

**Department of Sociology  
Jamia Millia Islamia  
New Delhi-110025**

**B.A. (Programme) Sociology, Academic Session 2019-2022**

**Syllabus**

<b>Semester-I</b>		
<b>S. No.</b>	<b>Paper</b>	
1.	Basic Concepts in Sociology	
2.	Diversities and Social Inequalities	<b>CBCS</b>
<b>Semester-II</b>		
1.	Society in India	
2.	Informal Economy and Society	<b>CBCS</b>
<b>Semester-III</b>		
1.	Sociological Theory	
2.	Researching Social Phenomenon	<b>CBCS</b>
<b>Semester-IV</b>		
1.	Introduction to Social Research	
2.	Education and Society	<b>CBCS</b>
<b>Semester-V</b>		
1.	Introduction to Gender Studies	
2.	Media, Culture and Society	<b>CBCS</b>
<b>Semester-VI</b>		
1.	Contemporary Social Issues	
2.	Gender Sensitization: Issues, Practices and Policies	<b>CBCS</b>

# **BASIC CONCEPTS IN SOCIOLOGY**

## **B.A. (Programme and Subsidiary)**

### **Semester-1**

### **Credit-4**

#### **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, goals, 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 fundamental 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: IbnKhalidun, Herbert Spencer, August 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, 3<sup>rd</sup> edition, Penguin Books
5. Ritzer, George (2015), Introduction to Sociology 3<sup>rd</sup> edition, University of Maryland, USA

#### **Readings in Urdu:**

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

# **DIVERSITY AND SOCIAL INEQUALITIES**

## **B.A. CBCS, Semester I**

**Total Credits: 4**

### **Course Objectives and Outcome:**

Our societies are changing and becoming more diverse. Patterns of unequal distribution and access to resources are ever growing leading to social inequalities and exclusion. In India, we may trace diversities in ethnic origins, religious, castes, tribes, languages, social customs, cultural and subcultural beliefs, regional variations etc. Therefore, this course intends to examine diversity and inequalities with an emphasis on religion, ethnicity and language cutting across age, gender and disability. It will also study the state and non- state interventions to address social inequalities.

Upon completion of this course, students will be able to adapt to the diverse surrounding more positively and contributes to positive change in society. The course will also help students to appreciate and celebrate diversity for a better inclusive society.

### **Unit I: Understanding Diversity and Inequality**

- Meaning and Concept
- Approaches: Structural-Functional
- Conflict Approach

### **UNIT II: Diversity: Forms and Practices**

- Forms of Diversity: Religion, Ethnicity and Language
- Emerging Forms: Age, Gender and Disability
- Cultural Practices: Inequalities and Marginalisation

### **UNIT III: Response and Challenges**

- Contestation and Conflict (One case study each on inter group relations within the religious, linguistic and ethnic framework)
- Policies and Laws (Affirmative Action)
- Living with Diversity (Assimilation, Adaptation, Acculturation, Integration).

### **Essential Readings:**

1. Ahmed, Imtiaz (ed.) 2000. Pluralism and Equality-Values in Indian Society and Politics, Sage: New Delhi. Chapters 5, 8,9,13.
2. Brass, P.R. 2005, Language, Religion and Politics in North India, Blackinprint.com publications.
3. Dr èze, Jean and Sen, Amartya, 2002, DEMOCRATIC PRACTICE AND SOCIAL INEQUALITY IN INDIA. Journal of Asian aSennd African Studies, Sage Journal.
4. Elderly in India: Profile and Programmes, a report of Ministry of Statistics and Programme Implementation, Government of India, 2016.
5. Ghosh, Jayati, 2016, Inequality in India: Drivers and Consequences, World Social Science Report, UNESCO
6. Guha, Ramchandra, 2007, India after Gandhi: The History of the World's Largest Democracy (Chapter 9: Redrawing the Map), HarperCollins publications.
7. Jaffrelot, Christopher, 2006, The Impact of Affirmative Action in India: More Political than Socioeconomic, India Review, 5:2, 173-189.
8. Jayal, Niraja Gopal, 2006, Representing India Ethnic Diversity and the Governance of Public Institutions, Palgrave.
9. Juergensmeyer, Mark. 1991(2008). "The Logic of Religious Violence" in T.N. Madan (ed.). Religion in India. Oxford: New Delhi. Pp.382-393. Second edition, paperback.
10. Mahajan, G. (eds), 2011, Accommodating Diversity: Ideas and Institutional Practices, Oxford University Press.
11. Malešević, Siniša, 2004, The Sociology of Ethnicity (Chapter 1,2 & 4), Sage publications.
12. Schermerhorn, R.A. 1978, Ethnic Plurality in India, Tucson: University of Arizona Press.
13. Weiner, M. 2015, Sons of the Soil: Migration and Ethnic Conflict in India, Princeton University Press.

### **Suggested Readings:**

1. Dahiwalé, S.M. 2005, Understanding Indian Society: The Non Brahmanic Perspective , Rawat Publication, New Delhi

2. Davis, Kingsley, and Wilbert E. Moore. "Some Principles of Stratification." *American Sociological Review* 10(2):242–249. Retrieved January 9, 2012 (<http://www.jstor.org/stable/2085643>).
3. Gore M. S. 2002, "Unity in Diversity: The Indian Experience in Nation-building" Rawat publications, Delhi
4. Hasan, Mushirul and Asim Roy (eds), 2005, *Living together Separately: Cultural India in History and Politics*, Oxford University Press.
5. Healey, Joseph F., *Race, Ethnicity, Gender and Class: The Sociology of Group Conflict and Change*. 7th ed. 2015. Sage.
6. Mencher, Joan P., 1974, *The Caste System Upside Down, or The Not-So-Mysterious East*, Published by: The University of Chicago Press on behalf of Wenner-Gren Foundation for Anthropological Research.
7. Oommen, T.K. 2002. *Pluralism, Equality and Identity*. Oxford: New Delhi. Pp. 42-64.
8. Ritzer, George, (ed), 2007, *Plural Society*, In *Blackwell Encyclopaedia of Sociology*.
9. Shah, A.M. 2007, M.N. Srinivas, Max Weber, and Functionalism, *Sociological Bulletin*, Vol. 56, No. 1 (January-April 2007), pp. 126-133 Published by: Indian Sociological Society Stable URL: <https://www.jstor.org/stable/23620708>
10. *Six Essays in Comparative Sociology*. By Andre Beteille. Delhi : Oxford University Press
11. Van der Veer, P. 1994, *Religious Nationalism: Hindus and Muslims in India*, University of California Press.
12. Varshney, A. 1993, *Contested Meanings: India's National Identity, Hindu Nationalism, and the Politics of Anxiety*, *Daedalus*, 227-261.

**Society in India**  
**B.A. Programme/Subsidiary Sociology**  
**Semester- II**

**Credit: 4**

**Course Objectives:**

The key aspect of Indian society is the diversity and the con-existing multiple realities. 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.

**Learning Outcomes:**

After Studying the course students will be able to:

- 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: Introduction to Indian Society**

- Approaches: Structural-Functional and Marxist
- Unity and Diversity
- Village and City

**Unit- II: Institutions and Practices**

- Family and Marriage
- Economy
- Polity

**Unit- III: Social structure Processes**

- Caste and Class
- Ethnicity and Gender
- Resistance and Movement

**Essential Readings**

1. Beteille, Andre. (2002). Sociology: Essays on Approach and Method, OUP, New Delhi.
2. Dahiwal, S.M, (ed.) (2005) Understanding Indian Society: The Non-Brahmanic Perspective (Ch. 1, 2, 3, 5 & 11).
3. Dhanagare, D.N., (1999) Themes and Perspectives in Indian Sociology, Rawat Publications.
4. Gore, M. (1996). Unity in Diversity. Social Scientist, 24(1/3), 30-43.
5. Jodhka. S.S. (ed.) (2013). Village Society Orient Black Swan, New Delhi(Ch. 1, 3 & 15).

6. Kapadia, K.M. (1966). *Marriage and family in India*, Oxford University Press: India.
7. Mason Olcott. (1944). The Caste System of India. *American Sociological Review*, 9(6), 648-657.
8. Mencher, Joan (1974), "The Caste System Upside down, or the not-so-mysterious east" *Current Anthropology*, 15(4), 469-493.
9. Merry, S. (1995). Resistance and the Cultural Power of Law. *Law & Society Review*, 29(1), 11-26.
10. Oliver C. Cox. (1944). Class and Caste: A Definition and a Distinction. *The Journal of Negro Education*, 13(2), 139-149.
11. Parekh, B. (1995). Cultural Pluralism and the Limits of Diversity. *Alternatives: Global, Local, Political*, 20(4), 431-457.
12. Rege, Sharmila (ed.) (2003), *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*, Sage Publication, New Delhi.
13. Shah, A.M. (2010). *The Structure of Indian Society: Then and Now*, Rutledge, New Delhi.
14. Shah, G. et al. (2010), *Untouchability in Rural India*, Sage, New Delhi.
15. Srinivas M.N. (1995) *Social Change in Modern India*, Orient Longman, New Delhi.
16. Srinivas, M.N. (1952). *Religion and Society among the Coorgs of South India*, Clarendon: Oxford.

### **Suggested Readings**

1. Desai. A.R, (2005) *Social Background of Indian Nationalism*, Popular Prakashan (Selected Ch.)
2. Dumont. Louis (1970) *Homo Hierarchicus*, London, Paladin.
3. Rao, N. (1996). Ideology, Power and Resistance in a South Indian Village. *Sociological Bulletin*, 45(2), 205-232.
4. Sharma, K. (1984). Caste and Class in India: some Conceptual Problems. *Sociological Bulletin*, 33(1/2), 1-28.
5. Srinivas. M.N. (1980) *India: Social Structure*, HPC, Delhi.
6. Srinivas M. N. (ed.) (1996) *Caste: Its Twentieth Century Avatar*, Viking, New Delhi.

# **Informal Economy and Society**

## **B.A. CBCS Semester II**

**Total Credits: 4**

### **Course Objectives**

The course begins with the objective of making students understand the nature and growth of informal economy, especially after the onset of contemporary globalisation and liberalisation, in the developing world. It looks at the inter-linkages of the formal and informal in different contexts such as manufacturing, agriculture, and entrepreneurship. The course aims at an interdisciplinary and global understanding by deriving from the existing conceptual, theoretical, and empirical literature on the informal economy and its impact on society from India and other nations of global south. An important aspect of the course is to review the practices and policies of formalization and their impact on informal work and labour.

### **Learning Outcomes**

At the end of the course, the students would have a clear understanding of the concepts, processes and policies of the informal economy. They would be able to relate informality with the larger socio-economic processes and practices surrounding the issues of work, labour and capital. The students will be able to debate about the informal economies as engines of economic growth or as potential social risks.

### **Unit-I: Understanding the formal and informal economy**

- Characteristics : Employment, work conditions, and wage
- Size and Composition : In developed and developing economies
- Rise of Informal Economy: De-industrialization & fragmentation of production, agrarian crisis, and entrepreneurship

### **Unit-II Relation between formal and Informal: Labour and capital**

- Dualist Approach : ILO
- Legalist Approach/ Neo Liberal: Hernando-de-Soto
- Structuralist Approach/Neo Marxist: Castells and Portes

### **Unit-III Recent developments and challenges**

- Liberalization and formalization
- Urban Informal Workforce (Street vendors, Waste Pickers) : Case Studies
- Social Security and Risks

## Essential Readings:

1. Bhowmik, S. (2012). *Street vendors in the global urban economy*. Taylor & Francis.
2. Breman, J. (1996). *Footloose labour: working in India's informal economy* (Vol. 2). Cambridge University Press.
3. Breman, J. (2016). *At Work in the Informal Economy of India: A Perspective from the Bottom Up*. (OIP). OUP Catalogue.
4. Castells, M., &Portes, A. (1989). 'World underneath: The origins, dynamics, and effects of the informal economy' in *The informal economy: Studies in advanced and less developed countries*, 12.
5. Chen, M. A. (2005). *Rethinking the informal economy: Linkages with the formal economy and the formal regulatory environment* (Vol. 10, pp. 18-27). United Nations University, World Institute for Development Economics Research. [http://www.un.org/esa/desa/papers/2007/wp46\\_2007.pdf](http://www.un.org/esa/desa/papers/2007/wp46_2007.pdf)
6. Chen, M. A. (2012). *The informal economy: Definitions, theories and policies* (Vol. 1, No. 26, pp. 90141-4). WIEGO working Paper.
7. De Soto, H. (2001). 'The mystery of capital' in *Finance and Development*, 38(1), 29-33.
8. Kabeer, N. (2008). *Mainstreaming gender in social protection for the informal economy*. Commonwealth Secretariat.
9. Portes, A. and W. Haller (2005 ). 'The Informal Economy' ,in N Smelser, N. J. & Swedberg, R.(Eds.) *The Handbook of Economic Sociology*. Princeton University Press, Princeton, NJ.PP 403-425
10. Tabak, F., &Crichlow, M. A. (Eds.). (2000). *Informalization: Process and structure*. Johns Hopkins University Press.
11. Wilson, T. D. (2011). 'Introduction: Approaches to the informal economy' in *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, 40(3/4), 205-221.

## Suggested Readings

1. ILO(2013).*The Informal Economy and Decent Work: A Policy Resource*. Guide, Geneva.
2. Kabeer, Naila. (2008).*Mainstreaming Gender in Social Protection for the Informal Economy*. London: Commonwealth Secretariat.

**Sociological Theory**  
**B. A. (Programme/ Subsidiary) Sociology,**  
**Semester III**

**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 Rationality
- Structural Functionalism & its Critique
- Critical Theory: The Basics

**Unit III: Contemporary Debates:**

- Symbolic Interactionism: An Introduction
- Structuration Theory

- Postmodernism: An overview

### **Essential Readings:**

1. Bottomore, T. (eds.), 2000, *A Dictionary of Marxist Thought*, Blackwell.
2. Bottomore, T.B., 2007, *The Frankfurt School and its Critics*, London & New York, Routledge (Indian Reprint).
3. Giddens, Anthony, 1971, *Capitalism and Modern Social Theory*, Cambridge, Cambridge University Press.
4. Nisbet, R.A., 1964, *The Sociological Traditions*, London, Heinemann (pp. 3-20 & 21-44).
5. Ritzer, George and Goodman, D. J., 2003, *Sociological Theory*, McGraw Hill, New York.
6. Ritzer, George (ed.), 2007, *Blackwell Encyclopaedia of Sociology*, New York, Blackwell Publishing (Selected entries).

### **Suggested Readings:**

1. Calhoun, Craig et. al. (eds.), 2002, *Contemporary Sociological Theory*, Blackwell.
2. Turner, Jonathan, 2001, *The Structure of Sociological Theory*, Jaipur, Rawat Publications.

# Researching Social Phenomena

## B.A. Semester III, CBCS

**Credit: 4**

### Course objectives:

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

### Learning objectives:

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

### Unit: I: Survey Research Design

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

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

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

### Unit-III: Data Analysis and Presentation

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

### Essential Readings:

1. Bryman, Alan, 2009, *Social Research Methods*, Oxford University Press, New York.
2. David Mathew and Caroled Sutton, 2011, *Social Research: An Introduction*, Sage, New Delhi.
3. Selltitz, C., Jahoda, M., Deutsch, M. and Cook, S.W., 1959 *Research Methods in Social Relations*. *New York: Holt*.
4. Srivastava, V.K (ed) 2004, *Methodology and field work*, Oxford University Press, New Delhi.

**Introduction to Social Research**  
**B.A. Programme/ Subsidiary**  
**Semester-IV**

**Credit: 04**

**Course Objectives:**

The course is oriented towards an early preparation of the undergraduate students to take retreat from their every day understanding of knowledge of their society and immerse them in understanding scientific knowledge and to critically observe for themselves the process of social science knowledge production. The main objectives are:

1. To learn the ethics of conducting research.
2. To create awareness of what is regarded as acceptable knowledge in the discipline.
3. To train students to employ methodological tools in finding relevant questions and doing collection and analysis of data.

**Learning Out Comes:** After completing the course the students should be able to :

1. Formulate research questions.
2. Practice observation and conduct interviews.
3. Carry out small research project.
4. To present their researched views in the form of a research report.

**UNIT-I: The Nature and Process of Social Research:**

- Ethics and objectivity
- Sociology and common sense
- Exploratory, Descriptive and Explanatory Research

**UNIT-II: Methods of Data Collection in Qualitative and Quantitative Research:**

- Observation: Participant and non-Participant
- Intensive Interviews and Case Study.
- Questionnaire and Interview Schedule

**UNIT-III: Analysis of Data and Report writing**

- Classification and content analysis
- Tabulation and graphic representation of data
- Report writing

**Essential Readings:**

1. Alasuutari, Pertti (1998) *An Invitation to Social Research* Publication Ltd. London, New Delhi.
2. Bauman, Zygmunt and May, Tim (2001) *Thinking Sociologically* Willey Blackwell.
3. Bryman, Alan 2009 *Social Research Methods*, Oxford University press, New York.

4. Gilbert, Nigel ed (1997) *Researching Social Life*, Sage Publication Ltd, London, New Delhi
5. Kundu, Abhijit (2009) *The Social Science: Methodology and Perspectives*, Pearson Delhi.
6. May, Tim and Williams, Maleolm (1998) *Knowing the Social World* Open Unversity Press, Buckingham Philadelfia

### **Suggested Reading**

1. Berger Peter, L. (1963) *An Invitation to Sociology*, Anchor Books, Doubleday Publishing group, New York.
2. Plumer, Ken (2016) *Sociology the Basics*, Routledge London UK.
3. Seltiiz Clair at all (1993) *Research Methods in Social Relations*, Holt, Rinehart and Winstion, New York, Shikago & Toronty

# **EDUCATION AND SOCIETY**

## **B. A. Semester IV, CBCS**

**Total Credits: 4**

### **Course Objectives:**

This paper introduces students to educational debate from sociological perspective. It has provided deeper philosophical debate in order to examine current rational produced out of the contemporary debates. Education is an institution of new communication of ideas and knowledge but also a set of normative guiding man.

### **Learning Objectives:**

The students are introduced to old and new debates in sociology of education so as to inculcate the capacity to participate in current issues of society.

### **Unit I: Introduction to Education and Society**

- Education and Socialization
- Conflict/ Social Reproduction in Education
- Paulo Freire: Pedagogy of the Oppressed/Banking system of education

### **Unit II: Alternative Educational Thinking**

- Rousseau's idea of Negative Education
- Debating Gandhi and Tagore
- Krishnamurti: Education, Freedom and Fear, Critical thinking.

### **Unit III: Issues and Challenges in India**

- Educating Girls
- Privatization of Higher Education
- Right to Education

### **Essential Readings:**

1. Bourdieu, Pierre. 2000. "Cultural Reproduction and Social Reproduction" pp. 56-68 in R. Arum and I. (Eds.) *The Structure of Schooling: Readings in the Sociology of Education*. McGraw-Hill Higher Education.

2. Clough, P & Corbett, J. *Theories of Inclusive Education*, New Delhi :
3. Collins, Randall, 2000, "Functional and Conflict Theories on Educational Stratification" pp. 94-111 in R. Beattie & Ford (Eds.), *The Structure of Schooling: Readings in the Sociology of Education (59-66)*.
4. Durkheim, E. 1956. *Education and Sociology*. New York: Free Press.
5. Apple, M. W. (1990). *Ideology and Curriculum*. New York, Routledge, and Kegan Publishing.
6. GOI. (2009). The Right of Children to Free and Compulsory Education Act, 2009.
7. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S.Wells, 1997, *Education, Culture, Economy and Society*, Oxford: Oxford University Press.
8. Jandhyala B G Tilak, 2012, [Higher Education Policy in India in Transition](#), *Economic and Political Weekly*, VOL 47 No. 13 March 31 - April 06.
9. National Policy on Education, 1986, (Sections II, III, IV).
10. Friere, Paulo. 1972. *Pedagogy of the Oppressed*, Harmondsworth: Penguin Books.
11. Gandhi, M. K, *Basic education*, 1951 - Navajivan Publication House.
12. Krishnamurthy, J. 2000. *Education and the Significance of Life*, Pune: KFI.
13. Poromesh Acharya, 1997, 'Educational Ideals of Tagore and Gandhi: A Comparative Study,' *Economic and Political Weekly*, Vol. 32, No. 12 (Mar. 22-28,), pp. 601-606
14. Tagore, Rabindranath, 1933, *My School*, London, Macmillan.

### **Suggested Readings**

1. Apple, Michael (2008) Can Schooling Contribute to a More Just Society. *Education, Citizenship and Social Justice*, Volume 3, Part 3, pp. 239-261.
2. Chandra, Sushand,, 'Derailing Right to Education in Uttar Pradesh,' *EPW*, Vol. 51, Issue No. 11, 12 Mar, 2016 .
3. Gandhi, M.K. 1976. *My Experiments with Truth*. Ahmedabad : Navjivan
4. Illich, Ivan. 1973. *Deschooling Society*, London: Penguin.
5. Sabyasachi Bhattacharya, (1997), *The Mahatma And The Poet - Letters And Debates Between Gandhi And Tagore 1915 – 1941*, National Book Trust: New Delhi

# **INTRODUCTION TO GENDER STUDIES**

## **B. A (Programme and Subsidiary)**

### **Semester-V**

### **Credit-4**

#### **Course Objectives**

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

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

#### **Learning Outcomes**

After completion of 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.

#### **Unit 1. Gender Studies: Nature and Scope**

1-Sex and Gender

2-Patriarchy and Discrimination

3-Gendered Socialization

## **Unit-11.Women’s Movement: Identity, Politics and Action**

1-West

2-India

3-Foundations of Feminist Perspectives

## **Unit-111.Exclusion and Empowerment**

1-Gender, Education and Work

2-Constitutional Provisions

3-Gender Transformative Policies

### **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 Tanisayat 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.(Introd, 3<sup>rd</sup>
15. Richard Peet and Elaine Hartwick,Theories of Development,NewDelhiRawat publications,2010,chapt 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, Mandirasen Calcutta, 2006.

**MEDIA, CULTURE AND SOCIETY**  
**B. A. Semester V, CBCS**

**TotalCredits: 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

## Essential Readings:

Adorno, T. W. (2005). *The culture industry: Selected essays on mass culture*. Routledge. Chs 1 & 3.

Athique, A. (2013). *Digital media and society: An introduction*. John Wiley & Sons.

Curran, J. P., & Gurevitch, M. (2005). *Mass Media and Society 4th edition*. Arnold. Chs 1, 2, and 5.

Hodkinson, P. (2010). *Media, culture and society: An introduction*. Sage. Selected chapters

Carah, N., & Louw, E. (2015). *Media and society: production, content and participation*. Sage, chs 3, 8 and 9.

Croteau, D., & Hoynes, W. (2013). *Media/society: Industries, images, and audiences*. Sage Publications. Selected chapters.

Jenkins, H., & Deuze, M. (2008). *Convergence culture*.  
<http://journals.sagepub.com/doi/pdf/10.1177/1354856507084415>

Lyon, D. (2007). *Surveillance studies: An overview*. Polity. Ch. 1.

Mandiberg, M. (Ed.). (2012). *The social media reader*. NYU Press. Selected chapters.

Marcovici, M. (Ed.). (2013). *The surveillance society: The security vs. privacy debate*. BoD—Books on Demand.

Pal, J., Chandra, P., & Vydiswaran, V. V. (2016). Twitter and the rebranding of Narendra Modi. *Economic & Political Weekly*, 51(8), 52-60.

Papacharissi, Z. (2002). The virtual sphere: The internet as a public sphere. *New media & society*, 4(1), 9-27.

ShobhaSharadRajgopal 2018. Queering South Asia? Deviant sexualities and the role of the India Media in Shaping perceptions in *New Feminisms in South Asian Social Media, film and literature*, Routledge.

Tacchi, J., & Chandola, T. (2015). Complicating connectivity: Women's negotiations with smartphones in an Indian slum. *Routledge handbook of new media in Asia*, 179-188.

Van de Donk, W., Loader, B. D., Nixon, P. G., & Rucht, D. (2004). *Cyber Protest: New media, citizens and social movements*. Routledge.

Van Dijk, J. (2012). *The Network Society*. Sage Publications. Ch 1.

## Suggested Readings :

Bruns, 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.

# Contemporary Social Issues

B.A. Programme/Subsidiary,

Semester VI

Credit: 4

## Course Objective:

This paper aims to deliberate on the contemporary issues and challenge the students to raise questions and seek solutions through sociological perspectives. This paper will prepare students to apply theory (praxis) and methods (techniques) of social sciences to a range of social issues and challenges. It is also intended to train students with sociological imagination.

### I. Discrimination (Social Structure)

- Social Exclusion: *Class and Ethnicity*
- Homogeneity: *Language and Lifestyle*
- Stigma: *Caste, Gender and Sexuality*

### II. Relative Deprivation (State and Policy)

- Distributive Justice: *Access to Resources and Basic Amenities*
- Poverty and Unemployment
- Migration

### III. Social Security (Everyday Life)

- Global Warming
- Public Health (Sanitation and Hygiene)
- Risks and Fears

## Unit 1. Prescribed Readings

1. Featherstone, Mike, 1990, Lifestyle and Consumer Culture, Sociology Journal Vol. 24. No.1 (Feb 1990). Pp.5-22, Sage Publications.
2. Appadurai, Arjun, 2006, The Fear of Small Numbers: An essay on the Geography of Anger, Duke University Press Publications.
3. Sathyamala, 2018, Meat-Eating in India: whose food, whose politics and whose rights? Sage Journals

4. Nandy, Ashis, 2002, Ethnic Cuisine: The Significant 'Others', India International Quarterly, Vol. 29, No. 3/4.
5. Beck, Ulrich, 1992, Risk Society: Towards a New Modernity, Sage publications.
6. Thorat, S.K and Neuman S. Katherine, (eds), 2012, Blocked by Caste: Economic Discrimination in Modern India, Oxford Univ. Press.
7. Wilcox, M, Melissa, 2012, Sexuality, Gender and Religious Attendance, FIELDWORK IN RELIGION, VOL 7, NO 2 (2012)
8. Mio, M and Dasgupta Abhijit, (eds), 2017, Rethinking Social Exclusion in India: Caste Communities and State, Routledge Publications.
9. Oommen, T.K. 2002. *Pluralism, Equality and Identity*. Oxford: New Delhi. Pp. 42-64.
10. Dahiwale, S.M.2005. (eds.).*Understanding Indian Society: The Non Brahmanic Perspective*. Rawat: Delhi. Chapters 2 and 3.
11. Mary. E John et al. (eds.). 2006. *Contested Transformations: Changing economies and Identities in Contemporary India*. Tulika: New Delhi. Pp. 165-182, 215-236.
12. Gandhi, Nandita and Nandita Shah.1992. *The Issues at Stake: Theory Practice in the Contemporary Women's Movement in India*. Kali for Women: New Delhi. Pp.15-32.
13. Horowitz.D.L.2002.*The Deadly Ethnic Riot*. Oxford: Delhi. Chapters 2and 8.
14. Jhodka, Surinder.2002. "Meanings of Dalit Identity" in *Economic and Political Weekly*. 32(19): 1255-56.
15. Madan, T.N. 1991(2008). "Secularism in its Place" in T.N. Madan (ed.). *Religion in India*. Oxford: New Delhi. Pp.394-409.
16. Chandoke, Neera, 2002.*Beyond Secularism: The Rights of Religious Minorities*. Oxford: New Delhi. Selected Chapters.

### **Suggested Readings:**

1. Louis, Prakash. 2000. "Caste and hatred: Violence on Dalits" in *Social Action*. 50(3): 287-302.
2. Juergensmeyer, Mark. 1991(2008). "The Logic of Religious Violence" in T.N. Madan (ed.). *Religion in India*. Oxford: New Delhi. Pp.382-393. Second edition, paperback.
3. Jaffrelot, Christophe (Feb., 2000) 'The Rise of the Other Backward Classes in the Hindi Belt', *The Journal of Asian Studies*, Vol. 59, No. 1, pp. 86-108.
4. Basu, Kaushik.1994. (2000). "Agrarian Economic Relations: Theory and Experience" in Kaushik Basu. *Agrarian Questions*. Oxford: New Delhi. Pp.1-17.

5. Ahmed, Imtiaz (ed.) 2000. *Pluralism and Equality-Values in Indian Society and Politics*, Sage: New Delhi. Chapters 5, 8,9,13.
6. Saberwal, Satish. 1991. "Elements of Communalism" in T.N. Madan (ed.). *Religion in India*. Oxford: New Delhi. Pp.339-350.
7. Kochhar, Rajesh. 2009. 'Globalization, Mandalization and the Indian Middle Class' in M. K. Sanyal and A. Ghosh (eds.). *Culture, Society and Development in India: Essays for Amiya Kumar Bagchi*. Orient BlackSwan: New Delhi. Pp. 23-32.

# **Gender Sensitization: Issues, Practices and Policies**

**(CBCS) Course**

**B.A Semester VI**

**Credit-4**

## **Course Objectives**

The course is about gender sensitization which is mainly provide a broad understanding on gender sensitivity, the modification of behavior by raising awareness of gender equality concerns. Basically gender sensitizing is about changing behavior and instilling empathy into the views that we hold about our own and the other genders. This is a basic requirement of our society to understand the sensitive needs of a particular gender. It helpspeoples to examine their personal attitudes and beliefs and question the 'realities' that they thought they know.

Women have always been deprived of their equitable rights on numbers of socio-cultural factors account. Till today women are facing different types of problems like-lack of supportive working environment, discriminatory practices, harassment, safety, social stigma, patriarchy etc., in different societies. To effectively address these concerns, a depth analysis and understanding of the issue is a requirement of time. Taking into account the recent scenario the Department of Sociology is introducing, gender sensitization paper for the students who are opting our CBCS paper and belongs to different streams.

## **Learning Outcomes**

After successful completion of the present course the students will be able to-

- 1-To realize on prevailing stereotypes images which is associated with men and women in our society
- 2-Raising awareness on Importance of the gender sensitization indifferent institutions
- 3-Developing insights into the issues of various forms of harassment of women and its consequences on family
- 4- Developing an understanding on gender equality in society
- 5-Imparting knowledge on laws related with women's rights

## **Unit-1Understanding Gender**

1. Gender as a category
2. Gender, Sex and sexuality
3. Masculinity and Femininity

## **Unit-2 Gender Construction**

- 1 .Gender Inequality
2. Beyond the gender binary
3. Ideas and Discrimination on LGBT

## **Unit- 3 Gender Practices and Policies**

1. Female Infanticide Eve teasing, Rape, Domestic violence
2. Pocso Act: Overview and Awareness
3. Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

## **Essential Readings:**

1. Abbott, Pamela, Claire Wallace and Melissa Tyler. 2005. *An Introduction to Sociology: Feminist Perspectives*. London: Routledge
2. Bhasin, Kamala. 1993. *What is Patriarchy?* New Delhi: Kali for Women
3. Bhasin, Kamla, 2003. *Understanding Gender*, Kali for Women
4. Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19
5. Ehrlich, Susan (eds). 2017. *The Handbook of language, Gender and Sexuality*, John Wiley & Sons
6. Fernandes, Leela.(ed). 2014. *Handbook of Gender in South Asia*. London: Routledge
7. Furr.L, Allen. 2018. *Women, Violence and Social Stigma*. Jaipur: Rawat Publications. 12. Gibson, M.A, Deborah T. Meem& Jonathan Alexander. (2013), *Finding out: An Introduction to LGBT Studies*, Sage
8. Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without men, in *Female Masculinity*. London: Duke University Press (pp 1-43) (Also New Delhi: Zubaan 2012 Reprint)
9. Holmes, Mary. 2009. *Gender and Everyday Life*. London: Routledge.
10. Jackson, Stevi and Sue Scott (eds.) 2002. *Gender: A Sociological Reader*. London: Routledge.
11. Kaur, Manmeet: *Female Foeticide – A Sociological Perspective*. *The Journal of Family Welfare*. March 1993. 39(1). p. 40-43.
12. Karlekar, Malavika. *Domestic Violence*, *Economic and Political Weekly*, Vol. 33, No. 27(Jul. 4-10, 1998), pp. 1741-1751
13. Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. *Gender of Violence*, Pp. 381-407
14. Menon, Nivedita (ed.).1999. *Gender and Politics in India*. New Delhi: Oxford University Press.
15. Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40.

16. Naquvi, Farah. 2010. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.
17. Rege, Sharmila. (ed). 2003. *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
18. Sneh Lata Tandon and Renu Sharma 2006. Female Foeticide and Infanticide in India: An Analysis of Crimes against Girl Children; *International Journal of Criminal Justice Sciences* Vol 1 Issue 1 January 2006
19. Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494
20. V. K. Madan, 2013. The Dynamics of Rape in Modern Indian Society; *Agora International Journal of Juridical Sciences*, No. 4 (2013), pp. 81-87.
21. Yadav. Mukesh 2013. SC on Eve-Teasing: Human Rights of Woman in India; *J Indian Acad Forensic Med*. April-June 2013, Vol. 35, No. 2.

### **Suggested Readings**

1-Arya Sadhna., *Women Gender equality and the State*, New Delhi: Deep and Deep Publications, 2000. (Chapt. 3,4)