

## **BA (H) Sociology**

### **Generic Elective 01**

#### **Indian Society: Images and Realities**

##### **Course Objectives:**

1. *Indian Society: Images and Realities* is an interdisciplinary introductory course on Indian society. It constitutes Indian society as an object of study through delineating the historical processes and ideological tensions that tentatively constitute this object. It proceeds to familiarize the students with constituent institutions and processes of Indian society such as village, town, region, caste, class, religion family, gender and political economy. It concludes with a section that marks the ongoing conversations about Indian society.
2. This generic elective course may serve as a foundational course for any graduate of the University as the disciplinary knowledge it transmits brings reflexivity, criticality, multi-cultural competence and ethical awareness essential for citizenship education of all graduates.
3. It enables the capacity to invoke scientific and analytical attitude towards one's own society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem solving in Indian context.
4. The course works with fine and extremely well crafted sociological writing. In doing so it contributes to augmentation of their communication skills. Finally, the course provides the ethos and categories for lifelong learning about Indian society and history and a means to appreciate aspects of its culture in its proper context.

##### **Course Learning Outcomes:**

1. A familiarity with ideas of India in their social and historical context.
2. An acquaintance with key institutions and processes of Indian society.
3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.
4. A preliminary understanding of sociological discourse on Indian society.

5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

## **Course Outline**

### **Unit 1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**

### **Unit 2. Institutions and Processes (8 Weeks)**

#### **2.1 Village, Town and Region**

#### **2.2 Caste, Class and Religion**

#### **2.3 Family and Gender**

#### **2.4 Political Economy**

### **Unit 3. Critiques (3 Weeks)**

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## **Course Content**

### **Unit 1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**

Eck, Diana L. *India: A Sacred Geography*. New York: Harmony Books, 2012. Chapter 2. What is India? Pp.42 – 105

### **Unit 2. Institutions and Processes (8 Weeks)**

#### **2.1 Village, Town and Region**

Breman, Jan. 'The Village in Focus' from the *Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64

Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

#### **2.2 Caste, Class and Religion**

Zelliot, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism: Ritual, Culture, and Practice*, Santa Barbara: ABC-Clio, 2004. Pp. 243 – 268

Alavi, Hamza. And John Harriss. *Sociology of “Developing Societies”: South Asia*. London: Macmillan, 1989. Pp. 134-147 & 268 – 275

Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 219 – 248

### **2.3 Family and Gender**

Dube, Leela. ‘On the Construction of Gender: Hindu Girls in Patrilineal India’, *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19

Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage, 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

### **2.4 Political Economy**

Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

## **Unit 3. Critiques (3 Weeks)**

Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

Jayawardena, Kumari. *Feminism and Nationalism in the Third World*, London: Verso, Chapter 6. Women, Social Reform and Nationalism in India. 2016.

Baruah, Sanjib. ‘Cultural Politics of Language, Subnationalism and Pan-Indiansim’ from *India against Itself: Assam and the politics of Nationalism*, New Delhi: OUP, 2001. Pp. 69-90

## **References**

### **Compulsory Readings**

Alavi, Hamza. And John Harriss. *Sociology of “Developing Societies”: South Asia*. London: Macmillan, 1989. Pp. 134-147 & 268 – 275

Baruah, Sanjib. ‘Cultural Politics of Language, Subnationalism and Pan-Indiansim’ from *India against Itself: Assam and the politics of Nationalism*, New Delhi: OUP, 2001. Pp. 69-90

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Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19

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Mines, Diane P. 'The Hindu Gods in a South Indian Village' in Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 219 – 248

Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

Zelliot, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism: Ritual, Culture, and Practice*, Santa Barbara: ABC-Clio, 2004. Pp. 243 – 268

### **Additional Resources**

Chandavarkar, Rajnarayan. *History, Culture and the Indian City*, Cambridge: Cambridge University press, 2009. Chapter 2. Bombay's perennial modernities. Pp. 12 – 30

Fruzzetti, Lina. 'Muslim Rituals: Household Rites vs. Public Festivals in Rural India', from Imtiaz Ahmad (Ed.) *Ritual and Religion among Muslims in India*. Delhi: Manohar, 1984. Pp. 91 – 112 (22)

Metcalf, Barbara D. and Thomas R. Metcalf. *A Concise History of Modern India*. Cambridge: Cambridge University Press. 2006. Pp. 231 – 296

Mines, Diane P. and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 11 – 22

Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009.

Robb, Peter G. *A History of India*, London: MacMillan, 2011. (2<sup>nd</sup> Edition) Chapter 1. Region and Civilization. Pp. 1-27

**Teaching-Learning Process:**

The teaching, learning process for this paper involves lectures, presentations, projects and film screenings. The diversity and multi-cultural ecosystem of Delhi university classrooms would be mobilized to maximize peer learning through sharing of the lived knowledge of many Indias and its institutions.

**Assessment Methods:**

Recommended evaluation is one assignment that tests the conceptual grasp based on prescribed readings and one project that demonstrates competence to grasp a contemporary social issue, cultural feature or a trend in India

**Keywords:**

India, Civilization, Colony, Society, Village, Town, Region, Caste, Class, Religion, Family, Gender, Economy, Politics.