

**B.A. (Prog.) with Sociology as Major**  
**Category II**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1):**  
**An Invitation to Sociology**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>An Invitation to Sociology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Learning Objectives**

This course is a broad introduction to the discipline of sociology. It introduces students to understanding the 'social' in everyday life. It helps to link the social to the personal and to develop a sociological imagination. It interrogates the taken-for-granted structures in society and familiarises students with some of the fundamental concepts and concerns of the discipline.

**Learning outcomes**

1. After studying the paper, the students should be able to:
2. Appreciate and adopt a sociological perspective to the understanding of reality
3. Understand the basic concepts in Sociology and relate them to the micro and macro aspects of social life.
4. Develop a sociological way of thinking.

**SYLLABUS OF DSC-1**

**UNIT – I (12 hours)**

Introducing Sociology

**UNIT – II (12 hours)**

The emergence of Sociology

**UNIT – III (36 hours)**

**Basic Concepts**

a. Culture

- b. Social Interactions and Institutions**
- c. Social Change**
- d. Sociology and Personal Life Practical component (if any) – NIL**

**Essential/recommended readings:**

**Unit I. Introducing Sociology**

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford: Oxford University Press, 6<sup>th</sup> Edition (2000). Pp 1-24.

Giddens, A. & Philip Sutton, (2021), *Sociology*, 9<sup>th</sup> Edition. London: Polity Press, Chapter 1 'What is Sociology? Pp 1-30

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

**Unit II. The emergence of Sociology**

Ritzer, George, (1996), *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

**Unit III. Basic Concepts**

**a. Culture (Week 6-8)**

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Redfield, Robert (1956), Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368.

**b. Social Interactions and Institutions**

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

Das Veena. (1976). Masks and Faces: An Essay on Punjabi Kinship. Contributions to Indian Sociology. Vol.10. No.1 Pp 1-28

**c. Social Change**

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. Pp. 742-768

Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. Oxford: Wiley Blackwell. Chapter 15. Modernity's, Cosmopolitanism and Global Consumer Culture. Pp. 491-520.

**d. Sociology and Personal Life**

Morgan, David. (2019). 'Conceptualising the Personal', in V. May and Petra Nordqvist

(ed.)

*Sociology of Personal Life*. London: Red Globe Press. Chapter 2. Pp 16-29.

Allan, G., & Adams, R. G. (2006). *Sociology of Friendship*. In C. Bryant & D. Peck, *The Handbook of 21st Century Sociology*. Sage. Pp 1-29.

### **Suggestive Readings:**

Beteille, Andre, (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1

Bottomore, T.B. (1971), *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 4

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thoughts and Historical Difference*. New Jersey: Princeton University Press. Chapter-7. *Adda: A History of Sociality*. Pp 180-214.

May, Vanessa and Petra Nordqvist (ed.), (2019). *Sociology of Personal Life*. London: Red Globe Press.

Garner, James Finn, (1994), *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

## **DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2):**

### **Family and Marriage**

#### **Credit distribution, Eligibility and Prerequisites of the Course**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Family and Marriage</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

#### **Learning Objectives**

1. To introduce various approaches, issues, and debates in the study of family and marriage.
2. To introduce different concepts and theoretical understanding of marriage and family in different societies.
3. To develop critical insights into the changing trends in family and marriage.

#### **Learning outcomes**

1. Understanding the multiple perspectives in the study of the family.
2. Familiarity with the concepts relevant to the study of marriage
3. Developing an understanding of the changing trends in family and marriage.

## **Category II**

**BA (Prog.) with Sociology as Major**

### **DISCIPLINE SPECIFIC CORE COURSE – 03: Sociology of India**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>DSC 03 Sociology of India</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

#### **Course Learning Objective:**

1. To provide an outline of the institutions and processes of Indian society.
2. To initiate students into viewing Indian society through a sociological lens.
3. To enable students to understand important social structures of Indian society.

#### **Course Learning Outcomes: Students will be able to:**

1. *Recognize* the bases of plurality of Indian society.
2. *Outline* the concepts of caste, tribe, class, village, and religion.
3. *Debate* the basis of order and dynamics of social change in India.

#### **Outline Syllabus of DSC-03:**

**Unit I. Introducing India (08 Hours)**

**Unit II. India as a Plural Society (08 Hours)**

**Unit III. Social Institutions, Processes and Change (44 Hours)**

- a. Caste
- b. Tribe
- c. Class
- d. Village
- e. Religion

**Practical component (if any) - NIL**

**Essential/Recommended Readings:**

## **Unit I. Introducing India**

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

## **Unit II. India as a Plural Society.**

Mason, P. 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press, Introduction. Pp. 1-29

## **Unit III. Social Institutions, Processes, and Change.**

### **a. Caste**

Ambedkar, B.R. 1977. "Castes in India: Their Mechanism, Genesis and Development," Jullundhur, Bhim Patrika. Pp 2-32.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

### **b. Tribe**

Xaxa, V. Tribes in India, in Veena Das ed. *The Oxford India Companion to Sociology and Social Anthropology* Vol I. New Delhi: Oxford University Press, 2003. Pp..373 – 408.

### **c. Class**

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in Dipankar Gupta(ed.), *Social Stratification*. Delhi: Oxford University Press, pp. 271-275.

Deshpande, S. 2003. "The Centrality of Middle Class" in *Contemporary India: A Sociological View*, Viking Bombay. Pp. 125-150.

### **d. Village**

Desai, A. R. 1978, *Rural Sociology*, 5e. Bombay: Popular Prakashan. Pp.10-16

Srinivas, M.N and Shah, A.M. 1960. "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, Vol. 12, No.37, (10 Sep. 1960), Pp. 1375-1378.

Jodhka, S. S. 2002. Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar", in *Economic and Political Weekly* Vol. 37, No. 32 (Aug. 10-16, 2002), pp. 3343-3353.

### **e. Religion**

Madan, T.N. 2003. "Plurality and Pluralism", *The Oxford India Companion to Sociology and Social Anthropology*, Vol I. New Delhi: Oxford University Press, 2003. Pp.775-801.

## **4. Issues and Challenges in Contemporary India.**

Kumar, Radha. 1999. From Chipko to Sati: The Contemporary Women's Movement", in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.



Weiner, Myron. Migration, in, Veena Das. Ed. 2006. *Oxford Hand Book of Indian Sociology*, Delhi: OUP. pp. 156-171.

### **Suggested Readings:**

Ahmad, I. 1983. "Modernization and Social Change among Muslims in India," Delhi, Manohar.

Ambedkar, B. R. 2007. *Annihilation of Caste* New Delhi : Critical Quest.

Gupta, D. (ed) (1991). *Social Stratification*. Delhi. Oxford University Press.

Dumont, L. 1997, *Religion, Politics, and History in India*, Paris: Mouton, Chapter 5. Pp. 89-110.

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

Haimendorf, C.V.F. 1967."The Position of Tribal Population in India", in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.

Madan, V. (ed.) 2002. *The Village in India*. Delhi: Oxford University Press; Introduction

Nehru, J.N. 1946. *The Discovery of India*. Calcutta, Jawaharlal Nehru Memorial Fund.

Oommen, T.K. 2019. "Religious pluralism and Linguistics diversity", in T. K. Oommen and C.N. Venugopal (eds), *Sociology*, Lucknow: EBC Publishing. Pp. 262-296.

Roy Burman, B.K., 2002. "Challenges and Responses in Tribal India" in M.S.A. Rao (ed) *Social Movements in India* Delhi: Manohar .

Shah, Ghanshyam (2001). *Dalit Identity and Politics*. Delhi: Sage Publications, Chapter 1 and chapter 7.

Singh, Y. (1986). *Modernization of Indian Tradition*, Delhi: Rawat Publication.

Thorner, D. (1992). "Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.

Xaxa, V. (1999). "The Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, 34 (24), pp. 1519-1524.

Zelliot, E. (2004). "Caste in Contemporary India" in Robin Rinehart (Ed). *Contemporary Hinduism: Ritual, culture, and practice*, California: ABC-CLIO. Pp. 243-271.

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## Category II

(BA Multidisciplinary Studies (Sociology), Courses for Undergraduate Programme of study with Sociology discipline as one of the Core Disciplines)  
(DSC 05 (Required for Major and Minor in Sociology),  
DSC 06 (Required for Major in Sociology))

### **B.A. (MDS) Sociology Discipline Specific Core (DSC) 05 Classical Sociological Thinkers**

#### **DISCIPLINE SPECIFIC CORE COURSE -05 (DSC-05) : Classical Sociological Thinkers**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 05 Classical Sociological Thinkers	4	3	1	0	12 <sup>th</sup> Pass	Nil

#### **Learning Objectives**

1. To familiarise students with the contribution of classical sociological thinkers.
2. To enable students to understand the theoretical concepts that laid the foundation of Sociology as a discipline.
3. To appreciate enduring relevance and contemporary relevance of classical Sociological thought.

#### **Learning outcomes**

1. To recognize interconnections between classical sociological theories and contemporary research.
2. To grasp the relevance of classical sociological theory in the development of the discipline.
3. To apply theoretical concepts to examine social issues and concerns.

## **SYLLABUS OF DSC-1**

### **Unit I**

#### **Karl Marx: Materialist Conception of History (15 Hours)**

*This unit introduces students to one of the key conceptual contributions of Marx that examines the historical development of society.*

### **Unit II**

#### **Emile Durkheim: Social Fact (15 Hours)**

*This unit explains Durkheim's definition of 'Social Fact' and its significance in establishing Sociology as a scientific discipline with a distinct methodology.*

### **Unit III**

#### **Max Weber: Ideal Types and Types of Authority (15 Hours)**

*This unit introduces the concepts of Ideal Types, explaining one of Weber's key methodological tools for developing a sociological study of society. The section further illustrates Weber's use of the concept through his analysis of 'types of authority'.*

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Karl Marx**

##### **a. Materialist Conception of History**

Marx, K. & F. Engels. (1969). *The German ideology*. Moscow: Progress Publishers. pp. 34-42.

Calhoun, J. Craig, (2007). *Classical Sociological Theory*. Malden: 2nd Edition Blackwell. pp. 73-130.

#### **Unit II. Emile Durkheim**

##### **Social Fact**

Durkheim, E. (1958). *The Rules of Sociological Method*. Glencoe: Free Press, Chapters 1 and 3. pp.50-59; 85-107.



Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Chapters 3 and 4. pp. (60-114).

### **Unit III. Max Weber**

#### **Ideal Types and Types of Authority**

Weber, Max. (1947). *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 324-386.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim*. Cambridge: Cambridge University Press. Ch 10.( pp 133-144).

#### **Suggested Readings:**

Freund, Julien. (1998). *The Sociology of Max Weber*. New Delhi: Routledge.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim*. Edinburgh: Cambridge University Press.

Seidman, Steven. (1994). *Contested Knowledge*. Sussex: Blackwell Publishers.

#### **Key Words:**

Historical materialism, social fact, social action, ideal types.

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# Category II

## BA (Prog.) with Sociology as Major

### Discipline Specific Core (DSC) 07

#### Post-Classical Sociological Thinkers

#### DISCIPLINE SPECIFIC CORE COURSE -07 (DSC-07) : Post-Classical Sociological Thinkers

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 07 Post-Classical Sociological Thinkers</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA(Prog) DSC 05: Classical Sociological Thinkers or equivalent course</b>

#### Learning Objectives:

1. To familiarise students with developments in sociological theory in the 20<sup>th</sup> century.
2. To introduce students to the theoretical work in the traditions of American Structural-functionalism, interactionism, and critical theory.
3. To draw the attention of students towards the difference between macro and micro sociologies and traditional and critical theories.

#### Learning outcomes:

Students will be able to:

1. *Understand* the post-classical developments in Sociological Theory.
2. *Outline* the interdisciplinary nature of sociological concepts.
3. *Apply* the theories they learned in empirical contexts and construct theoretically informed sociological research.

#### SYLLABUS OF DSC-07: Post-Classical Sociological Thinkers

##### Unit I: Talcott Parsons: Social Action (12 hours)

*The unit explains the ways in which Parsons conceptualises social action as a product of social, cultural and personality systems.*

##### Unit II: Erving Goffman : Dramaturgy (12 hours)

*The unit introduces the students to Goffman's dramaturgical perspective and the application of the theory in decoding advertisements from a gendered perspective.*

### **Unit III: Peter Berger and Thomas Luckmann : Social Construction (12 hours)**

*The unit deals with Berger and Luckmann's concept of reality of how it is being created and shaped by social interactions.*

### **Unit IV: Herbert Marcuse : Critical Theory (9 hours)**

*The unit introduces the students to the Frankfurt School of critical theory through the original works of Herbert Marcuse.*

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Talcott Parsons: Social Action**

Turner, J. (1987) *The Structure of Sociological Theory*. India: Rawat Publications. Pp. 57-86

Parsons, T. & Shils, E. (eds). (1951) . *Towards a General Theory of Action*. London: Routledge. Ch. 1 & 2. Pp. 1-44

#### **Unit II: Erving Goffman: Dramaturgy**

Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2). Pp. 1-9, 132-162.

Goffman, E. (1979). *Gender Advertisements*. New York: Harper and Row Publications. Chapter 1: Gender Display. Pp. 1-9.

#### **Unit III: Peter Berger and Thomas Luckmann: Social Construction**

Berger, P. L. & Luckmann, T. (1991). *The Social Construction of Reality*. London: Penguin Books. Pp. 31-62.

Giddens, A. & Sutton, P.W. (2022). *Sociology* (9th edition). Cambridge: Polity Press. Chapter 12: Social Interaction and Everyday Life. Pp. 958-1023.

#### **Unit IV: Herbert Marcuse: Critical Thoery**

Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. New York: Routledge & Kegan Paul. Introduction. Pp xi- xxxviii.

### **Suggested Readings:**

Smith G. (2015). *Goffman, E* . London & New York: Routledge.

Elliot, A. & Lemert, C. (2022) *Introduction to Contemporary Social Theory*. London & New York: Routledge.

Callincos, A. (1999). *Social Theory: A Historical Introduction*. United Kingdom: NYU Press.

Craib, I. (2015). *Modern Social Theory*. United Kingdom: Taylor & Francis.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**BA(Prog.) Sociology  
Discipline Specific Core (DSC) 08  
Economic Sociology**

**Discipline Specific Core Course -08 (DSC-08) : Economic Sociology**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 08 Economic Sociology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog) DSC 01 An Invitation Sociology or equivalent course</b>

**Learning Objectives:**

4. To familiarise students with the key concepts and theoretical perspectives in Economic Sociology.
5. To provide an understanding of the social and cultural bases of various dimensions of the economy such as production, distribution, exchange, consumption and markets.
6. To enable students to comprehend economic processes at all levels as embedded and interconnected.

**Learning outcomes:**

Students will be able to:

5. *Understand* the key concepts and theories of economic sociology as a specialised branch of knowledge.
6. *Identify* the diverse ways in which the economy is embedded in other aspects of society and culture.
7. *Use* sociological concepts and theories to understand and analyse the transformations of the economy and its key processes and institutions from a comparative perspective.

# Category II

## BA (Prog.) with Sociology as Major

### Semester V

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#### B.A. (Prog.) Sociology

#### Discipline Specific Core (DSC) 09

#### Sociological Research-I

#### Discipline Specific Core -9 (DSC 09): Sociological Research -I

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 09 Sociological Research -I</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog) DSC 01 An Invitation Sociology or equivalent course</b>

#### Learning Objectives:

1. The course familiarises students with the theoretical and methodological aspects of sociological research.
2. The course introduces the basic outline of doing research and its philosophical underpinnings.

#### Learning outcomes:

Students will be able to:

1. *understand* the philosophical and methodological underpinning of research.
2. *develop* a practice-based understanding of the process of research.
3. *differentiate* between the quantitative, qualitative, and mixed methods of research and combine them effectively to conceptualise theoretically informed empirical research practices.

#### SYLLABUS OF DSC- 09: Sociological Research -I

##### Unit I: Doing Research (12 Hours)

*This unit introduces research as a process and discusses the related issues of the logic of*

*research and objectivity*

- a. The Logic of doing research
- b. The Process of social research
- c. Objectivity in research

**Unit II: Methodological Perspectives (9 Hours)**

*This unit delves into perspectives on how to study people.*

- a. Comparative Method
- b. Ethnographic Method

**Unit III: Modes Of Enquiry (24 Hours)**

*This unit looks at the interaction of theory and research and moves to methods of analysing and depicting data*

- a. Theory and Research
- b. Analysing Data: Quantitative, Qualitative and Mixed Methods
- c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data

**Practical Component: NIL**

**Essential/Recommended Readings:**

**Unit 1: Doing Research**

**a. The Logic of Doing Research**

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

**b. The Process of Social Research**

Srivastava, V.K. et al (Eds.). (2004) 'Introduction' in *Methodology and Fieldwork*, New Delhi: OUP., pp. 1-14.

**c. Objectivity in Research**

Gouldner, Alvin (1962) *Social Problems*, Vol. 9, No. 3 (Winter), Anti-Minotaur: The Myth of Value-Free Sociology, pp. 199-213.

**Unit II: Methodological Perspectives**

**a. Comparative Method**

Béteille, A. (2004) 'The Comparative Method and the Standpoint of the Investigator'. In Vinay

Kumar Srivastava (Ed.) *Methodology and Fieldwork*, New Delhi: OUP, pp. 112-131.

#### **b. Ethnographic Method**

Brewer, J.D. (2010). 'What is Ethnography?' in *Ethnography*, Jaipur: Rawat Publication (Indian Reprint). Chapter 1 - Pp. 10-25.

### **Unit III: Modes of Enquiry**

#### **a. Theory and Research**

Merton, R. K. (1972). 'The Bearing of Sociological Theory on Empirical Research' and 'The bearing of Empirical Research on Sociological Theory' in *Social Theory and Social Structure*, Delhi: Arvind Publishing House. Chapter 4, 5 -, pp. 139-171.

#### **b. Analysing Data: Quantitative, Qualitative and Mixed Methods**

Creswell, J W. (2009). 'Quantitative Procedures', Qualitative Procedures and Mixed Methods Procedures in *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd edition. Sage Publications. Chapters 8, 9, 10, , pp. 145-152, 173-200, 203-220.

#### **c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data**

Gupta, S. P. (2006). 'Classification and Tabulation' and 'Diagrammatic and Graphic Presentation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 5, 6, pp.65-100, 101-108, 115- 118, 131-137.

#### **Suggested Readings:**

Bailey, K. (1994). *The Research Process in Methods of Social Research*, 4th edition, New York: Free Press, Pp.3-19.

Bêteille, A. (2002), *Sociology: Essays on Approach and Method*, New Delhi: OUP. Chapter 4, Pp. 72-94.

Bryman, Alan. (2004), *Quantity and Quality in Social Research*, New York: Routledge. Chapter 2 & 3, Pp. 11-70.

Durkheim, E. (1958). *The Rules of Sociological Method*, New York: Free Press. Chapter 1 & 2, Pp. 1-46.

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books. Chapter 13, Pp. 481-511.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



# BA (Prog.) with Sociology as Major Semester VI

## B.A. (Prog.) Sociology Discipline Specific Core (DSC) 11 Sociological Research-II

### DISCIPLINE SPECIFIC CORE -11 (DSC 11): SOCIOLOGICAL RESEARCH -II

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 11: Sociological Research-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>BA (Prog.) DSC 09 Sociological Research -I or equivalent course</b>

#### Learning Objectives:

1. The course aims to introduce students to the systematic methods of social research.
2. It acquaints students to ethical issues in research.

#### Learning outcomes:

Students will be able to:

1. *Develop* an awareness of the building blocks of research and the basic methods of data collection.
2. *Evaluate* the strengths and weaknesses of various research techniques.
3. *Apply* research methods to study diverse social processes.

#### SYLLABUS OF DSC: Sociological Research-II

##### Unit I: Basic elements of Research (9 Hours)

*This unit introduces the building blocks of research concepts, hypotheses and sampling methods.*

- a. Concepts
- b. Hypotheses
- c. Sampling

## **Unit II: Methods of Data Collection (18 hours)**

*This unit describes various tools of doing social science research and how they function.*

- a. Observation**
- b. Questionnaire**
- c. Interview**
- d. Other Research Designs: Case Study, Community Study, Longitudinal Study, Cross Sectional Study, Focus Groups**

## **Unit III: Challenges in Conducting Research (6 hours)**

*This unit creates awareness of the ethical dimensions of research and problems that could arise in the field.*

- a. Ethical Issues in Data Collection and Analysis**
- b. Methodological Problems in the ‘field’**

## **Unit IV: Statistical Methods (12 Hours)**

*This unit moves to the basic statistical concepts that are the basis of data science.*

- a. Measures of Central Tendency: Mean, Mode, Median**
- b. Measures of Dispersion: Standard Deviation**

**Practical Component: NIL**

## **Essential/Recommended Readings:**

### **Unit I: Basic elements of Research**

#### **a. Concepts**

Becker, Howard S. ‘Concepts’ in *Tricks of the Trade : How to Think about Your Research While You’re Doing It*. Chicago, Ill. :University of Chicago Press, 1998 pp. 152-198.

#### **b. Hypotheses**

Schutt, Russell K. *Investigating the Social World : the Process and Practice of Research*. Thousand Oaks, Calif. :Pine Forge Press, 2004.pp.123- 133.

#### **c. Sampling**

Bailey, K. (1994). *Survey Sampling in Methods of Social Research*, 4<sup>th</sup> edition. New York: Free Press. Chapter 5. Survey Sampling , Pp. 81- 98.

### **Unit II: Methods of Data Collection**

#### **a. Observation**

Bailey, K. (1994). 'Observation'. In *Methods of Social Research*, 4<sup>th</sup> edition. New York: Free Press. Chapter 10, Pp. 241-273.

Cargan, L. (2008). 'The Classic Studies'. In *Doing Social Research*. Rawat Publications., Pp.157-174.

#### **b. Questionnaire**

#### **c. Interview**

Babbie, E. (2016). *The Practice of Social Research*, 14<sup>th</sup> Edition. Boston: Cengage Learning, Pp. 246-286.

#### **d. Other Research Designs: Case Study, Community Study, Longitudinal Study, Cross Sectional Study, Focus Groups**

Cargan, L. (2008). 'Collecting the Data: Some Special Designs' in *Doing Sociological Research*. Jaipur: Rawat Publications. Chapter 9. Survey Research , Pp. 203-227.

Liahana Gordon (2015). 'Focus Group' in *Real Research: Research Methods Sociology Students Can Use*, Sage Publications pp. 467-533.

Schutt, Russell K. *Investigating the Social World : the Process and Practice of Research*. Thousand Oaks, Calif. :Pine Forge Press, 2004.pp. 696-698.

### **Unit III: Challenges in Conducting Research**

#### **a. Ethical Issues in Data Collection and Analysis**

Babbie, E. (2016). 'The Ethics and Politics of Social Research' in *The Practice of Social Research*, 14<sup>th</sup> edition. Boston: Cengage Learning. Chapter 3, Pp. 60-85.

#### **b. Methodological problems in the 'field'**

Srinivas, M. N. (2004). 'The Insider versus the Outsider' In, Vinay Kumar Srivastava (Ed.) *The Study of Cultures in Methodology and Fieldwork*. New Delhi: Oxford University Press, Pp. 413-420.

### **Unit IV: Statistical Methods:**

Gupta, S. P. (2006). 'Diagrammatic and Graphic Presentation, Measures of Central Value and Measures of Variation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapters 6, 7, 8 Pp.101-108, 115- 118, 131-137, 155-168, 173-180, 187-197, 263-277.

## **Suggested Readings:**

Association of Social Anthropologists of the UK and Commonwealth, Ethical Guidelines for Good Research Practice

Seale, Clive (2008). *Social Research Methods: A Reader*. London: Routledge.

Denscombe, Martyn (1999). *The Good Research Guide for Small Scale Social Research Projects*. New Delhi: Viva Books.

Blaikie, Norman. (2000). *Designing Social Research*. Cambridge, UK: Polity.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Sociology**  
**Discipline Specific Elective (DSE) 09**  
**Sociology and Social Policy**

**DISCIPLINE SPECIFIC ELECTIVE COURSE -09(DSE-09): Sociology and Social Policy**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 09 Sociology and Social Policy</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. To constitute social policy as an object of sociological investigation and recount key theories, concepts, and methods developed for around it.
2. To impart the methods of analysing the formulation, adoption, implementation of social policy from a sociological vantage.
3. To appreciate social policy analysis as an interdisciplinary field of study and understand the complex dynamics of the politics of decision making.

**Learning Outcomes:**

Students will be able to:

1. *Develop* critical and analytical skills with respect to examining the complex dynamics involved in social policy making process.
2. *Recognise, evaluate* and dissect policies of social importance in the interest of people, society and environment.
3. *Exhibit* the requisite analytical skills to evaluate and improve social policy.

**SYLLABUS OF DSE-09: Sociology and Social Policy**

**Unit I: Social Policy and Sociological Analysis (15 Hours)**

*This unit invites students to the world of Social Policy and familiarizes them with some of its important conceptual and theoretical frameworks, meanings, evolution and manifest practices.*

- a. What is Social Policy?
- b. Social Policy and Sociological Perspectives

## **Unit II: Making Social Policy I: Institutions, Ideologies and Actors (15 Hours)**

*This unit engages with the context, value framework, social character and politics involved in the policy-making process.*

- a. Social Policy as a Worldview
- b. The Character of Social Policies in India

## **Unit III: Making Social Policy II: Craft and Analysis (15 Hours)**

*This unit introduces students to the methodological issues involved in the craft of policy-making from a sociological perspective and problematizes the dominance of technocracy and reductionist public policy experts.*

- a. Methodological and Technical Frameworks
- b. Emerging Issues and Concerns in Social Policy

**Practical Component: NIL**

## **Course Outline and Essential/Recommended Readings:**

### **Unit I. Social Policy and Sociological Analysis**

#### **a. What is Social Policy?**

Spicker, P. (2014). Introduction: The Nature of Social Policy. In: *Social Policy: Theory and Practice*. Great Britain: Policy Press. Pp. 1–20.

Dreze, J. (2016). Social Policy: An Introduction In: Jean Dreze (ed.) (2016). *Social Policy: Essays from Economic and Political Weekly*, New Delhi: Orient Blackswan. Pp.1-18.

#### **b. Social Policy and Sociological Perspectives**

Coffey, A. (2004). Sociological Theory and Social Policy, In: *Re-Conceptualizing Social Policy: Sociological Perspectives on Contemporary Social Policy*. England: Open University Press. Pp.1-4, 10-11, 19-22, 30-41.

### **Unit II: Making Social Policy I: Institutions, Ideologies and Actors**

#### **a. Social Policy Worldview: Ideology, Value Frameworks and Priorities**

Spicker, P. (2014). Principles and Values. In: *Social Policy: Theory and practice*. Great Britain: Policy Press. Pp. 181–202.

Lapiente, V & Van de Walle, S. (2020). The Effects of New Public Management on the Quality of Public Services. In: *Governance: An International Journal of Policy, Administration and Institution*. Vol.33, Issue.3. Pp. 461-464.

Manuel, T. (2019). How Does One Live the Good Life?: Assessing the State of Intersectionality in Public Policy. In: O. Hankivsky, J. S. Jordan-Zachery (eds.), *The Palgrave Handbook of Intersectionality in Public Policy*. London:Palgrave. Pp-33-46

Ghosh, J. (2004). Social Policy in Indian Development. In: T. Mkandawire (eds) *Social Policy in Development Context*. London: Palgrave Macmillan. Pp. 284-307.

## **b. The Character of Social Policies in India**

Sen, S (2022). Law and Social Policy in India. In: Davy, U., & Chen, A.H.Y. (Eds.). *Law and Social Policy in the Global South: Brazil, China, India, South Africa*. New York: Routledge. Pp-78-127

Pellissery, S. (2021). One Hundred Years of the (Stifed) Social Question, In: L. Leisering (ed.). *One Hundred Years of Social Protection, Global Dynamics of Social Policy*. Cham: Palgrave Mcmillan. Pp.121-142

Chopra, D. (2011). Policy Making in India: A Dynamic Process of Statecraft. *Pacific Affairs*, 84(1), 89–107.

## **Unit III: Making Social Policy II: Craft and Analysis (15 Hours)**

### **a. Methodological and Technical Frameworks**

Fischer, Frank. (2007). Deliberative Policy Analysis as Practical Reason: Integrating Empirical and Normative Arguments, In: Frank Fischer, Gerald J. Miller, Mara S. Sidney (ed.) 2007. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. New York: CRC Press Taylor & Francis Group.pp.223-236

Spicker, P. (2014). Policy in Practice. In *Social policy: Theory and practice*. Great Britain: Policy Press. Pp. 223–244, 429-431

Deshpande, S., and Y. Yadav. (2006). Redesigning Affirmative Action. *Economic and Political Weekly*. Volume 41. Pp. 2419–2424.

### **b. Emerging Issues and Concerns in Social Policy**

Dunleavy, P. (2016). ‘Big data’ and Policy Learning. In: Gerry Stoker and Mark Evans (ed.). *Evidence-based Policy Making in the Social Sciences: Methods that Matter*. UK: Policy Press. Pp.145-160, 163-166.

**(To make the course more empirically grounded and impactful the instructors are suggested to incorporate activities like Policy Review, Field Study, and Policy Expert Interaction)**

### **Suggested Readings:**

O'Connor, F. Mary Katherine & Netting, Ellen (Eds.). (2011). *Analyzing Social Policy Multiple Perspectives for Critically Understanding and Evaluating Policy*. New Jersey: John Wiley & Sons, Inc. Pp.1-7, 14-17



- Blakemore, K and Griggs, E. (2007). Ideas and Concepts. In: *Social Policy: An Introduction*. Open University Press, England, pp. 5-10 & 15-39.
- Government of India. (1946 – 1950). *Constituent Assembly Debates (Proceedings) Vol. I to XII(1946-1950)*.
- Government of India. (1963). *The Planning Process*, Planning Commission, New Delhi, 1963
- Government of India. (1985). *Challenges of Education: A Policy Perspectives*. MHRD.
- Government of India. (2005). *The Mahatma Gandhi National Rural Employment Guarantee Act, 2005*.
- Government of India. (2013). *The National Food Security Act 2013*.
- Govt. of India, Ministry of Education. (2019,2020). *Draft National Education Policy, 2019 and National Education Policy, 2020*.
- Government of India. (2020). *The Code on Social Security, 2020*, Government of India
- Murali, K. (2018). *Caste, Class and Capital: The Social and Political Origins of Economic Policy in India*. Cambridge: Cambridge University Press.
- Nussbaum, M and Sen, A. (1993). *The Quality of Life*. Oxford: Oxford University Press.
- Patton, C V; Sawicki, D; Clark, Je. (2016). *Basic Methods of Policy Analysis and Planning*. New York:Rutledge.Pp. 21-33, 43-57.
- Report of the Expert Group to Propose “Diversity Index” and to Work out the Modalities for Implementation. 2008. Submitted to the Ministry of Minority Affairs. Government of India
- Saha, K.T. (Eds.). (1947). *National Planning Committee Series, Report of the Sub-committees (Vol.1-25)* Bombay: Vora & co. Publishers ltd.
- Vaidyanatha Ayyar, R.V. (2017). *History of Education Policy Making in India: 1947 - 2016*. Delhi: Oxford University Press.

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**Discipline Specific Elective (DSE) 12**  
**Research Methodology for Sociology**  
**(As Mandated by UGCF22)**  
 (On offer in Semesters VI & VII)

**DICIPLINE SPECIFIC ELECTIVE – 12 (DSE 12) : Research Methodology for Sociology**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 12 Research Methodology for Sociology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12th Class Pass</b>	<b>Nil</b>

**Learning Objectives:**

1. This course builds on concepts and methodology of sociological research to enable students to view the whole research process from design to final report.
2. It exposes students to a wide range of research methods they could use in isolation or combination to achieve an explanation of social reality.

**Learning Outcomes:**

Students will be able to:

1. *Apply* each of the research methods in a practical context.
2. *Evaluate* the relative merits of each method in relation to a research problem.
3. *Comprehend* the issues around research design and its various facets.
4. *Write* a comprehensive research proposal and a research project.

**SYLLABUS OF DSC 12: Research Methodology for Sociology**

**Unit I: Social Research (9 Hours)**

*This unit discusses various facets of Research Design.*

- a. Research Design
- b. Triangulation

**Unit II: Research Methods (24 hours)**

*This unit focuses on discussions of a wide range of research methods available to social scientists.*

- a. Ethnography**
- b. Action Research**
- c. Content Analysis**
- d. Photography and Research**
- e. Case study**
- f. Indigenous Methodologies**

### **Unit III: Writing Research Proposal and Report (12 hours)**

*This unit focuses on the important part of the research process – developing an understanding of writing the research proposal and the culmination of research activity that is writing the final report.*

- a. Writing a Research Proposal**
- b. Writing a Research Report**

**Practical Component: NIL**

### **Essential/Recommended Readings:**

#### **Unit I: Social Research**

##### **a. Research Design**

Blaikie, Norman. (2009) 'Preparing Research Designs and Designing Social Research' in *Designing Social Research*, 2nd Edition, Polity, UK. Ch.1, 2 Pp.12-55.

##### **b. Triangulation**

Fusch, Patricia et al, (2018) 'Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research' in *Social Journal*, volume 10, issue 1, Pp.19-32.

#### **Unit II: Research Methods**

##### **a. Ethnography**

Fetterman, David M., (2010). 'The First Step: An Overview' in *Ethnography Step by Step*, Sage Publications: Los Angeles. Chapter 1, Pp. 1-14.

##### **b. Action Research**

Noffke, Susan and Bridget Somekh. (2005). 'Action Research' in Bridget Somekh and Cathy Lewin (eds), *Research Methods in the Social Sciences*, Sage Publications, London, Ch. 10 Pp. 89-96.

##### **c. Content Analysis**

Krippendorff, Klaus. (2004). 'Conceptualizing Content Analysis and Conceptual Foundation' in *Content Analysis: An Introduction to Its Methodology* Chapters 1, 2, in, Sage Publications, Thousand Oaks, pp. 3-43.

##### **d. Photography and Research**

Pinny, Christopher (2004) 'Sparks of Contingency: Photography and Anthropology in India', in VK Srivastava ed. *Methodology and Fieldwork*, Oxford University Press, pp.257-264.

#### **e. Case Study**

Stark, Sheila and Harry Torrance, (2005) 'Case Study' in Bridget Somekh and Cathy Lewin ed. *Research Methods in the Social Sciences*, Sage, London, pp. 33-39

#### **f. Indigenous Methodologies**

Denzin, Norman K. and Yvonna S. Lincoln Margaret Kovach, (2018) 'Doing Indigenous Methodologies: A Letter to a Research Class' in *The Sage Handbook of Qualitative Research* Ed. (5<sup>th</sup> Edition), Chap 9, Pp. 383-411.

### **Unit III: Writing Research**

#### **a. Writing a Research Proposal**

Creswell, John W., (2009). 'Writing Strategies and Ethical Considerations' in *Research Design, Qualitative, Quantitative, and Mixed methods Approaches*, Sage, Los Angeles, Ch. 4, pp.73-94.

#### **b. Writing a Research Report**

Edwards, M. (2015). 'Section III- Writing Qualitative Papers & Section IV- Chapter 17- Writing a Book Review' in *Writing in Sociology*, (2<sup>nd</sup> Edition) Sage Publication: London, pp.79-118 & 135-138.

Soichru, C.O. (2023). 'Writing Strategies and Ethical Considerations' in *A Student Guide to Writing Research Reports, Papers, Theses and Dissertations*. Routledge: London. Chapter-9 Academic Writing, Pp- 197-215.

#### **Suggested Readings:**

Srivastava, V.K. et al (Ed.) (2004) *Methodology and Fieldwork*, New Delhi: OUP *Introduction* Pp- 1-14

Bernard, H.Russell and Clarence C. Gravlee ed. *Handbook of Methods in Cultural Anthropology*, Second Edition, Bowman & Littlefield, Uk, 2014, Chapter 3, *Research Design and Research Strategies* Pp- 97-129

Brewer, J.D. (2010). *Ethnography*, Jaipur: Rawat Publication (Indian Reprint), Chapter 1- *What is Ethnography?* Pp-10-25

Balmer, A., & Murcott, A. (2017). *The craft of writing in sociology: Developing the argument in undergraduate essays and dissertations*. Manchester University Press. Chapter 2,3, 4 & 5 Pg 32-105

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time