

Ph.D. in Sociology

COURSE OUTLINE

Centre for Studies in Society and Development (CSSD)

School of Social Sciences (SSS)

Central University of Gujarat

The Centre for Studies in Society and Development (CSSD) is anchored in the disciplines of Sociology and Social Anthropology. The aim of the Centre is to create and disseminate knowledge on theoretical and empirical aspects of Social Structures, Social Change and Social Development in contemporary society. Courses of the centre introduce and engage with different theoretical formulations and debates at various levels concerning local to global issues in their historical and contemporary social contexts. The pedagogy is based on interactive teaching and reflexive exercise. Fieldwork is an integral component of the courses to grasp the complexity of social reality in various social settings. Students are encouraged to partake in discussions and dialogue to deepen their academic horizons and research skills.

Ph.D. in Sociology

The Ph.D. in Sociology offers an orientation on advanced sociological perspectives and quantitative and qualitative research methods during its course work. The course work inculcates an orientation to conceptualize the research problem with the existing sociological theories, formulation of research design, application of research methods, choosing data collection tools, analysis of data and initiating research writing for the student's research work. The centre encourages interdisciplinary research with the application of quantitative, qualitative and mixed research methods. The centre has an inter-disciplinary research team for facilitating students with an interdisciplinary approach to unfold changing nature of social reality in Indian society as well as in the global context. The Ph.D. Programme in Sociology is envisaged to inculcate the following outcome among the research scholars.

Programme Outcomes (POs)	
PO 1	Understanding the background of sociological knowledge creation and philosophical underpinnings for theorizing social phenomena in contemporary society.
PO 2	Comprehending the methodological traditions of sociology for undertaking new research on contemporary social phenomena.
PO 3	Develop the capacity to design the research processes inculcating qualitative, quantitative and mixed research methods.
PO 4	Develop the skill to collect the data from the field and to analyze the data for answering the research questions.
PO 5	Develop skills to convert the research outcomes into publications for dissemination of created knowledge for upgrading of existing knowledge and for policy prescriptions.

The completion of the Ph.D. programme in Sociology programme, the research scholars will have the following programme specific outcomes:

Programme Specific Outcomes (PSO)	
On completion of the course:	
PSO 1	The scholar will comprehend the field of sociological knowledge creation through historical analysis of ontologies and epistemologies of sociological theorizing and sociologist's practice.
PSO 2	The scholar will develop the logical aptitude and skills to design their research using appropriate research methods, tools, and techniques of research using qualitative/quantitative/ and mixed approaches.
PSO 3	The scholar will develop the capacity to analyze quantitative and qualitative data through appropriate tools and computer-assisted software.
PSO 4	The scholar will develop the capacity to engage in the process of knowledge creation in the subject domain, particularly in the context of contemporary Indian society.
PSO 5	The scholar will gain the ability to effective skill through academic writing and other social engagements while adhering to the ethics of social research.

Course Outline

Ph.D. Semester I			
Course Code	Course Title	Core/Optional	Credit
SOC 603	Advanced Sociological Theory	Core	3
SOC 604	Research Methodology	Core	3
SOC 624	Perspectives on Indian Society	*Optional	2
SOC 625	Social Exclusion: Structure and Processes	*Optional	2
		Credit	8

*Students may credit one optional course

Ph.D. Semester II			
Course Code	Course Title	Core/Optional	Credit
SOC 653	Data Analysis in Sociological Research	Core	3
SOC 654	Research Ethics and Research Writing	Core	3
SOC 675	Media and Indian Society	*Optional	2
SOC 676	Sociology of Development	*Optional	2
		Credit	8
Total Credits in Two Semesters		16 Credits	

*Students may credit one optional course

FIRST SEMESTER

Course No. 603

Course Title

Credit

Core

Advanced Sociological Theory

3

Course Objective: The objective of the course is to provide an understanding of the field of Sociological theorizing. The course would offer a view of broader historical view of significance of ontologies and epistemologies of sociological theorizing and sociologists' practice. The course would focus on the articulations of transformations of Sociological Theory on the one hand, and on the other critique/enabling "of being/becoming Sociologist".

On completion of the course, the students will be able to:

Unit-I	LO1	Understand how the Sociological theorizing has evolved in the wake of social transformations through times and across the world. And the theorizing of the role of Sociology for the present society.
Unit-II	LO2	Understand the Sociologist in the process of Sociological theorizing. This section focuses on the position of scholastic/intellectual point of view and the scholar in understanding the social world. The need and efficacy of theoretical/philosophical point of view is the focus of examination.
Unit-III	LO3	Understand and explain the continuities and discontinuities in Sociological theorizing. To Recount the Sociological theoretical perspectives and to understand the new directions of theorizing.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

COURSE OUTLINE

Unit 1

A. Craft of Sociology

What kind of a discipline Sociology could be is one of the most significant recursive questions, right from its inception continues to be addressed in the discussions of sociologists. This section would draw the attention of doctoral students to the continuing debates of sociologists.

Unit 2

A. Of Being Sociologist

Agency of Sociologist has been part of the analysis/understanding as much as any social phenomenon being part of Sociological analysis/understanding. Theoretical logic subsumes the role of sociologist-scientist (anthropologist as well), unlike in any other sciences. In that sense, practices of sociologist are in question because externalizing and internalizing realities one 'investigates/studies/understands is not delimited by scholastic point of view which cannot be taken for granted to be absolutely neutral, whether scholastic/social locations which enables the sociological point of view is brought under examination. Autocritique is part of theorizing in sociology and for sociologist.

Unit 3 Confronting Social Realities

A. Structural-Functional and Structuration approaches

Social Cohesion and Solidarities: Imagining Unities in the State of Flux.

B. Social Processes of Conflict and Violence:

- Mechanisms of Control
- Modes of Resistance

C. Interactionism and Phenomenology

Emerging modes of interaction and interactive spheres and the formation of self in the present times.

D. Modernity and Post-Structuralism

Crisis emerging in the wake of modern conditioning and breakdown of traditional institutional orders.

E. Network Society

Diffusion of Market and Culture

F. Sociology of Post-colonial Knowledge: The subject of the decolonized

What is 'unique' about ourselves, if we are free and the reason of being free? What is 'our' point/s of view of the world? Where do we figure in the scheme of decolonized world? In what sense are we decolonized?

G. Society and Environment: Environmental Crisis in the Present times

Readings:

UNIT-1

Abott, Pamela. (et al.) (2005). *An Introduction to Sociology: Feminist Perspectives*, New York: Routledge.

Bauman, Zygmunt. (2014). *What Use Is Sociology?*, Cambridge: Polity Press.

Bauman, Zygmunt. (et al.) ([1990] 2001) *Thinking Sociologically*, Oxford: Blackwell Publishing.

Blumer, Herbert. ([1969] 1986). *Symbolic Interactionism: Perspective and Method*, Los Angeles/University of California Press.

Bourdieu, Pierre (et al.) ([1968] 1991) *The Craft of Sociology: Epistemological Preliminaries*, Berlin/New York: Walter de Gruyter.

Bourdieu, Pierre. ([1984] 1993). *Sociology in Question*, London/New Delhi: Sage Publications.

_____ ([1990] 2009) *The Logic of Practice*, Cambridge, UK: Polity Press.

Burawoy, Micheal (2016) "Sociology as a Vocation," *Contemporary Sociology: A Journal of Reviews* 45(4): 379-393

Burawoy, Micheal (2019) *Symbolic Violence: Conversations with Bourdieu*, Durham/London: Duke University Press.

Calhoun, Craig. (ed.) (2010). *Robert K. Merton : Sociology of Science and Sociology as Science*, New York: Columbia University Press.

Collins, Randall. (1981). *Sociology Since Midcentury: Essays in Theory Cumulation*, New York/London: Academic Press.

Durkheim, Emile. (1982). *Rules of Sociological Method*, New York/London: The Free Press.

Dreijmanis, John. (ed.). *Max Weber's Complete Writings on Academic and Political Vocations*, New York: Algora Publishing.

Elias, Norbert. ([1970] 1978). *What is Sociology?*, Columbia: Columbia University Press.

Gerth, H. H. & Mills, Wright C. (eds.) (1946). *From Max Weber: Essays in Sociology*, New York: Oxford University Press.

Giddens, Anthony. (1996). *In Defence of Sociology: Essays, Interpretations and Rejoinders*, Cambridge, UK: Polity Press.

Luna, Zakiya and Pirtle, Whitney N. Laster. (eds.) (2022) *Black Feminist Sociology: Perspectives and Praxis*, New York/London: Routledge.

Marshall, Gordon. (1990). *In Praise of Sociology*, London: Unwin Hyman.

Mills, C. Wright. ([1959] 2000) *The Sociological Imagination*, New York: Oxford University Press.

Parsons, Talcott. ([1937] 1949). *The Structure of Social Action: A Study in Social Theory with Special reference to a Group of Recent European Writers*, New York: The Free Press.

Smith, Dorothy E. (1987) *The Everyday World as Problematic: A Feminist Sociology*, Boston: Northeastern University Press.

_____ (1990). *The Conceptual Practices of Power: A Feminist Sociology of Knowledge*, Boston: Northeastern University Press.

Stanley, Liz. (ed.) ([1990] 2013) *Feminist Praxis: Research, Theory and Epistemology in Feminist Sociology*, New York: Routledge.

Weber, Max. (1949) *The Methodology of the Social Science*, Glencoe/Illinois: The Free Press.

Wolff, Kurt. (1950) *The Sociology of Georg Simmel*. New York/London: The Free Press.

Further/Suggested Readings:

Berger, Peter L. (1963) *Invitation to Sociology: A Humanistic Perspective*, New York: Anchor Books.

Mannheim, Karl. (1954). *Ideology and Utopia: An Introduction to the Sociology of Knowledge*, New York: Harcourt Brace & Co.

Merton, Robert K. ([1949] 1968). *Social Theory and Social Structure*, New York: The Free Press.

Parsons, Talcott. (1954) *Essays in Sociological Theory*, New York: The Free Press.

Shils, Edward. (1980). *The Calling of Sociology and Other Essays on the Pursuit of Learning*, Chicago/London: The University of Chicago Press.

UNIT 2

Bourdieu, Pierre. (2007) *Sketch for Self-Analysis*, Chicago/London: The University of Chicago Press.

Bourdieu, Pierre. (1998) *Practical Reason: On the Theory of Action*, Stanford: Stanford University Press.

_____ (1990) *In Other Words: Essays Towards a Reflexive Sociology*, Stanford: Stanford University Press.

_____ (et al.) ([1993] 1999) *The Weight of the World: Social Suffering in Contemporary Society*, Stanford: Stanford University Press.

Clawson, Dan (et al.) (2007) *Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century*, Berkley/Los Angeles/London: University of California Press.

Durkheim, Emile. ([1957] 2003). *Professional Ethics and Civic Morals*, London/New York: Routledge.

Hossfeld, Leslie. (et al.) (2022) *The Routledge International Handbook of Public Sociology*, London/New York: Routledge.

Mills, C. Wright. ([1959] 2000) *The Sociological Imagination*, New York: Oxford University Press.

Further/Suggested Readings:

Bourdieu, Pierre. (2000) *Pascalian Meditations*, Stanford: Stanford University Press.

_____ ([1984] 1988) *Homo Academicus*, Stanford: Stanford University Press.

UNIT III

Akiwowo, A. (1999) 'Indigenous sociologies: Extending the scope of the argument', *International Sociology* 14 (2): 115-138.

Amin, S. (1989) *Eurocentrism*. London: Zed Books

Alexander, Jeffrey C. (1987). *Twenty Lectures: Sociological Theory Since World War II*, New York: Columbia University Press.

Alexander, Jeffrey C. (2013). *The Dark Side of Modernity*, Cambridge: Polity Press.

- Alexander, Jeffrey C. (2006) *The Civil Sphere*, New York: Oxford University Press.
- Alexander, Jeffrey C. (et al.) (2004). *Cultural Trauma and Collective Identity*, Berkeley/London: University of California Press.
- Beck, Ulrich. (2006). *The Cosmopolitan Vision*, Cambridge: Polity Press.
- Beck, Ulrich & Beck-Gernsheim, Elisabeth. (2001). *Individualization: Institutionalized Individualism and its Social and Political Consequences*, London/New Delhi: Sage Publications.
- Bhabra, Gurinder K. (2007). *Rethinking Modernity: Postcolonialism and the Sociological Imagination*, Basingstoke/New York: Palgrave Macmillan.
- Boltanski, Luc. & Ève Chiapello ([2005] 2018) *The New Spirit of Capitalism*, London/New York: Verso.
- Boltanski, Luc. (2011). *On Critique: A Sociology of Emancipation*, Cambridge: Polity Press.
- Bourdieu, Pierre. (1998). *Practical Reason: On Theory of Action*, Stanford: Stanford University Press.
- Bourdieu, Pierre. (1977). *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.
- Collins, Randall. (2020). *Charisma: Micro-sociology of Power and Influence*, New York: Routledge.
- Collins, Randall. ([1975] 2009) *Conflict Sociology*, Boulder/London: Paradigm Publishers.
- Collins, Randall. (2008). *Violence: A Micro-Sociological Theory*, Princeton/Oxford: Princeton University Press.
- Castells, M. (2002) 'The space of flows' in Ida Susser (ed.) *The Castells Reader on Cities and Social Theory*. Oxford: Blackwell, 314-366.
- Connell, R. (2007) *Southern Theory*, London: Allen and Unwin.
- Connell, R. (2010) 'Learning from each other: Sociology on a world scale' in S. Patel (eds.) *The ISA Handbook of Diverse Sociological Traditions*. London: Sage, 40-51.
- Crenshaw, K. (1991) *Mapping the margins: Intersectionality, identity politics, and violence against women of color*, Stanford Law Review 43 (6): 1241-1299.
- Davis, Mike. (2022) *The Monster Enters: Covid 19, Avian Flu, and the Plagues of Capitalism*, London/New York: Verso.

Davis, Mike. ([2001] 2017) *Late Victorian Holocausts: El nino Famines and the Making of the Third World*, London/New York: Verso.

Delanty, G. (2006) 'The cosmopolitan imagination: Critical cosmopolitanism and social theory', *The British Journal of Sociology* 57 (1): 25-47.

Dirlik, A. (2007) *Global Modernity: Modernity in the Age of Global Capitalism*. Boulder: Paradigm. (Ch.s 2 and 3)

Dussel, E. (1993) 'Eurocentrism and modernity: (Introduction to the Frankfurt Lectures)', *Boundary 2*, 20 (3): 65-76.

Eisenstadt, S. N. (2000) *Multiple Modernities*, *Daedalus* 129 (1): 1-29.

Foucault, Michel. ([1969] 2002). *Archeology of Knowledge*, London/New York: Routledge.

Foucault, Michel. ([1975] 2012). *Discipline and Punish: The Birth of the Prison*, New York: Vintage Books.

Foucault, Michel. ([2004] 2008). *The Birth of Biopolitics: Lectures At The Collège De France, 1978– 79*, New York/Basingstoke: Palgrave Macmillan.

Gehlen, Arnold. ([1950] 1988). *Man: His Nature and Place in the World*, New York: Columbia University Press.

Giddens, A. (1990) *The Consequences of Modernity*. Stanford: Stanford University Press. (Part I and VI)

Latour, Bruno. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*, New York/London: Oxford University Press.

Latour, Bruno. (2013) *An Inquiry into Modes of Existence: An Anthropology of Moderns*, Massachusetts/London: Harvard University Press.

Luhmann, Niklas. ([1997] 2013). *Theory of Society (Vol. 2)*, Stanford: Stanford University Press.

Morton, Stephen. & Bygrave, Stephen (eds.) (2008). *Foucault in an Age of Terror: Essays on Biopolitics and the Defence of Society*, New York/Basingstoke: Palgrave Macmillan.

Sennett, Richard. & Cobb, Jonathan (1977). *The Hidden Injuries of Class*, Cambridge: Cambridge University Press.

Sennett, Richard. (1993). *Authority*, New York/London: W.W. Norton & Company.

Sennett, Richard. (2006). *The Culture of the New Capitalism*, New Haven/London, NewHaven/London: Yale University Press.

Sennett, Richard. (2006). *Respect in a World of Inequality*, New York/London: W.W. Norton & Company.

Further/Suggested readings:

Akiwowo, A. (1986) 'Contribution to the sociology of knowledge from an African oral poetry'. *International Sociology* 1, 343-358.

Boltanski, Luc. & Esquerre, Arnaud. (2020) *Enrichment: A Critique of Commodities*, Cambridge: Polity Press.

Bourdieu, Pierre. ([1982] 1991). *Language and Symbolic Power*, Cambridge: Polity Press.

Bourdieu, Pierre. ([1979] 1984). *Distinction: A Social Critique of the Judgement of Taste*, Cambridge/Massachusetts: Harvard University Press.

Foucault, Michel. ([1966] 2002). *The Order of Things: An Archeology of the Human Sciences*, London/New York: Routledge.

Luhmann, Niklas. ([1984] 1995). *Social Systems*, Stanford: Stanford University Press.

Sennett, Richard. (1996). *Flesh and Stone: The Body and the City in Western Civilization*, NewYork/London: W.W. Norton & Company.

Sennett, Richard. (1998). *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*, New York/London: W.W. Norton & Company.

Course No. 604

Course Title

Credit

Core

Research Methodology

3

Course Objective: This course will familiarize the scholars with the philosophical foundation of social science research. Further, it will introduce students to diverse epistemological and methodological perspectives and data collection techniques to carry out sociological research.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the philosophy of social science research and different epistemological strands emerged in sociological understanding.
Unit-II	LO2	Understand the logic of quantitative research and procedures and tools used in survey research.
Unit-III	LO3	Understand the logic of qualitative research and procedures and tools used in qualitative data collection processes.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

COURSE OUTLINE

Unit- 1:

Introduction to Philosophy of Social Science Research

- Ontology, Epistemology, Methodology and Method
(Positivism, Interpretivism, Ethnomethodology, Phenomenology, Critical Inquiry)
- Inductive and Deductive Reasoning
- Quantitative, Qualitative and Mixed Research Method
- Research Design: Descriptive, Exploratory and Explanatory

Unit- 2:

Quantitative Research Method

- Logic of Quantitative Research
- Social Survey
- Sampling Procedure
- Questionnaire and Interview Schedule

Unit- 3:

Qualitative Research Method

- a) Logic of Qualitative Research
- b) Observation
- c) Focused Group Discussion
- d) Case Study
- e) Content Analysis
- f) Narratives

Readings

- Becker, H. (1992) 'Casing' and the process of social inquiry, in C. C. Ragin and H. Becker, *What is a Case? Exploring the Foundations of Social Inquiry*. Cambridge: Cambridge University Press.
- Bethlehem, J. (2009) *Applied Survey Methods: A Statistical Perspective*. Hoboken. NJ: Wiley.
- Bitektine, A. (2008) Prospective case study design: Qualitative method for deductive theory testing. *Organisational Research Methods*, 11 (1), 160–80.
- Blalock, H. (1984) *Social Statistics*, 2nd edn. London: McGraw-Hill.
- Brewer, J. D. (2000) *Ethnography*. Buckingham: Open University Press.
- Brown, R. (1963) *Explanation in Social Science*. London: Routledge and Kegan Paul.
- Bryman, Alan. (2004) *Social Research Method*. New York: Oxford University press.
- Bryman, Alan. (1988) *Quantity and Quality in Social Research*. London: Unwin Hyman.
- Coffey, A. (1999) *The Ethnographic Self: Fieldwork and the Representation of Reality*. London: Sage.
- Creswell, J. W. (2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. New Delhi: Sage Publications
- Feyerabend, P. K. (1975) *Against Method*. London: New Left Books.
- Fielding, J. and Gilbert, N. (2006) *Understanding Social Statistics*, 2nd edn. London: Sage.
- Geertz, C. (1973) *Interpretation of Cultures*. New York: Basic Books.
- Giddens, A. (1974) *Positivism and Sociology*. Cambridge: Cambridge University Press.
- Goode, W.J. and Hatt, P. K. (1952) *Methods in Social Research*. New York: McGraw-Hill.
- Hammersley, M. and Atkinson, P. (2007) *Ethnography: Principles in Practice*, 3rd edn. London: Routledge.
- Hartley, J. (2004) Case study research, in C. Cassell and G. Symon (eds) *Essential Guide to Qualitative Methods in Organisational Research*. London: Sage.
- Kuhn, T. S. (1970) *The Structure of Scientific Revolution*. Chicago: Chicago University Press.
- Kumar Ranjit (2014) *Research Methodology: A Step-by-Step Guide for Beginners*, New Delhi : Sage Publications.
- Marsh, C. (1982) *The Survey Method*. London: George Allen & Unwin.

- Mason, J. (2002) *Qualitative interviewing: Asking, listening and interpreting*, in T. May (ed.) *Qualitative Research in Action*. London: Sage.
- Merton, R., Fiske, M. and Kendall, P. (1990) *The Focused Interview: A Manual of Problem and Procedures* [originally published 1956], 2nd edn. New York: Free Press.
- Merton, R., Fiske, M. and Kendall, P. (1990) *The Focused Interview: A Manual of Problem and Procedures*, 2nd edn. New York: Free Press.
- Moser, C. A. and Kalton, G. (1971) *Survey Methods in Social Investigations*. London: Heinemann Educational Books.
- Mukherjee, P. N. (eds) (2000) *Methodology in Social Research: Dilemmas and Perspectives*, New Delhi: Sage Publications.
- Myrdal, G. (1970) *Objectivity in Social Research*. London: Gerald Duckworth.
- Nagel, E. and Cohen, M. R. (1981) *An Introduction to Logic and Scientific Method*. Simon Publications.
- Neuman, L. W. (2005) *Social Research Methods: Quantitative and Qualitative Approaches*. London: Allyn & Bacon.
- Popper, K. (1963) *Conjectures and Refutations*. London: Routledge.
- Sarantakos, Soritios. (1998) *Social Research*. London: MacMillan Press Ltd.
- Sawyer, A. (1992) *Method in Social Science* (Revised Second Edition). Routledge.
- Selltiz, C. and Jahoda, M. (1959) *Research Methods in Social Relations*. New York: Henry Holt and Company.
- Srinivas, M. N. and Ramaswamy E A (eds) (2004) *Field Worker and the Field*, Oxford University Press, New Delhi.
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research*. Thousand Oaks, CA: Sage Publications.
- Rushing, B., & Winfield, I. (1999). Learning about sampling and measurement by doing content analysis of personal advertisements. *Teaching Sociology*, 27, 159-166.
- Yin, Robert K. (2013) *Case Study Research: Design and Methods*, Sage Publications.

Course No. 624

Course Title

Credit

Optional

Perspectives on Indian Society

2

Course Objective: Perspectives on Indian Society is designed to sensitize the students with the emerging trends in sociological studies in India. It will unfold emerging trends in concerned areas of research by reviewing journal articles and books. The course will include continuous seminar presentations, participations and the writing work for capacity building of the research scholars.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the changing perspectives and recent studies on the social relations in the contemporary rural India.
Unit-II	LO2	Understand the changing perspectives and contemporary research on the social relations in present Urban India.
Unit-III	LO3	Understand the changing perspectives and current research on the social relations in Industrial society in India.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

COURSE OUTLINE

Unit- 1 Emerging Issues in Rural Society

- a) Migration
- b) Rural Factionalism
- c) Farmer Suicide
- d) Rural Indebtedness

Unit- 2 Emerging Issues in Urban Society

- a) Poverty
- b) Individualism
- c) Consumerism
- c) Working Class Neighborhood

Unit- 3 Emerging Issues in Industrial Society

- a) Alienation
- b) Inequality
- b) Child Labour
- c) Environmental Problem

Readings

- Agarwal, B. & Agarwal, A. (2017). Do farmers really like farming? Indian farmers in transition. *Journal of Oxford Developmental Studies*, 45(4)
- Barbara Harriss-White (2003). *India Working: Essays on Society and Economy*, Cambridge University Press, Cambridge.
- Breman, J., Kloos, P. & Saith, A. (1997). *The village in Asia revisited*. New Delhi: Oxford University Press.
- Brito Oliver (2014) *Understanding urban poverty in India: Experiences from Mumbai*, Rawat Publications.
- Chakravarti, A. (2001). *Social power and everyday class relations: Agrarian transformations in North Bihar*, New Delhi: Thousand Oaks, CA : Sage Publications.
- Christiane Brosius (2010). *India's Middle Class: New Forms of Urban Leisure, Consumption and Prosperity*, Routledge.
- Desai, A.R. (1978). *Rural sociology in India*. Bombay: Popular Prakashan.
- Dhanagare, D. N. (1988). *The Green Revolution and social inequalities in rural India*, Bulletin of Concerned Asian Scholars, DOI:10.1080/14672715.1988.10404444.
- Jha Sadan, Dev Nath Pathak, Amiya Kumar Das (eds) (2021). *Neighbourhoods in Urban India: In Between Home and the City*, Bloomsbury India Private Ltd, New Delhi.
- Jodhka, S. (Eds.) (2012). *Village society*. Hyderabad: Orient Blackswan.
- Jodhka, S. (Eds.) (2018). *A handbook of rural India*. Hyderabad: Orient Blackswan.
- Joshi, P.C. (1976). *Land reforms in India: Trends and perspective*. New Delhi: Allied Publisher.
- Kak Shakti, Biswamoy Pati (eds) (2012). *Enslaved Innocence: Child Labour in South Asia*, Primus Books, New Delhi.
- Kateja Alpana, Rashmi Jain (2021) *Urban Growth and Environmental Issues in India*, Springer.
- Krishna Anirudh (2013) *One Illness Away: Why People Become Poor and How They Escape Poverty*, Oxford University Press.
- Madan, V. (2002). *The village in India*. New Delhi: Oxford University Press.
- Mark Holmström (1985). *Industry and Inequality: The Social Anthropology of Indian Labour*, Cambridge University Press, Cambridge.
- Marriott, M. (1957). *Village India: Studies in little communities*. Chicago: Chicago University Press.
- Masaaki Fukunaga (1993). *Society, Caste and Factional Politics: Conflict and Continuity in Rural India*, Manohar Publishers & Distributors.
- Mishra, D. (2016). *Internal migration in contemporary India*. New Delhi: Sage Publication.
- Mohanty, B.B (2012). *Agrarian Change and Mobilisation*. New Delhi: Sage Publication.
- Nongbri, T. & Shimreiwung, A.S. (2017). *Migration, identity and conflict: Lived experience of Northeasterners in Delhi*. Jaipur: Rawat Publication.

- Padi, R. (2012). *Those who did not die: Impact of agrarian crisis on women in Punjab*. New Delhi: Sage Publication.
- Saxena K. B. (eds) (2021) *Poverty and deprivation: Changing Contours*, Sage Publications.
- Sharma, K.L. (Eds.)(2013). *Sociological probings in rural society* (Vol 2).New Delhi: Sage Publication.
- Srinivas, M.N. (1976). *The remembered village*. Berkley: University of California Press.
- Srinivasan T.N. , Abhijit Vinayak Banerjee, Pranab Bardhan, Rohini Somanathan(Eds) (2019) *Poverty and income distribution in India*, Juggernaut.
- Stokes, E. (1978). *The peasant and the Raj: Studies in agrarian society and the peasant rebellion in colonial India*. New York : Cambridge University Press
- Suvi, Alt. (2019). Farmer suicides and the function of death in neoliberal biopolitics. *International Political Sociology*, 13(1), 37-52.

Course No. 625

Course Title

Credit

Optional

Social Exclusion: Structure and Processes

2

Course Objective: This course introduces to the concept and context of social exclusion from diverse theoretical perspective and methodological approaches. The course would familiarize students with the social structures, institutions, agencies and processes involved in the social exclusion and inclusion.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand histories of concept(s) and context of social exclusion. Learn theoretical frameworks of social exclusion.
Unit-II	LO2	Understand perspective of Social Exclusion and Inclusion. Learn tools and techniques for measuring levels and degrees of social exclusion.
Unit-III	LO3	Explain social institutions and systems involved in social exclusionary practices and analyze the role of inclusive measures in creating social change and mobility.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

UNIT 1 : Social Exclusion: Histories, Concepts, Context and Theories

- A) Discrimination, deprivation, inequality, marginality and exclusion,
Capabilities and Entitlements, Social Welfare and Wellbeing, Social Justice and Rights
- B) Contextualisation of Social Exclusion
 - 1) Individual and Collectivity
 - 2) Socio-cultural, civil, Economic, Political, legal, others Spheres
- C) Theoretico-analytical framework for various issues

UNIT 2: Methodology in Social Exclusion Studies

- A) Perspective of Social Exclusion and Inclusion:
Book view / Field view
- B) Tools and Techniques
- C) Measurement: Levels and Degrees of Social Exclusion

UNIT 3 : Structures and Processes / Change and Mobility

Traditional Institutions and Modern institutions
Agencies and Processes of Social exclusion-inclusion
Inclusive Society – Role of Social Movements, Civil Society and State
Social Change and Mobility- Critiques

ESSENTIAL READINGS

Sen, A , (2004) 'Social Exclusion: Concept, Application, and Scrutiny', Critical Quest, New Delhi.

Byrne, David (1999), Social Exclusion, Open University Press, Buckingham.

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De Haan, Arjan and Nayak, Pulin (1995). Social Exclusion and South Asia. Discussion Paper 77. Geneva, International Institute of Labour Studies.

Silver, H. (1994). 'Social Exclusion and Social Solidarity: Three Paradigms'. *International Labour Review*, 133 (5-6).

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Appasamy,P., Guhan,S., Hema,R.,Manabi Muzumbar (1995) (et al) 'Social Exclusion in respect of basic Rights in India in Rodgers Gery, Gore charles and Figueiredo, Jose B., (ed) Social Exclusion: Rhetoric Reality Responses, IILS, United Nations Development Programme, Geneva.

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Foucault, Michel (2006). History, Inequality, Exclusion: New Approaches to Theory and Practice – Pauvretes, Inegalites, Exclusions: renouveau des approches theoriques et des pratiques Sociales. Geneva,ILO.

Mandelsohn, O. and Vicziany, M. (1998). *The Untouchables: Subordination, Poverty and the state in Modern India*. Cambridge. Cambridge University Press.

Sheth, D. L., (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies'. *Occasional Paper*, New York. UNDP.

Xaxa, V. (2008). *State, Society and Tribes*. Pearson Longman.

Baviskar, A. (1995): *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Delhi: Oxford University Press.

Cecile, Jackson, (1999) Social Exclusion and Gender: Does One Size Fit All?. *The European Journal of Development Research*, Vol. 11, No.1, Frank Cass, London, June, pp.125-146.

Agnes, Flavia (2000): "Women, Marriage and the Subordination of Rights in Community" in *Gender and Violence: Subaltern Studies XI*, Permanent Black, New Delhi.

Kannabiran, K. (1998). Mapping Migration, Gender and Culture in Politics in the Indian Diaspora. *Economic and Political Weekly*, 33(41), 53-57.

Varma, H.S., eds., (2005). *The OBCs and the Dynamics of Social Exclusion in India*. New Delhi. Serials

Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. New Delhi. Sage

Kothari, R. (2002). Culture of Communalism in Gujarat. *Economic and Political Weekly*, November 30.

Asthana M D and Pedro Madrano (ed) (2001). *Towards Hunger Free India: Agenda and Imperatives*. New Delhi: Manohar.

Nambissan, G. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Working Paper Series, Indian Institute of Dalit Studies and UNICEF

Qadeer, I. (2008). Health Planning in India: Some Lessons From The Past, *Social Scientist*, 36 (5), pp. 51-75

Das Veena and Renu Addalkha (2001): Disability and Domestic Citizenship: Voice, Gender and the Making of the Subject, *Public Culture*, Vol.13, No.3.

Dhanagare, D.N. (1991). *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University Press.

Duncan McDuie-Ra (2013) 'Beyond the 'Exclusionary City': North-east Migrants in Neo-liberal Delhi', *Urban Studies*, Vol. 50(8) 1625-1640, June.

Oommen, T. K. (2014). *Social Inclusion in Independent India: Dimensions and Approaches*. New Delhi, Orient Blackswan.

Dreze Jean and SenAmartya, (2002). *India Development and Participation*. New Delhi: Oxford University Press.

Krishnan, P. S. (2018). *Social exclusion and Justice in India*, New York/London: Routledge.

Levitas, R. (1998) *The Inclusive Society? Social Exclusion and New Labour*. Basingstoke: Macmillan.

Percy-Smith, Janie, (ed) *Policy Responses to Social Exclusion Towards Inclusion ?*, Open University Press, Buckingham, 2000.

Cass, Noel and others, (2005) *Social exclusion, Mobility and Access*, *The Sociological Review*, Blackwell Publishing Ltd.

Additional readings

Abrams, Dominic, eds. (2004). *Social Psychology of Inclusion and Exclusion*. New York. Psychology Press,

Acharya, Sanghmitra (2010) *Children, Social Exclusion and Development*, working paper series, volume 01, number 02, Indian Institute of Dalit Studies, New Delhi

Agarwal, B. (2001). Participatory Exclusions, Community Forestry and Gender: An analysis of South Asia and a Conceptual Framework, *World Development*, Vol-29 (10): 1623-1648

Askonas, P. and Stewart, A. (eds.) (2000), *Social Inclusion: Possibilities and Tensions*. Basingstoke: Macmillan.

Chakravarti, Uma (1993). Conceptualising Brahmanical patriarchy in early India: Gender, caste, class and state. *Economic and Political Weekly* 28:579-585.

Clert, C. (1999), 'Evaluating the Concept of Social Exclusion in Development Discourse', *European Journal of Development Research*, 11(2), pp. 176-199

Gore, Charles, Jose B. Figueiredo and Gerry Rodgers (1996) *Social Exclusion and Anti-Poverty Strategy*. International Institute for Labour Studies. Geneva, International Labour Organization

Hasan, M. and Asnuddin, M. ed., (2000). *The Stories Of Muslim Lives in India*. New Delhi. Oxford University Press

Hills, J., Le Grand, J. and Piachaud, D. eds. (2002). *Understanding Social Exclusion*. Oxford. Oxford University Press

Kabeer, N., (2000) *Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework*, *IDS Bulletin* 31(4)

SEMESTER II

Course No. 653

Course Title

Credit

Core

**Data Analysis in Sociological
Research**

3

Course Objective: This course will familiarize the students with the nature of qualitative and quantitative data in sociological research. Further, it will introduce students to processes of qualitative and quantitative data analysis and how to interpret the statistical analysis through computer assisted software.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand the nature of quantitative data and processes involved in analyzing the quantitative data collected through social survey.
Unit-II	LO2	Understand the nature of qualitative data and processes involved in analyzing the qualitative data collected through observation, focused group discussion and content analysis.
Unit-III	LO3	Understand the processes of interpretation of results from the quantitative and qualitative data analysis.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

COURSE OUTLINE

Unit- A:

Analysis of Quantitative Data

- Nature of Quantitative Data
- Descriptive Statistics (Measures of Central Tendency and Dispersion)
- Inferential Statistics (Univariate, Bivariate, Multivariate Analysis)
- Data Analysis Using Quantitative Software

Unit- 2:

Analysis of Qualitative Data

- a) Nature of Qualitative Data
- b) Writing of Log Book, Coding Procedure
- c) Discovering and Categorizing Repeating Ideas
- d) Developing Theoretical Construct and Theoretical Narrative
- e) Data Analysis using Qualitative Software

Unit- 3:

Interpreting Data Analysis

- a) Describing Quantitative Data: Measures of Central Tendency and Dispersion
- b) Communicating Quantitative Analysis: Tables, graphs, diagrams
- c) Interpreting Co-Variance, Correlation, Regression Analysis
- d) Interpreting Testing of Hypotheses: Chi-Square, t test, ANOVA and ANCOVA

Readings

- Bazeley Patricia, Kristi Jackson (2013) *Qualitative Data Analysis with NVivo*, Sage Publications.
- Blalock, H. (1984) *Social Statistics*, 2nd edn. London: McGraw-Hill.
- Elifson Kirk W (1997). *Fundamentals of Social Statistics*, McGraw Hill Humanities/Social Sciences/ Langua.
- Elifson, Kirk W, Runyon, Richard P. and Haber, Audrey (1990) *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.
- Fielding, J. and Gilbert, N. (2006) *Understanding Social Statistics*, 2nd edn. London: Sage.
- Fielding, N. G., & Lee, R. M. (1998). *Computer analysis and qualitative research*. Thousand Oaks, CA: Sage Publications.
- Gibbons, J.D. and Chakraborti, S. (1992), *Non-parametric Statistical Inference*, 5th ed., Marcel Dekker, New York.
- Gravetter, F. J. and Wallnau, L. B. (2005) *Essentials of Statistics for the Behavioral Sciences*, 5th edn. Belmont, CA: Wadsworth.
- Halfpenny, P. (1981). Teaching ethnographic data analysis in postgraduate courses in sociology. *Journal of the British Sociological Association*, 15, 564-570.
- Keen, M. F. (1996). Teaching qualitative methods: A face-to-face encounter. *Teaching Sociology*, 24, 166-176.
- Kelle, U. (Ed.). (1995). *Computer-aided qualitative data analysis: Theory, methods, and practice*. Thousand Oaks, CA: Sage Publications.
- Klass G. M. (2012). *Just plain data analysis: Finding, presenting, and interpreting social science data*, Rowman & Littlefield.
- Landau Sabine and Brian S. Everitt (2004) *A handbook of statistical analyses using SPSS*, Chapman & Hall/CRC.

- Lofland, J., & Lofland, L. H. (1994). *Analyzing social settings: A guide to qualitative observation and analysis* (3rd ed.). Belmont, CA: Wadsworth.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Miles, M.B. and Huberman, A.M. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods*. Newbury Park, CA: Sage Publications.
- Neuman Lawrence W (2005). *Social Research Methods: Quantitative and Qualitative Approaches*, London: Allyn & Bacon.
- Seale, C. (1999). *The quality of qualitative research*. London: Sage Publication.
- Seale, C. (2004). Coding and analysing data. In C. Seale (Ed.), *Researching society and culture* (pp. 305-323). London: Sage Publications.
- Seale, C. (2004). *Researching society and culture*. London: Sage Publications.
- Seidel, J. (1991). Method and madness in the application of computer technology to qualitative data analysis. In N. G. Fielding & R. M. Lee (Eds.), *Using computers in qualitative research* (pp. 107-116). Thousand Oaks, CA: Sage Publications.
- Sirkin R. Mark (1999) *Statistics for the Social Sciences*, Sage Publications.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Wagner William (2009) *Using SPSS for Social Statistics and Research Methods*, London: Pine Forge Press.
- Wagner William E. III, Brian Joseph Gillespie (2018) *Using and Interpreting Statistics in the Social, Behavioral, and Health Sciences*, Sage Publication.
- Wagner, W E. (2013) *Using IBM SPSS Statistics for Research Methods and Social Science Statistics*. California: Sage Publication.
- Walsh, A. (1990). *Statistics for the social sciences: with computer applications*. New York: Harper and Row.

Course No. 654

Course Title

Credit

Core

**Research Ethics and Research
Writing**

3

Course Objective: The objective of the course is to make aware the research scholars about the elements of research ethics in the process of research in social sciences. The course also orients the scholars about how to write a quality research thesis /research paper with proper citation and references.

On completion of the course, the students will be able to:

Unit-I	LO1	Develop an understanding about philosophy of ethics and elements of scientific misconduct in social science research.
Unit-II	LO2	Develop awareness about publication ethics and publication related misconduct and issues related to plagiarism.
Unit-III	LO3	Understand the elements of research proposal and thesis and how to write a research paper based on the research.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

COURSE OUTLINE

Unit- 1:

Foundation of Research Ethics

- e) Ethics in Social Science Research
- f) Scientific Misconducts: Falsification, Fabrication, Plagiarism (FFP)
- g) Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing.
- h) Selective Reporting and Misrepresentation of Data.

Unit- 2:

Publication Ethics

- a) Publication Misconduct
- b) Violation of Publication Ethics

- c) Conflicts of interest
- d) Use of Anti Plagiarism Software

Unit- 3:

Research Writing

- a) Writing of a Research Proposal
- b) Components of a Research Thesis
- c) Writing of a Research Paper
- d) Citations and References

Readings

- Baker, R.P., and Howell, A.C., (1938) *The preparation of reports*, New York: Ronald Press.
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489 (7415), 179-179.
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- Becker, Lucinda , Pam Denicolo (2012) *Publishing journal articles*. Sage Publications.
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- Bird, A. (2006) *Philosophy of science*. Tylor and Francis.
- Caro Sarah (2009) *How to publish your Ph.D*, Sage Publications.
- Chaddah P. (2018) *Ethics in competitive research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865
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- Dutta Dilip (2021) *Good practices and ethics in research and publication*, Ane Books Pvt Ltd.
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- Guidance Document (2020) *Good Academic Research Practice (GARP)*, University Grants Commission, New Delhi.
- Macintyre, Alasdair (1967) *A Short history of ethics*. London. University of Notre Dame Press.
- Martin, B.R. (2013) Whither research integrity? Plagiarism, self-plagiarism and coercive citation in an age of research assessment. *Research Policy*, 42(5).
- Merton, R.K.(1973) The normative structure of science, in *The Sociology of Science*, Norman W. Storer(ed.), pp. 267-285, Chicago: University of Chicago Press.

Monipally M.M., Badrinarayan Shankar Pawar (2010) Academic writing, Response Books.

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On being a scientist: A guide to responsible conduct in research: Third edition*. National Academies Press.

Resnik, D.B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfrn>

Shamoo, A.E. and Resnik, D.B. (2009) *Responsible conduct of research*, Oxford University Press.

Course No. 675	Course Title	Credit
Optional	Media and Indian Society	2

<i>Course Objective:</i> This course will provide a basic understanding of Mass Media and its impact on society along with the system of social stratification and social structure of Indian society. Further, it will enhance awareness about the role of media in various socio-economic concerns.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the fundamentals of media and society interactions along with the conceptual and historical framework.
Unit-II	LO2	Explain Socio-Economic concerns and the scope of media in Indian society.
Unit-III	LO3	Analyze emerging issues of media and its impact on society and the challenges of social media in the contemporary society.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

Unit 1 – Fundamentals of Mass Media and Indian Society: Concept, theories, types, and evolution of media, the role of media in the Indian freedom movement, basic features, and structure of Indian Society and media.

Unit II – Media and Socio-Economic Concerns of Indian Society: Role of media in issues concerning gender, caste, regionalism and communalism, national integrity, cultural

identity, Indian Constitution and media, media and public sphere, poverty, development, and Public health.

Unit III – Issues and Challenges of Media and its Impact on Society: Media control, internal and external threats, pressures on media – media regulations, critical analysis of social media platforms, paid news, fake news.

Essential Readings

Aggarwal V. B (2006), Essentials of Practical Journalism. Delhi, India: Concept Publishing Company.

Berger, Arthur Asa (2012) Media and Society: A Critical Perspective. Rowman & Littlefield.

Curran, James / Hesmondhalgh, David (2019) Media and Society. Bloomsbury Academic.

Dahlgren, Pete/ Sparks, Colin (1993). Communication and Citizenship: Journalism and the Public Sphere: Routledge.

Gupta, Dipankar (ed.), (1993). Social Stratification; Oxford University Press, Delhi.

Hovland/I.L.Janies/H H Kelly (1953). Communication and Persuasion , Yale University ,Newyork.

Kosambi, D.D, (2001). The Culture and Civilization of Ancient India in Historical Outline. New Delhi, India: Vikas Publishing House Pvt Ltd.

Kumar, Keval J. (1994) Mass Communication in India. Jaico Publishing House.

McLuhan, Marshall (1964). Understanding Media: The Extensions of Man, New York: McGraw-Hill.

Mencher, M (2011). News Reporting and Writing. New York, USA: Mac-Graw Hill.

Mishra, Akash Kamal (2020) Media Laws in India: A Brief Observation. Notion Press.

Natrajan, J (2010) History of India Journalism. Ministry of Information & Broadcasting, India.

Philo, Greg (1990). Seeing and Believing; The Influence of Television: Routledge.

Poepsel , Mark (2018) Media, Society, Culture and You. Rebus Community.

Rao, Shakuntala/ Mudgal, Vipul (2018) Journalism, Democracy and Civil Society in India. Routledge

Rich C (2012). Writing and Reporting News: A Coaching Method. Thomson Learning Inc.

Rohlinger A, Deana (2019) New Media and Society. New York University Press, USA.

Schlosberg, Justin (2017). Media Ownership and Agenda Control :The hidden limits of the information age: Routledge.

Srinivas, M.N (2000).; Caste: Its Twentieth Century Avataar, Penguin Books.

Waisbord, Silvio (2017) Media Sociology: A Reappraisal. Rawat Publications.

Course No. 676	Course Title	Credit
Optional	Sociology of Development	2

<i>Course Objective:</i> The course's objective is to provide an understanding of development in sociological literature. The course provides an understanding of the range of perspectives on development that emanated from the developed western countries and also from the Third World Countries. It includes an examination of the contemporary critiques of development and progress. It also focus on various aspects of globalization that have a bearing on development are examined from an eclectic perspective.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand how the idea of development has historically evolved and how, in the wake of decolonisation, various Third World countries, including India, embraced and plan for their own development.
Unit-II	LO2	Understand and differentiate the various perspectives on development as well as their limitations
Unit-III	LO3	Understand and explain the different strands of thought that have shaped India's development, the two contrasting sides of globalisation vis-à-vis development, particularly in its effects on the marginalised/weaker sections of the society.

Didactics: Lectures and Assignments

Evaluation: The Breakup of marks:

Class Participation/attendance: 10%

Assignment/Presentations/Book and Article Review/etc.: 20%

Mid-Semester Exam: 20 %

End-Semester Exam: 50%

Course Outline

Unit I: Location of the idea of Development; End of Colonialism; Rise of nationalism in the Third World; Search and desire for Development; Meaning of Development over time.

Unit II: Modernization Theory and its Critiques; Dependency theory and its Critiques; Limits to Growth Thesis and Post-Development

Unit III: India's Development Debate; Globalization, Development and Marginalised Groups.

Core Readings

Alavi, H. and T. Shanin (1982) Introduction to the Sociology of Developing Societies, Macmillan

Alexander K.C. (1994) The Process of Development of Societies, Sage, pp. 8-39.

Amin Samir (1976). Unequal Development: An Essay on the Social Formations of Peripheral Capitalism. New York: Monthly Review Press.

Escobar Arturo (1995) Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.

Esteva G. (1997), 'Development' in W. Sachs, ed., The Development Dictionary, Orient Longman, pp. 8-34.

Evans, P. 2002. *Collective Capabilities, Culture, and Amartya Sen's Development as Freedom*. Studies in Comparative International Development, 37:2. pp 54-60.

Frank Andre Gunder (1971). Capitalism and Underdevelopment in Latin America, Penguin Books.

Gandhi M. K. (1968). The Selected Works of Mahatma Gandhi Vol.III. Navajivan Trust: Ahmedabad.

Gandhi, M. K. 1938. Hind Swaraj or Indian Home Rule. Navajivan Trust: Ahmedabad

Illich I. (1977), Toward a History of Needs: Throwing the Baby out with the Bathwater, Bantam, pp. vii - xiv; 131-172.

Inkeles Alex, (1976). "A Model of the Modern Man: Theoretical and Methodological Issues" in Black, C.E. 1976. (ed.), Comparative Modernisation, The Free Press, pp. 320-348.

Lerner Daniel (1958) The Passing of Traditional Society: Modernizing the Middle East. New York: Free Press.

McClelland David, (1961). The Achieving Society. Princeton: D. Van Nostrand.

Meadows D.H., D.L. Meadows, J. Randers and W.W. Behrens III (1974), The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind, Pan Books, pp. 17-24; 45-87.

Rahnema Majid and Bawtree, Victoria (eds.) (1997) *The Post-Development Reader*, London: ZedBooks.

Sachs Wolfgang (ed.) (1997) *The Development Dictionary* Hyderabad: Orient Longman.

Schumacher E.F. (1977), *Small is Beautiful: A Study of Economics as if People Mattered*, ABACUS, 1977, pp. 10-32.

Schuurman, Frans J. (2001) *Globalization and Development Studies*, New Delhi: VistaarPublications.

Sen, Amartya. 1999. *Development As Freedom*. Oxford: Oxford University Press

Wallerstein Immanuel. (1974). *The modern World System I: Capitalist Agriculture and theOrigins of the European World-Economy in the Sixteenth Century*. New York: AcademicPress.

Additional Readings:

Blomstrom M. and B. Hettne (1984) *Development Theory in Transition – The Dependency Debate and Beyond: Third World Responses*, Zed Books, pp. 27-65; 79-97.

Chatterjee Partha (1997): *Development Planning and the Indian State* in Partha Chatterjee ed., *State and Politics in India* (New Delhi, New York: Oxford University Press); 271-297.

Nanda B R (1958). *Mahatma Gandhi: A Biography*. Oxford University Press: Delhi

Pieterse J N (2001) *Development Theory: Deconstructions/Reconstructions*, New Delhi: Vistaar Publication.

Sen, A. K. (1999b), 'Human Rights and Economic Achievements', in J. R.Bauer and D. A. Bell (eds.), *The East Asian Challenge for Human Rights*.Cambridge: Cambridge University Press.