



Utkal University
Department of Sociology

MA Sociology

Course structure & Syllabus

(With effect from the academic year 2024-2025 onwards)



MA Sociology Course Structure & Syllabus (Semester-wise allocation of courses)

Year	Semester	Course Code	Name of Papers	Credit	Full Marks
I Year	I	SOC-C-1	Introduction to Sociology	4	100
	I	SOC-C-2	Perspectives on Indian Society and Change	4	100
	I	SOC-C-3	Research Methods	4	100
	I	SOC-C-4	Classical Sociological Tradition	4	100
	I	SOC-C-5	Science, Technology and Society	4	100
I Year	II	SOC-C-6	Sociology of Tribes	4	100
	II	SOC-C-7	Sociology of Globalization	4	100
	II	SOC-C-8	Sociology of Development	4	100
	II	SOC-C-9	Advanced Sociological Theories	4	100
	II	SOC-C-10	Sociology of Social Movements	4	100
II Year	III	SOC-C-11	Voluntary Sector Studies	4	100
	III	SOC-C-12	Sociology of Health and Gerontology	4	100
	III	SOC-C-13	Urban Sociology	4	100
	III	SOC-C-14 (FE/AE/-I)	Applied Research Methodology	4	100
	III	SOC-C-15 (FE/AE/-II)	Sociology of Gender	4	100
II Year		SOC-C-16	Economic Sociology	4	100
	IV	SOC-C-17	Sociology of Environment and Climate Change	4	100
	IV	SOC-C-18	Sociology of Media and Popular Culture	4	100
	IV	SOC-C-19	Rural Sociology	4	100
	IV	SOC-C-20	Sociology of Development Induced Displacement and Rehabilitation and Resettlement	4	100
	IV	SOC-C-21	Project Work: Dissertation Writing (75 Marks) Viva Voce (25 Marks)	4	100
Total Credits and Marks				84	2100

SOC-C-1: Introduction to Sociology

To have a preliminary understanding of any discipline, one needs to understand the context of its emergence and knowledge of the concepts used. This paper is designed to elaborate upon the foundational principles of Sociology and to familiarise the students with key sociological concepts.

Learning Objectives:

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

Learning Outcomes:

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

Unit- I	Understanding Sociology: Emergence and growth of Sociology Scope of Sociology, Sociology and other social sciences: Sociology and History, Sociology and Anthropology, Sociology and Psychology, Sociology and Linguistics, Sociology and Economics, Sociology and Geography. Significance of Sociology: Sociology as a science, Perspectives on understanding Sociology (C. Wright Mills and Peter Berger)	(14 Marks)
Unit- II	Social Structure: Society, Institutions (Marriage, Family and Kinship), Community, Diaspora, Group, Status and Role, Associations, Religion, Culture, Norms and Values.	(14 Marks)
Unit- III	Socialization and Social Control Socialization- Types, Agencies. Social control- Types, Agencies.	(14 Marks)
Unit- IV	Social Stratification and Mobility Social differentiation: Hierarchy and Inequality, Forms of Stratification: Caste, Class, Gender, Theories of social stratification- Davis-More, Tumin, Marx, Weber Social Mobility: Types of Mobility, Sources and Causes of mobility.	(14 Marks)
Unit- V	Social Change: Theories of Change- Cyclical: Arnold Toyenbee, V. Pareto, P. A. Sorokin; Linear: A. Comte, E. Durkheim and H. Spencer	(14 Marks)

Essential Readings:

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

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

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

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

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

Goldthorpe, J. E. (1985). An introduction to sociology. Cambridge University Press.

Harlambos & Holborn 2000) Sociology, London: Harper-Collins. Harlambos, M. 1998) Sociology: Themes and Perspective, New Delhi: OUP. Ian Robertson 1980) Sociology, INC. New York : Worth Publishers.

Inkeles, Alex 1987) What is Sociology? New Delhi: Prentice-Hall of India. Jayaram, N. 1988) Introductory Sociology, MacMillan India, Madras.

Johnson, H.M. 1995) Sociology: A Systematic Introduction, N. Delhi: Allied Pub. MacIver & Page 1974) Society: An Introductory Analysis, N. Delhi: Macmillan & co.

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

M. M. Tumin, M.M. 1991), Social stratification, N. Delhi: Prentice Hall.

MacIver, R. M., & Page, C. H. (1961). Society: An introductory analysis.

Mills, C.W. (1954), The Power Elite, Oxford: Oxford University Press

Ogburn and Nimkoff 1964) A Handbook of Sociology, N. Delhi: Eurasia

Ritzer, G., & Murphy, W. W. (2019). Introduction to sociology. SAGE publications.

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

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

SOC-C-02: Perspectives on Indian Society and Change

The fulcrum of Indian society reflects through a myriad of socio-cultural compositions and perspectives. However, without scientific review and observation it cooks up a misnomer perspective. Through sociological perspectives the students can navigate the pulse of contemporary social issues and challenges. After going through the paper the students can visualize the Indian society through sociological lens/imaginations developed by Indian sociologists.

Learning Objectives:

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

Learning Outcomes:

- Students will get into a confluence of sociological universality and sociological specificity to a large extent.
- Students can visualise the dynamics of social composition, social policy and legislations
- After reading the course the students can inculcate in them an academic bent of mind and theoretical insights for fruitful research and academic enrichment /achievement.
- The course will greatly help the students preparing for UGC NET, national scholarship, civil services and related competitive exams.

Unit-I	Indological and Textual Perspectives: G.S.Ghurye, L.Dumont Structural-functional Perspective: M.N.Srinivas, S.C.Dube	(14 Marks)
Unit- II	Marxian Perspective: D.P.Mukherjee, A.R.Desai, Subaltern Perspective: B.R.Ambedkar, David Hardiman Civilizational Perspectives: N.K. Bose, Surjit Sinha	(14 Marks)
Unit- III	Composition of Indian Society: Religious, Linguistic, Caste, Tribe Social problems: Casteism, Communalism, Regionalism Cultural diversity: Indian Ethnicity and Pluralism	(14 Marks)
Unit- IV	Continuity and Change in Society: Impact of Islam and Christianity on Indian Society Processes of Social change in India-Sanskritization, Westernization, Modernization and Secularization.	(14 Marks)

Sharma K.L. 1994 2001). Reconceptualising Caste, Class and Tribe. Jaipur: Rawat
Singer, Milton and Bernard Cohn.ed.s. 1968). Structure and Change in Indian Society,
Chicago :
Aldine Publishing Company.
Singh, Y. 1973: Modernization of Indian Tradition, Delhi: Thomson Press.
Singh, Yogendra. 1997. Indian Sociology: Social Conditioning and Emerging Concerns. New
Delhi
Srinivas, M.N. 1960) India's Villages, Bombay: Asia Publishing House.
Srinivas, M.N. 1962) Religion and Society among the Coorgs of South India.OUP.
Srinivas, M.N.1970. Caste in Modern India and other Essays New Delhi: Asia Publishing
House

SOC-C-3: Research Methods

Learning Objectives:

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

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

Learning Outcomes:

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

Unit- I	Methodological Approaches: Sociology and Common Sense, Positivism Vs Constructionism, Nature of Social Reality and Approaches to it: Symbolic Interactionism, Phenomenology, Ethno-methodology	(14 Marks)
Unit- II	Facts, Concepts and Theory Research Design: Components of a Design; Types: Exploratory, Descriptive, Diagnostic and Experimental. Theory building – Objectivity, Value-neutrality, Hypothesis	(14 Marks)
Unit- III	Quantitative Methods: Quantitative research: – Survey Method; Tools of quantitative methods: Questionnaire, Interview Schedule Scaling and Index: Index Versus Scale; Bogardus, Thurstone and Likert scale. Sampling techniques; Validity and Reliability.	(14 Marks)
Unit- IV	Qualitative Methods: Nature of qualitative research Tools of qualitative methods - Observation, Interview, Case study, Oral history, ethnography, Focus Group Discussion.	(14 Marks)
Unit- V	Data Analysis: Quantitative analysis: Descriptive Statistics: Measures of Central Tendency (Mean, Median and Mode), Measures of Variability (Variance and Standard Deviation). Qualitative analysis: Cross case and variable oriented analysis –Grounded theory method.	(14 Marks)

Essential Readings:

- Beteille, A. 1996. 'Sociology and Common Sense', *Economic and Political Weekly* 31(35/37):Pp 2362-2365.
- Beteille, A. 2009. 'Sociology and Ideology', *Sociological Bulletin*: 58(2):Pp 196-211.
- Beteille A., and T.N. Madan .1975. *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House Pvt Ltd.
- Bhandarkar and Wilkinson.2013.*Methodology and Techniques of Social Research*, Himalaya Publishing House.
- Bose, Pradip Kumar, 1995. *Research Methodology*. New Delhi: ICSSR
- Bryman, Alan. 1988). *Quality and Quantity in Social Research*, London: Unwin Hyman.
- Galtung, John. 1967. *Theories and Methods of Social Research*. London: Allen and Unwin.
- Giddens Anthony, *New Rules of Sociological Research*, Hutchinson, 1976.
- Goode W. J. and P.K. Hatt.1952) *Methods in Social Research*, N.York: McGraw-Hill Book.
- Halfpenny, P. 1982. *Positivism and Sociology: Explaining Social Life*. London: George Allen and Unwin.
- Jayaram, N. 1989. *Sociology: Methods and Theory*. Madras: MacMillian.
- Kothari, C.R. 1989. *Research Methodology: Methods and Techniques*, Bangalore, Wiley
- Mukherjee, P.N. eds) 2000) *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage
- Oakley, A. 2000. *Experiments in Knowing: Gender and Method in Social Sciences*. Cambridge: Polity.
- Sarantakos, S. 2005. *Social Research*. United Kingdom: Palgrave Macmillan.
- Silverman David: *Qualitative Methodology and Sociology*, Gower, Vermont,1985.
- Sjoberg, Gideon and Roger Nett. 1997. *Methodology for Social Research*, Jaipur: Rawat
- Young, P.V. 1988. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall

SOC-C-4: Classical Sociological Tradition

Mid Term- 30 marks

End Term -70 marks

The course introduces the major intellectual contributions of the classical sociological thinkers of the 19th and 20th centuries which include August Comte, Herbert Spencer, Karl Marx, Emile Durkheim and Max Weber.

Learning Objectives:

- To introduce the students with the sociological ideas of the founding fathers of Sociology.
- To elaborate the seminal ideas of the thinkers who brought the subject to the forefronts of academic discussions.
- To unfold before the students their vision of the social conditioning of various phenomena as envisioned and analysed by these thinkers and to provide them a perspective to look into the social processes and progress.

Learning Outcomes:

- After going through this paper, it is expected that the students will have a clear understanding of the ideas of the founding fathers of the subject, the theories built up by them to study the social phenomena and to get a macro perspective on the discipline.
- The students will be skilled with a theoretical base to critically think, and analyse the social scenario around them.

Unit- I	Sociological Theorizing: Nature of Sociological Theorising Basic Building blocks of Theory- Concepts, Variables, Statements and Formats	(14 Marks)
Unit- II	August Comte and Herbert Spencer: August Comte -Law of Three Stages and Positivism Herbert Spencer- Organic Analogy and Theory of Social Evolution	(14 Marks)
Unit- III	Karl Marx: Dialectical Materialism, Materialistic Interpretation of History Marx's Theory of Mode of Production Alienation in Capitalist Society Capitalism and Class Conflict	(14 Marks)
Unit- IV	Emile Durkheim: Rules of Sociological Method Division of Labour in Capitalist Society Theory of Suicide Theory of Religion	(14 Marks)

Unit- V Max Weber:
Interpretative Understanding of Social Action, Ideal Type
Protestant Ethic and Emergence of Capitalism
Theory of Bureaucracy
Status, Class and Power
Authority

(14 Marks)

Essential Readings:

- Abraham, J.H.& Mogran .1985. Sociological Thought from Comte to Sorokin,N. Delhi: MacMillan
- Aron, R.1965-1967: Main Currents in Sociological Thought, Vol. I and II, Penguin, Chapters on Marx, Durkheim and Weber.
- Bendix, R.1960 – Marx Weber, An Intellectual Portrait For Weber, Double Day.
- Bogardus, Emory S. "The Development Of Social Thought", Bombay, Vakils, Borrer and Simons Pvt. Ltd., 1960.
- Coser, L.A. 1977.Masters of Sociological Thought, New York: Harcourt Brace
- Durkheim, Emile. 1984. The Division of Labour in Society, London: Bloomsbury.
- Durkheim, Emile. 1982. The Rules of Sociological Method, New York: The Free Press.
- Durkheim, Emile. 1995. The Elementary Forms of Religious Life, New York: The Free Press.
- Durkheim, Emile. 2002.Suicide, London and New York: Routledge.
- Giddens, Anthony, 1997. Capitalism and Modern Social Theory -An analysis of Writings of Marx,Durkheim and Weber, Cambridge University Press.
- Hughes, Jihn A., Martin, Peter, J and Sharrock, W.W. 1995. Understanding Classical Sociology –Marx, Weber and Durkheim, London: Sage Publications.
- Lukes, Steven.1997. Durkheim: Life and Works: A Critical Study.
- Marx, K., 2004. *Capital: volume I* (Vol. 1). Penguin UK.
- Marx, K., 1992. *Capital: volume III* (Vol. 3). Penguin UK.
- Morrison, Ken, 1995. Marx, Durkheim, Weber – Formation of Modern Social Thought. SageNisbet .1966 – The Sociological Tradition, London: Heinemann Educational Books Ltd.
- Parsons, T. 1937-1949. The Structure of Social Action, V.I &II.,N. Yor: McGraw HillRitzer, George.2000. Sociological Theory,New York: McGraw Hill
- Sorokin Pitrim "Contemporary Sociological Theories".Indian Ed. New
- Weber, Max. 1992. The Protestant ethic and the spirit of capitalism, London and New York: Routledge.
- Zeitlin, Irvin .1998. Rethinking Sociology: A Critique of Contemporary Theory, Jajpur: RawatZeitlin, Irvin .1981. Ideology and the Development Sociological Theory, Prentice Hall

SOC-C-05: Science, Technology and Society

This paper is an introduction to Science, Technology and Society. The significant roles that science and technology played in the transformation of civilization from antiquity to the present have not yet been thoroughly examined, despite the fact that they directly affect our social lives today and in the future. Therefore, being informed and acting as a responsible citizen the fundamental awareness of the nature of science and technology and their importance in contemporary society is required.

Learning Objectives:

- The aim of this paper is to discuss the relationship between science, technology and society using different sociological approaches.
- The course provides a framework to understand the new dimensions of development emerging from the advancement of science and technology in India.

Learning Outcomes:

- This paper would enable the student to understand the relationship between science and society and introduce the student to the conceptual and theoretical issues in the study of science, technology and society

Unit- I	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.	(14 Marks)
Unit- II	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.	(14 Marks)
Unit- III	Society and Science in India: Indian social structure and science, Social background of Indian scientists. Brain drain and brain gain. Science policy and social organization of science in India: Scientific laboratories and their contribution to the development of technology.	(14 Marks)
Unit- IV	Science education in contemporary India –primary level to research level. Performance of universities in the development of technology. Interrelationship between industry and universities.	(14 Marks)
Unit- V	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.	(14 Marks)

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.
- Barnes, Barry and Edge, David (eds.) 1982. Science in Context: Readings in the Sociology of Science, Milton Keynes, The Open Univ.Press
- Bassala, George. 1988. The Evolution of Technology, Cambridge University Press.
- Coler, Myron A. ed. 1963. Essays on the creativity in the sciences New York: New York University Press.
- Crane, Diana. 1965.“Scientists at major and minor universities: A study of productivity and recognition,” American sociological review, 30 (5), Pp. 699-714.
- Debroy, Bibek. 1996. Beyond the uruguay round: The Indian perspective on GATT New Delhi: Sage.
- Deepak Kumar 1995 Technology and the Raj, New Delhi: OUP
- Dharmapal, 1978 Science and technology in the 18 th century India.
- 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.
- Gilpin, Robert, and Christopher Wright eds. 1964. Scientists and national policy making New York: Columbia University Press.
- Kamala Cahubey ed. 1974 Science policy and national development New Delhi:Macmillan.
- Kornhauser, William. 1962 Scientists in industry, Berkley: University of California Press,
- Krishna, V.V. 1993.S.S.Bhatnagar on science, technology, and development, 1938-54 New Delhi: Wiley Eastern.
- Kumar, Nagesh and N.S.Siddharthan. 1997. Technology, market structure and internationalization: Issues and policies for developing countries London: Routledge and The United Nations University.
- Lyon, David. 1988 Information Society: Issues and Illusions. Cambridge: Polity Press.
- MacKenzie, Donald and Wajeman, Judy (eds.) 1999 The Social Shaping of Technology, Buckingham: Open University Press (2 nd revised edition).
- MacLeod, Roy and Deepak Kumar. 1995. Technology and the raj: Western technology and technical transfers to India, 1700-1947 New Delhi: Sage.
- McGinn, R.1991. Science, Technology and Society, Prentice Hall.

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

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.

SOC-C-06: Sociology of Tribes in India

The course provides an introduction to the social structure, cultural norms, and demographic characteristics of the tribes in India. It also provides an understanding of the welfare policies that are introduced to remove the barriers to tribal development in India.

Learning Objectives:

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

Learning Outcomes:

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

Unit- I	Conceptual Categorization of Tribes: Primitive, Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, De-notified Tribe, PVTGs, Indigenous People; Distribution of Scheduled Tribes in India: Racial, linguistic and geographical Population and Sex Ratio.	(14 Marks)
Unit- II	Subsistence and Tribe: Food gatherers and hunters, Shifting Cultivators, Nomads, Peasants and settled agriculturists, Artisans.	(14 Marks)
Unit- III	Tribal Institutions: Kinship Marriage Family Magic and Religion	(14 Marks)
Unit- IV	Tribal Welfare Policies in Pre & Post-Independence India Approaches to tribal development- Isolationist, Assimilationist and Integrationist; Constitutional Safeguards: PESA, National Policy for Scheduled Tribes 2006.	(14 Marks)
Unit- V	Problems and Conflicts: Land alienation, Indebtedness, Forest Regulation and Policy, Mines and People; Tribal Displacement, Identity Conflict.	(14 Marks)

Essential Readings:

- Atal, Y., 2015. Indian tribes in transition: The need for reorientation. Taylor & Francis.
- Bailey F.G.1960, 'Tribe, caste and nation', Bombay: OUP
- Banerji, R.D.1980, History of Orissa, Vol.I, Varanasi.
- Bose, N. K. 1967) Culture and Society in India Asia Publishing House)
- Channa, Subhadra Mitra. 2020. Anthropological perspectives on Indian Tribes, Hyderabad: Orient Blackswan
- Chaudhuri, Buddhadeb,1982,Tribal Development in India : Problems and Prospects
Delhi : Inter- India.
- Das, B.S. 1978, Studies in the Economic History of Orissa From Ancient Times to1833),
Calcutta,
- Dhananjay, Kumar and Lancy Lobo. 2023. Tribes of western India: A comparative study of
their social structure. New Delhi: Routledge.
- Dube, S.C. 1977, Tribal Heritage of India, New Delhi: Vikas
- Haimendorf, Christoph von 1982) Tribes of India; The Struggle for Survival, OUP.
- Hasnain, N. 1983) Tribes in India, New Delhi: Harnam Publications
- Hasnain, Nadeem Tribal India Today,1991, New Delhi: Manman Publication
- Rao, M.S.A.1979) Social Movements in India, Delhi: Manohar.
- Raza, M. and A. Ahmad: 1990) An Atlas of Tribal India, Delhi; Concept Publishing
- Sharma, Suresh, 1994, Tribal Identity and Modern World, New Delhi: Sage
- Singh, K.S.1972) Tribal Situation in India Indian Institute of Advanced Study
- Singh, K.S.1985) Tribal Society, Delhi: Manohar .
- Vidyarthi L.P.1985, The Tribal Culture of India, N. Delhi : Concept, Sections I, II & IV).
- Singh, K.S.1995) The Scheduled Tribes, New Delhi: Oxford University Press
- Singh, K.S.1984) Economies of the Tribes and Their Transformation, New Delhi; Concept
Publishing
- Vidyarthi, L.P.and B.K. Rai.1985. The Tribal Culture of India, New Delhi : Concept
Publishing Company.
- Xaxa, Abhay Flavian and G.N. Devy. 2021. Being Adivasi: Existence, entitlements,
exclusion, Gurugram: Penguin Random House.
- Xaxa, V., 2008. State, society, and tribes: Issues in post-colonial India. Pearson Education India.

SOC-C-07: Sociology of Globalization

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

Learning Objectives:

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

Learning Outcomes:

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

Unit-I	Globalization: The Concept, Historicity and Characteristics Origin of the Concept of Globalization, Theories of Globalisation Characteristics of Globalization,	(14 marks)
Unit-II	The Historical Context of globalization Factors of Globalization Dimensions of Contemporary Globalization- Economic Dimensions, Cultural Dimensions, Social Dimensions, Environmental Dimensions	(14 marks)
Unit-III	Globalization and Changing Ideologies and Institutions: Globalization and Modernization Globalisation, Neoliberalism and Global Capitalism Globalisation and Nation State	(14 marks)
Unit-IV	Globalization and the Emergence of New Global Actors and Institutions The World Bank The I.M.F. The W.T.O. The MNCs The INGOs	(14 marks)
Unit-V	Consequences of Globalisation Globalisation and Governance Globalisation and Environment Globalisation, Health and Security Globalisation and Women	(14 marks)

Essential Readings:

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

SOC-C-08: Sociology of Development

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

Learning Objectives:

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

Learning Outcomes:

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

Unit I	Understanding Development: Change, Growth, Progress, Development, HDI, MDG, SDG	(14 Marks)
Unit II	Modernization Theory: The backdrop: Levy's Relatively Modernized Society, Neil Smelser-Structural differentiation, W.W Rostow- Stages of economic growth, Classical Modernization Studies - David McClelland, Alex Inkles, S. M. Lipset Criticisms of Modernization Studies; New Modernization Studies: Siu Lun Wong, Winston Davis, Samuel P. Huntington.	(14 Marks)
Unit III	Dependency Theory: Background: The ECLA Manifesto A.G.Frank's The Development of Underdevelopment; Samir Amin's Transition to Peripheral Capitalism; Classical Dependency Study – Paul Baran; Landsberg New Dependency Study – Fernando Cardoso.	(14 Marks)
Unit IV	World System Theory: Theoretical Heritage, Idea of Immanuel Wallerstein.	(14 Marks)
Unit V	India's development experience: India's Planned Economy; Niti Aayog Alternatives in Development: E. F. Schumacher – Small is Beautiful; Amartya Sen – Development as Freedom; Mahatma Gandhi – Hind Swaraj.	(14 Marks)

Essential Readings:

- Alavi, H. and T. Shanin (1982) *Introduction to the Sociology of Developing Societies*, Macmillan, pp. 1-29.
- Alex Inkeles, (1976) .A Model of the Modern Man: Theoretical and Methodological Issues.in Black, C.E. ed., *Comparative Modernisation*, The Free Press, pp. 320-348.
- Appadurai, Arjun.1997.*Modernity At Large: Cultural Dimensions of Globalization*. New Delhi: OUP
- Bernd, Hamns&Pandurang K. Mutagi. 1998. *Sustainable Development and Future of Cities*, Intermediate Technology Publication, UNSECO
- Blomstrons, M. and B. Hettne (1984) *Development Theory in Transition*, Zed, pp. 27-65; 79-97. Frank, Andre Gunder 1971. *Capitalism and Underdevelopment in Latin America*, Penguin Books.
- Dereze, Jean and Amartya Sen. 1996.*India: Economic Development and Social Opportunity*. New Delhi: OUP.
- Desai A.R., 1971, *Essays on Modernization of Underdeveloped Societies*, Thacker and Co., Bombay.
- Desai, A.R. 1985, *India's Path of Development: a Marxist Approach*. Bombay: Popular Parkashan. (Chapter 2).
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Wood Charles, Robert Bryan(ed), 2005, *Rethinking Development in Latin America*, Penn State Press

Moore, Wilbert and Robert Cook. 1967. *Social Change*. New Delhi: Prentice-Hall (India)
Sharma, K.L.1986.*Development: Socio-Cultural Dimensions*. Jaipur: Rawat.
(Chapter1).

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

SOC-C- 09: Advanced Sociological Theories

Advanced sociological Theories provide the students with an in-depth overview of key developments in sociological theories, including functionalism, structuralism, poststructuralism, postmodernism, critical theory, symbolic Interactionism, phenomenology and ethnomethodology.

Learning Objectives:

- To equip students with macro-micro-orientation of sociological theories.
- To understand the context and concerns of advanced sociological theories.
- To understand the insights of sociological theories in explaining social problems.

Learning Outcomes:

- Advanced sociological theories can help students developing a comprehensive and critical analysis of society.
- Advanced sociological theories can enrich the focus, scope and skill of doing the sociological research.
- The paper will greatly help the students preparing for UGC NET, national scholarship, civil services and related competitive examinations.

Unit-I	Functionalism and Neofunctionalism: (14 marks) Functionalism- T. Parsons and R.K. Merton Neofunctionalism- J. Alexander	
Unit-II marks)	Structuralism and Poststructuralism: Structuralism- A. R. Radcliffe-Brown and L. Strauss Poststructuralism- J. Derrida and M. Foucault	(14
Unit-III marks)	Critical Theory and Neo Marxism: Critical Theory- Erich Fromm, Herbert Marcuse and Jurgen Habermas Neo Marxism-Antonio Gramsci and L. Althusser	(14
Unit-IV marks)	Postmodernism: Postmodern Theories- Jean-François Lyotard, Jean Baudrillard, Fredric Jameson	(14
Unit-V	Symbolic Interactionism and Phenomenology: (14 marks) Symbolic Interactionism-G.H.Mead &H.Blumer Phenomenology-A.Schultz, P.Berger&T.G. Luckmann Ethnomethodology-H. Garfinkel	

Essential Readings:

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- Giddens, A., 2020. Modernity and self-identity: Self and society in the late modern age. In *The new social theory reader* (pp. 354-361). Routledge.
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- Habermas, Jurgen. 1987. *The Theory of Communicative Action*, V.1 &2 Cambridge: Polity Press.
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- Marcuse, H., 2013. *Towards a Critical Theory of Society: Collected Papers of Herbert Marcuse*, Volume 2 (Vol. 2). Routledge.
- Ritzer, G. and Barry Smart ed).2001. *Handbook of Social Theory*, Sage
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- Sahay, Vijoy S. 2024. *Anthropological Thought: From Evolutionism to Postmodernism and Beyond*. New Delhi: Rawat Publications.
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- Sturrock, John ed). 1979. *Structuralism and since: From Levi Strauss to Deleuze*. Oxford: OUP. Turner, Bryn, Chris Rojek and Craig Calhoun ed). 2005. *The Sage Handbook of Sociology*, Sage. Collins, Randall. 1997. *Sociological Theory*. New Delhi: Rawat.
- Turner, Jonathan H. 1995. *The Structure of Sociological Theory*, New Delhi: Rawat.
- Zeitlin, I. M. 1998. *Rethinking sociology: A critique of contemporary theory*. New Delhi: Rawat.

SOC-C-10: Sociology of Social Movements

Social structure and social change are two aspects of the same society that shapes each other in comprehending the social life in general. Social movements are sustained collective actions, usually operates outside the established institutional channels, either to bring about social change or to retard it. To understand how and why social change happens, it is pertinent to grapple with the life-cycles of a movement starting from its emergence to decline/success and its impact on our everyday life.

Learning Objectives:

- To introduce students with the recurrence and undercurrents of social and protest movements in the society.
- To understand the dynamics and strategy of social movements across the societies.
- To help students comprehending the core social movement approaches/theories of why people participate in social movements.

Learning Outcomes:

- The students can compare and contrast social movements and social movement approaches while locating social movements within the larger socio-economic and political contexts.
- The students can critically examine the sociological significance of various social movements.
- To accentuate and visualize the salient facets of social movements in contemporary society (India and Odisha).

Unit- I	Introduction to social movements: Social Movement-Concept, Nature and Components. Social Movement and Social Change Early social Movements- Renaissance, Civil Rights movement, and Peace movement	(14 marks)
Unit-II	Dynamics of social movements: Types: Reform, Revival, Revolution, Resistance, Counter Movement Stages of social movements Compatibility between Protest/Social movement and State/democracies Methodological practices in social movement research	(14 marks)
Unit-III	Sociological Approaches to Social Movements: Structural-functional approach, Marxist approach, Subaltern approach, Gandhian approach The relative deprivation theory, Resource mobilization theory New Social Movement theories, Hippie and Counter-culture	(14 marks)
Unit-IV	Social Movements in India:	(14 marks)

Peasant and Farmers' movement: Champaran, Bardoli, Bhoodan, Shetkari Sangathan in Maharashtra and Bharatiya Kishan Union in Northern India

Tribal movements: Kol insurrection, Birsa Munda movement in Chhota Nagpur and Assam Movement

Backward classes and Dalit movements: Periyar movement and Dalit Panthers movement

Environmental movements: Navdanya movement, Community Forest management and Thengapali movement.

LGBTQ movements and their search for rights and dignity.

- Unit-V Social Movements in Odisha: (14 marks)
- Sociology of old social movements in Odisha: Paika Rebellion, Kandha Rebellion, Tribal Uprisings in Keonjhar.
- New Social movements in Odisha: Environmental Movement-Baliapal movement and Chilka Bachao Andolan, Movement against Displacement-Kalinga Nagar movement, and POSCO movement, Movement against extractive mining- Niyamgiri Movement and Kashipur Movement

Essential Readings:

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- 2) Brass, T. (1995). *New farmers' movements in India*. Routledge, London and New York.
- 3) Buechler Steven, M. (1995). New Social Movement Theories. *The Sociological Quarterly*. vol.36 (3), 441-464.
- 4) Buechler Steven, M. (2011). *Understanding Social Movements*, Paradigm Publisher, London.
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- 6) Das, M., & Pattnaik, B. K. (2022). Understanding Anti-POSCO Movement in Odisha: Through the Politics of Development. *The Oriental Anthropologist*, 22(1), 67-92.
- 7) David S. Meyer, Nancy, W. Belinda, R. (2002). *Social Movements*, Oxford, New York.
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- 9) Dhanagare D.N. (1988). *Peasant Movements in India*, Oxford, New Delhi

- 10) Dhanagare, D.N. (2016). *Populism and power: Farmer's Movement in Western India, 1980-2014*. Routledge, London and New York.
- 11) Donatella Della Parta and Mario Diani. (2006). *Social Movements: An Introduction*, Blackwell Publishing, New York.
- 12) Dushkin, L. (1979). Backward class benefits and social class in India, 1920-1970. *Economic and Political Weekly*, 661-667.
- 13) Ghosh, B. (Ed.). (2020). *Social Movements: Concepts, Experiences and concerns*, Sage Publication, India.
- 14) Ghosh, B. (Ed.). (2024). *Exploring Social Movements: Theories, Experiences and Trends*, Routledge Taylor and Francis.
- 15) Goodwin, J., & Jasper, J. M. (Eds.). (2009). *The social movements reader: Cases and concepts* (No. 12). John Wiley & Sons.
- 16) Guha, R. (1982). *Subaltern Studies I: Writings on South Asian History and Society*. Oxford University Press, New Delhi.
- 17) Jha, J.C. (1964). *The Kol Insurrection of Chotanagpur*. Thacker, Spink & Company.
- 18) Kumar, K. (2014). Confronting extractive capital: Social and environmental movements in Odisha. *Economic and Political Weekly*, 66-73.
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- 20) Mallick, K. (2021). *Environmental Movements of India; Chipko, Narmada Bachao Andolan, Navdanya Movements in India*, Amsterdam University Press.
- 21) Martin, G. (2015). *Understanding social movements*. Routledge.
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- 23) Mishra, P.K. (1983). *Political Unrest in Orissa in the 19th Century: Anti-British, Anti-feudal, and Agrarian Risings*. Punthi Pustak, Culcatta.
- 24) Mittal, S.K & Dutt, K. (1976). Raj Kumar Shukla & The Peasant Upsurge in Champaran. *Social Scientist*, 25-36.
- 25) Naik, I. C. (2012). Tribal women and environmental movement in India: A study of Kashipur block of Odisha. *Voice of Dalit*, 5(2), 153-162.
- 26) Oommen, T.K. (2010). *Social Movements. I: Issues of identity*. Oxford University Press, New Delhi.
- 27) Oommen, T.K. (2010). *Social Movements II: Concerns of Equity and Security*. Oxford University Press, New Delhi.

- 28) Pattnaik, B. K. (2013). Tribal resistance movements and the politics of development-induced displacement in contemporary Orissa. *Social Change*, 43(1), 53-78.
- 29) Ramakumar, R. (2017). Jats, khaps and riots: Communal politics and the Bharatiya Kisan Union in northern India. *Journal of Agrarian Change*, 17(1), 22-42.
- 30) Rao, M.S.A. (1978). *Social Movements in India*, Vol.I and II, Manohar, Delhi.
- 31) Routledge, P. (2000). Geopoetics of resistance: India's Baliapal movement. *Alternatives*, 25(3), 375-389.
- 32) Sachan, B. S. (2021). History and Identity of the Bhuyans of Odisha: A Case Study of Mayurbhanj. *The Researchers' International Research Journal*, 7(1), 46-59.
- 33) Sagarika, S. *New Social Movements and Its Transition: A Case Study of Niyamgiri Movement in Odisha*.
- 34) Sahoo, D., & Mishra, N. (2017). Neoliberal Development, Displacement and Resistance Movement: The Case of Kalinga Nagar Industrial Complex, Odisha, India. *Man in India*, 97(11), 245-266.
- 35) Shah Ghanshyam. (2004). *Social Movements in India*. Sage, New Delhi.
- 36) Singh, K.S.(Ed.). (1983). *Tribal Movements in India Vol. I*. Indian Institute of Advanced Study, Shimla.
- 37) Singh, K.S.(Ed.). (1983). *Tribal Movements in India Vol. II*. Indian Institute of Advanced Study, Shimla.
- 38) Stulberg, L. M. (2018). *LGBTQ social movements*. John Wiley & Sons.
- 39) Tilly, C., Castañeda, E., & Wood, L. J. (2019). *Social Movements, 1768-2018*. Routledge.
- 40) Touraine, A. (1985). An introduction to the study of social movements. *Social research*, 749-787.

SOC-C-11: Voluntary Sector Studies

Learning Objectives:

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

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

Expected Outcome:

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

Unit- I	Volunteering: Meaning, Nature and Types of Volunteering Trends in Voluntary Action; Issues and Challenges for Volunteering	(14 Marks)
Unit- II	Voluntary Development Organizations: History and Evolution, Alternative Development Approaches; Roles in Development	(14 Marks)
Unit- III	Organizational Characteristics of Voluntary Development Organizations: Governance, Legitimacy and Accountability: Key Challenges	(14 Marks)
Unit- IV	Third Sector: Emergence and Growth, Importance and Influence in Social Change	(14 Marks)
Unit- V	The State, Market, and the Third Sector: Changing Boundaries	(14 Marks)

Essential Readings:

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

Doing Development, 1989 ed). - Richard Holloway. United Nations Volunteers, 2000

Getting into the 21st Century, 1990- David Korten

Volunteering in Cross- National Perspectives. The Johns Hopkins.

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

1995- Michael Edwards & David Hulme

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

International Perspectives on Voluntary Action, 199- D.Lewis NGOs, Civil Society and the
State, 1996- Andrew Clayton

SOC-C-12: Sociology of Health & Gerontology

Sociology of health and Gerontology has been one of the important branches of sociology. Broadly speaking, the sociology of health or medicine studies the social origins of disease and its treatment. It is concerned with exploring the social, historical and cultural reasons for the dominance of medicine. On the other hand, Gerontology deals with the issues of senior citizens and their solutions.

Learning Objectives:

- The paper will enable the students to understand the nature and subject matter of Sociology of health and gerontology.
- They will learn the evolution of social medicine in India and the provision of health services in term of various programmes, contribution of health care providers and traditional healers in India.
- The paper will help them understand the problems and dimensions of both child health and elderly health.

Learning Outcomes:

- The students can gain insights of the contributions of different scholars for the understanding of health and gerontology.
- They will develop awareness about the ways in which different organizations both national and international are involved in providing health services in India.
- They can develop an understanding about the strategies taken by different organizations in the resettlement and rehabilitation of the elderly in India.
- They can get an insight of the problems and determinants of child health.

Unit-I	Sociology of Health: Nature and scope, Contribution of sociology to health- Basic concepts, Definition of health- health and illness, health culture, sick role, community health, Evolution of social medicine in India.	(14 marks)
Unit-II	Health Services in India: Health Organizations & Institutions. Providers of Health Care- Doctor-Patient relationships, Traditional healers in health care, Rural health care, Preventive Health education, Health Programmes in India: Malaria, TB, Leprosy and Polio. National Eradications Programmes, National Aids Control, RCH, ICDS, NFWP	(14 marks)
Unit-III	Sociology of Child Health: Sociology of Child health- Concepts, Determinants of Child health- Socio-economic determinants, Culture, Human biology, parental and personal behaviour, Nutrition, Family influences and parenting, Community and social networks, Environment.	(14 marks)
Unit-IV	Gerontology: Nature, scope & significance, Rural Elderly in India, Issues and	(14 marks)

perspectives. Demographic and economic characteristics of the aged. Social adjustment of the aged, Health condition of the aged.

Unit-V Health for ALL: (14 marks)
Alternative strategies, WHO & Health care, Elderly homes, NGOs, Help Age India, VHAI, Emerging trends.

Essential Readings

- Advani, M. (1980). *Doctor-Patient Relationship in Indian Hospitals*, Sanghi Prakashan : Jaipur.
- Albrecht, Gary I. & Fitzpatrick, R. (1994). *Quality of Life in health care advances in Medical Sociology*, Mumbai, Jaipress.
- Banerjee, D. (1981). *Poverty, Class & Health Culture in India*, N. Delhi: LokPrakash Coe.
- Blair, M., Stewart-Brown, S., Waterston, T., & Crowther, R. (2010). *Child public health*. Oxford University Press.
- Chakrabati, R. D. (2005). *Readings in Medical Sociology*. New Jersey: Printece
- Cockerham, W. C. (1997). *Medical Sociology*. New Jersey Prentice Hall.
- Dak, T. M. (1991). *Sociology of Health in India*, Jaipur, Rawat Publication.
- Gerontology.
- Hall, C. et al. (2000). *The Greying of India*, N. Delhi: Sage.
- Howard E. Freeman, Sol Levine, Leo G. Reeder. (1963). *Handbook of Medical Sociology*, New Jersey, Prentice Hall
- Jaiprakash, I. (Ed.). (1991) *Quality Aging: Collected papers aranasi: Association of*
- Mayall, B. (1998). Towards a sociology of child health. *Sociology of health & illness*, 20(3), 269-288.
- Nagla, M. ed., 2013. *Readings in Indian Sociology: Volume IV: Sociology of Health (Vol. 4)*. SAGE Publications India.
- Rajan, S. Irudaya and Gayathri Balagopal. 2017. *Elderly care in India: societal and state responses*, Singapore: Springer.
- Rajan, S. Irudaya and Udaya S. Mishra. 2020. *Senior citizens of India: Emerging challenges and concerns*, Singapore: Springer.
- Rodney, M. (1970). *Sociology of Medicine*, New York: McGraw Hill.
- Vinod, K. (Ed.). (1996). *Aging Indian Perspective and Global Scenario*, New Delhi: All India Institute of Medical Sciences.

SOC- C-13: Urban Sociology

Urban sociology is a branch of Sociology, which deals with city/ urban community, urbanisation and urbanism. Acknowledging the rapid expansion of urbanism and so of its multidimensional effects on the institutional arrangements in urban milieu are alarmingly inevitable as more than 50 percent of the world population live in urban area. Urban Sociology deals with urban theoretical and conceptual mappings as well as contextualises urban issues in changing settings.

Learning Objectives:

- The paper aims at providing students with key theoretical perspectives for comprehending urban social life in historical and contemporary contexts
- To study the ever-changing social structure/institutions in Urban Milieu
- To analyse some of the crucial urban problems and their solutions in urban spaces.

Learning Outcomes:

- Students will get an opportunity to define urban sociology and demonstrate the nature and scope of urban sociology
- Enable students to visualize the dynamics of social institutions, secondary institutions, informal sector and related problems in the urban milieu
- Develop an understanding about the impacts and trends of urbanization on Indian society.

Unit-I: Cities and Urban Sociology: (14 marks)
Evolution of Cities-Preindustrial, Industrial, and Metropolitan-megalopolitan stages
Urban Sociology -Origin, Scope, Approaches
Urban Sociological theories- Classical and Contemporary perspective

Unit-II: Classification of Cities: (14 marks)
Cities based on Ages (Griffith Taylor and Lewis Mumford)
Cities based on function (M. Auroseau, Chauncy D. Harris, Howard Nelson)
Functional Classification of Indian Cities (Amrit Lal, Qazi Ahmad, Ashok Mitra)
Demographic Profiles of Cities in India
Rural-urban Dichotomy and Continuum in India

Unit-III: Social Institutions in the Urban Milieu: (14 marks)
Family: Changing Pattern
Caste : Changing Pattern
Religion: Religiosity and Changes
Polity: Structure and Function

Unit-IV: New Social Structures in Urban India: (14 marks)

Informal Sector

Theories/ approaches of Informal Sector : Dualist Theory,
Structuralist Theory,

Legalist Theory

Classical/Marxian Approach, Institutional Approach

Informal Sector- Concept, Meaning and Characteristics

Contribution of Informal Sector to Income and Employment

Problems of Informal Sector

Programmes and Policies for Informal Sector and Its Workers

Informal Sector: Various Occupations

Secondary Institutions: Educational, Leisure and Recreation

Unit-V: Problems of Urban India: (14 marks)

Slums and Housing

Urban Transport

Pollution & Sanitation

Urban Crimes

Essential Readings:

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

Breman, J. (1976). A Dualistic Labour System? A Critique of the "Informal Sector" Concept: I: The Informal Sector. *Economic and Political Weekly*, 11(48), 1870–1876.

Breman, J. (1976). A Dualistic Labour System? A Critique of the "Informal Sector" Concept: II: A Fragmented Labour Market. *Economic and Political Weekly*, 11(49), 1905–1908.

Breman, J. (1976). A Dualistic Labour System? A Critique of the "Informal Sector" Concept: III: Labour Force and Class Formation. *Economic and Political Weekly*, 11(50), 1939–1944.

Carter H. (1976), *The Study of Urban Geography*, Halsted Press, New York

Dell'Anno, R. (2022). Theories and definitions of the informal economy: A survey. *Journal of Economic Surveys*, 36, 1610–1643. <https://doi.org/10.1111/joes.12487>

Ghosh, S.(1976), *Introduction to Settlement Geography*, Orient Black Swan, Kolkata.

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

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

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

Nicholas, R. (eds). (2005), *The Urban Geography Reader* London.

Northam M. Ray. (1979), *Urban Geography*, John Wiley & Sons, INC, New York

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

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

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

Ramachandran, R. (1989), *Urbanization and Urban Systems in India*, OUP, New Delhi Routledge

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

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

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

- Rao, M. S. A. 1970). Urbanization and Social change; a study of a rural community on a metropolitan fringe. New Delhi: Orient Longmans.
- Rao, M. S. A. ed.), 1974, Urban Sociology in India, Hyderabad: Orient Longman. Sandhu, Ravinder Singh: Urbanisation in India: Sociological Contributions, Delhi: Sage.
- Setha Low. 2000. Theorising the City, Rutgers University Press.
- Sivaramkrishnan, K., A. Kundu and B.N.Singh.2005.Handbook of Urbanisation in India, Delhi.
- Souza, D. A. 1978. The Indian City, Poverty, Ecology and Urban Development, selected articles)
- Tewari, V, Weinstein, J &Prakasa Rao.1986: Indian Cities; Ecological Perspectives, N. Delhi: Concept Publishing Co.
- Wirth, L.1938. Urbanism as a Way of Life, the American Journal of Sociology: V. 44, Number 1,

SOC-C-14: Applied Research Methodology

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

Learning Objectives:

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

Learning Outcomes:

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

Unit- I	An Introduction to Research-Paradigms in Social Research: Positivist Paradigm and Constructivist Paradigm Types of Research-Descriptive Research, Applied Research, Basic Research, Analytical Research, Evaluative Research, Historical Research	(14 Marks)
Unit- II	Types of Research Design-Exploratory Design, Experimental Design, Descriptive design, Diagnostic design Ethics in Research -Meaning, History-Different codes, Principles	(14 Marks)
Unit- III	Literature Review What is literature review, Its need in research Characteristics of a good review, Sources of review Types of review, Process of making a review Referencing Style- APA Style and MIA Style, Foot noting and Bibliography	(14 Marks)
Unit- IV	Problem identification to field data collection;	(14 Marks)

SOC-C-15-(FE/AE/II): Sociology of Gender

Learning Objectives:

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

Learning Outcomes:

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

Unit- I	Social construction of gender: Gender Vs. Biology, Public and Private Dichotomy, Patriarchy as ideology and practice.	(14 Marks)
Unit- II	Feminism: Meanings, Waves of feminism: First Wave, Second Wave, Third Wave, Fourth Wave.	(14 Marks)
Unit- III	Theories of Feminism: Liberal Feminism, Radical Feminism, Marxist Feminism, Socialist Feminism, Post-Feminism, Third World Feminism.	(14 Marks)
Unit- IV	Status of Women in India through various ages: Ancient, Medieval, Modern, Violence against Women, Women's Movements from Colonial to Contemporary times.	(14 Marks)
Unit- V	Gender & Development: WID, WAD, Gender mainstreaming approach, Empowerment approach, Overview of the World Conferences on women, Practical Gender Needs, Strategic Gender Needs, Gender Empowerment Measures (GEM).	(14 Marks)

Essential Readings:

- Altekar, A.S. 1983, *The Position of Women in Hindu Civilization*, Banaras: The Culture publication House.
- Basu Aparna.1999. *Women's Education in India in Ray and Basuedt: From Independence Towards Freedom*, OUP.
- Bhasin, Kamala.2000. *Understanding Gender*, Kali For Women, N. Delhi.
- Chakravarty, Uma.2003.*Gendering caste through a feminist Lens*, Stree, Calcutta.
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SOC-C-16: Economic Sociology

The foundation of this course is a critique of "mainstream" economics, specifically neoclassical economics, which aims to explain how the economy and society interact. It will give the students the ability to see the economy and economic activity from a sociological angle.

Learning Objectives:

- The aim of this course is to discuss the basics of the sociological examination of economic phenomena and to explain the major approaches developing in the field of economic sociology.
- The course is oriented towards the understanding of market, economic actions, networks, and culture using diverse theoretical perspectives.

Learning outcomes:

- This paper would help the students to know about the sociological approaches to the understanding of economy.
- The students will be able to know the specific debates pertaining to economic behaviour and social structure.

Unit I	Economic Sociology: Emergence and growth of economic sociology Principles of economic sociology Classical Economic Sociology: K. Marx (Critique of Political Economy) E. Durkheim (The division of Labour in Society) M. Weber (Sociology of Capitalism) G. Simmel (Philosophy of Money) T. Veblen (Conspicuous Consumption)	(14 Marks)
Unit II	Approaches to new economic sociology: Max Weber (Economic action, forms of capitalism and social economics), K. Polanyi (Economy as Instituted Process), J. Schumpeter (social economics), J. Coleman (trust, social capital, and the modern corporation), P. Bourdieu (the social construction of the economy), M. Granovetter (Economic Action and Social Structure).	(14 Marks)
Unit III	Economy and society interface: Economy as the driver of society Societal determinants of economic growth and development. Culture and economic development in India Social background of business groups.	(14 Marks)
Unit IV	Economic restructuring and social issues: Restructuring of economy: Welfarism, Neoliberalism, the Brexist Emerging social issues: The great wealth divide, global inequality and poverty, economic catastrophe.	(14 Marks)
Unit V	Economic transformation and global social Change: Economic Transformation: Employment and labour market, e-	(14 Marks)

commerce, digital economy.

Social change: Gendered Markets, labour migration, Diaspora, Consumerism.

Essential Readings:

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2. Dreze Jean and Amartya Sen 2002. *India Development and Participation*, Delhi: Oxford University Press.
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9. Karl Polanyi, Conrad M. Arensberg, and Harry W. Pearson, eds., 1957. *Trade and Market in the Early Empires*, New York: The Free Press.
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12. Smelser, Neil J. and Swedberg, Richard (eds.) *Handbook of Economic Sociology*, Princeton: Princeton University Press.
13. Swedberg, Richard. 2003. *Principles of Economic Sociology*, Princeton: Princeton University Press.
14. Trigilia, Carlo, 2002. *Economic Sociology: State, Market, and Society in Modern Capitalism*, Oxford: Blackwell.
15. Veblen, T. 1899. *The Theory of the Leisure Class*, Penguin Classics.
16. Bagchi, A. 1999. *India's Institutions under Neo-Liberal Regime*. New Delhi: Sage.
17. Chakrabarti, A. "Indian Economy in Transition: The New Order of Things". *Economic and Political Weekly*, July 16, 2016, vol LI no 29, pp.61-67.
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20. Harris, R. L and Seid, M. 2000. *Critical Perspectives on Globalization and Neoliberalism in the Developing Countries*. Boston: Brill Academic Publishers.

21. Harvey,D.2007. A Brief History of Neoliberalism, New York: Oxford University Press.
22. Jodhka, S.S. 2003. “Agrarian Structure and Their Transformation” in Veena Das, (ed.) The Oxford Indian Companion to Sociology and Social Anthropology. New Delhi: Oxford University Press.
23. Kohli, A. 2009. Democracy and Development in India: From Socialism to Pro-Business. New Delhi: OUP.
24. Mazumdar, S. 2010. Indian Capitalism: A Case that doesn't Fit, Working Paper. New Delhi: Institute for Studies in Industrial Development.
25. Nagaraj. R (2003) “Industrial Policy and Performance since 1980: Which Way Now?”, *Economic and Political Weekly*, Vol. 38, No. 35, pp. 3707-3715.

SOC-C-17: Sociology of Environment & Climate Change

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

Learning Objectives:

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

Learning Outcomes:

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

Unit-I	Basics of Sociology of Environment: Scope & Subject Matter Environment & Development nexus Social Ecology, Sustainable Development Approaches: Gandhian, Ecofeminism.	(14 Marks)
Unit-II:	Environmental degradation and depletion Shrinking Natural Resources & Environments, Depletion of Water, Land, Forest: Causes & impacts on human society	(14 Marks)
Unit-III:	Upcoming Environmental Issues Pollution, Waste, Loss of Bio diversity, Acid Rain Global warming/climate change- Causes and impacts on society	(14 Marks)
Unit-IV	The Great Global Tragedies-The London’s Killer Fog, Minamata Disease, Bhopal, Chernobyl gas tragedy, The Exxon Valdez oil Spill and the British Petroleum oil Spill, Gulf of Mexico	(14 Marks)
Unit-V	Environmental Summits and Global Actions for Environmental ProtectionBrundtland Report & Stockholm Summit 1972, Rio Earth Summit 1992, Johannesburg Summit, 2002, Kyoto Protocols, Adaptation & Mitigation Strategies	(14 Marks)

Essential Readings:

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- Baviskar, A. (1999). In the belly of the river: tribal conflicts over development in the Narmada Valley. Oxford University Press.
- Bell, Michael Mayerfeld.1998. Sociology for New Century. An Invitation to EnvironmentalSociology. Pine Forge press.
- Catton, W.R., Jr. & Dunlap, R.E. (1978). Environmental Sociology: A New Paradigm. TheAmerican Sociologist 13
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- Gadgil, M. and R. Guha.1996. Ecology and Equity: The Use and Abuse of Nature in contemporary India, New Delhi, OUP.
- Gole, Prakash.2001.Nature, Conservation and Sustainable Development in India. Jaipur and NewDelhi: Rawat
- Guha, Ramachandra .1994. Social Ecology, New Delhi.
- Hannigan, J. (2022). Environmental sociology. Taylor & Francis.
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- Kaushik, A.and C. P. Kaushik, .2014: Perspectives in Environmental Studies. New Delhi: NewAge International Limited Publishers
- Kumar S.B.2002.Environmental Problems and Gandhian Solutions. Deep-Deep publication.
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- Shiva V 1991, Ecology and the Politics of Survival, U.N University press and Sage Publications
- Shiva, V., 1988. Staying Alive, Kali for Women, New Delhi.

SOC-C-18: Sociology of Media and Popular Culture

Learning Objectives:

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

Learning Outcome:

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

Unit- I	Basic Concepts: Culture, its meaning, Folk Culture, Mass Culture. Historical Origin of Popular Culture, its meaning; Media and Modernity	(14 Marks)
Unit- II	Structuralism and Media Studies: Levi Strauss, Saussure Post Structuralism and Media Studies: Derrida, Foucault	(14 Marks)
Unit- III	Post modernism and its basic tenets Francis Lyotard; Baudrillard; Jameson	(14 Marks)
Unit- IV	Gender and Media Print Media: Early Feminist Visions, Feminism in Newspaper and Magazines Visual Media: Laura Mulvey	(14 Marks)
Unit- V	Issues in Media Studies: Media, Nationalism and Transnationalism. Globalization, Consumption and Cultural Imperialism social media: Age of Information and Dis-information Rise of Virtual Community	(14 Marks)

Essential Readings:

- Anderson, B. 1983. *Imagined Communities*. London: Verso.
- Chaudhuri, M. 2005. A Question of Choice: Advertisements, Media and Democracy" Bernard Bel et al *Media and Mediation Communication Processes* Vol. 1.(Sage, New Delhi) pp.199-226.
- Chaudhuri, M. 2017. *Refashioning India: Gender, Media and a Transformed Public Discourse*: Hyderabad: Orient Black Swan
- Doshi, S.L. 2006. *Modernity, Postmodernity and Neo-Sociological Theories*. Jaipur: Rawat.
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- Gilpin, R. 2001. *Global Political Economy*. Orient Longman. India.
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- McRobbie, A. 1991. *Feminism and Youth Culture*, Basingstoke: Macmillan
- Modleski, 1986. Femininity and mas(s) querade: A Feminist Approach to Mass Culture in C. MacCabe (ed.) *High Culture/ Low Culture*, Manchester: Manchester University Press.
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SOC-C-19: Rural Sociology

Since majority of Indian population resides in rural areas, it forms a major part of sociology. Rural sociology is a broad sub-field of sociology which examines the distinct subareas of sociology, including agriculture, social inequalities, the environment, community, and demographic processes.

Learning Objectives:

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

Learning Outcome:

- The students will be able to know the changing rural social structure.
- The knowledge of rural sociology will help them understand the dynamics of rural life in contemporary India.

Unit-I	Contextualizing Rural Sociology: Its development and growth, Importance, Nature and Scope. Understanding Ruralities:	(14 Marks)
Unit-II	Village Community: Characteristics, Types, Rural-Urban Contrast and Continuum, Village Studies tradition in India.	(14 Marks)
Unit-III	Rural Agrarian Social Structure and change in Colonial India: Measures of Land Settlement (Permanent, Royatwari and Mahalwari); Commercialization of Agriculture; Commodification of land and de-peasantisation; Peasant Rebellionsv (Tebhaga Movement, Telangana Movement and Moplah Rebellion)	(14 Marks)
Unit-IV	Rural-Agrarian change in Post-Independent India: Land reforms; Green Revolution; Debate on Green Revolution and Social Inequality, Debate over mode of production and rural class structure. ICT and Rural Development; Globalization and agriculture (IPRs and WTO)	(14 Marks)
Unit- V	Rural Social Problems: Poverty, Agrarian Distress, Labour Migration. Development Programmes: Rural Housing Schemes, Public Distribution System, Mahatma Gandhi National Rural Employment Guarantee Act, Micro-Finance, Panachayati Raj.	(14 Marks)

Essential Readings:

- Appu, P. S. 1996. Land Reforms in India. New Delhi: Vikas.
Beteille, Andre .1983, Studies in Agrarian Social Structure, Delhi: Oxford University Press.
Beteille, Andre.1974. Six Essays in Comparative Sociology, New Delhi: OUP.

- Chatterjee, P. 2008. Democracy and Economic Transformation in India. Economic and Political Weekly. Vol. 43, No. 16, pp. 53-62 5.
- Chauhan, B.R. 1974. "Rural Studies", A Trend Report in A Survey of Research in Sociology and Social Anthropology Vol – I, Bombay Prakashan.
- Desai, A.R.ed .2003. Rural Sociology in India, Bombay, Popular Prakashan Desai, A.R.1979. Rural India in Transition, Bombay: Popular Prakashan.
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- Dube, S.C.1988. India's changing Village: Human Factor in Community Development, Bombay:Himalayan Publishing House.
- Dubey. S.C. 1955. Indian Village, London, Routledge Kegan Paul.
- Frankel, F. R. 1971. India's Green Revolution: Economic Gains and Political Costs. Bombay: OUP.
- Gupta. D. 2005. Whither the Indian Village: Culture and Agriculture in 'Rural' India. Economic and Political Weekly. Vol. 40, No. 8, pp. 751-758.
- Kartar Singh 1999, Rural Development: Principles, Policies and Management, Delhi: Sage Maheshwari, S.R.1985. Rural Development in India, New Delhi: Sage Publication.
- Mohanty, B B. 2005. We are Like the Living Dead: Farmer Suicides in Western India, The Journal of Peasant Studies, Vol. 32, No.2 16.
- Mohanty, B. B (ed.). 2016. Critical Perspectives on Agrarian Transition: India in the Global Debate, New York: Routledge.
- Pradhan, P.K.1988. Land, Labour and Rural Poverty, Bombay: Himalayan Publishing House Sharma K.L. 1997. Rural society in India, Rawat Publications, Jaipur: Rawat
- Shiv R Mehta .1984. Rural Development Policies and Programmes - A Sociological Perspective, New Delhi: Sage.
- Singer, Milton .1972. When a Great Tradition Modernizes, New York, Praeger Publishers. Singha Roy D. K.2004. Peasant Movements in Post- Colonial India, Sage.
- Srinivas, M.N. 1960. Social Change in Modern India, Delhi: Orient & Longman. Srinivas, M.N. 1966, India's Villages, Bombay: Asia Publishing House.
- Stokes, Eric. 1978. The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India. Cambridge: Cambridge University Press.
- Sundaram, S. .1997. Rural Development, Mumbai: Himalaya Publishing House.
- Thorner, A. 1982. Semi-feudalism or capitalism? Contemporary debate on classes and modes of production in India (part 1, 2 and 3). Economic and Political Weekly, Vol. 17, No. 49, 50 and 51. 21.
- Varshney, A. 1994. Democracy, Development and the countryside: Urban-Rural Struggles in India. New York: Cambridge University Press.

SOC- C-20: Sociology of Development Induced Displacement and Rehabilitation & Resettlement

Development is an inevitable part of human civilization. But the irony is that it causes involuntary human displacement throughout the world. The chief objective of the course is to make aware of the students about the discourse of development and how it gives rise to the problems of population displacement.

Learning Objectives:

- To get acquainted with the concepts of Population displacement, resettlement and rehabilitation.
- To understand the causes and consequences of development-induced displacement.
- To compare and make a critical understanding of various rehabilitation and resettlement policies
- To comprehend the dynamics of resettlement and social resistance movements.

Learning Outcomes:

After reading this course the students:

- Can analyze various problems and issues of development induced displacement.
- Can gain insights of Development and Displacement discourse.
- Can develop an analytical framework of rehabilitation & resettlement issues.
- Can understand the causes and consequences of anti-displacement movements in contemporary India.
- Can develop employability and analytical skills so that they can manage development-induced displacement and resettlement in a development project.

Unit-I	Development and Displacement Discourse: Approaches to Development-Economic, Sociological, Institutional, Liberal and Neo-liberal, Environmental Development and Underdevelopment in India Development Projects and Involuntary displacement in India Development and Displacement debate	(14 marks)
Unit-II	Understanding Displacement: Nature of Population Displacement Disaster Induced Displacement, Conflict Induced Displacement and Development Induced Displacement Types and Problems of Development Induced Displacements (DID) Land Acquisition Acts-Livelihood &Legal Issues	(14 marks)
Unit-III	Analytical Framework of Resettlement & Rehabilitation Issues: Impoverishment Risk and Reconstruction Models- Michael M. Cernea Mining Induced Displacement and Resettlement-Theodore E. Downing	(14 marks)
Unit-IV	Resettlement and Rehabilitation Policy: International Policy (World Bank) National Resettlement and Rehabilitation Policy (India) Projects Specific Policy (NTPC & Coal mining) and Corporate Social	(14 marks)

Responsibility (CSR)
Dam Projects in State Level (Odisha) and Odisha Resettlement and
Rehabilitation Policy

Unit-V	Development Induced Displacement Resettlement &Resistance: Problematic of DIDR Resistance Organizational forms in DIDR Resistance Democracy and DIDR Protest Movements in India	(14 marks)
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Essential Readings:

- Cernea, M.M. and H.M. Mathur (ed) .2008 ‘Can Compensation Prevent Impoverishment? Reforming Resettlement through investments and Benefit Sharing’. New Delhi: OUP.
- Cernea, Michael M. and Christopher McDowell .2000. (eds). Risks and Reconstruction: Experiences of Resettlers and Refugees, Washington, D.C: World Bank.
- Cernea, Michael M. and Ravi Kanbur .2002, An Exchange on the Compensation Principle in Resettlement, Working Paper-33, Ithaca, New York: Cornell Univ. Press.
- Dhagamwar, Vasudha, Subrata De and Nikhil Verma.2003. Industrial Development and Displacement: The People of Korba, New Delhi: Sage Publications.
- Escobar, A. 2011. *Encountering development: The making and unmaking of the Third World* (Vol. 1). Princeton University Press.
- Fernandes, W. 2023. Development-Induced Displacement in India: Search for Alternatives. In Fletcher Forum of World Affairs (Vol. 47, No. 2).
- Fernandes, Walter and Vijay Paranjpye eds.1997. Rehabilitation Policy and Law in India: A Right to Livelihood, ECONET, New Delhi: Indian Social Institute.
- Garada, R. & Samal.S. 2019. Diversion Based Irrigation and Livelihood Reconstruction: A Case of Settled Land Oustees in Western Odisha, *The Eastern Anthropologist*, 72: 1 & 2.
- Garada, R.& Mohanty, P. 2015. Development Discourse, Exclusion and Displaced Communities: A Case of Odisha in (ed.) “*Communities and Social Development in India*”, Delhi: Avon Publication.
- Garada, Rabindra .2020. Ebb and Flow of Social Movements in Liberal Democracy in Ghosh, B.(ed.) *Social Movements: Concepts, Experiences and Concerns*, SAGE Publication.
- Garada, Rabindra.2018. Mining caused Land Acquisition and Livelihood Displacement: A Case of Opencast Coal Mining Project at Talcher Coalfield, Odisha, *International Journal of Applied Social Science*, Vol. 5 (5), (UGC approved Journal)
- Ghosh, B. 2020. *Social movements: concepts, experiences and concerns*. Sage Publications.
- Kale, S. S. 2020. From company town to company village: CSR and the management of rural aspirations in eastern India’s extractive economies. *The Journal of Peasant Studies*, 47(6), 1211-1232.
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- Mahapatra, L. K.1999. Resettlement, Impoverishment and Reconstruction in India, Development for the Deprived. New Delhi: Vikas Publishing House.
- Mathur, H.M. 2006. Managing Resettlement in India: Approach, Issues Experiences, New

- Delhi: Oxford University Press.
- Mathur, H.M. 2008. India Social Development Report-2008, Council for Social Development, New Delhi: Oxford University Press.
- Mathur, H.M. 2013. Displacement and resettlement in India: The human cost of development. Routledge.
- Ministry of Rural Development 2007, 'The National Rehabilitation and Resettlement Policy, 2007', Gazette of India, Extraordinary, Part 1.
- Nayak, S. 2023. Coal extraction, dispossession and the 'classes of labour' in coalfields of eastern India. *The Journal of Peasant Studies*, 50(7), 2829-2850.
- Nilsen, A. G. 2010. Dispossession and resistance in India: The river and the rage. Routledge.
- Oommen, T.K. 2006, 'Coping with Development Pathologies: Resistance to Displacement', *Sociological Bulletin*, 55(2): 267- 80.
- Pandey, Balaji 1998. Depriving the Underprivileged for Development, Bhubaneswar, Orissa: Institute for Social and Economic Development.
- Patel, Sujata 1990, 'Baliapal Agitation: Leadership Crisis', *Economic and Political Weekly*, 2523
- Robinson, W.C. 2003, Risk and Rights: The Causes, Consequences and Challenges of Development Induced Displacement, Washington D.C: Brookings Institutions-SAIS.
- Sachs, W. (Ed.). 1997. *Development dictionary, The: A guide to knowledge as power*. Orient Blackswan.
- World Bank.2001. Operational Policy on Involuntary Resettlement Involuntary Resettlement, Environment Department, The World Bank, Washington, D.C.
- World Bank.2002. Resettlement Sourcebook CD. Washington, DC. Public Information Center.