

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF SOCIOLOGY

UNDERGRADUATE PROGRAMME

B.A. (Prog.) Sociology

(Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED

Core Courses, Elective Courses & Ability Enhancement Courses

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 21 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 22 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 23 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 31 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 32 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
<u>I. Core Course</u> (12 Papers) Two papers – English Two papers – MIL Four papers – Discipline 1. Four papers – Discipline 2.	Paper+ Practical 12X4= 48	Paper + Tutorial 12X5=60
Core Course Practical / Tutorial* (12 Practicals)	12X2=24	12X1=12
<u>II. Elective Course</u> (6 Papers) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Inter disciplinary Two papers from each discipline of choice and two papers of interdisciplinary nature.	6x4=24	6X5=30
Elective Course Practical / Tutorials* (6 Practical/ Tutorials*) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Generic (Inter disciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.	6 X 2=12	6X1=6
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory (2 Papers of 2 credits each) Environmental Science English Communication/MIL	2 X 2=4	2 X 2=4
2. Ability Enhancement Elective (Skill Based) (4 Papers of 2 credits each)	4 X 2=8	4 X 2=8
	<hr/> Total credit= 120	<hr/> Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

Scheme For Courses For BA (Program) Sociology

Semester	(A) CORE COURSES (4 Courses) (5 Lectures+ 1 Tutorial per Course) 6 Credits per Course 4x6=24 Credits	(B) Ability Enhancement Courses (AECC) (2 Courses) 2 Credits per Course 2x2=4 Credits	(C) Skill Enhancement Course (SEC) (4 Courses) (2 Lectures) (2 Credits per Course) 2x4=8 Credits	(D) Elective: Discipline Specific (DSE) (2 Courses) (5 Lectures+1 Tutorial Per Course) 4x6=24 Credits (One course to be Chosen from two on offer each semester)	(E) Elective: Generic Elective (GE) (2 Courses) (5 Lectures+1 Tutorial Per Course) 2x6=12 Credits
I	<u>Sociology Core 01</u> Introduction to Sociology	(English/ MIL Communication)/ Environmental Science			
II	<u>Sociology Core 02</u> Sociology of India	(English/ MIL Communication)/ Environmental Science			
III	<u>Sociology Core 03</u> Sociological Theories		<u>Sociology SEC 01</u> Techniques of Social Research		
IV	<u>Sociology Core 04</u> Methods of Sociological Enquiry		<u>Sociology SEC 02</u> Gender Sensitization		
V			<u>Sociology SEC 03</u> Society through the Visual	<u>Sociology DSE 01</u> Religion and Society <u>Sociology DSE 02</u> Marriage, Family and Kinship	<u>Sociology GE 01</u> Polity and Society in India
VI			<u>Sociology SEC 04</u> Theory and Practice of Development	<u>Sociology DSE 03</u> Social Stratification <u>Sociology DSE 04</u> Gender and Sexuality	<u>Sociology GE 02</u> Economy and Society

Note: Specific SEC & GE courses may be taught in different semesters. Students who have opted for a particular course in one semester are not allowed to opt for the same course in a subsequent semester

BA (Program) Sociology under CBCS

Contents

V Semester Courses and GE and SEC courses as approved by Oversight Committee

on 19/07/2021

S. No	Name of the Course	Page Numbers
	Discipline Specific Electives(DSE)	
DSE 01	Religion and Society	11-13
DSE 02	Marriage, Family and Kinship	14-16
	Generic Electives (GE)	
GE 01	Polity and Society in India	23-25
GE 02	Economy and Society	26-27
	Skill Enhancement courses	
SEC 01	Techniques of Social Research	28-30
SEC 02	Gender Sensitization	31-34
SEC 03	Society through the Visual	35-36
SEC 04	Theory and Practice of Development	37-40

Explanation: Specific GE & SEC courses may be taught in different semesters. Students who have opted for a particular course in one semester are not allowed to opt for the same course in a subsequent semester.

BA (Program)
Discipline Specific Elective 01
Religion and Society

Objective:

This course acquaints students with a sociological understanding of religion. It examines some forms of religion in India and its role in modern society.

Outline:

1. Understanding Religion

1.1. Sociology of Religion: Meaning and Scope

1.2. Sacred and Profane

1.3 Religion and Rationalization

1.4 Rites of Passage

2. Religion in India

2.1. Hinduism

2.2. Islam

2.3. Christianity

2.4. Sikhism

2.5. Buddhism

3. Secularism & Communalism

COURSE CONTENTS AND ITINERARY

1. Understanding Religion: (5 Weeks)

1.1 Sociology of Religion: Meaning and Scope

1.1.1 Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.

1.1.2 Berger. 1967. *The Sacred Canopy*. Garden City: New York, pp175-186.

1.1.3 Asad. T. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, John Hopkins Press: Baltimore, pp 27-54.

1.2 Sacred and Profane

1.2.1 Durkheim, E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press, pp 25-46; 87-100; 153-182.

1.3 Religion and Rationalization

1.3.1 Weber Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York: Free Press, pp 39– 50.

1.4 Rites of Passage

1.4.1 Gennep A. V, 1960. *Rites of Passage*. London: Routledge and Kegan and Paul, pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130- 135&141-165.

2. Religion in India: (5 Weeks)

2.1.1 Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

2.1.2 Fuller, C. J. 2004, *The Camphor Flame: Popular Hinduism and Society in India*, New Jersey: Princeton University Press, Introduction.

2.1.3 Srinivas, M.N. 1952. *Religion and Society among the Coorgs of South India*, Clarendon: Oxford, pp 100-122.

2.2 Momin. A.R., 2004. 'The Indo-Islamic Tradition' in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.

2.3. Robinson, R. 2003. 'Christianity in the Context of Indian Society and Culture' in Das Veena (ed.), *Oxford Indian Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.

2.4. Uberoi, J.P.S. 1991. 'The Five Symbols of Sikhism' in Madan, T.N. (ed.) *Religion in India*. New Delhi : OUP, pp 320 -333.

2.5. Omvedt, G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi : Sage, pp 23-53.

3. Secularism and Communalism (3 Weeks)

3.1. Chadwick, Owen. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press, 1975, pp 1- 20.

3.2 Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi : OUP, pp 394 -413.

3.3. Saberwal, S. 1991. 'Elements of Communalism' in T. N. Madan, (ed.) *Religion in India*. OUP: New Delhi, pp 339 -350.

BA (Program)
Discipline Specific Elective 02
Marriage, Family and Kinship

Course Objective:

This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship. It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

Outline: 1. Introduction: Kinship, Critique and the Reformulation

- 1.1. Biological and Social Kinship
- 1.2. Cultural Kinship

2. Descent, Alliance

- 2.1. Descent, Filiation, Complementary Filiation
- 2.2. Marriage, Alliance, Prestations

3. Family and Household

- 3.1. Structure and Change
- 3.2. Reimagining Families

4. Contemporary Issues in Marriage, Family and Kinship

- 4.1. Choice and Regulation in Marriage
- 4.2. Power and Discrimination in the Family
- 4.3. New Reproductive Technologies
- 4.4. Marriage Migration

COURSE CONTENTS AND ITINERARY

1. Introduction: Kinship, Critique and the Reformulation (3 Weeks)

1.1. Biological and Social Kinship

1.1.1 Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 1–23.

1.2. Cultural Kinship

1.2.1 Schneider, D. M., 2004(1972), 'What is Kinship All About?', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 257–274.

1.2.2 Carsten, J., 2004, 'Introduction' in *After Kinship*, Cambridge: Cambridge University Press, pp.1–30.

2. Descent and Alliance: (5 Weeks)

2.1. Descent, Filiation, Complementary Filiation

2.1.1 Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, pp.1–39.

2.1.2 Fortes, M., 1970, 'The Structure of Unilineal Descent Groups', in M. Fortes, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, pp. 67–95.

2.2. Marriage, Alliance, Prestations

2.2.1 Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, pp. 105–113.

2.2.2 Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, pp. 19–23.

2.2.3 Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, pp. 341–356.

3. Family and Household: (2 Weeks)

3.1. Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah, *The Family in India: Critical Essays*, New Delhi: Orient Longman, pp.52–63.

3.2. Simpson, B., 2004, 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Srilanka', in R. Chopra, C. Osella and F. Osella (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women, pp. 160–174.

4. Contemporary Issues in Marriage, Family and Kinship: (4 Weeks)

1.1. Choice and Regulation in Marriage

Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332–67.

1.2. Power and Discrimination in the Family

John, M. E. et.al., 2008, 'Structural Contexts of Adverse Sex Ratios' in M. E. John et.al., *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab*, New Delhi: Action Aid, pp. 68–78.

1.3. New Reproductive Technologies

Carsten, J., 2004, 'Assisted Reproduction' in *After Kinship*, Cambridge: Cambridge University Press, pp. 163–183.

1.4. Marriage Migration

Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute*, (N.S.) 11, pp. 85–105.

BA (Program)

Generic Elective 01

Polity and Society in India

Objective:

This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general.

Outline:

1. On Studying Politics and Society in India

2. Themes in Politics and Society in India

2.1 Political Economy

2.2 Political Machine

2.3 Political Identities

2.4 Political Processes

3. Protest and Resistance in Indian Politics

1. On Studying Politics and Society in India (4 Weeks)

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

1.2 Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44

1.3 Spencer, Jonathan, 2007. *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

1.4 Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99

2. Themes in Politics and Society in India: (9 Weeks)

2.1 Political Economy

2.1.1 Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

2.1.2 Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

2.2 Political Machine

2.2.1 Bailey, F.G. 1968, 'Para-Political Systems', in M. J. Schwartz (ed.), *Local level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

2.2.2 Gould, H. A. 1971, 'Local government roots of contemporary Indian politics', *Economic and Political Weekly*, vol.6 (7), pp.457-64

2.3 Political Identities: Nation, Caste, Religion and Ethnicity

2.3.1 Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

2.3.2 Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

2.3.3 Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

2.4 Political Institutions and Democratic Processes

2.4.1 Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

2.4.2 Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

3. Protest and Resistance in Indian Politics (1 Week)

Shah, Ghanshyam. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

B.A. (Program)
Generic Elective 02

Economy and Society

Objective:

The course introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point.

Course Outline:

1. Sociological Aspects of Economic Phenomenon (5 Weeks)

- 1.1 Approaches: Formalism and Substantivism
- 1.2 Sociological Aspect of Economic Processes

2. Modes of Production (6 weeks)

- 2.1 Domestic Mode of Production
- 2.2 Peasants
- 2.3 Capitalism
- 2.4 Socialism

3. Contemporary Issues (3 Weeks)

- 3.1 Globalization
- 3.2 Development

COURSE CONTENTS AND ITINERARY

1. Sociological Aspects of Economic Phenomenon (5 Weeks)

1.1 Approaches: Formalism and Substantivism

- 1.1.1 Wilk, R. and L. Cliggett. 2007. *Economies and Cultures: Foundations of Economic Anthropology*. Chapter 1 pp. 1-14

1.1.2 Polanyi, K. 1958. “ Economy as an Instituted Process” in M. Grammoter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colorado, West View Press. pp. 27-50

1.2 Sociological Aspect of Economic Processes

Smelser, Neil 2013 *The Sociology of Economic Life* Quid Pro Books (2nd Edition). New Orleans, Louisiana University Press

2. Modes of Production (6 weeks)

2.1 Domestic Mode of Production

2.1.1 Sahlins, M-1974 *Stone Age Economics*. London, Tavistock, Chapter 2-3

2.2 Peasants

2.2.1 Wolf, Eric 1966 *Peasants*. New Jersey Prentice Hall, Chapter-1

2.3 Capitalism

2.3.1 Swedberg, R 2003 *The Economic Sociology of Capitalism: An Introduction and An Agenda*, Cornell University

2.4 Socialism

2.4.1 Verdery, Kathrine 1996 „*What was Socialism, And what Comes Next?*” Princeton N.J. Princeton University. Press. Chapter-1, pp. 19-38

3. Contemporary Issues (3 Weeks)

3.1 Globalization

3.1.1 Ritzer 2004 *The McDonaldisation of Society*. Pine Forge press Chapter- Introduction, 1,2.

3.1.2 Howes, David (ed) 1996 *Cross Cultural Consumption: global Markets and Local Realities*. London: Routledge, pp. 1-16

3.2 Development

3.2.1 Hulme, David and mark M. Turner *Sociology and Development: Theories, Policies and Practices*, Prentice Hall Chapter-3 pp. 33-67

BA (Program)

Skill Enhancement Course 01

Techniques of Social Research

Course Objective:

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

Outline:

1. Research Design

1.1 Concepts & Hypotheses

1.2 Measurement, Reliability & Validity

1.3 Quantitative & Qualitative: Surveys & Ethnographies

1.4 Sampling Frameworks

2. Data Collection

2.1 Primary Sources

2.2 Secondary Sources

3. Data Analysis

3.1 Content Analysis

3.2 Narrative Analysis

3.3 Statistical Analysis: frequency distribution, cross tabulation, measures of central tendency, measures of dispersion, correlation

4. Framing a Research Question

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Research Design (Week 1- 4)

1.1.1. Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136

1.1.2. Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people.
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection (Weeks 5-8)

2.1.1 Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth

2.1.2 Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52

Suggested Assignments:

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- c) Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

3. Data Analysis (Weeks 9-13)

(Students will be introduced to the use of Statistical Software Packages)

Suggested Assignments/Exercise:

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program.

4. Framing a Research Question (Week 14)

Choose a research question, identify statement(s), hypothesis and concepts. Operationalize concepts and match the methods and tools for data collection.

BA (Program)
Skill Enhancement Course 02
Gender Sensitization

Course Objective:

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Outline:

1. Sex, Gender and Sexuality

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

2. Gender, Family, Community and the State

3. Gender Rights and the Law

- 3.1 Right to property
- 3.2 Personal laws
- 3.3 Violence against women
 - 3.3.1 Sexual harassment
 - 3.3.2 Rape
 - 3.3.3 Domestic violence

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Sex and gender (Week 1- 4)

- 1.1 Geetha, V. 2002. *Gender*. Calcutta: Stree

1.2. Menon, Nivedita. 2012. *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books

1.3. Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

1.4. Murty, Laxmi and Rajshri Dasgupta. 2012. *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan

1.5. **Films:** *Being Male Being Koti* Dir: Mahuya Bandyopadhyay *Many People Many Desires* Dir: T. Jayashree; *Boys Don't Cry* Dir: Kimberley Peirce

Suggested Assignments:

- a) Discussion around any two of the above-mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b) Presentations and discussions based around the essays.
- c) Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

2. Gender, Family, Community and the State (Weeks 5-7)

2.1. Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly February 19: 709 -722*

2.2. Films: *Izzatnagri ki Asabhya Betiyan* Dir: Nakul Singh Sawhney

Suggested Assignments/Exercise:

- a) Debate or discussion on „Is the family the site of love and care“ or „Is the family democratic?“

- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data
- c) Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- d) Visit to a women's shelter/Nari Niketan followed by short essays on the experience and discussions based on the same.
- e) Visit to a family court followed by discussions.
- f) Role play: On how to address issues of gender discrimination within the family.

3. Gender Rights and the Law (Weeks 8-13)

3.1. For all the laws relating to women please refer to the following resource: <http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>

3.2. Films: *Gulabi Gang* Dir: Nishtha Jain; *North Country* Dir: Niki Caro; *The Accused* Dir: Jonathan Kaplan

Suggested Assignments/Exercise:

- a) Debate on women's equal right to natal property.
- b) Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c) Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d) Reading of the Delhi University Ordinance against Sexual Harassment and discussions around it.
- e) Student projects (in smaller groups) on developing IEC material (Information, Education, Communication) on the Delhi University Ordinance against Sexual Harassment for students.
- f) Discussion on section 377 of the Indian Penal Code.
- g) Discussions on these laws with practicing lawyers.

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability. (Week 14)

4.1. Tharu, S. and Niranjana, T. 1999. "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

4.2. Ghai, Anita. (2003). *(Dis)Embodied Form : Issues of Disabled Women*. New Delhi. Har-Anand Publications. (Selected chapters)

Suggested Assignments/Exercise:

- a) Debate on the Women's Reservation in Parliament Bill.
- b) Writing exercise: Identify any one culturally specific gender stereotypes in the context of your own life and show how you negotiate it.
- c) Visits and discussion in some women's organisations/groups in Delhi, where students will explore how organisations understand and negotiate these intersections in the larger context of women's struggles, and struggles in the women's movement.
- d) Students can discuss posters of the women's movement from the book Murthy and Dasgupta (2012) and be asked to design posters for a particular campaign.

BA (Program)

Skill Enhancement Course 03

Society through the Visual

This course intends to train students in the specialized technique of conducting visual research and analysis of visual data. It focuses on the broad fields of Photography, Film and Multimedia as significant tools, used in contemporary research practices.

1. Introduction to the Sociological Study of the Visual
2. Sociology and the Practice of Photography
3. Video and Film in Sociology
4. Sociology, Multimedia and Hypermedia

1. Introduction to the Sociological Study of the Visual (Week 1-3)

- 1.1 Mead, Margaret, 1995. 'Visual Anthropology in a Discipline of Words' in *Principles of Visual Anthropology* (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp 3-10
- 1.2 Pink, Sarah. 2013. *Doing Visual Ethnography*, Sage Publications Limited, Chaps 1 and 2

2. Sociology and the Practice of Photography (Week 4 -7)

- 2.1 Collier, John and Malcom Collier. 1986. *Visual Anthropology: Photography as a Research Method*, University of New Mexico Press, Chaps 1, 2 and 3
- 2.2 Becker, Howard S. 'Visual Sociology, Documentary Photography, and Photojournalism: It's (Almost) All a Matter of Context' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 74-85

2.3 Prosser, Jon & Dona Scwartz, 1998. 'Photographs within the Sociological Research Process' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 101-115

3. Video and Film in Sociology (Week 8 -11)

3.1 Asch, Timothy and Patsy Asch, 1995. 'Film in Ethnographic Research' in *Principles of Visual Anthropology* (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp. 335-362

3.2 MacDougall, David. 2011. 'Anthropological Filmmaking: An Empirical Art.' in *Sage Handbook of Visual Research Methods*, Eric Margolis & Luc Pauwels, eds, pp. 99-113

3.3 Schaeffer, Joseph H, 1995. 'Videotape: New Techniques of Observation and Analysis in Anthropology' in *Principles of Visual Anthropology* (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp. 255-284

4. Sociology, Multimedia and Hypermedia (Week 12-14)

4.1 Harper, Douglas.2012. *Visual Sociology*, Routledge, Chaps 7,8 and 9

4.2 Pink, Sarah. 2004. 'Conversing Anthropologically: Hypermedia as Anthropological Text' in *Working Images: Visual Research and Representation in Ethnography*, Sarah Pink et al. eds, Routledge, pp. 164-181

4.3 Lewis, Rob W. 'Media Convergence and Social Research: The Hathaway Project' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 143-156

Note: The prescribed readings are application and practice oriented, providing guidelines for conducting Visual Research. The students will be expected to carry out short field research exercises based on these guidelines.

BA (Program)
Skill Enhancement Course 04
Theory and Practice of Development

Course Objective:

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

Course Outline:

1. What is development?

2. Recent trends in Development

2.1 Neo-liberalism: Growth as Development

- 2.1 a. Re-emergence of Neo-classical perspective
- 2.1b. SAP and its Critique

2.2 Post development Theory

- 2.2a. Knowledge as Power
- 2.2b. Participatory Development
- 2.2c. GAD

2.3 Sustainable Development Theory: UN Earth Charter 1992

- 2.3a. Hegemonic approach: PPP
- 2.3b. Environmental discourse

3. Human Development Theory: Growth vs. Development

Course Content and Itinerary

1. What is development? (1 Week)

1.1 McMichael, Philip. *Development And Social Change*. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40

2. Recent Trends in Development (10 Weeks)

2.1 Neo-Liberalism: Growth as Development

2.1 Re-emergence of Neo-classical perspective

2.1b. SAP and its Critique

2.1.1 Emmerij, Louis. 2005. Turning Points in Development Thinking and Practice. Conference Paper

2.1.2 Meilink, Henk. 2003. Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. pp 1-29

2.1.3 Sparr, Pamela. (ed.)1994. *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Exercises & Case Studies

Exercise: A bedtime Story for Grown Ups

Case Study: Jayaweera, Swarna. 1994. Structural Adjustment Policies, Industrial development and Women in Sri Lanka in Pamela Sparr (ed) *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 96-111

2.2 Post-Development Theory:

2.2a. Knowledge as Power

2.2b Participatory Development

2.2c GAD

2.2.1 Sachs, Wolfgang. 2007(12th impression). *The Development Dictionary: A guide to Knowledge as Power*. London: Zed Books, Chap 1, 2 & pp 1-25, 264-274

2.1.2 Escobar, A. 2011. (paperback ed.) *Encountering development: The making and unmaking of the Third World* Princeton: Princeton Press, Chap 2 & 6, pp 21- 54, 212-226

2.2.1 Dipholo, Kenneth B. 2002. Trends in participatory development, *Journal of Social Development in Africa* Vol 17. No.1, pp 59-79

2.3.1 Razavi Shahrashoub and Miller Carol 1995. From WID to GAD: Conceptual Shifts in the Women and development Discourse Occasional Paper 1 United Nations Research Institute for Social Development: UNDP
www.unrisd.org/unrisd/website/document.nsf/0/.../\$FILE/opb1.pdf

Exercises & Case Studies

Exercise1. Pass the Picture (from Stepping Stones, Action Aid Manual)

Exercise2. Make a Gender Audit Report of any organization

Case Study: Participatory Urban Planning in Porto Alegre, Brazil

2.3 Sustainable Development Theory: UN Earth Charter 1992

2.3a Hegemonic approach: PPP

2.3b Environmental discourse

Buse, Kent. and Harmer, Andrew. 2004. Power to the Partners? : The Politics of Public-Private Health Partnerships *Development*, 2004, 47(2), pp 49–56

Exercise: Assess the JNNURM Plans of Delhi, Mumbai and Kolkata, Ref:
http://www.pria.org/Reforming_JNNURM.htm

3 Human Development Theory: Growth vs Development (3 Weeks)

Friere, Paulo. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder

Sen, Amartya. 1989. “Development as Capabilities Expansion.” *Journal of Development Planning* 19: 41 – 58.

Sen, Amartya. and Sudhir Anand. 1994. “Sustainable Human Development: Concepts and Priorities.” Background Paper for the Human Development Report 1994. New York: Human Development Report Office.

Fukuda-Parr, Sakiko. 2003. The human development paradigm: Operationalizing Sen’s ideas on Capabilities, *Feminist Economics* 9(2 – 3), 2003, 301 – 317

Exercises:

Exercise1. Assess the quality of a nearby MCD school

Exercise2. Assess the quality of health care services in an urban PHC

Case Study: Tint, Piia and Reinhold, Karin. 2008. Safety & health through Redesign of Garment Worker's Workplaces in Amita Sahaya (ed) *Selected Readings IV International Congress Women Work and health* New Delhi: WWHI

Websites of Organizations for exercises and Case studies:

- Family Planning Organization, UNDP, ILO, PRAXIS, PRIA-Participatory Research In Asia
- www.iclei.org, www.infochangeindia.org