B.A. (Program) Sociology
Scheme of Courses and Syllabus

Under Choice Based Credit System (CBCS)

Delhi University
June 2015
## Proposed Scheme for Choice Based Credit System in B.A. Programme

<table>
<thead>
<tr>
<th>I</th>
<th>CORE COURSE (12)</th>
<th>Ability Enhancement Compulsory Course (AECC) (2)</th>
<th>Skill Enhancement Course (SEC) (2)</th>
<th>Discipline Specific Elective DSE (4)</th>
<th>Generic Elective GE (2)</th>
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<tr>
<td></td>
<td>English/MIL-1</td>
<td>(English/MIL Communication) / Environmental Science</td>
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### Details of Courses Under Undergraduate Programme (B.A)

<table>
<thead>
<tr>
<th>Course</th>
<th>*Credits</th>
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2
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<tr>
<th>Course</th>
<th>Paper+ Practical</th>
<th>Paper + Tutorial</th>
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<tr>
<td><strong>I. Core Course</strong></td>
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<tr>
<td></td>
<td>12X4= 48</td>
<td>12X5=60</td>
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<td>* (12 Papers)</td>
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<tr>
<td>Two papers – English</td>
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<td>Two papers – MIL</td>
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<td>Four papers – Discipline 1.</td>
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<td>Four papers – Discipline 2.</td>
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<tr>
<td>Core Course Practical / Tutorial*</td>
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<td>12X1=12</td>
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<tr>
<td><strong>II. Elective Course</strong></td>
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<td></td>
<td>6x4=24</td>
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<td>Two papers- Discipline 1 specific</td>
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<tr>
<td>Two papers- Discipline 2 specific</td>
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<tr>
<td>Two papers- Inter disciplinary</td>
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<tr>
<td>Two papers from each discipline of choice and two papers of interdisciplinary nature.</td>
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<td>Elective Course Practical / Tutorials*</td>
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<td>* (6 Practical/ Tutorials*)</td>
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<tr>
<td>Two papers- Discipline 1 specific</td>
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<td>Two papers- Discipline 2 specific</td>
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<tr>
<td>Two papers- Generic (Inter disciplinary)</td>
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<td>Two papers from each discipline of choice including papers of interdisciplinary nature.</td>
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<td><strong>III. Ability Enhancement Courses</strong></td>
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<td>2. Skill Enhancement Courses (SEC)</td>
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<td>Total credit= 120</td>
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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.
<table>
<thead>
<tr>
<th>Semester</th>
<th>(A) CORE COURSES (4 Courses)</th>
<th>(B) Ability Enhancement Courses (AECC)</th>
<th>(C) Skill Enhancement Course (SEC)</th>
<th>(D) Elective: Discipline Specific (DSE)</th>
<th>(E) Elective: Generic Elective (GE)</th>
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<td>Ability Enhancement Courses (AECC)</td>
<td>Skill Enhancement Course (SEC)</td>
<td>Elective: Discipline Specific (DSE)</td>
<td>Elective: Generic Elective (GE)</td>
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<td>(4 Courses)</td>
<td>(2 Courses)</td>
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<td>6 Credits per Course</td>
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<td>2x2=4 Credits</td>
<td>4x6=24 Credits</td>
<td>2x6=12 Credits</td>
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<td>Sociology Core 02 Sociology of India</td>
<td>Sociology SEC 01 Techniques of Social Research</td>
<td>Sociology SEC 02 Gender Sensitization</td>
<td>Sociology DSE 01 Religion and Society</td>
<td>Sociology GE 01 Polity and Society in India</td>
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<td>Sociology SEC 03 Society through the Visual</td>
<td>Sociology DSE 02 Marriage, Family and Kinship</td>
<td>Sociology DSE 03 Social Stratification</td>
<td>Sociology GE 02 Economy and Society</td>
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<td>Sociology Core 03 Sociological Theories</td>
<td>Sociology SEC 04 Theory and Practice of Development</td>
<td>Sociology DSE 04 Gender and Sexuality</td>
<td>Sociology DSE 05 Technology and Society</td>
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<td>Sociology SEC 05 Methodology of Social Research</td>
<td>Sociology DSE 06 Cyber Society</td>
<td>Sociology GE 04 Gender and Sexuality</td>
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<td>Sociology Core 05 Sociological Research</td>
<td>Sociology SEC 06 Advanced Theory of Social Research</td>
<td>Sociology DSE 07 Work and Society</td>
<td>Sociology GE 04 Gender and Sexuality</td>
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<td>Sociology Core 06 Sociological Practice</td>
<td>Sociology SEC 07 Practice of Social Research</td>
<td>Sociology DSE 08 Social Institutions and Policy</td>
<td>Sociology GE 04 Gender and Sexuality</td>
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## BA (Program) Sociology under CBCS

### Contents

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<tr>
<th>S. No</th>
<th>Name of the Course</th>
<th>Page Numbers</th>
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<td><strong>Core Courses</strong></td>
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<tr>
<td>C 01</td>
<td>Introduction to Sociology</td>
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<td>C 02</td>
<td>Sociology of India</td>
<td>3-5</td>
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<td>C 03</td>
<td>Sociological Theories</td>
<td>6-7</td>
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<td>C 04</td>
<td>Methods of Sociological Enquiry</td>
<td>8-10</td>
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<td>GE 02</td>
<td>Economy and Society</td>
<td>26-27</td>
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<td>Techniques of Social Research</td>
<td>28-30</td>
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<td>SEC 02</td>
<td>Gender Sensitization</td>
<td>31-34</td>
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<td>SEC 03</td>
<td>Society through the Visual</td>
<td>35-36</td>
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<tr>
<td>SEC 04</td>
<td>Theory and Practice of Development</td>
<td>37-40</td>
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</table>
Course Objective:

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the history and some of the fundamental concepts and concerns of the discipline.

Outline: 1. Nature and Scope of Sociology

1.1 History of Sociology
1.2 Relationship of Sociology with other Social Sciences:
   1.2.1 Anthropology
   1.2.2 Psychology
   1.2.3 History

2. Sociological Concepts

2.1 Status and Role
2.2 Groups
2.3 Culture
2.4 Socialization
2.5 Structure and Function
2.6 Social Control and Change

COURSE CONTENTS AND ITINERARY

1. Nature and Scope of Sociology (6 Weeks)

1.1 History of Sociology

1.1.2 Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.

1.1.3 Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp. 16-34.

2. Sociological Concepts (8 Weeks)

2.1 Status and Role


2.2 Groups


2.3 Culture


2.4 Socialization


2.5 Structure and Function


2.6. Social Control and Change

Course Objective:

This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.

Outline:

1. India as a Plural Society

2. Social Institutions and Practices
   2.1 Caste
   2.2 Tribe
   2.3 Class
   2.4 Village
   2.5 Family and Kinship

3. Identities and Change
   3.1 Dalits’ Movement
   3.2 Women’s Movement

4. Challenges to State and Society
   4.1 Communalism
   4.2 Secularism

COURSE CONTENTS AND ITINERARY

1. India as a Plural Society (2 Weeks)


2. Social Institutions and Practices (8 Weeks)

2.1 Caste


2.2 Tribe


2.3 Class


2.4 Village

2.5 Family and Kinship


3. Identities and Change (2 Weeks)


4. Challenges to State and Society (2 Weeks)


B.A.(Program)  
Core Course 03  

Sociological Theories

Objective:

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

Outline:

1. Karl Marx
   1.1 Materialist Conception of History
   1.2 Class and Class Struggle

2. Emile Durkheim
   2.1 Social Fact
   2.2 Forms of Solidarity

3. Max Weber
   3.1 Ideal Types and Social Action
   3.2 Types of Authority

COURSE CONTENTS AND ITINERARY

1. Karl Marx (5 Weeks)

1.1 Materialist Conception of History

1.2 Class and Class Struggle


2. **Emile Durkheim (5 Weeks)**

2.1 **Social Fact**


2.2 **Forms of Solidarity**


2.2.3 Jayapalan, N. 2001. *Sociological Theories.* Atlantic Publisher, pp.146-178.

3 **Max Weber (4 Weeks)**

3.1 **Ideal Types and Social Action**

3.2 **Types of Authority**


B.A (Program)
CORE COURSE 04
Methods of Sociological Enquiry

Course Objective:

The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

Outline:

1. The Logic of Social Research
   1.1 What is Sociological Research?
   1.2 Objectivity in the Social Sciences
   1.3 Reflexivity

2. Methodological Perspectives
   2.1 The Comparative Method
   2.2 The Ethnographic Method

3. Modes of Enquiry
   3.1 Theory and Research
   3.2 Analyzing Data: Quantitative and Qualitative

COURSE CONTENTS AND ITINERARY

1. The Logic of Social Research (7 Weeks)

1.1 What is Sociological Research?


1.2. Objectivity in the Social Sciences


1.3. Reflexivity


2. Methodological Perspectives (3 Weeks)

2.1. The Comparative Method


2.2. The Ethnographic Method


3. Modes of Enquiry (4 Weeks)

3.1. Theory and Research


3.2 Constructing the Object of Research

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


1.2 Sacred and Profane


1.3 Religion and Rationalization


1.4 Rites of Passage


2. Religion in India: (5 Weeks)


3. **Secularism and Communalism (3 Weeks)**


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

1.2. Cultural Kinship


2. Descent and Alliance: (5 Weeks)

2.1. Descent, Filiation, Complementary Filiation


2.2. Marriage, Alliance, Prestations


3. Family and Household: (2 Weeks)


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

1.1. Choice and Regulation in Marriage


1.2. Power and Discrimination in the Family


1.3. New Reproductive Technologies


1.4. Marriage Migration

Objective:

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

Outline:

1. Social Stratification: Concepts and Approaches

2. Forms of Social Stratification
   2.1 Race and Ethnicity
   2.2 Caste and Class
   2.3 Gendering Inequality
   2.4 Poverty and Social Exclusion

3. Social Mobility

COURSE CONTENTS AND ITINERARY

1. Social Stratification: Concepts and Approaches (2 weeks)


2. Forms of Stratification (9 Weeks)


3. Social Mobility (3 weeks)


Course Objective:

This course aims to introduce students to a basic understanding of gender by interrogating the categories of gender, sex and sexuality. The complexity of gender relations in contemporary societies are further explored by looking in the areas of work and family.

Course Outline:

1. Gendering Sociology
2. Gender as a Social Construct
   2.1. Gender, Sex, Sexuality
   2.2. Production of gender and sexuality
3. Gender: Differences and Inequalities
   3.1. Class, Caste
   3.2. Family, Work
4. Politics of Gender
   4.1. Resistance and Movements

COURSE CONTENTS AND ITINERARY

1. Gendering Sociology: (1 Week)


2. Gender as a Social Construct (6 Weeks)
2.1 Gender, Sex, Sexuality


2.2 Production of Gender and Sexuality


3. Differences and Inequalities (4 Weeks)

3.1 Class, Caste


3.2 Family, Work


4. Politics of Gender (3 Weeks)

4.1. Resistance and Movements


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)


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

2.1 Political Economy


2.2 Political Machine


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


2.3.3 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


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

Objective:

The course introduces the students to the complex ways in which economic activity is embedded in social relations form a sociological viewpoint.

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


1.2 Sociological Aspect of Economic Processes


2. Modes of Production (6 weeks)

2.1 Domestic Mode of Production


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


3.2 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)**


**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)**


**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)


1.5. **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)**


2.2. 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](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)


**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)


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

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


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


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
   
   2.1a. 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)


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


Exercises & Case Studies

Exercise: A bedtime Story for Grown Ups


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


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
ww.unrisd.org/unrisd/website/document.nsf/0/.../$FILE/opb1.pdf

Exercise & Case Studies
Exercise 1. Pass the Picture (from Stepping Stones, Action Aid Manual)
Exercise 2. 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


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)


Exercises:
Exercise 1. Assess the quality of a nearby MCD school
Exercise 2. Assess the quality of health care services in an urban PHC

Websites of Organizations for exercises and Case studies:
- Family Planning Organization, UNDP, ILO, PRAXIS, PRIA-Participatory Research In Asia
- [www.iclei.org](http://www.iclei.org), [www.infochangeindia.org](http://www.infochangeindia.org)