

Government General Degree College, Mangalkote
DEPARTMENT OF SOCIOLOGY

ADD-ON COURSE:
AGRARIAN SOCIETY IN INDIA – A DEVELOPMENTAL PERSPECTIVE
ACADEMIC SESSION 2021-2022



Dr. Pradipta Kumar Basu
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COURSE BACKGROUND

In the heart of West Bengal's verdant countryside lies a course that delves deep into the agrarian roots of India, exploring its rich history, socio-economic dynamics, and developmental challenges. "Agrarian Society in India: A Developmental Perspective" offers an enlightening journey into the intricacies of rural life, agricultural practices, and the transformative processes that have shaped the agrarian landscape of India.

The course begins by tracing the historical evolution of agrarian societies in India, from ancient times to the present day. Students will embark on a chronological exploration, uncovering the agrarian traditions, technological advancements, and socio-political structures that have defined rural life over the centuries. Moving beyond history, the course examines the contemporary agrarian scenario in India, with a special focus on the rural landscapes of West Bengal. Through case studies, field visits, and interactive sessions, students will gain a comprehensive understanding of the challenges and opportunities facing Indian agriculture in the 21st century.

The course adopts a multidisciplinary approach, drawing insights from history, sociology, economics, and environmental studies to provide students with a holistic understanding of agrarian societies. In addition to traditional lectures, the course emphasizes experiential learning through field visits to local farms, interactive discussions with farmers and agricultural experts, and hands-on projects focusing on rural development issues. Students will be evaluated through a combination of quizzes, essays, group presentations, and a final research project. The research project will provide students with the opportunity to delve deeper into a specific aspect of agrarian society in India, conducting fieldwork and proposing innovative solutions to real-world challenges faced by rural communities.

"Agrarian Society in India: A Developmental Perspective" offers a unique opportunity for students to engage critically with the complex issues surrounding Indian agriculture and rural development. By exploring historical legacies, contemporary realities, and future prospects, the course equips students with the knowledge and skills to contribute meaningfully to the sustainable development of agrarian societies in India, particularly in the context of West Bengal's rural landscapes.

COURSE OBJECTIVES

The objectives of the course are to:

- i. Understand the historical evolution of agrarian societies in India, from ancient times to the present day, including the socio-cultural, economic, and political factors that have influenced agricultural practices and rural livelihoods.
- ii. Analyze the contemporary challenges facing Indian agriculture, with a focus on the agrarian landscapes of West Bengal, exploring issues such as agrarian distress, farmer suicides, land tenure systems, and rural-urban dynamics.
- iii. Examine the impact of modernization, technological advancements, and government policies on Indian agriculture, critically assessing their implications for rural development, environmental sustainability, and social equity.
- iv. Explore the socio-economic dimensions of rural life in India, including caste, class, and gender dynamics, and their implications for agricultural productivity, rural livelihoods, and social justice.
- v. Investigate alternative approaches to sustainable agriculture and rural development, including agroecological practices, community-based initiatives, and participatory



governance models, to address the challenges of food security, environmental degradation, and rural poverty.

- vi. Develop critical thinking, research, and analytical skills through field visits, case studies, and interactive discussions, enabling students to propose innovative solutions to the complex issues facing agrarian societies in India, and to contribute meaningfully to their sustainable development.

COURSE OUTLINE

UNITS	TOPICS/ THEMES	CONTACT HOURS
1	Historical Foundations of Indian Agriculture: Ancient agricultural practices and their socio-cultural significance. Impact of medieval empires and colonial rule on agrarian systems. Land tenure systems and agrarian relations through different periods.	6
2	Agrarian Transition and Modernization: Green Revolution and its aftermath: technological advancements and socio-economic implications. Shifts in agricultural policies and their impact on rural livelihoods. Role of globalization and liberalization in shaping contemporary agrarian dynamics.	6
3	Socio-Economic Dimensions of Rural Life: Caste, class, and gender dynamics in rural society. Agrarian distress and farmer suicides: understanding the root causes. Rural-urban linkages and migration patterns.	6
4	Environmental Sustainability and Agricultural Practices: Ecological implications of modern agriculture: soil degradation, water scarcity, and biodiversity loss. Agroecological approaches and sustainable farming practices. Climate change adaptation strategies for rural communities.	6
5	Developmental Interventions and Policy Perspectives: Government schemes and initiatives for rural development and agricultural reform. Role of NGOs, community-based organizations, and grassroots movements in fostering sustainable rural livelihoods. Challenges and opportunities in implementing inclusive and equitable development policies.	6
Total		30

COURSE OUTCOMES

- i. Students gain a comprehensive understanding of the historical evolution of agrarian societies in India, tracing their development from ancient times to the present day.
- ii. Participants analyse the socioeconomic structures and cultural practices that have shaped agrarian communities, exploring their resilience and adaptation to changing environments and market forces.
- iii. Through case studies and fieldwork, students critically evaluate the impact of government policies, technological advancements, and globalization on agricultural practices and rural livelihoods in India.
- iv. Armed with a developmental perspective, learners are equipped to propose innovative strategies and policies aimed at fostering sustainable development and addressing the challenges faced by agrarian societies in contemporary India.

CAREER PROSPECTS

The course "Agrarian Society in India - A Developmental Perspective" offers a unique and insightful exploration into the multifaceted world of agrarian societies within the Indian context. Beyond its academic value, it also opens up diverse career prospects for individuals with a deep understanding of agricultural dynamics and rural development. Here's an in-depth look at some potential career avenues:

- i. **Research and Policy Analysis:** Graduates of this course can pursue careers in research institutions, think tanks, and government agencies focused on agricultural and rural development. They can conduct in-depth studies on agrarian issues, analyze policy implications, and contribute to the formulation of evidence-based policies aimed at improving the lives of farmers and rural communities.
- ii. **Development NGOs and International Organizations:** Many non-governmental organizations (NGOs) and international development agencies work on projects related to agriculture, food security, and rural development in India. Graduates with expertise in agrarian societies can find employment opportunities in these organizations, designing and implementing programs that address challenges such as poverty alleviation, sustainable farming practices, and access to markets and resources.
- iii. **Consultancy and Advisory Services:** There is a growing demand for consultants and advisors with specialized knowledge in agricultural development. Graduates can work independently or with consulting firms, providing expertise to government agencies, businesses, and non-profits on issues such as agricultural value chains, land use planning, and rural entrepreneurship.
- iv. **Agribusiness and Market Analysis:** Understanding the complexities of agrarian societies equips individuals with valuable insights for careers in agribusiness and market analysis. They can work for agricultural companies, commodity trading firms, or market research agencies, helping them navigate the intricacies of the agricultural sector, identify market trends, and develop strategies to enhance productivity and profitability.
- v. **Academia and Education:** Some graduates may choose to pursue further studies and enter academia as researchers or educators. They can teach courses on agrarian studies, agricultural economics, or rural sociology at universities and colleges, contributing to the academic discourse and mentoring the next generation of scholars and practitioners.
- vi. **Entrepreneurship and Social Enterprise:** Armed with a developmental perspective, individuals may choose to start their own ventures focused on addressing agrarian challenges. They can launch social enterprises aimed at providing innovative solutions such as farmer cooperatives, agri-tech startups, or sustainable agriculture initiatives, contributing to both economic development and social impact.

In conclusion, the course "Agrarian Society in India - A Developmental Perspective" not only provides a deep understanding of agricultural systems and rural dynamics but also opens up a wide array of fulfilling career opportunities in research, policy, development, business, academia, and entrepreneurship. Graduates play a vital role in shaping the future of agrarian societies and driving sustainable development in India's rural areas.



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SUGGESTED READINGS

Srinivas, M. N. (1980). *The remembered village* (No. 26). Univ of California Press.

Gupta, A. (1998). *Postcolonial developments: Agriculture in the making of modern India*. Duke University Press.

Gupta, A. (2006). Peasants and global environmentalism. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, 302-24.

Dhanasekaran, K. (1991). Socio-economic measures of quality of rural life: an alternative approach for measuring rural poverty. *Indian Journal of Agricultural Economics*, 46(1), 34-46.

Gupta, N., Pradhan, S., Jain, A., & Patel, N. (2021). Sustainable Agriculture in India 2021. *Council on Energy, Environment and Water*.

Kisan, W. S., Dadabhau, A. S., & Singh, K. (2013). Factors affecting the sustainability of ICT intervention for agricultural development-A review. *Agricultural Reviews*, 34(3), 198-206.

Patnaik, U., Das, P. K., & Bahinipati, C. S. (2019). Development interventions, adaptation decisions and farmers' well-being: evidence from drought-prone households in rural India. *Climate and Development*, 11(4), 302-318.

COURSE REQUIREMENTS

- i. Mandatory for all students of the BA Sociology Honours programme. Interested students from other programmes may also apply.
- ii. **The intake capacity is 50.**
- iii. The course will be taught by the faculty members of the Department of Sociology. Online lectures may be organized with invited resource persons.
- iv. There is no course fee.
- v. Attendance in 80% of the lectures and in the evaluations/assessments is compulsory.
- vi. All students signing up for the course will have to submit assignments and appear in the evaluations for successfully completing the course and receiving the grade card and completion certificate.
- vii. Feedback will be collected from the students after successful completion of the course.

PEDAGOGIC APPROACH

- i. Class lectures by faculty members and online lectures by invited speakers
- ii. Peer teaching, student presentations (PPT/Oral) and group discussions



EVALUATION PATTERN

- 1. Oral Presentation/Viva-voce (10 marks):** Each student will be asked to choose any topic from the course and analyze it deploying any concept or theory or approach learnt in the course.
- 2. MCQ-based Test (20 marks):** Each student will have to give a test consisting of fifteen multiple-choice questions aiming to determine the attainment of course objectives and outcomes. This will also serve as the student exit survey.

The full mark of the course is 30.

GRADATION PATTERN

Percentage of marks obtained	Grade
90-100	Excellent - A
70-89	Good – B
50-69	Fair – C
40-49	Not Eligible for Certificate - D



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Department of Sociology

GOVERNMENT GENERAL DEGREE COLLEGE MANGALKOTE

(Affiliated to The University of Burdwan)

Certificate of Completion

This certificate is awarded to Mr./Missbearing Roll No.....of Semester.....of the session 2021-2022 of the Department of...**Sociology**....,G.G.D.C. Mangalkote, for successfully completing Add-on Course entitled “**AGRARIAN SOCIOLOGY IN INDIA: A DEVELOPMENTAL PERSPECTIVE**” during his/her.....Semester study.

The candidate has fulfilled all requirements and specifications set by the institute.

Grade:

Pinaki Roy
(Head, Department of Sociology.)
G.G.D.C.Mangalkote

Dr.Debraj Biswal
(IQAC Coordinator)
G.G.D.C. Mangalkote


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Dr.Pradipta Kumar Basu
(Officer In Charge)
G.G.D.C. Mangalkote

Grade for the certificate, 90-100% 'A', 70-89% 'B', 50-69% 'C' and 40-49% 'D'

Date of issue: