

Panjab university,
chandigarh-160014
(india)

[Technology](#), [Development](#)



PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA) (Estd. under the Panjab University Act VII of 1947-enacted by the Govt. of India) FACULTY OF ARTS SYLLABI FOR M. A. SOCIOLOGY (Semester System) EXAMINATIONS, 2011-2012 --: o :-- 1 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. 2 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) (ii) (iii) (iv) Terminal Evaluation 80% Continuous Assessment 20% Continuous Assessment may include Written Test, Snap Test, Participation in Discussions in the class, Term Paper, Attendance etc. In order to incorporate an element of Continuous Internal Assessment of students, the CollegesDepartment will conduct tests as quantified below: Written Test (one per semester): Snap Test : Term Paper/s : Participation in Class Discussions: Attendance : 25 (reduced to 5) 25 (reduced to 5) 25

(reduced to 5) 15 (reduced to 3) 10 (reduced to 2)* (a) (b) (c) (d) (e) 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: Attendance Component (a)
 75% and above up to 85% (b) Above 85% 2. Mark/s for Theory Papers : 1 : 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 : Report Writing:
 Presentation of Report: Total 25 (reduced to 5) 50 (reduced to 10) 25
 (reduced to 5) 100 reduced to 20 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.) *** 4 PANJAB

UNIVERSITY, CHANDIGARH OUTLINES OF TESTS, SYLLABI AND COURSES OF READINGS IN THE SUBJECT OF SOCIOLOGY FOR M. A. I & III SEMESTERS EXAMINATIONS, NOVEMBER/DECEMBER 2011, 2012 & 2013 AND II & IV SEMESTER EXAMINATIONS, APRIL/MAY, 2012, 2013 & 2014. SCHEME FOR OPTING COURSES SEMESTER-I Course no. SOC SOC SOC SOC R 411 R 412 R 413 R 414 Title History of Social Thought Sociology of Family and Gender Sociology of Development Social Stratification: Concepts & Theories SEMESTER-II SOC SOC SOC SOC SOC SOC SOC SOC SOC SOC R 425 R 426 O 521 O 621 O 721 O 821 O 921 O 922 O 923 Positivistic Sociological Theories Methodology of Social Research Population and Society Social Dimensions of Development Sociology of Urban Settlements Structural Moorings of Gender Oppression Peasants and Rural Society In India Organizational Theory and Behaviour Basic Social Statistics SEMESTER-III SOC SOC SOC SOC SOC SOC SOC SOC SOC R 438 R 439 O 532 O 632 O 633 O 732 O 832 O 931 O 932 Interpretive Sociological Theories Methods & Techniques in Social Research Basic Methods in Population Studies Social Development in India Rural Development in India Problems of Urban India Family in Cross Cultural Perspective Sociology of Aging Organizational Structure and Development 5 SOC SOC SOC SOC O 933 O 934 O 935/945 O 936 Sociology of Deviance: Concepts and Theories Sociology of Crime Dissertation (III and IV Semesters)* Advanced Social Statistics SEMESTER-IV SOC SOC SOC SOC SOC SOC SOC SOC SOC SOC R 440 O 543 O 544 O 644 O 645 O 743 O 843 O 844 O 941 O 942 O 943 O 944 O 945/935 O 946 Perspectives on Indian Society Determinants and Consequences of Population Growth Sociology of Human Migration Environmental Crisis and Sustainable

Development Entrepreneurship and Development Cities, Urban Planning and Development Family Dynamics in Contemporary India Gender and Development Fundamentals of Industrial Sociology Social Problems Political Sociology Sociology of Marginalized Communities Dissertation (IIIrd and IVth semesters)* Media and Culture There will be two categories of courses and each course will be of 4 credits. (1) SOC R level are Required or Compulsory Courses. (2) SOC O level are Open Courses (including Dissertation). The students will be required to complete 64 credit hour courses successfully in the total duration of four semesters. The break up of the credit hours is as follows:

Course Category	No. of Courses to be completed	Credits
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Required or Compulsory Courses	9	9x4= 36
Open Courses (SOC O level)	7	7x4= 28
Total credits	_____	64

Each student shall take up all four Required Courses in the First Semester. In the Second Semester, in addition to two Required Courses, each student shall opt for two Open Courses out of those offered in that particular Semester. In the Third Semester again, in addition to two Required Courses, each student shall opt for two Open Courses, out of those offered during that Semester, including Field Dissertation, depending upon his/her eligibility for the same. In the Fourth Semester, apart from one Required Course, 6 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

4 2 2

2 2 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. I II III IV Areas of Specialization There are four Areas of Specialization within the Open Courses. These are: 1. 2. 3. 4. Development Studies Population Studies Family & Gender Studies 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) ii) SOC O 621: Social Dimensions of Development (Sem. II) SOC O 632: Social Development in India (Sem. III) 7 iii) iv) v) vi) vii) 2. SOC SOC IV) SOC SOC SOC O 633: Rural Development in

India (Sem. III) O 644: Environmental Crisis and Sustainable Development (Sem. O 645: Entrepreneurship and Development (Sem. IV) O 743: Cities, Urban Planning and Development (Sem. IV) O 844: Gender and Development (Sem. IV) Population Studies i) ii) iii) iv) SOC O 521: Population and Society (Sem. II) SOC O 532: Basic Methods in Population Studies (Sem. III) SOC O 543: Determinants and Consequences of Population Growth (Sem. IV) SOC O 544/744: Sociology of Human Migration (Sem. IV) 3. Family and Gender Studies i) ii) iii) iv) SOC O 821: Structural Moorings of Gender Oppression. (Sem. II) SOC O 832: Family in Cross-Cultural Perspective (Sem. III) SOC O 843: Family Dynamics in Contemporary India (Sem. IV) SOC O 844: Gender and Development (Sem. IV) 4. Urban Studies i) ii) iii) iv) SOC SOC SOC SOC O 721: Sociology of Urban Settlements (Sem. II) O 732: Problems of Urban India (Sem. III) O 743: Cities, Urban Planning and Development (Sem. IV) O 744/544: Sociology of Human Migration (Sem. IV) Thrust Areas Sustainable Development (in the context of Globalization, Information, Communication and Technology) Family and Gender Studies Population, Health and Aging Social Control and Deviance (with special reference to Activism, Terrorism and Cyber Crime) Additional Areas of Interest Social Development, Deviance & Social Problems, Development and Social Change, Urban Studies, Peasant and Rural Studies, State and Society 8 M. A. (SOCIOLOGY) SYLLABI AND COURSES OF READING SEMESTER-I SOC R 411: HISTORY OF SOCIAL THOUGHT Objective: 1. 2. 3. To introduce students to historical evolution of sociological thought. To sensitize students to a detailed study of Classical Sociologists, i. e. Karl Marx, Max Weber and Emile Durkheim. To apply the formulation of these thinkers to contemporary issues. INSTRUCTIONS FOR

THE PAPER-SETTER AND THE CANDIDATES (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours. (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to the maximum marks of the paper in lieu of internal assessment. The paper setter must put note (ii) in the question paper. The syllabus has been divided into four units. There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i. e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit — 4 in all. Each question will carry 15 marks.

Course Outline: Unit-I A brief review of Enlightenment Thought with special reference to Rousseau; and of the Conservative Reaction to it, with special reference to St. Simon and Auguste Comte. Unit-II Karl Marx: Methodology - the concepts of Totality: Dialectical analysis of History, Species-Being, Human Praxis. Basic Concepts: Means, Relations and Modes of Production: Base and Super-structure; Contradiction; Exploitation; Alienation. Epochs of social development with special reference to Capitalism; Classes and Class Conflict. 9 Unit-III Max Weber: Methodology-Verstehen, Value-Neutrality and Objectivity, Generality and the Ideal Type; Adequate Causation. Basic concepts: Social action and its Types, social relationships; Power, Domination and Legitimate Order. Protestant Ethic and the Spirit of Capitalism; the Rationalization process, Bureaucracy, distribution of Power and Social

Stratification. Unit-IV Emile Durkheim: Methodology-the nature of Social Facts and their Causation. Basic concepts: Individual and Collective Conscience, Social Solidarity and Anomie; the Sacred, the Profane and the nature of Religion, Suicide as social fact. Mechanical to Organic Solidarity, Differentiation and Social Division of Labour, the Rise of Capitalism.

Suggested Readings 1. Aron, Raymond, (Reprint 1990), Main Currents in Sociological Thought (Vols. I & II), London, Pelican 2. Avineri S. (1970) The Social and Political Thought of Karl Marx, London, Cambridge University Press. 3. Bendix R. (1960) Max Weber: An Intellectual Portrait, New York, Doubleday. 4. Durkheim E. (1960) The Division of Labour in Society, Illinois, Free Press of Gilencoe. 5. Giddens, Anthony (1971) Capitalism and Modern Social Theory, London, Cambridge, U. Press. 6. Irving M. Zeitlin (1969) Ideology and the Development of Sociological Theory, New Delhi, Prentice Hall. 7. Marx, K. and Engels F. (1971), The Manifesto of the Communist Party, Moscow, Progress Publishers. 8. Max Weber (1965), Protestant Ethic and the Spirit of Capitalism, London, Allen & Unwin. Additional Readings 1. Ritzer, George, (1996) Sociological Theory, London, Sage Publications. 2. Hughes, John A. et. al., (1995), Understanding Classical Sociology - Marx, Weber and Durkheim, London, Sage Publications. 3. Pampel Fred C., (2000) Sociological Lives and Ideas: An Introduction to the Classical Theorists, N. Y., Worth Publishers. *** 10 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) (ii) 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. 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 Feminist Unit-II Concept and Construction of Gender i) ii) Concepts- Sex, Gender, Gender-Identity and Gender-roles Basic understanding of Patriarchy, Masculinity and Femininity, Gender Socialization and Gender Stereotyping through the institutions of family, education, work and religion and 11 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. 12 4. Dube, Leela (1997) Women and Kinship: Contemporary Perspectives on Gender in South and South-East Asia, Tokyo: United Nations Univ. Press. 5. Hofstede, Geert and Associates (1998) Masculinity and Femininity, Thousand Oaks: Sage Publication. 6. Lancy, Lobo (1992) '

Household and Family among Thakurs in a North Village', Sociological Bulletin, Vol. 41, No. 1&2, pp 46-66. 7. Lengermann, Patrician M. & Jill Niebrugge-Brantley (1996) ' Contemporary Feminist Theory', in George Ritzer, Sociological Theory, (Fourth Edition), pp. 436-486, New York : McGraw-Hill. 8. Thorne, Barrie & Marilyn Yalom (eds.) (1982) Rethinking the Family: Some Feminist Questions, New York: Longman. 9. Weitz, Shirley (1977) Sex-Roles, London: George Allen & Unwin. ***** SOC R 413: SOCIOLOGY OF DEVELOPMENT Objective Keeping in view the relevance of the theme of development, especially in the less developed societies, this course aims (a) to familiarize the students with the various ways that development has been conceptualized; (b) to critically evaluate the modernization theory in its economic, sociological, social-psychological and political forms; (c) to provide a review of the underdevelopment theory given by the Latin American political economists; and (d) to re-assess the various paths to development.

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES (i) (ii) 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. 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.

13 Course Outline Unit-I Development: The concept and its changing connotations (liberal and socialist); Operational Indicators. Unit-II Modernization Theories: Economic (Gunnar Myrdal, W. W. Rostow); Sociological (Neil J. Smelser, Daniel Lerner, Talcott Parsons); Social-Psychological (David C. McClelland, Everett E. Hagen); Political (Gabriel A. Almond & James S. Coleman); Their Critical Assessment Unit-III Theories of Underdevelopment: Centre-Periphery (A. G. Frank, Samir Amin); Unequal exchange (Paul Baran); World system (Immanuel Wallerstein); Their Critical Assessment Unit-IV Paths of Development: Capitalist, Socialist, Mixed; Globalization as a Strategy of Development. Suggested Readings 1. Coleman, J. (1968) " Modernization: Political Aspect", in D. L. Sills (ed.) The International Encyclopedia of Social Sciences Vols. 9 & 10 (L-M), London: MacMillan. 2. Desai, Vandana and Robert B Potter, (2008) The Companion to Development Studies, London: Hodder Arnold Publication. 3. Gray, J. (1969) " The Economics of Maoism" in H. Bernstein (ed.) Underdevelopment and Development-The Third World Today, N. Y.: Penguin Pub. (pp. 254-273). 4. Harrison D. (1988) The Sociology of Modernization and Development, New Delhi: Routledge. 5. Horowitz, I. L. (1966) Three Worlds of Development, N. Y.: Oxford University Press (Selected chapters). 14 6. Lerner, D. (1968) " Modernization: Social Aspects" in D. L. Sills (ed.) The International Encyclopedia of Social Sciences, Vols. 9 & 10 (L-M) (pp. 387-394), London: MacMillan. 7. McMichael, Philip (2008) Development and Social Change: A Global Perspective, Newbury Park, CA: Pine Forge Press. 8. Myrdal, Gunnar

- (1968) *An Approach to Asian Drama*, Harmondsworth: Penguin. 9. Ness, G. D. (1970) *Sociology of Economics Development: A Reader*, N. Y.: Harper and Row (Selected Chapters). 10. Pandey, R. (1985) *Sociology of Development*, New Delhi: Mittal Pub. 11. Pandey, R. (1986) *Sociology of Underdevelopment*, New Delhi: Mittal Pub. 12. Parsons, Talcott (1966) *Societies: Evolutionary and Comparative Perspectives*, Englewood Cliffs, N. J.: Prentice-Hall, (pp. 20-29). 13. Sabbarwal, Sherry (2010) "Globalization, Democracy and Human Rights" in S. R. Mehta (ed.) *Socio-Cultural Diversities and Globalization: Issues and Perspectives*, Shimla: Indian Institute of Advanced Study. 14. Sharma, S. L. (1980) *Criteria of Social Development*, *Journal of Social Action*, Jan.-March. 15. Sharma, S. L. (1986) *Development: Socio-Cultural Dimensions*, Jaipur: Rawat (Chapter I). 16. Smelser, N. J. (1968) *Essays in Sociological Explanation*, Englewood Cliffs, N. J.: Prentice-Hall, (Chapter 6). 17. Walby, Sylvia (2009) *Globalization and Inequalities: Complexity and Contested Modernities*, Newbury Park, CA: Pine Forge Press. 18. Went, Robert (2000) *Globalization: Neo-Liberal Challenge, Radical Responses*. London: Pluto Press. Additional Readings 1. Abraham, M. F. (1990) *Modern Sociological Theory: An Introduction*. New Delhi: OUP. 2. Apter, D. (1987) *Rethinking Development*, London: Sage. 3. Blomstrom, M. and B. Hettne (1984) *Development Theory in Transition*, London: Zed Books. 4. Desai, A. R. (1983) *India's Path of Development: A Marxist Approach*. New Delhi, OUP. 5. Giddens, A. (1990) *The Consequences of Modernity*, Cambridge: Polity Press. 6. Haq, Mahbub Ul (1995) *Reflections on Human Development*, New Delhi: OUP. 7. Larrain, J. (1991) *Theories of Development: Capitalism, Colonialism and Dependency*, Cambridge, Polity Press. 8. Leeson, P. F. and Minogue, M.

(eds.) (1988) *Perspectives on Development: Cross-Disciplinary Themes in Development*, Manchester: Manchester University Press. 9. Schuurman, F. J. (1993) *Beyond the Impasse: New Directions in Development Theory*, London: Zed Books. ***** 15 SOC R 414: SOCIAL STRATIFICATION: CONCEPTS & THEORIES

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

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES (i) (ii) 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. For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper setter must put note (ii) in the question paper. The syllabus has been divided into four units. There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i. e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit — 4 in all. Each question will carry 15 marks. Course Outline Unit-I Concepts Inequality,

Differentiation; Ranking, Hierarchy and Social Stratification Dimensions of Social Stratification Caste, Class, Race, Ethnicity and Gender Unit-II

Theoretical Formulations: i) Functional Theory: Davis and Moore; Critique ii) Conflict Theory: Karl Marx, R. Dahrendorf iii) Multidimensional Theory: Max Weber 16 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. 17 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 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) (ii) 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. 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 Auguste Comte, Emile Durkheim 18 Unit-II Functionalism & Structural-Functionalism Neo-Functionalism Unit-III Structuralism Structural Marxism Structuration Post-structuralism Unit-IV Conflict Theories Karl Marx, Ralf Dahrendorf, Randall Collins Levi-Strauss, Siegfried Frederick Nadel Louis Althusser Anthony Giddens Jacques Derrida, Michel Foucault Radcliffe Brown, Malinowski, Talcott Parsons Robert K. Merton Jeffrey Alexander Suggested Readings 1. Adams, Bert N. and Sydie, R. A. (2002) Contemporary Sociological Theory, California, Pine Forge Press. 2. Adams, Bert N. and Sydie, R. A. (2001) Sociological Theory, California, Pine Forge Press. 3. Alexander, J. (1985) Neofunctionalism, Beverley Hills, California, Sage. 4. Alexander, J. (1982) Theoretical Logic in Sociology, Berkeley, California, University of California Press. 5. Bauman, Z (1976) Towards a Critical Sociology: An Essay on Commonsense and Emancipation, London, Routledge and Kegan Paul. 6. Clarke, S. (1981) The Foundation of Structuralism, Brighton, Harvest Press. 7. Colomy, P. (ed.) (1990) Functionalist Sociology, London, Edward Elgar. 8. Colomy, P. (ed.) (1990) Neofunctionalist Sociology, London, Edward Elgar. 9. Craib, Ian (1984) Modern Social Theory, Brighton, Harvester Press. 10. Derek, Layder (2006) Understanding Social Theory, New Delhi: Sage Publications. 11. Giddens, A. (1987) Social Theory and Modern Sociology, Cambridge, Polity Press. 12. Giddens, A. and J. H. Turner (1987) Social Theory Today, Cambridge, Polity Press. 13. Helle, H. J. and S. N. Eisenstadt (eds.) (1985) Macro-Sociological

Theory, London, Sage. 14. Lane, M. (ed.) (1970) Structuralism: A Reader, London, Jonathan Cape. 15. Ritzer, G. (1988) Sociological Theory, N. Y., McGraw-Hill. 16. Turner, J. H. (1978) The Structure of Sociological Theory, Homewood, Dorsey Press. 19 Additional Readings 1. Craib, Ian (1992) Modern Social Theory: From Parsons to Habermas, London, Harvester Press. 2. Collins, Randall (1997) Sociological Theory, Jaipur, Rawat. 3. Turner, J. (1995) The Structure of Sociological Theory, Jaipur, Rawat. 4. Westby, David L (1991) The Growth of Sociological Theory, New Jersey: Prentice Hall. 5. Zeitlin, I. M. (1998) Rethinking Sociology, A Critique of Contemporary Theory, Jaipur, Rawat. *** SOC R 426: METHODOLOGY OF SOCIAL RESEARCH

Objective This course familiarizes the students with the major Epistemological Schools in methodology of social sciences. It will also acquaint the students with the basic elements of social research and the major problems confronted by social scientists in arriving at objectivity and value neutrality. INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES (i) (ii) 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. 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 Constructivism and 20 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 Methods- 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. 21 2. Bryant, G. A., (1985) Positivism in Social Theory and Research, Macmillan. 3. Hanmond, 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-NeoMarxian 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) (ii) 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. 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.

22 Course Outline Unit-I Population and Society: Development of Early Thought- A Brief view from Roman, Greek, Chinese, Arabian and Indian writings. Emergence of ideas from these thoughts on Population Equilibrium, Optimum Population, Population Control, Regulating Population through the institution of Marriage, Family and the State Unit-II Theoretical Contribution: Malthus and Neo-Malthusian Marxian and Neo-Marxian Demographic Transition Family Planning and Developmentalist Perspectives Middle Path Approach Unit-III Trends of Population Growth at Global and Regional level and Future Growth. Trends of Population Growth in India: Pre and Post Independence Period, Future Growth by mid of 21st century. Distribution of Population by Regional Balances, Compositions of Population by Age, Gender, Rural-Urban, Education, and Broad Industrial Classification Categories Unit-IV Towards Population Stabilization in India: Population Policy 2000 —Goals and Strategies Continuity and Change from earlier Population Policy in the Post Independent India. Reproductive & Child Health Approach. Suggested Readings 1. Bhende, Asha & Tara Kanitkar (1999) Principles of Population Studies, Mumbai, Himalayan Publications. 2. Bogue, Donald J. (1969) The Principles of Demography, N., Y. John Wiley. 3. Bose, Ashish (1991) Demographic Diversity in India, Delhi, B. R. Publishing. 4. Census of India (2001), Paper 2 (Rural-Urban Totals). 5. Chambliss, R. (1954), Social Thought: From Hammurabi to Comte, New York, Dryden Press. 6. Haberland, Nicole and

Diana Measham (eds.) (2002) Responding to Cairo: Case studies of Changing Practice in Reproductive Health and Family Planning, New York, Population Council. 7. International Encyclopaedia of Population, 2 Vols. 8. Kleinmann, Davis S. (1980) Human Adaptation and Population Growth: A NonMalthusian 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, (ChapterIntroduction), 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, Postmodernist, Feminist and Sociological critiques of the economic growth and modernization models of development; (b) discusses how structural factors like caste, 24 tradition, religion and population can impede or facilitate development; (c) examines how economic development and modernization can, in turn, lead to problems related to ethnicity, disparity, displacement and (d) discuss some of the new trends in development studies.

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES (i) (ii) 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. For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper setter must put note (ii) in the question paper. The syllabus has been divided into four units. There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i. e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal

choice of attempting one question from each Unit — 4 in all. Each question will carry 15 marks. Course outline Unit-I Critiques of Economic Paradigm of Development: Gandhian, Marxist, Post-Modernist, Ecological, Feminist, and Sociological Unit-II Social-Structural and Cultural Factors in Economic Development: Caste, Religion, Population, Traditions and Values Unit-III Socio-Cultural Consequences of Economic Development: Disparity, Displacement and Resettlement, Ethnic Resurgence, Erosion of Traditions and Values. Unit-IV New Directions in the Understanding of Development: Ethical Development, Capability Approach (Amartya Sen) New modernity and Risk society (Ulrich Beck) Human Rights and Development (Perter Uvin) 25 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. Mishra, G. P., D. M. Diwakar and Ashok Mathur (2006) Deprivation and Inclusive Development, Lucknow: New Royal Book Co. 9.

Pieterse, Jan Nederveen (2010) *Development Theory*, Newbury Park, CA: Pine Forge Press. 10. Quinlivan, Gary and Antony Davies (2003) " Ethical Development and the Social Impact of Globalization", *International Journal on World Peace*, Vol. 20. 11. Rao, M. S. A. (1969) " Religion and Economic Development" *Sociological Bulletin*, Vol. XVIII, No. 1, March (pp. 1-15). 12. Sabbarwal, Sherry (2010) " Globalization, Democracy and Human Rights" in S. R. Mehta (ed.) *Socio-Cultural Diversities and Globalization: Issues and Perspectives*, Shimla: Indian Institute of Advanced Study. 13. Sardar Sarovar Project: Review of Resettlement and Rehabilitation in Maharashtra (1993) report by the Tata Institute of Social Sciences, in *Economic and Political Weekly*, Aug. 21, (pp. 1705-1714) 14. Sen, Amartya (2000) *Development as Freedom*. Oxford: Oxford University Press 15. Sharma, S. L. (1994) " Saliency of Ethnicity in modernization: Evidence from India", *Sociological Bulletin*, Vol. 39, Nos. 1 & 2 (pp. 33-51). 16. Sharma, S. L. (1988) " Modernization of Indian Society: A symbolic Interactionist Perspective", *The Journal of Sociological Studies*, Vol. 7, Jan. (pp. 10-33). 17. Sinha, D. and S. R. Kao (eds.) (1988) *Social Values and Development*, New Delhi: Sage (Introduction and Chapter I). 18. " Sustainable Development" Special Issue (1991) *The European Journal of Development Research*, Vol. 3, No. I June. 19. UN, (2007) *Globalization and inclusive development* (Note by the UNCTAD secretariat), Geneva: United Nations Pub 26 20. UN, (2009) *Millennium Development Goals Report 2009*, N. Y.: United Nations Publication. 21. Uvin, Peter (2004) *Human Rights and Development*, West Hartford, Connecticut: Kumarian Press. Additional Readings 1. Apthorpe, Raymond, J. and A. Krahl (1986) *Development Studies: Critique and Renewal*, Leiden, the Netherlands: Brill. 2. Chakraborty, M.

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

SOC O 721: SOCIOLOGY OF URBAN SETTLEMENTS Objective This course has been devised to introduce the students to the history of urban settlements and emergence of Urban Sociology as a discipline. The course would acquaint the students with the basic concepts, approaches and theoretical formulations relating to urban typology, urban ecology, urbanism etc., with a special focus on the diverse experiences of western and non-western, particularly Indian, regions. This course will provide the basic understanding to the students who wish to specialize in urban sociology.

27 INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES (i) (ii) 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. For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper setter must put note (ii) in the question paper. The syllabus has been divided into four units. There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i. e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit — 4 in all. Each question will carry 15 marks. Course outline Unit-I Urbanization in Historical Perspective Emergence of Urban Settlements Urbanization in Developed and Developing Countries Suburbanization Pre-industrial, Industrial and Post-industrial and Colonial city Metropolitan and Mega city Unit-II Approaches to Urban Society Ecological-Classical Neo-Classical and Socio-Cultural Technological and Demographic Urbanism as a Way of Life Rural-Urban Continuum Marxist Approach to City Unit-III Internal Structure of Cities Concentric-Zone Theory, Star theory, Sector theory, Multiple-Nuclei theory Location of Cities Central Place theory, Break-in-transportation, Specialized Functions Urban Primacy and Rank-Size Rule. 28 Unit-IV Urban Functions Basic and Non-basic Functions Generative and Parasitic Cities. Functional Classification of Cities Cultural Role of Cities Suggested Readings 1. Castells, Manuel, (1997), The Urban Question, London, Edward Arnold. 2. Gill, Rajesh,

(2009) The Contemporary Indian Urban Society- Gender, Ethnicity and Governance, Jaipur, Rawat Publication. 3. Gill, Rajesh (1989), " Some Issues in the Conceptualization of Urbanism", Journal of Sociological Studies, Vol. 8, Jan., 75-85 4. Gill, Rajesh, (2000), ' Cities and Ethnic Identities: A Case of De-ethnicization or Re-ethnicization', Sociological Bulletin, Vol. 49, No. 2, September, pp. 211-228. 5. Guglar, Joseph (ed.), (1988), Urbanization of the Third World, Oxford, Oxford University Press. 6. Hatt, P. K. and Reiss, A. J. (eds.) (1951), Cities and Society, Illinois, The Free Press. 7. Lewis, Oscar, (1970), " Further Observations on the Folk-Urban Continuum and Urbanization with special reference to Mexico City", in Hauser and Schnore (eds.), The Study of Urbanization, New York, John Wiley and Sons. 8. Redfield, Robert and Milton B. Singer, (1954), " Cultural Role of Cities", in Economic Development and Cultural Change, Vol. 3, 53-73. 9. Sjoberg, Gideon, (1960), The Pre-Industrial City, Illinois, The Free Press. 10. Theodorson, G. A. (ed), (1982), Urban Patterns, Studies in Human Ecology, University Press. 11. Theodorson, George, (1961), Studies in Human Ecology, Evanston, Harper and Row. 12. Weber, Max, (1960), The City, Translated by Martindale, London, Heinemann. 13. Wirth, Louis, (1938), " Urbanism as a Way of Life", American Journal of Sociology, Vol. 44, 1-24. Additional Readings 1. Ficker, V. B. & H. S. Graves, (1971), Social Science and Urban Crisis, New York, The Macmillan Company. 2. Flanagan, William G., (1990), Urban Sociology, Images and Structure. Boston, Allyn and Bacon. 3. Gans, Herbert J., (1968), " Urbanism and Sub-Urbanism as ways of Life: A Reevaluation of Definitions" in Sylvia F. Fava (ed.), Urbanism in World Perspective, New York, Thomas Y. Crowell Co. 4. Hoselitz, Bert F., (1960),

Sociological Aspects of Economic Growth, Illinois, Free Press. 5. Spates, James, (1982), The Sociology of Cities, New York, St. Martin Press. *** 29 SOC O 821: STRUCTURAL MOORINGS OF GENDER OPPRESSION. Objective The course aims at understanding the social-structural underpinnings of gender oppression persisting in India and worldwide. The agenda of gender empowerment fails to yield the desired outcomes because of structural impediments which are, nevertheless, difficult to overcome. On the one hand, there is the socially given identity of 'otherness' of the woman and on the other, there are contested spaces and processes of self-identity formation. Various contemporary issues, perspectives and challenges in feminist scholarship, movements, agency and empowerment will be explored in a holistic framework through the course. INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES (i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment. Duration of the paper will be 3 hours. (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper setter must put note (ii) in the question paper. The syllabus has been divided into four units. There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i. e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit — 4 in all. Each question will carry 15 marks.

Unit-I Social-structural Orthodoxies Social construction of gender: structural myths of femininity and masculinity. Patriarchy and gendered division of labor. Reflections on structural gender inequity in nature-culture debates. Historical traditions and gender oppression: comparative analyses of oriental and occidental cultures. Unit-II Feminist Methodology Approaches to gender: Liberal feminism. Differences and linkages between Marxist, Radical and Socialist feminist paradigms. Cultural feminism as an offshoot of Radical feminism. 30 Context specific Black and Dalit feminisms. Unit-III Status of Indian Women Status of girls and women in India: critical appraisal of status reports1. Towards Equality: Report of the Committee on the Status of Women in India, Govt. of India, 1975 (Chapters 1 & 3) 2. CEDAW Reports: Govt. of India, 2000 & 2007 (Articles 2 & 3) 3. Gendering the Human Development Indices: Recasting the Gender Development Index and the Gender Empowerment Measure for India: Govt. of India, 2009. Crimes against women and the question of women's dignity. Educational, work-participation and health statuses of women. Politics of gender empowerment. Unit-IV Beyond Structure Deconstruction of structures of gender: the post-structural and post-modern questions. The body and sexuality. Gender narratives: Anna Karenina, Penelope (Odyssey), Sita and Draupadi in Indian epics. Role of women's agency and movements towards social change. Essential readings Agarwal, Bina (ed.), 1994, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press. Agarwal, Bina (ed.), 1998, Structures of Patriarchy: State, Community and Household in Modernizing Asia, New Delhi, Kali for Women. Beauvoir, Simone de, 1989, The Second Sex, New York, Vintage Books.

Blumberg, Rae Lesser (ed.), 1991, *Gender, Family and Economy: The Triple Overlap*, California, Sage. Bose, Mandakranta, 2000, *Faces of the Feminine in Ancient, Medieval and Modern India*, New Delhi, OUP. Butler, Judith, 1999, *Gender Trouble: Feminism and the Subversion of Identity*, New York, Routledge. Cohen, Beth (ed.), 1995, *The Distaff Side: Representing the Female in Homer's 'Odyssey'*, New York, OUP. Collins, Patricia Hill, 2000, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, New York, Routledge. Friedan, Betty, 1984, *The Feminine Mystique*, New York, Dell Publications. Grogan, Sarah, 1999, *Body Image: Understanding Body Dissatisfaction in Men, Women and Children*, New York, Routledge. Hooks, Bell, 2000, *Feminist Theory: From Margin To Center*, London, Pluto Press. 31 Jackson, Stevi & Jackie Jones, 1998, *Contemporary Feminist Theories*, Edinburgh, Edinburgh University Press. 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. Kimmel, Michael S., 2000, *The Gendered Society*, New York, OUP. Lerner, Gerda, 1986, *The Creation of Patriarchy*, Oxford, OUP. Leslie, Julia, 1991, *Roles and Rituals for Hindu Women*, Madison, Fairleigh University Press. Lorber, Judith & Susan A. Farrell (eds.), 1991, *The Social Construction of Gender*, California, Sage. Mandelker, Amy, 1993, *Framing Anna Karenina: Tolstoy, the Woman Question and the Victorian Novel*, Columbus, Ohio State University Press. Mazumdar, Vina, 1979, *Symbols of Power: Studies on the Political Status of Women in India*, Mumbai, Allied Publishers. Mies, Maria, 1980, *Indian Women and Patriarchy*, New Delhi, Concept. Oakley, Ann, 1985, *Sex, Gender and Society*, London,

Gower. Omvedt, Gail, 1990, Violence Against Women: New Movements and New Theories in India, New Delhi, Kali for Women. Ray, Raka, 2002, Fields of Protest: Women's Movements in India, New Delhi, Kali for Women. Rege, Sharmila, 2006, Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies, New Delhi, Zubaan. Roman, Leslie G. & Linda Eyre (eds.), 1997, Dangerous Territories: Struggles for Difference and Equality in Education, New York, Routledge. Weitz, Rose (ed.), 1998, The Politics of Women's Bodies: Sexuality, Appearance and Behaviour, New York, OUP. Additional readings Agnes, Flavia, Sudhir Chandra & Monmayee Basu (eds.), 2004, Women and Law in India, New Delhi, OUP. Desai, Neera & Maitreyi Krishnaraj (eds.), 1987, Women and Society in India, New Delhi, Ajanta. Desai, Neera (ed.), 1988, A Decade of the Women's Movement in India, New Delhi, Himalaya. Leslie, Julia (ed.), 2000, Invented Identities: The Interplay of Gender, Religion and Politics in India, New Delhi, OUP. Polity Press, 1994, The Polity Reader in Gender Studies, Cambridge. Shulamith, Firestone, 2003, The Dialectic Of Sex : The Case For Feminist Revolution, New York, Farrar, Straus and Giroux. *** 32 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) (ii) 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. For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper setter must put note (ii) in the question paper. The syllabus has been divided into four units. There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i. e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit — 4 in all. Each question will carry 15 marks.

Course outline Unit-I Significance of the study of Rural Society as a separate subject Basic concepts/definition: Peasant, Rural Society, village and Indian Village. Rural Social Institutions: Family, Kinship, Class, Tribe, Caste System, Jajmani system, religion, Political Institutions and factions. Unit-II Rural India under the British rule: Introduction of limited Land Reforms Introduction of Commercial Crops and their Social and Political Repercussion Introduction of Modern Industry and New Rural-Urban Linkages 33 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, Rawat Publications, New Delhi. 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 Century, New Delhi. 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. 4. Thorner, D and Thorner, E. (1962) Land and Labour in India, Bombay: Asia Publication. 5. Walter, C. Neala, (1990) Developing Rural India: Policies, Politics and Progress, New Delhi, Allied. *** 34 SOC O 922: ORGANIZATIONAL THEORY AND BEHAVIOR

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

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

marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper setter must put note (ii) in the question paper. The syllabus has been divided into four units. There shall be 9 questions in all. The first question is compulsory and shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 to 35 words each, carrying 20 marks i. e. 2 marks each. Rest of the paper shall contain 4 units. Each unit shall have two long questions and the candidates shall be given internal choice of attempting one question from each Unit — 4 in all. Each question will carry 15 marks. Course outline Unit-I Concept of Organization: Definition, Features and Typologies based on Function, Regulation, Technology and Structure and Environment Unit-II Theoretical Perspectives: Classical — Marx, Weber, Taylor (Scientific Management); Neo-Classical — Human Relations approach with special reference to the Hawthorne studies; Modern — Systemic (closed, open and socio-technical systems approach by the Tavistock School) and Interactional (Goffman and the total institution) 35 Unit-III Organizational Ideologies and Culture: Ideologies — Structuralism, Psychologism, Consensualism, Welfarism and Legalism; Culture- sub-cultures and socialization Unit-IV Behavior 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. 7.
- Pestonjee, D. M. (1999) *Stress and Coping: The Indian Experience*, New Delhi: Sage. 8.
- Robbins, S. P. (1999) *Organization Theory: Structure, Designs and Applications*, New Delhi: Prentice-Hall. 9.
- Salaman, G. (1979) *Work Organizations*, London: Longmans. 10.
- Wieland, George F. & R. A. Ullrich (1976) *Organizations: Behavior, Design and Change*, Homewood, Illinois: Richard D. Irwin Inc.
- Additional Readings
1. Blau, P. M. & W. R. Scott (1963) *Formal Organizations: A Comparative Approach*, London: Routledge and Kegan-Paul.
 2. Blumberg R. L. (1987) *Organizations in Contemporary Society*, Englewood Cliffs: N. J. Prentice Hall Inc.
 3. Champion, D. J. (1975) *The Sociology of Organization*, New York: McGraw Hill Book Company.
 4. Etzioni, A. (eds.) (1969) *A Sociological Reader on Complex Organizations*, 2nd ed., N. Y.: Hold & Reinhard & Winston.
 5. Etzioni, A. (1972) *Mod*