Department of Sociology
Jamia Millia Islamia
Four Year Undergraduate Course in Sociology (Major)
Structure as per NEP 2020

Semester-I						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-SOY-C-101	Introduction to Sociology	4	40	60	4	100
24-SOY-C-102	Indian Society: Text and Context	4	40	60	4	100
MINOR						
24-SOY-M-103	Invitation to Sociology	4	40	60	4	100
MDC						
24-SOY-T-104	Understanding Gender	3	30	45	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
	General English	2	30	45	3	75
SKILL ENHANCEMENT COURSE (SEC)						
24-SOY -S-105	Learning to Read	3	30	45	3	75
VALUE ADDED COURSE						
24-SOY-V-106	**Constitutional Morality/Swayam**	02	20	30	2	50
Compulsory Qualifying-I						
	IRC/Islamiyat/HRS	2	20	30	2	50
Compulsory Qualifying-II						
	General Urdu	2				
Total Credits		**26**	**Total Marks**			**625**

Semester-II						
Sl No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-SOY -C-151	Classical Sociological Theory	4	40	60	4	100
24-SOY -C-152	Introduction to Social Research	4	40	60	4	100
MINOR						
24-SOY -	Sociological Perspectives	4	40	60	4	100

M-153						
			MDC			
24-SOY - T-154	Media, Culture and Society	3	30	45	3	75
		ABILITIY ENHANCEMENT COURSE (AEC)				
To be issued by the University	General English	3	30	45	3	75
		SKILL ENHANCEMENT COURSE (SEC)				
24-SOY - S-155	Learning to Write	3	30	45	3	75
		VALUE ADDED COURSE				
24-SOY - V-156	**Living With Difference/Swayam**	2	20	30	2	50
		Compulsory Qualifying-I				
	IRC/Islamiyat/HRS	2	20	30	2	50
	Internship (BS-I-157)- 4 Credits (Summer Break)					
		Compulsory Qualifying-II				
	General Urdu	2	12	38	2	50
	Total Credits	27+4		Total Marks		675
	Exit-1 UG Certificate (Minimum Credit-48)					

<u>**Four Year Undergraduate Course -Sociology**</u>

<u>**Introduction to Sociology**</u>
Major
B.A. (Semester-1)
Code-24-SOY-C-101

Total credits: 4
Marks: 100

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.

Four Year Undergraduate Course -Sociology

Indian Society: Text and Context
B.A.(Major), Semester-I
Code-24-SOY-C-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.

The course outline:

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.

Four Year Undergraduate Course -Sociology

Invitation to Sociology (Minor)

Code: 24-SOY-M-103

B.A. (Sociology), Semester I

Total credits: 4

Marks: 100

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 behavior and society. Through readings, discussions, and practical exercises, students will explore various sociological perspectives and apply them to analyze 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 behavior.
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.

Four Year Undergraduate Course -Sociology

Understanding Gender
Multidisciplinary Paper
B.A. Sociology Semester – I
Code: 24-SOY-T-104

Total Marks: 75   **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: Mandirasen.
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.

B.A. Sociology, Semester -I
(Skill Enhancement Course)
Learning to Read
Course Code-24-SOY -S-105

3 Credits

Marks: 75

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

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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 25% marks based on classroom exercises and Home assignments around identified texts or selected reading materials, as prescribed by the course instructor, during the semester.

75% 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.utsc.utoronto.ca/ctl/academic-reading-and-writing#:~:text=Academic%20reading%20is%20an%20active,the%20material%20you%2

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Four Year Undergraduate Course -Sociology

Constitutional Morality
Value Added Course
Course Code-24-SOY-V-106
BA (Sociology) SEM-I

Total Credit-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. Béteille, 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. Peffer, 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.

Four Year Undergraduate Course -Sociology

Classical Sociological Theory
B. A. Sociology (Major)
Semester- II
Code-24-SOY -C-151

Total Credits: 4

Course Objectives:

The objective of sociological theory is to comprehend our social world. This course introduces the three 'classical' thinkers who made significant contributions to the emergence of Sociology as a discipline. In order to lay a foundation in the fundamental concepts of social theory, we will be interacting with the major works of Karl Marx, Emile Durkheim, and Max Weber.

Learning Outcomes:
- To understand the historical background of Sociology.
- To comprehend and apply the concepts and theoretical perspectives of the pioneers of Sociology.
- To be able to use their ideas and perspectives in understanding and analysing both history and contemporary society.

Unit I: Karl Marx
- Materialist Conception of History
- Class and Class Conflict
- Alienation

Unit II: Emile Durkheim
- Social Fact
- Division of Labour
- Religion and society

Unit III: Max Weber
- Methodological Orientations
- Social Action
- Protestant Ethic and Capitalism

Readings:
1. Aron, Raymond, 1982, *Main Currents is Sociological Thoughts* (2 Volumes), Harmondsworth, Penguin Books.
2. Bottomore, T. (eds.) (2000). *A Dictionary of Marxist Thought*, Oxford, Blackwell.
3. Bottomore, T. B. and Rubel, Maximillian. (1976). *Karl Marx: Selected Writings in Sociology and Social Philosophy.* Penguin Books.
4. Durkheim, E. (1982), *Rules of Sociological Method,* Free Press.
5. Durkheim, E. (2001). *The Elementary Forms of Religious Life*. Oxford: Oxford University Press.
6. Durkheim, E. (2014). *The Division of Labour in Society*, New York: Macmillan.
7. Gerth, H.H. and Mills, C.W.(ed), (1991). *From Max Weber: Essays in Sociology*, London, Routledge and Kegan Paul, (Introduction)
8. Giddens, Anthony, (1971). *Capitalism and Modern Social Theory*, Cambridge, Cambridge University Press.
9. Hughes, John. A, Martin, Peter. J. and Sharrock, W.W, (1995). *Understanding Classical Sociology- Marx, Weber and Durkheim*

10. Jones, R.A, 1986, *Emile Durkheim: An Introduction to Four Major Works*, London, Sage (Vol. 2).
11. Lukes, Steven. (1985). *Emile Durkheim: His Life and Work*. California: Stanford Press.
12. Marx, Karl and Engels, F. (1848). *The Communist Manifesto*.
13. Marx, Karl. (1977). *Economic and Philosophic Manuscripts of 1844*. Moscow: Progress Publishers (selected pages).
14. Morrison, Ken.2006. *Marx, Durkheim, and Weber: Formations of Modern Social Thought,* New Delhi: Sage Publication.
15. Parkin, Frank, 2007, *Max Weber*, London & New York, Routledge, (Indian Reprint).
16. Ritzer, G and D. J. Goodman. (2004). *Sociological Theory*, New York, McGraw Hill Company (Part-1 chapter-1, 2, 3, 4).
17. Weber, Max. (2008). *The Protestant Ethic and the Spirit of Capitalism*, New York: Oxford.
18. Weber, Max. (1978). *Economy and Society: An Outline of Interpretive Sociology*. Edited by G.Roth and C. Wittich. Berkeley: University of California Press (Part One, Chapter 1: "Basic Sociological Terms").

Four Year Undergraduate Course -Sociology

Introduction to Social Research
B.A. (Major)
Semester-II
Code-24-SOY -C-152

Course Objective: This course offers an overview of research methodology including the basic concepts employed. The course is designed to prepare under graduate students with the basic understanding of social research methods to enable them participate in processes of social science knowledge production. 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. The course objectives are:

- To sensitize students about the nature of social realty and to create awareness of what is regarded as acceptable knowledge in the discipline.
- To understand some basic concepts of research and its methodologies.
- To identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.
- To equip students with necessary knowledge and skills needed to undertake small research projects.

Learning Outcomes: Students who successfully complete this course will be able to:

- Explain key research concepts and issues and formulate research questions.
- Demonstrate the ability to choose methods appropriate to research aims and objectives.
- Understand the limitations of particular research methods.
- To undertake independent research projects and design their own research study.
- To present of their research before larger academic audience.

UNIT-I: Nature of Social Inquiry

- Sociology and common sense
- Logic of Enquiry: Inductive and Deductive Research
- Basics of Research: Research Problem, Hypothesis, Validity, Reliability, Operationalisation
- Research Design: Exploratory, Explanatory, Descriptive

UNIT-II: Data Collection: Tools and Techniques

- Field and Data
- Sampling: Principles of sampling, sampling frame, sampling types
- Data Collection Tools: Observation, Questionnaire, Interview, Documents

UNIT-III: Analysis and Interpretation of Data

- Basic Data Analysis: Descriptive Statistics, Tabular and Graphic Representation
- Statistical Analysis: Univariate and Bivariate

- Communicating Research: Generation, Presentation, and Follow-Up

Prescribed Readings:

Babbie, Earl (2013) *The Practice of Social Research*, Wadsworth Cengage Learning, Belmont, California.

Bryman, Alan (2009) *Social Research Methods*, Oxford University Press, New York.

David, Mathew and Carole D. Sutton (2011) *Social Research: An Introduction*, Sage Publication, New Delhi.

Leedy, Paul D. and Jeanne Ellis Ormrod (2015) *Practical Research: Planning and Design*, Pearson Education Limited, England.

Sotirios, Sarantakos (2005) *Social Research*, Palgrave Macmillan, New York.

Srivastava, V. K. (Ed.) (2004) *Methodology and Field Work*, Oxford University Press, New Delhi.

Starbuck William H. (2006) *The Production of Knowledge: The Challenges of Social Science Research*, Oxford University Press, New York.

Four Year Undergraduate Course -Sociology

Sociological Perspectives
Code: 24-SOY -M-153
B.A. Sociology (Minor)
B.A. Semester II

Total credits: 4

Marks: 100

Course Objectives:

Sociological perspectives are analytical frameworks that sociologists use to study and interpret social phenomena. This course seeks to familiarise the students with various worldviews/perspectives, both epistemological and theoretical, to understand the maze of the social world. The aim of the course is to inculcate the ability to distinguish between different sociological perspectives in terms of their premises, procedures, knowledge claims, and implications for social structures and social change.

Learning Outcomes: Students will be able to:

4. Understand and describe plurality of sociological perspectives and the context of their emergence.
5. Distinguish and compare different epistemological and theoretical perspectives in Sociology.
6. Critically engage with the works of sociologists and interpret their central argument.
7. Use different sociological perspectives to examine the social realities at local, national and global levels.

Unit I: Sociological Perspectives

- Sociological Imagination
- Plurality of Sociological Perspectives: Macro and Micro
- Positivism and Interpretivism

Unit II: Early Perspectives

- Evolutionary and Functionalist
- Interactionist
- Structuralist

Unit III: Later Perspectives

- Conflict
- Critical and Feminist
- Post-modern

Readings:

- Abbott, P., Tyler, M., & Wallace, C. (2006). *An Introduction to Sociology: Feminist Perspectives*. Routledge.
- Bauman, Z. (2010). *Towards a Critical Sociology (Routledge Revivals): An Essay on Common sense and Imagination*. Routledge.
- Cuff, E.C., Sharrock, W.W., Francis, D.W., (2006). *Perspectives in Sociology*. Routledge.
- Mills, C. Wright, (2000). *The Sociological Imagination*. New York: Oxford University Press
- Ritzer, George (ed.). (2004). *Encyclopaedia of Social Theory*. Sage Publications.
- Ritzer, George. (2021). *Sociological Theory*, New York: McGraw Hill.

MEDIA, CULTURE AND SOCIETY
Multidisciplinary Paper
B.A. Sociology
Semester – II
Code: 24-SOY -T-154

Total Marks: 75   **Total Credits - 3**

Course Objectives

The course is multidisciplinary and will introduce the students to the basic concepts from the broad field of media studies with a view to provide a critical understanding about the relation between media, culture and society. It will give them the conceptual and theoretical foundations to read and analyze the media texts, and their meanings in different socio-cultural and political contexts. The students will see how media shape, construct and change the culture and the social worlds and vice versa from a variety of approaches. The course will benefit all those students from social sciences, humanities, languages, journalism and communication.

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 digital and social media in making and remaking of culture, politics and society. They would become familiar with the longstanding debates about the questions of reality, representation and identity; democracy and public sphere.

UNIT-I: Understanding Media

- Concepts, forms, texts: Old and new

- Theoretical Approaches: Semiotic and Neo-Marxist

UNIT-II: Media Culture: Production and Reception

- Representation and identity

- Audiences and effects

UNIT- III: Media, democracy and cyber citizenship

- Public Sphere

- Fake Media

Readings:

Burton, G., (2017). 2010. *Media and society*. Rawat Publications: New Delhi First Indian Reprint)

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.

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

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.

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

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.

Deuze, M. (2023). Life in Media: A Global Introduction to Media Studies. MIT Press.

Herman, Edward S., and Noam Chomsky. (1988). A Propaganda Model" In Manufacturing Consent: The Political Economy of the Mass Media. New York: Pantheon.

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

Livingstone, Soina. (2003).The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User" In Angharad N. Valdivia (ed) A Companion to Media Studies. Malden, MA: Blackwell Pub.

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

Mandiberg, M. ed., 2012. *The social media reader*. NYU Press. Chapter 1 (The people formerly known as audience by Jay Rosen).

McLuhan, Marshall. 1964, „Roads and Paper Routes" In Understanding Media: Extensions of Man. New York: McGraw- Hill Book Co.

McQuail, D., 1987. *Mass communication theory: An introduction*. Sage Publications, Inc.

Note: *The suggested learning material can also be supplemented by audio- visual texts, and more readings as deemed fit by the course teacher to meet the requitement of the class.*

Evaluation: The course will be assessed out of 100 marks. Internal Assessment will be of 25 marks, split over two terms. It will be based on the exercises, readings and tests assigned by the course.
The End-semester written examination will be of 75 marks.

<u>**Four Year Undergraduate Course -Sociology**</u>

Learning to Write

B.A. Sociology (Semester II)

Skill Enhancement Course

Code-24-SOY -S-155

Total Credits: 3

Total Marks: 75

Course Objectives:

- To familiarize students with different forms of writing
- To learn the craft of expressing oneself through writing
- To be able to make an independent argument while drawing upon existing sources of knowledge
- To discuss issues of academic integrity

Learning Outcomes

- Familiarization with academic vocabulary
- To use writing to organize ideas and make an argument
- Learn citation and referencing
- Assess and review academic work

Unit I: Pre-writing

- Reading to write
- Paraphrasing and summarizing

Unit II: Writing

- Structuring an argument
- Citation and referencing

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.

∗ Flesch, Rudolf. *The Art of Readable Writing*. Harper and Row Publishers, New York and Evanston, 1949.

∗ 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 University 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.

Classroom activities:

The students will learn to identify the different types of writing, using handouts in class. Hands-on practice sessions will include free writing, compiling a review of literature and paraphrasing and summarizing prescribed sections in the classroom.

Mind mapping and word clustering exercises will be carried out in class to help students generate ideas and elaborating upon them. Classroom exercises and assignments will help them draft an argument while analysing existing literature.

The course instructor will guide students through the different styles of citation and referencing in the classroom and teach them to cite sources responsibly.

Four Year Undergraduate Course -Sociology

Living with Difference
B.A. (Value Added Course)
Semester-II
Code-24-SOY -V-156

Credits: 2

Course Description:

This course explores the sociological significance of diversity in contemporary society. It critically examines how differences based on ethnicity, religion, language, gender, age, and ability shape social relations and structures. The course navigates through various theoretical frameworks and empirical studies to understand the lived experiences of diversity and the resulting social inequalities. Special attention is given to how societies can constructively live with and celebrate difference, fostering inclusion and equality.

Learning Objectives:

- To analyze the concept of diversity in relation to social inequality.
- To critically assess the impact of difference on social practices and institutional policies.
- To explore state and community responses to diversity and inequality.

Expected Outcomes:

Students will be equipped to critically engage with the issues surrounding diversity. They will develop a nuanced understanding of social inequalities and the strategies devised to counter them, preparing them to be socially responsible citizens in a pluralistic world. This course encourages students to critically reflect on the notion of 'difference' and its implications for living in a diverse society. Through a blend of theoretical understanding and real-world case studies, it aims to foster a deeper understanding of and respect for diversity

Course Outline:

Unit 1: **Understanding Diversity and Difference**

- Conceptualizing Diversity and exploring intersectionality in shaping Identities and Experiences.

- Diversity in India: Historical and Contemporary Contexts

Unit 2: **Manifesting   Diversity and Navigating Differences**

- Case Studies of Ethnic, Religious, and Linguistic Diversity *(Analysis of social, economic, and political barriers to inclusivity in various contexts of education, workplace, community).*
- Fostering Equity and Inclusion: Education and Societal Roles.

Readings

1. Ahmed, Imtiaz (ed.) (2000). Pluralism and Equality-Values in Indian Society and Politics, Sage: New Delhi. (selected Chapters)

2. Bajpai, R. (2011). Debating difference: Group rights and liberal democracy in India. Oxford University Press.

3. Bajpai, R. (2017). Why did India choose pluralism? Lessons from a post-colonial state.

4. Brass, P. R. (1994). The politics of India since independence (Vol. 1). Cambridge University Press. (Selected Chapters)

5. Brass, P. R. (2005). Language, religion and politics in North India. iUniverse.

6. Chernoff, C. (2013). Spelling it out: Difference and diversity in public conversation. Michigan Sociological Review, 44-56.

7. Drèze, J., & Sen, A. (2002). Democratic practice and social inequality in India. Journal of Asian and African studies, 37(2), 6-37.

8. Faist, T. (2010). Cultural Diversity and Social Inequalities. *Social Research*, *77*(1), 297–324.

9. Fernandes, C. R., & Polzer, J. T. (2015). Diversity in groups. Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource, 1-14.
10. Gore, M. S. (1996). Unity in diversity. Social Scientist, 30-43.

11. Gottlob, M. (2007). India's unity in diversity as a question of historical perspective. Economic and Political Weekly, 779-789.

12. Guha, R. (2017). India after Gandhi: The history of the world's largest democracy. Pan Macmillan. (selected Chapters)

13. Jayal, N. (2006). Representing India: Ethnic diversity and the governance of public institutions. Springer. (Selected Chapters)

14. Jindra, M. (2014). The dilemma of equality and diversity. Current anthropology, 55(3), 316-334.

15. Parekh, B. (2005). Unity and diversity in multicultural societies. International Institute for Labour Studies, 1-20.

16. Seligman, A. B., Wasserfall, R. R., & Montgomery, D. W. (2016). Living with difference: How to build community in a divided world (Vol. 37). University of California Press.