



HSNC University Mumbai
(2022-2023)
Ordinances and Regulations
With Respect to
Choice Based Credit System
(CBCS)
For the Programmes Under
The Faculty of Humanities
For the Course
Sociology
Curriculum – Third Year Undergraduate Programme
Semester-V and Semester -VI

Preamble

Sociology as a discipline has had a critical engagement with society and its institutions and social practices. Raising critical questions and use of an intersectional lens to study historical and contemporary social structures and processes enriches the teaching learning environment. The courses across semesters aim at imparting a fine understanding of sociological concepts with all its nuances and complexities. The courses at the first year and level aim at re-visiting and re-thinking the concepts, processes and learnings in Sociology and about society in general. This in effect sets the stage for a deeper interrogation of critical social processes at higher levels.

A democratic and transparent process of curriculum design was initiated by eliciting meaningful inputs from different constituencies that included current and former students, academics and civil society actors. The final syllabi for both the semesters was put together by a group comprising academics and alumni representatives in the Board of Studies in Sociology.

The Dept of Sociology aims to equip its students with a critical and analytical ability by providing them theoretical and empirical exposure to various social realities. The curriculum offered by the Dept takes into account recent advances in theory, methodology and contemporary social phenomena. The curriculum is supported by an innovative pedagogy that emphasises on interactive forms of teaching learning processes and an understanding that emanates from the lived experiences of students. The department encourages research and provides an enabling environment for rigorous academic and intellectual development.

An intersectional lens along with critical classroom pedagogies will produce an enriching learning environment.

There are six courses each in two semesters. The course is also designed to encourage and facilitate the students to use online components launched by the University Grants Commission (UGC) along with MHRD. Students can learn some topics using e-content as resource material in a Flipped Classroom model by watching video lectures/documentaries.

The course will enable students to reflect on their classroom learnings and provide a space for a critical interrogation of the discipline and their everyday life in general. Since the course content has a deep connect to their everyday experiences it will allow for a more immersive learning context and a closer interface with the discipline. Academic essays, book reviews, book discussion and making of short films and documentaries will further enhance the learning process.

Semester - V

Paper IV	Social Theory	4 credits	UH-TSOC 501
Paper V	Sociology of Work and Industry	4 credits	UH-TSOC 502
Paper VI	Sociology of Gender	3.5 credits	UH-TSOC 503
Paper VII	Sociology of Organization	4 credits	UH-TSOC 504
Paper VIII	Sociology of Social Movements	4 credits	UH-TSOC 505
Paper IX	Quantitative Social Research	3.5 credits	UH-TSOC 506

Paper IV

Credits 4

Social Theory

Course Objectives:

1. To understand the historical context of the emergence of the discipline
2. To trace the trajectory of theories from classical to contemporary and beyond
3. To connect theoretical perspectives to contemporary social realities

Course Outcomes

The learner will be able to:

1. Understand the history of the discipline and how it has evolved over time and responded to the changing social environment.
2. Gain an in-depth understanding of the social and intellectual forces that have shaped the development of the discipline.
3. Understand the theoretical underpinnings of contemporary sociological discourses.

Unit I Classical Social Theory: I

- a) Historical background and emergence of sociology
- b) Emile Durkheim : Social Facts, Division of Labour, Religion
- c) Max Weber : Verstehen, Protestant Ethic and Spirit of Capitalism

Unit II Classical Social Theory: II

- a) W.E.B Dubois: Race Theory
- b) Karl Marx: Theory of class, class struggle and alienation
- c) Classical Feminist Theory: Harriet Martineau and Marianne Weber

Unit III Modern Social Theory

- 1) Neo Marxists
 - a) Louis Althusser: Ideological State apparatuses
 - b) Antonio Gramsci: Hegemony and the ruling ideas
- 2) Harold Garfinkel – Ethnomethodology
- 3) Feminist:
 - a) Patricia Hill Collins: Black Feminist thought
 - b) Dorothy Smith – Feminist Standpoint theory

Unit IV Post Modern and Post Structuralism

- a) Michel Foucault: Madness and Civilization
- b) Ulrich Beck: Risk Society

c) Zygmunt Bauman : Liquid modernity

Readings

1. Adams, B. Nand Sydie, R.A,2001 Sociological Theory I&II,Great Britian, Weidenfeld & Nicolson.
2. Coser Lewis, 1971, Masters of Sociological Thought (2nded), Harcourt Brace Jovanovich ,Inc.
3. Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi, Rawat Publications.
4. Ritzer George, 1988, Sociological Theory (2nd ed.), New York, Mc –Graw-Hill Publication. Ritzer George, 1996, Sociological Theory (4th ed.), New York, Mc-Graw-Hill Publication.-
5. Ritzer, George and Smart, Barry. Handbook of Social Theory. London: Sage Publications
6. Turner Jonathan, 2001, The Structure of Sociological Theory (4th ed.), Jaipur, Rawat Publication.
7. Wallace and Wolf. 1995. Contemporary Sociological Theory: Continuing the classical tradition. U.S.A., Prentice Hall.

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I b Durkheim’s Division of Labour

Unit II c Classical Feminist Theory

Unit III c Patricia Hill Collins

Paper V

Credits - 4

Sociology of Work and Industry

Course Objectives:

1. To introduce students to the changing notions of ‘work’ and its wider sociological implications in the contemporary world.
2. It will enable an appreciation of the interconnected nature of the lived experience of work in varied socio-cultural and economic contexts.
3. To develop critical perspectives in sociology of work and interrogate the notion of ‘work’.

Course outcomes:

1. Develops a deeper understanding of labour relations and the work environment.
2. Knowledge about work and its theoretical background builds an important skill in accessing career opportunities.
3. Introduces students to Industrial Sociology and develops a sociological understanding of the complexities within.

Unit I Historio-Sociological understanding of the changing nature of work and society

- a) Origins of family, property, state and work/labour
- b) History of Slavery, Empires, Colonialism, Indentured Labour,
- c) Industrialisation, capitalism, globalisation

Unit II Theories of labour and capital

- a) Division of labour: Public, domestic, private
- b) Caste Hierarchy: Intellect, Strength, Capital and Body
- c) Production, reproduction and human capital

Unit III Changing Nature of Industries

- a) Anthropocene
- b) Science and Mass production
- c) Technology, knowledge and service industry

Unit IV Contestations of and at work

- a) Class consciousness, GIG economy and precarious nature of work
- b) Feminist contestations
- c) Anti-racist and anti-caste contestations

Readings

1. Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman. (Ch 1&3)
2. Bhowmik, Sharit K. (2004). Work in globalizing economy: Reflections on outsourcing in India. *Labour, Capital and Society*, 37 (1&2)
3. Breen, R. and Cooke, L. P. (2004). 'The persistence of the gendered division of domestic labour', *European Sociological Review*, Vol. 21 (1), Pp. 43-57.
4. Devine, F. (1992). Gender Segregation in the Engineering and Science Professions: A case of continuity and change' in *Work, Employment and Society*, 6 (4) Pp.557-75.
5. Engels, F. (1902). *The Origin of the Family, Private Property and the State*. United States: C. H. Kerr.
6. Etzioni, A. and Jargowsky, P. A. (1990). 'The false choice between high technology and basic industry' in K. Erikson and P. Vallas (eds.) *The Nature of Work:*

- Sociological Perspectives. New Haven and London: Yale University Press (pp. 304-317).
7. Grint, K and Nixon, D. (2015). 'Race, ethnicity and labour markets: recruitment and the politics of exclusion' in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. (Ch 7)
 8. Grint, K and Nixon, D. (2015). 'The meaning of work in the contemporary economy' in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. (Ch 10)
 9. Grint, K and Nixon, D. (2015). *The Sociology of Work*. Cambridge: Polity Press. (Ch 1 & 2)
 10. Jodhka, S.S. and Newman, K. (2007). 'In the name of globalization: Meritocracy, productivity, and the hidden language of caste', *Economic and Political Weekly*, 42(41), Pp. 4125-4132.
 11. Kelliher, C. and Anderson, D. (2010). 'Doing More with less?: Flexible working practices and the intensification of work', *Human Relations*, Vol. 63 (1). Pp. 83-106.
 12. Oakley, A. (2005). 'Housework and Family Life' in *The Ann Oakley Reader: Gender, Women and Social Science*. Polity Press: Bristol.
 13. Thorat, S. et al. (2009). 'Urban Labour Market Discrimination', *Indian Institute of Dalit Studies: Working Paper Series*, Vol. 3 (1), Pp. 1- 18.
 14. Wajcman, J. et al. (2008). 'Families without Borders: Mobile Phones, Connectedness and work-home divisions', *Sociology*, Vol. 42 (4). Pp. 635-652.

Films:

15. Modern Times Charlie Chaplin
16. Visual resources: 24 Hours: The call centre story (NDTV: Short documentary on work, transnationalism and identity)
17. Visual resources: India Untouched (documentary on caste and work)

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

- 1) Unit 1-c : Industrialization, Capitalism and Globalization
- 2) Unit 4-a : GIG economy
- 3) Unit 4-c: Sexual harassment at workplace

Paper VI
Credits – 3.5
Sociology of Gender

Course Objectives

1. To have a feminist understanding of basic concepts in gender studies
2. To trace the evolution of Gender as a category of social analysis.
3. To understand classical western feminist theories and challenges to them.

Course Outcomes

1. Understand the debates that have shaped the discourse on gender

2. Develop a critical feminist perspective
3. Understand the interconnected nature of oppressions.

Unit 1 Basic Concepts

- a) Sex, gender and patriarchy
- b) Cis, trans, queer and what binaries do
- c) Many women, many feminisms and intersectionality

Unit II Early Feminism

- a) Liberal
- b) Radical
- c) Socialist and Cultural

Unit III Challenges to Early Feminism

- a) Womanism and Black Feminism
- b) Anti-caste and Dalit feminism
- c) Feminist perspectives on Disability and Sex Work

Unit IV Theories of non-normative gender and sexuality

- a) Masculinities
- b) Transgender, transgressions and the gender system
- c) Queer Theory and Queer Politics

Readings

1. Mahurkar Vaishnavi, (2018), Locating Urmila Pawar's Work in the Dalit Feminist Canon, Literature and Languages in Overview, 26th April 2018
2. Oluo, Ijeoma. 2019. Reclaiming Our Space: How Black Feminists are changing the world from the tweets to the streets.
3. Pilcher, Jane and Whelahan, Imelda. 2005. Fifty key concepts in gender studies. Sage publications: New Delhi
4. Pawar Urmila, (2009), The Weave of My Life: A Dalit Woman's Memoirs, Columbia Press University
5. Shah, Chayanika, R. Merchant, S. Mahajan and S. Nevatia. 2015. No outlaws in the Gender galaxy. New Delhi: Zubaan.
6. Tong, R. (1998). Feminist Thought. A Comprehensive Introduction. Routledge.

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I b Cis, trans queer and binaries

Unit II b Radical Feminism Kate Millet

Unit III c Feminist perspective on sex work

Paper VII

Credits - 4

Sociology of Organization

Course Objectives:

1. To familiarize students with the dynamics of organizations and diverse strategies that are useful in developing human resources.
2. To create an understanding of human resource planning to social development and comprehend the challenges faced by organizations in a global context.

Course outcomes:

1. Provides a comprehensive framework for the development of human resources in the organization and understand the vision of organisational development
2. Creates an understanding of group dynamics and organisational socialisation
3. Fosters leadership qualities to handle group dynamics

Unit I Organizational Structure

- a) Organization : Characteristics and principles of organization
- b) Formal organizations: Relevance, types of structures, tall and flat organization and functional organization
- c) Informal organization : Significance and impact on formal organizations

Unit II Organizational socialization, leadership and group dynamics

- a) Organizational socialization
- b) Leadership
- c) Group and team dynamics

Unit III Organizational Planning, Training and Development, Conflict resolution

- a) Organizational Planning
- b) Organizational Training & Development
- c) Conflict resolution

Unit IV Organizational Culture and Change

- a) Organizational Culture
- b) Creativity in Organizations
- c) Innovation process and change

Readings

1. Ashwatthapa K. 2007. Organizational Behaviour, Himalaya Publishing House, Mumbai.
2. Champoux Joseph E. 2011. Organizational Behavior: Integrating individuals, groups and organizations. New York: Routledge
3. Chaturvedi, Abha and Anil, (ed). 1995. The Sociology of Formal Organizations, Oxford University Press. New Delhi
4. Chandan, J.S. 1987. Management: Theory and Practice. New Delhi: Vikas Publishing House.
5. Luthans Fred 2005(10thed) Organisational Behaviour Publication. McGraw Hill Company. Boston.
6. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.
7. Miller and Form, 1979, Industrial Sociology, Harper Publishers, New York.
8. Miner, John B.1992. Industrial - Organizational Psychology. New York: McGraw – Hill, Inc.
9. Mullins, Laurie J. 2002. Management and organizational behavior. Essex CM20 2JE: Pearson Education Ltd.
10. Robbins, S.2001. Organizational Behaviour, Prentice Hall, New Delhi
11. Scott S, George B, Veena V.2010.Human Resources Management, Cengage Learning India Pvt Ltd

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

1. Unit1-c: Nature of Informal Organizations
2. Unit 2-b: Leadership skills
3. Unit 3-c: Case study on Conflict in organizations

Paper VIII

Credits - 4

Sociology of Social Movements

Objectives

1. To have an understanding of social movements in terms of various concepts and theories of social movements.
2. It seeks to trace the changing character of social movements in India especially in the wake of liberalization and globalization and the consequent shift from state to market.

Course Outcomes

1. Enables a conceptual and theoretical understanding of social movements and associated terminologies
2. Traces the trajectory of social movements in India including mapping of shifts in the movements' landscape in India
3. Enables a clear understanding of the relationship between state, civil society and social movements and how civil society provides the terrain on which social movements emerge.

Unit I Introduction and concepts

- a) Social Movements and their relationship to state, civil society and the market
- b) Forms of Collective action
- c) Changing character of social movements

Unit II Approaches to study of Social Movements

- a) Structural functional and Conflict
- b) Relative Deprivation and Resource Mobilization
- c) Subaltern studies And New Social Movement

Unit III Social Movements (Global)

- a) Environmental movements
- b) Abolitionist movement
- c) Anti-war movement

Unit IV Social Movements (India)

- a) Anti-caste movement
- b) Indigenous/Adivasi movements
- c) Farmer's movements

Readings

1. Kaba, Mariame. 2021. We do this till we free us: Abolitionist Organizing and Transforming Justice. Haymarket Books.

2. Oomen, T.K. 2004. Nation, Civil society and Social Movements: Essays in Political Sociology. Sage Publications. New Delhi
3. Rajender Singh. 2001. Social Movements Old and New: A Post Modernist Critique. Sage publications. New Delhi.
4. Ray, Raka; Katzenstein, Mary, FainsodKatzenstein. 2005 (Eds). Social Movements in India. Poverty, Power and Politics. OUP: New Delhi.
5. Dalit panthers an authoritative history by J.V. Pawar (Author, Introduction), Rakshit Snawane Forward Press e-book www.forwardpress.in
6. Sundar, Nandini. 2016. The Burning Forests: India's war in Bastar. Juggernaut Publishers.

Journals

1. Ajay, G and Vijay, G. (2000).Civil Society, State and Social Movements. EPW 35(12).
2. Banarjee, S. (2011). Anna Hazare, Civil Society and the State. XLVI(36).
3. ChandhokeNeera.(2012). Whatever has happened to civil society. EPW XLVIL (23)
4. Dubhashi. P. 2002. People's Movement against Global Capitalism. EPW 37 (6)
5. Judge, Paramit (2011). An ambiguous actor: People in people's movements. EPW XLVI (46).

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I b Forms of collective action

Unit III a Environmental movements

Unit IV c Farmers movement

Paper IX

Credits – 3.5

Quantitative Social Research

Course Objectives

1. To provide students with an orientation to social research
2. To acquaint students with the important concepts, techniques and processes in quantitative research
3. To enable students to apply theoretical knowledge of social research to field study.

Course Outcomes

1. An appreciation of the nature and significance of social research
2. An understanding of the basic tools and techniques in social research
3. Ability to conduct and analyse simple research projects

Unit I Introduction

- a) Philosophical Foundations of Quantitative Research
- b) Characteristics and significance
- c) Theoretical underpinnings of Quantitative Research: Positivism

Unit II Doing Quantitative Research

- a) Literature Review
- b) Research Design
- c) Academic Writing

Unit III Techniques of Data Collection

- a) Questionnaire
- b) Interview Schedule
- c) Scaling

Unit IV Quantitative Data Analysis

- a) Content analysis
- b) Measures of Correlation: Application in quantitative research
- c) Mixed methods

Readings

1. Babbie, Earl. 2010. The Practice of Social Research. Wadsworth Cengage Learning.
2. Bryman, A. (2008). Social Research Methods. Oxford University Press
3. Kumar, Ranjit. 2011. Research Methodology: A step by step guide for beginners. Sage Publishers
4. Elhance, D. N. (1984). Fundamentals of Statistics. Delhi: Kitab Mahal
5. Matt, H., Weinstein, M., Foard N.(2006) A Short Introduction to Social Research. New Delhi: Vistaar Publications
6. Stockeimer, Daniel. 2019. Quantitative Methods in Social Sciences. Springer

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I

- b. Characteristics and significance of quantitative research

Unit III

- c. Scaling

Unit IV

- a. Content analysis

Semester - VI

Paper IV	Anthropological Thought	4 credits	UH-TSOC 601
Paper V	Sociology of Media and Communication	4 credits	UH-TSOC 602
Paper VI	Gender and Society in India	3.5 credits	UH-TSOC 603
Paper VII	Sociology of Human Resource Management	4 credits	UH-TSOC 604
Paper VIII	Sociology of Marginalized Groups	4 credits	UH-TSOC 605
Paper IX	Qualitative Social Research	3.5 credits	UH-TSOC 606

Paper IV

Credits 4

Anthropological Thought

Course Objectives

1. To provide the student with the understanding of Theoretical Anthropology.
2. To train students in the application of these theories to social situations.
3. To introduce students to writings of Indian Anthropologist

Course Outcome:

1. Students will have a grounded understanding of the basics of Anthropology, its different branches and scope.
2. They will develop the ability to use the knowledge of Anthropology in tackling Anthropology related problems like ethnocentrism
3. The course will help students to have generic skills of qualitative research used in Anthropology

Unit I Introduction to Anthropology

- a) Nature and scope of Anthropology
- b) Sub-disciplines within anthropology: Physical, Cultural, Archaeology, Linguistic,
- c) Field methods in Anthropology

Unit II Early Thought

- a) Evolution – Edward Tylor, L.H. Morgan
- b) Historical Particularism - Franz Boas
- c) Colonial anthropology-Verrier Elvin's Methods of a Freelance Anthropologist

Unit III Later Development

- a) Culture and Personality- Margaret Mead's Coming of Age in Samoa
- b) Marxian Feminism- Eleanor Burke Leacocke
- c) Interpretative Anthropology – Clifford Geertz' Thick Description "Deep Play: Notes on the Balinese Cockfight"

Unit IV Contemporary Indian Thinkers- (Selected Readings)

- a) Alpa Shah- "Tribe, Egalitarian Values, Autonomy and the State"
- b) Nandini Sunder- "Divining Evil: The State and Witchcraft in Bastar"
- c) Patricia Uberoi- "Scripting Romance? Tribulation of Courtship in Popular Fiction"

Readings

1. Barnard, Alan. 2000. History and Theory in Anthropology. United Kingdom. The Press Syndicate of the University of Cambridge.

2. Guha Ramachandra. 2007. 'Between Anthropology and Literature: The Ethnographies of Verrier Elwin' in Uberoi Patricia; Sundar Nandini and Satish Deshpande (ed.): *Anthropology in the East*. 330- 359, Ranikhet: Permanent Black.
3. Harris, Marvin, 2001. *The Rise of Anthropological Theory : A History of Theories of Culture*, Jaipur, Rawat Publication.
4. Kottak Conrad Phillip, 1997. *Anthropology, The Exploration of Human Diversity*. New York The McGraw-Hill Companies Inc.
5. MacGee R Jonand Warm Richard L *Anthropological Theory and Introductory History* (4THed) 2008, McGrawHill New York.
6. Mair Lucy, 1965. *An Introduction to Social Anthropology* (2nded), 1965, New Delhi, India.
7. Moore Jerry, 2009. *Visions of Culture an introduction to Anthropological Theories and Theorists* (3rded) United Kingdom . Rowen and Little Publishers.
8. Shah Alpa .2019. 'Tribe, Egalitarian Values, Autonomy and State' in Srivastava, Arif and Abraham (ed): *Critical Themes in Indian Sociology*, 225-239, Sage Publication.
9. Sundar Nandini. 2010. "Divining Evil: The State and Witchcraft in Bastar" in *Gender, Technology and Development*. 425-448. Sage Publication. <http://gtd.sagepub.com>
10. Thomas Hylland Eriksen, 1988. *What is Anthropology*, Jaipur, Rawat Publications.
11. Thomas Hylland Eriksen and Finn Sivert Nielsen, *A History of Anthropology*, 2008, Jaipur, Rawat Publications.
12. Uberoi Patricia. 2006. *Freedom and Destiny: Gender Family and Popular Culture in India*, New Delhi. Oxford University Press

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

PAPER V

Credits 4

SOCIOLOGY OF MEDIA AND COMMUNICATION

Course Objectives:

1. Introduce students to the basic concepts in Sociology of Communication and role of Mass Communication through new technology in contemporary societies.
2. To focus on how 'old' and new media coalesce in initiating social change in present-day interconnected and globalized world.
3. To encourage critical evaluation of the impact of Mass communication on culture and society.

Course Outcome:

1. Identify the links between mass media, social media and socio-cultural transformation.
2. Analyze how technological change is deeply connected with cultural transformation.
3. Apply concepts of communication to analyse perspectives and contemporary issues sociologically.

Unit I Basic Concepts

- a) Media, Communication and Social Change
- b) Types of Communication
- c) Folk Media and Mass Media

Unit II Modes of Communication

- a) Internet: Nature and Function
- b) Old Media, New Media and Politics
- c) Alternative Media

Unit III Perspectives on Mass communication

- a) Functionalist Perspective
- b) Critical Perspective
- c) Political Economy of Communication

Unit IV Contemporary Issues

- a) Media and Post truth
- b) Hacktivism and Hacker Culture
- c) Facebook, Twitter and Blogosphere: Space for autonomy & dissent

Readings

1. Chomsky Noam(1994)Manufacturing Consent: The political Economy of the Mass Media.Vintage Publisher .London
2. DenisMcQuail(2010). McQuail's Mass Communication Theory. New Delhi: Sage Publications, 2010, (6th Ed.). ISBN 978-81-321-0579-4.
3. Daniel Lerner (1958) The Passing of Traditional Society: Modernizing the Middle East. New York: Free Press.
4. Daniel Lerner. (1972) *Communication for Development Administration in Southeast Asia*.Asia Society—SEADAG.
5. Quebral, Nora C. (1972–1973). "What Do We Mean by 'Development Communication'?". *International Development Review*. **15** (2): 25–28.
6. Schramm, Wilbur,& Lerner, David. (Eds.). (1976). *Communication and change: The last ten years and the next*. Honolulu, HI: University of Hawaii Press.
7. Wright, C. R. (1979). Sociology of Mass Communications. Annual Review of of Sociology, 5 193- 217. Retrieved from https://repository.upenn.edu/asc_papers/94.

8. Uma Joshi (2002):The text book of Mass Communication and media.Amol Publications
9. Lievrouw, L. A. (2009). New media, mediation, and communication study. *Information, Communication & Society*, 12(3), 303-325.
10. Wajcman, J. (2008). Life in the fast lane? Towards a sociology of technology and time. *The British journal of sociology*, 59(1), 59-77.
11. Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. NYU press, pp. 1-24.
12. Gurevitch, M., Coleman, S., & Blumler, J. G. (2009). Political communication—Old and new media relationships. *The ANNALS of the American Academy of Political and Social Science*, 625(1), 164-181.
13. Barnard, S. R. (2016). Spectacles of self (ie) empowerment? Networked individualism and the logic of the (post) feminist selfie. In *Communication and Information Technologies Annual: [New] Media Cultures* (pp. 63-88).
14. Huyssen, A. (2000). Present pasts: Media, politics, amnesia. *Public culture*, 12(1), 21-38.
15. Merck, M. (2015). Masked men: hacktivism, celebrity and anonymity. *Celebrity studies*, 6(3), 272-287.

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

1. Unit 1-c: Forms of folk media
2. Unit 2-b: Impact of social media
3. Unit 4-c: Cyber trolling/media trials

Paper VI

Credits 3.5

Gender and Society in India

Course Objectives

1. To gain an insight into debates around gender in India from the precolonial to contemporary times.
2. To use an intersectional lens to understand the multi-layered nature of gender oppressions.
3. To understand how resistance movements have led to changes in policies and laws.

Course outcomes

1. Enables a nuanced understanding of the feminist landscape in India from the pre-colonial times to the contemporary era.

2. A deeper understanding of newer methods of protest and resistance and newer ways of seeing old issues within the feminist movement
3. Provides an intersectional lens through which one can view complex social realities

Unit I Women in early movements

- a) Religious reform movements
- b) Social reform Movement
- c) Nationalist Movement

Unit II Gender Based Violence

- a) Domestic Violence: Violence against women and trans-persons
- b) Violence in situations of conflict: caste and communal
- c) Violence in virtual spaces
- d) Sexual harassment: Street and work place

Unit III Feminist Politics Beyond the Law

- a) Feminist critique of law
- b) Administering the laws: Confronting gendered institutions
- c) The way forward

Unit IV Collective Struggles, Movements and Transformations

- a) Self determination and bodily autonomy
- b) Health, Education and Livelihood
- c) Digital bodies and citizenship

Readings

- 1.
2. Agarwal, Anuja. (1997). Gendered Bodies: The case of the 'third gender' in India. Contributions to Indian Sociology, Vol 31- (2), 273-297
3. Kothari, J. 2005. Criminal law on domestic violence: Promises and limits, EPW Vol XL No 46, Pp 4843-4849
4. Krishnan, Kavita. 2020. Fearless Freedom. Penguin Books
5. Kannabiran, K. (ed). The violence of normal times: Essays on women's lived realities. Kali for women: New Delhi.
6. Menon, Nivedita. 2013. Seeing Like a Feminist. Zubaan: New Delhi

7. Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi.
8. Revathi, A. 2013. The Truth About Me: A Hijra Life Story. Penguin Books India.
9. Sharma, Kalpana. (2002) Surviving Violence, Making Peace: Women in communal conflict in Mumbai in Kapadia, K. (ed) The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Kali for Women
10. <https://ruralindiaonline.org/en/library/resource/the-transgender-persons-protection-of-rights-act-2019>

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I c Women in Nationalist Movement

Unit II b Violence in Virtual spaces

Unit IV c Digital bodies and citizenship

Paper VII

Credits 4

Sociology of Human Resource Management

Course Objectives

1. To familiarize students with the role and functions of human resource management.
2. To introduce the sociological approaches to human resources.
3. To create an awareness of the various issues involved in the development of human resources with particular emphasis on politics of representation within organizations.

Course Outcomes

1. A thorough understanding of the role and functions of human resource management at the micro and macro level.
2. Awareness about various aspects of the development of human resources with particular emphasis on social and cultural factors.
3. Engenders an intersectional viewpoint on human resources within an organization

Unit I History of HRM

- a) Industrialisation and workers' welfare; workers' exploitation, revolutions and movements
- b) History of labour reforms in India
- c) Human relations approaches

Unit II Approaches in Sociology of Human Resource Management

- a) Max Weber – Modern Organizational Theory
- b) Michel Foucault – Theory of time and space
- c) F.Taylor – Harmonizing work at micro and macro level

Unit III Management Development

- a) Staffing and Recruitment
- b) Training and Development
- c) Performance appraisal and career development

Unit IV Critical issues in Human resource management

- a) Glass ceiling effect
- b) Wage and incentive issues
- c) Diversity, Equity and Inclusion

Readings

1. Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The McGraw Hill Companies. New Delhi
2. Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai
3. Lane, H. (ed). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom
4. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.
4. Weber, M. (2009). The Theory Of Social And Economic Organization. United Kingdom: Free Press.
5. Taylor, F. W. (2016). The Principles of Scientific Management. United States: Cosimo, Incorporated.
6. Foucault, Management and Organization Theory: From Panopticon to Technologies of Self. (1998). India: SAGE Publications.
7. Prouska, R., Roper, I. (2019). Critical Issues in Human Resource Management: Contemporary Perspectives. United Kingdom: Macmillan Education UK.
8. Sadler-Smith, E. (2022). Human Resource Development: From Theory Into Practice. United Kingdom: SAGE Publications, Limited.
9. The Living Wage: Advancing a Global Movement. (2021). United States: Taylor & Francis.
10. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.618250/full>

11. Babic, A., Hansez, I., & Gillis, N. (2020). Work-to-family interface and well-being: The role of workload, emotional load, support and recognition from supervisors. *SA Journal of Industrial Psychology*, 46(1), 1-13.

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

1. Unit 1-c: Hawthorne Experiment
2. Unit 3-a: Planning out a Recruitment and Selection schedule
3. Unit 4-c: Diversity and Inclusion in management practices

Paper VIII

Credits 4

Sociology of Marginalized Groups

Course Objectives

1. To use an intersectional focus in the sociological study of Marginalized Groups
2. To create awareness of historically disprivileged groups in Indian society
3. To foster a sense of compassion and an ethos of social justice in understanding marginalization

Course Outcomes

1. Demonstrates the sociological significance of the study of marginalised groups
2. Students are sensitised to the idea of 'privileges' and 'disabilities' and how our social locations intersect to create multiple marginalities and disabilities.
3. Underscores the importance of social justice and the role of constitutional principles in realizing the ideal of 'social justice'

Unit I Social Structure and Marginality

- a) Structures and Cultures of Oppression
- b) Margin, marginality and marginalisation
- c) Social indices of marginalization

Unit II Perspectives on Marginalisation

- a) Anti-caste
- b) Feminist
- c) Post-colonial

Unit III Mobilizations and Protests

- a) Disabled
- b) Tribal, Adivasi and Indigenous
- c) Hijra, Kinnar and Transgender

Unit IV Constitution, State Policies and the margins

- a) Constitution and the marginalised groups
- b) State Policies: A critique
- c) Interrogating the Criminal Justice System

Readings

1. Fraser, N. Social Justice in the age of Identity Politics. New Delhi: Critical Quest
2. Jogdand P.C (1991) Dalit Movement in Maharashtra New Delhi: Kanak Publication
3. Kannabiran, Kalpana. 2015. Tools of Justice: Non discrimination and the Indian constitution. Routledge
4. Misra, Jahnvi. 2021. the Punished: Stories of Death Row Prisoners in India. Based on work by Project 39A. Harper Collins
5. Mander, Harsh. 2012. A fractured freedom: Chronicles of India's margins. New Delhi: Three Essays Collective
6. Omvedt, Gali (1999): Dalits and the Democratic Revolution. New Delhi: Sage
7. Thorat, S. 2013. Caste, Social exclusion and Poverty. New Delhi: Critical quest

Journals

1. Kumar, A. 2011. Inequality and Exclusion: As If the System Mattered. EPW XLVI (44-45)
2. Mondal, S. 2003. Social structure, OBC's and Muslims. EPW 38(46)
3. Nandy, A. 2012. Theories of oppression and another dialogue of culture. EPW XLVII (30)
4. Nayar, D. (2011). Discrimination and Justice: Beyond Affirmative Action. EPW XLVI (42).
5. Robison Rowena. 2007. Indian Muslims: The varied dimensions of marginality, EPW XLII
6. Verma, V. 2011. Conceptualising Social Exclusion: New Rhetoric or Transformative Politics? EPW XLVI (50)

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I c Social indices of marginalization

Unit III c Hijra, Kinnar and transgender

Unit IV c Interrogating the criminal justice system

PAPER IX

Credits 3.5

QUALITATIVE SOCIAL RESEARCH

Course Objectives

1. To provide students with an orientation to Qualitative Social Research
2. To acquaint students with the important concepts, techniques and processes in qualitative research
3. To enable students to apply theoretical knowledge of social research to field study.

Course Outcomes

1. Provides an understanding of important concepts, techniques and processes in qualitative research
2. Students are able to apply and assess the difference between qualitative, quantitative, interpretive methods of research.
3. Enables an appreciation of the emerging debates on methodology in relation to 'objectivity', 'embodied research' and the value of emotions and empathy in research.

Unit I Qualitative Research

- a) Philosophical assumptions of Qualitative Research
- b) Qualitative Research – Characteristics and significance
- c) Theoretical considerations – Interpretivism and Critical Theory

Unit II Process of Qualitative Research

- a) Designing a qualitative study
- b) Reliability and Validity in Qualitative research

- c) Writing and Ethics in Qualitative Research

Unit III Approaches to Qualitative Inquiry

- a) Ethnography
- b) Case study
- c) Feminist

Unit IV Methods and Techniques of data collection

- a) Interview: Unstructured, Semi structured, In-depth
- b) Focus Group discussion
- c) Conversation, Discourse and narrative analysis

SLE

Unit I b Characteristics and Significance of Qualitative Research

Unit III a. Ethnography

Unit IV c. Discourse analysis

Readings

1. Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
2. Cresswell, J.W, (2007) 'Qualitative Inquiry and Research Design- Choosing among five approaches' Sage Publication: New Delhi
3. Cresswell ,J.W, (2002), Research Design -Qualitative Quantitative and Mixed Methods Approaches, Sage Publication: New Delhi
4. Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
5. Law, John. 2004. After Method: Mess in social science research. Sage publications.
6. Somekh Bridget & Lewin Cathy (ed), (2005) 'Research Methods in Social Science'
7. Tucker, Veena (2020). Research Methods in Social Sciences. Pearsons India Education Services
8. Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.

Evaluation Criteria and Question Paper Pattern-

Division of Marks: 40-60

40 Marks: Continuous Assessment and Evaluation (CAE)

I – 20 Marks – Project/Assignment (academic essay/book review/book discussion/ film making/ empirical research projects)

II – 15 Marks – Project Presentation

III – 05 Marks –Class participation

60 Marks: Semester End Examination (SEE)

SEE - Marks: 60

Time: 2 hours

The theory paper of 60 marks will have 4 questions of 15 marks each with internal choice.



HSNC University Mumbai

(2022-2023)

Ordinances and Regulations

With Respect to

Choice Based Credit System

(CBCS)

For the Programmes Under

The Faculty of Humanities

For the Course

Sociology

Curriculum – Third Year Undergraduate Programme

Semester-V and Semester -VI

Semester - VI

Paper IV	Anthropological Thought	4 credits	UH-TSOC 601
Paper V	Sociology of Media and Communication	4 credits	UH-TSOC 602
Paper VI	Gender and Society in India	3.5 credits	UH-TSOC 603
Paper VII	Sociology of Human Resource Management	4 credits	UH-TSOC 604
Paper VIII	Sociology of Marginalized Groups	4 credits	UH-TSOC 605

Paper IX	Qualitative Research	Social	3.5 credits	UH-TSOC 606
----------	-------------------------	--------	-------------	-------------

Paper IV

Credits 4

Anthropological Thought

Course Objectives

1. To provide the student with the understanding of Theoretical Anthropology.
2. To train students in the application of these theories to social situations.
3. To introduce students to writings of Indian Anthropologist

Course Outcome:

1. Students will have a grounded understanding of the basics of Anthropology, its different branches and scope.
2. They will develop the ability to use the knowledge of Anthropology in tackling Anthropology related problems like ethnocentrism
3. The course will help students to have generic skills of qualitative research used in Anthropology

Unit I Introduction to Anthropology

- a) Nature and scope of Anthropology
- b) Sub-disciplines within anthropology: Physical, Cultural, Archaeology, Linguistic,
- c) Field methods in Anthropology

Unit II Early Thought

- a) Evolution – Edward Tylor, L.H. Morgan
- b) Historical Particularism - Franz Boas
- c) Colonial anthropology-Verrier Elvin's Methods of a Freelance Anthropologist

Unit III Later Development

- a) Culture and Personality- Margaret Mead's Coming of Age in Samoa
- b) Marxian Feminism- Eleanor Burke Leacocke

- c) Interpretative Anthropology – Clifford Geertz’ Thick Description “Deep Play: Notes on the Balinese Cockfight”

Unit IV Contemporary Indian Thinkers- (Selected Readings)

- a) Alpa Shah- “Tribe, Egalitarian Values, Autonomy and the State”
b) Nandini Sunder- “Divining Evil: The State and Witchcraft in Bastar”
c) Patricia Uberoi- “Scripting Romance? Tribulation of Courtship in Popular Fiction”

Readings

1. Barnard, Alan. 2000. History and Theory in Anthropology. United Kingdom. The Press Syndicate of the University of Cambridge.
2. Guha Ramachandra. 2007. ‘Between Anthropology and Literature: The Ethnographies of Verrier Elwin’ in Uberoi Patricia; Sundar Nandini and Satish Deshpande (ed.): *Anthropology in the East*. 330- 359, Ranikhet: Permanent Black.
3. Harris, Marvin, 2001. The Rise of Anthropological Theory : A History of Theories of Culture, Jaipur, Rawat Publication.
4. Kottak Conrad Phillip, 1997. Anthropology, The Exploration of Human Diversity. New York The McGraw-Hill Companies Inc.
5. MacGee R Jonand Warm Richard L Anthropological Theory and Introductory History (4THed) 2008, McGrawHill New York.
6. Mair Lucy, 1965. An Introduction to Social Anthropology (2nded), 1965, New Delhi, India.
7. Moore Jerry, 2009. Visions of Culture an introduction to Anthropological Theories and Theorists (3rded) United Kingdom . Rowen and Little Publishers.
8. Shah Alpa .2019. ‘Tribe, Egalitarian Values, Autonomy and State’ in Srivastava, Arif and Abraham (ed): *Critical Themes in Indian Sociology*, 225-239, Sage Publication.
9. Sundar Nandini. 2010. “Divining Evil: The State and Witchcraft in Bastar” in Gender, Technology and Development. 425-448. Sage Publication. <http://gtd.sagepub.com>
10. Thomas Hylland Eriksen, 1988. What is Anthropology, Jaipur, Rawat Publications.
11. Thomas Hylland Eriksen and Finn Sivert Nielsen, A History of Anthropology, 2008, Jaipur, Rawat Publications.
12. Uberoi Patricia. 2006. Freedom and Destiny: Gender Family and Popular Culture in India, New Delhi. Oxford University Press

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

PAPER V

Credits 4

SOCIOLOGY OF MEDIA AND COMMUNICATION

Course Objectives:

1. Introduce students to the basic concepts in Sociology of Communication and role of Mass Communication through new technology in contemporary societies.
2. To focus on how 'old' and new media coalesce in initiating social change in present-day interconnected and globalized world.
3. To encourage critical evaluation of the impact of Mass communication on culture and society.

Course Outcome:

1. Identify the links between mass media, social media and socio-cultural transformation.
2. Analyze how technological change is deeply connected with cultural transformation.
3. Apply concepts of communication to analyse perspectives and contemporary issues sociologically.

Unit I Basic Concepts

- a) Media, Communication and Social Change
- b) Types of Communication
- c) Folk Media and Mass Media

Unit II Modes of Communication

- a) Internet: Nature and Function
- b) Old Media, New Media and Politics
- c) Alternative Media

Unit III Perspectives on Mass communication

- a) Functionalist Perspective
- b) Critical Perspective
- c) Political Economy of Communication

Unit IV Contemporary Issues

- a) Media and Post truth
- b) Hacktivism and Hacker Culture
- c) Facebook, Twitter and Blogosphere: Space for autonomy & dissent

Readings

1. Chomsky Noam(1994)Manufacturing Consent: The political Economy of the Mass Media.Vintage Publisher .London
2. DenisMcQuail(2010). McQuail’s Mass Communication Theory. New Delhi: Sage Publications, 2010, (6th Ed.). ISBN 978-81-321-0579-4.
3. Daniel Lerner (1958) The Passing of Traditional Society: Modernizing the Middle East. New York: Free Press.
4. Daniel Lerner. (1972) *Communication for Development Administration in Southeast Asia*.Asia Society—SEADAG.
5. Quebral, Nora C. (1972–1973). "What Do We Mean by 'Development Communication'?" . *International Development Review*. **15** (2): 25–28.
6. Schramm, Wilbur.,& Lerner, David. (Eds.). (1976). *Communication and change: The last ten years and the next*. Honolulu, HI: University of Hawaii Press.
7. Wright, C. R. (1979). Sociology of Mass Communications. Annual Review of of Sociology, 5 193- 217. Retrieved from https://repository.upenn.edu/asc_papers/94.
8. Uma Joshi (2002):The text book of Mass Communication and media.Amol Publications
9. Lievrouw, L. A. (2009). New media, mediation, and communication study. *Information, Communication & Society*, 12(3), 303-325.
10. Wajcman, J. (2008). Life in the fast lane? Towards a sociology of technology and time. *The British journal of sociology*, 59(1), 59-77.
11. Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. NYU press, pp. 1-24.
12. Gurevitch, M., Coleman, S., & Blumler, J. G. (2009). Political communication—Old and new media relationships. *The ANNALS of the American Academy of Political and Social Science*, 625(1), 164-181.
13. Barnard, S. R. (2016). Spectacles of self (ie) empowerment? Networked individualism and the logic of the (post) feminist selfie. In *Communication and Information Technologies Annual: [New] Media Cultures* (pp. 63-88).
14. Huyssen, A. (2000). Present pasts: Media, politics, amnesia. *Public culture*, 12(1), 21-38.
15. Merck, M. (2015). Masked men: hacktivism, celebrity and anonymity. *Celebrity studies*, 6(3), 272-287.

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

1. Unit 1-c: Forms of folk media
2. Unit 2-b: Impact of social media
3. Unit 4-c: Cyber trolling/media trials

Paper VI

Credits 3.5

Gender and Society in India

Course Objectives

1. To gain an insight into debates around gender in India from the precolonial to contemporary times.
2. To use an intersectional lens to understand the multi-layered nature of gender oppressions.
3. To understand how resistance movements have led to changes in policies and laws.

Course outcomes

1. Enables a nuanced understanding of the feminist landscape in India from the pre-colonial times to the contemporary era.
2. A deeper understanding of newer methods of protest and resistance and newer ways of seeing old issues within the feminist movement
3. Provides an intersectional lens through which one can view complex social realities

Unit I Women in early movements

- a) Religious reform movements
- b) Social reform Movement
- c) Nationalist Movement

Unit II Gender Based Violence

- a) Domestic Violence: Violence against women and trans-persons
- b) Violence in situations of conflict: caste and communal
- c) Violence in virtual spaces
- d) Sexual harassment: Street and work place

Unit III Feminist Politics Beyond the Law

- a) Feminist critique of law
- b) Administering the laws: Confronting gendered institutions

- c) The way forward

Unit IV Collective Struggles, Movements and Transformations

- a) Self determination and bodily autonomy
- b) Health, Education and Livelihood
- c) Digital bodies and citizenship

Readings

- 1.
2. Agarwal, Anuja. (1997). Gendered Bodies: The case of the 'third gender' in India. Contributions to Indian Sociology, Vol 31- (2), 273-297
3. Kothari, J. 2005. Criminal law on domestic violence: Promises and limits, EPW Vol XL No 46, Pp 4843-4849
4. Krishnan, Kavita. 2020. Fearless Freedom. Penguin Books
5. Kannabiran, K. (ed). The violence of normal times: Essays on women's lived realities. Kali for women: New Delhi.
6. Menon, Nivedita. 2013. Seeing Like a Feminist. Zubaan: New Delhi
7. Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi.
8. Revathi, A. 2013. The Truth About Me: A Hijra Life Story. Penguin Books India.
9. Sharma, Kalpana. (2002) Surviving Violence, Making Peace: Women in communal conflict in Mumbai in Kapadia, K. (ed) The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Kali for Women
10. <https://ruralindiaonline.org/en/library/resource/the-transgender-persons-protection-of-rights-act-2019>

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I c Women in Nationalist Movement

Unit II b Violence in Virtual spaces

Unit IV c Digital bodies and citizenship

Paper VII
Credits 4
Sociology of Human Resource Management

Course Objectives

1. To familiarize students with the role and functions of human resource management.
2. To introduce the sociological approaches to human resources.
3. To create an awareness of the various issues involved in the development of human resources with particular emphasis on politics of representation within organizations.

Course Outcomes

1. A thorough understanding of the role and functions of human resource management at the micro and macro level.
2. Awareness about various aspects of the development of human resources with particular emphasis on social and cultural factors.
3. Engenders an intersectional viewpoint on human resources within an organization

Unit I History of HRM

- a) Industrialisation and workers' welfare; workers' exploitation, revolutions and movements
- b) History of labour reforms in India
- c) Human relations approaches

Unit II Approaches in Sociology of Human Resource Management

- a) Max Weber – Modern Organizational Theory
- b) Michel Foucault – Theory of time and space
- c) F.Taylor – Harmonizing work at micro and macro level

Unit III Management Development

- a) Staffing and Recruitment
- b) Training and Development
- c) Performance appraisal and career development

Unit IV Critical issues in Human resource management

- a) Glass ceiling effect
- b) Wage and incentive issues
- c) Diversity, Equity and Inclusion

Readings

1. Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The McGraw Hill Companies. New Delhi
2. Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai
3. Lane, H. (ed). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom
4. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.
4. Weber, M. (2009). The Theory Of Social And Economic Organization. United Kingdom: Free Press.
5. Taylor, F. W. (2016). The Principles of Scientific Management. United States: Cosimo, Incorporated.
6. Foucault, Management and Organization Theory: From Panopticon to Technologies of Self. (1998). India: SAGE Publications.
7. Prouska, R., Roper, I. (2019). Critical Issues in Human Resource Management: Contemporary Perspectives. United Kingdom: Macmillan Education UK.
8. Sadler-Smith, E. (2022). Human Resource Development: From Theory Into Practice. United Kingdom: SAGE Publications, Limited.
9. The Living Wage: Advancing a Global Movement. (2021). United States: Taylor & Francis.
10. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.618250/full>
11. Babic, A., Hansez, I., & Gillis, N. (2020). Work-to-family interface and well-being: The role of workload, emotional load, support and recognition from supervisors. *SA Journal of Industrial Psychology*, 46(1), 1-13.

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

1. Unit 1-c: Hawthorne Experiment
2. Unit 3-a: Planning out a Recruitment and Selection schedule
3. Unit 4-c: Diversity and Inclusion in management practices

Paper VIII

Credits 4

Sociology of Marginalized Groups

Course Objectives

1. To use an intersectional focus in the sociological study of Marginalized Groups
2. To create awareness of historically disprivileged groups in Indian society
3. To foster a sense of compassion and an ethos of social justice in understanding marginalization

Course Outcomes

1. Demonstrates the sociological significance of the study of marginalised groups
2. Students are sensitised to the idea of 'privileges' and 'disabilities' and how our social locations intersect to create multiple marginalities and disabilities.
3. Underscores the importance of social justice and the role of constitutional principles in realizing the ideal of 'social justice'

Unit I Social Structure and Marginality

- a) Structures and Cultures of Oppression
- b) Margin, marginality and marginalisation
- c) Social indices of marginalization

Unit II Perspectives on Marginalisation

- a) Anti-caste
- b) Feminist
- c) Post-colonial

Unit III Mobilizations and Protests

- a) Disabled
- b) Tribal, Adivasi and Indigenous
- c) Hijra, Kinnar and Transgender

Unit IV Constitution, State Policies and the margins

- a) Constitution and the marginalised groups
- b) State Policies: A critique
- c) Interrogating the Criminal Justice System

Readings

1. Fraser, N. Social Justice in the age of Identity Politics. New Delhi: Critical Quest
2. Jogdand P.C (1991) Dalit Movement in Maharashtra New Delhi: Kanak Publication
3. Kannabiran, Kalpana. 2015. Tools of Justice: Non discrimination and the Indian constitution. Routledge
4. Misra, Jahnvi. 2021. the Punished: Stories of Death Row Prisoners in India. Based on work by Project 39A. Harper Collins
5. Mander, Harsh. 2012. A fractured freedom: Chronicles of India's margins. New Delhi: Three Essays Collective
6. Omvedt, Gali (1999): Dalits and the Democratic Revolution. New Delhi: Sage
7. Thorat, S. 2013. Caste, Social exclusion and Poverty. New Delhi: Critical quest

Journals

1. Kumar, A. 2011. Inequality and Exclusion: As If the System Mattered. EPW XLVI (44-45)
2. Mondal, S. 2003. Social structure, OBC's and Muslims. EPW 38(46)
3. Nandy, A. 2012. Theories of oppression and another dialogue of culture. EPW XLVII (30)
4. Nayar, D. (2011). Discrimination and Justice: Beyond Affirmative Action. EPW XLVI (42).
5. Robinson Rowena. 2007. Indian Muslims: The varied dimensions of marginality, EPW XLII
6. Verma, V. 2011. Conceptualising Social Exclusion: New Rhetoric or Transformative Politics? EPW XLVI (50)

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links.

Unit I c Social indices of marginalization

Unit III c Hijra, Kinnar and transgender

Unit IV c Interrogating the criminal justice system

PAPER IX

Credits 3.5

QUALITATIVE SOCIAL RESEARCH

Course Objectives

1. To provide students with an orientation to Qualitative Social Research
2. To acquaint students with the important concepts, techniques and processes in qualitative research
3. To enable students to apply theoretical knowledge of social research to field study.

Course Outcomes

1. Provides an understanding of important concepts, techniques and processes in qualitative research
2. Students are able to apply and assess the difference between qualitative, quantitative, interpretive methods of research.
3. Enables an appreciation of the emerging debates on methodology in relation to 'objectivity', 'embodied research' and the value of emotions and empathy in research.

Unit I Qualitative Research

- a) Philosophical assumptions of Qualitative Research
- b) Qualitative Research – Characteristics and significance
- c) Theoretical considerations – Interpretivism and Critical Theory

Unit II Process of Qualitative Research

- a) Designing a qualitative study
- b) Reliability and Validity in Qualitative research
- c) Writing and Ethics in Qualitative Research

Unit III Approaches to Qualitative Inquiry

- a) Ethnography
- b) Case study
- c) Feminist

Unit IV Methods and Techniques of data collection

- a) Interview: Unstructured, Semi structured, In-depth
- b) Focus Group discussion
- c) Conversation, Discourse and narrative analysis

SLE

Unit I b Characteristics and Significance of Qualitative Research

Unit III a. Ethnography

Unit IV c. Discourse analysis

Readings

1. Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
2. Cresswell, J.W, (2007) 'Qualitative Inquiry and Research Design- Choosing among five approaches' Sage Publication: New Delhi
3. Cresswell, J.W, (2002), Research Design -Qualitative Quantitative and Mixed Methods Approaches, Sage Publication: New Delhi
4. Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
5. Law, John. 2004. After Method: Mess in social science research. Sage publications.
6. Somekh Bridget & Lewin Cathy (ed), (2005) 'Research Methods in Social Science'
7. Tucker, Veena (2020). Research Methods in Social Sciences. Pearsons India Education Services
8. Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.

Evaluation Criteria and Question Paper Pattern-

Division of Marks: 40-60

40 Marks: Continuous Assessment and Evaluation (CAE)

I – 20 Marks – Project/Assignment (academic essay/book review/book discussion/ film making/ empirical research projects)

II – 15 Marks – Project Presentation

III – 05 Marks –Class participation

60 Marks: Semester End Examination (SEE)

SEE - Marks: 60

Time: 2 hours

The theory paper of 60 marks will have 4 questions of 15 marks each with internal choice.