

Annexure I:
Discipline Specific Courses for BA (Honors) Sociology
(DSC 01, DSC 02, DSC 03)

BA (Honors) Sociology
Discipline Specific Core 01
Introduction to Sociology

Course Objectives:

The mandate of the course is to introduce the discipline of Sociology to students who may come from diverse academic backgrounds, training and capabilities. The course intends to introduce the students to a sociological way of thinking and to apply sociological concepts to everyday life. Students by the end of the course learn that individual choices are impacted by the social structures of which they are a part. They develop reflexive thinking skills for both self and society. They develop a sense of how common sense is limited to those who share the same spatial-geographical, social and cultural locations.

The course also introduces the idea that the various aspects of society are interlinked with each other, thereby orienting them to the sociological relationship between individuals and groups. By understanding these relationships, the student develops a sense of how closely the lives of individuals are intertwined and impact each other. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a discipline enables them to understand the changing conceptualization of what it means to be scientific.

Course Learning Outcomes:

1. Students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. This provides a foundation for the other more detailed and specialized courses in sociology.
3. Students learn how to read texts and to express thoughts and ideas effectively in writing. They also learn how to frame arguments cogently.

Course Outline:

Unit 1: Thinking Sociologically

Unit 2: Emergence of Sociology and Social Anthropology

Unit 3: Basic Sociological Concepts

- a. Social Groups**
- b. Social Institutions**
- c. Culture**
- d. Social Change**

Course Content:

Unit 1: Thinking Sociologically (Weeks 1-4)

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford: Oxford University Press, 6th Edition (2000). Pp. 3-24.

Berger, Peter L. (1963). 'Sociology as Consciousness' in *Invitation to Sociology: A Humanistic Perspective*. Anchor Books: New York, Pp. 25- 53.

Béteille, André. (2009). 'Sociology and Common Sense' in *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press, Chapter 1. Pp. 13-27.

Unit 2: Emergence of Sociology and Social Anthropology (Weeks 5-7)

Giddens, Anthony, & S. Griffiths, (2006). 'What is Sociology?' in *Sociology*. Cambridge: Polity (5th Edition). Pp. 2-29.

Béteille, André. (1985). 'Sociology and Social Anthropology' in *Six Essays in Comparative Sociology*. New Delhi: Oxford University Press, Chapter 1. Pp 1-20.

Unit 3: Basic Sociological Concepts (Weeks 8-14)

a. Social Groups

MacIver, Robert M., & C. H. Page, (1962). 'Types of Social Groups' in *Society: An Introductory Analysis*. New York: Holt, Rinehart and Winston, Chapter 10. Pp. 213-237.

b. Social Institutions

Horton, Paul B., & Chester L. Hunt, (2004). 'Social Institutions' in *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Firth, Raymond. (1956). 'Work and Wealth of Primitive Communities' in *Human Types*. Thomas

Nelson & Sons, Chapter 3, Pp. 71-97.

c. Culture

Neubeck, K. J., & D.S. Glasberg, (2005). 'Culture' in *Sociology: Diversity, Conflict, and Change*. McGraw-Hill, Chapter 5.

Rege, Sharmila. (2002). *Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra*. Economic and Political Weekly, 37(11), 1038–1047.

d. Social Change

Horton, Paul B., & Chester L. Hunt, (2004). 'Social and Cultural Change' in *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 510- 539.

Ritzer, G. (1993). *The McDonaldization of Society: An Investigation into the Changing Character of Contemporary Social life*. Chapter 1. Pine Forge Press. 5th Edition. Pp 1-21.

Suggested Readings:

Johnson, Allan G. (2008). *The Forest and the Trees: Sociology as Life Practice and Promise*. Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36.

Garner, James Finn. (1994). *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, 'Little Red Riding Hood' & 'Rumpelstiltskin'.

Ritzer, George. (1996). *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46.

Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy, Pp. 65-80

Teaching Learning Process:

1. Lectures supported by group tutorial work
2. Invited Lectures
3. Classroom discussions
4. Film Screenings

Assessment Methods:

1. Time-constrained Examinations

2. Class tests
3. Assignments
4. Project reports
5. Presentations

Keywords: Thinking Sociologically, Sociology and Common Sense, Emergence of Sociology, Basic Concepts in Sociology

B.A. (H) Sociology
Discipline Specific Core 02
Sociology of India I

Course Objectives:

Indian society is layered, complex and ever transforming. This course seeks to familiarize the students with this entity through a sociological lens by delineating its historical formations and the kaleidoscopic configuration of its various key elements. The aim here is to render the key sociological elements identified - Caste, Village, Classes, Gender, Family, Religions, Tribes, and Cities – as concrete and tactile. They are treated as relational and interlinked features of Indian society. The course presents structures and institutions of the society as dynamic and changing over a period; at the same time, it takes cognizance of the dynamism of the interactions between them. The objective is to help students to understand Indian society as a vivid reality even as they acquire elementary sociological categories to grasp it and develop an awareness of the key processes that engender it.

Course Learning Outcomes:

1. Familiarization with Indian society seen through a sociological lens.
2. Understanding of the interlinkages between various elements of Indian society.
3. Ability to enable critical examination of a shared social reality.

Course Outline:

Unit I: Formations of Indian Society

Unit II: Indian Society: Configurations and Interconnections

- a. **Caste, Class, and Tribe**
- b. **Gender, Family and Religion**
- c. **Village, Cities and Urbanization**

Course Content:

Unit I: Formations of Indian Society (Weeks 1-2)

Stern, Robert W. (2003). *Changing India*. Cambridge: Cambridge University Press, Pp. 16-31.

Béteille, André. (2000). *Antinomies of Society: Essays on Ideologies and Institutions*. Delhi: OUP, Pp. 198-207.

Unit II: Indian Society: Configurations and Dynamics (Weeks 3-14)

a. Caste, Class and Tribe

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

Mayer, Adrian C. (1996) 'Caste in an Indian Village: Change and Continuity 1954-1992', in C. J. Fuller ed. *Caste Today*. Delhi: OUP, Pp. 32-63.

Alavi, Hamza, & John Harriss. (1989). *Sociology of "Developing Societies": South Asia*. London: Macmillan, Pp. 134 – 147 & 268 – 275.

Fernandes, Leela. (2016). 'India's Middle Classes in Contemporary India', in Knut A. Jacobsen ed. *Routledge Handbook of Contemporary India*. London: Routledge, Pp. 332-340.

Xaxa, Virginius. (2005). 'Politics of Language, Religion and Identity: Tribes in India', *Economic and Political Weekly*, Vol. 40, No. 13, Pp. 1363-1370.

b. Gender, Family and Religion

Dube, Leela. (2001). 'Caste and Women', in *Anthropological Explorations in Gender: Intersecting Fields*. Delhi: Sage, Pp. 154-173.

Mines, Diane P. and Sarah Lamb (eds.) (2nd edition 2002). *Everyday Life in South Asia*, Indianapolis: Indiana University Press, Pp. 9-22.

Fruzzetti, Lina M. (1981). 'Muslim Rituals: Household Rites vs. Public Festivals in Rural India', in Imtiaz Ahmad. *Ritual and Religion among Muslims in India*. Delhi: Manohar, Pp. 91-112.

c. Village, Cities and Urbanization

Srinivas, M.N. (1998). 'The Changing Village', in *Indian Society through Personal Writings*. Delhi: OUP, Pp. 138-162.

Pendse, Sandeep. (2007). 'Toil, Sweat and the City', in Sujata Patel and Alice Thorner (eds.) *Bombay: Metaphor for Modern India*. Delhi: OUP, Pp. 2-25.

Gooptu, Nandini. (2016). 'Divided We Stand: Indian City after Economic Liberalization', in Knut A. Jacobsen ed. *Routledge Handbook of Contemporary India*. London: Routledge, Pp.216-2.

Suggested Readings:

Blackburn, Stuart. (2012). 'The Formation of Tribal Identities', in Vasudha Dalmia and Sadana, Rashmi, (ed.) *The Cambridge Companion to Modern Indian Culture*, Cambridge: Cambridge University Press, Pp. 30-48.

Corbridge, Stuart, John Harriss and Craig Jeffrey. (2013). *India Today*, Ch.1: Making Sense of India Today. Cambridge: Polity Press, Pp. 1-19.

Jaffrelot, Christoph. 'The Politics of Caste Identities', in Vasudha Dalmia and Rashmi Sadana (ed.) *The Cambridge Companion to Modern Indian Culture*, Cambridge: Cambridge University Press, 2012, Pp. 80-98.

Jeffrey, Craig and John Harris. *Keywords for Modern India*, UK: Oxford University Press, 2014.

Kothari, Smitu. et. al.(2001). 'Social Movement Politics in India: Institutions, Interests and Identities' in Atul Kohli ed. *Success of Indian Democracy*, Cambridge: Cambridge University Press. Pp. 242-269.

Mencher, Joan P.(2008). 'Ecology and Social Structure: A Comparative Analysis', in Ramachandra Guha ed. *Social Ecology*, Delhi: OUP, Pp. 42-76.

Mines, Diane. (2009). *Caste in India*, Ch. 3: 'Personhood and Rank' (Pp.27-35) & Ch. 7: 'Some other things to know about Caste' (Pp.67-73).

Robb, Peter. (2002). *A History of India*, Ch.1: Introduction: Region and Civilization, New York: Palgrave, Pp. 1-26.

Robinson, Marguerite. (1988). *Local Politics: The Law of the Fishes*. Chapter 2. Caste, Politics and the Agrarian System. Pp. 19-46.

Searle-Chatterjee, Mary. (1994). 'Caste, Religion and other Identities'. *The Sociological Review*, Pp. 147-166.

Singh, K. S. (1982). Transformation of Tribal Society: Integration vs Assimilation, *Economic and Political Weekly*, Aug. 14, Vol. 17, No. 33 & 34. Pp. 1318-1325, 1376-1384.

Srinivas, M. N. (1976). *The Remembered Village*. Berkeley: University of California Press. Voyce, Malcolm. (2007). 'Shopping Malls in India: New Social 'Dividing Practices', *Economic and Political Weekly*, Jun. 2-8, Vol.42, No.22, Pp. 2055-2062.

Teaching-Learning Process:

The course will be transacted through classroom lectures, class presentations by students, interactive classroom discussions, film screenings on relevant themes followed by discussion.

Assessment Methods:

Assessment for this course will comprise of Written Assignments, Individual Projects on a designated/ self-chosen theme, Class Tests and Quizzes.

Keywords:

Indian Society, Diversity, Caste, Class, Tribe, Religion, Family, Gender, Village, Cities, Urbanization.

B.A. (H) Sociology
Discipline Specific Core 03
Introduction to Sociological Research

Course Objectives:

The course is designed as a foundational introduction to sociological research. It will provide the student with an understanding of how the social sciences, mainly sociology and social anthropology comprehend the world. It will begin with basic explanation of the research process and move on to the components of research and enable students to learn best practices.

Course Learning Outcomes:

1. Students are introduced to sociological research both from a theoretical and methodological perspective.
2. The course enables students to read and critically evaluate a piece of research and move towards designing a simple research project.
3. Students would be able to identify the difference between quantitative and qualitative methods.
4. Students will learn about ethical and practical issues in research.
5. Students learn that research methods are universal and not bound by cultural location and that no one research method can adequately explain the world around them.

Course Outline:

Unit 1. The Promise of Sociological Research

Unit 2. The link Between Theory and Research

Unit 3. Concepts and Hypothesis

Unit 4. The Process of Social Research

Unit 5. Plagiarism and Ethics in Social Research

Unit 6. Primary and Secondary Sources of Data

6.1 Types of primary data: Qualitative and Quantitative Data

6.2 Introduction to Big Data at National Level: Census and NSS data

6.3 Introduction to Digital Research

Unit 7. Basic Data Analysis

Course Content:

Unit 1. The Promise of Sociological Research (Week 1)

Mills, C. W. (1959). *The Sociological Imagination*, London: OUP, Chapter 1 Pp. 3-24.

Unit 2. The link between Theory and Research (Weeks 2 & 3)

Merton, R.K. (1972). *Social Theory and Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 The Bearing of Sociological Theory on Empirical Research & The Bearing of Empirical Research on Sociological Theory. Pp. 139-171.

Unit 3. Concepts and Hypothesis (Weeks 4 & 5)

Goode, W. E. and P. K. Hatt, (1952). *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6, Pp. 41-73.

Unit 4. The Process of Social Research (Weeks 6-8)

Bailey, K. (1994). 'The Research Process', in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York, Pp. 3-19.

Bernard, Russell H., (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, Alta Mira Press, Lanham, Ch.3 'Preparing for Research'; Ch.4 'The Literature Search' Pp. 69-108.

Unit 5. Plagiarism & Ethics in Social Research (Weeks 9)

Association of Social Anthropologists of the UK and Commonwealth, *Ethical Guidelines for Good Research Practice*, Pp.1-10. <http://www.theasa.org/>

Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 3rd ed. Sage Publications, California, Pp. 87-93.

Unit 6. Primary and Secondary Sources of Data (Weeks 10-14)

Walliman, Nicholas. (2010). *Research Methods: The Basics*. Routledge: London, Ch. 4 'The Nature of Data', Pp. 65-77.

6.1 Types of primary data: Qualitative and Quantitative Data

Kim, Yeunchul, 2019, 'New Opportunities for Sociological Research', in *Journal of Asian Sociology*, Vol. 48, No.3 9, Pp. 343-358.

6.2 Introduction to Census and NSS data

History of the Census of India, Government of India Pp.1-10. Drop-in-Article No. 5 : Census of India 2011 .

Deshpande, S. (2003). *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

6.3. Introduction to Digital Research

Pink, S., H. Horst, J. Postill, L. Hjorth, T. Lewis, & J. Tacchi, (2016). *Digital Ethnography: Principles and Practice*. SAGE Publications Ltd. Pp. 1-18.

Unit 7. Basic Data Analysis (Weeks 15-16)

Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons Publishers, Chapter 7. Classification and Tabulation. Pp.65-100.

Teaching Learning Process:

1. Classroom Lectures
2. Oral presentations
3. Analyzing data
4. Interactive classroom sessions
5. Digital research
6. Ethnographic fieldwork

Assessment Methods:

Assessment for this course will be based on Written Assignments, Research Projects, and Group/ Individual Project Presentations.

Keywords:

Research, Theory, Methods, Techniques, Quantitative, Qualitative, Empirical, Concepts, Hypothesis, Tables, Digital Research, Census, Data.