UGC MODEL CURRICULUM : SOCIOLOGY

1. Curriculum Development Committee

At the meeting of the Convenors of the Subject-Panels held on 1 March 2000, the Chairman of the University Grants Commission (UGC) suggested that the UGC should take up a review of curriculum development in different disciplines. Accordingly, the UGC constituted a Curriculum Development Committee (hereafter called the Committee or CDC) in Sociology with the following members:

- Prof. Aneeta A Minocha
  Prof. of Sociology, University of Delhi, Delhi - 110007

- Prof. N.Jayaram
  Head, Department of Sociology, University of Goa, Goa - 403206

- Prof. Karuna Chanana
  Prof. of Sociology, Zakir Hussain Centre for Educational Studies,
  Jawaharlal Nehru University, New Delhi - 110067

- Prof. A.R. Momin
  Prof. of Sociology, University of Mumbai, Mumbai - 400098

- Prof. S.L.Sharma
  Prof. of Sociology (Retd.), Punjab University, Chandigarh

- Prof. Uttam Bhoite
  Vice-Chancellor, Bharati Vidya Peeth, Pune - 411030

- Prof. R.Venkatratnam
  Prof. of Sociology (Retd.), Madurai Kamaraj University, Madurai – 625021

- Dr. K.P.Singh, Education Officer, U.G.C., New Delhi – 110 002 (*Member Secretary*)

- Prof. D.Sundaram
  Prof. of Sociology (Retd.), University of Madras, Chennai – 600005 (*Nodal Person*)

The CDC was advised by the Chairman, UGC, to address issues such as the development of multi-disciplinary skills among students, modular systems, flexibility in respect of the credit based systems, and introduction of bridge courses allowing for vertical as well as horizontal academic mobility. He also suggested that the proposed exercise should reflect the Indian contributions to the subject.

The CDC in Sociology met five times from November 2000 to March 2001 at the UGC in New Delhi Peer Committee consisting of Prof. D.N.Dhanagare, Former Vice Chancellor, Sivaji University, Prof. P.J.Patel, Prof. Of Sociology and Dean Faculty of Arts, M.S.University of Baroda, Prof. Jai Prakash Trivedi, Dept. of Sociology, Sardar Patel University, Valab Vidya Nagar looked into the report and reinforced its contents. (see Annexure 1).

3. The Background

In the year 1919, Sociology was introduced at the postgraduate level at the University of Bombay. This was followed in the course of time by the introduction of the subject at the universities of Lucknow, Calcutta, Mysore, Osmania, Pune, Baroda and Delhi. Today, sociology is taught in more than 100 universities. There are 77 specialized research institutions. Various social, voluntary and action agencies have utilized sociology for teaching, research and development programmes. The knowledge and skills derived from sociology have been used in various fields, including professional services, planning and policy making, development and welfare programmes, resource management, conflict resolution, and professional education and services (like law, management, medicine, nursing, education, engineering, technology, transportation and communication). Professional organizations such as the Indian Sociological Society, and academic journals such as *Sociological Bulletin* and *Contributions to Indian Sociology* have played a significant role in the professional development of Sociology in India. The status and trend reports on teaching and research in Sociology brought out by the UGC and ICSSR have also made a significant contribution to the development of the discipline.

The Committee was of the view that it is important to take stock of the teaching of sociology in universities and colleges. This is in continuation of similar exercises that had been undertaken under the aegis of the UGC in the past. In recent years, radical changes in science and technology have had a significant impact on social development, and have thereby brought about important changes in character of knowledge and skills. Also, narrow disciplinary specialization is giving way to inter-disciplinary orientation. The resource materials, books, evaluation techniques and learner-teacher ratio do not seem to be keeping pace with changes brought about by information technology and new instructional methodology. The existing curriculum and methodology of the correspondence and distance modes of education appear to be more conventional rather than innovative. There is a scope to look into the functioning of Academic Staff Colleges in enhancing teacher competence. There is also a need to attune curriculum development to the emerging social issues such as environment, secularism, diversity, gender and globalization.

There are, approximately, 10,000 teachers in sociology in India, besides those sociologists employed in research institutes, governmental and non-governmental development agencies. Based on projected figures available from the questionnaire circulated by the Committee, it is estimated that there are around 100,000 undergraduate, 6,000 postgraduate and 200 doctoral students who come out of the universities every year. These

Indian universities are not homogeneous in terms of teacher strength, infrastructural facilities, and teacher-student ratio. Accordingly, there is evident heterogeneity in respect of the teaching of sociology in Indian universities.

The Committee scrutinized the P.G. and U.G. syllabi of various universities collected by the office of U.G.C. Also, the Committee circulated a questionnaire to various universities in India to collect information on the teaching and evaluation components of Sociology in university departments, affiliated colleges and in the distance mode of education and professional courses (see Annexure – 2A,2B,2C].

4. Recommendations

1.   Recommendation for undergraduate course:

The Committee scrutinized the undergraduate syllabi in sociology programmes offered in 50 universities. Over fifty papers are taught in different universities across the country. Of these, only five courses are taught in 25 universities or more. After a critical review of the structure, orientation and contents of the existing curriculum in sociology, the Committee came to the following conclusions:

[a]   There does not appear to be an adequate correspondence between the changing social reality and the content and orientation of existing courses in sociology. As a consequence, the subject seems to have lost its practical value for state policy, employment market and the wider society. Accordingly, there is need to [i] redesign the sociology curriculum, keeping in mind its relevance (national as well as regional) and the new information available, [ii] revise and update its contents, keeping in mind the changes that have taken place over the last five decades (in the subject and the reality it studies), [iii] introduce innovations in the instructional methodology, and [iv] update the reading lists.

[b]   Sociology is being taught at various levels of education, starting with the "+2" stage, through B.A. and M.A., to M.Phil. and Ph.D. degree programmes. However, there is no cogent progression in the curriculum from one level to the next. It is important for the Boards of Studies in sociology to keep thematic continuity, analytical progression, difficulty level, and theoretical and methodological nuances in mind while framing the syllabus for each level of sociology education.

[c]   While framing the curriculum in sociology at the undergraduate level it is necessary to keep in mind the student diversity in terms of the quality of academic preparation that they have undergone and the skill sets they actually possess at the entry point. It is also necessary to note that not all colleges have access to the current literature in the subject or can benefit from the advances in information technology.

[d]   The prevalent pedagogic practice, which is a combination of monologic lectures and dictation of notes, makes sociology an uninteresting subject both to the teacher and to the taught. Moreover, the students remain passive recipients. There is a need to

supplement the lecture method with group discussions and seminar presentations. This will not only make knowledge transaction more interesting, but also give the students a sense of participation in that process and contribute to the development of their communication skills.

[e]   At present, almost the entire sociology curriculum is classroom centered. Since society is the wider laboratory in which sociological knowledge is produced and refined, it is necessary to enliven the teaching of sociology by making it oriented to existential and social reality. This can be done, wherever possible, by incorporating field-based learning and project work. Apart from field trips to institutions and events, the students should be made to prepare reports focusing on social reality.

[f]   Broadly, three orientations can be delineated with reference to the teaching of sociology: [1] job orientation (as in vocational courses), [2] knowledge orientation (as in personality and skill development), and [3] social orientation (as in responsible citizenship education). Keeping these orientations in mind, the Committee emphasizes the following as objectives of sociology education: [a] to equip the students to critically understand and interpret social reality, [b] to generate in students a distinctly sociological perspective on socioeconomic and cultural reality, [c] to enhance the social sensitivity and sensibility of the students, and [d] to help students acquire skills that will be useful to them in their personal and professional life.

[g]   The current developments in the field of sociology, both in knowledge resources and pedagogic methodologies, necessitate the improvement of teacher competence. The refresher courses organized by the Academic Staff Colleges could be so planned as to address not only the current developments in the subject but also the problems and techniques of teaching it to the students.

Based on the extensive deliberation on the existing patterns and structures, curriculum, instructional and evaluation procedures, the Committee noted that there are multi-disciplinary structures in UG courses while unidisciplinarity is confined to B.A. honours course alone. Regarding UG pass course, there are four different structures.

Structure:1

Three major courses	Sociology is one of the three major courses. The other two major courses are from non-Sociology disciplines.

Structure 2:

Two major courses with one ancillary	Sociology is one of the two major courses. The other major courses are from non-sociology disciplines. The ancillary subject is also from non-sociology disciplines.

Structure 3:

One major, two ancillaries and two application oriented courses	Sociology is offered as a major course. Two ancillary subjects are offered from non-sociology courses. The two application oriented courses are of applied nature.

Structure 4:

Vocational structure of the first degree course	Two vocational courses as prescribed by U.G.C. in lieu of the ancillary and application oriented and one major course.

After careful deliberations, the Committee suggests the following course for under-graduate programme in Sociology:

Core Courses:

C01. Introduction to Sociology
C02. Foundation of Social Thought
C03. Society in India: Structure and Change
C04. Social Research Methods
C05. Indian Society: Issues and Problems

Elective Courses:

E06. Sociology of Tribal Society
E07. Rural and Urban Sociology
E08. Population and Society
E09. Crime and Society
E10. Social Welfare and Social Legislation.
E11. Industrial Sociology
E12. Kinship, Marriage and Family
E13. Computer Applications
E14. Statstics for Sociology
E15. Vocational Course (UGC)

The curriculum contents of these 12 courses are given in Annexure - 3.

The Committee recommends computer applications, statistics for sociology and vocational courses (UGC) for the students who terminate at the UG courses to enter into the world of work. The experts in the field and in social sciences may prepare the course outline for Computer Applications and for Statistics for Sociology. For vocational courses the existing UGC programme be adopted.

This recommendation of curriculum structure is made without in anyway sacrificing the language components of the undergraduate curriculum.

The committee also noted the UGC guidelines for college UG humanities and social sciences improvement programme [COHSSIP]. The objective of the programme is to bring about improvement in the teaching of humanities and social sciences at the under-graduate level with particular reference to

(a) Adoption of new teaching methods e.g. preparation of synopsis of lectures and other teaching materials, use of audio-visual and teaching aids, tutorials and seminars.

(b) Extension of library services

(c) Introduction of special courses

(d) Adoption of various measures of examination reforms

(e) Remedial teaching

(f) Field/project work

Accordingly, the COHSSIP provides an opportunity to colleges, which offer under-graduate courses to make new experiments for the improvement of teaching, learning curriculum and examination reforms.

Each university is requested to recommend UGC – COHSSIP programme for those institutions which offer undergraduate courses.

The committee notes that the undergraduate courses in Sociology in Indian universities require special attention, as they are the first terminal degree courses for the youth of our population. In the two hundred and odd Universities in India, there is an average of fifty Undergraduate courses of various subjects. The university can consider seriously the introduction of the credit-based course system at the UG level.

2. *Recommendations for post-graduate courses*:

The Committee recommends the following core and elective courses (contents are given in Annexure 4):

Core courses

C1. Classical Sociological Tradition

C2. Theoretical Perspectives in Sociology

C3. Methodology of Social research

C4. Perspectives on Indian Society

C5. Sociology of Change and Development

C6. Comparative Sociology

Elective courses

E 01 Sociology of the Region

E 02 Gender and Society

E 03 Environment and Society

E 04 Ethnicity, Pluralism and Nation

E 05 Sociology of Popular Culture and Mass Communication

E 06 Globalization and Society

E 07 Sociology of South Asia

E 08 Science, Technology and Society

E 09 Sociology of Information Society

E 10 Rural Society in India

E 11 Urban Society in India

E 12 Social Marketing

E 13 Study of Indian Diaspora

E 14 Sociology of Religion

E 15 Education and Society

E 16 Sociology of Health

E 17 Sociology of Aging

E 18 Industry and Society in India

E 19 Criminology

E 20 Sociology of Kinship, Marriage and Family

E 21 Social Movements in India

E 22 Political Sociology

E 23 Sociology of Marginalised Communities

E 24 Social Demography

E 25 Sociology of Law

E 26 Social Statistics

E 27 Development Data Analysis

E 28 Project Planning, Programme and Implementation

E 29 Dissertation

The Committee suggests that the boards of studies of the respective universities may prepare the course plans for Sociology of Law, Social Demography, Social Statistics, Development Data Analysis and Project Planning & Implementation. The suggestion for Dissertation may be considered by the board of studies and formulate a suitable pattern.

The unitisation and the number of hours of teaching per unit under credit or under non-credit policies.

The Committee suggests bridge courses as given in Annexure – 5.

The post-graduate courses, unlike the undergraduate courses are the ones with which the disciplinary identity is consciously constructed either for getting out into the world of work or for pursuing the research degree. In the light of this, the Committee recommends to the University Grants Commission a structure of Choice-Based Credit Course system (CBCC), with the intra and inter-university academic interaction rather than the annual, semester or conventional credit-based system.

With the advent of information technology, the post-graduate courses can be easily made usable for CBCC system. Some flexibility may be introduced in the system when a student wants to do a special course in another university where an expert in a chosen area is available. Students may be allowed to earn credits for these courses

3. **Recommendations for professional, applied courses and for voluntary agencies:**

Sociology teaching in professional and applied areas like law, engineering and technology, medicine, nursing, architecture, town and country planning, agriculture, management, social work and education is gaining significance. The committee recommends two core courses at the first level and one elective course at the second level of their curricula. For such of those voluntary agencies who require short term training in sociology the respective universities may design suitable courses (see Annexure - 6). Besides these conventional courses at the second level, the respective institutions may design courses to the requirements of the specialization for students. This is an essential requirement for these institutions in the context of globalization.

4. **Recommendations for distance mode of education** (see Annexure - 7).

5. **Recommendations for educational technology and evaluation methods** (Annexure-8).

6. **Recommendations on the role of acadamic staff colleges**(Annexure - 9).

7. **Recommendations for reading materials** (Annexure - 10).

8. **Recommendations for operationalising the report:**

The Committee suggests that the UGC may organize 6 regional workshops through an appropriate and centrally located academic Staff College for discussing the implementation of the recommendations of CDC among the universities in India. Wherever the chairman boards of studies are different from the heads of departments, both of them may be invited for the regional workshop.

The Peer Committee which looked into the curriculum development sociology document has rightly emphasized three orientative dimensions namely

a. Job orientation, vocational courses

b. Knowledge orientation, professional skill development

c. Social Orientation –for sensitizing citizens while teaching sociology in the UG, PG, professional courses and the Open University courses. The permutation combination of these three orientations with which sociology courses are to be taught will have to be decided by the Universities Concern.

As the committee feels that the CDC recommendation is supplementary and not substitutive, indicative and not exhaustive, the boards of studies of the respective universities have the freedom, autonomy and wisdom to finalize the curriculum structure, contents and the mode of operation.

5. Summary and Conclusions

The Committee again repeats that the recommendations of the CDC in Sociology are indicative, supplementary and of a recommendatory nature. In this context, the faculty of the universities, with their wisdom and autonomy may go beyond the indicative courses suggested by the committee. For example, some universities may like to have sociology of values as a course depending upon the thrust area of the Sociology department.

The Committee recommends five core courses and ten elective courses for the undergraduate courses in sociology. The committee further recommends to UGC that the undergraduate courses in our universities may be brought under a Special Component programme like COHSSIP, as this is the first-degree course. The present UGC COHSSIP may be strengthened and each university can have this. The committee further recommends that the credit-based system should be encouraged for the undergraduate courses also.

The Committee recommends six core courses and twenty-nine elective papers with choice based credit system for the post graduate degree in sociology. Also, the committee recommends a bridge course for the PG students in Sociology who have not done any sociology course at the undergraduate level.

The Committee recommends two core papers as first level courses and one optional paper for second level for various professional and applied courses of study.

The Committee recommends a separate module for distance mode of education in sociology.

The Committee recommends an upgradation of the instructional and evaluation procedure besides a strategy to enhance teacher competency in curriculum planning, auditing and upgradation through the Academic Staff College.

The Committee recommends that each course for PG, UG, distance mode of education and professional education programmes should indicate the course objectives and pedagogic strategy.

ANNEXURE – 1

MEETINGS OF THE CDC IN SOCIOLOGY

Meeting Number	Date of the Meeting
I	2-3 November 2000
II	4-5 December 2000
III	20-22 December 2000
IV	22-24 January 2001
V	19-21 March 2001
VI	5th September 2001 - The Peer Committee on CDC Sociology met.

ANNEXURE 2 - A

6. COURSES TAUGHT AT POSTGRADUATE AND UNDER GRADUATE LEVELS

Total = 50 UNIVERSITIES

Number of Universities	Course Titles P.G.	Course Titles U.G.
40 - 49	Sociological Theory Methods of Social Research Sociological development	Introduction to Sociology Fundamentals of Sociology Elements of Sociology Principles of Sociology General Sociology Sociological Concepts Study of Society Foundation of Sociology
30 - 39	Urban Sociology Political Sociology Industrial Sociology Rural Sociology Society in India Population and Society	Society in India Social structure of Indian Society Indian Social System Indian Social Institutions History of Sociological Thought Social Thinkers Early Sociological Theory Introduction to Classical Social Thinking Founding Fathers of Sociology
20 - 29	Social Anthropology Social Statistics	Social Problems and Social Welfare Social Concerns Social Pathology Social Disorganisation Social Policy
10 - 19	Sociology of Mass Communication Sociology of Education Sociology of Religion Social Psychology General Sociology Dissertation	Social Demography Population Studies and Family Planning in India Population Education Industrial Sociology Social Change in India Rural Sociology Social Change Urban Sociology

Number of Universities	Course Titles P.G.	Course Titles U.G.
01 - 09	Sociology of Literature Sociology of Law Sociology of Profession Indian Diaspora Sociology of Science	Social Stratification and Mobility Social Anthropology Socialisation and Social Control Sociology of Economic Development Crime and Society Rural development Social Conflicts/Social Movements Social Psychology Sociology of Women and Society Indian Sociology Indian Tribal Institutions Sociology of Education Society, Kinship and Religion Elements of Social Structure Public Health And Hygiene Sociology of Family Sociology of Mass Communication Sociology of Health Study of Weaker sections Anthropological Theories of Society and Culture Applied Sociology Ideology & Social Change Individual in Society Labour Legislation And Welfare Participatory Sociology Personnel Management Social Statistics Society in North-East India Sociology of Chotanagpur Types of Society Monographs, Essays Field Visit

ANNEXURE 2 – B

STATUS OF SOCIOLOGY (P.G.) IN THE UNIVERSITY DEPARTMENTS

This note is prepared on the basis of responses received from twelve departments of sociology through the questionnaire circulated among the universities.[1]

The **year of establishment** of the departments varies from 1919 (Mumbai) to 1995 (Assam). All these universities have separate departments of sociology. None of them is combined with other disciplines.

The semester system has been introduced in six universities, while five have changed over to the credit based system of evaluation. In other words, one university has a semester system without credits. Six follow the annual system of examinations. The credit-based system has been recently introduced and has been in operation for a period of one to six years.[2]

System of Evaluation: Internal evaluation at the master's level has been introduced in 5 departments although the weightage does not exceed more than one-fourth of the total marks.

Numbers of Teachers: Most (9) departments are functioning with less than the full faculty strength which varies from 4 to 17 sanctioned positions. The maximum number of vacancies are in the category of lecturers while the highest proportion of vacancies is in the category of professors (6 out of 19 sanctioned posts). The number of promotions through CAS is highest in the category of readers.

Teacher-student Ratio: The teacher-student ratio varies from five to twenty students per teacher.

Medium of Instruction: English is the medium of instruction in all the universities One university, which offers English and the regional language as the medium of instruction. Four universities allow students to write the examination papers in the regional languages.

Board of Studies: Three universities have separate boards of studies for undergraduate and postgraduate courses, while seven have combined boards for undergraduate and postgraduate courses.[3] Only in two cases experts from industry or other organisations are coopted as members of the board of studies.

Revision of Syllabus: Most (11) departments have revised the syllabi during the last 1-5 years though only seven have done so as per the CDC report of the UGC. Since most departments have revised the syllabus, in their view it does not need any revision.

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[1]   UGC received 14 sets of responses. Of these two departments sent duplicate responses. Therefore, the effective responses were twelve. Of the twelve, one questionnaire was half-filled.

[2]   This question was not properly understood. Some thought that this was applicable to any system (annual/semester).

[3]   Only 10 universities replied to this question.

Teaching Methods: Of the options given in the questionnaire, case study is used only in three cases while a majority use group discussion (10); seminars (11); tutorial (9); and chalk and talk (10). Information technology is proposed to be made a part of the teaching methodology in six cases while three are using the UGC audio materials.[4] Question 2.26 was focussed and sought answers to the use of specific audio-video aids. The responses are as follows: audio-visual aids-4; sound system-3; overhead projector-7; slide projector-5; computers-7.

Field Visit: A majority of departments supplement teaching with field visits.

Undergraduate Teaching: B.A. is offered in only one of the university departments where 50 students are admitted. The minimum eligibility requirement is 50 percent at the qualifying examination.

Post-Graduate Teaching: The approved intake at M.A. level varies from 24 to 60 students though only half the departments are able to fill in the quota. Other departments are unable to admit the requisite number of students as per the approved intake. The minimum requirements for admission to the M.A. course are: 50 percent marks or pass or second division in the B.A. examinations. Some departments also conduct an entrance test. Some require B.A. with sociology.

Core-optional papers: All the departments divide the courses into core and optional papers.

Viva-voce examination is conducted in eight departments while project report forms a part of the evaluation system at the postgraduate level in 11 departments.

M.Phil.: The M.Phil. programme is offered in four sociology departments. The number of candidates admitted varies from 2 to 13. The maximum teacher–student ratio is 1:20 and the minimum 5:8. The eligibility requirement is generally 50-55 percent at the masters' level except in one case where it is 48 percent. The viva-voce is a part of the M.Phil. programme.

Ph.D.: The number of admissions varies from 1 to 20 students. Generally, the number of women is higher than that of men students. The teacher- student ratio is the same as for M.Phil. The eligibility requirement is 55 per cent or second division in the M.A. examination. Viva-voce is a part of the evaluation system.

Thrust Areas: The most popular (6 departments) thrust area is 'development' which is variously designated as development, cultural development, social development, and sociology of development. This is followed by gender studies (5), environment (4) and industrial sociology (4). The others are: Indian society (2); rural sociology (2) and ethnicity

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[4] This question (2.25) perhaps was not understood fully because of its general nature. Thus, more positive replies are recorded here. To question 2.24, half the departments replied that IT is not proposed to be made part of instructional methods.

(2). The remaining thrust areas, mentioned by only one department each are sociological theories, minorities, religion, tourism, agriculture, urban problems, criminology, tribal studies and Dalits.

How to make sociology socially relevant? Of the 8 departments that responded to the questionnaire, four stress the inclusion of practical and contemporary problems in the courses along with an emphasis on field work, action research, extension work and adoption of villages for understanding society. Others mentioned the inclusion of sociologists in decision-making agencies for the planning and implementation of development programmes.

New Courses at the undergraduate level: The suggested courses are: gender studies, communication, environment, human society and development; social awareness programmes and field studies.

New Courses at the post-graduate level: The suggested courses are: social development, environment, social work, computers, human rights and gender studies.

So far as the thrust areas and suggested courses are concerned, there is an overlap. In fact, the thrust areas seem to be equated with courses.

General Observations:

It is to be noted that English is the medium of instruction. Regional languages are being used only for the limited purpose of writing the examinations. The semester system is new and has been introduced in some departments. Internal assessment is being introduced in departments.

The number of women exceeds men students at the doctoral level more often than at the master's level. What is critical is that departments are not able to fill in their quota of student intake at the master's level. This calls for serious rethinking. The decreased demand for the subject may have something to do with the course contents, the teaching methodology and the delivery system or there may be other societal reasons.

ANNEXURE 2 – C

7. REPORT ON UNDERGRADUATE TEACHING IN COLLEGES

The Questionnaire carried queries regarding:

a.   Type of college: whether autonomous, non autonomous or evening.

b.   Whether co-educational girls' or boys' college.

c.   Number of girl and boy students enrolled in UG and PG courses.

d.   Status of the sociology department – whether a separate department exists or is combined with other disciplines.

e.   Teachers qualified in sociology: Though there was an attempt to find out how many qualified teachers are there, many colleges with separate department did not respond regarding their numbers probably because of the way the question was phrased referring only to combined departments, and excluding separate departments. Another important aspect that could have been covered was with regard to the qualifications of all the teachers, but no such question was posed for teachers in separate departments.

f.   The system of evaluation including the examination system, whether annual or credit based, as well as system of internal assessment, if any. The questionnaire sought suggestions for modifications in syllabi, evaluation etc. A total of 119 filled questionnaires were received from colleges across the country. There are 100 Non-autonomous colleges, 9 autonomous and 2 evening colleges. 8 colleges did not specify. 22 of these 100 are women's colleges, 2 boys colleges and the rest co-educational.

The following findings have come through the data:

1.   B.A.

A total of 34,520 students are enrolled in B.A. courses in the 119 colleges for which information has been received. Of these there are 18,878 girl students and 15,642 boys. There are 22 women's colleges having a total of 6832 students. In Co-educational institutions boys out-number the girls (15,420 boys, 12,046 girls).

2.   M.A.

19 colleges are offering M.A. in Sociology. Of these 3 are autonomous colleges and 16 non-autonomous. In all there are 2,189 students enrolled for M.A. 1,606 boys and 583 girls. The majority of colleges offering M.A. course are in Madhya Pradesh (07) followed by Chhatisgarh (04).

3.   M. Phil/Ph.D.

Five colleges offer M.Phil and Ph.D. programmes. Of these 1 is autonomous and the rest are non-autonomous colleges. Maharashtra tops the list (3 colleges). There are

23 male and 13 female students enrolled for research programmes in colleges. 18 Ph.D. students are male, 12 are female. 5 M.Phil students are male and 1 is a female.

On the whole, boys seem to out-number the girls at M.A. and research levels. The difference is most glaring at the M.A. level where boys are almost thrice the number of girls. In M.A. barring one college in U.P., boys out-number the girls in every co-educational college. There are more boys than girls doing Ph.D. and M.Phil. Taking all the 119 colleges together, however, at the B.A. level girls out-numbered boys.

4. Sociology Teaching in College Departments.

98 colleges have separate sociology departments. In 19 colleges they are combined with subjects in humanities and other disciplines and 2 colleges have not specified. The overwhelming majority of 12 colleges with combined sociology departments is in Maharashtra. All the 9 autonomous colleges have separate sociology departments. 82 non-autonomous colleges have a separate sociology department and in 17 it is a combined department. One non-autonomous college did not specify. Information regarding number of teachers qualified in sociology is available for only those colleges where sociology departments are clubbed with other departments. The number of qualified teachers varies between 1 and 4, most colleges having 2 teachers with sociology qualifications. It is to be noted that in one college in Maharashtra with a student enrolment of 107 in B.A. there is no teacher specifically qualified in sociology. Such a case evidently needs to be addressed.

5. Evaluation

With the exception of Loyola College, Chennai, which has a credit based semester system, all colleges are following the annual system of examination at the undergraduate level. Even at the P.G. level all colleges except one in Mizoram, follow the annual system. Only 32 out of the 119 colleges have the provision for internal assessment. 5 out of the 9 autonomous colleges have internal assessment of students. Most colleges (18 out of the 32) have allocated 30% weightage to internal assessment, 5 colleges accord 20% to internal assessment while 2 colleges give it 50% weightage.

6. General Suggestions Received:

In general most colleges have called for the following changes:

I.   Updating/upgradation of syllabi.

II.   Introduction of new courses at B.A. level.

III. Making course content more socially sensitive.

IV.   Introducing standardized format for internal evaluation.

V.   Exposing undergraduate students to research techniques, report writing etc.

ANNEXURE – 3

U.G.Paper/Course C.01 : Introduction to Sociology

Objectives:

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organised in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Course outline:

— The nature of sociology

The meaning of sociology — the sociological perspective — sociology and social sciences — the scientific and humanistic orientations to sociological study.

— Basic concepts

Society, community, institution, association, group, social structure, status and role, etc.

— Institutions

Family and kinship, religion, education, politics, etc.

— The individual in/and society

Society, culture, and socialisation — relation between individual and society — social control: norms, values, and sanctions.

— Social stratification and mobility

Meaning, forms, and theories.

— Social change

Meaning and type: evolution and revolution, progress and development — factors of social change.

— The uses of sociology

Introduction to applied sociology — sociology and social problems — sociology and social change — sociology and social policy and action — sociology and development — sociology and professions.

Essential readings:

Bottomore, T.B. 1972. *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India).

Harlambos, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford University Press.

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

Jayaram, N. 1988. *Introductory sociology*. Madras: Macmillan India.

Johnson, Harry M. 1995. *Sociology: A systematic introduction*. New Delhi: Allied Publishers.

Schaefer, Richard T. and Robert P.Lamm. 1999. *Sociology*. New Delhi: Tata-McGraw Hill.

Pedagogy:

While introducing sociology as a social science emphasis should be laid on the distinctiveness of its *perspective* rather than on its *substantive* themes of study.

For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies.

Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

U.G. Paper/Course C 02: Foundations of Sociological Thought

Objectives:

Sociology originated as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development over a century and a half since then has been influenced by a variety of socioeconomic and political conditions where it has been taught and practised. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systematised. Nevertheless, some of its original concerns have persisted and some of its classical theoretical and methodological landmarks are relevant even now.

This paper is intended to familiarise the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

Course outline:

The emergence of sociology

> Transition from social philosophy to sociology — The intellectual context: Enlightenment — The social, economic and political forces: The French and Industrial Revolutions.

The pioneers

> Comte: positivism — Spencer: Social Drwinism Superorganic evolution.

The classical tradition

> Durkheim: social solidarity, and suicide — Weber: authority, and *The Protestant Ethic and the Spirit of Capitalism* — Marx: materialist conception of history, and class struggle — Pareto: circulation of elites.

Schools of sociological theory

> Functionalism — conflict school – Social action perspectives.

Development of sociological thought in India

Essential readings:

Aron, Raymond. 1967 (1982 reprint). *Main currents in sociological thought* (2 volumes). Harmondsworth, Middlesex: Penguin Books.

Barnes, H.E. 1959. *Introduction to the history of sociology*. Chicago: The University of Chicago Press.

Coser, Lewis A. 1979. *Masters of sociological thought*. New York: Harcourt Brace Jovanovich.

Fletcher, Ronald. 1994. *The making of sociology* (2 volumes). Jaipur: Rawat.

Morrison, Ken. 1995. *Marx, Durkheim, Weber: Formation of modern social thought*. London: Sage.

Ritzer, George. 1996. *Sociological theory*. New Delhi: Tata-McGraw Hill.

Singh, Yogendra. 1986. *Indian sociology: Social conditioning and emerging trends*. New Delhi: Vistaar.

Zeitlin, Irving. 1998 (Indian edition). *Rethinking sociology: A critique of contemporary theory*. Jaipur: Rawat.

Pedagogy:

The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologists should be kept to the minimum.

Evaluation of the relevance and significance of the contributions of the pioneers and classical theorists should be briefed by the historical context of the discipline and its theorists.

U.G Paper/Course C 03: Society in India

Objectives

It is presumed that the student has some familiarity with Indian society by virtue of the fact that he is a member of it and that he has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society.

The continuity between the present and the past is an evident feature of Indian society. Though this continuity is reflected in the structure of the course, the focus is on the contemporary Indian society. It is hoped that the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Course outline:

The textual and the field view of Indian society; the significance of the field view; the interface between the present and the past.

The structure and composition of Indian society: villages, towns, cities; rural-urban linkages; tribes; weaker section, dalits, women and minorities, population profile and related issues.

Cultural and ethnic diversity: historically-embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns.

Basic institutions of Indian society: caste, kinship, family, marriage, religion; caste and class; changing dimensions.

Convergence and integration: the sharing of material traits, cultural space, language and regional ethos; the evolution of composite cultural legacy; change and transformation in Indian society; nation-building and national identity.

Essential readings:

Bose, N.K. 1967, *Culture and Society in India.* Bombay : Asia Publishing House.

Bose, N.K. 1975 : *Structure of Hindu Society.* New Delhi.

Dube, S.C. 1990 : *Society in India* (New Delhi : National Book Trust)

Dube, S.C. 1995 : *Indian Village* (London : Routledge)

Dube, S.C. 1958 : *India's Changing Villages* (London : Routledge and Kegan Paul)

Karve, Irawati, 1961 : *Hindu Society : An Interpretation* (Poona : Deccan College)

Lannoy, Richard, 1971 : *The Speaking Tree : A Study of Indian Society and Culture* (Delhi : Oxford University Press)

Mandelbaum, D.G., 1970 : *Society in India* (Bombay : Popular Prakashan)

Srinivas, M.N., 1980 : *India : Social Structure* (New Delhi : Hindustan Publishing Corporation).

Srinivas, M.N., 1963 : *Social Change in Modern India* (California, Berkeley : University of California Press)

Singh, Yogendra, 1973 : *Modernization of Indian Tradition* (Delhi : Thomson Press)

Uberoi, Patricia, 1993 : *Family, Kinship and Marriage in India* (New Delhi : Oxford University Press)

Pedagogy

The use of audio-visual media should be a necessary and important component of instruction.

The participation and involvement of students should be ensured through formal and informal discussions in the class room and field visits. They should be encouraged to write short essays on the local situation and local issues under the guidance of the teacher.

Wherever possible, illustrations should be drawn from the local situation.

U.G. Paper/Course   C 04: Social Research Methods

Objectives

This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. Thus, the emphasis is threefold. Firstly, on the study of research methods as a means of understanding social reality. Second, the tools and techniques are only instruments and not the end or goal of research. Thirdly, there are different perspectives and methods (as in quantitative and qualitative research) of understanding social phenomena. There are no universally accepted methods.

Course Outline:

Meaning, scope and significance of social research.

Conceptualisation and formulation of hypothesis

Scientific Study of Social Phenomena.

The scientific method, logic in social science.
Objectivity and subjectivity in social science.
Positivism and empiricism in sociology, social fact.
Sociological explanation.
Critique of positivism

Methods of Research

quantitative and qualitative
ethnography, observation, case study, content analysis

Types of Research

basic and applied
historical and empirical
descriptive, exploratory, explanatory
experimental

Techniques of Data Collection :

survey: sampling techniques, questionnaire, schedule and interview guide
primary and secondary sources of data.

Classification and presentation of data

coding, tables, graphs, histograms
measures of central tendency and dispersion
statistical analysis of correlation, variance and co-variance.

Field Visit, Data Analysis and Report Writing.

(Note: Field visit and report writing may or may not be included depending on its feasibility).

Essential Readings:

Bajaj and Gupta. 1972. *Elements of Statistics*. New Delhi: R.Chand and Co.

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

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

Garrett, Henry. 1981. *Statistics in Psychology and Education*. David Mckay. Indian Publication – Mrs.A.F. Sheikh For Vakils, Bombay, Tenth Reprint.

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

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

Punch, Keith. 1996. *Introduction to Social Research*. London: Sage.

Shipman, Martin. 1988. *The Limitations of Social Research*. London: Sage.

Srinivas, M.N. and A.M.Shah. 1979. *Fieldworker and The Field*. Delhi: Oxford.

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

Pedagogy

The uses of techniques and methods have to be understood alongwith the perspective that governs research. An effort should be made to distinguish between techniques and methods. Moreover, the teachers may convey the message to the students that the social context of research and its methods is fundamental to their understanding and application.

The purpose of the course is to train students as good researches and investigators. For this reason, understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local/regional contexts for effective teaching and meaningful learning.

The main effort may be devoted to making students do exercises in the class and, if possible, in the field. This will also make the course interesting and give students the necessary practice to apply the techniques and methods in the field situations as well as for data analysis.

Students may also be familiarised with published source material especially the census reports. Use of OHP for the reading and interpretation of tables, graphs etc. will be helpful.

U.G. Paper/Course C 05: INDIAN SOCIETY: ISSUES AND PROBLEMS

Objectives

Society in India today is undergoing rapid and massive changes. Many of the changes are such that they tend to call into question the ages-old social norms and practices, thus giving rise to some critical social issues and problems.

This course is designed to identify and analyze some of such emerging social issues and problems from sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into four sets: structural, familial, developmental and disorganizational.

The course seeks to go beyond the commonsense understanding of the prevailing social issues and problems in order to project them into their structural context. Accordingly, it focuses on their structural linkages and interrelationships.

Hence the objectives of the course are to sensitize the students to the emerging social issues and problems of contemporary India, enable them to acquire sociological understanding of these issues and problems over and above their commonsense understanding, empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations

Course Outlines

Structural: poverty, inequality of caste and gender, disharmony – religious, ethnic and regional, minorities, backward classes and dalits.

Familial: dowry, domestic violence, divorce, intra and intergenerational conflict, problem of elderly

Developmental: regional disparities, development induced displacement, ecological degradation and environmental pollution, consumerism, crisis of values.

Disorganizational: crime & delinquency, white collar crime, corruption, changing profile of crime & criminals, drug addiction, suicide

Perspectives : Socio Cultural and Political Economy, perspectives of issues and problems of Indian Society.

Essential readings:

Beteille, Andre. 1974. *Social Inequality,* New Delhi: OUP

Beteille, Andre. 1992*. Backward Classes in Contemporary India*., New Delhi: OUP

Berreman, G.D. 1979. *Caste and Other Inequalities: Essays in Inequality*. Meerut: Folklore Institute.

Dube, Leela. 1997. *Women and Kinship. Comparative Perspectives on Gender in South and Southeast Asia*. New Delhi: Sage Publications.

Gadgil, Madhav and Guha, Ramchandra. 1996. *Ecology and Equity : The use and Abuse of Nature in Contemporary India.*, New Delhi.: OUP

Gill, S.S. 1998. *The Pathology of Corruption*. New Delhi: Harper Collin Publishers.

Guha, Ranjit. 1991. *Subaltern Studies*. New York: OUP

Inden, Ronald. 1990. *Imaging India,* Oxford: Brasil Blackward

Kothari, Rajani (Ed.). 1973. *Caste in Indian Politics*,

Lewis, Oscar. 1966. "Culture of Poverty". *Scientific American* Vol. II & V, No.4,pp.19-25.

Madan, T.N. 1991. *Religion in India*, New Delhi.: OUP

Minstry of Home Affairs. 1998. *Crime in India*. New Delhi: Government of India.

Satya Murty, T.V. 1996. *Region, Religion, Caste, Gender and Culture in Contemporary India.* New Delhi: OUP.

Sharma, S.L. 1997. "Towards Sustainable Development in India". In S.R. Mehta (Ed.), *Population, Poverty and Sustainable Development*. Jaipur: Rawat Publicatons.

Sharma, Ursula. 1983. *Women, Work and Property in North West India*. London:Tavistock

References:

Allen, Douglas (Ed.). 1991, *Religion and Political Conflict in South Asia*, West Port Conn: Connecticut University Press.

Bardhan, P. 1984. *Land, Labour and Rural Poverty*. New Delhi: OUP

Breckenbridge, C. 1996, *Consuming Modernity: Public Culture in Contemporary India*. New Delhi: OUP

Guha, Ramchandra. 1994, *Sociology and the Dilemma of Development*. New Delhi: OUP

Juergensmeier, Mark 1993, *Religious Nationalism Confronts the Secular State*. New Delhi: OUP

Sharma, S.L. 2000 "Empowerment Without Antagonism: A case for Reformulation of Women's Empowerment Approach". *Sociological Bulletin*. Vol.49. No.1.

Waxman. 1983. *The Stigma of Poverty: A Critique of Poverty Theories and Policies*

Pedagogy:

The course requires a pedagogy that seeks to project the issues and problems of contemporary India in a social structural perspective. For this purpose, the students have to be sensitized to the structural roots of the problems as well as to the effects of these problems on the existing social structure. In order to give the students a sympathetic understanding of the problems, it will be rewarding to use the methodology of role playing. The students may also be encouraged to make on the spot observations of the problems wherever and whenever they find the recurrence of these problems.

U.G. Paper/Course E 06: SOCIOLOGY of TRIBAL SOCIETY

Objective

The tribal people constitute a significant segment of Indian society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, social structure and cultural patterns.

Course Outline:

The concept of tribe; tribe and caste

Demographic profile: habitat, distribution and concentration of tribal people; tribal zones; sex ratio; status of women

Classification of tribal people: food gatherers and hunters, shifting cultivators, nomads, pastoralists, peasants and settled agriculturists, artisans

Socio-cultural profile: ethnic and cultural diversity; characteristic features of tribal society; kinship, marriage and family; tribal languages; religious beliefs and practices; cultural traditions

Social mobility and change: Hinduization and Sanskritization; formation of tribal states; the impact of colonial rule on tribal society; post-Independence scenario; tribal development

Problems of tribal people: poverty, illiteracy, indebtedness, land alienation, agrarian issues, exploitation

Tribal movements: colonial and post-Independence periods

Tribal integration and identity

Tribal communities of the State/ region

Essential readings:

Bose, N. K. : (1967) *Culture and Society in India* (Asia Publishing House)

Desai, A. R. : (1979) *Peasant struggles in India* (Oxford University Press, Bombay)

Dube, S.C. 1977 : *Tribal Heritage of India* (New Delhi : Vikas)

Haimendorf, Christoph von : (1982) *Tribes of India; The Struggle for Survival* (Oxford University Press)

Hasnain, N. : (1983) *Tribes in India (*Harnam Publications, New Delhi)

Rao, M.S.A. : (1979) *Social Movements in India* (Manohar : Delhi)

Raza, Moonis and A. Ahmad: (1990) *An Atlas of Tribal India* (Concept Publishing : Delhi)

Sharma, Suresh, 1994 : *Tribal Identity and Modern World* (Sage : New Delhi)

Singh, K.S. : (1972) *Tribal Situation in India* (Indian Institute of Advanced Study)

Singh, K.S.: (1985) *Tribal Society* (Manohar : Delhi)

Singh, K.S. : (1984) *Economies of the Tribes and Their Transformation* (Concept Publishing : New Delhi)

Singh, K.S : (1982) *Tribal Movements in India, Vol.I and II* (Manohar : New Delhi)

Singh, K.S : (1995) *The Scheduled Tribes* (Oxford University Press : New Delhi)

Pedagogy

Audio-visual methods should be used.

Students should be taken on field visits to tribal areas.

Wherever possible, illustrations should be drawn from the local tribal communities.

U.G. Paper/Course E 07: Rural and Urban Sociology

Objectives:

Rural and Urban sectors in society have an emerging premise for a specific understanding through sociological knowledge. Hence, this is a seperate course.Rural and urban communities being the established structures of social organisation around which the individual Indian society establishes his social relations, the undergraduate students are expected to have a specified understanding of the Rural and urban community in sociological perspectives. Also, in the context of growing significance of urbanisation, also of the rural development programmes, local self government initiatives and also of the visible change and development of urban and rural sector, the U.G. Student is expected to have a basic understanding of what the rural and urban community is.

To provide the knowledge on distinctness of sociological scholarship as a separate cognitive discipline on rural and urban dimensions in India. To develop an understanding the fundamental social reality, social process and changes in development perspectives of rural and urban communities.

Course Plan:

Significance and scope of the study of rural and urban sociology. Subject matter of rural and urban sociology.

Approach to the study of rural and urban sociology; rural and urban differences.

Distinctive characterisation of rural and urban society. caste, family, ritual structures women, occupation, labour market and technology

Production relations, economy, structural integration and differentiation Hindu Jajmani system and changing labour market.

Rural and urban continuam, rural and urban migration.

Rural and urban development issues.

Power, caste and class: changing dimensions.

Local governance of rural and urban communities. issues and perspectives.

Rural and urban social organisation: formal and informal

ESSENTIAL READINGS

A.R.Desai 1959   *Rural Sociology India,* Popular Prakashan, Bombay.

Rao M.S.A. 1974   *Urban sociology in India,* Orient Longman, New Delhi.

A.R.Desai 1979   *Rural India in Transition,* Popular Prakashan, Bombay.

Alfred D' souza 1978 *The Indian City;* Poverty , Ecology and Urban development, Manohar, New Delhi.

Ramakrishna Mukarjee *The dynamics of rural society,* Berlin A C. Mukherjee 1957

Reference Sources:

Recommended sources for reading:

As there are various research, symposia, reports and monographs on specific thematic focus and also status and trend reports on this subject, the teacher may prepare list and present them to the students.

Pedagogy:

The field experience through the case studies of village and urban communities and the specified development programmes are to be provided through monthly seminars.

U.G. Paper/Course E 08: Population and Society

Objectives:

To understand the influence of population on social phenomena.

To acquaint students the demographic features and trends of Indian society vis-à-vis World population.

To understand population control in terms of social needs.

To appreciate population control measures and their implementation.

Broad outlines for framing the syllabus.

Population size is often considered a crucial variable in appreciating social issues. The problems of developing societies are attributed to their population size. These views demand a proper academic and objective understanding of the dynamics of population.

Course Outline:

Population and society- Interface between population size and social development.

Concepts and measurement of population trends in the world and in India – population pyramid of India. Social implications of age and sex in India. Population features of South Asian societies.

Population theories and their critique.

Population planning and control. Family and reproductive health. Depopulation as a problem. Merits and demerits of depopulation.

Population Policy of the Government of India-A critical appraisal – Problems of implementing growth control measures causes for success and failures.

Social dimensions of Population education – population as an issue in a plural society.

Essential readings:

Census of India Reports

Finkle, Jason L and C. Alison McIntosh (Ed) *The New Policies of Population.* New York: The Population Council, 1994

Hatcher Robert et al *The Essentials of Contraceptive Technology* Baltimore: John Hopkins School of Public Health, 1997.

Bose, Asish: *Demographic Diversity of India* Delhi: B.R. Publishing Corporation, 1991.

Premi, M.K. et al: *An Introduction to Social Demography* Delhi: Vikas Publishing House, 1983.

Rajendra Sharma: *Demography and Population Problems* New Delhi: Atlantic Publishers, 1997.

Srivastava, O.S.: *Demography and Population Studies* New Delhi: Vikas Publishing House, 1994.

Chandrasekar, S. (Ed). *Infant Mortality, Population Growth and Family Planning in India* London: George Allen & Unwin Ltd. 1974

Pedagogy:

Study of Census reports and writing a brief on the census report studied.

Use of OHP in projecting the diagrammatic representation of demographic features for comparison and understanding. Alternatively 35mm colour slides may be prepared and shown for a graphic understanding of the features. Arranging film show on population with films borrowed from Films division of the GOI/State Govt.

Demonstration of birth control devices and discussing pros and cons of their use.

Conducting a survey on a small community of the people's reaction to the family welfare programmes.

Group discussion with members of the family welfare organizations.

U.G. Paper/Course E 09:CRIME AND SOCIETY

Objectives:

Crime is an integral feature of social order. The nature and types of crime have changed with times, and so have its explanations. Present-day societies are witnessing eruption of certain types of crimes which were either not known in times past or were not so rampant. Similarly, the socio-economic milieu from which criminals are drawn today is not the same as yesterday. With the advances in our knowledge of crime causation, there has come about a significant shift in our approaches to crime control and prevention. Correction has emerged as an important alternative/compliment to punishment. Hence the relevance of the course on Crime and Society.

The course is designed to achieve the following objectives:

to acquaint the students with the changing profile of crime and criminals

to equip them with the emerging perspectives of crime causation with particular stress on sociological explanations

to sensitize them to the emerging idea of correction, its types and measures

to prepare them for professional roles of correctional agents in agencies of criminal justice administration system, particularly in prison and other reformative institutions

Course Outline

Conceptions and Types of Crimes: legal, behavioral, sociological; crime & delinquency, types of crime, white-collar crime, terrorism-related crimes

Early Explanations: classical, positivist, psychological, geographical

Sociological Explanations: differential association, group processes, delinquent sub-culture, opportunity structure, social structure and anomie, marxian perspective, labelling theory

Changing Profile of Crime and Criminals in Contemporary India

Theories of Punishment: retributive, deterrent, reformative

Correction: meaning and types – prison-based, community-based, probation, parole, open prison

Essential readings:

Teeters, Negley and Harry Elnar Barnes. 1959. *New Horizons in Criminology.* New Delhi. Prentice Hall of India.

Sutherland, Edwin. H. and Donald R.Cressey. 1968. *Principles of Criminology*. Bombay: Times of India Press.

Parsonage, William H. 1979. *Perspectives on Criminology*. London: Sage Publications.

Ministry of Home Affairs. 1998. *Crime in India*. New Delhi: Government of India

Gill, S.S. 1998. *The Pathology of Corruption.* New Delhi: Harper Collins Publishers (India)

Reid, Suetitus. 1976. *Crime and Criminology*. Illinois: Deyden Press.

Merton, R.K. 1972. *Social Theory and Social Structure*. New Delhi: Emerind Publishing Co.

References:

Bedi, Kiran, 1998. *It Is Always Possible*. New Delhi : Sterling Publications Pvt. Ltd.

Williams, Frank P. and Marilyn D. Meshere. 1998. *Criminological Theory*. New Jersey: Prentice Hall.

Williamson, Herald E. 1990. *The Correction Profession*. New Delhi: Sage Publications.

Ministry of Home Affairs. Report of the All India Committee on Jail Reforms. 1980-83. New Delhi: Government of India.

Pedagogy:

Apart from the lectures, Panel discussions and Workshops, it will be rewarding to take the students to visit Jails, Drug de-ediction Centres and Correctional Homes to give them a feel of on the spot observation.

U.G. Paper/Course E 10: Social Welfare and Social Legislation

Objectives:

To understand the constitutional provisions and welfare goals of the state in India.

To appreciate the social welfare needs of the people of India.

To understand the social welfare programmes initiated by governments, their implementation, their successes and failures.

To enable the students to equip themselves for a career in social welfare agencies, NGO and in labour welfare departments of industries.

In the changing socio-economic-political scenario the concept of social welfare and its components undergo change. Consequently approaches to social welfare also change. Students should be equipped to meet these challenges.

Social legislation has to keep pace with newer and newer needs of the society. Speed is an important dimension of judicial-legal system to aid the deliverance of welfare services to the people. Social legislation to address these requirements.

Course Outline:

Constitution of India- Fundamental rights and duties-Directive Principles of State Policy and related instruments of the constitution initiating the welfare goals of the state.

Social Legislation as an instrument of social welfare and as instrument of social change. Limitations of social legislation.

Social welfare needs- provision of compulsory primary education – full employment, - health care needs, welfare of women and children, welfare of disadvantaged groups (handicapped, elderly, dalits and tribes), and Housing needs.

Social Legislations-Constitutional provisions in favor of dalits tribes other backward classes, women and children. Law relating to compulsory primary education, employment, labor legislations, health for all, social security, insurance schemes, human rights, trafficking in women and children.

Legislations initiated by State Legislative Bodies to meet regional and local social welfare needs.

Organisations promoting social welfare programmes: Central and State Government organisations and their functioning. Semi-government and non governmental organizations and their role in social welfare, their functioning.

New approaches and efforts to reach the constitutional goals in the context of liberalization and globalisation of Indian economy.

Essential readings:

Kulkarni, P.D. *Social Policy and Social Development in India*. Madras. ASSWI, 1979.

Pathak, S. *Social Welfare: An Evolutionary and Development Perspective,* Delhi: McMillan, 1981

Patil, B.R. *The Economics of Social Welfare in India*, Bombay, Somayya, 1978

Bhatia, K.L. *Law and Social Change Towards 21st Century,* New Delhi, Deep and Deep, 1994

Robert, F.M. *Law and Social Change-Indo-American Reflections,* New Delhi, ISI.

Shams Shamsuddin. Women, Law and Social Change, New Delhi, Ashish Publishing House, 1991

Indian Social Institute. *Annual Survey of Indian Law,* New Delhi, ISI, 1998.

Antony, M.J. *Social Action Through Courts,* New Delhi, ISI, 1997.

Katalia & Majundar. *The Constitution of India:* New Delhi, Orient Publishing Company, 1981.

Pedagogy:

Assignment to read the relevant provisions of the Constitution of India and write a brief summary.

Conduct of survey on a small community to find out their felt needs and find out how those needs are met or not met.

Visit to Social Welfare Agencies – study their functioning and submit a report.

Organise discussion groups with socially conscious advocates, social activists, and officers of the government welfare organizations and functionaries of the non-governmental organizations.

Visit to factories or business establishments in the area and study labour welfare needs and how they are met.

U.G. Paper/Course E 11: Industrial Sociology

Objectives:

The base of work as a human organisation in the industry, how the work is being organised in an industrial organisation, how the labour is abstracted in the industrial work process, how the issue between labour and management is constructed and how the labour welfare measures are implemented will be the rationale for the U.G. student who may consider the U.G. degree as a terminal one to get into the world of work in the industrial organization.

Hence , it is important to provide an understanding of sociology of industry, labour, human relations and management, to get the U.G. student familiarised with the the actual problem situations in industrial organisation in sociological perspectives.

Course Plan:

Industrial Sociology, its subject matter.

Scope and importance of the study of Industrial Sociology.

Industrial organisation, Production process

Labour characteristics in sociological perspectives.

Industrial work, organisational process of Industrial work

Worker, supervisor and authority relations.

Labour management relations : an overview of industrial and labour relations Conciliation, collective bargaining and adjudication,

Joint management councils and quality circles.

Trade union, its functions and participatory management and housing and   community welfare.

ESSENTIAL READINGS

Schneider EV 1957   *Industrial sociology,* McGraw Hill, New York

Gisbert Pascal 1972   *Fundamentals of Industrial Sociology,* Tata McGraw Hill, Bombay.

Ramaswamy E R 1977   *The worker and his union,* Allied, New Delhi.

Ramaswamy E R 1978   *Industrial relations in india,* MacMillan, New Delhi.

Punekar S D etall 1978   *Labour welfare, Trade union and Industrial relations*, Hiamalaya Publishing House, Bombay.

Laxmanna C etall, 1990   Workers, Participation and Industrial democracy. Ajantha Publications, New Delhi.

As there are no popular and standard text books of recent publications particularly reflecting the Indian situation, the teacher is requested to prepare teaching materials through journals, articles, trend reports, seminars and symposia reports and use them along with the books prescribed for reading.

Pedagogy:

As the course is an elective one addressed to the large number of terminal degree holders, a focussed attention be given to develop ability to diagnose the problem of industrial and labour relations.

The lesson plan and the instructional process of this course will flow out of the case-experience from the field in industrial and labour context by a tie-up with the industry and class-room. Case-studies of the themes of the course content will have to be developed in sociological perspective by the student for his MONTHLY SEMINAR.

U.G. Paper/Course E 12: Kinship, Marriage and Family

Objectives:

To acquaint the undergraduate student with the basic concepts in family and kinship studies and demonstrate how structural principles are used by societies in a consistent logical way to organize groups and categories and infuse them with cultural meanings so that the societal objectives of social integration, social reproduction and social continuity are realized. The ubiquity of marriage, family and kinship and the variation in their use of structural and cultural principles necessitates a comparative approach to their study. Within India the sharp regional variations in kinship and marriage bring home the meaning and significance of cultural diversity and pluralism.

Course Outline:

Nature and significance

Kinship

Basic concepts: Incest, affiliation, consanguinity, affinity, clan, lineage, kindered.

Kinship and Descent: Unilineal, double and cognatic descent

Complimentary filiation

Kinship terminology

The genealogical method

Kinship organization in India: regional variations

Marriage

Rules of Marriage: Endogamy, exogamy, prescriptive and preferential marriage, monogamy, polygamy, levirate and sorrorate, hypogamy and hypergamy.

Marriage transactions: dowry and bride wealth

Challenges to marriage as an institution.

Family

Family and household

Family structure and composition: Development cycle

Changes in family

Family and gender issues.

Essential readings:

Dube, Leela, 1997. *Women and Kinship: Comparative Perspectives on Gender in South and South East Asia*. New Delhi: Sage Publications.

Fox, Robin: 1967. *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguine.

International Encyclopaedia of Social Science, 1968.

Keesing, R.M.1975. *Kin Groups and Social Structure*: New York: Holt Rinehart and Winston.

Radcliff Brown, A.R., and Daryll Forde (eds.) 1950. *African Systems of Kinship and Marriage.* London: Oxford University Press.   (Introduction)

Shah, A.M. 1998. *The Family in India: Critical Essays*, New Delhi: Orient Longman.

Uberoi, Patricia. 1993. *Family, Kinship and Marriage in India*. New Delhi, Oxford University Press.

References

Goody, Jack(ed.) 1958. *The Developmental Cycle in Domestic Groups* Cambridge : Cambridge University Press.

Graburn, N.(ed.) 1971. *Readings in Kinship and Social Structure* New York: Harper and Row.

Madan, T.N. 1965. *Family and Kinship : A Study of the Pandits of Rural Kashmir.* Bombay : Asia Publishing House.

Radcliffe-Brown 1952. *Structure and Function in Primitive Society.* London :   Cohen and West, Reprinted.

Pedagogy

Students should be exposed to the vast similarities and differences in kinship systems across cultures. They could be involved in analysing kinship, marriage and family as depicted in feature films and popular literature. Students may also be encouraged to draw genealogies

Annexure 4

4. PG Paper / Course C01 Classical Sociological Tradition

Objectives:

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

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

Course Outline:

Historical Socio-Economic background of the emergence of sociology

> Traditional feudal economy and social structure
>
> Impact of industrial revolution and of new mode of production on society and economy
>
> The emergence of capitalistic mode of production- Nature and features of capitalism.
>
> The enlightenment and its impact on thinking and reasoning.

Karl Marx

> Marx's theory of social change
>
> Marxian Dialectical materialism as a philosophical perspective of change and its laws.
>
> Materialistic interpretation of history : As a perspective of explaining transformation of human society through different stages. Economic determinism. Mode of production and social structure. Basic structure and super structure.
>
> Marx's analysis of emergence and development of capitalism in terms of laws of increasing accumulation and concentration of capital and of increasing misery. Concepts of surplus value and exploitation.

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

Alienation in the capitalist society - Factors responsible for alienation and its social implications.

Views on political power. The state in relation to social classes. Future of the State after proletariat revolution.

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

Emile Durkheim

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

Theory of suicide : Review of earlier theories of suicide. Suicide rate. His distinctive sociological approach. Types of suicide. Problem of integration of the individual with society.

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

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

Max Weber

Theory of social action – types of social actions

Intellectual background. Analysis of modern capitalism. Views on the role of ideas and values in social change with reference to the relationship between Protestant ethic and emergence of capitalism.

Theory of Authority – Authority and power – Types of authority and bases of their legitimacy – Their distinctive features, methods of administration and modes of inheritance.

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

Concepts of status, class and power.

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

Vilfredo Pareto

Intellectual background

Contribution to the methodology – his logico – experimental method

Classification of logical and non-logical actions

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

Classification of Residues and Derivations.

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

Essential readings:

Parsons Talcott 1937-1949 *The structure of social Action, Vol. I & II*. McGraw Hill, New York.

Nisbet 1966 – *The Sociological Tradition*. Heinemann Educational Books Ltd., London.

Zeitlin Irvin 1981 – *Ideology and the Development Sociological Theory*. Prentice Hall.

Dahrendorf, Ralph 1959 – *Class and Class Conflict in an Industrial Society*. Stanford University Press.

Bendix, Rinehard 1960 – *Max Weber, An Intellectual Portrait* (*For Weber*) Double Day.

Popper Karl 1945 – *Open Society and its Enemies*. Routledge, London

Aron, Reymond 1965 – 1967 : *Main Currents in Sociological Thought, Vol. I and II,* Penguin, Chapters on Marx, Durkheim and Weber.

Coser, L. A. 1977 : *Masters of Sociological Thought, New York : Harcourt Brace*, *pp. 43-87, 129-174, 217-260*.

Giddens, Anthony 1997 : *Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber*, Cambridge University Press, Whole Book.

Hughes, John A., Martin, Peter, J. and Sharrock, W. W. 1995 : *Understanding Classical Sociology – Marx, Weber and Durkheim*, London : Sage Publications, Whole Book.

PG Paper / Course C02 : Theoretical Perspectives in Sociology

Objectives

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

Course outline:

Introduction

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

Structural-functionalism

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

Structuralism and post-structuralism

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

Conflict theory

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

The critical theory and neo Marxism

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

Interactionist perspective

> Symbolic interactionism: G.H.Mead and H.Blumer — Phenomenological Sociology: A.Schutz — Social construction of reality: P.Berger and T.G. Luckmann — Ethnomethodology: H.Garfinkel

Recent trends in sociological theorising

> Structuration: Anthony Giddens — Habitus and field: Bourdieu — Postmodernism — Semiotics — Convergence

Essential readings:

Alexander, Jeffrey C. 1987. *Twenty lectures: Sociological theory since world war II*. New York: Columbia University Press.

Bottomore, Tom. 1984. *The Frankfurt school*. Chester, Sussex: Ellis Horwood and London: Tavistock Publications.

Craib, Ian. 1992. *Modern social theory: From Parsons to Habermas* (2nd edition). London: Harvester Press.

Collins, Randall. 1997 (Indian edition). *Sociological theory*. Jaipur and New Delhi: Rawat.

Giddens, Anthony. 1983. *Central problems in social theory: Action, structure and contradiction in social analysis*. London: Macmillan.

Kuper, Adam. 1975. *Anthropologists and anthropology: The British school, 1922-72*. Harmondsworth, Middlesex: Penguin Books.

Kuper, Adam and Jessica Kuper (eds.). 1996 (2nd edition). *The social science encyclopaedia*. London and New York: Routledge.

Ritzer, George. 1992 (3rd edition). *Sociological theory*. New York: McGraw-Hill.

Sturrock, John (ed.). 1979. *Structuralism and since: From Levi Strauss to Derida*. Oxford: Oxford University Press.

Turner, Jonathan H. 1995 (4th edition). *The structure of sociological theory*. Jaipur and New Delhi: Rawat.

Zeitlin, Irving M. 1998 (Indian edition). *Rethinking sociology: A critique of contemporary theory*. Jaipur and New Delhi: Rawat.

Pedagogy

The biographical details of the sociologists mentioned may be used only to place their theoretical contributions in appropriate intellectual contexts.

It is necessary to evaluate the relevance and significance of the perspectives listed for understanding society in general and society in India in particular. Illustrations may be drawn from empirical studies influenced by or bearing on these perspectives.

PG Paper/Course C03 - Methodology of Social Research

Objectives

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

Course Outline:

Philosophical Roots of Social Research

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

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

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

Hermeneutics: inductive analysis, experiments in ethno-methodology, 'because of' and 'in order to' motive in phenomenological sociology.

Methodological Perspectives in Sociological Theory:

Nature of Social Reality and Approaches to it:

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

Logic of Inquiry in social science research

Inductive and deductive

Theory building

Scientific method in social research

Objectivity/value neutrality

Hypothesis

Quantitative methods and survey research

Assumptions of quantification and measurement

Survey techniques

Operationalisation and reserarch design

Sampling design

Questionnaire construction, interview schedule

Measurement and Scaling

Reliability and Validity

Limitations of Survey

Statistics in social research

Measures of central tendency: Mean, median, mode

Measures of Dispersion: Standard/Quartile Deviation

Correlational Analysis: Tests of Significance and Covariance

Regression Analysis

Qualitative Research Techniques

Techniques and methods of qualitative research.

Participant observation/ethnography, interview guide

Case study method

Content analysis

Oral history, narratives

Life history, genealogy

Methodological dilemmas and issues in qualitative research

Encounters and experiences in field work.

Qualitative data format and processing.

Validity and reliability in qualitative research.

Methods and use of macro-statistics and secondary sources (Durkheim's suicide, census, NSS).

Triangulation – Mixing qualitative and quantitative methodologies

Social Research , Action Research, Participatory Research

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

Ethical Issues in Social Research

Essential readings:

Barnes, John A. 1979. *Who Should Know What? Social Science, Privacy and Ethics.* Harmondsworth: Penguin.

Bleicher M. 1988. *The Hermeneutic Imagination*. London: Routeldege and Kegan Paul (Introduction only)

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

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

D.A.de Vaus. 1986.   *Surveys in Social Research*. London: George Relen and Unwin.

Hughes, John. 1987.   *The Philosphy of Social Research*. London: Longman.

Irvine, J., I. Miles and J. Evans (eds.) 1979. *Demystifying Social Statistics,* London: Pluto Press.

Madge, John. 1970*. The Origins of Scientific Sociology*. London: Tavistock.

Marsh, Catherine. 1988. *Exploring Data.* Cambridge: Polity Press.

Punch, Keith. 1986. *Introduction to Social Research*, London: Sage.

Srinivas, M.N. and A.M. Shah 1979. *Field Worker and the Field*. New Delhi: Oxford

References:

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

Fayeraband, Paul. 1975. *Against Method*: Outline of an Anarchistic Theory of Knowledge.   London: Humanities Press.

Hawthorne. Geoffrey, 1976. *Enlightment and Despair*: A Hitory of Sociology. Cambridge: Cambridge University.

Kuhn, T. S. 1970. *The Structure of Scientific Revolutions*. London: The University of Chicago Press.

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

Popper K. 1999. *The Logic of Scientific Discovery*. London: Routledge.

Shipman, Martin. 1988. *The Limitations of Social Research*, London: Longman.

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

Smelser, Neil J. *Comparative Methods in Social Science.*

Pedagogy

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

This course, especially the first section, is communicating the message that methodologies and methods do not evolve or emerge in a vacuum. Thus, the teacher is expected to constantly connect research methods to a theoretical framework so as to explain explicitly the linkages between theory and practice.

Discussions and practical exercises may form an integral part of the course. Daily discussion on specific topic among students will provide feedback to the teacher and also arouse the interest of the students.

A field visit may also be organized depending upon the resources, time and convenience. Students may be made to do exercises in class such as the construction of questionnaires, schedules etc. and also test them in the field so as to sharpen their research skills. The section on statistics should also be rigorously explained along with adequate exercises.

PG Paper/Course C04 - PERSPECTIVES ON INDIAN SOCIETY

Objective:

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

Course Outline:

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

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

Theoretical perspectives:

Indological /Textual (G.S.Ghurye, Louis Dumont)

Structural-functionalism (M.N. Srinivas, S.C. Dube)

Marxism (D.P.Mukherjee, A. R. Desai, R.K.Mukherjee)

Synthesis of Textual and Field Views (Irawati Karve, A.M.Shah)

Civilizational View (N.K.Bose, Surajit Sinha)

Subaltern Perspective (B.R. Ambedkar, David Hardiman)

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

Essential Readings:

DeSouza, P.R. ed. 2000 *Contemporary India* – Transitions (New Delhi : Sage)

Dhanagare, D.N. 1993 : *Themes and Perspectives in Indian Sociology* (Jaipur_Rawat).

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

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

Dumont, Louis 1970 : *Homo Hierarchicus : The Caste System and its Implications* (New Delhi : Vikas)

Karve, Irawati 1961 : *Hindu Society: An Interpretation* (Poona : Deccan College)

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

Mukherjee, D.P. 1958 : *Diversities* People's Publishing House, Delhi.

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

Singh, K.S. 1992 : *The People of India: An Introduction,* Seagull books, Calcutta.

Singh, Y. 1986 : *Indian Sociology*: Social Conditioning and Emerging Concerns, Delhi Vistaar.

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

Srinivas, M.N. 1960 : *India's Villages* Asia Publishing House, Bombay.

Tylor, Stephen: India: An Anthropological Perspective

References

Hardiman, David 1996 : *Feeding the Bania: Peasants and Usurers in Western India* Oxford University Press.

Hardiman, David 1987 : The Coming of the Devi: Adivasi Assertion in Western India, Oxford University Press.

Lannoy, Richard 1971 : *The Speaking Tree, A Study of Indian Culture and Society*, London, Oxford University Press

Marriott, McKim 1990 : *India through Hindu Categories* Sage, Delhi

Mohan, R.P. and A. S. Wilke, *eds* 1994*. International Handbook of Contemporary Developments in Sociology* London, Mansell.

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

Singer, Milton 1972 : *When A Great Tradition Modernizes*, Delhi, Vikas.

Pedagogy:

Audio-visual methods should be used.

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

PG Paper/Course C05: SOCIOLOGY OF CHANGE AND DEVELOPMENT

Objectives

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

The course is designed to achieve the following objectives:

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

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

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

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

Course Outline

Meaning and Forms of Social Change: evolution, progress, transformation; change in structure and change of structure

Theories and Factors of Social Change: linear, cyclical and curvilinear; demographic, economic, religious, bio-tech, info-tech and media

Social Change in Contemporary India: trends of change, processes of change – sanskritization, westernization, modernization, secularization

Changing Conceptions of Development: economic growth, human development, social development; sustainable development, the question of socio-cultural sustainability, multiple sustainabilities

Critical Perspectives on Development: ecological, liberal, marxian

Theories of Development and Underdevelopment: modernization theories, centre-peripheri, world-systems, unequal exchange

Paths and Agencies of Development: capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations

Social Structure and Development: structure as a facilitator/inhibitor, development and socio-economic disparities, gender and development

Culture and Development: culture as an aid/impediment to development, development and displacement of tradition, development and upsurge of ethnicity

Indian Experience of Development: sociological appraisal of Five-Year Plans, social consequences of economic reforms, socio-cultural repercussions of globalization, social implications of info-tech revolution

Formulating social policies and programmes: policy and project planning, implementation, monitoring and evaluation of methodologies.

Essential readings:

Abraham, M.F. 1990. *Modern Sociological Theory: An Introduction*. New Delhi: OUP

Agarwal, B. 1994. *A Field of One's Own : Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.

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

Dereze, Jean and Amartya Sen. 1996. *India: Economic Development and Social Opportunity*. New Delhi: OUP.

Desai, A.R. 1985. *India's Path of Development: A Marxist Approach*. Bombay: Popular Prakashan.(Chapter 2).

Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in *Introduction to Sociology*. IInd Edition: New York: W.W.Norton & Co.

Harrison, D. 1989. *The Sociology of Modernization and Development*. New Delhi: Sage.

Haq, Mahbub Ul. 1991. *Reflections on Human Development*. New Delhi, OUP

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

Sharma, SL 1980. "Criteria of Social Development", *Journal of Social Action*. Jan-Mar.

Sharma, SL1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.(Chapter 1).

Sharma, S.L. 1994. "Salience of Ethnicity in Modernization: Evidence from India", *Sociological Bulletin*. Vol.39, Nos. 1&2. Pp.33-51.

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

Symposium on Implications of Globalization. 1995. *Sociological Bulletin*. Vol.44. (Articles by Mathew, Panini & Pathy).

UNDP. Sustainable Development. New York: OUP.

World Bank. 1995. World Development Report. New York.

References:

Amin, Samir. 1979. *Unequal Development*. New Delhi: OUP

Giddens, Anthony. 1990. *The Consequences of Modernity*. Cambridge: Polity Press.

Kiely, Ray and Phil Marfleet(eds). 1998. *Globalization and the Third World*. London: Routledge.

Sharma, SL 1992. "Social Action Groups as Harbingers of Silent Revolution", *Economic and Political Weekly*. Vol.27, No.47.

Sharma, S.L. 1994. "Perspectives on sustainable Development in South Asia: The Case of India" In Samad (Ed.) Perspectives on Sustainable Development In Asia. Kuala Lumpur: ADIPA

Sharma, S.L. 2000. "Empowerment Without Antagonism: A Case for Reformulation of Women's Empowerment Approach". *Sociological Bulletin*. Vol.49. No.1

UNDP. 1997. *Human Development Report*. New York: Oxford University Press.

Wallerstein Imnanual. 1974. *The Modern World System*. New York:OUP

Waters, Malcoln. 1995. *Globalization*. New York: Routledge and Kejan Paul.

World Commission on Environment and Development. 1987. *Our Common Future*.

(Brundland Report). New Delhi. OUP

Pedagogy

A special feature of the pedagogy of this course should be to take the students to sides of success stories of development as well as the failure stories of development in the region. The students may also be encouraged to participate in Workshops to critically examine the existing indicators of human development and to formulate alternative sets of indicators of human development, social development and sustainable development.

PG Paper/Course C 06 - Comparative Sociology

Objective

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

Course Outline

The salience of the comparative perspective in the social sciences in general and in sociology in particular; indices of comparison: culture, nation, class, gender.

Historical and social context of the emergence and growth of sociology in the West; the Eurocentric moorings of Western sociological tradition; Americanization of sociology; national traditions in sociology.

The emergence and growth of sociology in Asia and Africa; the colonial context; the impact of Western sociology on the development of sociology in the Third World; sociology in a post-colonial mould; the issue of reorientation of research and teaching in sociology in accordance with national concerns and priorities.

Central themes in Comparative Sociology: Modernity; Development; Diversity, Pluralism and Multiculturalism; Nation-state; Environment; Gender; Globalization.

Theoretical concerns and debates in Comparative Sociology: Problems of theorising in sociology in comparative and cross-cultural perspective; Contextualization(the need to attune teaching and research as well as theoretical concerns and methodological approaches in sociology to national concerns and priorities; Sociology as social criticism, policy issues: formulation and evaluation.

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

Essential readings:

Andreski, S. 1964 : *Elements of Comparative Sociology* (London, Widenfeld and Nicolson)

Beteille, Andre 1987 : *Essays in Comparative Sociology* (New Delhi : Oxford University Press)

Beteille, Andre 1992 : *Society and Politics in India : Essays in Comparative perspective* (New Delhi : Oxford University Press)

Dube, S.C. 1988 : *Modernization and Development : the Search for alternative paradigm* (New Delhi : Vistar)

Dube, S.C. 1973 : *Social Sciences in a Changing Society* (Luck Now)

Kiely, R. and Phil Marfleet, *eds.* 1998 *:* Globalization and the Third World (London: Routledge)

Kothari, Rajni 1988 : *Rethinking Development : In Search of Humane Alternatives Delhi :* Ajanta

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

Parekh, Bhikhu 2000 : *Rethinking Multiculturalism : Cultural Diversity and Political Theory* (London : Macmillan)

Saraswati, B.N. 1994 : *Interface of Cultural Identity and Development* (New Delhi : Indira Gandhi National Centre of the Arts)

World Commission on Environment and Development, 1987 : (New Delhi : Oxford University Press)

References

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

Kuper, A. 1996 : *Social Science Encyclopaedia,* London : Routledge)

Mohan, R.P. and A.S. Wilke, eds. 1994 : *International Handbook of Contemporary Developments in Sociology* (London : Mansell)

Wallerstein, Immanuel 1974 : *Modern World System* (New York : Oxford University Press)

Genov, Nikolai, 1989 : *National Traditions in Sociology* (Delhi : Sage)

Ferreira, J.V. and A.R. Momin, eds. : 1983 : *Nemesis : Critical Perspectives on Modernization* (Bombay : Ramrakhiani Publications)

Pedagogy

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

P.G. Course Paper E01 - Sociology of region

Objectives:

The main stream sociology being a comprehensive one has a possibility of ignoring micro level dimensions of society. Sociology of region is a scholarship on local dimensions of society, culture, polity, economy and institutions within the given spatial aspects. The course plan is a socio-spatial dimension of society with the significance for a regional and local level. Spatialisation of culture - the fundamental and all embracing but frequently burried or backgrounded has to be brought to the interpretative surface.

To provide an additional capacity for the students to discover enough about the society in the region.

To develop skills for regional sociological approach analogous to regional economics in order to plan for developement and action strategies

To enable the students to construct the local knowledge on culture and nature of the region as social space.

Course Outline

PART 1

Region as a social space – social spatial aspects of society.region as a cultural costruct in historical and contemporary dimensions.Region as a sociological construct, Diversity, Plurality and unity of region – culture, race, ethnicity, language and natural and human resource potential.

Notion of region; through people, ethnicity, language, culture, religion, economy, polity, social movements, folklore and myth.

Methodological approach; prespectives from below, local history folklore, Indigenous records, Dairy manuscript and subaltern dimensions.

Insider and outsider, local and natural, federal and unitary, regional economy, regional polity, regional culture and cultural nationalism.

Institutions: Caste and community variations and similarities between local and national.

PART 2

Case study of the region where the university is located.

Essential readings:

Madan T N 1994 : *Pathways, Approaches to the Study of Society in India, Oup*, New Delhi.

Dhanaghre D N : 1993 : *Themes and Perspectives in Indian Sociology*, Rawat Publications.

Shaw A M, 2000 : *Sociology in Regional Context*, Seminar, 495.

Singh Y 1986 : *Social Condtioning of Indian Sociology*, The Perspectives, Vistar Publications.

Edward W Soja; 1989 *Post Modern Geography*: *The reassertion of critical social theory*, Blackwell.

Edward W Soja; 1996; *The Third Space*: Blackwell.

References

As there is no standard textbook available, every teacher may prepare class room teaching material through the related Journal articles and chapters from books.

PEDAGOGY:

The course may be offered in the second year/ third semester by exposing the students to the available literature on village, caste and regional studies by various social researchers and by exposing them to the knowledge on sociology of region within which the university is located.

<h2 align="center">PG Paper/Course E 02 : Gender and Society</h2>

Objectives

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

Course outline

Part I

Social Construction of Gender

Gender vs. Biology, Equality vs. Difference

Women in the family: socialization, nature vs. Gender, gender roles, private–public dichotomy, sexual division of labour.

Patriarchy as ideology and practice.

Emergence of Feminist Thought

Socio-historical perspective

Mapping various women's movements

Gender and Sociological Analysis

Feminist critiques of sociological theories/prevailing theories

Feminist methodology as critique of sociological methods/methodology

Emergence of women's studies

Gender based Division of Labour/Work

Production vs. Reproduction, household work, invisible work

Women's work and technology

Development policies, liberalisation and globalisation and their impact on women.

Development and Women's Empowerment.

Part II

Women in India: The changing profile

The changing status of women in India – pre-colonial, colonial and post-colonial

Demographic profile – the gender gap (census, NSS)

Alternative conceptions of gender–caste and gender; class and gender.

The role of the state and the NGOs.

Gender and Society in India

Economy: marginalisation of women and sexual division of labour.

Polity: reservations for women.

Religion and Culture: Women's nature; women as repositories of cultural practices and traditions; marriage, dowry and property.

Personal Laws and Civil Code: Hindu code Bill, Syrian Christian law, Muslim Personal Law; Customary Law and Tribal Women.

Issues affecting the quality of life of women.

Health

Education

Land rights.

Major Social Issues

Development

Ecology

Communalism

Violence

Essential readings:

Altekar, A.S. 1983. *The Position of Women in Hindu Civilization.Delhi:* Motilal Banarasidass, Second Edition:P Fifth reprint..

Chodrow, Nancy. 1978. *The Reproduction of Mothering.* Berkeley: University of California Press.

Desai, Neera and M. Krishnaraj. 1987. *Women and Society in India*. Delhi: Ajanta.

Dube, Leela et.al. (eds.) 1986. *Visibility and Power*: Essays on Women in Society and Development. New Delhi: OUP.

Forbes, G. 1998. *Women in Modern India*. New Delhi, Cambridge University Press.

India, Government of India. 1974. *Towards Equality: Report of the Committee on the Status of Women*.

Maccoby, Eleaner and Carol Jacklin. 1975. *The Psychology of Sex Differences.* Stanford: Stanford University Press.

McCormack, C. And M. Strathern (ed.) 1980. *Nature, Culture and Gender.* Cambridge: Cambridge University Press.

Myers, Kristen Anderson et.al. (eds.) 1998. *Feminist Foundations: Towards Transforming Sociology.* New Delhi: Sage.

Oakley, Ann. 1972. *Sex, Gender and Society.* New York: Harper and Row.

Sharma, Ursula. 1983. *Women, Work and Property in North-West India.* London: Tavistock.

Shulamitz, Reinharz and Lynn Davidman. 1991. *Feminist Research Methods.* New York: Oxford University Press.

Srinivas, M.N. *Caste: Its Modern Avatar*, New Delhi: Penguin (Leela Dube's Article on Caste and Women).

Vaid, S. & K. Sangari. 1989. *Recasting Women: Essays in Colonial History*, New Delhi: Kali For Women.

References

Agarwal, B. 1994. *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge: Cambfidge University Press.

Chanana, Karuna. 1988. Socialization, Women and Education: Explorations in Gender Identity, New Delhi: Orient Longman.

Dube, Leela. 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia. Tokyo: United Nations University Press.

Gandhi, N. And N.Shah. 1992. The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali For Women.

Ghadially, Rehana (ed.) 1988. *Women in Indian Society.* New Delhi: Sage.

Jayawardene, Kumari. 1991. *Feminism and Nationalism in the Third World.* New Delhi: Kali For Women.

Mies Maria. 1980. Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women. New Delhi: Concept.

Omvedt, Gail. 1975. 'Caste, Class and Women's Literation in India,' *Bulletin of Concerned Asian Scholars*.7

Pardeshi, Pratima. 1998. Dr.Ambedkar and the Question of Women's Liberation in India. Pune: WSC, University of Pune.

Tong, Rosemarie, 1989. *Feminist Thought: A Comprehensive Intrtoduction*. Colarodo: Westview Press.

Whelham, Imelda. 1997. *Modern Feminist Though*t. Edinburgh: Edinburgh University Press.

Pedagogy

Gender is a category of social analysis and is not just a women's question. It should be treated as a participatory movement to make the world a better place to live in. Male students should be encouraged to take the course. It should encourage students to reflect. It should be emphasized that feminism is about power as there are other discourses on power.

Examples from the Indian context should be given from all religious communities, regions, cultures and classes to highlight the position of women under them and also to focus on diversity and difference.

A paper written by students on how this course has impacted on their way of comprehending social reality will go a long way in communicating the main thrust of this course.

Paper/Course E03: Environment and Society

Objectives:

The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface. It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary. The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action. The study of inter connections between environment and society has gained in enormous significance in recent times on account of the debilitating effects on the environment and society. In view of this, it is understandable that the focus of environmental studies has moved from Sociology of environment to environmental Sociology. The course is designed to focus on the environmental issues in the perspective of environmental Sociology.

Course Outline:

Classical Sociological tradition- Karl Marx, Emile Durkhiem and Max Weber on environmental concerns.

Environmental Sociology: The rise, decline, and resurgence of environmental sociology, 21st century paradigm.

Emerging theoretical parameters in environmental sociology. Contributions of Zavestoskis, Dunlap and Catton, Ramachandra Guha, Patrick Giddens and Radha Kamal Mukerjee.

Nature versus Nurture : synthesis of societal and environmental dialect.

Environmental Issues pertaining to population, water, sanitation, pollution, energy, Housing and urban development and rural poverty.

Social impact assessment of environmental issues ,

Development, displacement, Relocation and environmental problems.

Global Environmentalism: A challenge to post-materialism thesis,

Environment , technology and society.

Environmental justice, policy and action.

Essential readings:

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

Giddens, Anthony. 1996   "Global Problems and Ecological Crisis" in *Introduction to Sociology*. 2nd Edition. New York: W.W. Norton and Co.

Michael Redclift,   1984   *Development and the Environmental Crisis*, Meheun Co. Ltd. New York.

Munshi, Indra. 2000   "'Environment' in Sociological Theory" *Sociological Bulletin*. Vol.49, No.2.

O L Riordan T,   1981   Environmentalism, Pion

Schnaiberg Allan,   1980   *The Environment*, Oxford University Press. N.Y.

Sharma, S.L. 1994   "Perspective on Sustainable Development In South Asia" in Samad (Ed.) Perspectives On Sustainable Development in Asia. Kuala Lumpur: ADIPA

The state of India's Environment.1985, The second citizens report, Center for Science and Environment.

Buttle, Frederick H. 1987. Annual review of Sociology 13.pp 465-488; Catton Williams, Jr. and Dunlap Riley. E 1980, American Sociologist, 13. pp. 41-49, American Behavioural Scientist, 1980, 24(1). pp 15-47, Annual review of sociology, 1979 (5) pp. 243-273, American Sociologist, 1994, 25(1). pp 5-30, Frendenberg, Willams R and Gramling Robert, 1989, Sociological enquiry, 59(4) pp. 439-53, Grambing Robert & Frendenberg.W. Sociological spectrum, 1996 (16) pp. 347-370; Krogmann, Naomi T. Darlington, Joanne Derouen, 1996 American Sociologist,1996 27(3) pp. 39-55.

References:

Arnold, David and Guha Ramachandra Guha, 1955 Nature, Culture, Imperialism, Oxford University Press, South Commission, 1989 The need to re-orient development strategies and development the environment Oxford University Press, Delhi.

UNDP. Sustainable Development. New York: OUP

World Commission on Environment and Development, 1987. *Our common future* Brutland report, New Delhi :Oxford university press.

Pedagogy

The pedagogy of this course may be outlined as to sensitize the students in order to re-orient sociology towards a more holistic perspective that would conceptualise social process within the context of the biosphere to determine the usefulness of ecological concepts and to acknowledge the role of social psychological process of the self in micro-level descision making about the behaviour that affect the environment. Case-experience may be formulated by students with their presentation in a monthly seminar.

PG Paper / Cours E04 : Ethnicity, Pluralism and Nation

Objective

Most societies in the contemporary world are undergoing a radical and dramatic transformation. There is now a growing acknowledgement and appreciation of the existence of cultural diversity across countries and continents as well as within the same country. This has led to a rethinking of conventional social science categories such as nation, nation-state and homogeneous national cultures as the bedrock of nation-states. The aim of this course is to sensitize students to the dynamics and ramifications of these changes and their sociological significance.

Course Outline

Nature and characteristics of ethnicity; ethnicity and culture; ethnicity and politics; ethnicity and identity; the primordialist and instrumentalist views of ethnicity; globalization and the world-wide resurgence of ethnic consciousness; ethnic movements.

Cultural diversity in comparative perspective; comparative view of pluralism and multiculturalism; defining features of multicultural societies; international migrations and multiculturalism; resurgence of ethnic consciousness and identity in multicultural societies; globalization and multicultural societies.

Historical and social background of the emergence of nations; nations and nation-states; the emergence of nationalism and its defining features; nationalism and ethnicity; nationalism and ethnic assimilation in comparative perspective.

Colonialism and the emergence of nation-states in Asia and Africa; ethnic conflicts in the Third World; the question of reconceptualizing the dominant model of the nation-state.

The Indian context: the scale and magnitude of cultural diversity in India; the emergence of nationalism in India; nationalism and ethnicity; ethnic conflicts and their management; ethnic(sub-national) movements; nation-building and its attendant problems; national identity.

Essential readings

Bhargava, Rajiv, A.K. Bagchi and R. Sudarshan, 1999, *eds. : Multiculturalism Liberalism and Democracy* (Delhi : Oxford University Press)

Calhoun, Craig 1997 : *Nationalism* (Buckingham : Open University Press)

Kedourie, E, 2000 : *Nationalism, 4th ed.* (Oxford University)

Miller, D. 2000 : *Citizenship and National Identity* (Cambridge : Polity Press)

Oomeen, T.K. 1997 : *(Citizenship, Nationality and Ethnicity* (Cambridge : Polity Press)

Parekh, Bhikhu, 2000 : *Rethinking Multiculturalism* (London : Macmillan)

Phadnis, U. 1990 : *Ethnicity and Nation Building in South Asia* (Delhi : Sage)

Sharma, S.L. and T.K. Oommen, 2000, *eds. : National and National Identity in South Asia* (Delhi : Orient Longmans)

Singh, K.S., 1992 : *The People of India; An Introduction* (Calcutta : Seagull Publishing Company)

Smith, Anthony 1986 : *The Ethnic Origins of Nations* (Oxford : Blackwell)

References

Anderson, B. 1983 : *Imagined Communities : Reflections on the Origin and Spread of Nationalism* (London : Verso)

Brass, Paul, 1991 : *Ethnicity and Nationalism : Theory and Comparison* (New Delhi: Sage)

Chatterjee, P. 1986 : *Nationalist Thought and the Colonial World : A Derivative Discourse* (London : Zed Press)

Denitch, B. 1994 : *Matriculturalism : A Critical Reader* (Oxford : Blackwell)

Giddens, Anthony, 1991 : *Modernity and Self Identity : Self and Society in the Late Modern Age* (Cambridge : Polity Press)

Guibernau, M. and John Rex, eds. *The Ethnicity Reader : Nationalism.*

Miller, D, 1995 *: Pluralism, Justice and Equality* (Oxford University Press)

Schaefer, R.T., 1998 : *Racial and Ethnic Groups, 7th ed.* (New York : Longman)

Smith, Anthony, 1979 : *Nationalism in the 20th century* (Oxford : Blackwell)

Veer, Van der, Peter, 1994 : *Religious Nationalism : Hindus and Muslims in India* (Berkeley : University of California Press)

Walker, Connor, 1994 : *Ethnonationalism : The Quest for Understanding* (Princeton: Princeton University Press)

Pedagogy

Audio-visual methods should be adopted.

Newspaper reports and features as well as television features should be used by way of illustration.

Wherever possible, illustrations should be drawn from the Indian context.

Paper/Course E05 - Sociology of Popular Culture and Mass Communication

Objective

Popular culture in the form of folk theatre, cinema and folk music touches the lives of millions of people in cities as well as in the countryside. Similarly, the mass media of communication now play an increasingly important role in society. The objective of this course is to provide a sociological perspective on the role of popular culture and the mass media in modern society, especially in the context of Indian society.

Course Outline

Popular culture, mass culture, folk culture, elite culture; role of mass media in popular culture; Relationship between popular culture and leisure and recreation; identity and community consciousness as mediated and reinforced through popular culture; relationship between popular culture and social and political movements.

Developments in information and communication technology and their impact on popular culture; television and the commercialization of leisure; popular music and its social reach.

Globalization, popular culture and the mass media: global media as an agency of globalization; syncretism in global culture; control of MNCs over global information flow as well as entertainment; the diffusion of global culture through the mass media and its impact on youth in respect of values, consumerism, food preferences, fashions and entertainment.

The impact, social uses and abuse of the media: dissemination of awareness about social issues; social marketing; violence and the media.

Theoretical perspectives on popular culture and the media: Little and Great traditions; universalization and parochialization; Critical theory; the medium as the message.

The Indian context: folk groups of musicians in traditional Indian society; popular culture as reflected in festivals, pilgrimages, folklore, films; their social significance and impact; satellite television   and its impact on youth culture; commercialization of folk culture; media and social policy; television as an agency for the dissemination and popularization of classical and folk music.

Essential readings

Bathla, Sonia, 1998 : *Women, Democracy and the Media : Cultural and Political Representation in the Indian Press* (Delhi : Sage)

Breckenridge, C. : *Consuming Modernity : Public Culture in Contemporary India.*

Brosius, C. and M. Butcher, 1999, *eds. : Image Journey : Audio Visual media and cultural change in India* (Delhi : Sage)

Curran, J and M. Gurevitch, 1991, *eds : Mass Media and Society* (London : Edward Arnold)

French, D and Michael Richard, 2000, *eds. : Television in Contemporary Asia* (London: Sage)

Gunaratne, S. 2000, *eds. : Handbook of the Media in Asia* (London : Sage)

Johnson, K., 2000,: *Television and social change in rural India* (London : Sage)

Manuel, P., 1998 : *Cassette Culture : Popular Music and Technology in North India*

Mitra, A. 1993 : *Television and Popular Culture in India* (Delhi : Sage)

Singhal, A. and E.M. Rogers, 2000 : *India's Communication Revolution* (Delhi : Sage)

References

Appadorai, Arjun, 1997 : *Modernity at Large : Cultural Dimensions of Globalization* (New Delhi : Oxford University Press)

Axford, B and Richard Huggins, 2001 : *New Media and Politics* (London : Sage)

Leach, E.1976 : *Culture and Communication* (Cambridge : Cambridge University Press)

Page, D. and William Crawley, 2001 : *Satellites over South Asia* (London : Sage)

Preston, P., 2001 : *Reshaping Communications* (London : Sage)

Robertson, R., 1992 : *Globalisation, Social Theory and Global Culture* (London : Sage)

Tunstall, J., 1977 : *The Media are American* (New York : Columbia University Press)

Pedagogy

Audio-visual methods should be used.

Illustrations should be drawn from the State/ region.

PG Paper / Course E06 : Globalization and society

Objectives

This paper aims to delineate the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socioeconomic and cultural impact. It finally examines the Indian experience of globalization and reflects on its problems and prospects.

Course outline

The nature and dynamics of globalization

The historical and social context of globalization — World capitalism, modernization and globalization — Distinctive characteristics of globalization — The role of information and communication technology — Benefits and disadvantages of globalization.

Agencies of globalization

Political economy of globalization — Agencies of globalizlation: Multinational corporations (MNCs), nation-state, media, market, non governmental organizations (NGOs), international agencies (International Monetary Fund, World Bank, etc.).

Globalization and culture

The ethos of globalization (unbriddled freedom, individualism, consumerism) — Diffusion and projection of American value system and cultural patters through the media — Cultural homogenization, hegemony and dominance — Gloablization and the resurgence of ethnic consciousness: global tourism, diasporic communities, trannational ethnic and religious movements, religious fundamentalism.

Social consequences of globalization

Inequality within and among nation states — Differential perception of globalization among nations and their populations — Socioeconomic impact of globalization — Impact on individual and group identities.

Globalization and the Indian experience

Globalization and public policy — Debate on globalization — Impact of globalization: Trends and prospects.

Essential readings

Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.

Drezem Jean and Amartya Sen. 1996. *Indian economic development and social opportunity*. Delhi: Oxford University Press.

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

Hoogvelt, Ankie. 1997. *Globalization and the post-colonial world - The new political economy of development*. London: Macmillan.

Hoogvelt, Ankie. 1998. *The sociology of development*. London: Macmillan.

Kiely, Ray and Phil Marfleet (eds.). 1998. *Globalization and the third world*. London: Routledge.

Preston, P.W. 1996. *Development theory - An introduction*. Oxford Blackwell.

Waters, Malcolm. 1996. *Globalization*. London: Routledge.

Pedagogy

The focus of this paper is on globalization as a worldwide phenomenon, and attempt is be made to draw illustration from different parts of the world.

The emphais of this paper is more on socioeconomic and cultural issues relating to globalization, and its purely economic aspects may be kept to the necessary minimum.

Effort should be made to draw insights from the on-going debate and research on globalization and incorporate them into the curriculum. Illustrations from the unfolding Indian scenario will facilitate understanding the thrust of the paper.

PG Paper / Course E07 - Sociology of South Asia

Objectives

To expose the student to the strategic importance of South Asia as a civilizational centre as well as a player in international affairs and to acquaint her/him with the social cultural, economic, religious and political similarities and differences between the countries of the region. The student should be acquainted with the processes which have shaped the emergence of nation states in the region, the play of ethnic, regional and religious identities and conflicts in this process, and the different paths to socio-economic development and modernization adopted by the countries of the region.

Course Outline

South Asia region:

> civilization
>
> culture and society
>
> social and economic institutions
>
> demographic features
>
> geo-political importance.

Political Systems and Democracy:

> political regimes
>
> religion, politics and the state
>
> ethnicity, ethnic conflicts and sub-national movements
>
> Nation and nation building.
>
> Migration and population movements.
>
> Socio-economic development and demographic change.
>
> Conflict and cooperation between South Asian states.
>
> Gender and society.

Essential readings:

Bjorkman, J.W. 1987. *The Changing Division of Labour in South Asia.* New Delhi: Manohar.

Frnacis Robinson, 1989 : *Cambridge Encyclopaedia of India, Pakistan, Sri Lanka, Bepal, Bhutan and Maldives :* Cambridge : Cambridge University Press.

Chaudhary, Jamil 2000 *Cultural Cooperation in South Asia : The Search for Community*. New Delhi : Manohar.

Dube, Leela, 1997. *Women And Kinship : Comparative Perspectives on Gender in South and South East Asia.* New Delhi : Sage Publications.

Farmer, B.H., 1983 : *An Introduction to South Asia :* London : Methuen

Gamage, Siri and I.B. Watson (Eds.) 1999. *Conflict and Community in Contemporary Sri Lanka.* New Delhi : Sage Publications.

Ganguli, R. 1998. *Kin State Intervention in Ethnic Conflicts : Lessons from South Asia.* New Delhi : Sage Publications.

Gough, K. and Hari P. Sharma (eds.) 1973. *Imperialis and Revolution in South Asia,* New York : Monthly Renew Press, (article by Hamza Alvi)

Kudasiya, G. 1995. *The Demographic Upheaval of Partition Refugees and Agricultural Resettlement in India 1947-87, South Asia,* Special Member, pp. 73-95.

Kumar, Dharma (ed.) 1982. *The Cambridge Economic History of India.* Vol. II, Cambridge : Cambridge University Press.

Mallick, Ross. 1998. *Development, Ethnicity and Human Rights in South Asia.* New Delhi : Sage Publications.

Pfaff – Czarnecka, Joanna, Darini Rajasingham – Senanayaka, et.al. 1999. *Ethnic Futures : The State and Identity Politics in Asia.* New Delhi : Sage Publications.

Phadnis Urmila. 1990. *Ethnicity and Nation Building in South Asia.* New Delhi : Sage Publications.

Samaddar, R. 1999. *The Marginal Nation : Transborder Migration from Bangladesh to West Bengal,* New Delhi : Sage Publications.

Shand, Ric. (ed.) 1999. *Economic Liberalization in South Asia.* New Delhi Macmillan India Ltd.

Smith Donald E. (ed.) 1966. *South Asian Politics and Religion.* Princeton, New Jerssey : Princeton University Press.

Stein, Burton and Sanjay Subramanian (eds.) 1997. *Institutions and Economic Change in South Asis.* New Delhi : Oxford University Press 1997.

References

Diamond, L., J.Linz and S.M.Lipset (eds.) 1989. *Democracy in Aisa.* New Delhi : Sage Publications.

Maloney, C. (ed.) 1974. *South Asia : Seven Community Profiled.* New York : Holt, Rinehart and Winston.

Robb, Peter. 1995. *Concept of Race in South Asia : Understanding and Perspectives.* London : Oxford University Press.

Rothermund, Dietmar. 2000. *The Role of the State in South Asia and Other Eassays.* New Delhi, Manohar.

Sengupta, Bhabani, 1988. *South Asian Perspectives : Seven Nations in Conflict and Co-operation.* Delhi : B.R. Publishing Corporation.

Tambiah, S. 1997. *Levelling Crowds : Ethnonationalist Conflits and Collective Violence in South Asia.* New Delhi : Sage Publications.

Wilson, A.J. and Dennis Dalton (eds.) 1982. *The State of South Asia : Problems of National Integration.* London.

The following Journals may be consulted.

South Asia : Journal of South Asian Studies, Published by South Asian Studies Association, New South Wales, Australia.

South Asia : Bulletin. Department of History, State University of New York, Albany, New York, U.S.A.

South Asian Studies. Biannual Journal of South Asia Studies Centre, University if Rajasthan, Jaipur.

Pedagogy

The comparative approach is best suited to capture the similarities and differences between countries of the region. Ethnographies of the societies of the region will show their unique characteristics and experiences. Students should read ethnographic accounts from different parts of the region. Sometimes on a single theme, say, the village or the agrarian structure. Documentary films can be utilised for the same purpose.

PG Paper / Course E08 - Science, Technology and Society

Objectives

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

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

To introduce the student to the conceptual and theoretical issues in the study of sociology of science

To understand the issues relating to science, technology and society in India both in the Historical and Globalization contexts.

Course Outline

The study of Science-its importance. Relationship between society and science and vice-versa. Science as a social system. Norms of science. Relationship between science and technology.

History of modern science in India – colonial–independence and post-independence science. Nature of science and technology education in India and its quality. Pure vs. Applied Science in India. Indian social structure and science. Social background of Indian scientists. Brain drain and brain gain.

Science policy, social organization of science in India –scientific laboratories and their contribution to the development of technology.

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

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

Essential readings

Appleyard, R. ed. 1989. *The impact of international migration on developing countries* Paris:OECD,

Barber, Bernard 1952. *Science and the social order* New York: Free Press.

Gaillard, J 1991.*Scientists in the third world* Lexington: Kentucky University Press. Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. *Scientific communities in the developing world* New Delhi: Sage.

Kamala Cahubey ed. 1974 *Science policy and national development* New Delhi:Macmillan.

Krishna, V.V. 1993.*S.S.Bhatnagar on science, technology, and development, 1938-54* New Delhi: Wiley Eastern.

Kornhauser, William. 1962 *Scientists in industry*, Berkley: University of California Press, Price, Derek J.deSolla, 1963 *Little science, big science* New York: Columbia University Press.

Rahman, A. 1972. *Trimurti: Science, technology and society – A collection of essays* New Delhi: Peoples Publishing House.

Storer, Norman W. 1966. *The social system of science* New York*:* Holt Rinehart and Winston.

UNCTAD/CSIR *Case study in reverse transfer of technology: A survey of problems and policy in India* Doc.TD/B/C/. 6/AC.4/6 and Corr.1, Geneva.

References

Crane, Diana. 1965.*"Scientists at major and minor universities: A study of productivity and recognition,"* American sociological review*, 30 (5), Pp. 699-714.

Coler, Myron A. ed. 1963. *Essays on the creativity in the sciences* New York: New York University Press.

Debroy, Bibek. 1996. *Beyond the uruguay round: The Indian perspective on GATT* New Delhi: Sage.

Gilpin, Robert, and Christopher Wright eds. 1964. *Scientists and national policy making* New York: Columbia University Press.

Kumar, Nagesh and N.S.Siddharthan. 1997. *Technology, market structure and internationalization: Issues and policies for developing countries* London: Routlege and The United Nations University.

MacLeod, Roy and Deepak Kumar. 1995. *Technology and the raj: Western technology and technical transfers to India, 1700-1947* New Delhi: Sage.

Merton, Robert K. 1938. *"Science, technology and society in seventeenth-century England", Osiris* (Bruges, Belgium), 14, Pp.360-632.

Merton, Robert K. 1963. "The ambivalence of scientists*" Bulletin of the Johns Hopkins Hospita*l, 112, Pp.77-97.

Storer, Norman W*. 1964. "*Basic versus applied research: The conflict between means and ends in science"*, Indian sociological bulletin*, 2 (1), Pp.34-42.

Pedagogy

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

Organizing discussion groups on different units or issues on units and involve the whole class to discuss. Current information from Economics dailies may be taken up for discussion.

Review sessions of articles published in Reports and Journals published by the CSIR, DSIR, DST, ICAR, Director General of Foreign Trade and select left wing journals. Occasional seminars may be organized inviting guest speakers to introduce subjects of importance and to familiarise new concepts.

PG Paper / Course E09 – Sociology of Information Society

Objectives:

In this course, the students will be enabled to explore the rapid and profound social, economic cultural and political changes that we have witnessed over the past decades due to the advent of information technology revolution. The primary focus being drawn to the internet and related computer technology, the course will be addressing the role of technology in shaping social structures and institutions, social life and relationships and understanding of self and others. Information technology, revolution and society interface is the basic focus of the paper.

Course Outline:

Technology society and historical change. .Informationalism, Industrialism, Capitalism, the self in the informational society.

Information technology paradigm. The historical sequence of the information technology revolution, models, actors and sites of the information technology revolution.

IT revolution enterprise: the culture, institutions and organisations of the informational economy, transition from industrialism to informationalism i.e from mass production to flexible production.

The transformation of work and employment : networkers, jobless and flexitimers. Port-industrialism, the service economy and the information society. The new occupational structures. The work process in the informational paradigm.

Is there a global labour force?

Informational technology and the restructuring of capital-labour relationships, Social dualism or fragmented societies.

The rise of media culture: The new media and the diversification of mass audience.

Computer mediated communication, institutional control, social networks and virtual communities.

Essential readings:

Manuel, castells, 1996, *The Rise of Network Society*, Blackwell, Publishers.

Mark Taylor and Esa Saariner 1994 *Imagologies*, Routledge, London.

December and Randall 1994 *The World Wide Web- Unleashed*, Macmillan Computer Publishing.

Mischael H 1993 *The Metaphysics of Virtual Society*, OUP, London.

Verena A Conley 1993 *Rethinking Technology*, Minneapolis university of Minnasota press.

P Zrkocrzy, N Heap *Information Technology*, Pitman.

Arvind Singhal and Rogers Everett : *India's Communication Revolution* From Bullok Carts to Cyber Mart, Sage Publications.

Bhatnagar Subhash 2000 : *Information and Communication*: Technology in Development, Sage Publication

Melkote Shrinivas 2001 *The Information Society* Leslies H Steves

References

Barrie Axford and Richard Huggin, (ed) 2001 : *New Media and Politics*, Sage, India.

P.Preston, 2001 : *Reshaping Communications – Technology Information and social Change,* Sage Publications : New Delhi.

Joann Yates and John Van, Mannen, 2001 : *Information Technology and Organisational Transformation*.   Sage, India.

Pedagogy

The students have to be exposed through the social case studies rather than on the hands on skill on Computer and Internet Technology.

PG Paper / Course E10 - Rural Society In India

Objectives

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

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

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

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

Course Outline

Rural soiciety in India as agrarian and peasant social structure.

Basic Characteristics of peasant and agrarian society

Family, caste, religions, habitat and settlement.

Debates of mode of production and agrarian relation – tenancy lands and labour

Agrarian legislation and rural social structure.

Rural poverty, emigration, landless labour.

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

Major agrarian moments in India – A critical analysis

Globalisation and its impact on agriculture

Water and Agriculture; Irrigation management Practices

Essential readings

Berch, Berberogue, Ed. 1992 : *Class, State and Development in India 1, 2, 3 and 4 Chapters.* Sage, New Delhi

Desai A R 1977 *Rural Sociology in India*, Popular Prakashan, Bombay.

Mencher J.P., 1983 : *Social Anthropology of Peasantry Part III, OUP*

P. Radhakrishnan, 1989 : *Peasant Struggles : Land reforms and Social Change in Malabar 1836 – 1982.* Sage Publications : New Delhi.

Thorner, Daniel and Thorner Alice 1962 *Land and Labour in India* , Asia Publications, Bombay.

Andre Betille 1974 *Six Essays in Comparitive Sociology*,OUP, New Delhi. (Relevant chapters)

Dhanagare D N 1988 : *Peasant Movements in India*, OUP, New Delhi.

Ashish Nandy 1999. Ambiguous Journey to the City, New Delhi: OUP

Reference

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

Pedagogy

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

PG Paper / Course E11 - Urban Society in India

Objectives

Urban society differentiating itself from rural society is yet another dimension of part society.The issues require to be dealt with sociological skills to analyse and to diagnose the urban question in India. The planning of solutions of urban question and also urban developement need to be looked into from the point of view of sociological principles limited to the part- society i.e urban society in India

With the basic background of urban sociology - a determined sub- decipline of traditional Sociology - the student has to be sensitised on urban dimensions of society, its social structure and social process in India.

Course Outline

Classical sociological traditions as urban and city dimensions, Emile Durkahiem, Karl Marx, Max Weber and Tonnies.

Urban community and spatial dimensions. Park,Burgers and Mc kenzie.

George Simmel: Metropolis, Louis- Wirth Urbanism and Redfield Rural-Urban continum as cultural form.

Urban sociology in India; Emerging trends in urbanisation, Factors of urbanisation, sociological dimensions of urbanisation, Social consequences of urbanisation.

Classification of urban centres, cities and towns, City industrial urban-base, its growth and special features, Industry centered developments.

Changing occupational structure, and its impact on social stratification–class, caste Gender, family Indian city and its growth, migration, problems of housing, slum development, urban environmental problems, urban poverty.

Urban planning and problems of urban management in India. Urban institutions, Factors affecting planning, regional planning and the links between social and spatial theory.

Essential readings

Quinn J A 1955, *Urban Sociology*, S Chand & Co., New Delhi

Pickwance C G (ed) 1976, *Urban Sociology; Critical Essays*, Methuen.

Saunders peter 1981, *Social Theory and Urban Question*,Hutchionson.

Bose Ashish 1978, *Studies in India Urbanisation* 1901-1971,Tata Mc Graw Hill.

Abrahimson M 1976 *Urban Sociology*, Englewoot, Prentice Hall.

Ronnan, Paddison, 2001 : *Handbook of Urban Studies*. Sage : India

Bharadwaj, R.K. 1974 : *Urban Development in India*.   National Publishing House.

Gold, Harry, 1982 : *Sociology of Urban Life*.   Prentice Hall, Englewood Cliff.

Colling Worth, J b 1972 *Problems of Urban Society* VOL. 2,George and Unwin Ltd.

References

Alfred de Souza 1979 *The Indian City* ; Poverty, ecology and urban developement, Manohar, Delhi.

Desai A R and Pillai S D (ed) 1970 *Slums and Urbanisation*, Popular prakashan, Bombay.

Castells M 1977 : *The Urban Question*, Edward Arnold, London.

Ramachandran R   1991 *Urbanisation and Urban Systems in India*, OUP,Delhi.

Ellin Nan 1996 *Post Modern Urbanisim*, Oxford UK.

Edward W Soja 2000 *Post Metropolis*; Critical Studies of cites and regions.   Oxford Blakcwell.

Fawa F. Sylvia, 1968 : *New Urbanism in World Perspectives – a Reader.*   T.Y.Cowell, New York.

Pedagogy

The students who are to be exposed to the urban dimensions of society need to be sensitised towards the classical tradition of question, Chicago school approach and also of the demographic aspects of urban issues. Survey and case studies of urban problems with a monthly seminars shall be the basic pedagogy.

PG Paper / Course E12 - Social Marketing

Objectives

Market has emerged as a dominant institution in modern society. It has begun to affect social life in some very significant ways. Market is not merely an economic institution; it is also a social institution. With the ascendancy of globalization and the rise of multinationals market has further gained in salience.

Marketing a social cause has become as important today as marketing a commodity, thanks to the state sponsored programmes of development, including schemes of social welfare, development and empowerment of the hitherto deprived sections of society. Non-governmental organizations have also emerged as a force to reckon with in respect of working for social causes. In view of these trends, the importance of the course on Social Marketing cannot be emphasized enough. Further more, we have come to live in times when the practical value of knowledge for the advancement of society is being increasingly acknowledged. Therefore, introducing this course is to add an applied edge to sociology.

The course is designed to achieve the following objectives:

to provide multidisciplinary knowledge of marketing to the students

to equip them with skills of social marketing

to sensitize them to the ethical issues in marketing

to prepare them for professional careers in industry and business management as well as governmental and non-governmental organization.

Course Outline

Market as a Social Institution: from relations of production to market relations, social aspects of market, marketing social policies, programmes and causes, distinctive elements of social marketing, globalization and social marketing.

Management Principles for Marketing: Problem identification, cause formulation, planning, organizing, coordinating, directing, controlling.

Processes of Social Marketing: segmentation (social differentiation), target audience, positioning (STP). 4 Cs – cause, cost, channel, communication; social marketing mix, life-cycle of cause.

Strategies of Social Marketing: social market research, short-term strategy(participative action), long-term strategy(education), measures to overcome resistance; strength, weakness, opportunity and threat(SWOT) analysis, appraisal of cultural resources and constraints, social stratification and marketing, ethnic packaging-social packaging

Development Communication for Social Marketing: top-downward, bottom-upward, media planning, channel selection, advertising, provisions and regulations of advertising, formal and informal censoring, consumer protection act, consumer movement

Agencies of Social Marketing: state, corporate agencies, international donor agencies, non-governmental organizations (NGOs)

Monitoring and Evaluation Methodology: Techniques of measuring success of programme, ethical issues in social marketing.

Essential readings

Andreason, Alan R. and Alan A. Andreason. Marketing Social change: *Changing Behaviour to Promote Health, Social Development and the Environment* (Jossey Bass Nonprofit Sector Series)

Kotlet, Philip. 1981. Marketing for Non-profit Organizations. New Delhi: Prentice Hall of India.

Kotler, Philip and Roberto L. Eduardo. 1989. *Social Marketing : Strategies for Changing Public Behaviour*. New York: The Free Press – A division of Macmillan, INC.

McKenzie- Mohr, Doug and William Smith. *Fostering Sustainable Behaviour: An Introduction to Community-Based Social Marketing* (Education for Sustainable Series)

Manoff Richard K. 1985. *Social Marketing.* New York: Praeger.

Packard Vance. *The Status Seekers*. Hammondsworth : Penguine Books

Packard Vance. *The Hidden Persuaders. Hammondsworth* : Penguine Books

Seabrook, John. *Nobrow: The Culture of Marketing, the Marketing of Culture*

Shewchuk, John. 1994. *Social Marketing for Organizations*. Ontario: Ministry of Agriculture, Food and Rural Affairs Office

Social Marketing Institutes – Working Papers. Alliances and Ethics in Social Marketing.

Veblen, T. *The Theory of Leisure Class*

Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The free Press

Paul N. Bloom, et.al. 2001, *Hand book of Marketing and Society.* Sage : India.

Rohit Deshpande, 2001 : *Using Market Knowledge.* Sage India.

Pedagogy

The Course has to begin with making a clear distinction between commercial marketing and social marketing. It has to be in some ways significantly different from the kind of Social Marketing course taught in business schools. The distinctive feature of this course has to be the analysis of Social Marketing from a sociological perspective. For purposes of pedagogy the course has to bank heavily on the use of case studies in Social Marketing. It will be rewarding to discuss both kinds of case studies of Social Marketing, i.e., the success stories and the failure stories. It will also be valuable to put the students in touch with some knowledgeable figures from industry who have made a mark in the field of Social Marketing. Students have also to be provided knowledge and skills of advertising for Social Marketing.

PG Paper / Course E13 - The study of Indian diaspora

Objectives

This course is intended to introduce the students to the Indian diaspora. After explaining diaspora as an area of sociological study, it describes the socio-historical background of the Indian diaspora, analyses the processes of change and continuity among the diasporic Indians, and examines the issues confronting them, and discusses the mutual orientations of the diasporic Indians and India.

Course outline

Diaspora as an area of academic study

Meaning and implications of diaspora — Approaches to the study of diaspora — Scope and significance of diasporic studies

Historical background of the Indian diaspora

Pre-colonial: Trade, and spread of religion — Colonial: The indentured system — Post-colonial: Brain drain and skill drain

Discourses on the Indian diaspora

Colonial — Nationalist — Contemporary

Case studies of the Indian diaspora

Cultural revivalism: The Caribbean — Political struggle: Fiji and Malaysia — Apartheid and subjection: South Africa and East Africa — Political dominance: Mauritius — Enclavisation and racism: The north America and U.K. — Transient diaspora: The Middle East

India and the 'other' Indians

The social construction of the 'other' Indian — The India connection of the diasporic Indians — The remittance economy and its socio-economic impact — The diasporic Indians: Policy issues

Essential readings:

Clarke,Colin; Ceri Peach and Steven Vertovec (eds.). 1990. *South Asians overseas*. Cambridge: Cambridge University Press.

Dabydeen, David and Brinsley Samaroo (eds.). 1996. *Across the dark waters: Ethnicity and Indian identity in the Caribbean*. London and Basingstoke: Macmillan Education.

Gosine, Mahin (ed.). 1994. *The East Indian odyssey: Dilemmas of a migrant people*. New York: Windsor Press.

Jain, Ravindra K. 1993. *Indian communities abroad: Themes and literature*. New Delhi: Manohar.

Klass, Morton. 1991. *Singing with Sai Baba: The politics of revitalization in Trinidad*. Boulder, Colorado: Westview Press.

Kurian, George and Ram P. Srivastava (eds.). 1983. *Overseas Indians: A study in adaptation*. New Delhi: Vikas Publishing House.

Rao, M.S.A. (ed.). 1986. *Studies in migration: Internal and international migration in India*. Delhi: Manohar Publications.

Sociological bulletin. 1989. Special No. on "Indians abroad" (Guest ed.: S.L.Sharma) 38 (1).

Tinker, Hugh. 1993 (2nd edition). *A new system of slavery: The export of Indian labour overseas, 1830-1920*.

Steven Vertovec (ed.). 1991. *Aspects of the South Asian diaspora*. New Delhi: Oxford University Press.

Pedagogy

Use of historical atlas and maps will help students to understand the spatial location of the diasporic groups better.

Illustrations may be drawn from contemporary times. Use of newspapers and magazines and the Internet is to be encouraged.

PG Paper / Course E14 - Sociology of religion

Objectives

Religion is an ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. This paper introduces the students to the subfield of sociology of religion. After analysing the basic concepts and key interpretations of religion, it focuses on the interface between religion and society in India and the contestation over religion in contemporary times. It concludes with an analysis of social change in relation to religion.

Course outline

Introduction

The scope of a sociology of religion

Conceptual clarifications

Belief systems, magic and religion — Elements of religious experience — Typology of religions

Sociological interpretations of religion

Durkheim and sociological functionalism — Weber and phenomenology — Marx and dialectical materialism — Levi-Strauss and structuralism

Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism

A social historical perspective — Demographic profile — Contemporary trends

Aspects of religion in India

Sacred knowledge — Sacred space — Sacred time — Sacred persona

Contestation over religion in India

Fundamentalism — Communalism — Secularism — Proselytism

Social change and religion

Socio-religious movements — Popular religion and emerging cults

Essential readings:

Baird, Robert D. (ed.). 1995 (3rd edition). *Religion in modern India*. Delhi: Manohar.

Jones, Kenneth W. 1989. *Socio-religious reform movements in British India (The new Cambridge history of India III-1)*. Hyderabad: Orient Longman.

Madan, T.N. (ed.). 1992 (enlarged edition). *Religion in India*. New Delhi: Oxford University Press.

Muzumdar, H.T. 1986. *India's religious heritage*. New Delhi: Allied.

Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press.

Shakir, Moin (ed.). 1989. *Religion, state and politics in India*. Delhi: Ajanta Publications.

Turner, Bryan S. 1991 (2nd edition). *Religion and social theory*. London: Sage.

Pedagogy

While discussing the substantive themes and issues in relation to religion, the focus should be on the distinctive *analytical* perspective of sociology/anthropology rather than on the *normative* perspective of theology/ethics.

The course should be briefed by an appreciation of the diversity of religious experiences. Since religion is a socially sensitive phenomenon, the tendency to condemn or exaggerate religion in general or any particular religion should be guarded against.

For effective teaching and meaningful learning, illustrations may be drawn from local/regional contexts and related to daily life and relevant situations.

PG Paper/Course E 15: Education and Society

Objectives

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The second part shifts to the Indian situation. Beginning with a historical perspective, it moves to the contemporary situation. It carries forward the discussion of the some dimensions/themes from the first part and embeds them in the Indian context.

Course outline

Sociology of Education: Theoretical Perspectives

Theories and Perspectives in the sociology of education.

- Functionalism
- Conflict/Radical Perspectives/Cultural Reproduction
- Micro-Interpretative approaches: phenomenology/symbolic interactionism
- Feminism
- Modernism and post-modernism

Socialisation, family and social class
State, ideology and educational policy.
Education and social stratification, social change and social mobility
School as a system: schooling as process.

- Language as medium of instruction
- Curriculum and identity
- Assessment and evaluation.
- Teacher as change agent.

Multi-culturalism, ethnicity and education
Equality of educational opportunity: equity, excellence and efficiency.
Gendering inequalities: education; employment; leadership and management.
Education and Information Technology
Educational Alternatives and protest: M.K.Gandhi, Paulo Freire, Ivan Illich

Education and society in India

• Socio-historical context: education in pre-colonial and colonial India.

• Education, diversities and disparities: region, tribe, caste, gender, rural-urban residence.

• Education and modernization

• Equity and equality: positive discrimination and reservations

• Gendering inequalities: education of girls and women.

The State and Education

• Basic education and social development

• Higher Education: system, governance and finance

• Higher Education: skill development, globalisation and social mobility.

Essential readings:

Acker, S. 1994. *Gendered Education: Sociological Reflections on Women*, Buckingham: Open University Press.

Banks. Olive. 1971. *Sociology of Education*, (2nd Ed.), London: Batsford.

Banks, James A. And Lynch, James (eds.) 1986. *Multicultural Education in Western Societies*, London: Holt Saunders.

Blackledge, D. And Hunt, B. 1985. *Sociological Interpretations of Education*. London: Crom Helm.

Brint, Steven. 1998. *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.

Chanana, Karuna. 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.

Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27,14 (4):157-64.

Chitnis, Suma & P.G. Altbach. 1993. *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.

Craft, Maurice (ed.). 1970. *Family, Class and Education: A Reader;* London: Longman.

Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity.* Oxford: Oxford University Press.

Gandhi, M.K.1962. *Problems of Education*, Ahmedabad: Navjeevan Prakashan.

Gore, M.S. et.al. (ed.).1975. *Papers on the Sociology of Education in India*, New Delhi, NCERT.

Halsey, A.H., Hugh Lander, Phillips Brown and Amy S.Wells, 1997. *Education, Culture, Economy and Society*, Oxford: Oxford University Press.

Illich, Ivan.1973. *Deschooling Society*, London: Penguin.

Jejeebhoy, Shireen. 1995. *Women's Education, Autonomy and Reproductive Behaviour*. Oxford: Clarendon Press.

Meighan, Roland and Iram Siraj–Blatchford. 1997. *A Sociology of Educating.* London: Cassell. Third Edition.

Ramnathan, G. *From Dewey to Gandhian Economy*. Asia Publishing House.

Robinson, P. 1987. *Perspectives in the Sociology of Education*: An Introduction; London: Routledge and Kegan Paul.

Sen, Amartya. 1992. *Inequality re-examined.* Delhi: Oxford University Press.

Shatrugan, M.1988. *Privatising Higher Education*, EPW.pp.2624.

References

Ahmad Karuna. 1984. Social Context of Women's Education 1921-81, *New Frontiers in Higher Education*, No.3,   pp.1-35.

Doyal, Lesley and Sophie Watson. 1999. *Engendering Social Policy*. Buckingham: Open University Press.

Durkheim, E. 1956. *Education and Sociology*. New York: Free Press.

Friere, Paulo.1972. *Pedagogy of the Oppressed, Harmondsworth*: Penguin Books.

Halsay, A.H. et.al: 1961. *Education, Economy and Society: A Reader in the Sociology of Education*, New York: Free Press.

Hurtado, Sylvia ed. Al. 1998. 'Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice'' In *The Receiving Higher Education*, 21 (3): 279-302.

Jayaram, N.1990.   *Sociology of Education in India*, Jaipur: Rawat Publication.

Jefferey, R. And Alaka M.Basu. 1996. *Girls' Schooling, Women's Autonomy and Fertility Change in South Asia*, New Delhi: Sage.

Kamat, A.R. 1985. *Education and Social Change in India*. Bombay: Somaiya.

Karabel, J. And A.H.Halsey (eds.) 1977. *Powers and Ideology in Education.* New York: Oxford University Press.

Naik, J.P. 1975. *Quality, Quantity and Equality in Education*, New Delhi: Allied Publishers,   Whole Book.

Tyler, William. 1977. *The Sociology of Educational Inequality*. London: Methuen.

Pedagogy

The teacher may move from theory to issues of practical concern. While the perspective of the course is international, the teacher may familiarize the student with Indian social reality. Contemporary educational problems and field visits may be incorporated to substantiate the points that emerge during the course of teaching.

PG Paper / Course E16 - Sociology of Health

Objectives:

In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are; likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.

To make him understand that health is one of the basic rights of every citizen

To bring home the inter-relationship between society and health

To understand the problems of health in India in its four dimensions

To understand the relationship between political economy and health at the national and international levels.

Course Outline

Sociology of health- its aim and scope. Contribution of sociology to health. Definition of health – four dimensions of health. Health and its relationship to other social institutions. Evolution of social medicine in India and abroad. Social sciences and four dimensions of health.

Social Epidemiology – vital and public health concepts and statistics. Epidemiology of disease- natural history of disease- man and his environment- social etiology-social epidemiology and-ecology of disease.

Social components in therapy and rehabilitation. Culture and disease. Attitudes, beliefs and values associated with diseases. Problems of therapy and rehabilitation.

The sick role and patient role.

Hospital as a social organization. Types of hospitals –General hospitals, Specialty hospitals, sanatoria, dispensaries, teaching and corporate hospitals. Functions of hospitals – co-ordination and supervision in hospitals. Inter personal relationship in hospital settings. Hospital as a community organization. Medical social service in hospitals.

Community health- the concept - community health problems in India. Concept of Integrated health service. The Primary Health Centres their organization and functioning. Implementation and utilization of health programmes in rural and urban communities.

The State and health – health as a fundamental right. Health policy of the government of India. Financing of health care- health insurance. Drugs – manufacturing –distribution and prices. WTO IPR and manufacturing of essential drugs and their distribution in India. Food and drug adulteration. The medical council of India, the Indian Medical Association-issues of consumer protection and the government.

Rehabilitation –the concept- the principles of rehabilitation. Rehabilitation agencies – state and private. Rights of the handicapped. Care of the handicapped

Role of mass media and the promotion of health.

Essential readings:

Albrecht, Gary L. and Fitzpatrick, R. 1994. *Quality of life in healthcare: Advances in medical sociology.* Mumbai: Jai Press.

Coe. Rodney M. 1970. *Sociology of medicine.* New York: McGraw Hill.

Cockerham, William C. 1997. *Medical sociology.* New Jersey: Prentice Hall.

Cockerham, William C. 1997. *Readings in medical sociology.* New Jersey: Prentice Hall.

Conrad, Peter et al. 2000. *Handbook of medical sociology*, New Jersey: Prentice Hall.

Dasgupta, R. 1993. *Nutritional planning in India.* Hyderabad: NIN.

Fox, Renee C. 1988. *Essays in medical sociology: Journeys into the field.* New York: Transaction Publishers.

Nayar, K.R. 1998. *Ecology and health: A system approach.* New Delhi: APH Publishing Corporation.

Venkataratnam, R. 1979. *Medical sociology in an Indian setting*, Madras: Macmillan.

References:

Albrecht,Gary L. 1944. *Advances in medical sociology* Mumbai: Jai Press.

Gunatillake, G. 1984. *Intersectoral linkages and health development: Case studies in India (Kerala State), Jamaica, Norway, Sri Lanka, and Thailand* (WHO Offset series) Geneva: WHO.

Rao, Mohan. 1999. *Disinvesting in health: The World Bank's prescription for health* New Delhi: Sage.

Schwatz, Howard. 1994. *Dominant issues in medical sociology.* New York: McGraw Hill.

Scrambler, Graham and Paul Higgs. 1998. *Modernity, medicine and health*: *Medical sociology towards 2000.* London: Routledge.

Pedagogy

Assignments to study and analyze Census reports on mortality and morbidity. Analyzing DGHS Reports on Incidence and prevalence rates of diseases.

Discussion on WHO reports on infectious and communicable diseases and other statistical information.

Visits to hospitals, sanatoria and writing critical reports on them.

Writing reports on functioning of specific Primary Health Centres assigning one center for one student.

Discussion sessions on rural health on the basis of their on observations.

Organizing small group seminars by inviting experts in public health and encouraging discussions.

Participate in NGO activities in the neighborhood where NGO activity on health is intensive.

PG Paper/Course E17 - Sociology of Aging

Objectives

The worldwide trends indicate that the proportion of aged people in the populations of different societies is ever increasing. This has far reaching socio-economic and even political implications for the societies across the world. Social Scientists are looking at this issue as a matter of serious concern. It has therefore become essential to study the problems created by increasing aging population, as well as, the problems of aged people in the society.

To study the profile of changes in the age composition of different societies and to study various implications of the increasing aging population.

To study and to know the traditional ways of accommodating the aged population in the main streams of family and community life and to see how far they would be useful in modern society.

To study various strategies, programmes and measures adopted in a modern society to bring about psychological, sociological and economic rehabilitation of elderly people.

To make the members of incoming generations aware of stresses and strains created by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

Course Outline

The scope significance of Sociology of Aging Trends of increasing aging population in different societies. Factors responsible for the same social, economic and political implications of aging population for developed and developing societies.

Theoretical, Sociological perspectives on aging

Concepts of age grades and the aged in different societies e.g. tribal, traditional and modern aged people, their status and the treatment which they get in the traditional Hindu society. Problems of elderly people - Economic, Psychological and Physical Problems of coping with aging for - retired salaried people and aged people in unorganised daily wage earning sector and farming sector Policies of the government with regard to aged salaried people from government and non-government sector, farming sectors and unorganized daily wage earners' sectors Support systems needed for elderly at community level, at family level and at the state level

Family and the aged in urban and rural settings

Strategies of accommodating aged people in society : superannuation benefits/ pensions/medical reimbursement etc.; other financial assistances and concessions; provisions

for leisure time activities; opportunities for participation in working of voluntary organisations; provisions for suitable public utilities and other services; Medical facilities – hospitalization etc. and other social security measures

Essential readings:

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

Proceedings of the United Nations Round Table on the "Ageing of Asian Populations", Bangkok - 1994

Alfred de Soza; Walter Fernandes (1982) (eds.); Ageing in South Asia : Theoretical Issues and Policy Implications : New Delhi : Indian Social Institute.

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

P. K. Dhillon (1992) Psycho-Social Aspects of Ageing in India, New Delhi : Concept Publishing Company.

Added Years of Life in Asia (1996) : Current Situation and future Challenges, New York : United Nations.

P. C. Bhatla (2000) (ed.); Lecture-Series in Geriatrics, New Delhi : National Institute of Primary Health.

R. Singh ; G. S. Singhal (1996) (eds.); Perspectives in Ageing Research New Delhi: Today and Tomorrow Printers and Publishers Proceedings of Indo-German Workshop on Education and Research in Gerontology, Max Muller Bhavan, New Delhi

S. K. Biswas (1987) (ed.); Ageing in Contemporary India Calcutta : Indian Anthropological Society (Occasional Papers)

E. Palmore (1993) (ed.); Developments and Research on Aging, Westport : Greenwood Press.

S. K. Choudhary (1992) (ed.); Problems of the Aged and of Old Age Homes Bombay: Akshar Prathi Roop Limited.

Reference

Kumar S. Vijaya (1991); Family Life and Socio-Economic Problems of the Aged, New Delhi : Ashish Publishing House.

Muthayya B. C.; Annesuddin M. (1992); Rural Aged : Existing Conditions, Problems and Possible Interventions – A Study in Andhra Pradesh, Hyderabad – National Institute of Rural Development.

Rao K. S. (1994) ; Ageing, New Delhi : National Book Trust of India.

Sati P. N. (1987); Needs and the Problems of the Aged; Udaipur : Himanshu Publishers.

Sen K.; Ageing (1994) : Debates on Demographic Transition and Social Policy; London: Zed Books.

Soodan K. S. (1975); Ageing in India; Calcutta : T. K. Mukherjee Minerva Association (Pvt.) Ltd.

Pedagogy

The course is designed to be taught through the lecture method. However, group discussions and seminar presentations also should be organised to supplement the classroom teaching. Visits to rehabilitation centres, old persons homes etc. would also be useful.

PG Paper / Course E18 - Industry and Society in India

Objectives

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

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

Course Outline

Classical sociological trardition on industrial dimensions of society, Division of labour, Anomie, Bureaucracy, rationality, production relations surplus value and alienation.E, Durkiem ,KMarx and M Weber

Work, Post Modernity and Organisation : Contemporary organisational realities, dialectical organisations, Power and Subjectivity.

Family, religion, stratification, habitat, settlement and environmental problems through industrialisation process.

Work, work process, technology and labour, work culture work ethics and human relation work.

The concept of organisation [formal and informal organisation] its structure and functions, classical theories of management.

Industrial relations, conflicts, causes and types Resolution of conflict, conciliation, abstraction and adjudiciation, collective bargaining,

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

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

Essential readings:

Zetlin Irwing, 1969   Ideology and the development of Sociolical theory VOL 1 & VOL 2.
Basic Books, New York.

Watson,K Tony, 1995   Sociology, work and Industry, Routeledge
                                    Kegan, Paul.

Ramaswamy E A, 1988   Industry and Labour OUP

Ramaswamy E A, 1978   Industrial relations in India, New Delhi.

Karnik V B 1970   Indian trade union, A survey,
                                    Popular Prakashan, Mumbai.

Mamoria C B and Mamoria 1992   Dynamics of Industrial Relation in India,
                                    Himalay Publishing House, Mumbai.

Ramaswamy E A 1977   The worker and his union, Allied, New Delhi.

Ramaswamy E.A 1977   The worker and Trade Union Allied, New Delhi.

Agarwal R.D 1972   Dynamics of Labour Relations in India,
                                    A book readings,Tata Mc Graw Hill.

Laxmanna, C et all 1990   Workers Participation and industrial democracy.
                                    Global perspective Ajantha publications

Philip Hancock, Melissa Taylor 2001 Work Post Modernism and Organisation
                                    Sage India.

Reference

Aziz Abdul   1984   Labour problems or developing Economy
                                    Ashish publishing house.

Miller and Form   1964   Industrial Sociology,Harper and Row,
                                    New York.

Parker S.R   Brown K,   The Sociology of Industry,George Allen
   Chield Jaud Smith,M.A, 1964   and Urwin ltd., London.

Gilbert S.J 1985   Fundamentals of Industrial Socilogy,
                                    Tata Mc Graw Hill publishing co.Ltd,
                                    New Delhi.

Pedagogy

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

PG Paper / Course E19 - Criminology

Objectives

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

The course is designed to acquaint the students with:

recent advances in criminology;

changing profile of crime and criminals, particularly in India;

prison reforms in India;

correctional measures and programmes in prisons;

alternatives to imprisonment; and

victimology and its implications for crime control and prevention

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

Course Outline

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

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

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

Theories of Punishment: retributive, deterrent, reformative, futility and cost of punishment

Correction and its Forms: meaning and significance of correction; forms of correction – prison-based, community-based

Correctional Programmes in Prisons: history of prison reforms in India, national policy on prisons; scientific classification of prisoners; modernization of prison industry and involvement of private sector; correctional programmes – educational, vocational, psychiatric, meditation, recreation, etc; New Delhi Model of Correction

Problems of Correctional Administration: antiquated jail manual and prison act, overcrowding, custodial mindset; lack of inter-agency coordination among police, prosecution, judiciary and prison; human rights and prison management, limitations and prospects of correction

Alternatives to Imprisonment: probation, parole, open prisons, after-care and rehabilitation

Victimological Perspective: victim's responsibility in crime, compensation to victims

Essential readings:

Bedi, Kiran. 1998. *It Is Always Possible.* New Delhi: Sterling Publications Pvt. Ltd.

Gill, S.S. 1998. *The Pathology of Corruption.* New Delhi : Harper Collins Publishers (India).

Goel, Rakesh M. and Manohar S. Powar. 1994. *Computer Crime: Concept, Control and Prevention.* Bombay: Sysman Computers Pvt. Ltd.

Lilly, J. Robert, Francis T. Wallen and Richard Ball A. 1995 *Criminological Theory, Context and Consequences.* New Delhi: Sage Publications

Makkar, S.P. Singh and Paul C. Friday. 1993 *Global perspectives in Criminology.* Jalandhar : ABC Publications.

Ministry of Home Affairs. 1998*. Crime in India*. New Delhi: Government of India.

Reid, Suetitus. 1976. *Crime and Criminology*.   Illinayse : Deydan Press.

Shankardas, Rani Dhavan, 2000. *Punishment and the Prison: India and International Perspective.* New Delhi: Sage Publications.

Sutherland, Edwin H. and Donald R. Cressey. 1968. *Principles of Criminology*. Bombay: The Times of India Press.

Walklete, Sandra. 1998. *Understanding Criminology*. Philadelphia: Open University Press.

Williams, Frank P. and marilym D. Meshare. 1998. *Criminological Theory*. New Jersey: Prentice-Hall.

Williamsan, Harald E. 1990. *The Correction Profession.* New Delhi: Sage Publications

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Bequai, August. 1978. *Computer Crime.* Toronto: Lesington Books

Buckland, John. 1992. *Combating Computer Crime: Prevention, Detection and Investigation.* New Delhi: McGraw Hill.

Drapkin, Ismail and Viano, Emilio. 1975. *Victimology : A New Focus.* London, Lesington Press

Hallman, Taryl A. 1950. *The Economics of Crime*.   New York: St. Martin's Press.

Inciarti James A. and Pottieger Anne E. 1978. Violent Crime: Historical and Contemporary Issues. London: Sage Publications.

Ministry of Home Affairs*. Report of the All India Committee on Jail Reforms. 1980-83*. New Delhi: Government of India.

Pace, Denay F. 1991. *Concept of Vice, Narcotics and Organised Crime*.   London, Prentrice – Hall.

Revid, Jorathan. 1995. *Economic Crime.*   London, Kejan Paul.

Ryan, Patrick J. and George Rush. 1997. *Understanding Organized Crime in Global Perspective.* London: Sage Publications.

Weisburd, Dand and Kip Schlegal. 1990. *White Collar Crime Reconsidered*. Boston: Northeastern University Press.

Pedagogy

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

PG Paper / Course E 20 - Sociology of Kinship, Marriage and Family

Objectives

To demonstrate to the student the universally acknowledged social importance of kinship ties and familiarize her/him with the rich diversity in the types of networks of relationships created by genealogical links of marriage and other social ties. Another aim is to show to the student how the study of kinship systems in different ethnographic settings can facilitate a comparative understanding of societies and social institutions. An exposure to the different approaches, issues and debates in studies of kinship, marriage and family will enable the student to appreciate how a subject dealing with such mundane and private aspects of every day life as births, marriages and family formation can constitute a technical field of study capable of generating contentious issues for academicians. A course on kinship, marriage and family, therefore, becomes essential for any student of sociology.

Course outline

Nature and significance of the subject.

Basic terms and concepts: lineage, clan, phratry, moiety, kingroup, kindred, incest, descent, inheritance, succession, consanguinity and affinity.

Approaches: historical and evolutionary
structural functional
structural
cultural
gender perspective

Kinship terminology.

Kinship as an organizing principle:

descent: patrilineal, matrilineal, double and cognatic descent
complimentary filiation
descent groups, corporate groups and local groups

Marriage and affinity:

alliance theory: symmetrical and asymmetrical exchange
prescriptive and preferential marriage
monogamy and polygamy
marriage transactions
stability of marriage

Rules of residence: virilocal, uxorilocal, neolocal and natolocal residence

The genealogical method

Family: nature of the family

family and household

elementary and extended family

developmental cycle

Family and marriage in India:

regional diversities

forces of change

family in the context of care of the child and the aged.

Demographic dimensions of family and marriage.

Essential readings:

Barnes, J.A. 1971. *Three Styles in the Study of Kinship* London: Tavistock.

Fortes, M. 1970. *Time and Social Structure and Other Essays:* London: Athlone Press.

Fox, Robin. 1967. *Kinship and Marriage: An Anthropological Perspective.* Harmondsworth: Penguin. Books Ltd.

Goody, Jack (ed) 1971. *Kinship*. Harmondsworth: Penguin Books Ltd.

International Encyclopaedia of the Social Sciences, 1968. New York: Macmillan and Free Press.

Levi-Strauss, Claude, 1969 (1949). *The Elementary Structure of Kinship.* London: Eyre and Spottiswoode.

Radcliffe-Brown, A.R. and D. Forde (eds.) 1950. *African Systems of Kinship and Marriage* London: Oxford University Press.

Radcliffe-Brown, A.R. 1952. *Structure and Function in Primitive Society.* London: Cohen and West.

Shah, A.M. 1974 *The Household Dimension of the Family in India.* Berkeley: University of California Press.

Uberoi, Patricia (ed.) 1993. *Family, Kinship and Marriage in India.* New Delhi: Oxford University Press.

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Carsten, Janet. 2000. *Cultures of Relatedness: New Approaces to the Study of Kinship.* Cambridge: Cambridge University Press.

Dube, Leela 1974. *Sociology of Kinship: An Analytical Survey of Literature.* Bombay: Popular Prakashan.

Dumont, L. 1966. Marriage in India: The Present State of the Question, III North India in relation to South India. *Contributions to Indian Sociology* 9: 90-114.

Engels, F. 1948. *The Origin of the Family, Private Property and the State.* Moscow: Progress Publishers.

Goody, Jack (ed.) 1958. *The Developmental Cycle in Domestic Groups.* Cambridge: Cambridge University Press.

Keesing, R.M. 1975. *Kingroups and Social Structure* New York: Holt Rinehart and Winston.

Royal Anthropological Institute of Great Britain and Ireland, 1951. *Notes and Queries on Anthropology.* 6th rev. ed., London: Routledge and Kegan Paul.

Schneider, D. 1965. *American Kinship: A Cultural Account.* London: Tavistock.

Pedagogy

The student should be exposed to the diversity in systems of kinship, marriage and family patterns in ethnographically diverse situations. The attempt should also be to demonstrate how kinship patterns relate to political, economic stratification, demographic and other dimensions of the society. Students should be encouraged to draw genealogical charts.

Paper/Course E 21: Social Movements in India

Objectives

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

Course Outline

Defining features and dynamics of social movements; types of social movements; social movements and the distribution of power in society.

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

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

Theories of the emergence of social movements:

Marxist and post-Marxist

Weberian and post-Weberian

Structural-functional

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

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

Essential readings:

Banks, J.A. 1972 : *The Sociology of Social Movements* (London : Macmillan)

Desai, A.R. Ed. 1979 : *Peasant Struggles in India* (Bombay : Oxford University Press)

Dhanagare, D.N., 1983 : *Peasant Movements in Indian 1920-1950* (Delhi : Oxford University Press)

Gore, M.S., 1993 : *The Social Context of an Ideology : Ambedkar's Political and Social Thoughts* (New Delhi : Sage)

Oomen, T.K., 1990 : *Protest and Change : Studies in Social Movements* (Delhi ; Sage)

Rao, M.S.A., 1979 ; *Social Movements in India* (New Delhi : Manohar)

Rao, M.S.A., 1979 : *Social Movements and Social Transformation* (Delhi : Macmillan)

Singh, K.S., 1982 : *Tribal Movements in India* (New Delhi : Manohar)

Selliot, Eleanor, 1995 : *From Untouchable to dalit : Essays on the Ambedkar Movement* (New Delhi : Manohar)

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Gouldner, A.W., 1950 *ed. : Studies in Leadership* (New York : Harper and Brothers)

Oommen, T.K., 1972 : *(Charisma, Stability and Change : An Analysis of Bhoodan Grandan Movement.* (New Delhi : Thomas Press)

Shah, Ghanshya, 1977 : *Protest Movements in two Indian States.* New Delhi : Ajanta.

Shah, Ghanshyam, 1990 : *Social Movements in India; a review of the literature* (Delhi: Sage)

Shah, Nandita, 1992 : *The Issues at Stake : Theory and Practice in the Contemporary women's movements in India* (New Delhi : Kali for Women)

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

Pedagogy

Audio-visual methods should be used.

Illustrations should be drawn from the state/region.

Newspaper reports and features as well as television features should be used by way of illustration.

Paper/Course E 22 : Political Sociology

Objectives

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

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

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

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

Course outline

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

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

Political culture – meaning and significance. Political socialization – meaning, significance and agencies.

Elite theories of distribution of power in society (with reference to Mosca, Pareto, R. Mitchels and C. W. Mills and others)

Intellectuals – Political role of intellectuals – significance

Pressure groups and interests groups – Nature, bases, political significance

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

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

Political Process in India : Role of caste, Religion, Regionalism and language in Indian Politics

Public opinion : Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.

Essential readings:

Dowse, R. E. & Hughes 1971 – *Political Sociology*, New York, Basic Book,.

Horowitz, Irving L., 1972 – *Foundation of Political Sociology*, New York, Harper and Row.

Runciman W. G. 1965 – *Social Sciences and Political Theory*, Cambridge University Press, London.

Eisenstadt, S. N. (ED) 1971 – *Political Sociology*, New York, Basic Book,

Kornhauser, W. 1971 – *The Politics of Mass Society*, Penguin.

Kothari R. 1979 – *Politics in India*, Orient Longmans Ltd.

Merton R. K. 1952 (ed) – *Reader in Bureaucracy*. Glenco The Free Press.

Key V. O. 1964 – *Politics, Parities and Pressure Groups*, Crowell New York,.

Mills C.W. & Hans Gerth, 1946 – *Essays in Sociology.* Oxford, New York

Samuel P., Huntington, 1969 – *Political Order in Changing Societies*. Yale University Press : New Haven.

Almond A. Gabriel et.al. 1973, *Crises, choice and change : Historical studies of Political Development,* Boston*.*

P. Blau 1956 –*Bureaucracy in Modern Society.* Random House, New York.

Lipset S. M. 1959 – *Political Man,* H.E.B.

William Riker et.al., 1973 – *An Introduction to Positive Political Theory.* Englewood, Cliff.

Robert Michels, 1949 – *Political Parties,* Glencko Free Press.

Benedict Anderson, 1983 – *Imagined Communities : Reflections on the origin and Spread of Nationalism,* Beso, London

Dipti Kumar Biswas 1989 – *Political Sociology*, Firma KLM Private, Calcutta,

Rajani Kothari 1973 (Ed) – *Caste in Indian Politics* – Orient Longmans Ltd., 1973

Barrington Moore Jr., 1958 – *Political Power and Social Theory.* Cambridge, Harward University Press.

Mitra, Subratha K. 1992 – *Power protest and participation – Local Elides and the politics of development in India.* Routledge.

Marris, Jones, W.H., 1982 – *Government and Politics in India.* Cambridge.

Jangam R.T. 1980 – *Text Book of Political Sociology,* Oxford and IBH Publishing Company, New Delhi.

Pedagogy

The course is designed to be taught through the lecture method. However, group discussions and seminar presentations on current topics touching upon the course may be organized.

Paper/Course E 23: Sociology of Marginalized Communities

Objective

In recent years, there has been a growing emphasis on the contextualization of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention. This course is aimed at sensitizing students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes. The focus of the paper is on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Course Outline

Marginalization and its socio-economic indices: poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality; a critical view of the caste system; untouchability: historical and social roots, dysfunctions.

The social structure and culture of marginalized communities: the status of SC, ST, nomadic castes and tribes and de-notified tribes; problems; social mobility; development; identity formation.

Perspectives on marginalization: role of ideology in marginalization; the views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya.

Social movements among marginalized communities: nature and dynamics; perspectives on social movements: protest, reform, sub-nationalism, nativism, millenarianism; role of Christian missionaries in social reform movements; role of NGOs.

Marginalization and affirmative action: Constitutional provisions; implementation; impact on marginalized communities; limitations; critical review.

Essential readings:

Beteille, Andre 1981 : *Backward classes and the new social order* (Delhi : Oxford University Press)

Beteille, Andre, 1992 : *The Backward Classes in Contemporary India* (Delhi : Oxford University Press)

Charsley, S.R. and G.K. Karanth, 1998 – *eds. : Challenging Untouchability* (Delhi : Sage)

Chaudhuri, S.N. 1988 : *Changing Status of depressed castes in contemporary India* (Delhi : Daya Publishing House)

Gore, M.S. 1993 : *The Social Context of an Ideology : The Social and Political Thoughts of Babasaheb Ambedkar* (New Delhi : Sage)

Gupta, Dipankar, 1991 : *Social Stratification* (New Delhi : Oxford University Press)

Jogdand, P.G., 2000 : *New Economic Policy and Dalits (Jaipur : Rawat)*

Jogdand P.C., 1991 *: Dalit Movement in Maharastra* (New Delhi : Kanak Publications, 1991)

Mahajan, Gurpreet, 1998 : *Democracy, Difference and Social Justice* (New Delhi : Oxford University Press)

Omvedt, Gali, 1995 : *Dalit Visions : the anti-caste movement and the constructionof an Indian Identity* (New Delhi : orient Longman)

Omvedt, Gali, 1999 : *Dalits and the Democratic Revolution* (New Delhi : Sage)

Oommen, T.K., 1990 : *Protest and Change : Studies in Social Movements.* (Delhi : Sage

Robb, Peter, 1993, *eds. : Dalit Movements and the meeting of labour in India* (Delhi : Sage)

Shah, Chansham, 1990 : Social Movements *in India : a Review of Literature.* (Delhi : Sage)

Singh, K.S., 1998 : *The Scheduled Castes* (Delhi : Anthropological survey of India)

Singh, K.S. 1995 : *The Scheduled Tribes* (Delhi : Oxford University Press)

Western India *(Bombay; Scientific Socialist Educational Trust, 1976)*

Zelliot, Eleanor, 1995 : *From Untouchable to Dalit : Essays on the Ambedkar Movement* (New Delhi : Manohar)

Pedagogy

Audio-visual methods should be used.

Newspaper reports and features as well as television features should be used for illustrations.

Illustrations should be drawn from the State/ region.

ANNEXURE - 5

BRIDGE COURSE FOR P.G. STUDENTS

It is desirable to introduce one or two bridge courses for those students who are admitted to MA sociology programmes without training in sociology.

Introduction to sociology

Indian Society

Respective boards of studies of universities will prepare contents of the curriculum. The bridge-course is of 12 weeks duration.

Further the Peer Committee which looked into the CDC Sociology document has suggested the following.

1. If P.G. students without Sociology background at the U.G. level are to be admitted to M.A. Sociology programme, the bridge Courses as suggested by the CDC should be made obligatory.

2. Bridge Courses in Sociology be not introduced in isolation and they should be made obligatory only if the UGC's entire scheme of bridge Courses is introduced in the University across all faculties.

3. Whether bridge Courses are to be taught/ introduced during summer vacation preceding P.G. admissions for an academic year, or whether they are to be taught simultaneously with regular courses of M.A. Sociology has to be left to be decided by the concerned University/ their P.G. departments and their Board of Studies to decide.

4. At any rate, the passing the bridge courses must be made compulsory for students – seeking admission to M.A. Sociology, without studying sociology at U.G.level.

The course contents of the bridge courses, their teaching practices/ their fee structure, their preparation, the evaluation/ assessment procedures followed in different universities must be academically audited from time to time and report of this academic audit of the Bridge Courses be sent to the academic authorities of the concerned universities.

ANNEXURE - 6

9. SOCIOLOGY COURSES FOR PROFESSIONAL AND APPLIED PROGRAMMES

Law, Engineering and Technology, Medicine, Nursing, Education, Architecture, Town and Country Planning, Agriculture, Management and Social Work.

The Committee recommends two compulsory first level courses

Introductory Sociology

Study of Indian Society

The curriculum content will be the same as that prescribed for UG courses by CDC.

The Committee further recommends second level courses, which are optional, and one or two courses to be selected by the respective student in the professional course.

Sociology of Law

Urban Society in India

Rural Society in India

Industry and Society in India

Environmental Sociology

Science, Technology and Society

Sociology of Development

Sociology of Water and Resource Management [contents to be developed by the respective university]

Sociology of Health

Sociology of Environment

Sociology of Education

Industry and Society in India

The curriculum contents for these courses will be the same as that proposed by CDC for PG courses.

The Peer Committee which looked into the CDC Sociology document has offered the following suggestions

1.   Whereas 'Introductory course in Sociology' and study of 'Indian Society' would be very useful as basic courses for this purpose, it would be advisable to plan and formulate

user- oriented professional and applied course. What CDC has recommended is from among the list in the course structure of UG/PG sociology courses. However, the Peer Committee is of the view that from user-point of view, it may be relevant to promote additional courses. For instance a general course on globalisation is offered at M.A. sociology level. However, from the point of professional and applied programmes more compact courses as an example on globalisation should be thought as follows:-

Model	**Prospective User**
a. Globalisation and Human Rights	Lawyers, Judges,Journalists,Activists
b. Globalisation and Gender Issues	Feminist activists, NGO's
c. Globalisation and Environment	Planners, Educationists, Economists NGO's etc.
d. Globalisation and National & Cultural	Administrative personnel, Social Identity Welfare programme, Politicians, NGO

ANNEXURE - 7

10. SOCIOLOGY IN OPEN UNIVERSITIES AND IN CORRESPONDENCE COURSES

In the open universities and in the programmes run through correspondence wherein courses on sociology are included, the present course patterns are more or less the same as in the conventional universities.

It needs to be emphasized that the nature of student clientele of open universities and correspondence courses is mostly different from that of student clientele of the conventional universities. The students of the former have mostly to depend upon self-instructional printed and audio-visual material, which are made available to them. There are no lectures but occasional contact classes. These students in general are more mature than those in the conventional universities. Moreover, most of them are not likely to pursue their careers in sociology in their future life or in their further studies. So creating awareness and consciousness about the society in which they live should be the major objective of teaching sociology to them.

In this context three points need to be emphasized:

In open universities and in correspondence courses, sociology should be preferably taught at the first-degree level only.

Wherever it is possible the courses be designed leading to diplomas.

The courses designed may not be full-length courses. They may be in the form of modules, which a student can offer independently or in combination with the modules of other subjects. Some of the core modules suggested are as follows:

My Society and I (Important sociological concepts)

My Family and I

Citizen and political Systems.

Life in Cities

Life in villages

Crime and Criminals

Major Social Problems (corruption, white collar crimes, beggary, divorce, etc.)

Society and religion.

Ethnic groups in Indian society.

Social change in India since independence.

Social classes

Environment and preservation

Social inequality

Social legislation and social welfare.

Marriage and kinship systems.

Education, society and social change.

Rural development.

Tribals in India and their problems.

Increasing population and its social and economic implications.

Indian social thought

Reformist movements in India.

Caste system in India: traditional and modern

The Peer Committee which looked into the CDC document in sociology has suggested the following :

The CDC report recommended that sociology courses ought to be taught in the open universities stream at the first degree level only. (refer page 118 of the report). The assumption under this recommendation is that innovative nature of the PG courses, their teaching methodology and pedogogic practices and the requirements of direct contact between faculty and students are not possible under the liberal policy of the distant education. To substantiate this assumption, the Peer Committee would like to stress that –many universities, except central universities, allow/ register external students for various degrees including P.G. degrees. This practice of allowing the students with external registration may be either dispensed with or some facilities be provided for reading materials on par with the open university system.

ANNEXURE - 8

11. EDUCATIONAL TECHNOLOGY AND EVALUATION METHODS

Educational Technology

Twenty-first century is the information century. Sociologists cannot ignore the technology that controls information. Therefore, it is necessary that students of sociology both at the undergraduate and graduate levels learn the skills to use the tools of information technology to enhance their learning skills and to keep themselves abreast of events that take place at local, national and global levels. Technology can also be used to increase the understanding levels of students as they may come from different socio-economic levels. They may also be first generation learners. Technology can be used to improve their learning skills. Some of the traditional and modern tools of technology are as follows:

Audio-visual aids like the slide projector, overhead projector, and audio tape recorder are traditional in addition to the black board and the chalk. In sociology they can still be used effectively by (a) producing 35 mm colour slides by the teacher, (b) producing OHP slides with day-to-day modifications (c) using standard audio tapes in certain subjects already available in the market e.g. Heathkit audio tapes with reading materials on Statistics useful to social sciences.

Videotape recorder can be effectively used in the classroom by showing standard programmes in sociology produced by Education International of the CEC-UGC. Similar video programmes are available in sociology from other international sources. Some of them may be culture specific yet they can be substituted by the teacher with local video clippings made by the teacher or teacher-colleagues elsewhere. In the undergraduate classroom important scenes from popular films may be recaptured to explain certain concepts and to elucidate sociological content relevant to the subject being handled.

Computer is a versatile tool at the moment and may continue to be so for some more years. We must make the best use of computer in the classroom. As a first step CD (or DVD)disks in sociology subjects may be played for learning just as the students did in using the audio and videotape recorders. Primarily we must introduce students to computer literacy, as they must be well aware of its potentiality for learning. Then students must be trained to use computer for statistical analysis of data using standard softwares like SPSS, Anthropack etc.

Internet connectivity should be provided in every college/university and wherever possible to provide a LAN system so that Internet connectivity is accessible to every student in the college/department. Students may be trained to open and download sociological information from journals and other information sources to update their knowledge and to know new trends in their chosen field of interest. Therefore, specific

class hours to be provided for learning skills required to be used in Internet at the undergraduate level and assignments may be given to graduate students to access new information from internet for discussion groups, seminar sessions etc. This would reduce subscription costs of journals and would improve computer skills of the student.

The above suggestions are not to substitute the teacher in the classroom but to supplement teaching to remove boredom and accelerate motivation to learning.

Evaluation Methods

It is a well-established educational principle that the teacher who teaches the student should evaluate his/her performance in an examination. However, under Indian conditions this sound principle could not be implemented in all colleges and universities for various reasons. Nevertheless it is our considered view that as far as masters' degree students are concerned the teacher who teaches him/her should evaluate his/her learning through multiple methods. Therefore, we suggest that colleges/universities offering Master's degree courses should adopt continuous internal assessment of students. This may be in the form of giving periodic tests where students are given training in writing short answers to well-formed short-answer type questions. They may also be tested using well-prepared objective type questions of various types of examinations.

They may be given a brief reading list (the books/journals should be available in the library) and asked to read a topic and write a summary or report on it. Weekly seminars may be organized in the department on a regular basis and students be assigned topics of current interest on which every student should present a paper for a scientific discussion. Students must be provided with adequate opportunities to use Internet to download information on current developments for the seminar and also for writing assignments. Wherever possible and found necessary students should be encouraged to take up field research which should include every step in the research process so that adequate understanding of research takes place. Fieldwork to understand the social reality may also be encouraged and a report or presentation is asked to be given. Continuous assessment system should be built into this process of learning and marks awarded according to performance. In order to introduce these suggestions teaching at the Master's level should be reduced to two hours a day and rest of the time the student should be in the library or in the field. This requires a tutorial system where every student is assigned to a teacher who assigns academic work and evaluates him. Wherever possible it is ideal to introduce the choice based credit system where the student can also be prepared for a vocation and he be properly guided and evaluated. One important requirement of the continuous assessment is that every evaluation should be followed by display of the awarded marks in the notice board. The department should ensure the transparency of the system and students should recognize the integrity of the teacher/teachers.

ANNEXURE - 9

12. THE ROLE OF ACADEMIC STAFF COLLEGES AND OTHER INSTITUTIONS IN PROMOTING THE MODEL SOCIOLOGY CURRICULUM

The CDC in Sociology, constituted by the UGC, New Delhi, has had a vision, a purpose and a logic in designing the over-all curriculum of sociology. Similarly, each course has a perspective, an objective and a rationale behind it. In addition, the Committee has also evolved a pedagogy and an evaluation strategy, besides some select readings for each course. A brief statement about all of the above referred matters has been provided in the report as well as in course outlines. Hence the need to use the fora such as Academic Staff Colleges, Boards of Studies in various universities, conference/seminars/regional workshops organized by Regional Sociological Associations and the departments.

It is quite imaginative of the UGC to devise the Academic Staff College scheme for purposes of organizing in-service training programmes for the college and university lecturers. Academic Staff Colleges organize generally two types of courses – orientation and refresher. In both the types of courses there is a provision for subject upgradation. While in the orientation courses, subject upgradation forms one of its four major components, designated as Component 'D', refresher courses are meant wholly for updating and upgrading the knowledge of the teacher-participants in the subject concerned. The Committee is of the view that both types of courses have in-built provisions for subject upgradation which should be fully utilized for the purpose of briefing the teacher-participants about the model curriculum and initiating them into it.

The orientation course first. The broad outline of the orientation course, as stipulated by UGC, consists of four components called 'A', 'B', 'C', 'D'. The last two of these components, i.e., 'A' and 'D' are addressed to curriculum. Component 'A' includes topics such as curriculum planning, curriculum auditing and curriculum upgradation, besides instructional and evaluation strategies.

Similarly, component 'D' provides for putting the teacher-participants in touch with the university teaching departments of the subjects concerned with a view to exposing them to the recent developments in the subject, new trends in teaching and research and above all to enable them to sort out their problems with the curriculum and courses. It is a pity that both these components are generally neglected by many ASCs in their orientation courses or are paid only little attention. The Committee feels that both these components provide a good opportunity for acquainting the teacher-participants with the philosophy and content of the model curriculum and courses prepared by the CDC in sociology.

More importantly, the refresher courses which are by definition subject specific provide a great institutionalized opportunity for purposes of educating the teacher-participants in the model curriculum and courses of sociology. It is, therefore, proposed that the Academic

Staff Colleges which have been identified by the UGC for organizing refresher courses in sociology may be advised by the UGC to organize a 2 –3 days workshop on the courses and curriculum prepared by the CDC in sociology which may be built into the schedule of the refresher course.

Since the members of the Committee have actively put their minds together in framing the curriculum and courses, the ASCs may be advised to invite one or two members of the Committee as resource persons to share with the participants the vision of the Committee in framing whatever courses have been framed and to brief them about the course objectives, pedagogy, evaluation methodology and readings, as well as to sort out whatever problems the teacher-participants may have about the courses.

Those Academic Staff Colleges which have not been assigned sociology as a subject for the refresher courses to be organized by them may as well be advised to hold a two-day workshop for this purpose.The Academic Staff Colleges may invite such resource persons from the list of members made available to them by the UGC.

Boards of Studies of Sociology in the universities may be used as another forum for the purpose. The universities may invite any one member of the Committee as a special invitee to brief the Board about the rationale and logic of the course among other things.

The departments of sociology may similarly be encouraged to organize regional workshops on the UGC curriculum and courses for the college and university teachers. One or two member(s) of the Committee may be invited to participate in such workshops to brief the participants about the thinking of the Committee and to benefit from their feedback.

The members of the Committee may also persuade the departments of sociology in their region to organize such workshops as well as to use the occasions of the annual conferences of the Regional Associations of sociology for purposes of sharing the perspective of the Committee in designing the courses that have been framed.

The Peer Committee which looked into the CDC document in Sociology has suggested the following :-

a) The preparation for the conduct of a refresher course in sociology should begin at least six months ahead of the actual schedule of the course.

b) The course contents, reading lists and assignments to be given to the course - participants should be got approved by a Committee consisting of : i.) Head, University/ P.G. Department of the concerned University and ii) Director of ASC.

c) A copy of the course structure and prescribed readings must be sent to the participants at least two months in advance.

d)   The assignments to be given to course-participants must be carefully planned and each participant should have a clear idea of the course, books review/other seminar presentation A final written examination will have to be completed by the participants as a course requirement.

e)   No certificate of refresher course be issued unless the participant clears the written test to be given at the end of the course.

The assignment such as class presentation must be scheduled in the Course time-table.

ANNEXURE - 10

13. READING MATERIAL IN SOCIOLOGY

The situation about the availability of textbooks, reference books and journals in sociology and their utilization by teachers and students at the undergraduate and post-graduate level is far from satisfactory. For one thing, almost all standard textbooks and reference books in the subject are published either in the United States or the UK and are, therefore, quite expensive. Furthermore, they are not easily available. This problem is compounded by the insufficiency of funds allocated by the UGC to colleges and universities for the purchase of books, reference books and professional journals. Secondly, since textbooks in sociology are generally written by Western authors for the use of Western students, they tend to be West-centric in respect of subject matter, issues and illustrations. For example, Anthony Giddens' widely-read textbook in sociology suffers from a pronounced Euro-centric bias. Thirdly, there is hardly any standard textbook in sociology written by an Indian author for the use of Indian students. Most teachers of sociology prepare their lectures on the basis of a limited number of American or British textbooks, without making an effort to examine their relevance and applicability in the context of Indian society. Very few of them are in the habit of referring to journals. On the other hand, students heavily depend on the notes dictated by teachers in the class. These notes are often supplemented with substandard notes which are available in the academic market. All these factors adversely affect the quality of teaching, especially at the undergraduate level.

The Curriculum Development Committee in Sociology has taken a serious note of this unhappy state of affairs relating to the accessibility and use of textbooks, reference books and journals in sociology. It makes the following recommendations.

Teachers should make it a habit to read, in addition to prescribed textbooks in sociology, reference books and encyclopaedic works in the subject. They should also make it a habit to refer to journals. This will enable them to draw illustrations from the Indian context. This will also make the teaching of sociology more relevant and contextual. Similarly, they should encourage students, especially at the undergraduate level, to refer to at least one or two books written by the classical writers in sociology. From time to time, they may be asked to prepare summaries and reviews of papers published in academic journals. In fact, this exercise may be made a part of pedagogy.

The UGC should allocate additional funds to universities and colleges for the purchase of textbooks, reference books and journals.

In view of the pressing need for the preparation of textbooks in sociology in the context of Indian society, the Committee strongly urges the UGC to commission textbooks and readings at the undergraduate and post-graduate level. A team of experienced and eminent sociologists may be entrusted with this responsibility.

It is heartening to note that some publishers in the country are bringing out reasonably priced Indian editions of important textbooks and reference books in sociology. The Committee urges the UGC to work out arrangements with some publishers whereby many more textbooks and reference works in sociology could be brought out at relatively cheap prices and made available to teachers and students.

The Peer Committee which looked into the CDC Sociology document suggested the following :

The Peer Committee is in complete agreement with the concerns and observations reflected in Annexure 10 on reading material for UG/PG courses in sociology. The Peer Committee would, however, like to suggest that serious efforts ought to be made to identify useful material available in regional language/ literature, which would be not only relevant for teaching courses / specific topics but also it would be necessary to enrich the quality of teaching. Literary works like short stories / novels / autobiographies and biographies as well as thought provoking essays etc which are available in almost all the regional languages ranging from Gujrati to Bengali and Punjabi to Tamil should be incorporated in the teaching of sociology and more particularly in organising class room assignments.

Written tests based on such regional reading materials should be made obligatory.

FINAL VERSION

UNIVERSITY GRANTS COMMISSION

Report of
Curriculum Development Committee in Sociology
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