Social Implications in India: Impact on Agriculture and Labour; Women and Youth.

Suggested Readings

1. Basu, A. R. (1985) *Tribal Development Programmes and Administration in India*, New Delhi: National Book Organization. (Chapters 2 & 15)
2. Basu, D. K. and R. Sisson (eds.) (1986) *Social and Economic Development in India: A Re-assessment*, New Delhi: Sage, (Chapters by Ser & Galanter).
3. Chitnis, Suma (1981) *A Long Way to Go: Report of a Survey of Scheduled Caste High School and College Students*, New Delhi: Allied Pub. (pp. 107-143).
4. Choudhary, K. (1990) "Reservations: A Systematic Compulsion", *Mainstream*, March 3. (pp. 23-26)
5. Conference Number on "Economic Restructuring in India and Labor" (1992) *The Indian Journal of Labor Economics*, Vol. 35, No. 4. Oct-Dec.
6. Desai A. R. (1985) *India's Path of Development: A Marxist Approach*, Bombay: Popular Prakashan (Chapter 2).
7. GO, (1993) "Farmers Movement: Fighting for Liberalization", *Economic and Political Weekly*, December 11 (pp. 2708-2710)
8. Jain, Devaki, (1980) *Quest for Power: Five Indian Case Studies*, Ghaziabad, Vikas
9. Jena, N. A. (1994) "An Inquiry into Popular Participation", *Participation and Governance*, Vol. I, No. I, July (pp.8-17)
10. Khan, Murtaz Ali (1980) *Scheduled Castes and Their Status*, New Delhi: ICSSR, (Introduction)
11. McPhail, T. L. (1992) "Electronic Colonialism and the World Information Order" in A. Giddens (ed.) *Human Societies: A Reader*, Cambridge, Polity Press (pp.289-291)
12. Mehta , S.R. (2010), *Socio-Cultural Diversities and Globalization: Issues and Perspectives* (ed.), Shimla, Indian Institute of Advanced Study.
13. Misra, S. K. and V. K. Puri (1994) *Indian Economy: Its Development Experience*, Bombay: Himalaya Pub.
14. Mowli, V. C. (ed.) (1990) *Role of Voluntary Organizations in Social Development*, New Delhi: Sterling Pub. (Preface & Conclusion)
15. Petras, James (1994) "Cultural Imperialism in Late 20th Century", *Economic and Political Weekly*, Aug. 6 (pp. 2070-2073)
16. Pimpley, P. N. (1988) *Voluntaristic Approach to Development*, Unpublished Monograph.
17. Rajput, Pam and H. L. Swarup (eds.) (1994) *Women and Globalization: Reflections, Options and Strategies*, New Delhi: Ashish Pub. House.
18. Rao, V. M. (1994) "Agriculture and Liberalization: Some Implications for Development Policies", *Economic and Political Weekly*, April 16-23 (pp.999-1003)
19. Redelift, Michael (1984) *Development and the Environmental Crisis: Red or Green Alternatives?* London: Methuen Inc.
20. Sabbarwal, S. (1997) "Ecological and Socio-Economic Consequences of International Tourism for the Less Developed Countries" in S. R. Mehta (ed.)
21. *Poverty, Population and Sustainable Development: Essays in Honour of Professor V. S. D'Souza*, Jaipur: Rawat.
22. Schchiananda (1977) *Harijan Elite: A Study of their Status, Network, Mobility and Role in Social Transformation*, New Delhi: Thomson Press (Chapter 6).
23. Shankar, K. (1989) "Planning Ethos in India", *Mainstream*, Sept. 23 (pp.7-8)

24. Sharma, S. L. (1992) "Social Action Groups as harbingers of Silent Revolution", *Economic and Political Weekly*, Vol. 27, No. 47
25. Singh, A. K. (1984) *Tribal Development in India*, New Delhi: Amar Prakashan, Chapters 2, 7 & 8
26. Singh, S. N. (1994) *Reservations: Problems and Prospects*, New Delhi: Uppal Pub. House, (Introduction & Chapter 3)
27. "Sustainable Development", Special Issue (1991), *The European Journal of Development Research*, Vol. 3, No. 1, June
28. "Symposium on Implications of Globalization" (1995) *Sociological Bulletin*, Vol. 44, (Articles by Mathew, Panini & Pathy)
29. Yadav, K. C. (1994) *India's Unequal Citizens: A Study of OBCs*, New Delhi: Manohar Pub. (Introduction & Chapters 3 & 5).

Additional Readings

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

SOC O 633: RURAL DEVELOPMENT IN INDIA

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

Perspectives on Rural Development:
Liberal, Marxist, Gandhian

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings

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

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

Additional Readings

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

SOC O 732: PROBLEMS OF URBAN INDIA

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

(i)

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 Theor

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*.

Course Outline

Unit-I

Concept of Aging:

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

Unit-II

Sociological Perspectives of Aging

Micro-Perspectives:

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

Macro Perspectives:

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

Unit-III

Society, Family and Aging:

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

Unit-IV

Problems of aged and Rehabilitation:

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

Suggested Readings

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

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Course Outline

Unit-I

Organizational Structure and Goals:

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

Unit-II

Organizational Regime and Environment:

Leadership – Definition, Theories and Styles

Power in Organizations – Authority (Weber)

Power and Compliance (Etzioni)

Environment – Definition and Types

Unit-III

Communication and Information Technology in Organizations:

Communication – Formal and Informal networks

Role of Information Technology (IT) in Modern Organizations

Unit-IV

Planned Change and Organizational Development (OD):

Definition, Nature and Approaches

The Process and Techniques of OD – Systemic and Interpersonal

Suggested Readings

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

7. Manuel, C. (1996) *The Rise of Network Society*. London: Blackwell.
8. Margulies, N. and A. Raja (eds.) (1978)

SOC O 933: SOCIOLOGY OF DEVIANCE: CONCEPTS AND THEORIES

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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

The syllabus has been divided into four units.

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

Course Outline

Unit-I

Deviant Behaviour:

Definition, Concept – Relative/Absolute.

Distinction between Deviant Behaviour and Deviant-Role

Pathological Perspective of Deviance – Biological and Psychological theories.

Unit-II

Social Disorganization and Value-Conflict Perspective:

Causes of Social Disorganization

Theories of Social Disorganization:

C.H. Cooley, W.I. Thomas and Florian Znaniecki, W.F. Ogburn. Theory of Conflict of Values: Richard C. Fuller & Richard R. Myers.

Unit-III

Structural-Functional Perspective:

SOC O 935/945: DISSERTATION (3rd and 4th Semesters)

SOC O 936: ADVANCED SOCIAL STATISTICS

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES

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

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

The syllabus has been divided into four units.

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

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

Course outline

Unit-I

Linear Regression, Least Squares Method, Estimating the Intercept and Slope of the Linear Regression Model

Standard Error of the Estimate and its Uses, Zero-Order Correlation by Least Squares Method

Coefficient of Determination, Correlation and Causation, Ecological Fallacy of Correlation, Correlation-Ratio, Point Biserial Correlation.

Unit-II

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

Unit-III

(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

The Concept of Education; Education and Society; Socialization and Education; Cultural and Social Reproduction

Theoretical Approaches: **Gandhian, Functional, Conflict and Post Modern**

Unit - II

- 1.Role of Education in Social and Human Development -- Emerging Perspectives
- 2.Role of Education for Empowerment of the Marginalized- SCs, S.Ts, (and Women)
- 3.Education and the Policy of Positive Discrimination and Affirmative Action

Unit - III.

Education: Expansion and Growth

Constitutional Provisions and Educational Policies in India

Universalization of Elementary Education, Crises in Indian Higher Education, Expansion of Professional Education and Private Sector

Unit - IV

Education and Social Stratification:

Caste and Education

Gender and Education

Class and Education

Education and Social Mobility / (Mobility and Equality of Educational opportunities.)

Suggested Readings:

1. A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press (Selected chapters).
2. Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
3. Benei, Veronique. 2009. Schooling India. Hindus, Muslims and the Forging of Citizens. New Delhi, Orient Blackswan.
4. Beteille, A. 1985. Equality of Opportunity and the Equal Distribution of Benefits. Pune: Orient Longman (Gokhale Institute of Politics and Economics).
5. Beteille, A. 2009. Institutions and Networks. Current Science. 97, 2:148-156.
6. Boren. M.E. 2001. Student Resistance. A History of the Unruly Subject. New York. London: Routledge.
7. Coleman. J. S. 1968. "The Concept of Equality of Educational Opportunity". Harvard Educational Review, 38(1): 7-22.
8. Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press.
9. Froerer, Peggy. 2007. Disciplining the Saffron Way: Moral Education and the Hindu Rashtra, Modern Asian Studies. 41,5: 1033-1071.
10. Gandhi, M.K. 1977. Basic Education, in The Collected Works. Ahmadabad: Navajivan.
11. Giddens, Anthony. 2002. Sociology. Cambridge: Polity press.
12. Haralambos and Holborn 2008. Sociology: Themes and Perspectives. London: Collins
13. Jeffrey, Craig, Roger Jeffery and Patricia Jeffrey. 2008. School and madrasah education: gender and the strategies of Muslim young men in rural north India. Compare. A Journal of Comparative and International Education. 38, 5: 581-593.
14. Kumar. K. 2002. Prejudice and Pride. New Delhi: Viking. 23
15. McLaren, P. 1986. Schooling as a Ritual Performance: Towards a Political Economy of Educational Symbols and Gestures. New York: Routledge.
16. Saigol, R. 2000. Symbolic Violence, Curriculum, Pedagogy and Society. Lahore: Sahe. (Chapters 5, 6, and 7).
17. Thapan, M. 2006 (1991). Life at School. An Ethnographic Study. New Delhi: Oxford University Press. 13. Willis, P. E. 1977. Learning to Labour: How Working Class Kids Gets Working Class Jobs. Surrey, England: Saxon House.
18. Wazir, Rekha (ed.) 2000. The Gender Gap in Basic Education. New Delhi, Sage Publications (selected chapters).
19. Mehta, Rani (2004), Crisis in Higher Education. Role Analysis of Teachers in a

SEMESTER –IV

Suggested Readings

1. Ahmad, Imtiaz (1972) 'For a Sociology of India', *Contributions to Indian Sociology*,

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.

The syllabus has been divided into four units.

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

Course Outline

Unit-I

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

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

Unit-II

Mortality Patterns in Developed and Developing Countries:

General Mortality, Infant and Child Mortality, Morality Differentials, Determinants of Mortality and Cause of deaths. Consequences of Declining Mortality for demographic and social structures

Unit-III

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

Unit-IV

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

Consequences of Population Redistribution on Demographic and Social Structures.

Regulating Population in India: National Family Welfare Programme
Reproductive and Child Health Programme

Strategies for Implementation and Overall Impact MTP
and PNDT Act- Correcting the Gender Bias.

Suggested Readings

1. Bhende, Asha and Tara Kanitkar (1999), *Principles of Population Studies*, Mumbai, Himalayan Publications.
2. Bogue, D.J. (1969) *Principles of Demography*, it,s1999)9(1999))3.,it,s1999)9(3(m)-1.402938(:)-9)1.40251(

5. Ersheng GAO (2003),

SOC O 544/744: SOCIOLOGY OF HUMAN MIGRATION

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES

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

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

The syllabus will be divided into four units.

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

Course Outline

Unit-I

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

Unit-II

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

Unit-III

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

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

Unit-IV

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

Migration Policy: Need and Challenges

Suggested Readings

1. Balan, Jorge (ed.), 1981), *Why People Move*, Paris, Unesco Press.
2. Chaudhuri, I.R., (1993), *Migration and Remittances: Inter-Urban and Rural-Urban Linkages*, New Delhi, Sage Publications.
3. Connel, John & Others, (1970), *Migration from Rural Areas: Evidence from Village Studies*, Oxford University Press, Delhi.
- 4.

Unit-III

Environmental Movements:

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

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

Unit-IV

Sustainable Development: Towards a Sound Environmental Policy;

Environmental Education; Social Forestry and Afforestation Program; Biogas and Renewable Energy Program; Efficient Water Management Programs; Use of Appropriate Technology.

Suggested Readings

1. Deoria, R.S. et al. (1990) *Man, Development and Environment*. N. Delhi: Ashish Publications.
- 2.

6. Kothari, Ashish et al. (eds.), (1998) *Communities and Conservation*, New Delhi, Sage Publications.
7. Mehta, Rani (2011) "Sustainable Development in Mauritius: Issues and Implications," New Delhi, Contributions to Indian Social Science, IASSI, Vol. 30, No. 2, April-June.
8. Pawar, S.N. and R.B. Patil (eds.) (1998) *Sociology of Environment*

Unit-II

Entrepreneurship among Social Groups

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

Unit-III

Development of an Entrepreneur

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

Unit-IV

Entrepreneurship and Environment:

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

Suggested Readings

1.

ations, 526 T963I15 (of

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.

Suggested Readings

1. Ali, Sabir, (1990),

5.

Family compulsions and other factors affecting gender related choices or priorities of work,
Role conflict among Women
Indicators of Low status of Women

Unit-II

Perspectives on Gender and Development

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

Unit III

Measures to Improve Gender Relations

- Special Schemes and Strategies for Women's Development in India
- < Voluntary sector and Women's Development=
- Women in Sectoral Development: Education, Health, Agriculture and Industry.

Unit-IV

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

Suggested Readings

1. Arya, Sadhna (2000) *Women, Gender Equality and the State*, Delhi: New Deep and Deep Publication.
2. Forbes, Geraldine (1998) *Women in Modern India*, Cambridge University Press.
3. Ghadially, Rehana (1988) *Women in Indian Society*, New Delhi; Sage.
4. Laxmi Devi (1998) *Women and Development*, New Delhi. Anmol Publications.
5. Manchanda, Rita (2001) *Women, War and Peace in South Asia: From Victimhood to Agency*, New Delhi: Sage Publication.
6. Seth, Mira (2001) *Women and Development*, New Delhi: Sage Publications.
7. Suchitra, Anant, Ramani Rao and Kabita Kappor, *Women at Work in India*, Ministry of Labour, GOI.

Additional Readings

1. Aggarwal, Bina (1988) *Structures of Patriarchy: State, Community and Household in Modernizing Asia*, New Delhi: Kali for Women.
2. Ahooja, Patel, Krishna (1995) *Women and Development*, New Delhi: Ashish Publishing House.

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

SOC O 941: FUNDAMENTALS OF INDUSTRIAL SOCIOLOGY

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES

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

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

The syllabus will be divided into four units.

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

Course Outline

Unit- I

Industrial Sociology: Nature and scope
Theories– Marx (Alienation), Taylor (Scientific Management), Mayo (Human Relations), Marcuse (One Dimensional Man)
Types of Productive Systems– Cottage, Guild, Domestic, Factory
Industrial Roles – Worker, Foreman, Line and Staff, Specialist.

Unit- II

Industrialization and Social Institutions:
Impact on Family, Education and Stratification; Work and Leisure

Unit- III

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

Unit- IV

Globalization and Industry:
Fordism vs. Flexible Specialization
Globalization and Industrial Relations
Emergence of Multi National Companies (MNCs)
Technological Revolution and Impact on Industry and Society

Suggested Readings

1. Bain, G. S. (ed.) (1984) *Industrial Relations in Britain*. London: Basil Blackwell.
2. Dosi, G. (1984) *Technological Change and Industrial Transformation*. N.Y.: St. Martins Press.
3. Eldridge, John *et al.* (1991) *Industrial Sociology and Economic Crisis*. N.Y.: Harvester Wheatsheaf.
4. Jorgenson, D. W. and K. J. Stroh (1999) “Information Technology and Growth”, *American Economic Review*, 89 (109-115).
5. Kalleberg, A. L. and I. Berg (1987) *Work and Industry*, N.Y. Plenum.
6. Moses, J. A. (1990) *Trade Union Theory from Marx to Walesa*, N.Y.: Berg.
7. Parker, Stanley (1976) *The Sociology of Leisure*. London: George Affer & Union Ud.
8. Pojek, Chris (1985) *Capitalism and Leisure Theory*, London: Tavistock.

9. Schnieder, E. V. (1972) *Industrial Sociology*, London: Harper and Row.
10. Southall R. (ed.) (1988) *Trade Unions and the New Industrialization of the Third World*, London: Zed Books.
11. Watson, K. T. (1995) *Sociology, Work and Industry*. London: Routledge and Kegan Paul.

Additional Readings

1. Burns, Tom (Ed) (1969) *Industrial Man*, Harmondsworth: Penguin Books.
2. Caplow, Theodore (1965) *The Sociology of Work*, N. Y.: McGraw Hill Book Co., Chapter 6.
3. Faunce, William, A. (ed) (1967) *Readings in Industrial Sociology*, Appleton: Century, Crof & Gisbel.
4. Miller, D. and W. H. Form (1964) *Industrial Sociology*, Second Ed. London: Harper and Row.
5. Parker, S. R.

Course Outline

Unit-I

Concept and Sociological Perspectives:

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

Perspectives on Social Problems:

Functional Perspective

Conflict Perspective

Symbolic Interactionist Perspective

Unit-II

Socio-Cultural Problems:

- Corruption
- Sex-Deviation
- Dowry

Unit-III

Socio-Economic and Structural Problems

- < Poverty
- Unemployment
- Drug-addiction

Unit-IV

Socio-Demographic Problems:

- Child Labour and Child Abuse
- Problems of the Elderly
- Differently abled

Suggested Readings

1. Aziz, Abdul (1994) *Poverty, Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publication.
2. Bajpai, P.K. (1992) *Youth, Education and Unemployment*, New Delhi: Ashish Pub.House.
3. Ghosh S.K. (1996) *The World of Prostitutes*, A.P.H. Publication Corporation.
4. Julian Joseph (1989) *Social Problems (6th edition)* New Jersey: Prentice Hall.
5. Kapoor.T. (1985) *Drug Epidemic among Indian Youth*, New Delhi: Mittal Pub.
6. Mani, D. Ram, (1988) *The Physically-Handicapped in India*, New Delhi: Shilpa Publications.
7. Modi, Ishwar and Modi, Shalini (1997) *Drugs: Addiction and Prevention*, Jaipur: Rawat Publication.

8. Murickan J. (ed.) (1989) *Poverty in India: Challenges & Responses*, Bangalore: Xavier Board Publication.
9. Sharma, Vijay (1994) *Protection to Women in Matrimonial Home*, New Delhi: Deep and Deep Publication.
10. Singh, Amarnath (1990) *Child Labour in India*, New Delhi: Shipra Publication.
11. Singhvi L.M (1977) *Unemployment Problems in India*, New Delhi: National Publishing House.
12. Srivastava C.P. (2001) *Corruption: India's Enemy within*, Delhi: MacMillan.
13. Teja M. K. (1993) *Dowry: A Study in Attitudes and Practices*, New Delhi: Inter India Publication.

Additional Readings

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

Course Outline

Unit-I

SOC O 944: SOCIOLOGY OF MARGINALIZED COMMUNITIES

Objective

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

INSTRUCTIONS FOR THE PAPER-SETTERS AND FOR CANDIDATES

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

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

Unit-IV

(a)

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; Impact of Social Media

Suggested Readings

1. Axford, B. and R. Huggins (2001) *New Media and Politics*, London, Sage Publications.
2. Curren, J. and M. Gurevitch (1991) (eds.), *Mass Media and Society*, London, Edward Arnold.
3. Dwyer, R. and C. Pinney (2001) (eds.), *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India*, New Delhi, Oxford University Press.
4. French, D. and Michael Richard (2000) (eds.), *Television in Contemporary Asia*, London, Sage.
5. Garnham, Nicholas, (2000) *Emancipation: the Media and Modernity*, New Delhi, Oxford University Press.
6. Gunaratne, S. (2000) (ed.), *Handbook of the Media in Asia*, London, Sage.
7. Mitra, A. (1993) *Television and Popular Culture in India*, New Delhi, Sage Publications.
8. Page, D and W. Crawley (2001) *Satellites over South Asia*, London, Sage Publications.
9. Preston, P. (2001) *Reshaping Communications*, Cambridge, Cambridge University Press.
10. Real, M.R. (1996) *Exploring Media Culture: A Guide*, New Delhi, Sage.
11. Singhal, A. and E.M. Rogers (2000) *India's Communication Revolution*, New Delhi, Sage Publications.

Additional Readings

1. Chakravarty, Sunita S. (2000) *National Identity in Indian Popular Cinema 1947-87*, New Delhi, Oxford University Press.
2. Croteau, David and W. Hoynes (1997) *Media/Society: 01.064(P)-6.8TJ -16.92 2938(w)-1.40381()S*