

**Department of Sociology
Jamia Millia Islamia
Four Year Undergraduate Course
Sociology (Major) Programme**

(2025-26 onwards)

Semester-I						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-101	Introduction to Sociology	4	40	60	4	100
BSOC-MJ-102	Indian Society: Text and Context	4	40	60	4	100
MINOR						
BSO-MN-01	Invitation to Sociology	4	40	60	4	100
MDC						
SOC-MDC-01	Understanding Gender	3	30	45	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
	General English					
SKILL ENHANCEMENT COURSE (SEC)						
BSSEC-01	Learning to Read	3	30	45	3	75
VALUE ADDED COURSE (VAC)						
BS-VAC-01	Constitutional Morality	2	20	30	2	50
Compulsory Qualifying-I						
	General Urdu					
Compulsory Qualifying-II						
BS-VAC-01	Islamiyat/HRS/IRC					
Total Credits		20	Total Marks			500

Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Introduction to Sociology (Major)

Code-BSOC-MJ-101

Total Credits: 4

Course Objective:

The course is designed to introduce students to a range of basic sociological concepts so that they become familiar with the vocabulary and perspective of the discipline. Students will learn about the origins of sociology as a discipline and the early European traditions. They will further learn to relate theoretical concepts to their own life experiences, to enable them to cultivate a sociological imagination.

As this is an introductory paper, it is intended to acquaint the students with the distinctiveness of sociology among other social sciences. The course is organized in a way that even students without any previous exposure to sociology could acquire an interest in the subject.

Learning Outcomes

- To examine the distinctiveness of sociology among social sciences
- To learn the conceptual vocabulary of the discipline
- To cultivate sociological imagination
- To explore the relationship between the individual and the collective
- To understand society as a dynamic entity

Unit 1: Sociology as a discipline:

- Emergence and Development
- Thinking sociologically
- Society and Social interaction

Unit 2: Individual and the Collective:

- Culture
- Community, Association and Institutions
- Structure and Networks

Unit 3: Social Processes:

- Stratification and Mobility
- Integration and Conflict
- Social Change

Readings:

1. Bauman, Zygmunt and May Tim (2001), *Thinking Sociologically*, Wiley-Blackwell
2. Berger, P.L., & Berger, B., 1991, *Sociology: A Biographical Approach*, Penguin Books
3. Beteille, Andre (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press
4. Bierstedt, Robert (1974), *The Social Order*, New York: McGraw Hill Book Company
5. Fulcher & Scott (2003): *Sociology*, New York: Oxford University Press. Giddens, Anthony (2005): *Sociology*, Polity Press
6. Giddens, Anthony, 2021, *Sociology* (9th edition), Cambridge Polity Press
7. Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Ch. 1, 2, 3 and 5.
8. Lopez, Jose and John Scott. *Social Structure*. 2012. Open University Press. McGraw Hill Education. Ch. 1 and Ch. 2.
9. McIntyre, Lisa. *The Practical Skeptic: Core concepts in Sociology*. McGraw Hill Education, Washington State University. Ch. 1, 2, 7, 8, 9, 10.
10. Mills, C. Wright, 2000, *The Sociological Imagination*, New York: Oxford University Press
11. Ritzer, George (2017), *Introduction to Sociology* (4th edition), Sage publications.
12. Urry, John. (1999). *Sociology Beyond Societies: Mobilities for the Twenty-First Century* (1st ed.). Routledge.
13. Visvanathan, Susan (2001). *Structure and Transformation: Theory and Society in India*, Oxford University Press.

Readings in Urdu:

1. Abidi, Azra: *Hindustan mein Samaji Tabdili aur Samaji Masael (Social Change and Social Problems in India)* 2015, IBS, Book Store Pvt. Limited, New Delhi
2. Abidi, Azra: *Samajyatka Tarruf (Introduction to Sociology)* 2017, Noor Publications, Daryaganj, New Delhi

Readings in Hindi:

1. Husain, Mujtaba: *Samajshastriya Vichar (Sociological Thought)*, 2010, Orient Black Swan, New Delhi
2. Mukerji, Ravindra Nath: *Samkaleen Uchchatar Samajshastriya Sidhant (Contemporary Advanced Sociological Theories)* 2011, Vivek Prakashan, New Delhi
3. Yadav, R. Ganesh (edited): *Samajshastriya Prichay (Introduction to Sociology)* 2014, Orient Black Swan, New Delhi.

Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Indian Society: Text and Context (Major)

Code-BSOC-MJ-102

Total Credits: 4

Course Objectives:

The course is designed to provide a broad understanding of Indian society from a multiplicity of scholarly and theoretical approaches such as Indological, functionalist, Marxist. It also gives a glimpse of tribal, rural, and tribal life in India through institutions, processes and practices that continue to characterize Indian society in many ways but have also changed over time after independence and more so after liberalization.

Learning outcomes: The course would help student would have learnt about the following:

- ✓ the textual view of India's social structure.
- ✓ the plurality of India's institutional practices in different contexts.
- ✓ the inherent contradictions, inequalities and exclusions in Indian social system.
- ✓ the challenges to this structure by subaltern groups.
- ✓ the post liberalization changes in the economy, caste, class, and gender.

Unit-I Understanding Indian Society: Approaches

Indological/Textual: Tribe, Caste and Religion

Structural- Functional: Village

Marxist: Class Structure (Agrarian, Urban)

Unit- II Institutions and Practices: Tribal, Rural and Urban

- Social: Family, Kinship and Marriage
- Economic: Work and Labour
- Religion and Society

Unit - III Continuities and Change


- New Middle Classes
- Subaltern Groups
- Affirmative Action

Readings:

- Ambedkar, B.R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.
- Baviskar, A. and Ray, R. eds., 2020. *Elite and everyman: The cultural politics of the Indian middle classes*. Taylor & Francis. Introduction.
- Beteille, A., 1990. The definition of Tribe, Seminar, (14), October, 1990.
- Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2).
- De Neve, G., 2019. The sociology of labour in India. *Critical themes in Indian sociology*, pp.164-181.
- Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press.
- Gupta, D. (ed.) 1991(93). *Social Stratification*. OUP. Delhi. Chs , ' Varna and caste', Six features of caste system, 'Dumont On the Nature of Caste System.
- Gupta, D., 2006. Towards affirmative action. *India International Centre Quarterly*, 33(3/4), pp.150-161.
- Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press.
- Madan, T.N., 1989. Religion in India. *Daedalus*, pp.114-146.
- Rao, M.S.A., 1974. Traditional urbanism and urbanisation. *Urban Sociology in India: Reader and Source Book*, pp.97-118.
- Shah, A.M., 2019. eBook (2022)., *The structure of Indian society: Then and now*. Routledge India.Ch 5,13,14. Delhi; Routledge.
- Srinivas, M.N., 1980. *India: social structure*. Transaction Publishers
- Xaxa, V., 1999. Transformation of tribes in India: Terms of discourse. *Economic and political weekly*, Vol.34. no 24. pp.1519-1524.
- Raj, S.J. and Harman, W.P. eds., 2012. *Dealing with Deities: The Ritual Vow in South Asia*. State University of New York Press. Selected case studies.
- <https://egyankosh.ac.in/bitstream/123456789/66067/1/Unit4.pdf>

Evaluation:

It will be a 4 credit course with a total of 100 marks. The internal assessment of 25 marks will be spread across two terms and will be based on the course readings as well as additional readings suggested by the teacher. The assignments will be decided by the teacher and can be in the form of written class tests, debate, discussions, writing exercises, term papers, presentations in individual as well as group format.


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Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Invitation to Sociology (Minor)

Code-BSO-MN-01

Total Credits: 4

Course Objective:

This is an introductory course that seeks to offer an introduction to the discipline of sociology, focusing on key concepts and theories to understand human behaviour and society. Through readings, discussions, and practical exercises, students will explore various sociological perspectives and apply them to analyse social phenomena in everyday life.

Learning Outcomes: Students will be able to:

1. To familiarize students with the basic concepts of sociology.
2. To explore the role of culture, socialization, and social institutions in shaping individual and collective behaviour.
3. To examine the intersections of power, inequality, and social change.

Unit I: Exploring the Social World

- Context and Emergence of Sociology
- Thinking Sociologically
- Society and Culture

Unit II: Key Concepts


- Social Group, Community and Association
- Status and Role
- Organization and Institutions

Unit III: Social Processes

- Deviance and Social Control
- Social Change
- Networks

Readings:

14. Bauman, Zygmunt and May, Tim. (2019). *Thinking Sociologically*. (3rd edition). Wiley-Blackwell.
15. Berger, Peter L. (1988). 'Invitation to Sociology' in James M. Henslin (ed.) *Down to Earth Sociology: Introductory Readings*. New York: The Free Press.
16. Beteille, Andre. (2009). *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press.
17. Fulcher, James & Scott, John. (2003). *Sociology*. New York: Oxford University Press.
18. Giddens, Anthony. (2021). *Sociology*. (9th edition). Cambridge Polity Press.
19. Ritzer, George. (2017), *Introduction to Sociology*. (4th edition), Sage Publications.


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Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Understanding Gender (MDC)

Code-SOC-MDC-01

Total Credits: 3

Course Objectives:

The course is meant to introduce concepts and debates pertaining to gender that students increasingly encounter in their everyday life. Students will learn about the classical debates on patriarchy, sex and gender, while also being oriented to contemporary modes of sensitization and awareness, such as the usage of appropriate pronouns, he/she/they, as expressions of identity. The course will enable students to appreciate the multiple axes of privilege and marginalization that intersect in our experience of gender. It also addresses and critiques practices of representation with regard to gender and the specific forms taken by misogyny in the digital realm.

Learning Outcomes:

Students will be able to articulate the vocabulary of gender and understand the nuances of the concepts they study. They will be able to critically examine the discourse of gender they encounter in popular media. Case studies will be used to initiate discussion and debate on contemporary concerns like menstrual leave, the #MeToo movement and gendered abuse encountered online. After completing the course, students will feel confident to hold forth informed opinions on gender and sexuality, even as we continue to encounter newer challenges in a changing world.

Unit I: Introduction to gender:

- Sex, gender and sexuality
- Gender stereotypes, gender roles and gender socialisation

Unit II: Identity and experience:


- Sexual identities
- Intersectionality: Issues and challenges

Unit III: Gender: Representation and responsibility

- Gender and media
- Digital spaces and online misogyny

Essential readings:

1. Belliappa, Jyothsna Latha. 2018. 'Menstrual Leave Debate', Indian Journal of Industrial Relations, April 2018, Vol. 53, No. 4 (April), pp. 604-617.
2. Bhasin, Kamala. 2003. Understanding Gender. New Delhi: Kali for Women.
3. Geetha, V. 2006. Theorising Feminism. Calcutta: Mandirasan.
4. Johnson, Alan. 2005. The Gender Knot: Unravelling Our Patriarchal Legacy. Revised and updated ed. Philadelphia, PA: Temple University Press.
5. Linda L. Lindsey. 2015. Gender Roles: A Sociological Perspective (6th ed.). Routledge, New Jersey.
6. Lucal, Betsy. 1999. What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System, Gender and Society, Vol. 13, No. 6 (Dec.), pp. 781-797
7. O. Alichie, Bridget. 2022. "“You Don't Talk like a Woman”: The Influence of Gender Identity in the Constructions of Online Misogyny.” *Feminist Media Studies* 23 (4): 1409–28.
8. Todd, Megan. 2017. 'Virtual Violence: Cyberspace, Misogyny and Online Abuse' In Tim Owen, Wayne Noble and Faye Christabel Speed (eds.), *New Perspectives on Cybercrime*, Palgrave Macmillan
9. Trans Student Educational Resources, 2015. "The Gender Unicorn." <http://www.transstudent.org/gender>.
10. Vicars, Mark. 2013. 'Queerer than Queer!', Performances of Research: Critical Issues in K-12 Education. Gabriel, Rachael and Lester, Jessica Nina, eds. Counterpoints: Studies in the Postmodern Theory of Education (440). Peter Lang International Academic Publishers, New York, pp. 245-272.
11. West and Zimmerman. 1987. 'Doing Gender', Gender and Society, 1, 125-151.


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**Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Learning to Read (SEC)**

Code-BS-SEC-01

Total Credits: 3

Course Objectives:

The students at the university are required to do a lot of reading of a variety of materials and texts for their course work. These range from reading the classic works of their subject of study, summaries, critiques and commentaries on these classics; journal articles, edited books, readers, review articles and book reviews etc. Often, they find it challenging to read effectively for the sake of good comprehension, retention and writing good assignments.

This course is visualised to make students appreciate reading as a source of learning. It aims to help students improve their skills of academic reading so that they can cope better with the learning materials in their other courses.

Learning Outcomes: At the end of the course, students are expected to have learnt effective strategies:

- to improve the academic reading;
- to develop the skills of analytical reading
- to enable critical reading of texts
- to discuss and debate important issues in society and culture.

Unit-I: Reading Strategies

Pre-reading: Select materials, locate sources, skimming, background knowledge

Mechanics of Reading: Note taking, annotating, paraphrasing, summarising

Unit- II Analytical Reading

Context: Locating the author/writer, central idea/s, supporting argument/s or data, conclusions or findings

Reviews, Commentaries, Impact

Brief about Learning Activities:

Over the two terms, students will sometimes work alone, sometimes in pairs, and sometimes in groups to engage in various activities. Two main types of activities will be undertaken by the learners:

Classroom based activities and journal based activities, books, news articles, essays, paragraphs, discussion quizzes and class debates.


Homework Outside of class: Students will study the articles, assigned paragraphs, sections of books, etc them at home by applying the strategies discussed and taught in the class. The list of reading materials will be provided by teacher. Students should read their selected material and then prepare a written report consisting of a summary of the reading material and their assessment of the content. These reports will be submitted in writing, and presented orally in the classroom.

Evaluation: It will involve internal assignment of 40% marks based on classroom exercises and home assignments around identified texts or selected reading materials, as prescribed by the course instructor, during the semester.

60% of the assessment will be based on an end semester written examination.

Readings:

- * Henderson, Eric. 2015. *The Active Reader: Strategies for academic reading and writing*, Oxford Univ Press, Oxford. <https://www.waikato.ac.nz/students/teaching-and-learning/student/reading/active-reading/>
- * Roberts, Jamie Q., and Caitlin Hamilton. 2020. *Reading at University: How to Improve Your Focus and Be More Critical*. Bloomsbury Study Skills. Bloomsbury Academic. <https://books.google.co.in/books?id=zxm1yAEACAAJ>.
- * Prentice H <https://www.utoronto.ca/ctl/academic-reading-and-writing#:~:text=Academic%20reading%20is%20an%20active,the%20material%20you%20>


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Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Constitutional Morality (VAC)

Code-BS-VAC-01

Total Credits: 2

Course Objectives:

The constitution is the supreme law of the land, and all citizens, irrespective of their social identity, must respect and follow its provisions. It serves as a pedagogical tool to teach democratic values and public morality to the Indian population. These values are tissues and fibre of democracy, but they are unnatural sentiments in Indian society, and therefore they must be cultivated through various mode of association in society.

Learning Outcomes:

This course teaches constitutional principles and universal values to help students become better citizens in a secular democracy, rising above religious and cultural moralities.

Unit-I: The Origin of Human Morality

- Public Morality
- Religion and morality

Unit-III: Quest for liberty, equality and justice

- Personal and constitutional law
- Morality and Social Justice

Readings:

1. Ambedkar B.R. (2014), Writings and Speeches of Dr. B.R. Ambedkar, Vol. 13
2. Bêteille, A. (2008). Constitutional Morality. Economic and Political Weekly, 43(40), 35–42.
3. Bickenbach, J. E. (1989). Law and Morality. Law and Philosophy, 8(3), 291–300.
4. Chatterjee, P. C., & Chatterji, P. C. (1995). A New Morality for Secular India. India International Centre Quarterly, 22(1), 177–187.
5. Cristi, M. (2012). Durkheim on Moral Individualism, Social Justice, and Rights: A Gendered Construction of Rights. The Canadian Journal of Sociology, 37(4), 409–438.

6. Flavia Agnes (2011) Family Laws and constitutional morality, Oxford University Press.
7. Guru, G. (2014). Two Conceptions of Morality: A Political Reading. *Economic and Political Weekly*, 49(17), 112–117.
8. Henricson, C. (2016). *Morality and public policy* (1st ed.). Bristol University Press.
9. Jasraman Singh Grewal. (2006). Morality and the Reservation Issue. *Economic and Political Weekly*, 41(39), 4114–4116.
10. Krishnaraj, M. (2008). Between Public and Private Morality. *Economic and Political Weekly*, 43(17), 40–43.
11. Mehta, P.B. (2010). What is constitutional morality? *Seminar*.
12. Michael Tomasello, (2018) How we Learned to put our Fate in One Another's Hand, *The Origins of Morality*, Scientific American.
13. Mooney, C. F. (1983). Public Morality and Law. *Journal of Law and Religion*, 1(1), 45–58.
14. Moore, E. (1995). Moral Reasoning: An Indian Case Study. *Ethos*, 23(3), 286–327.
15. Moral Foundations of the Constitutional Thought: Current Problems, Augustinian Prospects (1990).
16. Moses, M. S. (2010). Moral and Instrumental Rationales for Affirmative Action in Five National Contexts. *Educational Researcher*, 39(3), 211–228.
17. Nakul Nayak, Constitutional Morality: An Indian Framework, *The American Journal of Comparative Law*, Volume 71, Issue 2, Summer 2023, 354–387.
18. Narain, A. (2017). What Would an Ambedkarite Jurisprudence Look Like? *National Law School of India Review*, 29(1), 1–20.
19. Pfeffer, R. G. (1990). *Marxism, Morality, and Social Justice*. Princeton University Press.
20. Rajasekhariah, A. M., & Jayaraj, H. (1991). Political Philosophy of Dr. B. R. Ambedkar. *The Indian Journal of Political Science*, 52(3), 357–375.
21. Reddy, A. R. (2007). Role of Morality in Law-Making: A Critical Study. *Journal of the Indian Law Institute*, 49(2), 194–211.
22. Singh, L. M. (2008). Political Morality and Ethics In Indian Polity. *The Indian Journal of Political Science*, 69(2), 301–312.
23. Weinstein, M. A. (1973). The Sociology of Public Morality: Talcott Parsons and Phenomenology. *Sociological Focus*, 6(2), 10–31.
24. Wheeler, B. R. (1995). Democratic Pluralism or Pluralist Democracy: Jürgen Habermas's Theory of Constitutional Morality and its Institutions. *German Politics & Society*, 13(3 (36)), 66–80.


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Multidisciplinary Course of Study
B.A. Programme (Semester I)
Sociology, Academic Session -2024-25 onwards

Paper Title – BASIC CONCEPTS IN SOCIOLOGY

Paper Code: BP-SOC-01

Credits: 4

Maximum Marks: 100

Course Objectives

This course is designed basically to provide an opportunity for students from other disciplines to know Sociology as a social science. Sociology as an art of living explores areas of human experience that are beyond the crude sense of science. Sociology provides knowledge that can be applied in social situations to achieve welfare and wellbeing of humans. Sociology as a science provides an opportunity to sensitize the students to a wide range of sensitive issues of various disadvantage groups in society.

LEARNING OUTCOMES

In a recent internal review process, the faculty of the Department of Sociology agreed on the following statement of its mission, goal and learning outcomes:

- ❖ The course will provide students with a solid grounding in the fundamentals of the sociology discipline.
- ❖ To understand the basic concepts in sociology and their fundamentals theoretical interrelations
- ❖ Students will be able to define the relevance of the concepts like, culture, social structure, institutions, race/ethnicity, gender and class.

Unit 1-Introduction to Sociology:

Development of Sociology

Nature and scope of Sociology

Pioneers: ibn Khaldun, Herbert Spencer, Auguste Comte

Unit 2- Social structure and society:

Individual and Society, status and role

Group, community and association

Institutions

Unit 3- Culture and social processes:

Material and non-material culture

Ethnocentrism and cultural relativism

Cooperation, conflict and transformation

Readings:

1. Bauman, Zygmunt and May Tim (2001), Thinking Sociologically Wiley-Blackwell
2. Berger, P.L., & Berger, B., 1991, Sociology: A Biographical Approach, Penguin Books
3. Beteille, Andre (2009), Sociology: Essays in Approach and Method, Delhi: Oxford University Press
4. Bottomore, T.B. (1972): Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin, India
5. C.N. Shankar Rao (2013): Sociology Principles of Sociology with an introduction to Social thought, S. Chand & Co. Ltd., New Delhi
6. Davis, Kingsley, 1961, Human Society, London & New York: MacMillan & Co.
7. Fulcher & Scott (2003): Sociology, New York: Oxford University Press. Giddens, Anthony (2005): Sociology, Polity Press
8. Giddens, Anthony, 2013, Sociology, Cambridge Polity Press
9. Haralambos, M. (1998): Sociology: Themes and Perspective, New Delhi: Oxford University Press.
10. Inkeles, Alex (1987): What is Sociology? New Delhi: Prentice-Hall of India
11. Johnson, Harry M. (1995): Sociology: A Systematic Introduction, New Delhi: Allied Publishers
12. Kar, Primal B. 1985, Sociology: The Discipline and its Dimensions. Kolkata: Central Educational Enterprises

Suggested Readings

1. MacIver and Page (1974): Society: An Introductory Analysis, New Delhi: Macmillan & co.
2. Mills, C. Wright, (2000), The Sociological Imagination, New York: Oxford University Press
3. P. Gisbert (2010): Fundamental of Sociology, New Delhi: Orient Black Swan
4. Peter Worsley Edited, (1987): Introducing Sociology, 3rd edition, Penguin Books
5. Ritzer, George (2015), Introduction to Sociology 3rd edition, University of Maryland, USA

Readings in Urdu:

- Abidi, Azra. Samayvat Ka Lami (Introduction to Sociology) 2017. Noot Publications, Darvaganj, New Delhi
- Abidi, Azra. Hindustan mein Samaji Tabdili aur Samaji Masael (Social Change and Social Problems in India) 2015. IBS Book Store Pvt. Limited, New Delhi

Readings in Hindi:

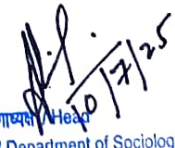
1. Husain, Muftaba. Samajshastriya Vichar (Sociological Thought). 2010. Orient Black Swan, New Delhi
2. Mukerji, Ravindra Nath. Samkalpen Uchchatar Samajshastriya Sidhant (Contemporary Advanced Sociological Theories) 2011, Vivek Prakashan, New Delhi
3. Yadav, R. Ganesh (edited): Samajshastriya Prichay (Introduction to Sociology) 2014. Orient Black Swan, New Delhi

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Department of Sociology
Jamia Millia Islamia
B.A Sociology (Major)
Four Year Undergraduate Programme
Semester- III (July to December 2025)

Semester-III						
Sl No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-301	Contemporary Sociological Theory	4	40	60	4	100
BSOC-MJ-302	Marriage, Family and Kinship	4	40	60	4	100
MINOR						
BSO-MN-03	Indian Society :Structure and Change	4	40	60	4	100
Multidisciplinary Course (MDC)						
SOC-MDC-03	Contemporary Social Issues	3	30	45	3	75
Ability Enhancement Course (AEC)						
BS-AEC-03	Environmental Justice	2	20	30	2	50
Value Added Course (VAC)						
BS-VAC-03	Interfaith Dialogue in Indian Society/ Swayam	2	20	30	2	50
Total Credits		19	Total Marks			475


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**Department of Sociology
Jamia Millia Islamia, New Delhi**

**B. A. Sociology (Major), Semester III
Paper Title - Contemporary Sociological Theory-I**

Code-BSOC-MJ-301

Total Credits: 4

Course Objectives:

This course introduces students to key developments in contemporary sociological theory since the mid-20th century and their applications. Beginning with macro theories like structuralism and structural-functionalism as articulated by Levi-Strauss and Parsons respectively, it examines the evolution of major theoretical approaches that have contributed to the shaping of sociological inquiry. These include conflict theory and Frankfurt School's critical theory. The micro perspectives in Sociology like symbolic interactionism and ethnomethodology are then introduced. The course also addresses later significant frameworks such as Giddens' structuration theory, Bourdieu's theory of practice and postmodern theory. Emphasis is placed on understanding the normative, methodological, and empirical dimensions of these theories through close engagement with primary texts.

Learning Outcomes:

- To understand the historical trajectory and transformation of sociological theory.
- To critically engage with key theoretical schools/perspectives.
- To analyse how contemporary theories interpret, explain and address complex social phenomenon in contemporary society.
- To develop critical and analytical skills through close reading and interpretation of seminal sociological texts.

Unit I: Macro Theory

- Structuralist: Levi Strauss
- Structural-Functional: Talcott Parsons
- Conflict: Ralph Dahrendorf
- Critical: Adorno and Horkheimer

Unit II: Micro Sociology

- Symbolic Interactionism: Erving Goffman
- Ethnomethodology: Harold Garfinkel

Unit III: Contemporary Critiques

- Structuration Theory: Anthony Giddens
- Theory of Practice: Pierre Bourdieu
- Postmodern Theory

Essential Readings for Unit-I

1. Agger, Ben 1991. 'Critical Theory, Post-Structuralism, Post-modernism: Their Sociological Relevance' *Annual Review of Sociology* 17: 105-131
2. Bottomore, T.B., 2007, *The Frankfurt School and its Critics*, London & New York, Routledge (Indian Reprint).
3. Elliott, Anthony (ed.), 2010, *The Routledge Companion to Social Theory*, Routledge, Indian Edition (chapters 2 and 3).
4. Joas, Hans and Wolfgang Knöbl (2009). "Structuralism and Poststructuralism." *Social Theory: Twenty Introductory Lectures*. Cambridge, UK; New York: Cambridge University Press (pp. 339-370).
5. Ritzer George, (2011) Eighth Edition, *Sociological Theory*. McGraw Hill, USA (for all 3 units).
6. Wallace Ruth A. & Wolf Alison, (1995) Fourth Edition, *Contemporary Sociological Theory*. Prentice Hall, Englewood Cliffs, New Jersey (for all 3 units).
7. Dahrendorf, Ralf (1958) Toward a Theory of Social Conflict, *The Journal of Conflict Resolution*, Vol. 2, No. 2, pp. 170-183.
8. Lévi-Strauss, Claude (1966). "Social Structure." *Structural Anthropology*. New York: Basic Books (pp. 277-323).
9. Maryanski, Alexandra, and Jonathan H. Turner (1991). "The Offspring of Functionalism: French and British Structuralism." *Sociological Theory* 9: 106-115.
10. Parsons, Talcott (1937). *The Structure of Social Action*. Glencoe, Ill: The Free Press (pp. 3-15; 87-125; 727-775).

Essential Readings for Unit-II

1. Garfinkel, Harold. 1967. *Studies in Ethnomethodology*. Prentice Hall, University of California, Los Angeles, New Jersey (chapter 1).
2. Goffman, Erving (1959). *The Presentation of Self in Everyday Life*. New York: Anchor Books (selected pages).
3. Goffman, Erving (1983). "The Interaction Order. American Sociological Association 1982 Presidential Address." *American Sociological Review* 48: 1-17.
4. Ritzer, George. 1985. "The Rise of Micro-Sociological Theory", *Sociological Theory*. Vol. 3, No. 1 (Spring, 1985), pp. 88-98. American Sociological Association.

Essential Readings for Unit -III

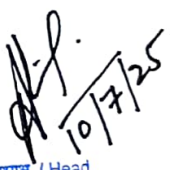
1. Antonio, Robert J. and Kellner, Douglas. 1994. "Postmodern Social Theory: Contributions and Limitations" in *Postmodernism and Social Inquiry*, edited by David Dickens and Andrea Fontana. New York: Guilford Press, 1994: 127-152.
2. Bourdieu, Pierre. *The logic of Practice*. 1990. (translated by Richard Nice). Chapter 3 (pages 52-65).
3. Denzin, Norman K. 1986. "Postmodern Social Theory". *Sociological Theory*, Vol. 4, No. 2 (Autumn 1986). pp. 194-204. Published By: American Sociological Association.
4. Elliott, Anthony (ed.), 2010, *The Routledge Companion to Social Theory*, Routledge, Indian Edition (chapter 8).
5. Hall, Stuart, David Held, Tony McGrew (ed.), 1992, *Modernity and its Futures*, Cambridge

Association with The Open University, (chapter 7).

6. Giddens, Anthony (1979). "Structuralism and the Theory of the Subject," and "Agency, Structure." *Central Problems in Social Theory: Action, Structure, and Contradiction in Social Analysis*. Berkeley: University of California Press (pp. 9-48, 49-95).
7. Sewell, William H. Jr. (1992). "A Theory of Structure: Duality, Agency, and Transformation." *American Journal of Sociology* 98: 1-29.
8. Camic, Charles and Neil Gross. "Contemporary Developments in Sociological Theory: Current Projects and Conditions of Possibility." *Annual Review of Sociology* 24: 453-476.
9. Thompson, John B. (1989). "The Theory of Structuration." *Social Theory of Modern Societies: Anthony Giddens and his Critics*, edited by David Held and John B. Thompson. Cambridge UK, New York: Cambridge University Press (pp. 56-76).

Suggested Readings:

1. Baudrillard, Jean, 1994, *Simulation and Simulacra*, English Translation by Sheila Faria Glaser, Michigan.
2. Bourdieu, Pierre & Wacquant, Loic J.D., 1992, *An Invitation to Reflexive Sociology*, Cambridge, Polity Press (Part 1).
3. Calhoun, Craig et al. (eds.), 2002, *Contemporary Sociological Theory*.
4. Giddens, Anthony, 1984, *The Constitution of Society*, Polity Press (Chapter 1).
5. Merquoir, J.G., 1985, *Foucault*, Glasgow, Collins.
11. Leach, Edmund, 1974, *Levi-Strauss*, Glasgow, Fontana/Collins
12. Twenty Lectures: Sociological Theory since World War II. New York: Columbia University Press.


विभागाध्यक्ष / Head
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नई दिल्ली / New Delhi-110025

**Department of Sociology
Jamia Millia Islamia, New Delhi**

**B. A. Sociology (Major), Semester III
Paper Title - Marriage, Family and Kinship (Major)**

Code-BSOC-MJ-302

Total Credits: 4

Course Objectives

This course aims to understand the three main social institutions of family, marriage and kinship, by reference to key terms and theoretical statement. Both sociological and anthropological perspectives alongwith illustrations are used to provide detailed descriptions of these. Kinship has been dealt as a cultural principle and social mechanism. The principle and structure of descent, along with inheritance will be covered in course. There is an emphasis on the meaning, form and regulation of marriage as well as alliance system. The paper looks at the family, its structure and functions. The changing trends of family will also be examined.

Learning outcomes

1. Students will understand the institutions of family, marriage and kinship in both historical as well as contemporary context.
2. They will be able to describe the key concepts related to family, kinship and marriage and can also make interconnections between these concepts.
3. They will be able to use sociological theories and concepts of these three institutions for critical analysis.
4. Students will be able to explain how and why the institutions of family, marriage and kinship interact and react to the larger society

Unit-I

Kinship, Descent and Filiations

- 1) Kinship principles, Incest and Descent
- 2) Kinship terminology and usages
- 3) Re-casting kinship: Fictive kin and voluntary kin

Unit-II

Marriage, Alliance and social structure

- 1) Rules of Marriage
- 2) Indo-Aryan and Dravidian Kinship and marriage
- 3) Marriage Alliance and transaction/prestation

Unit-III

The institution of Family

- 1) Family and Household
- 2) Family structure and composition: Development Cycle
- 3) Re-imagining family

Essential Readings:

1. Atal, Yogesh. 2012. Sociology-A study of social sphere. Delhi. Pearson (Chap-9,10,11)
2. Beattie, John. 1964. Other Cultures- Aims, methods in Social Anthropology, London. Routledge
3. Braithwaite, Dawn. O. 2010. Constructing family: A typology of voluntary kin, Journal of Social and Personal Relationships, Vol-27,3, P.P 388-407
4. Brown, A. R. Radcliff and Daryll Forde (Eds.) 1956. African system of kinship and Marriage. London, OUP (Introduction p.p 1-86)
5. Brown, A. R. Radcliff. 1952, Structure and Function in primitive society. New York. The free press (Chap-1,2,3)
6. Chauhan, Abha. 2003. Kinship principles and the pattern of marriage alliance: the Meos of Mewat, *Sociological Bulletin*, 52 (1) March
7. Dumont, Louis. 1968. Marriage alliance in David sills (Eds.) International Encyclopedia of the social sciences, U.S.A, Mcmillan and free press
8. Dube, Leela. 1974. Sociology of Kinship: An analytical survey of literature, Bombay. Popular Prakashan
9. Engels, Fredrick. 1948. The origin of family, private property and the state. Moscow. Progress publishers
10. Fox, Robin. 1967. Kinship and Marriage: An anthropological perspective. Harmondsworth. Penguin
11. Goody, Jack (Eds.) 1958. The development cycle in domestic groups. Cambridge. Cambridge University press (p.p 15-52)
12. Kapadia, Karin. 1993. Marrying money : changing performances and practices in Tamil marriages. *Contribution to Indian Sociology* (n.s) 27: (1)
13. Karve, Iravati. 1965. Kinship organisations in India, Bombay, Asia publishing house
14. Madan, T. N. 1965. Family and Kinship: A study of pundits of rural Kashmir. Bombay, Asia publishing house
15. Parkin, Robert and Linda Stone (eds.) 2004. Kinship and Family: An Anthropological Reader. Oxford. Blackwell
16. Patel, Tulsi. 2005. The family in India: structure and Practices. New Delhi, sage publication
17. Patel, Tulsi. 2016. New faces of the Indian family in 21st century: Some explorations.

18. Selwyn, Tom. 1979. Images of reproduction :An analysis of a Hindu marriage ceremony, school of oriental and African studies, Man, New series, Vol.14, No.04 University of London
19. Sen, Rukmini. 2020. Transformations in kinship relations in a Globalized India: Interrogating marriage, law and intimacy, in the book edited by Ino Rossi "Challenges of globalization and prospects for an inter-civilizational world order, Springer
20. Shah, A.M. 1998. The family in India: critical essays. New Delhi, Orient long man (Intro & chap-1)
21. Sharma, Ursula, 1993. Dowry in North India: Its consequences for women, in P. Ubeoroi (Eds.) Family, Kinship and Marriage in India, Delhi, OUP (P.341-356)
22. Uberoi, Patricia, 2004. The family in India in Veena Das (Eds.) Handbook of Indian Sociology, Delhi, OUP
23. Uberoi, Patricia (Eds.) 1993. Family, Kinship and Marriage in India, Delhi, OUP (P.1-44, 176-186, 198-222, 273-286)
24. Yanagisako, Sylvia Junko. 1979 "Family and household: The analysis of domestic group". Annual review of Anthropology, Vol.6. N.S-03

Suggested Readings:

- 1) Beck, Ulrich and Elisabeth Beck-Gernsheim. 2004 'Families in a runaway world' in Jacqueline Scott, Judith Treas and Martin Richards (eds.) The Blackwell Companion to sociology of families. Oxford. Blackwell
- 2) Becher, H. 2008. Family practices in South Asian muslim families: parenting in a multi-faith Britain, Sprigler
- 3) Goody, Jack (Eds.) 2004. The Character of kinship, London and New York. Cambridge University Press (Chap-1)
- 4) Goody, Jack. 1983. The development of family and marriage in Europe, Cambridge University Press
- 5) Coontz, S. 2006. Marriage a history: How love conquered marriage, Penguin
- 6) Finch, J. 2007. Displaying families, Sociology, 41(1), 65-81
- 7) Kath, Weston. 1991 Families We Choose: Lesbians, Gays, Kinship. New York. Columbia University Press
- 8) Kuper, A. 2010. The original sin of Anthropology, Paideuma (P.123-144)

**Department of Sociology
Jamia Millia Islamia, New Delhi**

**B. A. Sociology (Major), Semester III
Paper Title - Indian Society: Structure and Change (Minor)**

Code: BSO-MN-03

Total Credits-04

Course Objectives:

India is a land of diversity which offers a formidable academic challenge to make sense of the co-existing multiple realities. With application of various approaches, the discipline of sociology has made significant progress in understanding the complexity of Indian society. There is a great deal of misinformation and myth surrounding the Indian society which requires complex analysis facts, figures and empirical investigation. The course lays the foundation of understanding Indian reality through a sociological lens. It introduces key concepts and institutions of Indian society and encourages students to understand Indian reality through sociological perspective. The paper attempts to provide a comprehensive understanding of changes and continuity experienced in Indian society.

Learning Outcomes: The course intends to familiarise students with the fundamental aspects of Indian society. The course will help students to grasp the basic structure and processes which define the making of Indian society, as well as how the different components are intertwined, therefore, impacting one another in multiple ways. Some of the important learning outcomes are as follows:

- Discuss important concepts and perspectives of Indian society.
- Explain the Indian reality through the lens of sociology.
- Discuss the significance of social institutions and practices.
- Analyze resistance and movement against deprivation and exclusion which is ingrained in Indian society.

Unit-I: Indian Society: An Introduction

- Idea of India
- Approaches: Indological, Structural-Functional, Marxist
- Tribe, Village, and City

Unit-II: Social Institutions and Practices

- Family and Kinship
- Caste, Class, and Gender
- Religion and Polity

Unit-III: Continuity and Change

- Inequality and Violence
- Social Movement and Transformation
- Development and Change

Readings:

UNIT-I

- Desai, A. R. (1981) Relevance of Marxist Approach to the Study of Indian Society, *Sociological Bulletin*, Vol. 30, No. 1, pp. 1-20.
- Dhanagare, D.N., (1999) *Themes and Perspectives in Indian Sociology*, Rawat Publications.
- Gore, M. (1996). Unity in Diversity. *Social Scientist*, 24(1/3), pp. 30-43.
- Gottlob, M. (2007). India's Unity in Diversity as a Question of Historical Perspective. *Economic and Political Weekly*, Vol. 42, No. 9, pp. 779-789.
- Jodhka, S.S. (ed.) (2013). Village Society Orient Black Swan, New Delhi (Ch. 1, 3 & 15).
- Khan, S. (2016) A Relook at the Term 'Tribe', *Economic and Political Weekly*, Vol. 51, No. 8, pp. 82-84.
- Khilnani, Sunil (2004). *The Idea of India*, Penguin Books, New Delhi.
- Modi, Ishwar (Ed.) *Readings in Indian Sociology: Pioneers of Indian Sociology*, Sage Publications, New Delhi.
- Rao, M.S.A (ed.) (1992). *Urban Sociology in India*, Orient Longman Ltd.
- Satish Deshpande, (2003). *Contemporary India: Sociological Perspectives*, Penguin Books: New Delhi.
- Srinivas. M.N. (1980) *India: Social Structure*, HPC, Delhi.
- Xaxa, Virginius (1999). Tribes as Indigenous Peoples of India, *Economic and Political Weekly*, Vol. 34, No. 51, pp. 3589-3595.

UNIT-II

- Naudet, Jules (2023) Caste and Class, in Surinder Singh Jodhka and Jules Naudet (Eds.) *The Oxford Handbook of Caste*, Oxford University Press, UK.
- Guha, Ramachandra (2013) *Makers of Modern India*, Harvard University Press, London, England (Ch. 9).
- Mason Olcott. (1944). The Caste System of India. *American Sociological Review*, 9(6), 648-657.
- Mencher, Joan (1974), "The Caste System Upside down, or the not-so-mysterious east" *Current Anthropology*, 15(4), 469-493.
- Prasad, B. Devi, Srilatha Juvva and Mahima Nayar (Eds.) (2020). *The Contemporary Indian Family: Transitions and Diversity*, Routledge, NY.
- Rege, Sharmila (ed.) (2003), *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*, Sage Publication, New Delhi (Selected chapters).
- Upadhyay, Surya Prakash and Rowen Robinson (2012). Revisiting Communalism and Fundamentalism in India, *Economic and Political Weekly*, Vol. 47, No. 36, pp. 35-

UNIT-III

- Deshpande. A. (2013). Affirmative Action in India, OUP, Delhi.
- Kannabiran, Kalpana (Ed.) (2016) Violence Studies, Oxford University Press, New Delhi.
- Mukherji, P. N. (1977). Social Movement and Social Change Towards a Conceptual Clarification and Theoretical Framework, *Sociological Bulletin*, 26(1), 38-59.
- Rao, N. (1996). Ideology, Power and Resistance in a South Indian Village. *Sociological Bulletin*, 45(2), 205-232.
- Singh, D. (1991). Protest Movements in India. *The Indian Journal of Political Science*, 52(4), 448-457.
- Thorat, S., & Attewell, P. (2007). The Legacy of Social Exclusion: A Correspondence Study of Job Discrimination in India. *EPW*, 42(41), 4141-4145.

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विभागाध्यक्ष / Head
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Department of Sociology
Jamia Millia Islamia, New Delhi
B. A. Sociology (Major), Semester III
Paper Title - Contemporary Social Issues (MDC)

Code -SOC-MDC-03

Total Credits-3

Course Objective:

This course helps students understand important social problems in today's world. It looks at issues like inequality, youth struggles, environmental change, and conflict. The aim is to build awareness and encourage students to think critically using real-life examples and a multidisciplinary approach.

Learning Outcomes:

By the end of this course, students will be able to:

- Identify and explain major forms of social inequality and its impacts on society.
- Analyze how youth engage with social challenges, including mental health.
- Understand environmental and climate justice from a social perspective.
- Develop a sociological understanding of conflict, violence, and citizenship issues.
- Engage in informed discussions about rights, justice, and social responsibility.

Unit 1: Social Inequality and Everyday Life

- Caste, class, and gender-based inequalities
- Unequal access to education, health, and employment

Unit 2: Youth, Environment, and Social Change

- Mental health and identity issues among youth
- Environmental challenges and climate justice

Unit 3: Conflict, Citizenship, and Human Rights

- Exploring the sociological dimensions of conflict
- Migration, refugees, and the right to belong

Reading:

- Davis, Angela Y. *Women, Race, & Class*. New York: Vintage Books, 1983.

- Desai, Manali S. *State Formation and Radical Democracy in India, 1860–1990*. London: Routledge, 2007.
- Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Gurgaon: Penguin Books, 2016.
- Hooks, Bell. *Feminism Is for Everybody: Passionate Politics*. Cambridge: South End Press, 2000.
- Nussbaum, Martha C. *Women and Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press, 2000.
- Sen, Amartya. *Development as Freedom*. New York: Alfred A. Knopf, 1999.
- Sinha, Mrinalini. *Colonial Masculinity: The "Manly Englishman" and the "Effeminate Bengali" in the Late Nineteenth Century*. Manchester: Manchester University Press, 1995.
- Standing, Guy. *The Precariat: The New Dangerous Class*. London: Bloomsbury Academic, 2011.
- Tilly, Charles. *Social Movements, 1768–2004*. Boulder, CO: Paradigm Publishers, 2004.

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नई दिल्ली / New Delhi-110025

Department of Sociology
Jamia Millia Islamia, New Delhi
B. A. Sociology (Major), Semester III
Paper Title - Environmental Justice (AEC)

Code: BS-AEC-03

Total Credits: 2

Course objectives:

This course aims to present an overview of the history and practice of addressing environmental justice. It will examine the systems of power and privileges that produce unjust environmental conditions putting communities such as, marginalized, indigenous and low-income earners at greater risks. This course will also explore critical questions on how to analyse the inequalities fostered by long standing processes of colonialism, capitalism and institutionalized social discrimination. Apart from this, state policies, ecological movement, and sustainability will be discussed with empirical studies.

Learning Outcomes:

1. Students will be able to understand the basic theories and concepts related to environmental justice discourse.
2. They will be able to understand connections between environment and social injustice, as well as the consequences of human actions on quality of life.
3. They will be familiarising with the current environment crisis such as climate change and pollution etc. and of human pressure on the natural environment, sustainable development and biodiversity conservation.
4. They will be able to critically analyse various social and cultural processes that have put the historically marginalized communities at greater risks.

Unit-I

Introduction to Environmental Justice

- 1) Environment and society
- 2) Environmental crisis-pollution and climate change

Unit-II

- 1) Social inequality, discrimination and justice
- 2) Environmental Injustice and vulnerable communities/people- (case studies-- Bhopal gas tragedy, Jadugora in Jharkhand, Delhi waste management, Chernobyl disaster)

3) Policies and praxis-Environment movements, state and Natural resources

Ability enhancement Exercises

(Practical assignments/ projects/outreach activities)

1. Examine the achievement of sustainable developments goals of any country.
2. Analysis of natural and managed ecosystems with the use of Google maps/ Google earth.
3. Field visit to any ecosystem (forest, river. Wetland, ponds, lake, streams, park etc.) and prepare a report on environmental threat.
4. Construct a working model of any ecosystem.
5. Visit a solid/plastic waste management unit or recycling unit of a city.
6. Examine and assess the pattern of natural resource supply from any given area.
7. Field visit to any community those who are directly or indirectly affected by environmental degradation.
8. Map the situation air or water or soil pollution and its associated health issues in any Indian city or village.
9. Determine the air quality index (AQI) of any location using, real –time air quality parameters.
10. With the use of secondary data, assess the magnitude of solid waste generated in any city.
11. Assess the impact of climate change on any group of people.
12. Mapping of carbon footprint of your locality/city/country.
13. Determine the environment awareness among people in any marginalized localities.
14. Assess the impact of socio-economic development on human lives, through a field visit to any one development project affected areas.
15. Map the changing land use in any given study area, by using secondary data.

Essential Readings:


1. Kumar, Pranav and Usha Mina.2018. Fundamentals of ecology and environment. Pathfinder publication, New Delhi
2. Jack, Jackson T.C.B.2017. Environment and Society. In Abasiokong, E.M, Sibiri, E.A, Ekpenyong, N.S (eds.) *Major Themes in Sociology: An Introductory Text.* pp 579-602. Benin City, Mase Perfect Prints
3. Schlosberg, David. 2013. Theorizing environmental justice: The expanding sphere of a discourse, Environmental politics, Vol-22, No.1,37-55
<http://dx.doi.org/10.1080/>
4. Bullard, Robert D.2008. Environmental justice in the 21st century, Environmental justice resource centre
5. Kornberg, Dana. 2020. Reclaiming waste, remaking communities: Persistence and change in Delhi's informal garbage economy, The university of Michigan
6. Fisher, Susannah. 2015. The emerging geographies of climate justice, The geographical journal, Vol. 181, No.1, March, pp.73-82

7. Spellman, Frank.R.2017.The science of environmental pollution (Third edition), Taylor and Francis, New York
8. Tahir,Mary Tahir Hussain and Ayele Behaylu. 2015. Scenario of present and future of solid waste management in India: A case study of Delhi mega city, Journal of environment and earth science, Vol.5, No.8
9. Kumar, Madhuresh. 2014. Bhopal and the struggle for social justice in India, Vol.41, No.1/2 (135-136) Special issue: Bhopal and after: The chemical industry as toxic capitalism, pp.186-197
10. Das, Anup kumar.2015. Environmental justice Atlas: India reaches the top while mapping the ecological conflicts and environmental justice, Current Science, Dec.Vol.109, No.12, Current science association
11. Dhillon, Jaskiran. 2018. Indigenous resurgence, decolonization and movement for environmental justice, Environment and society, Berghahn books
12. Sonowal,C.J and Sunil kumar Jojo.2003. Radiation and tribal health in Jadugoda; The contention between science and sufferings, Studies of Tribes and tribals, Dec.1(2): 111-126
13. Divan,S and Rosencranz, A.2002. Environmental law and policy in India: Cases, material and statutes,2nd edition, Oxford university press, India
14. Kohli, kanchi and Manju Menon. 2012. The nature of green justice,EPW, April, Vol.47, No. 15, pp.19-22
15. Schroeder, Richard, et al.2008. Third world environmental justice, Society and natural resources, Taylor and Francis group, 21:547-555
16. Joshi, Shangrila.2014. Environmental justice discourses in Indian climate politics, Geojournal, Vol. 79, No. 6, Special Section on Socio-Cultural Dimensions of Climate Change: Charting the Terrain, pp. 677-691
17. Karan, P.P. 1994. Environmental movements in India, Geographical Review, Jan., Vol.84, No.1, Taylor and Francis, pp.32-41
18. Shiva,Vandana and Jayanta Bandyopadhyay. 1988. Political economy of ecology movements, Economic and Political Weekly, June, Vol.11
19. Subramanian Arvind, Nancy Bridesall and Aaditya Mattoo.2009. India and Climate Change: Some International Dimensions, Economic and Political Weekly, August, Vol XLIV, No 31
20. Yablokov. V. Alexey. et. al. 2010.Chernobyl consequences of the catastrophe for the people and the environment, Vol.39 of Annals of the New York, Academy of sciences
21. Chernobyl: Looking back to go forward.2008, Proceedings series, International atomic energy agency

Suggested Readings:

1. Beck, Ulrich. 2001. Ecological question in a framework of manufactured uncertainties, in Steven Seidman and Jeffery. C. Alexandra (eds.) "The new social theory-Reader: contemporary debates". London and New York. Routledge
2. Bosnjakovic, Branko.2013. Environment and climate change as geopolitical issues in the Asias: What can be learned from the European experiences? GSJ Article ,July issue -35
3. Brara, Rita. 2004. Ecology and environment, in Veena Das (ed.) "Oxford handbook of Indian sociology". New Delhi.OUP

4. Doron, Assa and Robin Jeffery.2018. Waste of a nation: Garbage and growth in India, Harvard university press, Cambridge
5. Giddings, Bob, Bill Hopwood and GeoffO'Brien.2002 Environment, economy and society: Fitting them together into sustainable development. *Sustainable development, Sust, Dev.*10,187-196
6. William, Jonah M.2016.Systematic evaluation of environmental discrimination with regard to sustainability initiatives in India, Consilience: The journal of sustainable development, Vol.16, Iss.1, pp.64-73


10/7/25

विभागाध्यक्ष / Head
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B.A Sociology (Major)
Four Year Undergraduate Programme
Semester-III
Course Title
Interfaith Dialogue in Indian Society
(Value Added Course)
Code-BS-VAC-03

Credits: 2

Maximum Marks:50

Introduction

India is one of the most diverse countries in the world. People here follow many different religions, speak different languages, and come from different communities. While this diversity is beautiful, it sometimes leads to misunderstandings, fear, or even conflict.

This course is meant to help students understand the importance of living together peacefully, respecting different beliefs, and building bridges between communities. Through this course, students will explore how religious harmony can be built and how dialogue between communities helps in promoting peace.

Course Objectives

- To help students understand the value of religious diversity and peaceful coexistence.
- To explore the reasons behind communal tensions and how they can be avoided.
- To encourage students to become thoughtful and respectful citizens in a diverse society.

Learning Outcomes

By the end of this course, students will be able to:

- Explain the importance of interfaith dialogue in a society like India.
- Recognize how social divisions and conflicts affect harmony in society.
- Students will be able to reflect on their own role in promoting peace and respect within their communities.

Unit 1: Understanding Diversity and Dialogue

- India's Religious Diversity
- Essence of Interfaith Dialogue

Unit 2: Peaceful Building Processes:

- Understanding Conflict and Peace
- Youth and Harmony

Readings:

1. Anand, Dibyesh. *Hindu Nationalism in India and the Politics of Fear*. London: Palgrave Macmillan, 2011.
2. Bhargava, Rajeev, ed. *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press, 2008.
3. Engineer, Asghar Ali. *Communalism in India*. Hyderabad: Sangam Books, 1995.
4. Engineer, Asghar Ali. *On Developing Communal Harmony: A Sociological Perspective*. New Delhi: Gyan Publishing House, 2003.
5. Gandhi, M. K. *Hind Swaraj and Other Writings*. Edited by Anthony J. Parel. Cambridge: Cambridge University Press, 1997.
6. Government of India. *Report of the National Integration Council*. New Delhi: Ministry of Home Affairs, various years.
7. Kumar, Pramod. *Towards Understanding Communalism in India*. Chandigarh: Institute for Development and Communication, 1992.
8. Madan, T. N. *Religion in India*. New Delhi: Oxford University Press, 1992.
9. Menon, Nivedita, and Aditya Nigam. *Power and Contestation: India since 1989*. London: Zed Books, 2007.
10. Panikkar, K. N. *Before the Night Falls: Cultural and Historical Reflections on Communalism in India*. New Delhi: Left Word Books, 2002.
11. Patel, Eboo. *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation*. Boston: Beacon Press, 2007.
12. United Nations Alliance of Civilizations. *The Role of Youth in Promoting Interfaith Dialogue*. New York: UNAOC, 2010.

Articles

1-Abidi A. "Teachings to Maintain Coexistence in a Plural Society: An Indian Perspective with Reference to Hinduism and Islam", *International Journal of Advanced Research* (April (30) issue, VOL 4, 2016), ISSN 2320-5407 PAGE NO-104-110. www.journalijar.com

2. Meiring P G J. "Truth and Reconciliation in South Africa: the role of the faith communities", *VERBUM ET ECCLESIA Jrg* 26(1)2005, ISSN 1609-9982

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**B.A. Multidisciplinary Course of Study
B.A. Programme (Semester-III)
Academic Session-(2025-26 onwards)**

Paper Title: Sociological Theory

Code: BP-SOC-03

Total Credits: 4

Course Objectives:

Sociological theories try to understand the social world and its history. Sociological theory introduces some of the 'classical' theoretical traditions and how they have shaped and currently permeates the discipline of sociology. Unit I focuses on the pioneering responses to the Age of Enlightenment and the Revolutions and introduces Durkheim and Marx's Historical Materialism. Unit II focuses on the important theories of Weber, Parsons and critical theory. Unit III deals with some of the contemporary theories – symbolic interactionism, Giddens' Structuration theory – and ends with an overview of postmodernism.

Learning Outcomes:

- . To learn about some of the important classical theories in Sociology.
- . To understand the important contemporary sociological theories.

Unit I: Development of Sociology: The Context

- . Enlightenment and the Revolutions
- . Positivism and Evolutionism
- . Historical Materialism

Unit II: Grand Theories:

- . Social Action and Rationally
- . Structural Functionalism & its Critique
- . Critical Theory: The Basics

Unit III: Contemporary Debates:

- . Symbolic Interactionism: An Introduction
- . Structuration Theory
- . Postmodernism: An overview

Essential Readings :

1. Adorno, Theodor W., and Max Horkheimer. *Dialectic of Enlightenment: Philosophical Fragments*. Translated by Edmund Jephcott. Stanford, CA: Stanford University Press, 2002.
2. Bauman, Zygmunt. *Postmodernity and Its Discontents*. Cambridge: Polity Press, 1997.
3. Berger, Peter L., and Thomas Luckmann. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books, 1966.
4. Blumer, Herbert. "Society as Symbolic Interaction." In *Symbolic Interactionism: Perspective and Method*, 78–89. Berkeley: University of California Press, 1969.
5. Bottomore, Tom, ed. *A Dictionary of Marxist Thought*. Cambridge, MA: Harvard University Press, 1983.
6. Bottomore, Tom. *The Frankfurt School*. London: Tavistock Publications, 1984.
7. Bourdieu, Pierre. *Outline of a Theory of Practice*. Translated by Richard Nice. Cambridge: Cambridge University Press, 1977.
8. Dahrendorf, Ralf. *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press, 1959.
9. Durkheim, Émile. *The Rules of Sociological Method*. Translated by W. D. Halls. New York: Free Press, 1982.
10. Durkheim, Émile. *The Division of Labour in Society*. Translated by W. D. Halls. New York: Free Press, 1997.
11. Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan. New York: Vintage Books, 1995.
12. Giddens, Anthony. *The Constitution of Society: Outline of the Theory of Structuration*. Berkeley: University of California Press, 1984.

13. Goffman, Erving. *The Presentation of Self in Everyday Life*. Garden City, NY: Doubleday, 1959.
14. Habermas, Jürgen. *The Theory of Communicative Action*, Volume 1: *Reason and the Rationalization of Society*. Translated by Thomas McCarthy. Boston: Beacon Press, 1984.
15. Marx, Karl. *A Contribution to the Critique of Political Economy*. Translated by N.I. Stone. Chicago: Charles H. Kerr & Co., 1904.
16. Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. New York: International Publishers, 1948.
17. Parsons, Talcott. *The Social System*. New York: Free Press, 1951.
18. Ritzer, George. *Postmodern Social Theory*. New York: McGraw-Hill, 1997.
19. Ritzer, George, and Douglas J. Goodman. *Classical Sociological Theory*. 8th ed. New York: McGraw-Hill, 2020.
20. Turner, Jonathan H. *The Structure of Sociological Theory*. 7th ed. Belmont, CA: Thomson Wadsworth, 2003.
21. Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Berkeley: University of California Press, 1978.
22. Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Talcott Parsons. New York: Scribner, 1958.

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B.A. (H) Sociology, Semester-V

S. No.	Paper Title	Paper Code
1	Polity and Society	BSOH-502
2	Economy and Society	BSOH-501
3	Practicing Society (Project-I)	BSOH-503
4	Media, Culture and Society (CBCS)	BSOX-51

B.A. Programme, Semester-V

S. No.	Paper Title	Paper Code
1	Introduction to Gender Studies	BSO-501 P
2	Media, Culture and Society (CBCS)	BSOX-51

B.A. Subsidiary, Semester-V

S. No.	Paper Title	Paper Code
1	Introduction to Gender Studies	BSOS-504


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(Prof. Azra Abidi)
Head

Polity and Society

B. A. Hons., Semester V

Course Code: BS0H-502

Total Credits: 4

Course Objectives:

This paper introduces the students to the basic conceptual debates on polity and society. It includes discussions on the old and new approaches and the nuanced discussion on those themes. Changed political situation poses new challenges. The students are expected to be aware of the current shifts in political analysis. The limits of intervention in policy matters are included in order to discuss the new interface between market and state after privatization.

Learning Objectives:

The paper orients the students to understand the subject from an interdisciplinary perspective. Knowing the basic instruments of government is the central focus here. In relation, the students are expected to engage in the discussion on the expansion of the political institutions in India. In the third subunit the focus is on the changing debates on governance. The aim is to prepare the students to better understand the contemporary modes of governance from a perspective of modernity, development and challenges of good governance through examples from urban and rural India. The aim is to prepare students to critically evaluate the present political environment and its emerging challenges.

Unit I: Polity and Negotiating Boundaries

- Conceptualizing Polity and Society
- Approaches - Weber and Foucault-Power
- Nation State and Citizenship

Unit II: Political Institutions and Democracy

- Instruments of Government
- Decentralization- Panchayati Raj
- Governance

Unit III: Negotiating the Private and Public

- Political Accountability
- Citizen to Consumer
- Agency, Policy, Intervention

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Essential Readings:

1. Anderson, Benedict, (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso.
2. Bailey, F.G. 1968, 'Para-Political Systems', in M. J. Schwartz (ed.), *Local level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94.
3. Baxi, U, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.
4. Bevir, M., Trentmann, F. (Eds.), 2007, *Governance, Consumers and Citizens: Agency and Resistance in Contemporary Politics*, Palgrave Macmillan UK.
5. Chatterjee, Partha, 1997. *State and Politics in India*. Delhi: Oxford University Press, (Introduction: A Political History of Independent India). pp. 1- 39.
6. Cohen, L. (2001) 'Citizen consumers in the United States in the century of mass consumption' in M.Daunton and Hilton, M. (eds.) *The Politics of Consumption*, Oxford: Berg pp203-222.
7. Ferguson, James, 1990, *The Anti-Politics Machine*, New York, Cambridge University Press.
8. Jain L. C. 2005, *Decentralisation and Local Governance*, Orient Longman.
9. Lewis, Justin, 2003, "Citizens and Consumers," in *The Television History Book* ed. Michele Hilmes. London: BFI.
10. M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.
11. Manor, J. (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.
12. Marshall T. H., 1950, *Citizenship and Social Class, and other Essays*, Cambridge, Cambridge University Press, 1950.
13. Meijer, I. (1998) 'Advertising Citizenship: an essay on the performative power of consumer culture' *Media, Culture and Society* Vol 20: 179-181.
14. Mulgan, Richard (2000). "'Accountability': An Ever-Expanding Concept?". *Public Administration*. 78 (3): 555–573.
15. Munshi, Surendra and Biju Paul Abraham [eds.] 2004, *Good Governance, Democratic Societies and Globalisation*, Sage Publishers.
16. Nash, K. 2001, *Contemporary Political Sociology*, Oxford, Wiley Blackwell.
17. Oommen, T. K, 1997, *Citizenship, Nationality and Ethnicity*, Cambridge: Polity Press.
18. Roy, A. 2008, 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
19. Schedler, Andreas (1999). "Conceptualizing Accountability". In Andreas Schedler; Larry Diamond; Marc F. Plattner. *The Self-Restraining State: Power*

- and Accountability in New Democracies*. London: Lynne Rienner Publishers. pp. 13–28.
20. Self, P. (1993) *Government by the Market? The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.
 21. Smith, B. C. 2007, *Good Governance and Development*, Palgrave.
 22. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
 23. United Nation Development Programme, *Reconceptualising Governance*, New York, 1997.
 24. Weber, Max, 1998, 'Class, Status, Party', in *From Max Weber: Essays in Sociology*, (eds.) H. H. Gerth and C. Wright Mills, Oxford University Press, Inc., New York.

Suggested Readings:

1. Acharya, Ashok. (2012) *Citizenship in a Globalising World*. New Delhi: Pearson.
2. Amenta, Edwin, Kate Nash, Alan Scott, 2012, *The Wiley-Blackwell Companion to Political Sociology*, Oxford, Wiley Blackwell.
3. Deva, Vasu, 1997, *E-Governance in India: A Reality*, Commonwealth Publishers, 2005.
4. Raghunandan, T. R. 2013, *Decentralization and Local Governments: The Indian Experience, Readings on the Economy, Polity and Society*, Orient Blackswan.
5. Wheeler, Nicholas J. 1997, Agency, Humanitarianism and Intervention, *International Political Science Review*, Vol. 18, No. 1, The Dilemmas of Humanitarian Intervention. (Jan., 1997), pp. 9-25.


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ECONOMY AND SOCIETY

B.A. (Hons.) Sociology, Semester V

Course Code: BSDH-501

Total Credits: 4

Course Objectives:

This course deals with sociological examination and explanation of the economic institutions and processes of production, exchange and consumption in a wide range of settings. Unit I focuses on the emergence of economic sociology as a sub-field of sociology and discusses different perspectives in the tradition of Economic Sociology, starting from Weber, Schumpeter and Polanyi, to the advent of New Economic Sociology with Granovetter and Bourdieu. Unit II concentrates on economic activities of production, exchange and markets in different economies of the world: tribal, peasant, industrial and post-industrial. Systems of production ranging from hunting and gathering, domestic mode of production, peasants, feudalism to capitalism and socialism will be discussed. Reciprocity, gifts and market exchange will also be examined. Unit III deals with some contemporary issues and challenges in economic sociology, like consumption in modern life, poverty and inequality, and how the nature of work and labour is changing today.

Learning Outcomes:

- To understand the social and cultural bases of economic activity.
- To learn the significance of sociological analysis for the study of economic processes in local and global contexts.

Unit I: Sociology of Economic Life:

- Political Economy and Social Life
- Classics in Economic Sociology
- New Economic Sociology

Unit II: Production, Exchange and Markets:

- Tribal and Peasant Economies
- Industrial Economies
- Post-Industrial Economies

Unit III: Contemporary Issues:

- Consumption, Middle Class and Globalization
- Poverty and Development
- Inequality and Violence


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Essential Readings for Unit I:

1. Bottomore, T.B. (ed.). 2001. *A Dictionary of Marxist Thought*. Blackwell (selection on 'political economy', pp. 426-428).
2. Bourdieu, Pierre, "The Forms of Capital" in Mark Granovetter and Richard Swedberg (eds.), 2011, *The Sociology of Economic Life*, (3rd Edition), Boulder: Westview Press.
3. Granovetter, Mark, 1985. "Economic Action and Social Structure: The Problem of Embeddedness" in *American Journal of Sociology*. 91,3:481-510. (27 pp.)
4. Karnik, Ajit, 2008, "Transformations, Then and Now: The Appeal of Karl Polanyi" in *Economic and Political Weekly*, November 29, 2008.
5. Hoselitz, Bert F., 1960, *Sociological Aspects of Economic Growth*, New York, The Free Press (Chapters 2 and 3).
6. Polanyi, Karl, "The Economy as Instituted Process" in Mark Granovetter and Richard Swedberg (eds.), 2011, *The Sociology of Economic Life*, (3rd Edition), Boulder: Westview Press.
7. Smelser and Swedberg, 2005, "Introducing Economic Sociology" in *The Handbook of Economic Sociology* by Smelser and Swedberg
8. Swedberg, Richard, "Max Weber's Central Text in Economic Sociology" in Mark Granovetter and Richard Swedberg (eds.), 2011, *The Sociology of Economic Life*, (3rd Edition), Boulder: Westview Press.

Essential Readings for Unit II:

1. Bell Daniel, 1976, Welcome to the Post-Industrial Society, *Physics Today*, February 1976 (p.46-49).
 2. Chase-Dunn, Christopher, "Socialist States in the Capitalist World-Economy" in S. K. Sanderson, 1995, *Sociological Worlds: Comparative and Historical Readings on Society*, Oxford University Press, New York.
 3. Hilton, Rodney, 2006, *The Transition From Feudalism to Capitalism*, Aakar Books, Delhi (pp. 33-67).
 4. Kumar, Krishna, 1995, *From Post-Industrial to Post-Modern Society: New Theories of the Contemporary World*, Blackwell Publishers, Oxford (chapter 1, 2 & 3).
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5. Lie, John, 1997, 'Sociology of Markets', *Annual Review of Sociology*, Vol. 23, pp. 341-360.
6. Mauss, Marcel, 1990, *The Gift: Forms and Reasons of Exchange in Archaic Societies* Routledge, London (chapters 1 & 2).
7. Sahlins, Marshall, 1974, *Stone Age Economics*, Tavistock, London (Chapter 2).
8. Swedberg, R. 2003. *The Economic Sociology of Capitalism: An Introduction and an Agenda*. Cornell University. [www.economyandsociety.org/publications/wp5a-swedberg 03.pdf](http://www.economyandsociety.org/publications/wp5a-swedberg%2003.pdf).
9. Tonkiss, Frank, 2008, *Contemporary Economic Sociology: Globalization, Production, Inequality*, Routledge, Special Indian Edition (Chapter 4).
10. Wolf, Eric R., "Peasants" in S. K. Sanderson, 1995, *Sociological Worlds: Comparative and Historical Readings on Society*, Oxford University Press, New York.
11. Xaxa, Virginius (2008), *State, Society and Tribes: Issues in Post-Colonial India*, Pearson Books, New Delhi (pp.13-27).

Essential Readings for Unit III:

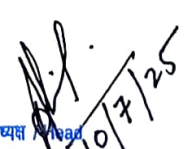
1. Butler, Tim and Watt, Paul, 2007, *Understanding Social Inequality*, Sage Publications, London (Introduction).
2. Howes, D. (ed.), 1996, *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London (p. 1-16).
3. Fránk, A.G., 1973, "The Development of Underdevelopment" in James D. Cockcroft *et.al.* (ed.) *Dependence and Underdevelopment*, Anchor Books, New York.
4. Pandey, Manisha T., 2011, "Globalization and Social Transformation in India: Theorizing the Transition" *International Journal of Sociology and Social Anthropology*, Vol. 3(8), pp. 253-260, August 2011.
5. Pandey, Manisha T., 2015. "New Capitalism and Violence: The case of Special Economic Zones in India", in Manish K. Verma (ed.) *Globalization and Environment: Discourse, Policies and Practices*. New Delhi: Rawat Publications.



6. Sahni, Rohini and Shankar, V. K., 2009, "What has Economics Got to do With It? Cultures of Consumption in Global Markets", in *Economic and Political Weekly*, January 3, 2009.
7. Zukin, Sharon and Maguire, Jennifer Smith, 2004, 'Consumers and Consumption', *Annual Review of Sociology*, Vol. 30 (pp. 173-197).

Suggested Readings:

1. Belshaw, Cyril, 1969, *Traditional Exchange and Modern Markets*, Prentice Hall, New Delhi (chapters 1 and 2).
2. Birdsall, Nancy, Summer 1998, 'Life is Unfair: Inequality in the World' *Foreign Policy*, 111 (pp. 76-93).
3. Escobar, Arturo, 'The Problematization of Poverty: The Tale of Three Worlds and Development' in *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton. 1995 (pp. 21-54).
4. Guha, Ramachandra, *Sociology and the Dilemma of Development*, New Delhi: OUP, 1994 (Introduction).
5. Gupta, Suraj B. 1992. "Why Political Economy" in *Indian Economic Review*. Vol.27 (pp. 283-289).
6. Osmani, S.R., 2001, 'On Inequality' in Judith R. Blau, *The Blackwell Companion to Sociology*, Blackwell Publishers, Oxford.
7. Shanin, Teodor (ed.), 1971, *Peasant and Peasant Societies: Selected Readings*, Basil Blackwell, Oxford (Introduction, chapters 9 and 25).
8. Wade, Robert, 2004, 'Is Globalization Reducing Poverty and Inequality', *World Development*, Vol. 32(4), pp. 567-589.


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

Credit-4

Course Code: BSOH-503

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 on 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

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Shakeel Ahmad
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Readings for Unit-I

1. Bryman, Alan, 2009: *Social Research Methods*, Oxford University Press, New York. (Chapter 2 & 3)
2. Bauman, Zygmunt and May, Tim (2001) *Thinking Sociologically* Willey Blackwell.
3. Plumer, Ken (2016) *Sociology the Basics*, Routledge London UK

Readings for Unit-II


1. Gilbert, Nigel, 2008, *Researching Social Life*, Sage Publication India Private Ltd, Mathura Road, New Delhi – 110044.
2. Kundu, Abhijit (2009) *The Social Science: Methodology and Perspectives*, Pearson Delhi.
3. May, Tim and Williams, Maleolm (1998) *Knowing the social world open university press*, Buckingham, Philadelphia.

Readings for Unit-III

1. Becker, Howard S. *Writing for Social Scientists-How to Start and finish Your Thesis, Book, or Article*. The University of Chicago Press, Chicago and London, 1986, 2007.
2. Flesch, Rudolf. *The Art of Readable Writing*. Harper and Row Publishers, New York and Evanston, 1949
3. Trimble, John R. *Writing with style-Conversations on the Art of Writing* Prentice Hall, New Jersey, 1975.

Suggested Reading:

1. Seltiiz Clair at all (1993) *Research Methods in Social Relations*, Holt, Rinehart and Winston, New York, Shikago & Toronty


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MEDIA, CULTURE AND SOCIETY (CBCS)
B.A. Hons. Semester – V

Course Code: BSOX-51

Credits-4

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

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Suggested Readings :

Bruhn, A., Enli, G., Skogerbo, E., Larsson, A.O. and Christensen, C. eds., 2015. *The Routledge companion to social media and politics*. Routledge. Selected chapters.

Langman, L. (2005). From virtual public spheres to global justice: A critical theory of internetworked social movements. *Sociological theory*, 23(1), 42-74.

Narayan, S. S., & Narayanan, S. (Eds.). (2016). *India connected: Mapping the impact of new media*. SAGE Publishing India. Selected Chapters.

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INTRODUCTION TO GENDER STUDIES

B.A. (Programme)

Semester-V

Course Code: BSD-501P

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 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.

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Unit-10. 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

Essential Readings:

1. Abbott, Pamela, Claire Wallace and Melissa Tyler. 2005. An Introduction to Sociology: Feminist Perspectives. London: Routledge
2. Abidi, Azra, (edited), Feminism in India (Hindustan mein Tanisat in Urdu Language), National Council for Promotion of Urdu Language, New Delhi, 2019.
3. Bhasin, Kamala. 1993. What is Patriarchy? New Delhi: Kali for Women
4. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women
5. Basu Amrita, (ed.), The Challenge of Local Feminisms: Women's Movement in Global Perspective. New Delhi: Kali for Women, 1999. (chapt 4,5)

6. Chakravati Uma., Gendering Caste Through a Feminist Lens. Kolkatta, Stree. 2006.
7. De Beauvoir's., The Second Sex, Translated and edited by H.M Parshley, England, Penguin Books. 1975.
8. Judith. Grant, Fundamental Feminism: Contesting the core concept of feminist theory, New York, Routledge, 1999. (Intro, Chap.2,3,4,5)
9. Kabeer. Naila, Reversed realities: gender hierarchies in development thought. London New York: Verso Books. 1994
10. Khullar, Mala (edited), Writing the Women's Movement: A Reader, Zuban publisher, New Delhi, 2005
11. Laura Kramer., The Sociology of Gender A Brief Introduction, Rawat Publications. Jaipur, 2004, (Chap.4-6).
12. Linda L, Lindsey., Gender Roles, A sociological perspectives, New Jersey, prentice hall, 1994, (Chap. 1, 8,)
13. Maitrayee, Chaudhuri, Feminist in India, Tulika Print Communication Services, New Delhi, 2004. (Chap. 1,4,5)
14. Oakley, Ann., Sex, Gender and Society, New York; Harper and Row, 1972. (Intro, 3rd)
15. Richard Peet and Elaine Hartwick, Theories of Development, New Delhi Rawat publications, 2010, chap 7
16. Ranjani.k.Murthy., Building Women's Capacities Interventions in Gender Transformation, Sage publications, 2007.
17. Thapar and Suruchi., Women in the Indian National Movement: Unseen Faces and Unheard Voices, 1932-1942, New Delhi: Sage, 2005. (selected chapters)
18. Tinker, Irene, Visioning an Equitable World: Reflections On women, Democracy, Education, and Economic Development. Portland, Oregon: Ink water Press, 2016
19. V. Geetha., Theorizing Feminism, Mandirasan Calcutta, 2006.

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नई दिल्ली / New Delhi-110025

INTRODUCTION TO GENDER STUDIES

B.A. (Subsidiary)

Semester-V

Course Code: BSOS-504

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 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.

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Unit I. Gender Studies: Nature and Scope

- 1-Sex and Gender
- 2-Patriarchy and Discrimination
- 3-Gendered Socialization

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

- 1-West
- 2-India
- 3-Foundations of Feminist Perspectives

Unit-III. Exclusion and Empowerment

- 1-Gender, Education and Work
- 2-Constitutional Provisions
- 3-Gender Transformative Policies

Essential Readings:

1. Abbott, Pamela, Claire Wallace and Melissa Tyler. 2005. An Introduction to Sociology: Feminist Perspectives. London: Routledge
2. Aḃidi, Azra, (edited), Feminism in India (Hindustan mein Tanisyaṭ in Urdu Language), National Council for Promotion of Urdu Language, New Delhi, 2019.
3. Bhasin, Kamala. 1993. What is Patriarchy? New Delhi: Kali for Women
4. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women
5. Basu Amrita, (ed.), The Challenge of Local Feminisms: Women's Movement in Global Perspective. New Delhi: Kali for Women, 1999. (chapt 4,5)

6. Chakarvati Uma., Gendering Caste Through a Feminist Lens, Kolkatta, Stree, 2006.
7. De Beauvoir's., The Second Sex, Translated and edited by H.M Parshley, England, Penguin Books. 1975.
8. Judith, Grant, Fundamental Feminism: Contesting the core concept of feminist theory, New York, Routledge, 1999. (Intro, Chap.2,3,4,5)
9. Kabeer, Naila, Reversed realities: gender hierarchies in development thought. London New York: Verso Books. 1994
10. Khullar, Mala (edited), Writing the Women's Movement: A Reader, Zuban publisher, New Delhi, 2005
11. Laura Kramer., The Sociology of Gender A Brief Introduction, Rawat Publications. Jaipur, 2004, (Chap.4-6).
12. Linda L, Lindsey., Gender Roles, A sociological perspectives, New Jersey, prentice hall , 1994, (Chap. 1, 8,)
13. Maitrayee, Chaudhuri, Feminist in India, Tulika Print Communication Services, New Delhi, 2004. (Chap. 1,4,5)
14. Oakley, Ann., Sex , Gender and Society, New York; Harper and Row, 1972. (Intro, 3rd
15. Richard Peet and Elaine Hartwick, Theories of Development, New Delhi Rawat publications, 2010, chap 7
16. Ranjani.k.Murthy., Building Women's Capacities Interventions in Gender Transformation, Sage publications, 2007.
17. Thapar and Suruchi., Women in the Indian National Movement: Unseen Faces and Unheard Voices, 1932-1942, New Delhi: Sage, 2005. (selected chapters)
18. Tinker, Irene, Visioning an Equitable World: Reflections On women, Democracy, Education, and Economic Development. Portland, Oregon: Ink water Press, 2016
19. V. Geetha., Theorizing Feminism, Mandirasan Calcutta, 2006.

Department of Sociology
Jamia Millia Islamia
Four Year Undergraduate Programme (FYUP)
Sociology (Major)

Semester-I						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-101	Introduction to Sociology	4	40	60	4	100
BSOC-MJ-102	Indian Society: Text and Context	4	40	60	4	100
MINOR						
BSO-MN-01	Invitation to Sociology	4	40	60	4	100
MDC						
SOC-MDC-01	Understanding Gender	3	30	45	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
	General English	2	30	45	3	75
SKILL ENHANCEMENT COURSE (SEC)						
BSSEC-01	Learning to Read	3	30	45	3	75
VALUE ADDED COURSE						
BS-VAC-01	Constitutional Morality/Swayam	02	20	30	2	50
Compulsory Qualifying-I						
BSVAC-01	IRC/Islamiyat/HRS	2	20	30	2	50
Compulsory Qualifying-II						
	General Urdu	2	20	30	2	50
Total Credits		26	Total Marks			625

Semester-II						
S.No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-201	Classical Sociological Theory	4	40	60	4	100
BSOC-MJ-202	Introduction to Social Research	4	40	60	4	100
MINOR						
BSO-MN-02	Sociological Perspectives	4	40	60	4	100

MDC						
SOC-MDC-02	Media Culture and Society	3	30	45	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
To be issued by the University	General English	3	30	45	3	75
SKILL ENHANCEMENT COURSE (SEC)						
BS-SEC-02	Learning to Write	3	30	45	3	75
VALUE ADDED COURSE						
BS-VAC-02	Living with Difference /Swayam	2	20	30	2	50
Compulsory Qualifying-I						
	IRC/Islamiyat/HRS	2	20	30	2	50
Internship (BS-INT-01)- 4 Credits (Summer Break)						
Compulsory Qualifying-II						
	General Urdu	2	20	30	2	50
Total Credits		27+4	Total Marks			675
Exit-1						
UG Certificate (Minimum Credit-48)						

Semester-III						
S. No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-301	Contemporary Sociological Theory	4	40	60	4	100
BSOC-MJ-302	Marriage, Family and Kinship	4	40	60	4	100
MINOR						
BSO-MN-03	Indian Society : Structure and Change	4	40	60	4	100
MDC						
SOC-MDC-03	Contemporary Social Issues	3	30	45	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
BS-AEC-03	Environmental Justice	2	20	30	2	50
VALUE ADDED COURSE(VAC)						
BS-VAC-03	Interfaith Dialogue in Indian Society/Swayam	2	20	30	2	50
Total Credits		19	Total Marks			475

Semester-IV						
S.No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-401	Social Stratification	4	40	60	4	100
BSOC-MJ-402	Rural Sociology	4	40	60	4	100
BSOC-MJ-403	Urban Sociology	4	40	60	4	100
MINOR						
BSO-MN-404	Social Research Methods	4	40	60	4	100
AEC						
BS-AEC-04	Popular Culture	02	20	30	02	50
VAC						
	Swayam	02	20	30	02	50
Total Credits		20	Total Marks			500
Exit-II						
UG Diploma (Minimum Credits-87)						

Semester-V						
S.No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-501	Sociology of Tribes	4	40	60	4	100
BSOC-MJ-502	Practicing Sociology-I	4	40	60	4	100
BSOC-MJ-503	Economy and Society	4	40	60	4	100
BSOC-MJ-504	Sociology of minorities	4	40	60	4	100
MINOR						
BSO-MN-05	Cultural Studies	4	40	60	4	100
SEC						
BSSEC-05	Writing Research Proposals	03	30	45	3	75
Total Credits		23	Total Marks			575

Semester-VI						
S.No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-	Sociology of Gender	4	40	60	4	100

601						
BSOC-MJ-602	Sociology of Religion	4	40	60		100
BSOC-MJ-603	Practicing Sociology-II	4	40	60	4	100
BSOC-MJ-604	Social Movement	4	40	60	4	100
MINOR						
BSO-MN-06	Law and Society	4	40	60	4	100
Total Credits		20	Total Marks			500
Exit-III						
UG Degree (Minimum Credits 124-126)						

Semester-VII						
S. No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-701	Advance Social Theory	4	40	60	4	100
BSOC-MJ-702	Digital Sociology	4	40	60	4	100
BSOC-MJ-703	Methodological debates in Social Sciences	4	40	60	4	100
BSOC-MJ-704	Reading, Writing and reflexivity	4	40	60	4	100
MINOR						
BSO-MN-07	Education and Society	4	40	60	4	100
Total Credits		20	Total Marks			500

Semester-VIII(A)						
S.No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-801	Polity and Society	4	40	60	4	100
BSOC-MJ-802	Social Demography	4	40	60	4	100
BSOC-MJ-803	Health and Society	4	40	60	4	100
BSOC-MJ-804	Sociology of Development	4	40	60	4	100
MINOR						
BSO-MN-08	Indian Social Thinker	4	40	60	4	100
Total Credits		20	Total Marks			500
Exit-IV (A)						
UG Degree (Hons)						

S.No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
BSOC-MJ-801	Polity and Society	4	40	60	4	100
BSOC-MJ-802	Social Demography	4	40	60	4	100
BSOC-MJ-803	Health and Society	4	40	60	4	100
BSOC-MJ-804	Sociology of Development	4	40	60	4	100
MINOR						
BSO-MN-08	Indian Social Thinker	4	40	60	4	100
Total Credits		20	Total Marks			500

Exit-IV (A)
UG Degree (Hons)

Minimum Credits-164-166

Semester-VIII(B)						
S. No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
Major						
BSOC-MJ-801R	Digital Sociology	4	40	60	4	100
Minor						
BSO-MN-08R	Indian Social Thinkers	4	40	60	4	100
Research Project						
BSOC-RP	Dissertation	12	120	180	12	300
Total Credits		20	Total Marks			500
Exit-IV(B)						
UG Degree (Honors with Research)						
(Minimum Credits-164-166)						

A. Azra
10/7/2025

Prof. Azra Abidi

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CONTEMPORARY SOCIOLOGICAL THEORY II

M. A. Sociology, Semester- III

Total Credits: 4

Course Code: MSO-305

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

Essential Readings

Bauman, Z. *Liquid Modernity*. 2000. Cambridge: Polity Press. (Foreword and chapter 3)

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- Beck, Ulrich. 1992. *Risk Society: Towards a New Modernity*. London: Sage. Part-I.
- Derrida, Jacques. 1984 (1967). *Of Grammatology*. trans. Gayatri C. Spivak. Baltimore: John Hopkins University Press.
- Featherstone, M., 2007. *Consumer culture and postmodernism*. Sage.
- Foucault, 1973. *Discipline and Punish: The Birth of the Prison*. Pantheon Books: New York. Selected chapters.
- Hughes, J., 2004. *Citizen cyborg: Why democratic societies must respond to the redesigned human of the future*. Basic Books. Selections.
- Jameson, F. 1991. *Postmodernism or the Cultural Logic of Late Capitalism*. London: Verso (Introduction, chapters 1, 2&6).
- Liotard, Jean-Francois. 1984. *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press.

Suggested Readings:

- Bauman, Z., 2013. *Liquid Fear*. John Wiley & Sons. Introduction.
- Blackshaw, T., 2008. *The Sociology of Zygmunt Bauman: Challenges and Critique*, Ch. 6. pp. 115-136.
- Gordon, C., 1980. Power/knowledge. *Selected Interviews and Other Writings of Michel Foucault*.
- Elliott, Anthony. 2010. *Contemporary Social Theory: An Introduction*. 110-115, 248-269, 283-287, 298-307.
- Merquior, J.G., 1987. *Foucault* (Vol. 853). Univ of California Press.
- Ritzer, George and Goodman, D. J. 2003, *Sociological Theory*, McGraw Hill, New York.
- Seidman, S. ed., 1994. *The postmodern turn: New perspectives on social theory*. Cambridge University Press.
- Seidman, Steven and Jeffery C. Alexander. 2001. *The New Social Theory Reader*. Chs. 5, 32, 43.

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Reading, Writing and Reflexivity (DISSERTATION I) (Practical)

MA Sociology, Semester III

Total Credits: 4

Course Code: MSD-309

Total Marks: 100

Course Objectives:

- To learn critical and creative engagement with academic texts
- To acquire and hone the skills required to produce academic texts
- To learn to build upon existing body of knowledge while developing an independent argument.
- To bring awareness to the subjective position of the researcher and to learn to conduct research ethically and responsibly
- To familiarize with issues of academic integrity

Learning Outcomes

- Learn research planning and academic writing
- Assess and review academic work
- Identify and acknowledge issues of subjectivity in academic writing
- Review literature and write it on a theme of one's choice
- Write proposal for a Master's dissertation.

Unit I: Reading

- Reading to write (Examining sources, annotation, analysis/ synthesis)
- Reading strategically (Selective/ focussed reading, context and meaning)
- Critical analysis (Making claims, critique and defence)

Unit II: Writing

- Producing Readable Writing (Stylistic convention, jargon, editing)
- Planning, organizing and drafting an argument (structuring an academic essay, introduction/ conclusion, literature review, discussion and findings)
- Tools for Writing (Handwritten/ Typed manuscripts, digital tools, writing software)

Unit III: Reflexivity

- Reflexive research (Subjectivity, shifting identities, bias, positioning the self)
- Research Ethics and Academic Integrity (Informed consent, Nuremberg Code, Tuskegee Syphilis Study, Laud Humphrey's Tearoom study; Citation, referencing, plagiarism)
- Research proposal writing

Suggested Readings:

- * Becker, Howard S. *Writing for Social Scientists-How to Start and finish Your Thesis, Book, or Article*. The University of Chicago Press, Chicago and London, 1986, 2007.
- * Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. 3rd ed. Chicago Guides to Writing, Editing and Publishing. Chicago, IL: University of Chicago Press.
- * Crème Phyllis and Mary R. Lea. 2008. *Writing at University: A guide for Students* (3rd edition), Open University Press, McGraw Hill, England.
- * Ellis, Carolyn. 2004. *The ethnographic I: A methodological novel about autoethnography*. Walnut Creek, CA: AltaMira Press.
- * Ellis, Carolyn, Tony E. Adams and Arthur P. Bochner. 2011. 'Autoethnography: An overview' in *Historical Social Research / Historische Sozialforschung*, Vol. 36, No. 4 (138), Conventions and Institutions from a Historical Perspective / *Konventionen und Institutionen in historischer Perspektive* (2011), pp. 273-290.
- * Flesch, Rudolf. *The Art of Readable Writing*. Harper and Row Publishers, New York and Evanston, 1949.
- * Finlay, Linda and Brendan Gough (Eds.). 2003. *Reflexivity: A Practical Guide for Researchers in Health and Social Sciences*. Blackwell Science Ltd.
- * Heard, Stephen B. *The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career*. Princeton University Press, 2016.
- * Henderson, Eric. 2015. *The Active Reader: Strategies for academic reading and writing*, Oxford Univ Press, Oxford.
- * Roberts, Jamie Q., and Caitlin Hamilton. 2020. *Reading at University: How to Improve Your Focus and Be More Critical*. Bloomsbury Study Skills. Bloomsbury Academic. <https://books.google.co.in/books?id=zxm1yAEACAAJ>.
- * Sarnecka, Barbara W. (2019). The writing workshop: Write more, write better, be happier in academia. (n.p.): Author. <https://osf.io/z4n3t>
- * Trimble, John R. *Writing with style-Conversations on the Art of Writing*. Prentice Hall, New Jersey, 1975.

Mode of Evaluation:

The evaluation will be on the basis of practical examination in workshop mode. No end-semester theory examination shall be conducted in this course.

Modalities of conducting classroom sessions and Evaluation:

1. Given the emphasis on honing reading and writing skills, classes would involve close reading of a variety of texts.
2. The exercises would require active participation on the part of students as they learn to navigate academic texts independently.

3. Guided discussions would be carried out for identifying key theoretical arguments in academic texts and analyzing them critically.
4. Writing exercises would be conducted in the classroom, peer reviewed and revised.
5. Depending upon the course instructor's choice, students could be divided into groups and given exercises to work on collectively.
6. External resource persons may be called upon where the course instructor considers it beneficial for the students.

Modalities for Assessment:

1. The assessment would be for 65 marks, which would be completely internal based on classroom exercises.
2. The assessment would be entirely ongoing on the basis of reading and writing exercises.
3. The research proposal submitted at the end of the semester would be for 25 marks.
4. The research proposal will be presented by each student in a viva-voce examination, which would carry 10 marks.

The break-up of evaluation will be as follows:

Total marks: 100

Practical in Workshop mode: 65 marks

Unit I:

25 marks: Classroom assessment

Unit II:

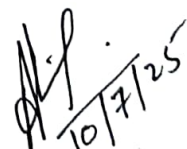
25 marks: Classroom assessment

Unit III

15 marks: Classroom assessment

Practical: Proposal Writing and Presentation: 35 marks

- Research Proposal: 25 marks
- Presentation of research proposal: 10 marks


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Critical Thinking

M. A. Sociology, Semester III (CBCS)

Course Code: MSOX-32

Total Credits: 4

Course Objectives:

One of the goals of modern education is to develop the skill of critical thinking. Learning to think systematically is only one of the aspects of critical thinking. Students are also asked to look back at the history of critical thinking to learn the interface between ethics, freedom and thinking etc. Sociology as a subject is considered here as a discipline which prepares you to critically look at your own society. The aim is to enable you to critically evaluate the functioning of the society and thereby un-conditioning yourself from its ideology. The self/researcher has to reflect back upon himself/herself to go beyond the oppressed structures of society. The power of critical thinking is such that it challenges the centuries old patterns of thinking in the society. Here we discuss three influential figures of our age and their understanding on the issues such as caste, religion, education and gender. Deconstruction here implies the intervention they have brought about in the relational quality of meaning and assumptions which had dominated our thought processes.

Learning Objectives:

Students are asked to reflect upon these thinkers and their contributions to contemporary society in order to learn to become critical thinkers and free intellectuals.

Unit 1: Understanding Critical Thinking

- Idea of Questioning: Socrates and Plato (*Republic*)
- Enlightenment and Rationality: Kant (*What is Enlightenment?*)
- Logical Thinking: Four Principles of Logic

Unit II: Critical Thinking in Sociology

- Thinking Sociologically- Zygmunt Bauman (*Thinking Sociologically*)
- Critical theory and Critique of Capitalist Society: (*Introduction to Critical Theory*)
- Reflexivity - Pierre Bourdieu (*Invitation to a Reflexive Sociology*)

Unit III: Critical Thinking as Deconstruction of Society

- Kabir Das- Critiquing Caste and Religion
- J. Krishnamurti- Critical thinking and Education
- Simone De Beavoir- Gender as Social Construction: *The Second Sex*


Essential Readings:

1. Bauman, Zygmunt, 2001, *Thinking Sociologically*, Oxford, Blackwell Publishing.
2. Bauman, Zygmunt, 1976, *Towards a Critical Sociology (Routledge Revivals): An Essay on Commonsense and Emancipation*, New York, Routledge, Chapman & Hall, Incorporated.
3. Beauvoir, Simone De, 1952, *The Second Sex*, New York, Vintage Books.
4. Bourdieu, Pierre, 1990, *In other Words: Essays towards a Reflexive Sociology*, Stanford, Stanford University Press.
5. Butler, J, 1986, 'Sex and Gender in Simone De Beauvoir's *The Second Sex*,' in *Yale French Studies*, No. 72, Simone de Beauvoir: Witness to a Century (1986), pp. 35-49.
6. Copi Irving M, 1961, *Introduction to Logic*, New York, MacMillan.
7. Das, Kabir, 1915, *Songs of Kabir*, Translated by Rabindranath Tagore, Introduction by Evelyn Underhill, New York, The Macmillan Company.
8. Habermas, Jurgen, 1989, 'The Task of Critical Theory of Society' in *Critical Theory and Society: A Reader* 1st Edition, by Stephen Eric Bronner (ed) New York, Rutledge.
9. Held, David, 1980, *Introduction to Critical Theory: Horkheimer to Habermas*, Berkeley, University of California Press. (Introduction, Chapters 2, 6, 11 in).
10. Hess. L. and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.
11. Krishnamurti, J. 1953, *Education and Significance of Life*, New York, HarperSanFrancisco.
12. Bourdieu Pierre and Loic J. D. Wcquant, 1992, *An invitation to Reflexive Sociology*, Cambridge, Polity Press.
13. Kant, Immanuel, 1784, 'An Answer to the Question: "What is Enlightenment?"' Konigsberg, Prussia, 30th September. (Any PDF).
14. Luchte, James. 2007, *Kant's Critique of Pure Reason: A Readers Guide*, London, Continuum.
15. Plato, 1998, *The Republic*, Oxford, Oxford University Press.
16. Plato, 2000, *The Trail and Death of Socrates: Four Dialogues*, Cambridge, Hackett Publishing Company.
17. Roy, Bhola Nath, 1949, *Text Book of Deductive Logic*, Calutta, S.C. Sarkar.
18. Roy, Bhola Nath, 1948, *Text Book of Inductive Logic*, Calcutta, S.C.Sarkar.
19. Thapan, Meenashi, 2006, "Ideology and Education: Krishnamurti's World-View and Educational Thought," in *Life at School: An Ethnographic Study*, Oxford University Press, pp. 8-27.
20. Varman, Ram Kumar, 1977, *Kabir: Biography and Philosophy*, Prints India.

21. Wacquant, Loic J. D. 1989, "Towards a Reflexive Sociology: A Workshop with Pierre Bourdieu," *Sociological Theory* Vol. 7, No. 1 (Spring), pp. 26-63.

Suggested Readings:

1. Bauman, Zygmunt, 2006, *Liquid Fear*, Cambridge, Polity Press.
2. Habermas, Jurgen, 1987, *Knowledge and Human Interest*, Boston, Polity Press. (Chapter 8).
3. Hedayetullah, Muhammad, 1977, *Kabir: The Apostle of Hindu-Muslim Unity*, Motilal Banarsidass (India).
4. Krishnamurti, J. 2001, *On Education*, Chennai, Krishnamurti Foundation India.
5. Moi, Toril. 1994, *Simone de Beauvoir: The Making of an Intellectual Woman*. Oxford: Blackwell.
6. Omvedt, G. (2008) 'Kabir and Ravidas, Envisioning Begumpura', in Seeking Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp. 91- 107.
7. Williams, G. 2008, "Kant's Account of Reason" Stanford Encyclopedia of Philosophy.
8. Wilson, Emily, 2007, *The Death of Socrates*, Cambridge, Harvard University Press.


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Islam and Muslims in South Asia (optional)
M.A, Semester-III

Course Code: MSD-306

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.
- ❖ 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

Essential Readings

1. Ahmad Akbar: Journey into Islam, the Crisis of Globalization, Penguin Books, India, 2007
2. Ahmad, Imtiaz & Helmut Reifeld (eds.) Lived Islam in India: Adaptation Accommodation and Conflict, New Delhi: Social Science Press. 2004.
3. Ahmad, Imtiaz, Family, Kinship and Marriage among Muslims in India, Manohar, Delhi, 1976
4. Ahmed Leila: Women and Gender in Islam: Historical Roots of a Modern Debate, London: Yale University Press, 1992
5. Bryan S. Turner, Kamaludeen Mohamed Nasir, The Sociology of Islam: Collected Essays of Bryan S. Turner, Routledge, 2013
6. Devine, Fiona and Marry C. water (ed.): 'Islam Gender and Social Change', Oxford University Press, London. 1998
7. Francis Robinson, Islam and Muslim History in South Asia, Oxford University Press, 2001
8. Hasan, Zoya and Menon, Ritu: 'Unequal Citizens, A Study of Muslim Women in India,' Oxford University Press, New Delhi, 2004
9. Hasnain Nadeem (Ed): Islam and Muslim Communities in South Asia, Serial publication Darya Ganj N. Delhi, 2006
10. Hassan Mushirul (Ed.): Islam in South Asia Vol- I Theory and Practice, Manohar Publications, Delhi, 2008
11. Jawaid M.A, Jahangir K.N and Bose Shankar (Ed.): Minorities in India in the 21st Century: Problems and Prospects Manak Publication 2006.
12. Malik, Jamal, Islam in South Asia: A Short History, Harper Collins India, 2008
13. Merinissi Fatima: Women in Moslem Paradise, Kali Publication for Women, New Delhi, 1991.

14. Metcalf D. Barbara (Edited), Islam in South Asia in Practice, Princeton University Press, 2012
15. Mishra Naveen & Singh Kumar Sudhir: Minorities in South Asia, Authors Press, New Delhi, 2002
16. Roy, Asim (ed.), Islam in History and Politics: Perspectives from South Asia, New Delhi: Oxford University Press, 2006
17. Shariati, Ali, On the Sociology of Islam, Al Huda Publisher, 1991
18. Wadood Amina: Quran And Women; Rereading the Sacred from a Woman's Perspective, Oxford University Press, New York, 1999

Suggested Readings

1. Avari, Burjor, Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent, Harper Collins India, 2013
2. Ahmad, Zafar, Islam and Muslims in South Asia, Authors Press, Delhi, 2000
3. Engineer Ali Asghar: Islam Challenges In 21st Century, Gyan Publishing House, Darya Ganj, New Delhi, 2004.
4. Faridi, F.R. And M.M Siddiqui: The Social Structure Of Indian Muslims, New Delhi: Institute Of Objective Studies, 1992
5. Saiyed, A.R.: 'Ethnicity and Social Change: The Indian Muslim Situation', Islam and Modern Age, New Delhi .Vol.25, No.3, 1994
6. Sikand Yoginder: Muslims in India, Contemporary Social and Political discourses, Hope India, Gurgaon, Haryana, 2007
7. Special issue of *Modern Asian Studies*, 42 (2-3), 2008, on 'Islamic Reform Movements in South Asia'
8. Vatuk, Sylvia, Identity and Difference or Equality and Inequality in South Asian Muslim Society in C. J. Fuller (ed.), *Caste Today*, Delhi: Oxford University Press, 1996.

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SOCIOLOGY OF DEVELOPMENT AND GLOBALIZATION (optional)

M. A. Sociology, Semester III

Total Credits: 4

Course Code: MISD-304

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.

Unit I: Development: Negations and Negotiations

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

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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).
5. Hoogvelt, Ankie, 1997, *Globalization and the Post-Colonial World: The New Political Economy of Development*, Macmillan, London, (Chapter 2, 6 and Conclusion).
6. McEwan, Cheryl, 2009, *Postcolonialism and Development*, Routledge, India (Introduction and Conclusion).
7. Peet, R. 2005, *Theories of Development*, Rawat Publications, Jaipur. (chaps. 1, 3 and 4).
8. Pieterse, J.N., 2001, *Development Theory: Deconstructions/ Reconstructions*, Vistaar Publications, New Delhi. (Chapter 1 and 10).
9. Redclift, M., 1987 (2016), *Sustainable Development: Exploring the Contradictions*, Routledge, (chaps. 2, 3 and 4).

10. Ritzer, George and Goodman, D. J. 2003, *Sociological Theory*, McGraw Hill, New York, (Chapter 17).
11. Schuurman, Frans, J., (ed.), *Globalization and Development Studies: Challenges for the 21st Century*, Vistaar Publications, New Delhi. (chaps. 1 and 2).
12. Sen, Amartya, 2000, *Development as Freedom*, OUP, New Delhi. (Introduction and chapter 4).
13. UNDP, 2003, *Readings in Human Development*, OUP, New Delhi. (Chapters 1.1 and 1.2).

Essential Readings for Unit II:

1. Agamben, Giorgio, 1995, 'We Refugees', *Symposium*; summer 1995; 49, 2; Periodicals Archive Online (pg. 114-119).
2. Appadurai, Arjun, 1996, *Modernity at Large: Cultural Dimensions of Globalization*, Oxford University Press, Delhi, (pp. 32-43).
3. Hirst, P. and Thompson, G., 1996, *Globalization in Question: The International Economy and the Possibilities of Governance*, Polity Press, UK. (Introduction and Conclusion).
4. Lechner, Frank J. and Boli, John (ed.), *The Globalization Reader*, Blackwell Publishers, USA (chapters 11 and 43).
5. Lewellen, Ted C., 2010, *The Anthropology of Globalization: Cultural Anthropology enters the 21st Century*, Indian Reprint, Rawat Publications, New Delhi (Part II).
6. O'Byrne, D. J. and Hensby, A., 2011, *Theorizing Global Studies*, Palgrave, Macmillan (chap. 7).
7. Pandey, Manisha T., 2011, "Globalization and Social Transformation in India: Theorizing the Transition" *International Journal of Sociology and Social Anthropology*, Vol. 3(8), pp. 253-260, August 2011.
8. Pieterse, J. N., 2004, *Globalization and Culture: Global Melange*, Rowman and Littlefield Publishers, USA. (Chapters 1, 2, 3 and 4).
9. Robertson, R. and White, K. E., 2003, *Globalization: Critical Concepts in Sociology*, Routledge, London. (Introduction).
10. Sassen, Saskia, 2007, *A Sociology of Globalization*, W.W. Norton & Company, New York (Chap. 5).

11. Tomlinson, John, 1999, *Globalization and Culture*, Polity Press, Cambridge, UK (chapters 1 and 4).

Essential Readings for Unit III:

1. Harvey, David, 2005, 'From Globalization to the New Imperialism' in Richard Applebaum and William Robinson (ed.), *Critical Globalization Studies*, Routledge, New York (pp. 91-100).
2. Gurukkal, Rajan. 2018. "Death of democracy: An Inevitable Possibility under Capitalism" in *Economic and Political Weekly*, Vol. LIII No. 43, August 25, 2018.
3. Hobsbawn, Eric, 2007, *Globalization, Democracy and Terrorism*, Little, Brown, London. (Preface and chapter 8).
4. Kiely, Ray, 2005, *Empire in the Age of Globalization: US hegemony and neoliberal disorder*, Orient Longman, Hyderabad. (chaps. 6 and 7).
5. Magdoff, Harry, 2007, *Imperialism without Colonies*, Aakar Books, Delhi (chapter 2).
6. Mathur, Hari Mohan and David Marsden (ed.) 1998, *Development Projects and Impoverishment Risks*, Oxford University Press, Delhi. (Chapters 1 and 2).
7. McMichael, Philip, 1996, *Development and Social Change: A Global Perspective*, Pine Forge Press, Sage, Delhi (Chap. 7)
8. Pandey, Manisha T., 2010, "Ventilating Predicament of Development: New Economic Enclaves and Structural Violence in India" in Ravi Kumar (ed.) *The Heart of the Matter: Development, Identity and Violence*, Aakar Books, New Delhi (p. 77-104).
9. Saul, John S., 2006, *Development after Globalization: Theory and Practice for the Embattled South in a New Imperial Age*, Zed Books Limited, London. (Chapter 3).

Suggested Readings:

1. Appadurai, Arjun, 2006, *Fear of Small Numbers: An Essay on the Geography of the Anger*, London, Duke University Press.
2. Frank, A.G., 1998, *Re-Orient: Global Economy in the Asian Age*, University of California Press, Berkeley (selected pages).
3. Robinson, William I., 2011, 'Globalization and the Sociology of Immanuel Wallerstein: A Critical Appraisal', *International Sociology* (pgs. 1-23).
4. Robinson (ed.), *Critical Globalization Studies*, Routledge, New York (pp 91-100)

5. Sen, Sunanda, 2007, *Globalization and Development*, National Book Trust, New Delhi.
6. Spybey, Tony, 1992, *Social Change, Development and Dependency*, Polity Press, Cambridge, (Chapter 2).
7. Waters, Malcolm. 1995, *Globalization*, Routledge, London.

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code MSO 307

M. A. Sociology
Sociology of Agrarian Society (Optional)
Semester-III

Credit-4

Course code: MSO-307

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.
- Explain the structure factors that enable or constrains various social groups in their development.

- Discuss the agro-biodiversity and food insecurity and sustainable agriculture practice.
- Analyze the deprivation and exclusion peasant which leads to collective action and social movement.

Essential Readings

1. Beck, T. (1995). How the Poor Fight for Respect and Resources in Village India. *Human Organization*, 54(2), 169-181.
2. Beteille, A. (1979), *Studies in Agrarian Social structure*, OUP.
3. Bowler, I. (2002). Developing Sustainable Agriculture. *Geography*, 87(3), 205-212.
4. Breman, Jan (1993) *Beyond Patronage and Exploitation*, OUP, Delhi, (Ch. 16, 17, 18, 19).
5. Breman, Jan. (1985), *Of Peasants, Migrants and Paupers*, OUP, New Delhi.
6. Byres, Terry J. and Crow, Ben (1983) *The Green Revolution in India*, The Open University Press.
7. Chakravarti, Anad (2001) *Social Power and Everyday Class Relations*, Sage Publications, New Delhi, (Ch-3,6 & 8).
8. Desai, A.R (1979) *Peasant Struggles in India*, OUP, Delhi.
9. Desai, A.R (2006 [1948]), *Social Background of Indian Nationalism*, Mumbai, Popular Prakashan (Ch-1,3 & 4).
10. Dhanagare, D.N. (1983), *Peasant movements in India 1920-1950*, OUP, Delhi.
11. Gough, K. (1968). Peasant Resistance and Revolt in South India. *Pacific Affairs*, 41(4), 526-544.
12. Joshi, P. (1969). Agrarian Social Structure and Social Change. *Sankhyā: The Indian Journal of Statistics*, Series B (1960-2002), 31(3/4), 479-490.
13. Kapadia K. (1997), *Mediating the Meaning of Market Opportunities: Gender, Caste and Class in Rural South India*, EPW, Vol. 32, No. 52.
14. Krishnaji, N. (1980). Poverty and Family Size. *Social Scientist*, 9(4), 22-35.
15. Krishnaraj, M. (2006). Food Security, Agrarian Crisis and Rural Livelihoods: Implications for Women. *EPW*, 41(52).
16. Ludden, David. (1985), *Peasant History in South India*, Princeton University Press.
17. Mohanty, B.B. (2013), *Farmer Suicides in India-Durkheim's Types- EPW*, Vol.48, Issue No. 21.
18. Omvedt, G. (1980). Caste, Agrarian Relations and Agrarian Conflicts. *Sociological Bulletin*, 29(2), 142-170.
19. Patnaik, U. (1976). Class Differentiation within the Peasantry: An Approach to Analysis of Indian Agriculture. *EPW*, 11(39).
20. Rudra, A. (1994) "Unfree Labour and Indian Agriculture", in K. Basu (ed.), *Agrarian Questions*, OUP, Delhi.
21. Sbriccoli, T. (2016), *Land, Labour and Power*, EPW, Vol.51, Issue No.26-27.
22. Shanin, T. (1987), *Peasants and Peasant Societies: Selected Readings*, Blackwell Publishers.
23. Shiva, V. (1988) *Staying Alive: Women, Ecology and Survival in India*, Kali for Women, New Delhi.
24. Sunderland, T. (2011). Food security: Why is biodiversity important? *The International Forestry Review*, 13(3), 265-274.
25. Suri, K. (2006). Political Economy of Agrarian Distress. *EPW*, 41(16), 1523-1529.
26. Thrupp, L. (2000). Linking Agricultural Biodiversity and Food Security: The Valuable Role of Sustainable Agriculture. *International Affairs*, 76(2), 265-281.
27. Vasavi, A. R. (2012). Shadow Spaces: Suicides and the Predicament of Rural India, *Three Essays Collective*.
28. Vasavi, A.R (2014), *Debt and Its Social Entrapments*, *Women's Studies Quarterly*, Vol. 42, No. 1/2, DEBT (SPRING/SUMMER), 23-37.
29. Wolf, Eric (1966) *Foundations of Modern Anthropology Series*, Prentice Hall, New Jersey.
30. Xaxa, V. "Evolution of Agrarian Structure and Relations in Jalpaiguri district (West Bengal): A Case Study of Subsistence Setting." *Sociological Bulletin* 29, no. 1 (1980): 63-85.

Suggested Readings

1. Bardhan, P. (1982) Agrarian Class formation in India, *Journal of Peasant Studies*, Vol-10, No.1, (October).
 2. Berry, S. (1989). Social Institutions and Access to Resources. *Africa: Journal of the International African Institute*, 59(1), 41-55.
 3. Byres, T.J (1981) "The New Technology, Class Formation and Class Action in the Indian Countryside", *The Journal of Peasant Studies*, 8 (4): 404-54.
 4. Bhalla, G.S. (2015) Indian Agriculture since Independence, NBT, India
 5. Gore, M.S., (1993) The Social Context of Ideology: Ambedkar's Political and Social Thought, Sage Publications.
 6. Guha, R. (1983) Elementary Aspects Peasant Insurgency in Colonial India, OUP. Delhi.
 7. Joshi, P.C. (1965), Land Reforms in India, Allied Publishers, Bombay.
 8. Kohli, Atul (1987) The State and Poverty in India, Orient Longman, Bombay. (Ch. Introduction, 1 & 3).
 9. Michie, B. (1978). Baniyas in the Indian Agrarian Economy: A Case of Stagnant Entrepreneurship. *The Journal of Asian Studies*, 37(4), 637-652.
 10. Patnaik, U (2007), The Republic of Hunger and Other Essays, *Three Essays Collective*, Gurgaon.
 11. Patnaik, U. (2002). Agrarian Crisis and Global Deflationism. *Social Scientist*, 30(1/2), 3-30.
 12. Shah, G. (1990) Social Movement in India: A Review of Literature, Sage Publication, Delhi.
 13. Sinha, B.K. and Puspendra (ed.) (2000), Land Reforms in India, Vol. 5: An Unfinished Agenda, Sage Publications, New Delhi, (Ch. 1,2,7 & 8).
 14. Vasavi, A. (1994). 'Hybrid Times, Hybrid People': Culture and Agriculture in South India. *Man*, 29(2), new series, 283-300.
- Wilson, K. (1999) "Patterns of Accumulation and Struggles of Rural Labour: Some Aspects of Agrarian Change in Central Bihar", *The Journal of Peasant Studies*, 26, (283), 316-54.

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Ethnicity, Minorities and Multiculturalism
(OPTIONAL)
M. A. (Sociology)

Semester- I

Code : MSO-104

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.

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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

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.

Kennedy, P. John Joseph. 2017. *Minority Discourses in India - Narrating Centers and Peripheries*. New Delhi: Viva Books Private Limited.

Mahajan, Gurpreet. 2002. *The Multicultural Path: Issues of Diversity and Discrimination in Democracy*. New Delhi: Sage Publications.

Modood, Tariq. 2007. *Multiculturalism*. Cambridge: Polity Press.

Phadnis, U. and Rajat Ganguly. 2001. *Ethnicity and Nation-building in South Asia*. New Delhi: sage Publications.

Platt, Lucinda. 2014. "Is there Assimilation in Minority Groups' National, Ethnic and Religious Identity?", *Ethnic and Racial Studies*, Vol. 37, No. 1, pp. 46-70.

Richard T. Schaefer. 2012. *Racial and Ethnic Groups*. Boston: Pearson.

Rydgren, Jens. 2007. "The Sociology of the Radical Right", *Annual Review of Sociology*, Vol. 33, pp. 241-262.

Schermerhorn, R. A. 1978. *Ethnic Plurality in India*. Arizona: Tuscon University Press.

Smith, Anthony D. 1998. *The Ethnic Origins of Nations*. Oxford: Basil Blackwell.

The UN Declaration on the Rights of Persons Belonging to Minorities: Background, Analysis and Observations, MRG, London, 1993.

Wimmer, A. 200.) "The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory," *American Journal of Sociology*, Vol. 113, No. 4, pp. 970-1022.

Suggested Readings UNIT-I

Barth, Fredrick : "Introduction." In Fredrick Barth (ed.), *Ethnic Groups and Bound- aries: The Social Organization of Cultural Difference*. 1969. London: Allen and Unwin.

Berghe, Pierre L. van den Berghe: 'Race and Ethnicity: A Sociological Look,' *Ethnic and Racial Studies*, Vol. 1, No. 4. (1978).

Chacko, Elizabeth : The Formation of a Contemporary Ethnic Enclave: The Case of "Little Ethiopia" in Los Angeles, available at <https://www.researchgate.net/publication/293207337>.

Cutler, David M. and Edward L. Glaeser (1997). "Are Ghettos Good or Bad?" *The Quarterly Journal of Economics*, 112(3): 827-872.

Ganguly & Macduff : *Ethnic Conflict & Secessionism in South & East Asia*. 2003, Sage (Chap.1, 2, 3).

Kim, Jinwon : "Manhattan's Koreatown as a Transclave: The Emergence of a New Ethnic Enclave in a Global City", *City & Community*, 17, 1, (276-295), (2018).

Peach, Ceri. 2009. "Slippery Segregation: Discovering or Manufacturing Ghettos?" *Journal of Ethnic and Migration Studies* 35:1381-1395.

Qadeer, M.A. Ethnic segregation in a multicultural city. In *Desegregating the City*; Varady, D.P., Ed., State University of New York Press: Albany, NY, USA, 2005; pp. 49-61.

Richard L. Schaefer. (2012). *Racial and Ethnic Groups*. 13th edition. Boston: Pearson.

Schermmerhorn, R. A. : *Ethnic Plurality in India*, 1978, Tuscon University Press. Arizona.

Sharkey, Patrick and Jacob Faber. 2014. "Where, when, why and for whom do residential contexts matter? Moving away from the dichotomous understanding of neighborhood effects." *Annual Review of Sociology*. 40: 559-579.

Smith, Anthony D.: *The Ethnic Origins of Nations*. Oxford: Basil Blackwell (1998) *nationalism and Modernism; A Critical Survey of Recent Theories of Nations and Nationalism*. (1986) London: Routledge.

Suggested Readings UNIT-II

Benjamin, Joseph, 2006, *Minorities in Indian Social System*, (Vol.-1&2) New Delhi: Gyan Publishing House.

Gupta, Dipankar : 'Secularization and Minoritization: The Limits of Heroic Thought', in D.L. Sheth and G. Mahajan (eds), *Minority Identities and the Nation-State*. (1999) New Delhi: Oxford University Press.

Gurr, Ted Robert : *Minorities at Risk: A Global View of Ethnopolitical Conflict*. (1994). Washington D.C.: United States Institute of Peace Press.

Hannum, Hurst. "The concept and definition of minorities", in M. Weller (ed.), *Universal Minority Rights. A Commentary on the Jurisprudence of International Courts and Treaty Bodies*, Oxford University Press, 2011: 49-66.

Harvey, Colin and Schwartz, Alan (eds.) *Rights in Divided Societies* (especially Introduction and Chapter 1), London, Hart publishing.

Jehangir, Jawaid and Shankar Bose, eds., *Minorities of India, Problems and Prospects*, Manak Publications, New Delhi, 2007.

May Stephen et al : *Ethnicity, Nationalism and Minority Rights* 2004, Cambridge: Cambridge University Press. Pp. 121-143.

Naber, Nadine. 2012. "From Model Minority to Problem Minority." *Arab America* New York, NY: NYU Press. 25-61.

Robinson, R. (2007). Indian Muslims: The Varied Dimensions of Marginality. *Economic and Political Weekly*, 839 - 843.

S.K.Mitra and Dietmer Rothermund, (eds.), *Legitimacy and Conflict in South Asia*, Delhi, Manohar, 1998.

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The UN Declaration on the Rights of Persons Belonging to Minorities: Background, Analysis and Observations, MRG, London, 1993.

Thrupkaew, Noy. 2014. "The Myth of the Model Minority" in P. Rothenberg & K. Mayhew (eds), Race, Class, and Gender in the United States (pp. 25-39).

Weisskopf, Thomas E., Affirmative Action in the United States and India: A Comparative Perspective, New York: Routledge, 2004.

Suggested Readings UNIT-III

Ahmad, Aijaz : "Right-Wing Politics, and the Cultures of Cruelty", *Social Scientist*, Vol. 26, No. 9/10 (Sep. - Oct., 1998), pp. 3-25.

Ansari, M.T and Achar, Deeptha, eds. (2010). *Discourse, Democracy and Difference: Perspectives on Community, Politics and Culture*, Delhi: Sahitya Akademi.

Bajpai, Rochana. (2011) *Debating Differences: Group Rights and Liberal Democracy in India*. Delhi: Oxford University Press.

Barber, Benjamin, "Democracy versus Diversity", Speech by Benjamin Barber in Local-Global: Identity, Security, Community.

Benhabib, Seyla : The Claims of Culture: Equality and Diversity in the Global Era.

Béteille, André : The Institutions of Democracy, *Economic and Political Weekly*, Vol. 46, No. 29 (JULY 16-22, 2011), pp. 75, 77-84.

Blee, Kathleen M. and Kimberly A. Creasap: "Conservative and Right-Wing Movements", *Annual Review of Sociology*, Vol. 36 (2010), pp. 269-286.

Brettschneider, Corey : When the State Speaks, What Should It Say? The Dilemmas of Freedom of Expression and Democratic Persuasion, *Perspectives on Politics*, Vol. 8, No. 4 (December 2010), pp. 1005-1019.

Caiani, Manuela: Radical right-wing movements: Who, when, how and why? sociopaedia.isa, 2017.

Chatterjee, Partha.(1998) 'Secularism and Toleration' in Rajeev Bhargava (ed.) *Secularism and its Critics*. Delhi: Oxford University Press.

Ganeri, Jonardon : Intellectual India: Reason, Identity, Dissent, *New Literary History*, Vol. 40, No. 2, India and the West (SPRING 2009), pp. 247- 263.

J.Q. Adams & Pearlie Strother-Adams (2008). *Dealing with Diversity: The Anthology*, 2nd edition. Kendall Hunt Publishing Company.

Kaul, Nitasha : Rise of the Political Right in India: Hindutva-Development Mix, Modi Myth, and Dualities, *Journal of Labor and Society*, Volume 20, December 2017, pp. 523-548.

Kremnitzer, Mordechai and Shiri Krebs: From Illiberal Legislation to Intolerant Democracy, *Israel Studies Review*, Vol. 26, No. 1 (Summer 2011), pp. 4-11.

Kymlicka, Will. 2010. "The rise and fall of multiculturalism? New debates on inclusion and accommodation in diverse societies." *International Social Science Journal*, 61 (199):97-112.

Mahajan, Gurpreet : The Multicultural Path: Issues of Diversity and Discrimination in Democracy, 2002, New Delhi: Sage Publications.

Merkel, Wolfgang & Weiffen, Brigitte. "Does Heterogeneity Hinder Democracy?", *Comparative Sociology* 11 (2012): 387-421.

Parekh, Bhikhu : Rethinking Multiculturalism: Cultural Diversity and Political Theory. 2000. Massachusetts: Harvard University Press.

Rydgren, Jens : "The Sociology of the Radical Right", *Annual Review of Sociology*, Vol. 33 (2007), pp. 241-262.

Scanlon, Thomas : A Theory of Freedom of Expression, *Philosophy & Public Affairs*, Vol. 1, No. 2 (Winter, 1972), pp. 204-226.

Sen, Amartya. (2006): *Identity and Violence: The Illusion of Destiny*, London: Penguin.

Sorabjee, Soli J. : "Indian Democracy: reality or myth?", *India International Centre Quarterly*, Vol. 33, No. 2 (AUTUMN 2006), pp. 83-96.

Vertovec, Steven. 2010. "Towards post-multiculturalism? Changing communities, conditions and contexts of diversity." *International Social Science Journal*. 61 (199):83-95.

Wright, Matthew : "Diversity and the Imagined Community: Immigrant Diversity and Conceptions of National Identity", *Political Psychology*, Vol. 32, No. 5 (October 2011), pp. 837-862.

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Code: MSO-103

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Sociology of Religion
M.A. (Sociology) Sociology, Semester I, 2020
(Optional)

Course Objective:

This course is designed to examine faith as a mode of reason and attempts to distinguish between the theological and the sociological approaches to it. It problematizes the definition of religion and uses the multiplicity within religions to critique hegemonic, unitary models that serve to homogenize and reify an incoherent, messy experience.

Further, the course seeks to familiarize students with the sociological coordinates of contemporary debates around religion that one encounters in the contemporary world. The possibilities of democracy and dialogue enabled through religion have to be understood alongside events like banning of the veil in France, rise of Islamophobia post 9/11. Particularly in the context of the present, the (in)translatability of traditional formats onto the digital open up ways of thinking about religion that nudge us to rethink and reassess the human relationship with the divine that is mediated by technology.

Learning Outcomes:

After successful completion of the present course, the student should be able to:

1. Understand the manner in which religion as a worldview competes with other modes of conceptualizing the world.
2. Examine in a comparative manner, the link between religion and identity and the manner in which it is constructed.
3. Develop a nuanced understanding of the political economy that sustains and is sustained by religion in public life.
4. Question the ease (or lack thereof) of translating religion onto virtual spaces.
5. Develop insights regarding the creative potential of religion that contributes to particular forms of the artistic and the aesthetic.

Unit I: Religion as Worldview

1. Ideas, Institutions and Practices
2. Sociological approach to religion
3. Religion/ non-religion and multiplicities within

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Unit II: Religion in the Everyday

1. Comparing religions: Identity and Ethics
2. Intersections: Caste and Gender
3. Sects, Saints and shrines, Novel forms of religiosity

Unit III: Religion and Dialogue

1. Religion in the virtual realm
2. Secularism, Communalism and Fundamentalism
3. Religion and Creativity

Essential Readings:

1. Agamben, Giorgio. 2019. *Creation and Anarchy: The Work of Art and the Religion of Capitalism*, Stanford University Press, Stanford, California.
2. Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*, University of California Press, California.
3. Asad, Talal. 2003. *Formations of the Secular: Christianity, Islam and Modernity*, Stanford University Press, Stanford, California.
4. Asad, Talal. 1993. *Genealogies of Religion: Disciplines and Reasons of Power in Christianity and Islam*, Johns Hopkins University Press.
5. Asad, Talal. 1983. *Anthropological Conceptions of Religion: Reflections on Geertz in Man*, New Series, Vol. 18, No. 2, pp. 237-259.
6. Barrett, Ronald L. 2005. *Aghor Medicine: Pollution, Death and Healing in North India*, University of California Press, Berkeley and Los Angeles, California.
7. Berger, Peter. 1967. *The Sacred Canopy*. Garden City, New York.
8. Campbell, Colin. 1971. *Toward a Sociology of Irreligion*. The Macmillan Press Ltd., London and Basingstoke.
9. Campbell, Heidi (ed.). 2013. *Digital Religion: Understanding Religious Practice in New Media Worlds*. Routledge, London and New York.
10. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translation by Karen Fields. The Free Press, New York.
11. Flanagan, K. (2001). Reflexivity, Ethics and the Teaching of the Sociology of Religion. *Sociology*, 35(1), 1-19.
12. Gandhi, Ramachandra. 2015. 'Brahmacharya' in *The Seven Sages*, Penguin.
13. Geertz, Clifford. 1973. 'Religion as a Cultural System' in *The Interpretation of Culture*, Basic Books, New York.
14. Gilson, Michael. 2000. *Recognizing Islam: Religion and Society in the Modern Middle East*, I.B.Tauris.
15. Henn, Alexander. *Hindu Catholic Engagements in Goa: Religion, Colonialism and Modernity*
16. Hojsgaard, Morten and Margit Warburg (ed.). 2005. *Religion and Cyberspace*. Routledge, London and New York.

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17. Juergensmeyer, Mark. Terror in the Mind of God.
18. Kaur, Kulwinder. 'Canon, modernity and practice of Rahit in defining Sikh identity', in *Eastern Anthropologist*, 69:1 (2016), pp.37-50.
19. Lester, Rebecca. Jesus in Our Wombs: Embodying Modernity in a Mexican Convent.
20. Marx, Karl. 1970. Critique of Hegel's Philosophy of Right, Oxford University Press.
21. Mauss, Marcel. 2003. On Prayer, BergahnBooks, New York.
22. McGuire, Meredith B. 2008. Lived Religion: Faith and Practice in Everyday Life, Oxford University Press, Oxford.
23. Nandy Ashish, 1995. An Anti Secularist Manifesto. *International Centre Quarterly*, 22(1), 35-64.
24. Plate, Brent S. 2005. Walter Benjamin, Religion and Aesthetics: Rethinking Religion through the Arts. Routledge, New York.
25. Saler, Benson. 1999. Conceptualizing Religion: Immanent Anthropologists, Transcendent Natives, and Unbounded Categories.
26. Schilbrack, Kevin. 2013. What Isn't Religion? In *The Journal of Religion*, Vol. 93, No. 3 (July 2013), pp. 291-318.
27. Skaria, Ajay. 2016. Unconditional Equality: Gandhi's Religion of Resistance, University of Minnesota Press, Minneapolis, MN.
28. Uberoi, JPS. 2019. 'Metaphysics of the Indian Modernity: The Theory of the Name' in Mind and Society: From Indian Studies to General Sociology, Oxford University Press.
29. Uberoi, JPS. 1991. 'The Five Symbols of Sikhism' in T. N. Madan (ed.) Religion in India, Oxford University Press, New Delhi.
30. Weber, Max. The Protestant Ethic and Spirit of Capitalism
31. Wuthman, Robert. 2003. Studying Religion, making it Sociological in M. Dillon (ed.) Handbook of the Sociology of Religion, Cambridge University Press, Cambridge.

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

Code: MSO-101

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

Essential Readings for Unit I:

1. Benton, Ted. *Philosophical Foundations of the Three Sociologies* (chapters-5, 7, & 8). 1977. Routledge & Keagan Paul, London.
2. Comte, Auguste, *The Positive Philosophy*, (selected pages).
3. Goldman, Lucien. *Enlightenment*. 1968. Routledge. London.

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4. Hobsbawm, Eric J. 1962, *The Age of Revolution (1789-1848)*. Weidenfeld and Sphere Books Ltd (chapters 2, 3 and 6).
 5. Horkheimer, Max and Adorno, Theodor. *Dialectic of Enlightenment*. 1979. Verso. London.
 6. Kant, I. 1784, "An Answer to the Question: What is Enlightenment?" (Essay)
 7. Nisbet, R.A. 1967, *The Sociological Tradition*, "The Unit Ideas of Sociology." Pp. 3-20, and "The Two Revolutions." Pp. 21-44. Heinemann: London.
 8. Zeitlin, Irving, M. 1968. *Ideology and the Development of Sociological Theory*. Prentice Hall: Englewood Cliffs, New Jersey. Chaps. 1, 6, 7.

Essential Readings for Unit II:

1. Durkheim, Emile, *The Division of Labor in Society*. Free Press: New York. 1984.
2. Lukes, Steven, ed. 1982. *Durkheim: His Life and Work*,
3. Michael, Taylor, 2007, *The Philosophy of Herbert Spencer*, Continuum: London (selected pages).
4. Spencer, Herbert, 1873, *The Study of Sociology*, University of Michigan Press: Ann Arbor, 1969.
5. Marx, Karl and Engels, F. 1969, *Selected Works*, Vol. I, Moscow, Progress Publishers.

Essential Readings for Unit III:

1. Gerth, H.H. and Mills C.W.(ed.), 1991, *From Max Weber: Essays in Sociology*. Routledge: London.
2. Marx, Karl, 1977, *Economic and Philosophic Manuscripts of 1844*, Progress Publishers: Moscow (pages 66-80).
3. Marx, Karl. 1954. *Capital*. Vol. I. Progress Publishers: Moscow. Chaps 1, 7, 23
4. Weber, Max. 1976. *The Protestant Ethic and the Spirit of Capitalism*. Allen and Unwin: London.
5. Simmel, 1903/1971, 'The Metropolis and Mental Life' in D. Levine (ed.) *Georg Simmel*, University of Chicago Press: pgs. 324-339.
6. Simmel, 1971. 'On Individuality and Social Forms' in D. Levine (ed.) *Georg Simmel*, University of Chicago Press.

Suggested Readings:

1. Ritzer, George and Goodman, D.J., 2008, *Classical Sociological Theory*, McGraw Hill: New York.
2. Calhoun, Craig, et.al. (ed.), 2007, *Classical Sociological Theory*, Blackwell.
3. Parkin, Frank, 2007, *Max Weber*, Routledge: New Delhi.

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Methodological Orientations and Methods in Research

M.A SOCIOLOGY, 1st Semester

Code: MSD-102

Credit: 4

Course Objective:

The main objective of this course is to orient M.A. students with research methodologies, various tools and techniques of social sciences. The ontological and epistemological debates on formation and construction of knowledge and facts in social science will be deliberated.

The course will prepare students to have basic framework of research processes and build up confidence for taking up research in the future. It and equip them with the necessary skill for writing their M.A. Dissertation. The course will also help students to appreciate the scholarly writing and evaluate its quality.

I. Philosophical Orientations in Research

- Paradigm Shift
- Rationalism and Empiricism
- Deconstruction and Decolonisation

II. Methodological Perspectives

- Positivism and Interpretivism
- Phenomenology and Ethnomethodology
- Dialectics, Semiotics, Feminist

III. Methods

- Quantitative
- Qualitative
- Mixed Methods

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Unit 1. Prescribed Readings

1. Cohen, Morris R., 1932, "Hegel's Rationalism", The Philosophical Review, Vol. 41, No. 3 (May, 1932), pp. 283-301.
2. Derrida, Jacques, 1998, Of Grammatology, Translation. Gayatri Chakravorty Spivak, Maryland, The Johns Hopkins University Press.
3. Foucault, Michel, 1969, The Archaeology of Knowledge, Trans. A. M. Sheridan Smith, London, Routledge.
4. Fuchs, S and Ward, S., 1994 "What is Deconstruction, and Where and When Does it Take Place? Making Facts in Science, Building Cases in Law", American Sociological Review, Vol. 59, No. 4 (Aug., 1994), pp. 481-500, Published by: American Sociological Association
5. Orman, T. Firinci "Paradigm as a Central Concept in Thomas Kuhn's Thought" International Journal of Humanities and Social Science Vol. 6, No. 10; October 2016.
6. Quine, W.V.O, 1951, 'Two Dogmas of Empiricism,' The Philosophical Review, 60: 20-43.
7. Ritzer, George, 1981, "Paradigm Analysis in Sociology: Clarifying the Issues", American Sociological Review, Vol. 46, No. 2, pp. 245-248
8. Smith, L. Tuhiwai, 2012, "Decolonizing Methodologies: Research and Indigenous Peoples", published by Zed Books Ltd, UK.
9. Wilson, Edwin B., 1926 "Empiricism and Rationalism" Science, New Series, Vol. 64, No. 1646 Published by: American Association for the Advancement of Science

Suggested Readings

- Benn, IS and Mortimer G.W, (eds.), 1976, Rationality and the Social Sciences, London, Routledge and Kegan Paul.
- Doyal, L. and R. Harris, 1986, *Empiricism, Explanation, and Rationality*, London, Routledge Kegan and Paul.
- Eckberg, Douglas Lee & Hill, Lester and Jr, 1979, "The Paradigm Concept and Sociology: A Critical Review", American Sociological Review, Vol. 44, No. 6, pp. 925-937
- Feyerabend, Paul, 1987, *Farewell to Reason*, London, Verso.
- Feyerabend, Paul, 1975, *Against Methods: Outline of an Anarchist Theory of Knowledge*. London, Gellner, Ernest, 1992, *Reason and Culture: The Historic Role of Rationality and Rationalism*, Oxford, Basil Blackwell.
- Hicks, Stephen, 2004, "Explaining Postmodernism", Scholargy Publishing, Tempe, Arizona, New Berlin/Wisconsin, USA
- Hundert E. J, Van Haltoon and David R Olson, (ed.), 1987, 'Enlightenment and the Decay of Common Sense.' in Frits Van Holthoon. *Common Sense the Foundations of Social Science*, New York. University of American Press.
- Khun, Thomas, 1962, *Structure of Scientific Revolution*, Chicago, University of Chicago Press.
- Popper, Karl, 1996, *The Structure of Scientific Revolution*, Chicago, University of Chicago Press.
- Popper, Karl, 2002, *Conjectures and Refutations*, New York, Routledge.
- Verso. Hume, David, 1999, *An Enquiry Concerning Human Understanding*, New York, Oxford University Press.

Unit 2. Prescribed Readings



1. ANANDHI, S., VELAYUDHAN, MEERA, 2010, "Rethinking Feminist Methodologies", Economic and Political Weekly, Vol. 45, No. 44/45.
2. Barthes, R. 1977, "Elements of Semiology", New York, Hill and Wang.
3. Halfpenny, Peter, 1982, *Positivism and Sociology*, London, Allen & Unwin.
4. Harding, Sandra, G. (ed.), 1987, *Feminism and Methodology*, USA, Indiana University Press.
5. Ilyenkov, E. Vasilyevich, 2014 "Dialectical Logic", publisher Lulu.com.
6. Luckman, Thomas, 1978, *Phenomenology and Sociology*, New York, Penguin Books.
7. Max Weber, 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley, California University Press.
8. Oakley, Ann, 1998, "Gender, Methodology and People's Ways of Knowing: Some Problems with Feminism and the Paradigm Debate in Social Science": Sociology, Vol. 32, No. 4, pp. 707-731
9. Wilson, Thomas P. and Zimmerman, Don H., 1980, "ETHNOMETHODOLOGY, SOCIOLOGY AND THEORY", Humboldt Journal of Social Relations, Vol. 7, No. 1 pp. 52-88, Published by: Department of Sociology, Humboldt State University.
10. Weber, Max. Edward Shils, 1949, *The Methodology of the Social Sciences*, New York, Free Press. Chapters 1 & 2.

Suggested Readings

Berger, Peter L and Thomas Luckmann, 1976, *The Social Construction of Reality*, U. S. A, Penguin Books.

Blumer, Martin, (ed.), 2003, *Sociological Research Methods*. USA, The Macmillan Press Ltd and Transaction.

Gouldner, Alwin, W., 1972, *Coming Crisis of Western Sociology*, London, Heinemann.

Hammersley, Martyn, 1992, "On Feminist Methodology" Sociology, Vol. 26, No. 2, pp. 187-206. Published by: Sage Publications, Ltd.

Nagel, Ernest, 1979, *The Structure of Science: Problems in the Logic of Scientific Explanation*, Indianapolis, Hackett Publishing.

Unit 3. Prescribed Readings

1. Bell, David C. 1979, "Theories, Orientations, and Paradigms: Pluralism in Sociology", The Pacific Sociological Review, Vol. 22, No. 3, pp. 309-331
2. Bryman, Alan, 1984 "The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology? Source: The British Journal of Sociology, Vol. 35, No. 1, pp. 75-92 Published by: Wiley on behalf of The London School of Economics and Political Science.
3. Bryman, Alan, 2006, "Integrating quantitative and qualitative research: how is it done?", Sage Journal Publication.
4. Wilson, P, Thomas, 1986, "QUALITATIVE "VERSUS" QUANTITATIVE METHODS IN SOCIAL RESEARCH", *Bulletin of Sociological Methodology* No. 10 (April, 1986), pp. 25-51.

Suggested Readings

Bourdieu, Pierre, 1990, *The Logic of Practice*, Cambridge, Polity Press.



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Ciddens, Anthony, 1993, New Rules of Sociological Methods, Stanford, Stanford University Press

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Code: MSO-105

Total Credits: 04

Course objectives:

This course aims to examine the relationship between ecology and society, the diversity of life and the various social and cultural processes that link these. The environmental concerns which are affecting very aspects of life will be discussed in both historical and contemporary scenario using both the sociological as well as anthropological perspectives. Apart from this ecological movement, environmentalism and conservation will be discussed with empirical studies.

Learning Outcomes:

1. Students will be able to understand the basic theories and concepts related to ecology and society discourse.
2. They will be able to analyse the impact of human pressure on the natural environment, sustainable development and biodiversity conservation.
3. They will be familiarising with the current environment crisis such as climate change and pollution etc.
4. They will be able to critically analyse various social and cultural processes that have a negative impact on environment.

Unit-I

Ecosystems and Streams of Ecological Thought

- 1) Industrial revolution, Domination over nature
- 2) Mutual Aid, Indigenous perspectives
- 3) Eco- Feminism

Unit-II

Ecology, Environment and Praxis

- 1) The Environmental-Ecological Crisis
- 2) Marxist approach to ecology
- 3) Culture and Ecological systems, Cultural Ecology

Unit-III

Ecological Democracy

- 1) Ecological movements, rights to nature and Livelihoods
- 2) Environmentalism: Climate change, consumption and lifestyles
- 3) Conservation, Development and ecological sustainability

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Essential Readings:

1. Clack, Brett and Richard York, Carbon Metabolism: Global Capitalism, Climate Change, and the Biospheric Rift in Theory and Society, Vol. 34, No. 4 (Aug., 2005), pp. 391-428
2. Del Mar, David Peterson. 2006. Environmentalism. London and New York. Pearson Longman (Chap-1.2)
3. Engles, Frederick, (1883) 1939. Dialectics of Nature
<http://www.marxists.org/archive/marx/works/1883/don/index.htm>
4. Grim, John A, 2001. Indigenous Traditions and Ecology-The Interbeing of Cosmology and Community, Harvard University Press, Cambridge. -
5. Hannigan, John. 1995. Environmental Sociology. London and New York. Routledge
6. Haydock, Karen. 2017. A Marxist approach to understanding ecology. EPW. Sept. 16. Vol. LII. No. 37
7. Kothari, Ashish. 2013. Development and ecological sustainability in India. EPW. July 27. XLVIII. No. 30
8. Kropotkin, Peter. 1902. Mutual Aid-A Factor in Evolution
<http://marxists.org/reference/archive/kropotkin-peter/1902/mutual-aid/index.htm>
9. Parson, Howard L, 1977. (Ed and compiled) Marx and Engels on Ecology. Greenwood Press, London.
10. Pattberg, Philipp. 2007. Conquest, domination and control: Europe's mastery over nature in historical perspective. Journal of political ecology. Vol. 14
11. Prasad, Archana 2003. Against Ecological Romanticism-Verrier Elwin and the Making of an Anti-Modern Tribal Identity, Three Essays Collective, Delhi
12. Rifkin, Jeremy Darwins Vision: A Reflection of the Industrial State of Mind, in Rifkin, Jeremy 1983. Algeny, The Viking Press, New York
13. Shiva, Vandana. 1991. Biotechnology development and conservation of biodiversity. EPW. Nov. 30
14. Shiva, Vandana and Maria Mies. 1993. Ecofeminism. New Delhi. Kali for women
15. Singh, Shekhar Some Aspects of the Ecological Crisis in India's Source in Social Scientist, Vol. 13, No. 7/8 (Jul. - Aug., 1985), pp. 82-89.
16. Subramanian Arvind Nancy Brijdsall and Aaditya Mattoo India and, Climate Change: Some International Dimensions in Economic and Political Weekly August 2009 Vol XLIV No 31
17. Sutton, Mrk. Q and E.N. Anderson. 2014. Introduction to cultural ecology. Lanham and New York. Altamira
18. Warren Karen J. and Jim Cheney Ecological Feminism and Ecosystem Ecology in: Hypatia, Vol. 6, No. 1, Ecological Feminism (Spring, 1991), pp. 179-197
19. White, Jr Lynn The Historical Roots of Our Ecologic Crisis. In Science, New Series, Vol. 155, No. 3767 (Mar. 10, 1967), pp. 1203-1207

Suggested Readings:

1. Beck, Ulrich. 2001. Ecological question in a framework of manufactured uncertainties, in Steven Seidman and Jeffery. C. Alexandra (eds.) "The new social theory-Reader: contemporary debates". London and New York. Routledge
2. Benton, Ted 1993. Natural Relations-Ecology, Animal Rights and Social Justice, Verso, London
3. Bijoy C R. 2006. Kerala's Plachimada Struggle in Economic and Political Weekly. October 14

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1. Barua Rita 2004, Ecology and environment, in Veena Das (ed.) "Oxford handbook of Indian Sociology", New Delhi, OUP
2. Cittadino, Eugene, 1990, Nature as Laboratory-Darwinian plant ecology in the German Empire 180-1900, Cambridge University Press, Cambridge.
3. Guha Ramchandra 1994 ed. Social Ecology, Oxford University Press, Delhi
4. Grove Richard, Vinita Damodaran, Satpal Sangwan 1998 Nature and the Orient- Environmental History of South and Southeast Asia, Oxford University Press Delhi
5. Harvey, David, 1996, Justice, Nature and the Geography of Difference, Blackwell, Oxford
6. Penn, Dustin J The Evolutionary Roots of Our Environmental Problems: Toward a Darwinian Ecology in: The Quarterly Review of Biology, Vol. 78, No. 3 (Sep., 2003), pp. 275-301
7. Philip Kavita Nature, Cultural Capital and Empire in Capitalism Nature and Socialism Vol 18 No 1 (March 2007)

विभागाध्यक्ष / Head

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25/July/19

Sociology of Tribes and Indigenous People

CBCS-Course M.A. Sociology, Semester-I

Code: MSOX-11

Total Credits: 04

Objective:

The indigenous people constitute a significant segment of any society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of indigenous people. It takes a sociological approach to critically analyzing the concept of tribe and the problem of definition. It focuses on ways in which indigenous peoples have been impacted and continue to respond to forces such as colonialism, capitalism and development in different regions. Drawing on topics such as conflict over ecology, political autonomy, politics of resistance, modern development etc, and the course will explore the lived realities of different cultures. This paper will attempt to understand how Indigeneity, currently being defined and articulated, both as a theoretical concept and a lived experience. It will also focus on the tribal situation in contemporary economic and political context of India. Indigenous communities and tribes, continue to confront a range of issues that challenge their ability to maintain their cultures, govern themselves, and decide their futures.

Learning Outcomes:

1. Students will be able to describe the concepts of tribe and indigenous as well as relate it with particular historical context.
2. The will be able to engage with the everyday ways of life of tribes and the changes associated with it.
3. The students will be able to examine various social, cultural, economical and political processes in different context and related to specific community.
4. They will be able to develop a critical outlook towards state policies and its applications and consequences.

Unit-I

Concept and context

- 1) Tribe and the Problem of Definition
- 2) Colonial Construction and Anthropological gaze
- 3) Exploring Indigeneity

Unit-II

Contemporary issues and indigenous peoples

- 1) Territories and Questions of Political Autonomy

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नई दिल्ली / New Delhi-110 025

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- 2) Ecology: Conservation and Conflict
- 3) State and the Politics of Resistance

(K2)

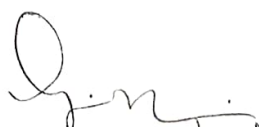
Unit-III

Tribal situation in India: Emerging Challenges

- 1) Tribes and Indian society: Antiquity, academic and administrative significance
- 2) Development and Marginalisation
- 3) Constitutional safeguards/ provisions

Essentials Reading:

1. Baruah, Sanjib "Durable Disorder-Understand the politics of North-east India,(Intro,Chap-1,2,5)
2. Baviskar, Amita, 1995, "In the Belly of the River: Tribal Conflict over development in the Narmada Vally", Delhi, OUP.
3. Bhangya, Bhukya 2008, The mapping of the Adivasi social: Colonial Anthropology and Adivasis, EPW, Sept.27
4. Bijoy, C.R, Sankar Gopal Krishnan and Shomana Khanna.2010,India and the Rights of Indigenous people-Constitutional, Legislative and Administrative provisions centring Indigenous and tribal people in India and their relations to international law on indigenous people (Report),Asia Indigenous people pact (A cast study of Jharkhand and Nagaland
5. Beteille, Andre 1986 "The concept of Tribe with special reference to India" European journal of Sociology, 27 PP 297-318
6. Beteille, Andre.1998. The idea of indigenous people, Current Anthropology, Vol.39, No.2, April.
7. Duncan, Mc Durie-RA,2016, "Cosmopolitan Tribals-Frontier migrants in Delhi" in Nandini Sunder (Ed.)-The Scheduled tribe and their India-Politics, Identities, Policies and work, New Delhi, OUP
8. Goldtooth, Tom B.K. 2004: Stolen resources: Continuing threats to Indigenous people's sovereignty and survival, Race, Poverty and environment, Vol.11, No.1(summer 2004)Srivastava, Vinay Kumar "Concept of 'Tribe' in the Draft National Tribal Policy", Economic and Political Weekly, Vol. 43, No. 50 (Dec. 13 - 19, 2008)
9. Guha, Ramachandra, 2007, Adivasis, Naxalites and Indian Democracy, Economic and Political Weekly, Vol. 42, No. 32 (Aug. 11-17)
10. Mender, Jerry and Victoria Tauli Corpuz (Ed.)2006,Paradigm war: Indigenous people's resistance to Globalization, San Francisco, Sierra club books
11. Menon, Vineetha (ed.) 2012. *Environment and tribes in India: Resource conflicts and adaptations*, Delhi, concept publishing company
12. Nagaruka, Kavazeua Festus 2007, " Historical distortion and human degradation-The tribe as a Eurocentric mentality than African reality", Humian Architecture time: Journal of Sociology of self knowledge.
13. Neetha, N, 2016, "Urban housekeepers from tribal homelands: Adivasi women migrants and domestic work in Delhi" in Meena Radhakrishna, (Ed.)First,citizens-studies on Adivasis, Tribals, and Indigenous peoples in India, New Delhi, OUP.
14. Nathan, Dev and Virginious Xaxa 2012 "Social exclusion and adverse inclusion-Development and deprivation of Adivasis in India" Oxford University press (Intro, Chap-1).
15. Radhakrishna, Meena, Ed.)2016, "First citizens-studies on Adivasis, Tribals and Indigenous peoples in India, New Delhi, OUP (Intro, chap-1).


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16. Srikanth, H. & C.J. Thomas, 2005, Naga Resistance Movement and Peace Process in North East India, *Peace and Democracy in South Asia*, Volume 1, Issue 2.
17. Sunder, Nandini (Ed.) 2016, "The Scheduled tribe and their India-Politics. Identities, Policies and work" New Delhi, OUP (Intro.).
18. Wolf Richard K. and Frank Heidemann, "Indigeneity, Performance, and the State in South Asia and Beyond", *Asian Ethnology*, Vol. 73, No. 1/2, Special Issue.
19. Xaxa, Virginius, 2008, "State, Society and Tribes: Issues in Post-colonial India, Delhi, Pearson Longman (Intro, Chap-1).

Suggested Readings:

1. Chacko, Pariyaram, M. 2005 "Tribal Communities and Social Change: Themes in Indian Sociology Vol-V" New Delhi, Sage Publication
2. Ghurye, G.S 1945 "The Aborigines -so called-and their future", Bombay, Popular Prakashan
3. Guha, Ramchandran, 1999 "Savaging the Civilized: Verrier Elwin, His Tribes and India" New Delhi
4. Mishra, Tilottama and Udayan Mishra, 1996 "Movement for Autonomy in India's North-East" in T.V. Satyamurthy (Eds.) *Region, Religion, Caste, Gender and Culture in Contemporary India* Vol-3, New Delhi, OUP
5. Nathan, Dev, Govind Kelkar and Pierre Walter (Eds.) 2004 "Globalisation and Indigenous People in Asia: Changing the Local-Global Interface" New Delhi, Sage Publication
6. Rath, Govind Chandra (Eds.) 2006 "Tribal Development in India: The Contemporary Debate, New Delhi, Sage Publication (Intro.)
7. Sinha, Surajit. 1982 "Tribes and Indina Civilisation: Structure and Transformation, Varanasi, N. K. Bose Memorial Foundation
8. Stephen Corry, 2011, Tomorrow's tribe-The world's tribal peoples, in the 21st century, www.rightlivelihoodaward.org
9. The Oxford India Elwin (selected writings) 2009, New Delhi, OUP (Intro. And selected chapters)

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25 July 19

Time Table Ph.D. Sociology, (Summer Session) 2025

Date-10.07.2025

Period		II	III	IV	V	VI	Lunch Break	VII	VIII	IX
Time		9.20	10.10	11.00	11.50	12.40	1.30	2.00	2.50	3.40
Monday-Thursday			Research and Publication Ethics Friday Committee Room, Dean Office, FSS, JMI	Advance Social Research Methods Monday-Thursday (Seminar Room) Dr Gomati B. Hembrom	Philosophical Debates in Social Sciences Monday-Thursday (Seminar Room) Dr. Sumbul Farah	Contemporary Debates in Social Theory Monday-Thursday (Seminar Room) Prof. Arvinder Ansari		Reading and Writing for Research (Practical) Monday-Thursday Supervisor's Office Respective Supervisor	Term-paper Supervisor's Office Monday-Thursday Respective Supervisor	

- Classes will begin from: 16.07.2025


10/7/25

(Prof. Azra Abidi)
Head



(Prof. Mahisha T. Pandey)
Timetable In-charge

Time Table, M.A. Sociology 2025

Semesters I and III (Monsoon Semester)

Dated 10.07.2025

Periods	II	III	IV	V	VI	Lunch Break	VII	VIII	IX
Class Time	9:20	10:10	11:00	11:50	12:40	1:30	2:00	2:50	3:40
M. A. (Sem-I)		Ecology and Society (Optional) (MSO-105) Monday-Thursday (Friday Remedial Class) Prof. Azra Abidi	Ethnicity, Minorities & Multiculturalism (Optional) (MSO-104) Monday-Thursday (Friday Remedial Class) Prof. Arvinder A. Ansari	Classical Sociological Theory (MSO-101) Monday-Thursday (Friday Remedial Class) Prof. Shafique Ahmed	Methodological Orientations and Methods in Research (MSO-102) Monday-Thursday (Friday Remedial Class) Prof. Kulwinder Kaur		<u>CBCS</u> Sociology of Tribes & Indigenous People (MSOX-11) Monday-Thursday (Friday Remedial Class) Dr. Gomati Bodra Hembrom	Sociology of Religion (Optional) (MSO-103) Monday-Thursday (Friday Remedial Class) (Contractual Faculty)	
M. A (Sem-III)	Reading, Writing and Reflexivity (Dissertation I) (MSO-309) Monday-Thursday (Friday Remedial Class) Dr. Sumbul Farah	Sociology of Agrarian Society (Optional) (MSO-307) Monday-Thursday (Friday Remedial Class) Dr. Pradyumna Bag	Sociology of Development and Globalization (Optional) (MSO-304) Monday-Thursday (Friday Remedial Class) Prof. Manisha T. Pandey	Islam & Muslims in South Asia (Optional) (MSO-306) Monday-Thursday (Friday Remedial Class) Dr. Imtiaz Ahmad Ansari	Contemporary Sociological Theory II (MSO-305) Monday-Thursday (Friday Remedial Class) Dr. Nazimuddin Siddique		<u>CBCS</u> Critical Thinking (MSOX-32) Monday-Thursday (Friday Remedial Class) Prof. Azra Abidi / Contractual Faculty	Dissertation-I Monday-Thursday Each Faculty member will take 4 classes per week as per mutually agreed time slot.	

- M.A. Semester-III classes will begin from: 16.07.2025

A. P.
10/7/25

(Prof. Azra Abidi)

Head
विषयप्रमुख / Head

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(Prof. Manisha T. Pandey)

Timetable In-charge

Time Table, B.A. (Major/ Hons.) Sociology 2025 (Monsoon Semester) Dated: 10.07.2025

Periods	II	III	IV	V	VI	01:30 Lunch	VII	VIII	IX	X
Time	9.20	10.10	11.00	11.50	12.40		2.00	2.50	3.40	4.30
B. A. Hons. Semester I	Understanding Gender (MD) (SOC-MDC-01)	Introduction to Sociology (Major) (BSOC-MJ-101)	Indian Society: Text and Context (Major) (BSOC-MJ-102)	Invitation to Sociology (Minor) (BSO-MN-01)			Learning to Read (Skill enhancement) (SEC) (BSSEC-01) Monday-Wednesday Friday-Remedial class NTB-101 Mr. Martin Kamodang			
	Wednesday – Friday NTB-04 Safi Haider (R.S.)	Monday-Thursday Friday-Remedial class SOC-12 Dr. Sumbul Farah	Monday-Thursday Friday-Remedial class NTB-04 Prof. Kulwinder Kaur	Monday-Thursday Friday-Remedial class SSB-208 Dr. Nazimuddin Siddique			Constitutional Morality (Value added) (VAC) (BS-VAC-01) /SWAYAM Thursday-Friday NTB-101 Dr. Pradyumna Bag			
B. A. Hons. Semester III					Indian Society : Structure and Change (Minor) (BSO-MN-03)	01:30 Lunch	Contemporary Social Issues (MD) (SOC-MDC-03) Monday-Thursday Friday-Remedial class NTB-03 Mr. Martin Kamodang	Contemporary Sociological Theory (Major) (BSOC-MJ-301) Monday-Thursday Friday-Remedial class NTB-03 Prof. Shafique Ahmed	Marriage Family & Kinship (Major) (BSOC-MJ-302) Monday-Thursday Friday-Remedial class NTB-03 Dr. Gomati Bodra/ Contractual Faculty	Environmental Justice (AEC) (BS-AEC-03) Monday-Tuesday Friday-Remedial class NTB-03 Dr. Nazimuddin Siddiqui
					Monday-Thursday Friday-Remedial Class SSB-101 Dr. Imtiaz Ahmad Ansari				Interfaith Dialogue in Indian Society (VAC) (BS-VAC-03) /Swayam Wednesday-Thursday NTB-03 Prof. Azra Abidi/ Ms. Shama Kainat (RS)	

Time	9.20	10.10	11.00	11.50	12.40		2.00	2.50	3.40	4.30
B. A. Hons. Semester V				Polity and Society (BSOH-502) Monday- Thursday Friday- Remedial class SOC-12 Dr. Pradyumna Bag	Economy and Society (BSOH-501) Monday- Thursday Friday- Remedial class SOC-12 Prof. Manisha T. Pandey		CBCS* Media, Culture and Society (BSOX-51) Monday-Thursday Friday-Remedial class SOC-02 Guest Faculty		Practising Sociology (BSOH-503) (Project-I) Mon-Thurs Each Faculty member will take 4 classes per week as per mutually agreed time slot.	

* CBCS paper for V-Semester B.A. (Hons.), B.A. (Prog.)

- B.A. Semester-I, III and V classes will begin from: 16.07.2025


10/7/25

(Prof. Azra Abidi)

Head

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(Prof. Manisha T. Pandey)

Timetable In-charge


Department of Sociology

Dated: 10.07.2025

Time Table, B.A. Multidisciplinary (New)/ Programme (Old) 2025 (Monsoon Semester)

Periods	II	III	IV	V	VI		VII	VIII	IX	X
Time	9.20	10.10	11.00	11.50	12.40		2.00	2.50	3.40	4.30
B.A. (P) Multidisciplinary Semester I		Basic Concepts in Sociology (BP-SOC-01) Monday-Thursday Friday-Remedial class NTB-101 Dr. Martin Kamodang								
B. A (P). Multidisciplinary Semester III			Sociological Theory (BP-SOC-03) Monday-Thursday Friday-Remedial class NTB-102 Dr. Imtiaz Ahmad Ansari							
B.A. Prog. Semester V				Introduction to Gender Studies (BSO-501P) Monday-Thursday Friday-Remedial class Guest Faculty			CBCS Media, Culture and Society (BSOX-51) Monday-Thursday Friday-Remedial class SOC-02 Guest Faculty			

- B.A. Semester-III and V classes will begin from: 16.07.2025


10/7/25

(Prof. Azra Abid) / Head

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(Prof. Manisha T. Pandey)

Timetable In-charge

Department of Sociology
Time Table, B.A. (Subsidiary) 2025
(Monsoon Semester)

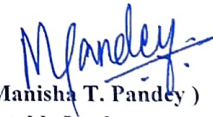
Dated: 10.07.2025

Period	II	III	IV	V	VI	Lunch Break	VII	VIII	IX
Time	9. 20	10.10	11.00	11.50	12.40	1.30	2.00	2.50	3.40
B.A. (Sub.) Semester III									
B.A. (Sub.) Semester V		Introduction to Gender Studies (BSOS-504) Monday- Thursday Friday-Remedial class SOC-12 Guest Faculty							

- Classes will begin from: 16.07.2025


 10/7/25

(Prof. Azra Abidi)
Head



(Prof. Manisha T. Pandey)
Timetable In-charge