

DRAFT SYLLABYS FOR Ph.D. COURSE WORK
(Semester-I)



Department of Sociology & Social Work

Dr. Harisingh Gour Vishwavidyalaya, Sagar

(A Central University)

(2019-20)

Course Code	Title of Course	Credit
SOC-CC-141	Theory and Methods of Social Research	4
SOC-CC-142	Perspectives in Indian Sociology	4
SOC-CC-143	Review of Published Research in Relevant Field	4

Electives Course (Any One)

SOC-EC-141	Gender and Society	4
SOC-EC-142	Sociology of Crime and Deviance	4
SOC-EC-143	Rural Society in India	4
SOC-EC-144	Sociology of Tribal Society	4
SOC-EC-145	Sociology of Change and Development	4

Total Credit:	16
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SOC- CC-141- Theory and Methods of Social Research
Credit-04, hours-60(5x12)

This course aims to provide a theoretical and philosophical understanding of social phenomena. The research scholars are expected to familiarize with the various social research techniques and methods. The major aim of the course is to enable research scholars about the using of theories in the social research.

Unit – I

Nature and Types of Sociological Theory.
The Relationship between Theory and Fact.
Methodological orientation in sociological research

Unit – II

Research Design: Identification of Problem; Study of Related literature;
Formulation of Hypothesis

Unit – III

Methods:
Qualitative: historical and comparative; observation methods; textual
Interpretation; case study; Ethnography

Unit – IV

Quantitative: Survey; content analysis
Techniques: Sampling; Observation; Interview; notes; diaries; oral history;

Unit – V

Statistics for social Research: Measures of Central Tendency: Mean, Median and
Mode; Standard Deviation, Correlation and Interpretation of data
Referencing and Documentation in social science research

Essential & Suggested Readings:

1. Bose, Pradip Kumar, 1995 : Research Methodology. New Delhi: ICSSR.
2. D.A.de Vaus. 1986. Suveys in Social Research. London: George Relen and Unwin.
3. Srinivas, M.N. and A.M. Shah 1979. Field Worker and the Field. New Delhi: Oxford.
4. Mukherjee, P.N. (eds.) 2000 Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage. (Introcuccion)
5. Smelser, Neil J. Comparative Methods in Social Science.
6. Ramchandran, P. Research & Statistics for (2000). Social Work: Secundarabud Andharapradesh Social services society.
7. Bajaj and Gupta . 1972 . Elements of Statistics . New Delhi : R. Chand Co.
8. Srinivas , M.N. and A.M. Shah 1979. Field . Delhi : Oxford.
9. Young , P.V. 1998 . Scientific Social Surveys and research ,New Delhi . Prentice Hall.
10. Bryman , Alan 1988 Quality and Quantity in Social Research . London : Unwin

Soc-C-142- Perspectives in Indian Sociology

Credit-04, hours-60(5x12)

This course deals with an understanding of various theoretical approaches to understand change in cultural and societal value system, the process of change and the Indian experience of planning and development.

Unit – I

Social structure and Function: Varna and Caste (Book view and Field View); Social Mobility and Indian society

Unit – II

Family and Household in India; Marriage and Kinship: (Regional, cultural and social implications)

Unit – III

Socio-Economic change in India:
Colonial and post-colonial

Unit – IV

Social Movements in India: Religious Movements, Peasant movements,

Unit – V

Naxalite and tribal Movements, Environmental Movements, Women's Movements

Essential & Suggested Readings:

1. Appadurai, Arjun. 1997. *Modernity At Large : Cultural Dimensions of Globalization*. New Delhi : OUP
2. Desai, A.R. 1985. *India's path of Development: A Marxist Approach*. Bombay: Popular Prakashan.
3. Shah, A.M., *The Family in India*
4. Singh, Yogendra., 1974, *Modernization of Indian Tradition*, Rawat Publications, Jaipur,
5. Harrison, D. 1989. *The Sociology of Modernization and Development*. New Delhi, OUP
6. Moor, Wilbert and Robert Cook. 1967. *Social Change* New Delhi: Prentice-Hall (India).
7. Sharma, SL 1980. "Criteria of Social Development", *Journal of Social Action*. Jan- Mar.
8. Sharma SL 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat. (Chapter 1).
9. Srinivas, M.N. 1966. *Social Change in Modern India*. Berkley: University of Berkley.
10. Giddens, Anthony. 1990. *The Consequences of Modernity*, Cambridge : Polity Press.
11. Jha, Kali Nath., 2005, *Modernizing Women: Searching Their Identities*, Rawat Publications, Jaipur & New Delhi.

SOC-CC-143: Review of Published Research in Relevant Field**Credit-04, hours-60(4x15)**

- This paper is devoted to engage students with review of Articles, Books, and Monographs in social sciences related to their broad areas of proposed research proposal.
- The students will be evaluated through the open class room presentation and viva-voce.

Elective Courses:**SOC-EC-141: Gender and Society****Credit-04, hours-60(5x12)**

The objective of this course is to trace the evolution of gender as a category of social analysis in the late twentieth century. The course provides a comprehensive study on the origin of feminist ideology and their changing nature. Although the focus of the introductory part of this course is primarily on the European literatures, a major part of this course will also be devoted to the understanding of the origin and development of feminism in South Asia in general and India in particular.

Unit-I: Social Construction of Gender

Gender as a sociological category: sex vs. gender, equality vs. difference, public vs. private, nature vs. civilization; gender roles and sexual division of labour; Patriarchy and male domination in society

Unit II: Feminist Thoughts

Radicals, Marxist – Socialists, Liberationist, Post-modernist; Feminist Methodology as a critiques of sociological methods.

Unit III: Various Gender Related Issues

Production and Reproduction; Work and property, Relative deprivation, Discrimination and exploitation; Education, Health, Environment and Ecology

Unit IV: Women in India

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

Unit V Women empowerment

Women empowerment in India; Globalization and women

Essential & Suggested Readings:

1. Bhagwat, Vidyut. 2004. *Feminist Social Thought*. Jaipur: Rawat.
2. Dube, Leela (ed). 2001. *Anthropological Explorations in Gender*. Delhi: Sage.
3. Everelt, Jana M. 1981. *Women and Social Change in India*. New Delhi: Heritage Publishers.
4. Jha, Kali Nath., 2005, *Modernizing Women: Searching Their Identities*, Rawat Publications, Jaipur.
5. Firestone, Sulahmith. 1975. *The Dialectic of Sex*. New York: Morrow.
6. John, Mary E. 1996. „Gender and Development in India 1970-1990s: Some Reflection on the Constitute Role of Contexts“, *Economic and Political Weekly*. vol 31, No. 47.
7. Krishnaraj, M. et-al. (eds.). 1989. *Gender and the Household Domain*. New Delhi: Sage.
8. Mies, M. 1980. *Indian Women and Patriarchy*. New Delhi: Concept Publishing.
9. Oakley, A. 1972. *Sex, Gender, and Society*. New York: Harper and Rao.
10. Rege, S. 2003 *Sociology of Gender: The Challenge of Feminists Sociological Knowledge*. New Delhi: Sage.
11. Seth, M. 2001. *Women and Development: The Indian Experience*. New Delhi: Sage.

SOC-EC-142: Sociology of Crime and Deviance
Credit-04, hours-60(5x12)

This course tries to make familiarize students with the sociological perspectives on crime and its changing forms. The course having the objective to make understanding of students on the social-structural aspects of criminal behavior and the various forms correction and punishment.

Unit I

Concept: Sociology of Crime: Meaning, Scope & Subject Matter
 Conceptual approaches to Crime, Deviance and Criminology, History and Development of Criminological Thoughts

Unit II

Pre Classical, Classical and Neo Classical approaches, Typological, Ecological, Geographical and Sociological Theories of Criminology, Recent Theories

Unit III

Types of Crime: Organized Crime, White collar crime, Crime against women and children, Corruption. Changing Socio-economic profile of criminal in contemporary India, Changing profile of crime and criminals.

Unit IV

Penology: Meaning, Scope & Subject Matter
 Conceptual approaches to Punishment, meaning and types
 Theories of Punishment.

Unit V

Correction and Reforms, Meaning and significance of Correction.
 Forms of Correction, Prison based and community based Correction.

Essential & Suggested Readings:

1. Bedi, Kiran. 1998. It is Always Possible. New Delhi : Sterling Publications Pvt. Ltd.
2. Goel, Rakesh M. and Manohar S. Powar. 1994. Computer Crime : Concept, Control and Prevention. Bombay : Sysman Computers Pvt. Ltd.
3. Makkar, S.P. Singh and Paul C. Friday. 1993 Global perspectives in Criminology. Jalandhar : ABC Publications.

4. Ministry of Home Affairs. 1998. Crime in India. New Delhi : Government of India.
5. Shankardas, Rani Dhavan, 2000. Punishment and the Prison : India and International Perspective. New Delhi : Sage Publications.
6. Sharma, Shrinath: (ed.). 2001. Samajik Vyadhiki; Bhupal M.P. Hindi Granth Acadamy.
7. Sutherland, Edwin H. and Donald R. Cressey. 1968. Principles of Criminology. Bombay : The Times of India Press.
8. Walklate, Sandra. 1998 Understanding Criminology. Philadelphia : Open University Press.
9. Ministry of Home Affairs. Report of the All India Committee on Jail Reforms. 1980-83. New Delhi : Government of India.
10. Revid, Jorathan. 1995. Economic Crime. London, Kejan Paul.
11. Ryan, Patrick J. and George Rush. 1997. Understanding Organized Crime in Global Perspective. London : Sage Publications.

SOC-EC-143- Rural Society in India

Credit-04, hours-60(5x12)

This course tries to make familiarize students with the historical nature and its changing dimensions of Indian rural society and the agrarian institutions. The course also emphasizes on the issues related to Indian rurality and the issues related to agrarian studies in contemporary India.

Unit-I: Rural sociology in India

The social conditions and development of sociology in India

Rural and Rurality in India

Debate on rurality: *Gandhi, Ambedkar and Nehru*

Unit-II: Village studies in India

Perspectives and approaches in Village studies

Methodological approaches and Debate

(This section will be dealing with various article and book reviews on discussion on village studies in India)

Unit-III: Agrarian Institutions in India

Approaches to study agrarian Institution

Peasant and agrarian tradition

Agrarian transformations in colonial India

Unit-IV: Developmental state and agrarian Institution

Debating on Land Reform

Green Revolution and the rural transformation

Agrarian Questions and the debate on Mode of Production

Unit-V

Agrarian crisis, Migration and farmers' suicide

State, agrarian land and neoliberal economy (case studies)

Essential & Suggested Readings:

1. Desai A.R. 1977 Rural Sociology in India, popular Prakshan, Bombay.
2. P. Radhakrishnan 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836 -1982. Sagar Publications: New Delhi.
3. Andre Bettle 1974 Six Essays in Comparative Sociology, OUP, New Delhi.
4. Dhanagare D.N. 1988: Peasant Movements in India OUP New Delhi.
5. Ashish Nandy 1999. Ambiguous Journey to the City New Delhi OUP.

6. Stock, E. 1978. *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in colonial India*, Cambridge: Cambridge University Press
7. Sighroy, D.K. 2004. *Peasants' Movements in Post-Colonial India*, New Delhi: Sage
8. Vasavi, A.R. 1998. *Harbingers of Rain*, New Delhi: OUP
9. Jodhka, S.S. 1998. 'Agrarian Transformation in India', in Veena Das (ed.) *Oxford Companion to Sociology and Social Anthropology*, New Delhi: OUP
10. Gupta, A. 1998. *Post Colonial Development: Agriculture in making modern India*, New Delhi: OUP
11. Kautasky, K. 1988. *The Agrarian questions*, vol.1, London: Zwan Pub.
12. Thorner, A. 1982. 'Semifuedalism or Capitalism? the contempoaray debates on classes and modes of production in India', *EPW*, vol. 17(49,50&51)

SOC-EC- 144- Sociology of Tribal Society
Credit-04, hours-60(5x12)

This course is an introduction to the history and socio-cultural variability of various tribes in India. It explores the social organization, polity, religion and economy of tribal community inhabiting India. The emphasis is also given to understand social change, development, and the identity issues in tribal societies.

Unit I : Tribal Situation: Past and Present:

Tribes as Indigenous People – Tribe-caste continuum
 Geographical distribution of Tribes in India
 Scheduled Areas – Constitutional Provisions.

Unit II :Tribal Economy:

Characteristics of Tribal Economy – Hunting-gathering, Shifting cultivation, Plain Land Cultivations, Mining and Wage Labour, Animal Husbandry and other Avenues of Livelihood
 Forest and Tribal Economy – Forest Rights Act, 2006
 Economic Transformation and Tribal Movements (Case Studies)

Unit-III: Health and Education:

Trends, Issues and Initiatives – Health, Sanitation and Food Security
 Modern Education system and Literacy among Tribal, Right to Education Act and Other Provisions.

Unit-IV: Planning and Development Interventions:

Tribal Development during Five Year Plans, Tribal Development Block, Tribal Development agency, Sub-Plan Approach, MADA and Cluster Approach.

Unit-V

Relevance of different approaches to Tribal Development – Nehru and Elwin
 Emerging Development Initiatives – Role of NGOs.

Essential & Suggested Readings:

1. Desai A.R. (1979) Peasant Struggles in India (Asia Publishing House).
2. Dube S.C. 1977 : Tribal Heritage of India (New Delhi :Vikas)
3. Hasnain N. : (1983) Tribes in India (Harnam Publications New Delhi).
4. Raza, Moonis and A. Ahmad (1990) An Atlas of Tribal India (Concept Publishing Delhi)
5. Sharma , Suresh 1994: Tribal Identity and Modern Worlds (Sage : New Delhi)
Bailey, F.G., (1960/1971), Tribe-caste Continuum in 'Tribe, Caste and Nation', Mancheswar University Press
6. Thaper, Ramesh (ed.) (1977), Tribe, Cate and religion in India, Macmillan, Delhi
7. Behra, M.C and Jumyir Basar,(ed.) (2010), Interventions and Tribal Development, Derial Publications, New Delhi
8. Vidyarthi, L.P and B.K.Rai, (1985), The Tribal Culture of India, Concept Publishing Company, New Delhi

SOC-EC- 145: Sociology of Change and Development
Credit-04, hours-60(5x12)

This course deals with an understanding of various approaches to the change of cultural and societal values, the social structure and its relation with the changes of economic institution and vice- versa.

Unit I : Change and Development of Tribal Situation:

Change and Development in Tribal societies, Tribe-caste continuum
 Forest and Tribal Economy – Forest Rights Act, 2006
 Economic Transformation and Tribal Movements
 Emerging Development Initiatives – Role of NGOs.

Unit II: Women's Issues and Development

The changing status of women in India
 Women empowerment in India
 Globalisation and women
 Problems of Women and Development

Unit III: Rural Development:

Perspectives and approaches in Village studies
 Distinctive characterization of Rural Societies

Unit IV Rural economy :

Rural economy and Changing labour market.
 Power, Caste and class: Changing dimensions

Unit V: Political Economy of Development

Globalisation, Liberalisation and Privatisation (LPG)
 Changing Ideology of Indian Planning
 Liberalisation, Poverty and unemployment
 Globalisation, Migration and cultural Issues

Essential & Suggested Readings:

1. Desai A.R. (1979) Peasant Struggles in India (Asia Publishing House).
2. Dube S.C. 1977 : Tribal Heritage of India (New Delhi :Vikas)
3. Hasnain N. : (1983) Tribes in India (Harnam Publications New Delhi).
4. Raza, Moonis and A. Ahmad (1990) An Atlas of Tribal India (Concept Publishing Delhi)
5. Sharma , Suresh 1994: Tribal Identity and Modern Worlds (Sage : New Delhi)
6. Bailey, F.G., (1960/1971), Tribe-caste Continuum in 'Tribe, Caste and Nation', Mancheswar University Press
7. John, Mary E. 1996. „Gender and Development in India 1970-1990s: Some Reflection on the Constitutive Role of Contexts“, *Economic and Political Weekly*. vol 31, No. 47.
8. Krishnaraj, M. et-al. (eds.). 1989. *Gender and the Household Domain*. New Delhi: Sage.
9. Mies, M. 1980. *Indian Women and Patriarchy*. New Delhi: Concept Publishing.
10. Oakley, A. 1972. *Sex, Gender, and Society*. New York: Harper and Rao.
11. Rege, S. 2003 *Sociology of Gender: The Challenge of Feminists Sociological Knowledge*. New Delhi: Sage.
12. Seth, M. 2001. *Women and Development: The Indian Experience*. New Delhi: Sage.
13. Bagchi, A. 1999. *India's Institutions Under Neo-Liberal Regime*. New Delhi: Sage.
14. Bellshaw, C.S. 1965. *Traditional Exchange and Modern Markets*. New Jersey: Prentice Hall.
15. Chakrabarty, S. 1987. *Development Planning: The Indian Experience*. Oxford University Press.
16. Castles, S and Mark J. Miller. 2003. *The Age of Migration*. New York: Guilford Press.
17. Craig, D and Doug Porter. 2006. *Development beyond Neoliberalism? Governance, Poverty Reduction and Political Economy in Developing countries*. London: Rutledge and Kegan Paul.

SOC-EC-146- Contemporary Sociological Perspectives

Credit-04, Hours-60(5x12)

This course is intended to introduce the students to the theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. Although the 20th century sociological thinkers have their different approaches and methods to study social reality but also they have certain links with the original ideas of classical sociology. The main focus of this course will be on the different perspectives in sociology in modern time. This course will try to engage students in debating the on changing nature of theory and methodology in the discipline of sociology.

Unit I: Functionalism and Structural Functionalism

Talcott Parsons and Redcliff Brown

Unit II: Conflict and Critical

George Simmel
Habermass

Unit III: Symbolic and Phenomenological

G.H.Mead (Symbolic)
Alfred Schutz (Phenomenology)
Clifford Geertz (Ethnography)

Unit IV: Structure and Agency

Perre Bourdiue
Anthony Giddens

Unit V: Structuralism and Post-Structuralism

Claude Levi-Strauss
Derrida
Foucault

Essential Readings

- Alexander, J. 1987. Twenty Lectures: Sociological Theory Since World War II. New York: Colombia University Press.
- Anderson, Perry. 1998. The Origins of Postmodernity. London: Verso.
- Berger, P and T. Luckman. 1967. The Social Construction of Reality. London: Penguin. Collins, R. 2004. Theoretical Sociology. Jaipur: Rawat Publications. (Ch-2 and 4, 7 and 8).
- Sage Parsons, T. 1951. Social Systems. New Delhi:
- Ritzer, George. 1992. Sociological Theory. New York: McGraw-Hill.
- Schutz, A. 1967. The Phenomenology of the Social World. Evanston, Ill: Northwestern University Press.
- Turner, J.H. 1987. The Structure of Sociological Theory. Jaipur: Rawat.

SCHEME OF EXAMINATION

- | | |
|------------------------------|------------|
| (a) Mid Semester Examination | : 20 Marks |
| (b) Internal Assessment | : 20 Marks |
| (c) End Semester Exam | : 60 Marks |

B) Assessment :

I) Internal Assessment

a) Theory

Each theory course must clearly mention the methodology of assessment i.e. assignment, presentation, group discussion etc. depending on the number of student in the class and feasibility of adopting a particular methodology. The distribution of marks for internal assessments shall be as follows.

- | | |
|---|------------|
| (i) Evaluation of the assignment,
Presentation, Group discussion etc | : 15 Marks |
| (ii) Attendance | : 05 Marks |
- The marks for attendance shall be awarded as follows:
- | | |
|-------------------------|------------|
| (i) 75% and below | : 00 Marks |
| (ii) > 75% and upto 80% | : 01 Marks |
| (iii) >80% and upto 85% | : 02 Marks |
| (iv) >85% and upto 90% | : 03 Marks |
| (v) >90% and upto 95% | : 04 Marks |
| (vi) >95% | : 05 Marks |

The introductory note must also mention that to be eligible to appear in End semester Examination a student must appear in Mid Semester Examination and Internal Assessment.

b) Practical / Lab Courses :

1. Evaluation of Practical / Lab Courses shall be as follows:

- | | |
|---|------------|
| (i) Performing an getting the experiment checked regularly and

Incorporating the suggestion in the practical note book | : 15 Marks |
| (ii) Attendance | : 05 Marks |
- The marks for attendance shall be awarded as follows:
- | | |
|---------------------|------------|
| (vii) 75% and below | : 00 Marks |
|---------------------|------------|

(viii)	> 75% and upto 80%	: 01 Marks
(ix)	>80% and upto 85%	: 02 Marks
(x)	>85% and upto 90%	: 03 Marks
(xi)	>90% and upto 95%	: 04 Marks
(xii)	>95%	: 05 Marks

C) End Semester Examination Practical / Lab Courses :

It will consist of 60 marks as follows :

(a)	Assessment of performing in the Experiment	: 50 Marks
(b)	Viva-Voce of Experiment	: 10 Marks

D) Evaluation of Project :

It will be based on periodic assessment of the progress of the project and End Semester Examination as follows:

(i)	First periodic assessment of the progress after 08 weeks	: 20 Marks
(ii)	Second assessment of the progress after 08 weeks	: 20 Marks
(iii)	End Semester Examination will consist of	
	(a) Evaluation of the project report	: 50 Marks
	(b) Viva-voce of project report	: 10 Marks

E) Evaluation of field work:

It will be evaluated as follows:

(i)	Performing in the field work aptitude	: 40 Marks
(ii)	End Semester Examination	
	(a) Evaluation of the report on the field work	: 50 Marks
	(b) Viva-voce on the report	: 10 Marks

F) Evaluation of Seminars:

1.	Documentation of the seminar	: 20 Marks
2.	First presentation of the seminar	: 20 Marks
3.	End Semester Examination	: 60 Marks

End Semester Examination will consist:

(i)	Presentation of the seminar	: 50 Marks
(ii)	Defense of the presentation	: 10 Marks