

- Unit I:** Social Institutions:
Normative Order
Cultural practices
- Unit II:** Social Differences and Identity:
Cultural values and self
Social inequality
- Unit III:** Social Processes:
Social Stratification
Agency and Social Change

Readings for Unit I:

1. Beteille, Andre, 2002, *Sociology: Essays on Approach and Method*, OUP, New Delhi (Introduction).
2. Giddens, Anthony, 2006, *Sociology* (Fifth Edition), Polity Press (Chapters 1, 2, 3, 7, 10, 14 and 17).
3. Giddens, Anthony (ed.), 2001, *Sociology: Introductory Readings*, Polity Press (Chapters 1, 2, 3, 7, 8 and 9).
4. Haralambos, M., 1981, *Sociology: Themes and Perspectives*, OUP, Delhi (selected pages).
5. Inkeles, Alex, 2009, *What is Sociology? An Introduction to the Discipline and Profession*, Prentice Hall (Chapter 1).
6. Plummer, Ken, 2010, *Sociology: The Basics*, Routledge, London (chapters 2, 3 and 4).
7. Ritzer and Goodman, 2003, *Sociological Theory*, McGraw Hill, New York (Chapter 1).
8. Scott, John, 2006, *Sociology: the Key Concepts*, Routledge (selected pages).
9. Shills, D.L. (ed.), 1968, *The International Encyclopedia of Social Sciences*, Macmillan, New York (selected articles).

Readings for Unit II:

1. Ballantine, J.H. and Roberts, K.A., 2010, *Our Social World*, Sage, London (chapters 1, 3, 12 and 14).

Unit I: Understanding the concept

- Pluralism and Diversity
- Debates and theoretical perspectives (functionalist, Conflict)

Suggested Readings :

Rex, J. 2007. Plural society. In *Blackwell Encyclopedia of Sociology*(Ed) George Ritzer.

Smith, M. G. (1960). Social and cultural pluralism. *Annals of the New York Academy of Sciences*, 83(5), 763-785.

Rex, J. (1959). The plural society in sociological theory. *The British Journal of Sociology*, 10(2), 114-124.

Unit –II: Pluralism in India : Society and Culture

- Religious, Linguistic, and Ethnic
- Historical and contemporary Issues

Suggested Readings :

www.ignou.ac.in/upload/Unit%2016.pdf chapter 16 by RK Chaudhary in IGNOU material

Schermerhorn, R. A. (1978). *Ethnic Plurality in India*. Tucson: University of Arizona Press.

Coward, H. (Ed.). (1987). *Modern Indian responses to religious pluralism*. SUNY Press.

Brass, P. R. (2005). *Language, religion and politics in North India*. Universe.

Hasan, Mushirul and Asim Roy (Eds.) (2005). *Living Together Separately: Cultural India in History and Politics*. Oxford University Press.

Unit-III : Response and challenges :

- Integration and Conflict (one case study each on inter group relations within the religious, linguistic, and ethnic framework)
- Living with diversity

B. A. Hons. Semester System

Social Thinkers in India

Unit 1. Early Social Thinkers

1. Society and Polity
2. Upanishads, Buddha, *Mahavir*, Kabir and *Guru Nanak*

Unit 2. Modern Social Thinkers

1. Culture and Colonial Polity
2. Gandhi and Ambedkar; Maulana Abul Ala Maududi, Niyaz Fathepuri's

3. Unit 3. Contemporary Social Thinkers

1. India and the West
2. Acharya Narendra Dev and Jyotiba Phule;

Religion and Society
B. A. (H) Sociology
Semester-VI

Credits: 4

Course Description:

This course seeks to equip the students with the conceptual and theoretical understanding of the relationships between religion and society, emphasising sociological and anthropological analysis of religion as a universal social institution, relationship of religion to other social institutions, study of selected religions in their socio - cultural contexts, religion as a source of social equilibrium and conflict, and types of religious movements.

The course will also shed light on practice of religion, what scholars call "lived religion," which we observe in everyday life. The focus will also be on the forces that affect and change some of our religious belief system and practices. These include modernization, secularization, globalization, fundamentalism, gender, and social conflict.

Learning Objectives:

Upon successful completion of the course, students should be able to:

- Familiarize students with the sociological approach to the study of religion and its relevance for informing our decisions as educated citizens in today's world.
- Examine a variety of religious texts, rituals, and practices in an effort to expand our knowledge of faith traditions beyond our own experience.
- Explore how religion has shaped people's understanding of themselves and their relationships with others.
- Think critically about the role of religion in contemporary society, with particular attention to current socio, cultural and political issues in global perspective.

Unit I: Contextualising Religion and Society: Concept and Approaches

- Early Debates on Myth, Magic, Science and Religion (*Tylor, Frazer, Malinowski etc.*)
- Sociological Approaches to Religion - *Marx, Weber, Durkheim, Peter Berger, Clifford Geertz,*
- Religious Organisation (*Sect, Cult, Denomination*)

Unit II: Religion in India: Diversity and Differences

- Indic and Non-Indic Religions (*Tribal Religion, Hinduism, Buddhism, Sikhism, Islam, and Christianity*)
- Pluralism, Secularism and Democracy
- Religion: Cooperation, Consolidation and Conflict (*Composite Culture, Communal Violence*)

Aminder
20/07/2019. 1

Unit: III Religion in Modern World: Contestation and Change

- Modernisation, Globalisation, Fundamentalism
- Religion and Gender
- New Forms of Religiosity, New Religious Movements and Future of Religion

Classical Sociological Theory
B. A. (Hons.) Sociology, Semester I
Total Credits: 4

Course Objectives:

Sociological Theory aims to understand the social world around us. This course introduces the three 'classical' thinkers and their traditions that have led to the emergence and establishment of Sociology as a discipline. We will engage with the seminal works of Karl Marx, Emile Durkheim and Max Weber, which will help in providing a foundation in the central ideas of social theory.

Learning Outcomes:

- To understand the historical roots of Sociology.
- To identify and make use of the concepts and theoretical perspectives of the pioneers of Sociology.
- To use their ideas and perspectives in analyzing the contemporary society.

Unit I: Karl Marx

- Materialist Conception of History
- Class and Class Conflict
- Alienation

Unit II: Emile Durkheim

- Division of Labour
- Suicide
- Religion and society

Unit III: Max Weber

- Methodological Orientations
- Social Action
- Religion and Capitalism

MQ
30/7/19

**Informal Economy and Society
BA Program CBCS Elective Course
Semester Vth**

Unit-I: Understanding the formal and informal economy

- Characteristics : Employment, work conditions, and wage
- Size and Composition : In developed and developing economies
- Explanations of the Rise of Informal Economy: De-industrialisation, Agrarian Crisis and entrepreneurship

Unit-II Relation between formal and Informal: Labour and Capital

- Dualist Approach : ILO
- Legalist Approach: Hernando-de-Soto
- Recent developments and the role of World Bank and IMF : (fragmentation of production process, offshoring, feminization of labour) case study

Unit-III Neo-liberal policies and the onset of a 'Risk Society'

- (Neo-)Liberalisation and the onset of formalization: Digitisation (Demonitisation)
- Privatization, social security and risks (Contractual labour, street vendors, formal workers in BPO industry (case studies)
- Limits of formalization

Course Objectives

The course introduces the students to the basic concepts in media studies with a view to provide an interdisciplinary understanding of the relation between media, culture and society. It will give a strong sense of the media production, content and reception in different settings. The course readings cover a variety of theoretical and methodological perspectives to avoid giving any bias to the students.

Learning Outcomes:

After completion of the course, student would be familiar with the basic concepts, theories and methods to critically evaluate and adjudge the role of media and social media in the development and change of culture and society. It will also enable them to analyze media content, and the ways in which media is used by state and non- state actors in social life, cultural production, politics, and governance.

UNIT-I: Making sense of mass media: Approaches

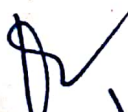
- Semiotic Approach : Signs, symbols, codes, image, signification, textual analysis
- Critical Approach : Culture industry, simulacra, representation and emergence of popular, consumer and media cultures
- Political Economy: Information age, networks, flows, global economy

UNIT-II: Media in/as Social worlds: Challenges

- New media and its production: (ownership patterns and control, advertising)
- Convergence, content and new audiences: (participation, addiction)
- Social Media: (social significance and challenges)

UNIT- III: State, democracy and the publics

- Surveillance : (Privacy vs. security)
- Mediated Politics : Opinion political campaigns and polls
- Media as public sphere: virtual citizenship


30/7/2019

INTRODUCTION TO GENDER STUDIES**B. A (Programme and Subsidiary)****Semester-V****Credit-4****Course Objectives**

Gender Studies is a significant area of academic inquiry today. Gender Studies emerged as an area of study worldwide in response to the need for knowledge dissemination and research based on gender concerns and issues in various conventional disciplines. In India a growing critical awareness about women's place in society has led to a sharp interest in researching and delving deeper into the specific experiences and subjectivities of women. Critical and theoretical academic discourses regarding the subjectivities are reflected in literary and cultural studies, philosophy, social sciences, arts, media, ecology, sciences and other areas. As an area of academic inquiry Gender Studies, thus, focuses on multidisciplinary approaches of addressing historical and contemporary gender based issues and aims to equip students in conceptualizing and developing analytical skills required to understand gender issues through theory, critical analysis, praxis and research.

The proposed discipline will address concerns related to the above issues along with those related to masculinities, queer studies and critically examines how gender shapes our identities, our social interactions and our world.

Learning Outcomes

After completion of Studies and Gender Studies course the students will be able:

- ❖ To articulate how gender studies is a distinct field connected to other interdisciplinary fields of study.
- ❖ To evaluate, compare, and critique gender and feminist theories and methodologies.
- ❖ To identify the interactions and intersections of identities (e.g., gender, race, ethnicity, class, sexuality, and so on)
- ❖ To identify and employ legitimate sources of information covering social inequalities and injustices.
- ❖ To read current social inequities effectively and suggest solutions based on feminist methodologies.

Employability Opportunities-Our Sociology graduates are attracted to careers that centre on the challenges and demands that members of a society face. This leads to jobs in social services,

education, criminal justice, welfare services, government, counseling, charities and the voluntary sector. They include charity fundraiser, community development worker, counselor, lecturer, housing officer, teacher, probation officer, and social researcher, social worker and welfare rights adviser. There are a range of specific abilities and skills associated with a degree in sociology but there are also wider transferable skills that they can develop.

Employability Opportunities directly related to this course include:

- Advice worker
- Community development worker
- Further education teacher
- International aid/development worker
- Policy officer
- Secondary school teacher
- Social researcher
- Social worker

Unit 1. Gender Studies: Nature and Scope

1-Sex and Gender

2-Patriarchy and Discrimination

3-Gendered Socialization

Unit-11. Women's Movement: Identity, Politics and Action

1-West

2-India

3-Foundations of Feminist Perspectives

Unit-111. Exclusion and Empowerment

1-Gender, Education and Work

2-Constitutional Provisions

3-Gender Transformative Policies

Department of Sociology
Contemporary Issues in Indian Society
(B. A. Subsidiary Paper, Semester V)

Unit I: Identity and Exclusion

Introduction

Caste: Dalit and OBCs

Class Struggle

Unit II: State and Policy

Secularism

Communalism

Minority Rights

Unit III: Challenges: Realities and Responses

Regional Disparities: Uneven Development

Environmental Movement

Gender Disparities

Readings:

1. Ahmed, Imtiaz (ed.) 2000. *Pluralism and Equality-Values in Indian Society and Politics*, Sage: New Delhi. Chapter 5,8,9,13.
2. Basu, Kaushik.1994.(2000).“Agrarian Economic Relations: Theory and Experience” in Kaushik Basu. *Agrarian Questions*. Oxford: New Delhi. Pp.1-17.
3. Bhowmik, Sharit. K.2006. “The Politics of Urban Space in Mumbai: Citizen versus the Urban Poor” in Mary.E John et al. eds. *Contested Transformations: Changing economies and Identities in Contemporary India*. Tulika: New Delhi. Pp.147- 162.

Green

Practicing Sociology: Project – I
B. A. (Hons.) Sociology
Semester-V

Credit-4

Course Objective: To prepare students to participate in the process of social science knowledge production and to prepare them for undertaking dissertation in semester-VI.

- To learn to identify a theme, question, problem for research
- To learn to read and review related literature
- To train students to employ methodological tools

Learning out comes : After completing the course the students should be able to:

- Formulate research questions
- Write a review of literature an any one theme of students' choice
- Draft a proposal for dissertation

Unit-I: Empirical Research

- Researching the Social
- The field setting
- Process and procedure of research

Unit-II: Researching with People

- People's perception and world views
- Ethics: Dilemmas & Predicament of participation
- Objectivity in social research

Unit-III: Doing Research

- Field work
- Conversations
- Reflections

10

Shakeel
Amjad
30/7/2010

Course objectives:

This course is applied in nature and aims to train students into doing social research in a systematic manner. It will introduce students to the methods and techniques of data collection and analysis most commonly used in social research. They will also learn about the process of data analysis and its presentation including report writing.

Learning objectives:

After the successful completion of the course, the students will be able to undertake independent research projects and design their own research study. They will also be equipped to do research as a team member in small as well large scale social surveys conducted by different research organisations, govt and non-govt. organisations, and in academic institutions. They will have the skills required for collection and analysis of primary as well as secondary data in the research of social phenomena. They would also be able to make graphic and tabular representation of data and write complete research reports.

Unit: I: Survey Research Design

- Formulating the Research problem : (*literature review, variables, reliability, validity, operationalization, types of data*)
- Universe, sampling principles, sampling universe, sampling frame
- Types and techniques of sampling

Unit-II : Data Collection: Methods, techniques and tools

- Systematic/structured observation: participant, non- participant
- Construction of interview- schedule, questionnaire, and types of questions
- Pilot study, fieldwork, interview and focus group interview

Unit-III: Data Analysis and Presentation

- Coding of data
- Frequency distribution and tabulation (univariate, bivariate and multivariate)
- Graphic Data representation and report writing

D
30/7/2019

①

Islam and Muslims in South Asia
M.A, Semester-111
Credit-4

Course Objectives

South Asia is home to a host of remarkably diverse Muslim communities making up about a third of the global Muslim population. The region and its people present a picture of diversity in unity, indeed of immense diversity within a very broad contour of integration. Islam is not a monolithic religion and its adherents in different parts of the world, and within each community, practice their core beliefs in diverse ways. There is much cultural, social and national heterogeneity among Muslims. Several Islamic sects and Sufi orders co-exist throughout South Asia and some of them are confrontational towards one another as much as they are hostile to non-Muslims.

The course introduces students to some core topics on Islam and Muslims in South Asia, such as the history of Muslim presence, study of caste and issues of Socio-economic relations, kinship, South Asian religions (Hinduism and Islam). Various units of the course will offer a sociological interpretations to those students who are from other disciplines and it gives students a chance to explore both classic and contemporary ethnographic of the region. The present course will survey the history of Muslim presence in south Asia, the political and social changes among Indian Muslims in the colonial period and the interaction with the other communities from 8th century to 21 century. It offers opportunities for deeper study of particularly salient issues as they seem in South Asian ethnography (such as gender and modernity); and it introduces students to recent debates and scholarship on representation and identity as well women's voices.

This paper is offered in the Department of Sociology for M.A. Semester 2, students with the core idea to introduce them the cultural and social aspects of south Asian Muslim community. The aim of this paper is that the students should be able to find and use secondary sources relevant to selected topics; have a grasp of the key debates on Islam and Muslims in South Asia. By the end of the course,

Learning Outcomes

After successful completion of this course, student will be able to:

- ❖ To critically evaluate a range of approaches and ethnographic source material on South Asian society.
- ❖ Demonstrate familiarity with the major historical, political and cultural developments relating to South Asian Islam as well as show knowledge of key organizations, movements, figures and trends in the region's Muslim societies.
- ❖ Understand major scholarly approaches to the study of South Asian Islam and Muslim societies.

M. J.
24/7/2019

- ❖ Critically engage with primary and secondary source materials and develop independent interpretations.
- ❖ Communicate knowledge about South Asian Islam and Muslim communities in a diverse, clear and balanced manner.

Unit 1-Approaches to study Islam in South Asia:

Historical
Sociological
Feminist

Unit 11-Lived Islam and Muslims in South Asia:

Diversity: Sects, ethnicity, caste and language
Contribution to civilization
Responses to modernity and globalization

Unit 111-Contemporary issues:

Representation and identity
Women's voices
Islam and other faiths

Reading, Writing and Reflexivity (DISSERTATION I)

MA Sociology, Semester III

Total Credits: 4

Course Objectives:

- To prepare students for undertaking dissertation writing in semester IV
- To learn to identify a theme, question, problem for research
- To learn to read and write a review a of classic and related literature
- To learn to write a book review and 'review of literature' and draft a proposal for a dissertation

Learning Outcomes

- To review a classic
- To write a review of literature on any one theme of students' choice
- To write a proposal for dissertation

Unit I: Reading

- Questions, and the field of enquiry: differences between traditional, charismatic and reasoned knowledge;
- Reasoning differences-reading between the lines
- Perspectives worldviews and Social institutions

Unit II: Writing

- Frames: terms, categories and principles-Hypothesis and Thought experiments
- Documentation and referencing: Field notes, Dairies, personal journals,
- Dissertations, project, essays, articles, papers

Unit III: Reflexivity

- Fieldwork: Recognizing subjectivity, personal technologies, social deceptions, collective lies and social facts
- Truth and Ethics: libraries, public date, signs, symbols indexes and symptoms
- Peoples' representations, impartiality and social justice

Dissertation II

M A Semester IV

Total credits: 4

Objectives

All students are expected to use their learning in the paper “Reading, Writing and Reflexivity” (Semester III) to write a dissertation under supervision of a faculty

The dissertation will be in three parts. These along with the credit distribution are given below.

1. Discussion on the research questions, theme, problem selected for the dissertation (One Credit).
2. Review of literature (One Credit).
3. Collection of Data, analysis and presentation (Two Credits).

10

M. A. Sociology
Sociology of Agrarian Society
Semester-III

Credit-4

Unit I: Introduction to Agrarian Society:

- Agricultural practices and society
- Provisions of goods and services
- Social institutions and access to resources

Unit II: Agrarian Structure and Relations

- Caste, Class and Gender
- Social Network, Credit and Social Entrapments
- Land, Labour and Power

Unit III: Agrarian Crisis and Transformation:

- Biodiversity and Food Security
- Agrarian Distress and Farmer Suicide
- Peasant movements in India

Course Objectives:

Agriculture and its allied activities provide livelihood to more than half of India's working population. Through empirical investigation, sociologists have analyzed the culture of agriculture and the rhythm of rural life which organized around agriculture. Production, distribution and consumption in agrarian society are harmonized with the local beliefs, custom and rituals. Agrarian economy makes significant contribution to the national economy but despite repeated assurance, successive governments have willfully ignored the difficulties encountered by the agriculturists in India. Globalization and liberalization has improved the economic conditions of the well-off farmers, leaving the small and marginal farmers at the brink of subsistence. This paper employs conceptual and theoretical framework of sociology to examine important agrarian issues encountered by agriculturists.

Learning Outcome:

After Studying the course students will be able to:

- Explain the development of agriculture and evolution of society
- Discuss different institutions and differential access to various resources.

Handwritten signature
30/7/19

Ecology and Society
(Optional)

- Ecosystems and Streams of Ecological Thought
 - Industrial revolution, Domination over nature and Survival of the Fittest
 - Dialectics of Nature, Labour and Feminism
 - Mutual Aid, Indigenous perspectives, Cultural Ecology
- Ecology, Environment and Praxis
 - The Environmental-Ecological Crisis
 - Nature, Value chain and Social Reproduction
 - Social Structure, Culture and Ecological systems
- Ecological Democracy
 - Ecological movements, rights to nature and Livelihoods
 - Environmentalism: Climate change, consumption and lifestyles
 - Conservation, Development and Green Society

Recommended Readings

Unit 1

- Bookchin, Murray, (1921) 1982. The Ecology of Freedom-The Emergence and Dissolution of Hierarchy, Cheshire Books, California.
- (1921) 1994. Which Way for the Ecology Movement, AK Press, California.
- Morris David Animals and Humans, thinking and nature in Phenomenology and the Cognitive Sciences (2005) 4 :49-72
- Cittadino, Eugene, 1990. Nature as Laboratory-Darwanian plant ecology in the German Empire 180-1900, Cambridge University Press, Cambridge.
- Engles, Frederick, (1883) 1939. Dialectics of Nature <http://www.marxists.org/archive/marx/works/1883/don/index.htm>
- Evernden, Neil, 1992. The Social Construction of Nature, Johns Hopkins University Press, London.
- Grim, John A, 2001. Indigenous Traditions and Ecology-The Interbeing of Cosmology and Community, Harvard University Press, Cambridge.
- Harvey, David, 1996. Justice, Nature and the Geography of Difference, Blackwell, Oxford.

Reading, Writing and Reflexivity (DISSERTATION I)

MA Sociology, Semester III

Total Credits: 4

Course Objectives:

- To prepare students for undertaking dissertation writing in semester IV
- To learn to identify a theme, question, problem for research
- To learn to read and write a review a of classic and related literature
- To learn to write a book review and 'review of literature' and draft a proposal for a dissertation

Learning Outcomes:

- To review a classic
- To write a review of literature on any one theme of students' choice
- To write a proposal for dissertation

Unit I: Reading

- Questions, and the field of enquiry: differences between traditional, charismatic and reasoned knowledge;
- Reasoning differences-reading between the lines
- Perspectives worldviews and Social institutions

Unit II: Writing

- Frames: terms, categories and principles-Hypothesis and Thought experiments
- Documentation and referencing: Field notes, Dairies, personal journals
- Dissertations, project, essays, articles, papers

Unit III: Reflexivity

- 1) Qualitative data analysis using softwares (e.g. Ethnograph)
- 2) SPSS, Statistical techniques for data analysis
- 3) Interpretation of data and report writing

Essential Readings:

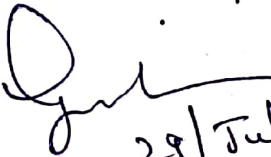
1. Babbie, E.R and Lucia Benaquisto. 2009. Fundamentals of social research (2nd edition) Toronto. ON. Nelson
2. Brewer, John. 2005. Ethnography. Buckingham. Open university press
3. Bryman, A. 2007. Social Research Methods (3rd edition). Oxford. Oxford University Press.
4. Bryman, A. 1984. The debate about Quantative and Qualitative research: A Question of method or epistemology? *British Journal of Sociology*. Vol.35
5. Bryman, A. 2006. Integrating quantative and qualitative research: how is it done? *Qualitative research*. Vol.06.No.1. Sage
6. Bulmer, M. 2001. Social measurement: what stands in its way?. *Social research*. Vol.68.No.02. New York school for social research
7. Bulmer, M. 1980. Why don't sociologist make more use of the official statistics? *Sociology*. Vol.14.No.4
8. Burgess, Robert. 1980. Qualitative and Quantative social research : papers in honour of Paul.F.Lazarsfeld. *Sociology*. Vol.14. Sage
9. Cannell, Charles.F, Peter.V.Miller and Lois Oksenberg, 1981. Research on interviewing techniques, *Sociological methodology*. Vol.12
10. Cargan, Leonard. 2007. Doing social research. Marryland USA. Rowman and Littlefield publishers
11. Cooper, Matthew. 1980. More on 'Epistemological implication of fieldwork, *American Anthropologist*. New series. Vol.82.No.02. June 80. In Memoriam Margret Mead (1901-1978)
12. Cornman, James .W. 1971. Observing and what it entails. *Philosophy of science*. Vol.38.No.03.sept.
13. Denzin, N.K. and Y. Lincoln (eds.) 2005. Handbook of Qualitative Research (3rd Edition). Thousand Oaks. CA. Sage.
14. Ewing, Kathrine Pratt. 1981. Revealing and 'concealing-Interpersonal dynamics and the negotiation of identity in the interview. *Ethos*. Vol.34.No.1
15. Gilbert, N. 2002, Researching Social Life (2nd edition). London Sage
16. Guppy, Neil and George Gray. 2008. Successful surveys: Research Method and Practice. (4th edition). Toronto. Tomson Nelson.
17. Hamel, J. S. Dufour and D. Forti. 1993. Case Study Methods. London. Sage
18. Hammel, E.A. 1980. The comparative method in Anthropological perspective. *Comparative studies in society and history*. Vol.22.No.2. April



19. Hastrup, Kristen. 1990. The ethnographic present: A reinvention. *Cultural Anthropology*. Vol.05.No.01
20. Henry, Gary. T. 1990. Practical Samplings. London. Sage
21. Jenkins, Timothy. 1994. Field work and the perception of everyday life. *Man*, New Series. Vol.29.No.02
22. Krippendorff, K. 2004. Contents Analysis: An Introduction to its Methodology, London. Sage
23. Long, J.Scott. 1987. Introduction to common problems in qualitative social research: A special issue of sociological methods and research. *Sociological Research*. Vol.16:
24. Marsh, C. 1982. The Survey Method: The contribution of surveys Sociological Expiation. London. Unwin Hyman
25. Marvasti, Amir. 2004. Qualitative Research in Sociology. New York. Sage publication
26. Oberdan, Thomas. 1990. Positivism and pragmatic theory of observation. PSA proceedings of the biennial meeting of the philosophy of science association. Vol.01
27. Pallant, Julie. 2016. SPSS survival manual. USA. Mc Graw Hills
28. Parker, Andrew and Jonathan Titter. 2006. Focus group method and methodology. Current practices and recent debated. *International Journal of research & method in education*. Vol.29No.01
29. Srivastaya, Vinay kumar (ed.). 2004. Methodology and fieldwork. India. Oxford university press

Suggested Readings:

- 1) Benton, Ted and Ian Craib. 2010. Philosophy of social science: The philosophical foundation of social thought. UK. Macmillan education
- 2) Onwuegbuzie, A & Leech, N.L. 2005. On becoming a pragmatic researcher: The importance of combining qualitative and quantitative research methodologies. *International Journal of social research methodologies*. Vol.08.Issue-05. Taylor and Francis
- 3) Stewart, D and P. Shamdasani, 1990. Focus Group – Theory and Practice, London, Sage.
- 4) Thomas, Nicholas. 1991. Against ethnography. *Cultural Anthropology*. Vol.06.No. 3
- 5) Walliman, Nicholas. 2011. Research methods-the basic. London and New York. Routledge


29/July/19

Course objectives

The course is designed as a skill paper to prepare students to apply quantitative research methods in social research. The structure and the contents of the course are aimed at making students understand how the concepts and variables in the social phenomenon under study can be operationalized for purposes of measurement and comparisons. The course will focus on the entire research process beginning from the formulation of research questions to the selection of appropriate field, respondents, techniques of data collection and analysis using descriptive statistics.

Learning Outcomes

At the end of the successful completion of the course, students will gain an applied approach to collect and analyze data using computational and statistical analysis. They would also be able to undertake independent empirical research and statistically evaluate their data, findings and analysis. If they choose to, they would be able to work as consultants with research teams on large social scale social surveys.

Evaluation

The reading list is indicative and they are encouraged to use additional materials available online and in the library. It would be beneficial for them to supplement their research knowledge through workshops on research methodology and social statistics. It is expected that students will prepare a research design, a questionnaire and an interview schedule during the course work. Fictional or real data sets will be provided to them for quantitative data analysis and interpretation. The 25% of the total marks for evaluation will be based on such exercises and constitute internal assessment work. The remaining 75% marks will be based on an end-semester examination.

Unit-I: The Scientific Paradigm and Social research

- Logic of social inquiry
- Formulation of research problem and selection of research questions and operationalization of concepts, measurement (Nominal, Ordinal, Interval, Ratio) Scaling (Thurston, Luckman, Guttman)
- Research Design: Experimental, Explanatory.

Unit-II: Data Collection

[Handwritten signature]
30/7/2019

- Sources: Census, NSSO, District Gazetteers, Economic Surveys, Statistical Abstracts, National Family Health Survey (NFHS)
- Survey Method : Types of social surveys, sampling, and observation
- Construction of questionnaire and interview schedule

Unit-III: Basic Descriptive Statistics and Data Analysis

- Frequency distribution, measures of central tendency,
- Bivariate and multivariate analysis, variance, standard deviation, range.
- Graphic and tabular presentation and writing of research report

Essential Readings:

Agresti, A. and B. Finley. 1997. *Statistical Methods for Social Sciences*. Prentice Hall and Pearson.

Babbie, Earl. 2012. (13th Ed). *The Practice of Social Research*. Wadsworth Publishing: Belmont.

Bryman, Alan. 2012. (4th Ed.). *Social Research Methods*. Oxford University Press: Oxford, (Part-I and II).

Moser, C.A. and G. Kalton. 1985. *Survey Methods in Social Investigation*. Dartmouth Publishing.

Guthrie, Gerond . 2010. *Basic Research Methods. An Entry to Social research* .Sage : New Delhi.

David, Mathew and Carole Sutton. 2011. *Social research. An Introduction*. Sage: New Delhi.

NG Barrier ed. 1981. *The Census in British India*. Manohar: New Delhi.

Weinstein, Jay Allen. 2010. *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Rowman and Littlefield : New York , Toronto.

Suggested Readings

Mckie, Linda and Louise Ryan. 2018. *An end to the crisis of empirical sociology? Trends and Challenges in Social research. (Sociological futures)*.

Online sources of data for practice as suggested by the teacher.

Ethnicity, Minorities and Multiculturalism
M. A. (Sociology)
Semester- I
Credits: 4

Course Description:

Sociology is broadly concerned with examining the forces which bring people in groups (societies) together, draw them apart, and generate change in the social world. In studying race, religion, and ethnicity, sociologists examine the various systems, structures, organizations, processes, interactions, and meanings present in minority-majority relationships. Modern society is unique in its diversity, comprising of many racial religious, linguistic and cultural groups, whose social histories and distinct subcultures have contributed to their multicultural nature. The main purpose of this course is to broaden our understanding of interaction of ethnic and minority groups and how they interact with and challenge each other at the national as well as global level. The course will begin with basic concepts and perspectives, specifically on ethnicity and minority relations within our social institutions. The course will draw upon information from multiple perspectives to study the social traits of different ethnic groups.

Contemporary liberal democracies are characterized by important forms of diversity, including racial, religious, cultural, and linguistic diversity. The politics of multiculturalism has become one of the most visible responses to increasing levels of diversity, and important components of it have been adopted by many countries. This course examines the theoretical and practical implications of diversity, focusing on the core principles of politics of multiculturalism as well as the main criticisms levied against it.

Learning Objectives:

Upon completion of this course the student should be able to:

- Students will be able to define ethnic and minority groups and their social significance.
- Describe the basic sociological concepts and theories applicable to intergroup, minority-majority relationships.
- Students will be able to understand diversity of social life and how it relates to inter-group contestations and conflict.
- Identify and describe the social structural components necessary to maintain differential power relationships between minority and majority group members.
- Critically engage a broad range of policy issues and making policy recommendations impacting ethnic minority communities.

UNIT- I

Understanding Ethnicity: Concept and Perspectives

- Ethnicity and Diversity: Religion, Race, Tribe and Language
- Ethnic Groups and Conflict in South Asia
- From Ethnicity to Minority: Understanding Ethno-Enclaves

Amrindu
30/07/2019

UNIT- II

Pluralism and Multiculturalism: Minorities

- Contextualizing Minorities
- Minority Rights and Policies: A Global Perspective
- From Minority to Marginality

UNIT- III

Beyond Pluralism and Multiculturalism

- Diversity, Difference and Violence
- Global Right Movement: Heterogeneity to Homogeneity
- Reconciling Differences and Promoting Tolerance: Beyond Pluralism and Multiculturalism

Essential Readings:

- Allport, Gordon W. 1958. *The Nature of Prejudice*. New York, NY: Doubleday Anchor.
- Bajpai, Rochana. 2011. *Debating Differences: Group Rights and Liberal Democracy in India*. Delhi: Oxford University Press.
- Barry, Brian. 2001. *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, MA: Harvard University Press.
- Barth, F. 1969. "Introduction," in F. Barth (ed.) *Ethnic Groups and Boundaries*. Oslo: Oslo University Press.
- Dunn, Ruth. *Minority Studies: A Brief Sociological Text*, available at <http://cnx.org/content/col11183/1.13/>
- Francis, E. K. 1976. *Interethnic Relations: An Essay in Sociological Theory*. New York: Elsevier.
- Glazer, Nathan and Moynihan, Daniel P. 1964. *Beyond the Melting Pot*. Cambridge, MA: MIT Press.
- Huntington, Samuel P. 1993. "The Clash of Civilizations?", *Foreign Affairs*, Vol. 72, No. 3, pp. 22-49.
- Jayal, N. 2006. *Representing India: Ethnic Diversity and the Governance of Public Institutions*. UK: Palgrave Macmillan.
- Joseph F. Healey. 2012. *Race, Ethnicity, Gender, and Class*. Los Angeles: Sage.

M.A. Sociology
Sem-IV Gender and Society

Gender and Sociological Analysis

- Emergence of Feminist thought: A socio-historical perspective
- Theories of Gender Relation: Liberal, Radical, Socialist /Marxist, Post Modernist.

Social Construction of Gender

- Ideologies of Masculinity and Feminity
- Socialization, Cultural symbolism and Gendered Roles

Gender and Development

- Theoretical Models and Effect of development policies on gender relations
- Perspective on Gender and Development –Welfarist, Developmentalist, Empowerment
- Gender and Globalization

SOCIOLOGY OF DEVELOPMENT AND GLOBALIZATION

M. A. Sociology, Semester III

Total Credits: 4

Course Objectives:

This course examines the processes of development and globalization in their historical and geographical contexts and their contemporary trends and impacts. **Unit I** discusses the growth of development theory as a post WW II phenomenon and explains the changing conceptions of development (economic growth, human development, social development, sustainable development and alternative development) with the changing perspectives of development: modernization theory, dependency, world systems, neoclassical economics, alternate development, human development and post-development. **Unit II** discusses the various dimensions (historical, economic, political and cultural) of the process and project of globalization. Theories and conceptualizations of Robertson, Rosenau, Appadurai, Hirst and Thompson, Tomlinson, Sklair, Pieterse and Sassen are explained. Transnationalism and migration is debated with special reference to diaspora and refugees. **Unit III** unfolds the myth of development and the dilemmas and violence related to it. Social movements responding to the failures of developmentalism and globalism, such as fundamentalism and environmentalism are analysed. Issues, like structural violence leading to displacement of livelihood, are analysed in case of big dams and special economic zones in India. New imperialism in contemporary globalised era is discussed.

Learning Outcomes:

- To understand the concepts and theories of development and globalization.
- To learn about the dilemmas and violence related to development and globalization.

MP
30/7/19.

(19)

Unit I: Development: Negations and Negotiations

- Genealogy of the idea of Development
- Theories of Development
- Post-development and Postmodern critique

Unit II: Dimensions of Globalization: Conjunctions and Disjuncture

- Theorizing the transition
- Creolization and Hybrid Societies
- Transnationalism and Migration: Diaspora & Refugees

Unit III: Myth of Development: Dilemmas and Violence

- Social Responses to Globalization
- Displacement of livelihood: Big Dams & SEZs
- New Imperialism

Essential Readings for Unit I:

1. Alavi, Hamza, and Shanin, Teodar, (ed.), 1982, *Introduction to the Sociology of Developing Societies*, Macmillan Press, (Introduction, chapters 2, 3, 10, 13, 14, 15 and 23).
2. Frank, A.G., 1966, "The Development of Underdevelopment". *Monthly Review*. 18(4): 17-31.
3. Frank, A.G., 1967. "Sociology of Development and Underdevelopment of Sociology". *Catalyst*, 3: 20-73.
4. Gasper, Des, 2004, *The Ethics of Development: From Economism to Human Development*, Vistaar Publications, New Delhi. (Chapters 2 and 7).

SOCIOLOGY OF ECONOMIC LIFE

M. A. Sociology, Semester IV

Total Credits: 4

Course Objectives:

This course deals with the sociological aspects of economic life and institutions. Unit I focuses on different perspectives to study economic behavior and the emergence of new economic Sociology with Granovetter and Bourdieu. It also concentrates on modes of production in different economies of the world: tribal, peasant, industrial and post-industrial. Unit II deals with changing forms of labour and exchange, and new informationalism in contemporary world. Reciprocity and gift are discussed. Unit III discusses the importance of markets as social contexts; trust imposed by the promise of money; networks in the era of global markets and cross-cultural consumption.

Learning Outcomes:

- To understand the social and cultural bases of economic activity.
- To understand the significance of sociological analysis for the study of economic processes in local and global contexts.
- To learn the importance of markets and networks today.
- To learn about cross-cultural consumption in the era of global markets.

Unit I: Social Embeddedness of Economies

- Perspectives: formalism, substantivism, Marxism, cultural economics
- New Economic Sociology
- Modes of Production of Social Life

Unit II: Labour, Informationalism, Exchange

- Labour and Exchange
- Knowledge, Information and Signs
- Reciprocity and Gift

Unit III: Markets and Networks

- Money and Trust
- Markets as social contexts
- Global Markets and consumption

MP
30/7/19.

Classical Sociological Theory
M.A. Semester I
Total Credits: 4

Course Objectives:

Sociological theories try to understand the social world and its history. Classical Sociological theory introduces some of the 'classical' theoretical traditions and how they have shaped and currently permeates the discipline of sociology. The aim is to provide you with the ability to identify and make use of the concepts and theoretical perspectives of 19th and early 20th century. Unit I focusses on the pioneering responses to the Age of Enlightenment and the Revolutions in the place of its origin in Europe. Unit II focusses on the intellectual equipment deployed in Europe to grasp the new social order. Unit III deals with the responses to capitalism and rationality in places having diverse philosophical and historical trajectories.

Learning Outcomes:

- explain the role of Enlightenment and the Industrial and French Revolutions in the emergence of Sociology as a discipline.
- Discuss the theories of classical thinkers – Comte, Spencer, Durkheim, Marx, Weber and Simmel.

Unit I: The Dawn of Reason

- The Enlightenment
- The Revolutions
- Early sociological thought: Ibn Khaldun, Saint-Simon and Auguste Comte

Unit II: Division of Labour and the New Social Order

- Social Darwinism: Herbert Spencer
- Division of Labour: Emile Durkheim
- Mode of Production: Karl Marx

Unit III: Capitalism and Rationality

- Historical Materialism and Alienation: Karl Marx
- Religion and Capitalism: Max Weber
- Modernity and Sociation: Georg Simmel

MP
30/7/19.

Contemporary Sociological Theory I
M. A. Sociology, Semester II

Total Credits: 4

Course Objectives:

Contemporary Sociological Theory I is the first of the two contemporary sociological theory courses required for the graduate students. It focusses on the explanation of the transition from classical to contemporary theory. The rise of American Sociology with Parsons and Merton and their contributions to the school of structural-functionalism is analyzed. The works of some of the contemporary sociologists (Adorno, Horkheimer, Habermas, Althusser, Gramsci, Goffman, Giddens, Bourdieu) are discussed which address empirical, normative, methodological and theoretical issues in Sociology. Their works have been innovative and profound and had great effect on how we think and do sociology today.

Learning Outcomes:

- To acquire in-depth knowledge of selected contemporary theories.
- To have insight into the use of different sociological theories and the connection between present sociology and classical sociological theories.
- To develop the capacity for critical reflection on micro and macro levels of sociological analysis.

Unit I: Social Systems and Processes

- Transition from Classical to Contemporary Theory
- Structure, System and Functions: Parsons, Merton
- Systems Theory: Luhmann

Unit II: Culture and Political Economy

- Frankfurt School: Adorno, Horkheimer, Marcuse, Walter Benjamin
- Communicative Action: Habermas
- Neo-Marxism: Althusser, Gramsci

Unit III: Self, Structure and Social Action

- Symbolic Interactionism: Mead, Goffman
- Duality of Structure & Agency: Giddens
- Practice: Bourdieu

MO
30/7/19

CONTEMPORARY SOCIOLOGICAL THEORY II

M. A. Sociology, Semester- III

Total Credits: 4

Course Objectives:

This course is in continuation of the earlier course on Contemporary Social Theory-I, that is taught at MA previous level. It is aimed at knowing about the advances in social theory especially since the last quarter of the twentieth century when the quest for meta-narratives and universal truths came to be considered a doubtful and futile endeavour. The course will introduce the students to the ideas and concepts of some key social thinkers and philosophers who despite being quite contemporary provoke rethinking about the classic theories of capitalism, modernity and self. The key epistemological shifts in social theory in the context of late capitalism and the transformations in cultural logic form the key thematic around which the course is designed.

Learning Outcomes:

The course would ensure that students have acquired a rigorous and advanced level of conceptual vocabulary to make them analyse and interpret the complexities of the contemporary social worlds. Even the course is highly abstract and theoretical; it will lead to an enhanced ability to apply sociological concepts, themes and perspectives in the explorations of empirical reality.

Unit I: The fall of the metanarratives: post-structuralism & postmodernism

- Postmodern condition: Lyotard
- Deconstruction & Difference: Derrida
- Power/Knowledge: Foucault

Unit II: Late modernity and its contradictions

- Cultural logic of Late Capitalism: Jameson
- Risk: Beck
- Liquid Modernity: Bauman

Unit III: Contemporary Issues

- Postcolonialism: Said
- Posthumanism: (*Transhumanism*) Hughes
- Consumerism and Consumer Culture: Featherstone

A
30/7/2019

1.1.5 4

Advanced Social Research Methods
M.Phil, Sociology, Semester-I

Total Credits: 04

Course Objectives:

This course entails an introduction to the philosophy and practice of social science research and it will cover key topics such as the assumptions of scientific inquiry, the conceptualization of research problems, qualitative and quantitative approaches, basic statistical analysis and computer assisted statistical analysis with SPSS. Essentially this course will provide a foundation for writing M. Phil dissertation. Students will learn the skill of producing plagiarism. The main objective of the course is to provide students with a general understanding of the principles of social scientific research methods.

Learning Outcomes:

1. Students will be able to undertake their own research projects.
2. They will be able to develop sociological research questions, empirical investigation and the relevant data collection tools and techniques used to generate answers.
3. They will be able to identify the components parts of a study's design.
4. They will be able to critically evaluate research conducted by others.
5. They will be sensitive to ethical issues to work with different populations.

Unit-I

Researching social phenomena

- 1) Logic and ethics of social inquiry
- 2) Understanding Qualitative and Quantitative methodologies
- 3) Triangulation

Unit-II

Methods of Data Collection

- 1) Operationalization of concepts
- 2) Fieldwork, Observation, Ethnography
- 3) Survey, NSSO, Census

Unit-III

Data Analysis and Presentation (to be conducted in a workshop mode)