

Syllabus from 2nd to 3rd Year

BA Liberal Arts

(Sociology)

University School of Liberal Arts

Guru Gobind Singh Indraprastha University

Approval History:

1. Second-year to Third year Scheme and Syllabus approved by BOS: 10/06/2024
2. Second-year to Third year Scheme and Syllabus approved by AC: 19/06/2024

**Detailed Curriculum Scheme Framework for Sociology Major
under UGC
(From 3rd to 6th Semester)**

Third Semester*							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
Theory							
DSC		BALA SOC201	Theoretical Perspectives in Sociology	UES	3	1	4
DSC		BALA SOC203	Social Stratification	UES	3	1	4
DSC		BALA SOC205	Sociology of Indian Society	UES	3	1	4
DSE & MINOR STREAM (MS)** (Choose Any One)		BALA SOC207	Ethnicity and Ethnic Identity	UES	3	1	4
		BALA SOC209	Social Change and Mobility				
		BALA SOC211	Sociology of Development				
IDC (Choose Any One)		BALA 201 BALA 203 BALA 205	Popular Culture OR Human Rights OR Society and Humor OR choice from other USS	UES	2	1	3
SEC (Choose Any One)		BALA 207 BALA 209 BALA 211	Indian Heritage and Culture OR Ethics and Dilemmas in Politics OR Conceptualizing Everyday Life OR MOOCS*** OR Choice from other USS	UES	2	1	3
AEC (Choose Any One)		BALA 213	Travel Accounts OR	UES	1	1	2
		BALA 215	Public Opinion and Surveys OR	UES	1	1	2
		BALA 217	Introduction to Social Work OR				
		USHSS BALAENG215	English Language and Grammar III OR	NUES****	1	1	2
		BALAENG217	Punjabi-III OR				
		BALAENG219	French-III OR				
		BALAENG221	German-III OR				
		BALAENG223	Japanese-III OR				
		BALAENG225	Spanish III OR				
		any paper from other USS					
Total					17	7	24

* Every student shall be allocated a supervisor at the beginning of the 3rd semester who shall remain unchanged (only the APC of the school shall allow a change of supervisor for reasons recorded in writing) till the completion of the programme of study for all seminars papers, minor project, and major project.

**MS is equivalent to DSE

*** The MOOC can be taken from the list of courses/papers offered through the SWAYAM/NPTL platform. The open elective can only be opted by the student with the consent of the APC of the USLA and only if the offered paper schedule is in line with the academic calendar of the University and the programme of study.

**** **NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

Note:

1. The SEC Courses on Indian Heritage and Culture is offered by the discipline of History; Ethics and Dilemmas in Politics is offered by the discipline of Political Science; Conceptualising Everyday Life is offered by the discipline of Sociology.
2. The AEC Courses on Travel Accounts is offered by the discipline of History; Public Opinion and Surveys is offered by the discipline of Political Science; Introduction to Social Work is offered by the discipline of Sociology.

Fourth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
Theory							
DSC		BALA SOC202	Key Sociological Thinkers	UES	3	1	4
DSC		BALA SOC204	Economic Sociology	UES	3	1	4
DSC		BALA SOC206	Gender and Society	UES	3	1	4
DSE & MINOR STREAM (MS) (Choose Any Two)		BALA SOC208	Sociology of the Marginalised Sections	UES	6	2	8
		BALA SOC210	Sociology of Ageing	UES			
		BALA SOC212	Religion in South Asia				
DSE (Seminar/ Workshop)		BALA 202	Archives and Archaeology	NUES		-	2
		BALA 204	Workshop on Quantitative Data Analysis** OR Choice from any other USS				
AEC		USLA BALA 206	Cityscapes	UES	1	1	2
		BALA 208	Introducing the Art of Diplomacy				
		BALA 210	Introduction to Census and NSSO				
		USHSS BAENG216	English Language and Grammar IV				
		BAENG218	Punjabi-IV				
		BAENG220	French-IV				
		BAENG222	German-IV				
		BAENG224	Japanese-IV				
		BAENG226	Spanish IV				
			Any paper from other USS				
Total					16	6	24

*Internship during the Summer Vacation

** For the students opting for History Major, the course Workshop on Quantitative Data Analysis will be optional. But for the students opting for Sociology Major and Political Science Major, the course Workshop on Quantitative Data Analysis is compulsory.

*** **NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

Note:

- 1- The SEC Courses titled Exploring Archives is offered by the discipline of History; Workshop on Quantitative Data Analysis is offered jointly by the disciplines of Political Science and Sociology.
- 2- The AEC courses Cityscapes is offered by the discipline of History; Introducing Art of Diplomacy is offered by the discipline of Political Science; Introducing Census and NSSO data is offered by the discipline of Sociology.

Group	Code	Paper	L	P	Credits
		Summer Training/Internship*			2

* At the end of two semesters, those students who wish to exit will be given the Diploma in Sociology after earning a minimum 80 credits. Such students are required to undertake a 2-week workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.

Fifth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
DSC		BALA SOC 301	Contemporary Sociological Theory	UES	3	1	4
DSC		BALA SOC 303	Sociology of Religion	UES	3	1	4
DSC		BALA SOC 305	Political Sociology	UES	3	1	4
DSC		BALA SOC 307	Indigenous Knowledge Traditions				
DSE & MINOR STREAM (MS) (Choose Any One)		BALA SOC 309	Law and Social Transformation	UES	3	1	4
		BALA SOC 311	Science, Technology, and Society				
		BALA SOC 313	Globalization and Society				
DSE Seminar/ Workshop		BALA 301	History through Everyday Objects	NUES**			2
	BALA 303	Gender, Violence and International Guidelines and Toolkits					
	BALA 305	Visual Anthropology					
		Any course from other USS					
Total					15	5	22

****NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

Note: The DSC (Seminar/Workshop) course on History through Everyday Objects is offered by the discipline of History; Gender, Violence, and International Guidelines and Toolkits by the discipline of Political Science; Visual Anthropology by the discipline of Sociology.

Sixth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
				Theory			
DSC		BALASOC 302	Urban Sociology	UES	3	1	4
DSC		BALASOC 304	Indian Sociological Tradition	UES	3	1	4
DSC		BALASOC 306	Family, Marriage, and Kinship	UES	3	1	4
DSE & MINOR STREAM (MS) (Choose Any Two)		BALASOC 308	Sociology of Environment	UES	6	2	8
		BALASOC 310	Rural Sociology				
		BALASOC 312	Sociology of Policy				
			Total		15	5	20

Note: At the end of the 6th semester the student must submit a synopsis for the project work to be done through the supervisor to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4th year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of part 1 of the project shall be a report that should have a review of literature of the area/topic and a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.

THIRD SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Theoretical Perspectives in Sociology

Nature of the Course: DSC

Semester: Third (III)

Course Code: BALASOC201

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to provide a comprehensive understanding of sociological theory, covering its nature, scope, and major perspectives. Students will delve into the philosophical underpinnings of theory, distinguishing between positivist and interpretative approaches. They will explore macro, micro, and middle-range theories, analyzing key concepts and their applicability to diverse social phenomena.

Course Outcome

After completing this course students will be able to:

CO1 (Knowledge): Acquire a comprehensive understanding of various sociological theories, including functionalism, conflict theory, symbolic interactionism, and phenomenology.

CO2 (Understanding): Comprehend the philosophical assumptions underlying different sociological perspectives as well as the interconnectedness and interplay between different sociological theories.

CO3 (Synthesis): Integrate macro-level structural theories with micro-level interactionist perspectives, developing a holistic understanding of social processes and structures.

CO4 (Application): Apply sociological theories to analyze real-world social issues and problems, demonstrating their ability to use theory to interpret and explain social phenomena.

Course Content

Unit I: Nature and Scope of Sociological Theory

- a. What is Theory?
- b. Philosophical perspective: Positivist and Interpretative approach (Weber)
- c. Macro, Micro and middle-range theories
- d. Feminist Perspective

Unit II: Structural-Functional Perspective

- a. Functionalism – Radcliff Brown and Bronislaw Malinowski
- b. Structural Functionalism, AGIL. – Talcott Parsons

- c. Robert. K Merton- Manifest & Latent Function

Unit III: Conflict Perspective

- a. Karl Marx- Class and Class Conflict
- b. C. Wright Mills – Power elite
- c. Ralf Dahrendorf’s Conflict Theory
- d. Lewis Coser- Functions of Conflict

Unit IV: Symbolic Interactionism & Phenomenology

- a. Background to the emergence
- b. C.H Cooley - Looking Glass Self
- c. Alfred Schultz - Phenomenology of Social World
- d. George Herbert Mead - Mind, Self & Society

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Ritzer, George. Sociological Theory. McGraw-Hill. New York, 1992
2. Giddens, Anthony. Sociology. Polity Press. Cambridge. 2009.
3. Allan, Kenneth. The Social Lens: An Invitation to Social and Sociological Theory. 2007. Pine Forge Press.
4. Turner, Jonathan H. 2014. Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories. Sage Publication, Los Angeles
5. Aron, Raymond. (1967). Main Currents in Sociological Thought (Volume 2). London: Penguin Books. Bendix, Reinhard. (1960).
6. Max Weber: An Intellectual Portrait. New York: Anchor.

Recommended Readings

1. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, New York: Free Press Chapter 9 & 10, Pp. 178-204.
2. Malinowski, Bronislaw. A Scientific Theory of Culture and Other Essays. University of North Carolina Press. New York. 1960 Chapter name: The Functional Theory (pp. 145-176).
3. Ritzer, George. Sociological Theory. McGraw-Hill. New York, 1992. Chapters 6 (pp. 181- 209); Chapter 7 (pp. 229-252); Chapter 10 (pp. 337-356)
4. Coser, Lewis. Masters of Sociological Thought: Ideas in Historical and Social Context. Rawat Publications. Jaipur. 2012. Chapters, 8 and 9 (pp. 304- 356).
5. Cooley, Charles Horton. Human Nature and the Social Order. C. Scribner’s Sons. New York. 1912. Chapter 5.

6. Calhoun, Craig; Gerteis, Joseph; Moody, James; Pfaff, Steven; Virk, Indermohan; (Eds.). Contemporary Sociological Theory. 4th Edition. Wiley Blackwell. New York. 2022 Chapters, 1, 2, 3, 14
7. Turner, J.H. 1987. Structure of Sociological Theory. Rawat Publications: Jaipur. Chapters, 1, 2, 3, 4, 6, 7, 8, 14.
8. Judge, Paramjit S. Foundations of Classical Sociological Theory: Functionalism, Conflict and Action. Pearson Publication. Delhi. 2012. Chapter 1, Chapter 3 (pp.40-41), Chapter 7 (pp. 148- 160).
9. Mathur, Nita. Unit 4: Class and Class Struggle. Block 1. BSOC-111 Sociological Thinkers-1. IGNOU, New Delhi. 2021.
10. England, Paula. The Impact of Feminist Thought on Sociology. Contemporary Sociology Vol. 28, No. 3. Pp. 263-268. 1999
11. Adelman, Miriam. The Voice and the Listener: Feminist Theory and the Sociological Canon. Asian Journal of Social Science Vol. 31, No. 3. pp. 549-574. 2003

DISCIPLINE SPECIFIC COURSE (DSC)

Social Stratification

Nature of the Course: DSC

Semester: Third (III)

Course Code: BALASOC203

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to provide a comprehensive understanding of social stratification and its multifaceted nature in contemporary society. By exploring the foundational concepts of social inequality, mobility, and hierarchy, and examining key theoretical perspectives students will gain insight into the production and reproduction of social stratification. The course also delves into the complexities of caste, class, race, and gender as forms of stratification, their intersections, and their relationships with other social institutions. Additionally, it addresses the evolving dynamics of social stratification in the digital age, highlighting digital inequality and the impact of technology on traditional social hierarchies. Through this course, students will develop a critical understanding of how social stratification shapes and is shaped by diverse social, economic, and technological factors.

Course Outcome

After completing this course, students will be able to:

CO1 (Knowledge): Identify and describe the fundamental concepts and forms of social stratification, including caste, class, and gender, as well as the key theoretical perspectives explaining these phenomena.

CO2 (Understanding): Explain the relationships between social stratification and various social institutions such as religion, economy, and polity, and how these relationships contribute to the continuity and change in social hierarchies.

CO3 (Synthesis): Analyze the intersectionality of caste, class, gender, and ethnicity, and synthesize this understanding to critique how these intersections influence individual and group experiences in different social contexts.

CO4 (Application): Apply theoretical knowledge and analytical skills to assess the impact of digital technology on social stratification, including the digital divide and digital inequality, and propose informed solutions to mitigate these disparities.

Course Content

Unit I: Unboxing the Concepts

- a. Social Stratification, Social Inequality, and Social Mobility
- b. Overview of theories of stratification

- c. Production and Reproduction of Stratification
- d. Gender and Social Stratification; Ethnicity and Social Stratification

Unit II: Caste as a Form of Social Stratification

- a. Nature and Forms of Caste: Changes and Continuity
- b. Caste and its relationship with other social institutions (Economy and Polity)
- c. Caste and Locality (Village, and Region)
- d. Intersectionality: Caste and its relation with Class, Gender, and Ethnicity (Race)

Unit III: Class, Occupation, and Social Stratification

- a. Class: Marxist, Weberian, and Functionalist
- b. Social Mobility and Class Structure in Contemporary Society
- c. Types of Capital and Stratification
- d. Intersectionality: Class and its relation with Gender and Ethnicity

Unit IV: Social Stratification: Transformations

- a. Interaction between social stratification and digital technology (Concepts of digital divide, digital stratification, and digital inequality)
- b. Emergence of the precariat

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Movies/Documentaries

Text Books

1. Bottero, Wendy. Stratification. London: Routledge, 2005
2. Sharma, K.L. 1997. Social Stratification in India: Issues and Themes. Sage. New Delhi
3. Gupta, Dipankar. 1991. (Eds.) Social Stratification. Oxford University Press. New Delhi
4. Jayapalan, N. Economic History of India. Atlantic Publishers and Distributors. New Delhi. 2008

Recommended Readings

1. Beteille, Andre. 1977. Inequality among Men. London: Blackwell. Chapter 1. The Two Sources of Inequality. Pp. 1-22
2. Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56
3. Sharma, K.L. 1997. Social Stratification in India: Issues and Themes. Sage. New Delhi (Chapters; Introduction)

4. Gupta, Dipankar. "Hierarchy and Difference" In Gupta, Dipankar. 1991. (Eds.) Social Stratification. Oxford University Press. New Delhi
5. Beteille, Andre. "Caste in a South Indian Village". In Gupta, Dipankar. 1991. (Eds.) Social Stratification. Oxford University Press. New Delhi
6. Singh, Yogendra. 1968. "Caste and Class: Some Aspects of Continuity and Change". Sociological Bulletin Vol. 17, No. 2. pp. 165-186
7. Jaffrelot, Christopher. 2010. "Caste and Politics". India International Centre Quarterly Vol. 37, No. 2. pp. 94-116
8. Tumin, Melvin M. 1953. "Some Principles of Stratification: A Critical Analysis". American Sociological Review 18.4 (1953): 387-394
9. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. pp. 180– 195
10. Wright, Erik Olin. "A General Framework for the Analysis of Class Structure". In J. Richardson (Eds). Handbook of theory and research for the sociology of education. New York: Greenwood, pp. 241–258.
11. Standing. Guy. The Precariat: The New Dangerous Class. Bloomsbury Academic. New York. 2016
12. P. Bourdieu, 1986. "The forms of capital," In J. Richardson (Eds). Handbook of theory and research for the sociology of education. New York: Greenwood, pp. 241–258

DISCIPLINE SPECIFIC COURSE (DSC)

Sociology of Indian Society

Nature of the Course: DSC

Semester: Third (III)

Course Code: BALASOC 205

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to provide students with a deep understanding of India as an object of knowledge through an exploration of diverse perspectives. By examining social structures and institutions students will gain insights into the complexities of Indian society, including intersections between caste and class, gender dynamics, patriarchy, and sexuality, and the dynamics of labor and market relations fostering critical thinking and a nuanced understanding of social transformation in contemporary India.

Course Outcome

After completing this course, students will be able to:

CO1 (Knowledge): Possess a comprehensive understanding of India as an object of knowledge, encompassing the historical evolution of knowledge production about India from different perspectives. They will be familiar with the key concepts and debates surrounding social structures and institutions in India.

CO2 (Understanding): Develop a deep understanding of the complexities of Indian society, including the nuances of caste as viewed through both Indological and field perspectives, the characteristics and dynamics of tribes, the continuity and change in village life, and the diverse social realities experienced by different classes within Indian society.

CO3 (Synthesis): Synthesize information from diverse perspectives and theoretical frameworks, students will critically evaluate the historical and contemporary dynamics of resistance, mobilization, and change in post-colonial India.

CO4 (Application): Apply sociological insights to analyze and interpret real-world phenomena in contemporary India and develop the skills to critically assess the efficacy of social policies and interventions aimed at addressing social issues and propose evidence-based strategies for promoting social justice and inclusive development in diverse contexts within Indian society.

Course Content

Unit I: India as an object of knowledge

- a. The Colonial-Orientalist Discourse

- b. The Nationalist perspective
- c. The Dalit-Bahujan perspective
- d. The Subaltern perspective

Unit II: Social Structure and Institutions- I

- a. Caste: Indological and Field View; Varna and Jati
- b. Tribe: Characteristics, Caste and Tribe
- c. Village: Continuity and change
- d. Class: Working class, peasantry, and middle class

Unit III: Social Structures and Institutions -II

- a. Gender, Patriarchy and Sexuality
- b. Caste and Class: Intersections
- c. Labour and Market

Unit IV: Resistance, Mobilization, and Change: Post-Colonial

- a. Dalit and OBC mobilisations
- b. Women's movements
- c. Peasant Movements
- d. Working Class Movements

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Sahu, D.R. 2013. (Eds.) Studies in Indian Sociology: Sociology of Social Movement. Sage. New Delhi
2. Ambedkar, B. R. 2015. Annihilation of Caste: The Annotated Critical Edition. Delhi: Navayana Publication.
3. Kundu, Abhijit; Yadav, Nupurnima. 2021. Sociology of India. Sage. New Delhi
4. Jaffrelot, Christophe. 2000. 'The Rise of the Other Backward Classes in the Hindi Belt'. The Journal of Asian Studies Vol. 59, No. 1. pp. 86-108

Recommended Readings

1. Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press, pp. 136-171.
2. Inden, Ronald. 1986. 'Orientalist Constructions of India'. Modern Asian Studies Vol. 20, No. 3. pp. 401-446
3. Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black, Pp.85- 126.

4. Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8.
5. Jodhka, S. S. (1998). From “book view” to “field view”: Social anthropological constructions of the Indian village. Oxford Development Studies, 26(3), 311-331.
6. Oommen, T.K. 1990. Protest and Change: Studies in Social Movement. Sage. New Delhi (Chapters; 8 and 9).
7. Beteille, Andre. 1996. 'Varna and Jati'. Sociological Bulletin Vol. 45, No. 1. pp. 15-27
8. Gupta, Namrata; Sharan, Raka. 2004. 'Industrial Workers and the Formation of 'Working-Class Consciousness' In India'. Sociological Bulletin. Vol. 53, No. 2. pp. 238-9.
9. 250
10. Mukherjee, Ramakrishna. 1999. ‘Caste in Itself, Caste and Class, or Caste in Class’ Economic and Political Weekly Vol. 34, No. 27. pp. 1759-1761
11. Sharma, K.L. 1988. Caste and Class in India: Some Conceptual Problems. Sociological Bulletin Vol. 33, No. ½. pp. 1-28
12. Deshpande, Satish. 2003. Contemporary India: A Sociological View. Penguin. New Delhi. (Chapters; 5 and 6).
13. Chaudhari, Maitrayee. 1999. ‘Gender in the Making of the Indian Nation-State’. Sociological Bulletin Vol. 48, No. ½. pp. 113-133.

DSE & MINOR STREAM COURSE (MS)

Ethnicity and Ethnic Identity

Nature of the Course: MS

Semester: Third (III)

Course Code: BALASOC207

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to equip students with a comprehensive understanding of Ethnicity, Identity, and Ethnic Groups, starting with foundational knowledge encompassing definitions, characteristics, and distinctions between primary and secondary ethnic groups, as well as the differentiation between Race and Ethnicity. Subsequently, students will delve into diverse theoretical perspectives on Ethnicity enabling them to critically evaluate Ethnicity's conceptualizations and implications.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Demonstrate a thorough understanding of the foundational concepts of Ethnicity, Identity, and Ethnic Groups, including their definitions, characteristics, and distinctions between primary and secondary ethnic groups, as well as the differentiation between Race and Ethnicity.

CO2 (Understanding): Grasp the nuances of diverse theoretical perspectives on Ethnicity, enabling them to critically evaluate Ethnicity's conceptualizations and implications within societal contexts.

CO3 (Synthesis): Synthesize information on globalization's impact, diaspora communities, multiculturalism, cosmopolitanism, Ethnicity's representation in media, and its nexus with nationalism, allowing them to develop a comprehensive understanding of the complexities surrounding Ethnic identity and its socio-cultural ramifications.

CO4 (Application): Analyze the country's vast cultural diversity, the complexities of nation-building processes, and specific Ethnic conflicts, enabling them to critically evaluate the dynamics of Ethnic tensions and their management within the socio-political landscapes.

Course Content

Unit I: Unboxing the Concepts

- a. Definition, Characteristics, and Origin of concepts: Ethnicity, Identity, and Ethnic Group
- b. Types of ethnic groups: Primary and secondary ethnic groups
- c. Difference between Race and Ethnicity
- d. Ethnicity as a factor in stratification and marginalization: Intersectionality

Unit II: Theories of Ethnicity

- a. Primordialist School of Thought
- b. Social construction of ethnicity and Social Labelling
- c. Instrumentalist school
- d. Marxist Theory

Unit III: Ethnicity: Contemporary Trends and Issues

- a. Globalization and ethnicity
- b. Diaspora, and multiculturalism and Cosmopolitanism
- c. Ethnicity in media and popular culture
- d. Ethnicity, Nationalism, and Sub nationalism

Unit IV: Ethnicity in the Indian Context

- a. The scale and magnitude of cultural diversity in India
- b. Nationalism and ethnicity: Nation building and its attendant problems
 - i) Case of Nagaland
- c. Ethnic conflicts and their management; ethnic(sub-national) movements
 - i) Case of Assam and Jharkhand

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Barth, Fredrik. 1969. Ethnic Groups and Boundaries: The Social Organisation of Cultural Difference. London: Allen and Unwin
2. Yang, Philip Q. 2002. Ethnic Studies: Issues and Approaches. State University of New York Press. New York.
3. Sollors, Werner. 1996. Theories of Ethnicity: A Classical Reader. State University of New York Press. New York.
4. Ratuva, Steven. 2019. The Palgrave Handbook of Ethnicity.

Recommended Readings

1. Wsevolod W. Isajiw. 1992. 'Definition and Dimensions of Ethnicity: A Theoretical Framework'. In Challenges of Measuring an Ethnic World: Science, politics and Reality: Proceedings of the Joint Canada-United States Conference on the Measurement of Ethnicity.
2. Agnew, Vijay. 2005. (Eds.) Diaspora, Memory, and Identity: A Search for Home. University of Toronto Press. Introduction and Chapter 1 (pp. 3-22).

3. "Definitions of ethnicity", 1979, (CU11903732) by Isajiw, Wsevolod W. personal. Courtesy of Local Histories Collection, Libraries and Cultural Resources Digital Collections, University of Calgary. https://digitalcollections.ucalgary.ca/asset-management/2R3BF1O6EUT4V?FR_ =1&W=1366&H=607
4. Bhagat, R.B. 'Role of Census in Racial and Ethnic Construction: US, British and Indian Censuses'. *Economic and Political Weekly* Vol. 38, No. 8. pp. 686-691.
5. Das, Suranjan. Sectional President's Address: Ethnicity and National-Building in India: The Naga Experience. *Proceedings of the Indian History Congress* Vol. 64 (2003), pp. 677-740
6. Baruah, Sanjib. 1986. 'Immigration, Ethnic Conflict, and Political Turmoil--Assam, 1979-1985'. *Asian Survey*. Vol. 26, No. 11; pp. 1184-1206
7. Manor, James. 'Ethnicity' and Politics in India' James. *International Affairs (Royal Institute of International Affairs 1944-)* Vol. 72, No. 3, Ethnicity and International Relations (Jul. 1996), pp. 459-475
8. Singh, Harjit. 'Ethnic Identity and Consciousness in the Developing Countries: Indian Experience'. *The Indian Journal of Political Science*. Vol. 69, No. 3 (July - Sept., 2008), pp. 493-504
9. Brubaker, Rogers. 'Ethnicity, Race, and Nationalism'. *Annual Review of Sociology* Vol. 35 (2009), pp. 21-42.
10. Noel, Donald L. 1968. 'A Theory of the Origin of Ethnic Stratification'. *Social Problems* Vol. 16, No. 2, pp. 157-172.
11. Fittante, Daniel. 2023. 'Diasporic multiculturalism'. *Current Sociology*. <https://doi.org/10.1177/00113921231194090>
12. Prakash, Amit. *Contested Discourses: Politics of Ethnic Identity and Autonomy in the Jharkhand Region of India*. *Alternatives: Global, Local, Political* Vol. 24, No. 4. pp. 461-496. 1999.

DSE & MINOR STREAM COURSE (MS)

Social Change and Mobility

Nature of the Course: MS
Semester: Third (III)
Course Code: BALASOC 209
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objectives

The course aims to provide students with a comprehensive understanding of social stratification, change, and mobility, beginning with foundational knowledge encompassing the concepts of social stratification, social change, and various forms of social mobility. Subsequently, students will explore diverse theoretical perspectives on social change while also examining the interplay between tradition and modernity.

Course Outcomes

After completing this course Students will be able to:

CO1 (Knowledge): Acquire a solid foundation in the concepts of social stratification, change, and mobility, including understanding the various types of social mobility as well as the factors contributing to social change and mobility in contemporary societies, with a focus on the Indian context.

CO2 (Understanding): Develop a nuanced understanding of the theories of social change and comprehend the complex interplay between tradition and modernity in societal transformations. Additionally, they will grasp the factors influencing social mobility and change, enabling them to analyze the dynamics of societal transformation.

CO3 (Synthesis): Synthesize information from diverse sources, and critically evaluate the factors shaping social mobility and change, integrating theoretical perspectives with empirical evidence to gain a comprehensive understanding of societal transformation.

CO4 (Application): Analyze contemporary trends and processes of social change and mobility identifying and evaluating the impacts as well as constraints to mobility. Furthermore, they will assess the influences of different factors in driving social change, and propose strategies for addressing challenges and promoting social mobility and equitable societal development.

Course Content

Unit I: Unboxing the Concepts:

- a. Social Stratification, social change, and social mobility
- b. Vertical and Horizontal Mobility; Upward and Downward
- c. Intra and Inter-generational Mobility
- d. Social and Occupational Mobility

Unit II: Theories of Social Change: Concept and Characteristics

- a. Evolutionary Theory of Social Change
- b. Cyclic Theory of Social Change
- c. Marxian Theory of Social Change
- d. Functional Theory of Social Change
- e. Tradition and Modernity: From Little to Great Tradition

Unit III: Factors of Social Mobility and Change

- a. Education an Affirmative Action
- b. Technological revolutions and societal transformation
- c. Globalization, Social Change and Mobility
- d. Social movements, Political Action, and Social change
- e. State and Social Change; Democracy

Unit IV: Social Change and Mobility in Contemporary India: Trends and Processes of Change

- a. Sanskritization, Westernisation, and Modernisation
- b. Social Mobility Trends in Rural and Urban India
- c. Constraints to Mobility in India: Casteism, Patriarchy
- d. Factors of Social Change: Demographic, Industrial, Migration and Media, etc

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Srinivas, M.N., 1966, Social Change in Modern India, Berkley: University of California Press, USA.
2. Sharma, K. L. 1994. Social Stratification and Mobility. Jaipur: Rawat Publications.
3. Gupta Dipankar. (ed). 1991. Social Stratification. New Delhi: Oxford University Press.
4. Singh, Yogender. 1997. Social Stratification and Change in India. Manohar Publications, New Delhi

Recommended Readings

1. McGuire, Carson. 1950. 'Social Stratification and Mobility Patterns'. American Sociological Review Vol. 15, No. 2, pp. 195-204
2. Corak, M. 2013. "Income Inequality, Equality of Opportunity, and Intergenerational Mobility." Journal of Economic Perspectives, 27 (3): 79-102
3. Strasser, Hermann. 1981. An introduction to theories of social change. Routledge. London. (Chapters: Introduction, 1, 2, 3, and 4).
4. Schneider, Louis. Classical theories of social change. General Learning Press. New Jersey. (Chapters, 1, 6, 9 and 10).

5. Weinstein, Jay A. 2010. Social change. Rowman & Littlefield Publishers. Maryland (Part 1, 2 and 3).
6. Krishna, Anirudh. 2019. 'Obstacles to Social Mobility in India—And the Way Forward'. Current History Vol. 118, No. 807. pp. 123-129.
7. Sen, Amartya. 1999. Development as Freedom. Oxford University Press. New Delhi (Chapter 1).
8. Singh, Yogendra. 1996. Modernization of Indian Tradition. Jaipur: Rawat Publication.
9. Gusfield, Joseph R. 'Tradition, and Modernity: Misplaces Polarities in the Study of Social Change'. American Journal of Sociology. Volume 72, Number 4. Pp. 351-362
10. Rudolph, Lloyd L; Rudolph, Susanne. The Modernity of Tradition: Political Development in India. University of Chicago Press. London. 1967. (Chapters; 1 and 3).
11. Singer, Milton. The Cultural Pattern of Indian Civilization: A Preliminary Report of a Methodological Field Study. The Far Eastern Quarterly. Vol. 15, No.1. pp. 23-36. 1955
12. Kothari, Rajni. Democratic and Social Change in India: Crisis and Opportunities. Allied Publishers. Bombay. 1977. (Selected Chapters)

DSE & MINOR STREAM COURSE (MS)

Sociology of Development

Nature of the Course: MS

Semester: Third (III)

Course Code: BALASOC211

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to provide students with a comprehensive understanding of the concept of development and its various dimensions, theories, and implications, with a specific focus on India's experience. Beginning with an exploration of the historical trajectory of development from Enlightenment ideals of progress to contemporary notions of sustainable development, students will grasp the multifaceted nature of development encompassing economic growth, human development, and social development.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Acquire a deep and comprehensive knowledge of the concept of development and its various dimensions. Students will demonstrate familiarity with the historical trajectory of development, tracing its historical evolution along with various theories of development.

CO2 (Understanding): Develop a nuanced understanding of the complex interplay between social structures, cultural dynamics, and political institutions in shaping development processes.

CO3 (Synthesis): Synthesize various theoretical perspectives and empirical evidence to generate new insights into development processes and outcomes. Students will be able to critically analyze and integrate insights from different theories discerning underlying patterns and connections across diverse contexts.

CO4 (Application): Apply theoretical understanding and analytical skills to analyze and address real-world development challenges, particularly within the context of India. Drawing upon knowledge of development-induced displacement, legal frameworks, technology, and environmental considerations, students will evaluate policy interventions and propose alternative approaches to promoting sustainable and inclusive development.

Course Content

Unit I: Unboxing the concept

- a. Historical trajectory of the concept of 'development': Enlightenment and the idea of Progress
- b. Development as a multifaceted concept: Economic Growth, Human Development, and Social Development

- c. Sustainable Development: Ecological and Social spheres
- d. Capacity Building Approach and Happiness Index

Unit II: Theories of Development

- a. Modernization Theory
- b. Dependency and World System Theory
- c. Theory of Underdevelopment
- d. Feminist perspective on development
- e. Neo-Liberal

Unit III: Social Structures and Development

- a. Social Structure and culture as a facilitator/inhibitor
- b. Democracy and Development
- c. Gender and Development
- d. Internal Colonialism
- e. State, Civil Society, and Development

Unit IV: India and its Experience of Development

- a. Development Induced Displacement: Issues in Resettlement and Rehabilitation
- b. State, Law, and Development: Planning and Policies
- c. Technology and Development
- d. Environment and Development

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. D'souza, V. 1990, Development Planning and Structural Inequalities, Sage: New Delhi
2. Wallerstein, I. 2004, World-Systems Analysis: An Introduction. Duke University Press. London
3. Peet, Richard; Hartwik, Elaine. 2009. Theories of Development: Contentions, Arguments, Alternatives. Guilford Press. New York
4. Biswajit Ghosh (ed). 2012. Interrogating Development: Discourses on Development in India Today. Rawat. New Delhi

Recommended Reading

1. Bernstein, Henry. Underdevelopment and Development. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.
2. Rist, Gilbert. The History of Development. London: Zed, 2008. Pp. 8 – 46
3. Harrison, David. The Sociology of Modernization and Development. London: Routledge, 1991. Chapters 1 &2. Pp. 1 – 54

4. Bardhan, Pranab. 1992. *The Political Economy of Development in India*. Oxford. Delhi Pp. 1-60
5. Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India'. *Economic and Political Weekly*, Vol. 43, No. 16. pp. 53-62
6. Sharma, Aradhana. 2008. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. University of Minnesota Press, Minneapolis. Chapters. (Introduction, Chapter 4 and Conclusion)
7. Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma. 1997. (Eds). *The Women, Gender and Development Reader*. Zubaan Delhi, pp 33-54
8. Baviskar, Amita 1997. "Ecology and Development in India: A Field and its Future", *Sociological Bulletin*. Vol. 46, No. 2, September, pp. 193-207
9. Esteva Gustavo 1997. "Development" In W. Sachs (ed.) *The Development Dictionary: A Guide to Knowledge as Power*. Zed Books: London
10. Fisher, W. F. 1997. "Development and Resistance in the Narmada Valley". In William F. Fisher (ed.) *Toward Sustainable Development - Struggling over India's Narmada River*. Rawat. New Delhi
11. Frank, A.G. 1973. "The Development of Underdevelopment". In James D. Cockcroft et al (eds.) *Dependence and Underdevelopment*. Anchor Books: New York
12. Nayak, Arun Kumar. 2014. 'Democracy and Development In India'. *World Affairs: The Journal of International Issues* Vol. 18, No. 4. pp. 40-69 (30 pages)

INTERDISCIPLINARY COURSE (IDC)

Society and Humour

Nature of the Course: IDC

Semester: Third (III)

Course Code: BALA203

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

This interdisciplinary course delves into the intricate relationship between society and humor, examining how laughter shapes and reflects various aspects of human interaction, culture, and identity. Through theoretical exploration, case studies, and practical exercises, students will gain insights into the role of humor in shaping social norms, power dynamics, and collective identities. The course aims to foster critical thinking and sociological understanding, enabling students to appreciate the multifaceted nature of humor within different social contexts.

Course Outcome

After completing this course, Students will be able to:

CO1 (Knowledge): Acquire a comprehensive understanding of the multifaceted nature of humor in society, including its philosophical foundations, various forms, and cultural manifestations.

CO2 (Understanding): Interpret and analyze how humor functions as a mechanism for social critique, resistance, and identity expression within diverse cultural and political landscapes

CO3 (Synthesis): Synthesize knowledge from different disciplinary perspectives to critically evaluate the complex relationship between humor, culture, and society.

CO4 (Application): Apply theoretical frameworks and analytical tools to analyze real-world examples of humor in literature, popular culture, and digital media, with a focus on the Indian context.

Course Content

Unit I: Unboxing the concept: Making Fun and Laughter

- a. Philosophy of Humor
- b. Varieties of Humour: Jokes, Slapstick, Deadpan, Satire, Roast, Dark Humour, etc.
- c. Styles of Humour: Affiliative, Self -Enhancing, Self-defeating, Aggressive
- d. Theories (and functions) of Humor

Unit II: Humor, Culture, and Identity

- a. Humor in Literature
- b. Humor and Identity
- c. Humor in Popular Culture
- d. Humour in the digital age: Memes, reels, GIFs, etc in Internet culture

Unit III: Humor, Power, and Social Hierarchies

- a. Subversive Humour: Speaking Truth to Power
- b. Disparaging Humor: “It's [Not] just a Joke!”
- c. Humor in social movements and collective action
- d. Political Humor and authority

Unit IV: Humour in the Indian Context

- a. Tradition of Humor in India
- b. Humor in Literature (Stories of Harishankar Parsai and Premchand)
- c. Humor in Cinema
- d. Standup comedies, Sitcoms and plays

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films/Plays

Text Books

1. Billig, Michael. 2005. *Laughter and Ridicule: Towards a Social Critique of Humour*. Sage. London
2. Siegel, Lee. 1989. *Laughing Matters: Comic Tradition in India*. Motilal Banarsidas. Delhi
3. Goldstein, Jeffrey H; McGhee, Paul E. 1983. *Handbook of Humor Research: Vol. 2*. Springer-Verlag. New York
4. Peter L. Berger. 1997. *Redeeming Laughter: The Comic Dimension of Human Experience*. Penguin. Berlin.

Recommended Readings

1. Meyer, J. C. 2000. Humor as a Double-Edged Sword: Four Functions of Humor in Communication. *Communication Theory*, 10(3), 310–331
2. Morreall, John, "Philosophy of Humor", *The Stanford Encyclopaedia of Philosophy* (2023 Edition), Edward N. Zalta & Uri Nodelman (eds.).

<https://plato.stanford.edu/archives/sum2023/entries/humor/>

3. Dadlez, E.M. 2011. ‘Truly Funny: Humour, Irony, and Satire as Moral Criticism’. *The Journal of Aesthetic Education* Vol. 45, No. 1. pp. 1-17.
4. Zekavat, Massih. 2017. *Satire, Humor and the Construction of Identities*. John Benjamins Publishing Company. Philadelphia
5. Triesenberg, Katrina E. “Humor in Literature” in Raskin, Victor (Eds.). 2008. *The Primer of Humor Research*. De Gruyter. Berlin.
6. Mintz, Lawrence E. “Humor and popular culture” in Raskin, Victor (Eds.). 2008. *The Primer of Humor Research*. De Gruyter. Berlin.

7. Harshvardhan, Vignesh; Wilson D, David; Kumar, Mallika Vijaya. 2019. "Humour Discourse in Internet Memes: An Aid in ESL Classrooms" In *Asia Pacific Media Educator* 29(1) 41–53
8. Speier, Hans. 1998. "Wit and Politics: An Essay on Laughter and Power". *American Journal of Sociology* Vol. 103, No. 5. pp. 1352-1401
9. Goldstein, Jeffrey H; McGhee, Paul E. 1983. *Handbook of Humor Research: Vol. 1*. Springer-Verlag. New York. (Chapter, 5)
10. Mintz, Lawrence E. 1985. Stand-up Comedy as Social and Cultural Mediation. *American Quarterly* Vol. 37, No. 1. pp. 71-80.
11. Koziski, Stephanie. 1984. 'The Standup Comedian as Anthropologist: Intentional Culture Critic'. *The Journal of Popular Culture*. Volume18, Issue 2. pp 57-76
12. Shivaprasad, Madhavi. 2023. "Mediatisation, digital spaces, and live performance: Understanding Indian stand-up comedy and evolving performance landscapes". In *Convergence: The International Journal of Research into New Media Technologies*. Volume 29, Issue 6.

SKILL ENHANCEMENT COURSE (SEC)

Conceptualizing Everyday Life

Nature of the Course: SEC

Semester: Third (III)

Course Code: BALA209

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to delve into the intricate dynamics of everyday life, exploring the formation and implications of mundane routines and their impact on the modern work culture and individual experiences of alienation. Students will examine the concept of leisure, its emergence, and its integration into daily life, alongside the associated issues of boredom. The course will also investigate how mundane moments are transformed into spectacular events through social media and public spaces, and how these spectacles contribute to alienation. Additionally, the course will critically analyze pop culture expressions and creative outlets that reflect and resist the monotony of everyday life, encouraging students to engage in practical exercises to observe and document their own daily experiences.

Course Outcome

After Completing this course, students will be able to

CO1 (Knowledge): Students will acquire comprehensive knowledge of the concepts and theories related to everyday life, including the routinization of daily activities, modern work culture, and the formation of mundane experiences.

CO2 (Understanding): Students will develop a deeper understanding of how everyday life is structured and experienced, including the processes that lead to routinization and alienation.

CO3 (Synthesis): Students will be able to integrate and synthesize theoretical knowledge with practical observations to critically evaluate the impact of modern work culture, leisure, and spectacles on individual and collective experiences.

CO4 (Application): Students will apply their acquired knowledge and understanding to analyze real-life scenarios, such as expressions of irritation and boredom in everyday life, and the creation of spectacles in various contexts.

Course Content

Unit I: “Boring Life”: Unboxing the Concepts

- a. Understanding the concept of ‘Everyday Life’
- b. Formation of the ‘mundane’: routinisation of Life
- c. Modern Work Culture and Alienation
- d. Breaking 24 Hours into Time: Work Hour- Rush Hour – Drive Hour – Leisure Time

Unit II: “Let’s Take a Break”: The Idea of Leisure

- a. The idea of leisure: Emergence of the phenomenon
- b. Avenues of leisure: Saturday Night, Movie, Shopping, etc.
- c. Routinisation of Leisure
- d. The problem of Boredom

Unit III: “Let’s do something Exciting!” Creating spectacular moments from the mundane

- a. The Concept of ‘Spectacle’
- b. Social Media and everydayization + democratization of Spectacle
- c. Sites of creating ‘spectacle’: Travel, Food, Public Spaces
- d. Spectacles as the highest form of alienation

Unit IV: Pop Criticisms of ‘Everyday Life’

- a. Expressions of irritation: road rage, the burst of anger, interpersonal ‘mundane’ conflicts
- b. Creative expressions (memes, reels, jokes, etc.) of ‘everyday life’.
- c. ‘Boredom’ as Critique
- d. Particle Exercises (Observing and Documenting everyday life)

Pedagogy

- Lectures
- Presentation and Discussion
- Movies and Videos
- Practical Exercises

Text Books

1. Gardiner, Michael. *Critiques of Everyday Life*. Routledge. New York. 2000
2. Scott, Susie. *Making Sense of Everyday Life*. Polity Press. Cambridge. 2009
3. Guy Debord. *Society of the Spectacle*. Pattern Books. London. 1967
4. Marx, Karl. *Economic and Philosophical Manuscripts*. Progress Publishers. Moscow. 1968

Recommended Readings

1. Lechner, Norbert, Victoria Furio, and Mariana Ortega-Breña. “The Study of Everyday Life.” In *On Democratic Politics: A Selection of Essays by Norbert Lechner*, edited by Velia Cecilia Bobes and Francisco Valdés-Ugalde, 95–110. *Latin America Research Commons*, 2023.
2. Poster, Mark. “Everyday (Virtual) Life.” *New Literary History* 33, no. 4 (2002): 743–60.
3. Manovich, Lev. “The Practice of Everyday (Media) Life: From Mass Consumption to Mass Cultural Production?.” *Critical Inquiry* 35. 2009
4. Williams, J. Patrick, and Dennis D. Waskul. “Mundane Life in a Media Age.” *Symbolic Interaction* 30, no. 4 (2007): 627–36.

5. Brissett, Dennis, and Robert P. Snow. "Boredom: Where the Future Isn't." *Symbolic Interaction* 16, no. 3 (1993): 237–56.
6. Weinerman, Jason, and Cari Kenner. "Boredom: That Which Shall Not Be Named." *Journal of Developmental Education* 40, no. 1 (2016): 18–23.
7. Hansen, A. *Capitalism, Consumption, and the Transformation of Everyday Life: The Political Economy of Social Practices*. In: Hansen, A., Bo Nielsen, K. (eds) *Consumption, Sustainability and Everyday Life . Consumption and Public Life*. Palgrave Macmillan. Cham. 2023
8. Life under capitalism is monotonous/ repetitive to deprive us of time & drive emotional numbness. <https://wokescientist.substack.com/p/life-under-capitalism-is-structured>
9. Seligman, Ben B. "On Work, Alienation, and Leisure." *The American Journal of Economics and Sociology* 24, no. 4 (1965): 337–60
10. Robinson, J. P. (1978). "Massification" and Democratization of the Leisure Class. *The ANNALS of the American Academy of Political and Social Science*, 435(1), 206-216
11. Ho, CH. (2023). Leisure, Well-Being, and Quality of Life in the Digital Age: Social Media and Online Communities as Leisure Settings. In: Uysal, M., Sirgy, M.J. (eds) *Handbook of Tourism and Quality-of-Life Research II. International Handbooks of Quality-of-Life*. Springer, Cham.

ABILITY ENHANCEMENT COURSE (AEC)

Introduction to Social Work

Nature of the Course: AEC

Semester: Third (III)

Course Code: BALA229

Credits: 2

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective

The objective of this course is to provide students with a comprehensive understanding of social work, encompassing its definition, scope, and objectives. It aims to elucidate the concepts of charity, philanthropy, social welfare, and social service while tracing the evolution of social work as a profession in India and highlighting the contributions of social reformers. The course seeks to analyze social problems and issues in India, such as poverty, unemployment, and the challenges faced by widows, the elderly, and orphans, along with their causes and impacts. Additionally, this course will equip students with the necessary skills and knowledge for effective social work intervention and offer hands-on experience through collaboration with NGOs to apply theoretical knowledge in real-world settings.

Course Outcome

After Completing this course, students will be able to

CO1 (Knowledge): Demonstrate a comprehensive understanding of the definition, scope, and objectives of social work, along with the key concepts of charity, philanthropy, social welfare, and social service.

CO2 (Understanding): Analyze the nature, causes, and impacts of various social problems in India, such as poverty, unemployment, and issues faced by widows, the elderly, and orphans, and understand the evolution of social work as a profession in the Indian context.

CO3 (Synthesis): Integrate knowledge from the study of social reformers and social work interventions to develop effective strategies for addressing social issues and improving community welfare.

CO4 (Application): Apply the skills and techniques learned to perform effective social work interventions, engage with NGOs, and gain practical, field-based experience in addressing real-world social problems.

Course Content

Unit I: Unboxing the Concepts

- a. Introduction to Social Work: Definition, Scope and Objective
- b. Meaning of Charity, Philanthropy, Social Welfare, and Social Service
- c. Evolution of social work as a profession in India
- d. Contribution of social reformers

Unit II: Social Problems and Issues in India

- a. Social Problems – Nature and Causes
- b. Concept of poverty- Causes and Impact
- c. Unemployment- Causes and Impact
- d. Problems of Widow, Old Age, and Orphans

Unit III: Social Work Intervention

- a. Role of a social worker
- b. Skill required for social work intervention
- c. Nature of social work intervention to address these problems

Unit IV: Field-based Experience

- a. Hand-on experience in social work in collaboration with NGO.

Pedagogy

- Lectures
- Discussion and presentations
- Field Visit based project work

Text Books

1. Chowdhary, Paul. D. (1992). Introduction to Social Work. New Delhi: Atma Ram and Sons.
2. Madan, G.R. (2009). Indian Social Problems (Volume 1 & 2). New Delhi: Allied Publishers Private Limited.
3. Wadia, A.R (ed). History and Philosophy of Social Work in India, Bombay: Allied Publishers Pvt. Ltd. 1961.

Recommended Readings

1. John, E. Tropmon, John L. Erlich. 2000. Tactics and Techniques of Community Intervention.
2. Si, Khan 1991. Organising – A Guide For Grassroots Leaders. NASW, USA
3. H. Hepworth, Ronald H Rooney, 1997, Direct social work practice –theory and skills, fifth edition Joann. Lauren. brooks/cole publishing company
4. Dash, Bishnu Mohan; Kumar, Mithilesh; Singh, D.P; Shukla, Siddheshwar (Eds.) Indian Social Work. Routledge. Oxon. 2021
5. Ahuja, Ram. Social Problems In India. Rawat Publication. Jaipur. 2001

FOURTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Key Sociological Thinkers

Nature of the Course: DSC

Semester: Fourth (IV)

Course Code: BALASOC202

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to explore the contributions of essential sociological thinkers. Through an in-depth analysis of their key concepts and theoretical frameworks, students will gain a comprehensive understanding of sociological theory and its evolution. The objectives include critically examining concepts such as the law of three stages, social solidarity, class struggle, types of authority, and the Protestant ethic, among others.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Acquire a comprehensive understanding of the key concepts and theoretical framework of key sociological thinkers who have played an important role in the development of the discipline.

CO2 (Understanding): Develop a deep understanding of the theoretical foundations, philosophical underpinnings, and historical context of sociological thought and the intricate relationships between key concepts of sociology.

CO3 (Synthesis): Will be able to synthesize theoretical frameworks across different sociological traditions, identifying common themes and divergent perspectives to develop a nuanced understanding of sociological theory.

CO4 (Application): Apply sociological theories to evaluate social policies, practices, and institutions, identifying areas for improvement and potential solutions based on sociological insights and also contributing to sociological thought.

Course Content

Unit I: Some Early Sociological Thinkers

- a. August Comte: The law of three stages, types of societies
- b. Herbert Spencer: Evolutionary perspective, types of societies
- c. Vilfredo Pareto: Action – Logical and Non-Logical Action, Residues and Derivatives
- d. Georg Simmel: Social Types, Social Geometry

Unit II: Emile Durkheim

- a. Social Fact
- b. Collective Conscience, Collective effervescence, Anomie
- c. Social Solidarity, Division of Labour
- d. Sacred and Profane.

Unit III: Karl Marx:

- a. Materialist conception of history
- b. Religion and Ideology
- c. Class, and Class Struggle
- d. Theory of Alienation.

Unit IV: Max Weber:

- a. Social Action-Types of Action, and rationality
- b. Ideal type, Verstehen Method
- c. Power and Authority: Types of Authority, Bureaucracy
- d. Religion and Economy- Protestant Ethics and Spirit of Capitalism

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Ritzer, George. Sociological Theory. McGraw-Hill. New York, 1992.
2. Jonathan H. Turner, Leonard Beeghly, Charles H. Powers. The Emergence of Sociological Theory. Los Angeles. Sage. 2012.
3. Morrison, Ken. Marx, Durkheim, Weber: Formations of Modern Social Thought. New Delhi. Sage.2006
4. Royce, Edward. Classical Social Theory and Modern Society: Marx, Durkheim, Weber. Rowman & Littlefield Publishers. London. 2015

Recommended Readings

1. Durkheim, Emile. 1982, The Rules of Sociological Method, New York. Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.
2. Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism). London. Blackwell Publishers, pp. 3-54, 103-126, Chapters 1, 2, 3, 4, 5
3. Weber, Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. Max Weber: The Vocation Lectures. 2004. Cambridge. Hachette Publishing Company. pp. 1-31.
4. Gerth, H.H. and C. Wright Mills (eds.) 1948. From Max Weber: Essays in Sociology. London: Routledge and Kegan Paul, Introduction.
5. Durkheim, E. 1951. Suicide: A Study in Sociology. New York. The Free Press. pp. 41-56, 145- 151.

6. Durkheim, E. 1964. *The Division of Labour in Society*. New York. The Free Press. Ch 2 & 3 pp. 70-133.
7. Marx, Karl. *Economic and Philosophical Manuscripts*. Chapter on Estranged Labour.
8. Marx, K. and Friedrich Engels. *The Communist Manifesto*. Harmondsworth. Penguin. 2002
9. Karl Marx. *Preface and Introduction to A Contribution to The Critique of Political Economy*. Foreign Languages Press. Peking 1976.

DISCIPLINE SPECIFIC COURSE (DSC)

Economic Sociology

Nature of the Course: DSC
Semester: Fourth (IV)
Course Code: BALASOC204
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

The course aims to provide students with a comprehensive understanding of the intersection between sociology and economics, delving into various perspectives and concepts that shape our understanding of economic systems and contemporary issues in the Indian economy.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Acquire a robust knowledge of the key concepts and perspectives in the sociology of economy and demonstrate a comprehensive understanding of sociological theories and approaches to economic systems.

CO2 (Understanding): Develop a nuanced understanding of the complexities inherent in economic systems. Students will be able to analyze and interpret the intricate relationships between economic structures, social dynamics, and cultural contexts, recognizing the multidimensional nature of economic processes.

CO3 (Synthesis): Synthesize various theoretical frameworks and empirical evidence to generate new insights into economic phenomena. Students will be able to critically evaluate and compare different perspectives on the economy, discerning underlying patterns and trends across diverse contexts.

CO4 (Application): Apply theoretical understanding and analytical skills to address contemporary issues in the Indian economy. Students will gain the ability to apply sociological principles to real-world economic challenges, thereby contributing to informed discussions and policy debates on issues impacting Indian society and economy.

Course Content

Unit I: Unboxing the concepts: Perspectives in Sociology of Economy

- a. Sociological & Anthropological View of the Economy
- b. Formalism and Substantive
- c. New Economic Sociology
- d. Market and Society: The concept of homo-economicus

Unit II: Forms of Exchange

- a. Unequal exchange
- b. Reciprocity and Gift

- c. Money and Markets
- d. Exploitation and Surplus Value

Unit III: Modes of Production, Circulation, and Consumption

- a. Pre-capitalist: Hunting and Gathering, Communal, and Feudal mode
- b. Capitalist
- c. Socialist
- d. Neoliberalism
- e. Sustainable Development, Renewable resources

Unit IV: Contemporary Issues

- a. Globalization, Liberalization, and Privatization
- b. Architectures in the world economy (IMF, World Bank, WTO, etc.)
- c. Platform Economy
- d. Economic History of Indian Society
- e. Rural to Urban Economy

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Russell, James W. 1986. Modes of production in world history. Routledge. New York
2. Guillen, Maruo F; Collins, Randall; England, Paula; Meyer, Marshall. 2002. (Eds.) The New Economic Sociology: Developments in an Emerging Field. Russel Sage Foundation. New York
3. Parsons, Talcott and Smelser, N. 2001 (1956). Economy and Society: A Study in the Integration of Economic and Social Theory. London and New York: Routledge.
4. Swedberg, Richard. 2003. Principles of Economic Sociology. Princeton University Press. New Jersey

Recommended Readings

1. Weber Max. 1947. The Theories of Economic and Social Organisation. New York: The Free Press. (Chapter 3, Weber's 'Economic Sociology').
2. Polanyi, K. 1975. The Great Transformation. New York: Octagon Press. (Chapters 5, 6, 14 and 15).
3. Granovetter, M. 1985. 'Economic action and social structure: The problem of embeddedness', American Journal of Sociology, 91: 481-510
4. Smelser, N. J. and R. Swedberg (eds.). 2005. The Handbook of Economic Sociology. (2nd Edition). Princeton: Princeton University Press. (Chapters 1, 2, 11, 16, 22, 24, 27).

5. Calhoun, Craig; Gerteis, Joseph; Moody, James; Pfaff, Steven; Virk, Indermohan; (Eds.). Contemporary Sociological Theory. 4th Edition. Wiley Blackwell. New York. 2022 Chapters 10.
6. Kalpagam, U. 1986. "Gender in Economics: The Indian Experience". Economic and Political Weekly. Vol. 21, No. 43, pp. WS59-WS61+WS63-WS66.
7. Munshi, Kaivan. 2019. "Caste and the Indian Economy". Journal of Economic Literature Vol. 57, No. 4. Pp. 781-834
8. Thorat, Sukhdeo; Newman, Katherine S. 2007. "Caste and Economic Discrimination: Causes, Consequences and Remedies". Economic and Political Weekly Vol. 42, No. 41. Pp. 4121-4124
9. Surie, Aditi. 2017. "Tech in Work: Organising Informal Work in India". Economic and Political Weekly Vol. 52, No. 20. Pp. 12-15
10. Sharma, Padmini. 2021. "Contested social relations in the platform economy: Class structuration and collectivization in ride-hailing services in India". Work Organisation, Labour & Globalisation, Vol. 15, No. 2. Pp. 25-45
11. Sharma, Shalendra D. 2014. "India Rising' and the Mixed Blessings of Globalisation". India Quarterly Vol. 70, No. 4. Pp. 283-297
12. Mauss, Marcel 2002 (1954). *The Gift: The Form and the Reason for Exchange in Archaic Societies*. London and New York: Routledge.

DISCIPLINE SPECIFIC COURSE (DSC)

Gender and Society

Nature of the Course: DSC

Semester: Fourth (IV)

Course Code: BALASOC206

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The objective of this course is to provide students with a comprehensive understanding of the complexities of sex and gender from a sociological perspective, emphasizing the social constructionist approach. Students will explore the distinctions between masculinity and femininity, the interplay between religion and gender, and the gender-based division of labor. The course will examine the emergence of feminist thought through a socio-historical lens, map significant women's movements, critique traditional sociological theories from various theoretical frameworks, and look into the changing profile of women in India in the context of modernization and development.

Course Outcome

After completing this course students will be able to:

CO1 (Knowledge): Acquire detailed knowledge of the fundamental concepts related to sex and gender, including the social constructionist approach, the distinctions between masculinity and femininity, and the gender-based division of labor. They will also gain historical insights into the emergence of feminist thought and various feminist theoretical perspectives.

CO2 (Understanding): Develop a deep understanding of the sociological implications of gender and how patriarchal structures influence various aspects of life, including work, development, and power dynamics. They will be able to critically evaluate feminist critiques of traditional sociological theories and understand the diverse experiences of gender across different cultural and social contexts.

CO3 (Synthesis): Synthesize various feminist theories and perspectives to construct comprehensive analyses of gender issues. They will integrate knowledge from different units to form coherent arguments about the transformation of gender roles and the impact of social movements on gender equality.

CO4 (Application): Apply understanding of gender theories and concepts to analyze and address real-world issues. They will use their knowledge to propose solutions for gender-based problems, evaluate women's empowerment measures, and assess the changing status of women in India, considering factors such as health, education, land rights, and violence.

Course Content

Unit I: Unboxing the Concepts

- a. Sex and Gender: Social Constructionist Approach

- b. Masculinity vs. Femininity
- c. Religion and Gender
- d. Gender-based Division of Labour
- e. Binary/Non-Binary; Queer, LGBTQ+ (Gender Fluidity)

Unit II: Theorizing Patriarchy

- a. Emergence of Feminist Thought: Socio-Historical Perspective
- b. Mapping Women's movements
- c. Feminist critiques of Sociological Theories
- d. Theoretical Perspectives: Liberal, Marxist and Socialist, Radical and Intersectional (Caste, Race, and Ethnicity)

Unit III: Gender and Society: Issues and Transformations

- a. Gender and Work: Household Work, Invisible Work, Employment
- b. Women and Development
- c. Women and Power/resistance (Gender and Politics)
- d. Transgender/Third Gender; Concept of Gender Transition

Unit IV: Women in India: The changing profile

- a. The changing status of women in India – pre-colonial, colonial and post-colonial
- b. Caste and Gender
- c. Issues related to women: Health, Education and Land Rights
- d. Women and Violence: Dowry, Infanticide, Sexual Harassment, Domestic Violence
- e. Women's Empowerment Measures in India
- f. Reports on Women Empowerment Measures (Justice Verma Committee; Veena Majumdar Committee Reports; Status of Women Towards Equality)

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Altekar, A.S. 1983. The Position of Women in Hindu Civilization. Motilal Banarsidas. Delhi
2. Menon, N. 2012. Seeing Like a Feminist. Penguin. London
3. Rege, S. 2013. Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies. Delhi: Zubaan Publisher.
4. Kramer, Laura. 2004. The Sociology of Gender. Rawat Publications. Jaipur

Recommended Readings

1. Chafetz, Janet Saltzman. 2006. (Eds.) Handbook of the sociology of Gender. Springer. New York (Chapters; 15 and 17)

2. Farrell, Susan A; Lorber, Judith. 1991 (Eds.)The Social Construction of Gender. Sage. London. (Chapter 2,)
3. Lindsey, Linda L. 2021. Gender: Sociological Pererspective (7th Edition). Routledge. London. (Chapters: 10 and 14)
4. Forbes, G. 1999. Women in Modern India. Cambridge: Cambridge University Press
5. Momsen, Janet. 2004. Gender and Development. Routledge. New York
6. Visvanathan, Nalini; Duggan, Lynn; Wieggersma, Nan; Nisonoff, Laurie. 2011. (Eds.) The Women, Gender and Development Reader. Zed Books. New York
7. Chakraborty, Uma. 2003. Gendering Caste Through a Feminist Lens. STREE. Kolkata.
8. Misra, Jugal Kishore. 2006. 'Empowerment of Women in India' In The Indian Journal of Poltical Science. Vol. 67. No. 4, pp. 867-878.
9. Rao, Nitya. 2005. 'Women's Rights to Land and Assets: Experience of Mainstreaming Gender in Development Projects' In Economic and Political Weekly Vol. 40, No. 44/45, pp. 4701-4708
10. Kelkar, Govind. 2014. 'The Fog of Entitlement: Women's Inheritance and Land Rights' In Economic and Political Weekly Vol. 49, No. 33, pp. 51-58
11. Key, Phenelope. 1987. 'Women, health and development, with special reference to Indian women' In Health Policy and Planning Vol. 2, No. 1, pp. 58-69
12. Chatterjee, P. 1989. 'Colonialism, Nationalism and Colonized Women: The Contest in India', in American Ethnologist, 16(4): 622-633.

DSE & MINOR STREAM COURSE (MS)

Sociology of Marginalized Section

Nature of the Course: MS

Semester: Fourth (IV)

Course Code: BALASOC208

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objectives

The course aims to provide students with a comprehensive understanding of the historical context and multifaceted nature of marginalization. Beginning with an exploration of key concepts such as margin, marginality, and marginalization, the course progresses to examine various types of marginalization along with the reasons for social exclusion. Through the lens of intersectionality, students will analyze the complex interactions between different axes of marginalization.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Acquire a robust knowledge of the historical context and diverse manifestations of marginalization. Students will demonstrate a comprehensive understanding of key concepts such as margin, marginality, and marginalization, along with an in-depth knowledge of various types of marginalization.

CO2 (Understanding): Develop a nuanced understanding of the complex reasons for marginalization and social exclusion. Students will grasp the intersecting dynamics of marginalization, recognizing how different factors of marginalization intersect and compound to produce differential experiences of marginalization.

CO3 (Synthesis): Synthesize various perspectives and theoretical frameworks to generate new insights into the processes and consequences of marginalization. They will critically evaluate historical and contemporary debates on marginalization, discerning underlying patterns and connections across different contexts.

CO4 (Application): Apply theoretical understanding and critical analysis skills to address contemporary issues of marginalization in society. Drawing upon knowledge of constitutional provisions, affirmative action measures, and historical perspectives, students will evaluate policy interventions aimed at addressing marginalization and promoting social justice.

Course Content

Unit I: Historical Context of Marginalization

- a. Concepts of Margin, Marginality, and Marginalization
- b. Types of Marginalization: Caste, Class, Tribe, Gender and Minorities
- c. Reasons for marginalization and social exclusion
- d. Intersectionality

Unit II: Perspectives on Marginalization

- a. Caste: Jyoti Rao Phule, Babasaheb Ambedkar and Periyar Ramaswamy
- b. Tribe: Ghurye-Elwin Debate, Jaipal Singh Munda
- c. Gender: Savitri Bai Phule, Tarabai Shinde and Pandita Ramabai

Unit III: Social Welfare and Affirmative Action

- a. Constitutional Provisions and Safeguards
- b. Issues of Reservations and Representation
- c. Debate on Citizenship

Unit IV: Contemporary Debates

- a. Persons with Disability – Types, Mode of discrimination
- b. Dalit feminist standpoint
- c. Caste-class intersection
- d. LGBTQ+: Stereotyping and discrimination on social, cultural and legal levels.

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Edward Royce. 2008. Poverty and Power: The Problem of Structural Inequality. Rowman & Littlefield Publishers, Inc. New York.
2. Gupta, Dipankar. 1991. Social Stratification, New Delhi, Oxford University, Press.
3. Hasnain, Nadeem. 2021. Sociology of Marginalized Communities and Weaker Sections. Sage. New Delhi
4. Acharya, Sanghmitra S; Kale, Raosaheb K. 2022. (Eds.) Mapping Identity-Induced Marginalisation in India: Inclusion and Access in the Land of Unequal Opportunities. Springer.

Recommended Readings

1. Rege Sharmila, 2010, Education as Trutiya Ratna: Towards Phule Ambedkarite Feminist Pedagogical Practice, EPW, Vol.45, No. 44/45.
2. Varghese, Charles; Kumar, Sheethal S. 2022. 'Marginality: A Critical Review of the Concept'. Review of Development and Change. Volume 27, Issue 1. pp 23-41
3. Baru R.; Acharya A; Shiva Kumar A. K; Nagaraj K. 2010. Inequities in access to health services in India: Caste, class and region. *EPW*, 45(38). Pp. 49–58.
4. Billson J. M. (2005). No owner of soil: Redefining the concept of marginality. In Rutledge M. D. (Ed.), *Marginality, power, and social structure: Issues in race, class, and gender analysis* (pp. 29–47). Elsevier.

5. Mrudula, Anne, Callahan, Jamie and Kang, Hyonjou. 2013. Gender and caste intersectionality in the Indian context. *Human Resource Management*, 2013 (6). pp. 31-48
6. Begari, Jagannatham. 2010. 'Jyotirao Phule: A Revolutionary Social Reformer'. *The Indian Journal of Political Science*, Vol. 71, No. 2. pp. 399- 412
7. Manoharan, Karthick Ram. 2020. 'In the path of Ambedkar: Periyar and the Dalit question'. *South Asian History and Culture* Volume 11. Issue 2. Pp. 136-149
8. Pandey, Renu. 2022. 'Two Distant Feminist Standpoints in Nineteenth-Century India: Case Studies of Savitribai Phule and Pandita Ramabai'. *Indian Historical Review* Volume 49 Issue 1.
9. Shinde, Tarabai. A Comparison of Men and Women. Tharu, Susie; Lalita, K. 1991. Eds. *Women writing in India: 600 B.C. to the present*. Feminist Press at the City University of New York. New York. (pp. 221- 234).
10. Sharma, K.L. 2001. *Reconceptualizing caste, class, and tribe*. Rawat. Jaipur
11. *Poverty and Social Exclusion in India*. The World Bank
12. Mahajan, Gurpreet. 1998. *Democracy, Difference and Social Justice*. Oxford University Press. New Delhi.

DSE & MINOR STREAM COURSE (MS)

Sociology of Ageing

Nature of the Course: MS

Semester: Fourth (IV)

Course Code: BALASOC210

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to provide students with a comprehensive understanding of the Sociology of Ageing, encompassing the scope, significance, and emergence of Social Gerontology as a sub-discipline, alongside an exploration of global and Indian trends and patterns of aging. Through different theoretical approaches, students will be able to critically analyze aging phenomena and their implications.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Develop a comprehensive understanding of the scope and significance of the Sociology of Ageing, including the emergence of Social Gerontology. They will get familiar with various factors contributing to aging, the challenges and problems associated with aging, changing family systems in the context of aging, and the impact of globalization and gender on aging.

CO2 (Understanding): Develop a deep understanding of the theoretical approaches to aging, enabling them to critically analyze the complexities of aging from multiple theoretical standpoints.

CO3 (Synthesis): Synthesize information from diverse theoretical perspectives and empirical evidence, and critically evaluate the multifaceted nature of aging and its implications for individuals, families, communities, and societies.

CO4 (Application): Analyze real-world scenarios related to aging and propose evidence-based interventions and strategies to enhance the quality of life and well-being of elderly populations, both globally and in the Indian context, considering the unique socio-cultural dynamics and challenges associated with aging.

Course Content

Unit I: Unboxing the Concepts

- a. Scope and Significance of the Sociology of Ageing
- b. Social Gerontology
- c. The concept of 'Elderly'
- d. Trends and Patterns of Ageing—Global and Indian Scenario

Unit II: Theoretical Approaches

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. Structural-functional perspective on Ageing
- b. The Conflict perspective on Ageing
- c. Symbolic Interactionism on Ageing
- d. Phenomenological Perspective on Ageing
- e. Ethnomethodological Perspective on Ageing

Unit III: Some Aspects of Ageing

- a. Various Factors of Ageing
- b. Challenges and problems of Ageing
- c. Changing Family Systems and Ageing
- d. Aging in the Era of Globalisation
- e. Gender and Aging in Recent Times

Unit IV: Adjustments in Later Life

- a. The Informal Support and Its Relevance in Later Lives of Elderly
- b. Elderly and the Caregivers—the Burgeoning Elderly Homes and Challenges
- c. Ageing, Retirement, and Role of State Policies and Programs in India
- d. Role of NGOs and Non-Profit Sectors in Elderly Care in India
- e. Role of Family and Youth for Elderly Care and Lives in India
- f. Science and Technological Support for the Elderly
- g. Aging Global Population and the Future Prospects

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Hooyman, N. R.; Kiyak, H. A. 2011. Social Gerontology: A Multidisciplinary Perspective (9th eds.). Pearson. New Jersey
2. Minichiello, V.; Alexander L.; Jones, D. (eds.) Gerontology: A Multi-Disciplinary Approach. Prentice Hall. Sydney
3. Bengtson, V. L.; Silverstein. M.; Putney N. M.; Gans, D. 2009. Handbook of Theories of Ageing. Springer. New York
4. Bernard, M.; Meade, K. (eds). 1993. Women Come of Age: Perspectives on the Lives of Older Women. CRC Press. India

Recommended Readings

1. Vinod Kumar (1996) (ed.); Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences.
2. Proceedings of the United Nations Round Table on the “Ageing of Asian Populations”. Bangkok, 1994

3. Alfred de Soza; Walter Fernandes (1982) (eds.); Ageing in South Asia: Theoretical Issues and Policy Implications: New Delhi: Indian Social Institute.
4. Indira Jai Prakash (1991) (ed.); Quality Aging: Collected papers Varanasi: Association of Gerontology.
5. P. K. Dhillon (1992) Psycho-Social Aspects of Ageing in India, New Delhi: Concept Publishing Company.
6. Added Years of Life in Asia (1996): Current Situation and Future Challenges, New York: United Nations.
7. P. C. Bhatla (2000) (ed.); Lecture-Series in Geriatrics, New Delhi: National Institute of Primary Health.
8. R. Singh; G. S. Singhal (1996) (eds.); Perspectives in Ageing Research New Delhi: Today and Tomorrow Printers and Publishers Proceedings of Indo-German Workshop on Education and Research in Gerontology, Max Muller Bhavan, New Delhi
9. S. K. Biswas (1987) (ed.); Ageing in Contemporary India Calcutta: Indian Anthropological Society (Occasional Papers)
10. E. Palmore (1993) (ed.); Developments and Research on Aging, Westport: Greenwood Press.
11. S. K. Choudhary (1992) (ed.); Problems of the Aged and of Old Age Homes Bombay: Akshar Prathi Roop Limited.
12. Alam, Moneer.2006. Aging in India: Socio-Economic and Health Dimensions. Academic Foundation, New Delhi.

DSE & MINOR STREAM COURSE (MS)

Religion in South Asia

Nature of the Course: MS
Semester: Fourth (IV)
Course Code: BALASOC 212
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This undergraduate course explores the complex interplay between religion and society in South Asia, tracing its historical evolution and examining contemporary issues. Through a multidisciplinary approach encompassing historical, sociological, and cultural perspectives, students will gain insights into the role of religion in shaping social identities, power dynamics, and public policies in the region. The course aims to foster critical thinking and analytical skills, enabling students to understand the diversity of religious traditions and their socio-political implications in South Asia.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Demonstrate a comprehensive understanding of the historical development and diversity of religious traditions in South Asia, including Hinduism, Buddhism, Jainism, Islam, and Christianity.

CO2 (Understanding): Develop a deep understanding of the complex interactions between religion and society in South Asia, including the roles of religion in shaping cultural identities, power structures, and socio-political movements.

CO3 (Synthesis): Synthesize knowledge from diverse disciplinary perspectives, including history, sociology, and cultural studies, to analyze the complex interplay between religion, colonialism, and socio-religious reform movements in South Asia.

CO4 (Application): Apply sociological insights and critical thinking skills to evaluate contemporary issues related to religion, such as religious nationalism, social welfare policies, and interfaith relations, and propose strategies for promoting social cohesion and religious tolerance in the region.

Course Content

Unit I: Unboxing the concepts

- a. Religion, Ritual, and Sacred
- b. Basic overview of Hinduism, Buddhism, and Jainism
- c. The arrival of Islam and Christianity in the Indian subcontinent
- d. Pilgrimage network and the idea of shared sacred spaces

Unit II: Religion during the Medieval Period

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. The emergence of Bhakti Movement:
- b. The interaction between Sufism and Bhakti
- c. Women and Bhakti movement
- d. Bhakti and Caste

Unit III: Colonialism and Religion

- a. The colonial construction of religion as a category concept
- b. Socio-religious reform movements: Hinduism, Islam and Sikhism
- c. Anti-Caste new religious movements: Adi Dharma, Neo-Buddhism and Satyashodhak
- d. Census and the hardening of religious identities

Unit IV: Religion and Society in South Asia: Contemporary Issues

- a. Majoritarianism in India, Pakistan, and Bangladesh
- b. Religion and social welfare in India, Pakistan and Bangladesh
- c. Religion and State: Interactions
- d. Caste and Religious Minorities: Dalit Christians, Pasmada Muslims and Mazhabi Sikhs

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Jones, Kenneth. 2003. Socio-Religious Reform Movements in British India, Volume 1. Cambridge University Press. New York
2. William. Bradwell L. 2012. Religion and Conflict in Modern South Asia. Cambridge University Press. New Delhi
3. Jha, Meenakshi. 2022. Subaltern Saints in India: Women and Sudras in Bhakti Movement. Motilal Banarsidas. New Delhi.

Recommended Readings

1. Madan, T.N. 2013. Sociological Traditions: Methods and Perspectives in the Sociology of India. Sage India. New Delhi (Chapters; 1, 2, 3, 4, and 5).
2. Mittal, Sushil; Thrusby, Gene. 2006. (Eds.) Religions of South Asia: An Introduction. Routledge. New York. (Chapters: 1, 2, 3, 4, 7, 8 and 10)
3. Hirst, Jacqueline Suthren; Zavos, John. 2001. (Eds.) Religious Traditions in Modern South Asia. Routledge. Oxon. (Chapters: 1, 7B, 8 and 9).
4. Khan, Rasheeduddin. 1995. 'Fundamentalism and Communalism in South Asia'. India International Centre Quarterly Vol. 22, No. 1. pp. 65-78
5. Veer, Peter Van Der. 2002. 'Religion in South Asia'. Annual Review of Anthropology Vol. 31, pp. 173-187
6. Smith, Donald Eugene. South Asian Politics and Religion. Princeton University Press. New Jersey. (Chapters; 1, 2, 7, 12, 14, 18, and 23)

7. Smith, Bradwell L. 1976. (Eds.) Religion and Social Conflict in South Asia. (Chapters; 1, 4, and 5) Brill. Leiden.
8. Pillai, P. Govinda. 2023. The Bhakti Movement: Renaissance or Revivalism? Routledge. Oxon. (Chapters; 1,2,3,4,5,6,7,8,8 and 23).
9. Lele, Jayant. 1981. Tradition and modernity in Bhakti movements. Brill. Leiden (Chapters; 1, and 10).
10. Ram, Ronki. 2004. 'Untouchability, Dalit consciousness, and the Ad Dharm movement in Punjab'. Contributions to Indian Sociology. Vol. 38, Issue. 3 <https://doi.org/10.1177/0069966704038003>
11. Vadapalli, Nagaraju. 2013 Religious Movements and Human Rights of Weaker Sections in India: A Study of Satya Shodhak Samaj and Neo Buddhism. Proceedings of the Indian History Congress Vol. 74. pp. 952-960
12. Pande, Rekha. 1987. The Bhakti Movement - An Interpretation REKHA PANDE Proceedings of the Indian History Congress Vol. 48. pp. 214-221.

DISCIPLINE-SPECIFIC ELECTIVE (DSE SEMINAR/WORKSHOP)

Workshop on Quantitative Data Analysis

Nature of the Course: DSC Seminar/Workshop

Mode of Examination: NUES

Semester: Fourth (IV)

Course ID:

Course Code: BALA

Marks: 100

Credits: 2

Continuous Evaluation

Course Objective

The primary objective of this course is to equip students with a comprehensive understanding of data analysis, emphasizing both quantitative and qualitative data. Through an exploration of various data collection methods and the application of statistical tools, students will gain proficiency in analyzing and interpreting data to support research findings. The course also introduces digital tools like SPSS, NVivo, MAXQDA Pro, and others, fostering skills in modern data analysis techniques.

Course Outcome

After completing this course, students will be able to

CO1 (Knowledge): Demonstrate a comprehensive understanding of the fundamental concepts of data, including the distinctions between quantitative and qualitative data, and the various methods used for data collection and analysis.

CO2 (Understanding): Interpret and evaluate quantitative data using statistical tools such as mean, median, mode, standard deviation, chi-square, T-test, and F-test, as well as effectively visualize data to communicate findings.

CO3 (Synthesis): Integrate and synthesize knowledge from various data analysis methods, including experimental, survey, and content analysis, to design and conduct thorough and valid research studies.

CO4 (Application): Apply digital tools like SPSS, NVivo, MAXQDA Pro, Atlas.ti, and QDA Miner 6 to analyze data, test hypotheses, and present research results in a clear, concise, and professional manner.

Course Content

Unit I: Introduction

- a. Data- Quantitative and Qualitative data
- b. Quantitative data analysis
- c. Types of Quantitative data analysis- Experimental, Survey, Content Analysis.

Unit II: Data Collection

- a. Tools for Data Collection: Questionnaire, Interview, Schedule, Observation.

- b. Introduction to Statistical Tools: Sample Size, Mean, Median, Mode, Standard Deviation, Mean Deviation, Chi-square, T-Test, F-Test.

Unit III: Data Analysis

- a. Data Visualisation
- b. Analysing Quantitative Data: Testing of Hypothesis.

Unit IV: Digital Tools

- a. SPSS, NVivo, MAXQDA Pro, atlasti, Qda Miner 6

Pedagogy

- Lectures
- Workshops
- Seminars

Text Books

1. Kothari C. R. and Garg Gaurav. Research Methodology: Methods and Techniques. New Delhi, New Age International Publication, 2015
2. David, McNabb. Research methods for Political Science. Quantitative and Qualitative Methods, (New Delhi: Prentice Hall, 2004).
3. Lowndes, Vivien, David Marsh and Gerry Stoker ed. (2018) Theory and Methods in Political Science, London: Macmillan International.

Recommended Readings

1. Henry E. Brady, and David Collier 2008. (eds.) The Oxford Handbook of Political Methodology. Oxford: Oxford University Press.
2. Balnaves, Mark and Peter Caputi. 2001. Introduction to Quantitative Research Methods: An Investigative Approach, London: Sage.
3. Yin, Robert K. 2011. Qualitative Research from Start to Finish, New York and London: The Guilford Press, pp. 132-140.
4. Gronmo, Sigmund. Social Research Methods: Qualitative, Quantitative, and Mixed Methods Approaches. Sage. London. 2024 (Chapters;1, 2, 17, 18, 19, 20, 21, and 22)

ABILITY ENHANCEMENT COURSE (AEC)

Introduction Census and NSSO Data

Nature of the Course: AEC

Semester: Fourth (IV)

Course Code: BALA220

Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The objective of the course is to introduce the students to census and NSSO data – to interpret and use them for identifying different challenges and progress in different sectors and for any other research purposes.

Course Outcome

After completing this course, students will be able to

CO1 (Knowledge): The students will have a foundational overview of the census and the National Sample Survey Office (NSSO).

CO2 (Understanding): The students will have a basic understanding of how data is collected for Sample Surveys and Census.

CO3 (Synthesis): The students will have the basic analytical tool to understand and analyze the data to monitor the different developmental programs and policies.

CO4 (Application): The student will have the foundational knowledge to analyze different policy documents. This course will also enable the student to use their skill in future research.

Course Content

Unit I: Introduction to Census and NSSO

- a. Definition and Importance
- b. Historical Background
- c. Key Functions and Responsibilities

Unit II: An Overview of the Census

- a. Census: Types of Censuses: De Facto vs. De Jure
- b. Phases of Census Operations
- c. “Error” and its accounting in the census

Unit III: Types of Surveys Conducted by NSSO

- a. Socio-Economic Surveys

- b. Enterprise Surveys
- c. Agricultural Surveys

Unit IV: Applications of Census and NSSO Data

- a. Policy Formulation and Planning
- b. Socio-Economic Research
- c. Demographic Studies
- d. Economic Planning and Development
- e. Public Administration and Governance

Pedagogy

- Continuous Assessments (Quizzes, Mid-Terms, Finals)
- Assignments and Project Work
- Workshops and Practical Sessions

Textbooks

1. Balnaves, Mark, and Peter Caputi. *Introduction to Quantitative Research Methods: An Investigative Approach*. London: Sage, 2001.
2. Brady, Henry E., and David Collier, eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 2008.
3. Alterman, Hyman, (1969). *Counting People: The Census in History*. Harcourt, Brace & Company.
4. Selected portions of Census 2021 and latest NSSO survey

Recommended Readings

1. Vemuri, Murali Dhar. "Data Collection in Census: A Survey of Census Enumerators." *Economic and Political Weekly* 29, no. 51/52 (1994): 3240–48
2. Office of the registrar general and the Census commissioner of India, GOI (https://censusindia.gov.in/Data_Products/Library/Indian_perceptive_link/Census_Objectives_link/censusobjectives.htm)
3. Drop-in Article on Census-No.5 available at: www.censusindia.gov.in/AdCampaign/drop-in-articles/05-History_of-Census-in-India.pdf
4. UNIT 4 COLLECTION OF DEMOGRAPHIC DATA FROM SECONDARY SOURCES*. IGNOU. <https://egyankosh.ac.in/bitstream/123456789/73700/1/Unit-4.pdf>
5. UNIT 8 NATIONAL STATISTICAL SYSTEM. <https://egyankosh.ac.in/bitstream/123456789/18711/3/Unit-8.pdf>

FIFTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Contemporary Social Theory

Nature of the Course: DSC

Semester: Fifth (V)

Course Code: BALASOC301

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objectives

The objective of this course is to provide students with a comprehensive understanding of key sociological theories from the mid-20th century to the present. By exploring Systems Theory, Rational Choice Theory, Exchange Theory, and Network Theory, students will gain insights into the foundational concepts that shaped modern sociological thought. The course will then delve into the paradigms of Post-Modernism and Post-Structuralism, examining the works of influential theorists and the critical perspectives they introduced.

Course Outcomes

After completing this course students will be able to:

CO1 (Knowledge): Acquire a comprehensive knowledge of foundational and contemporary sociological theories, including Systems Theory, Rational Choice Theory, Exchange Theory, and Network Theory, as well as Post-Modernism, Post-Structuralism, and Neo-Marxist thought. Students will be able to identify key theorists, concepts, and debates within each theoretical framework.

CO2 (Understanding): Demonstrate a deep understanding of how these sociological theories explain the structure and dynamics of societies. They will be able to compare and contrast different theoretical perspectives, critically evaluate their strengths and weaknesses, and explain the historical and intellectual contexts in which these theories developed.

CO3 (Synthesis): Synthesize various sociological theories to develop a coherent analytical framework for examining social phenomena. They will integrate concepts from different theoretical perspectives to create original interpretations and critiques of contemporary social issues, demonstrating the ability to think across traditional theoretical boundaries.

CO4 (Application): Apply their knowledge and understanding of sociological theories to analyze real-world social issues and phenomena. They will use theoretical frameworks to interpret and propose solutions to social problems, showing the practical relevance of sociological theories in addressing contemporary challenges.

Course Content

Unit I: Mid-20th Century Social Theories

- a. Systems Theory
- b. Rational Choice Theory
- c. Exchange Theory
- d. Network Theory, Liquid and Risk

Unit II: Post-Modernism & Post-Structuralism

- a. Theories of Modernity
- b. Structuralism
- c. Post-Structuralism
- d. Post-Modernism

Unit III: Structure & Agency

- a. Defining Agency and Structure
- b. Debates about Agency and Structure
- c. Habitus and Field
- d. Theory of Structuration

Unit IV: Critical Thought

- a. Concept of Reification and Class Consciousness
- b. Concept of Hegemony and Civil Society
- c. The Frankfurt School
- d. Structural Marxism

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Ritzer, George. 2011. Sociological Theory (10th Edition). McGraw-Hill. New York
2. Craib, Ian. 1992. Modern social theory: From Parsons to Habermas (2nd edition). Harvester Press. London
3. Turner, Jonathan H. 1991. The Structure of Sociological Theory (5th ed.) Wadsworth Publishing Company. California

Recommended Readings

1. Wallace, R. & Wolf, A. 1995. Contemporary Sociological Theory: Continuing the Classical Tradition. New Jersey: Prentice Hall. (Chapter 4).
2. Handel, Warren H. 1993. Contemporary Sociological Theory. Prentice Hall. New Jersey. (Chapter 9)

3. Elliott, A. 2009. *Contemporary Social Theory: An Introduction*. London & New York: Routledge (Chapters; 2, 4, 5, and 9)
4. Elliott, A. (Ed.). 2010. *The Routledge Companion to Social Theory*. London & New York: Routledge (Chapters 5)
5. Ritzer, George; Stepnisky, Jeffrey. 2018. *Modern Sociological Theory*. Sage. London (Chapters; 14 and 17)
6. Elliott, A. (2009). *Contemporary Social Theory: An Introduction*. London & New York: Routledge (Chapter 6)
7. Bourdieu, Pierre. 1994. "Structure, Habitus, Practices" (CST)
8. Elliott, Anthony. *Contemporary Social Theory: An Introduction*. London & New York: Routledge, 2009.
9. Ritzer, George, and Jeffrey Stepnisky. *Modern Sociological Theory*. London: Sage, 2018.
10. Lukacs, Georg. *History and Class Consciousness*. New Delhi: Aakar Books, 1967.
11. Bates, Thomas R. "Gramsci and the Theory of Hegemony." *Journal of the History of Ideas* 36, no. 2 (1975): 351-366.

DISCIPLINE SPECIFIC COURSE (DSC)

Sociology of Religion

Nature of the Course: DSC
Semester: Fifth (V)
Course Code: BALASOC303
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course aims to provide students with a comprehensive understanding of religion from anthropological and sociological perspectives. It explores the historical development and various interpretations of religion, examines classical and contemporary theories, and analyses the fundamental components and organizational forms of religious life. Students will also investigate the dynamic relationship between religion and societal structures, including social change, identity, hierarchy, market interactions, and the concept of civil religion.

Course Outcome

After completing this course, students will be able to:

CO1 (Knowledge): Demonstrate a comprehensive understanding of the history, concepts, and theories of religion, including its origins, classical theories by prominent sociologists, and the components that comprise religious systems.

CO2 (Understanding): Analyze the sociological dimensions of religion, including its role as a source of social change, its impact on identity, social hierarchy, and its interaction with other societal institutions such as the market and civil society.

CO3 (Synthesis): Synthesize diverse theoretical perspectives and empirical evidence to evaluate the complex relationship between religion and society, identifying patterns, and dynamics across different cultural and historical contexts.

CO4 (Application): Apply knowledge and understanding of religious sociology to real-world scenarios, demonstrating the ability to critically assess the societal implications of religion, formulate recommendations for addressing social issues related to religion, and contribute to discussions on religious diversity and its impact on contemporary society.

Course Content

Unit I: Unboxing the Concepts

- a. What is religion? Dimensions and Functions of Religion
- b. Sociology and Religion
- c. Religion and Secularism: Origins
- d. Types of religious organizations: churches, sects, cults

Unit II: Classical Theories of Religion

- a. Anthropological theories of religion (Malinowski and Radcliff Brown)
- b. Durkheim (Totem, Solidarity etc.)
- c. Max Weber
- d. Karl Marx

Unit III: Components of Religion

- a. Beliefs, Myths, and Communities
- b. Ritual and Symbolism
- c. Pilgrimage
- d. Sacred Space and Sacred Time

Unit IV: Religion and Society

- a. Religion as a source of social change
- b. Religion and social hierarchy
- c. Religion and Market
- d. Civil Religion

Pedagogy

- Lectures
- Discussion and Presentation
- Assignments and/or Project Work

Text Books

1. Malinowski, B. 1948 Magic, Science and Religion. New Jersey: Doubleday and Company. (Selected Chapters).
2. Roberts, Keith A. 1984. Religion in Sociological Perspective. Dorsey Press. New York
3. Weber, Max. 2001. The Protestant ethic and the Spirit of Capitalism. Translated by Stephen Kalberg. England: Roxbury Publishing Press.
4. Yinger, J. Milton. 1957. Religion, Society and the Individual: An Introduction to the Sociology of Religion. MacMillan. New York

Recommended Readings

1. Beteille, Andre. 1992. "Religion as a Subject for Sociology" In Economic and Political Weekly Vol. 27, No. 35. pp. 1865-1870
2. McKinnon, Andrew. 2010. "The Sociology of Religion: The Foundations". In Turner, Bryan S. 2010. (Eds.). The New Blackwell Companion to the Sociology of Religion. Wiley-Blackwell. Sussex.
3. Lidz, Victor. 2010. "The Functional Theory of Religion". In Turner, Bryan S. 2010.
4. Achcar, Gilbert. "Marx and Religion". 2020. In Musto, Marcello, (ed.), The Marx Revival. Cambridge: Cambridge University Press, pp. 320-337.

5. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. (Book 1, and Conclusion. pp. 21-39, & 418-440)
6. Hamilton, Malcolm B. 1995. *The Sociology of Religion: Theoretical and Comparative Perspectives*. Routledge. New York
7. McGuire, Meredith B. 1997. *Religion: The Social Context*. Wadsworth Publication. California.
8. Brown, L.B. 1966. "The Structure of Religious Belief". In *Journal for the Scientific Study of Religion* Vol. 5, No. 2. pp. 259-272
9. Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.
10. Geertz, Clifford. 2002. 'Religion as a Cultural System', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing. Massachusetts
11. Turner, Victor. 2002. 'Liminality and Communitas', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing. Massachusetts.
12. Bharati, Aghananda. 1963. 'Pilgrimage in the Indian Tradition', in *History of Religions*. Vol. 3, No. 1. pp. 135-167

DISCIPLINE SPECIFIC COURSE (DSC)

Political Sociology

Nature of the Course: DSC

Semester: Fifth (V)

Course Code: BALASOC305

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

This course aims to provide students with a comprehensive understanding of political sociology, focusing on the intricate relationships between state, society, and political processes. By exploring foundational theories of nation, state, and power, students will gain insights into the dynamics of authority and political economy. The course will examine the historical evolution of state systems and the role of social movements in shaping political institutions. Additionally, students will analyze the unique political processes in India, considering the impacts of caste, religion, technology, and election management on democratic participation.

Course Outcome

After completing this course students will be able to

CO1 (Knowledge): Identify and explain key concepts, theories, and historical developments in political sociology, including the nature and significance of political systems and ideologies.

CO2 (Understanding): Analyze the relationship between state and society, understanding the roles of power, authority, class, and ideology in shaping political dynamics.

CO3 (Synthesis): Integrate various theoretical perspectives to critically assess political processes, including the influence of caste, religion, and regional identities in shaping political landscapes, particularly in the Indian context.

CO4 (Application): Apply theoretical knowledge to real-world political scenarios, evaluating the impact of technology, media, and election management on political mobilization and democratic participation.

Course Content

Unit I: Unboxing the Concepts

- a. Nature, Scope, and Significance of Political Sociology
- b. Anthropology of the state
- c. Theories of State
- d. Politics as Vocation

Unit II: Theories of Power

- a. Power and Authority
- b. Elite and Masses (Pareto, Mosca, and C. Wright Smith)
- c. Micro Power Structures (Foucault)

- d. Ideology and Politics (Hegemony and ISA)

Unit III: State and Society

- a. Everyday State
- b. Types of political Systems: Democratic (Types of Democracy), Socialist and Totalitarian
- c. Social Movement and State Institutions; Role of Civil Society Organizations
- d. Propaganda

Unit IV: Political Processes in India

- a. Role of Caste, Religion, Language and Regional Identity in Indian politics
- b. Technology and Politics: Intersections with Media forms in political mobilization
- c. Challenges of Voting and Democratic Participation of the Marginalised Sections
- d. The emergence of election management firms and their impacts on the political process
- e. Role of Regional, Small Parties, and Interest Groups

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Robert A. Nye, *The Anti-Democratic Sources of Elite Theory: Pareto, Mosca, Michels*, Sage, 1977
2. Scott, Alan; Nash, Kate; Amenta, Edwin. (Eds.) *The Wiley-Blackwell Companion to Political Sociology*. Wiley-Blackwell. Sussex. 2012
3. Chatterjee. P. 2004. *The Politics of the Governed*. Ranikhet: Permanent Black. 2004
4. Kashyap, S.C. *Our Political System*. National Book Trust, India. 2021
5. Dahrendorf, R. 1968. *Essays in the Theory of Society*. London: Routledge

Recommended Readings

1. Abrams, Philip. 2006. 'Notes on studying the difficulty of studying the State' in Akhil Gupta and Aradhana Sharma (eds.), *The Anthropology of the State: A Reader*, Blackwell: Oxford
2. Eisenstadt, S. N. 1971. 'General Introduction: The Scope and Development of Political Sociology', in *Political Sociology: A Reader*. New York and London: Basic Books. (Pages 3-24)
3. Althusser, L. 2001. 'Ideology and the Ideological State Apparatuses' in *Lenin and Philosophy and Other Essays*. New York: Monthly Review Press.
4. Foucault, M. 2006. 'Governmentality' in Akhil Gupta and Aradhana Sharma (eds.), *The Anthropology of the State: A Reader*. Blackwell: Oxford
5. Bates, Thomas R. "Gramsci and the Theory of Hegemony". *Journal of the History of Ideas* Vol. 36, No. 2 (1975), pp. 351-366
6. Barkley, Raymond. "The Theory of the Elite and the Mythology of Power". *Science & Society* Vol. 19, No. 2 (1955), pp. 97-106

7. Schmitter, Philippe C. and Todor, Arpad. "Varieties of Capitalism and Types of Democracy". *Stato e mercato* No. 100 (1) (2014), pp. 87-115.
8. Rosenberg, A. 2012. 'Fascism as a Mass-Movement,' tr. by Jairus Banaji, in *Historical Materialism*. Vol. 20. No.1. (144-189).
9. Gupta, Sikha. "New Media in the Political Spheres". *The Indian Journal of Political Science* Vol. 75, No. 3 (2014), pp. 515-520
10. Neyazi, T. A., & Schroeder, R. (2021). Was the 2019 Indian election won by digital media? *The Communication Review*, 24(2), 87–106.
11. Krishna, Anirudh. "Poverty and Democratic Participation Reconsidered: Evidence from the Local Level in India". *Comparative Politics* Vol. 38, No. 4 (2006), pp. 439-458
12. Mahajan, Gurpreet and Jodhka, Surinder. "Religions, Democracy, and Governance: Spaces for the Marginalised in Contemporary India". *EPW* Vol. 47, No. 1 (2012), pp. 45-52 (8 pages)

DISCIPLINE SPECIFIC COURSE (DSC)

Indigenous Knowledge Tradition

Nature of the Course: DSC

Semester: Fifth (V)

Course Code: BALASOC307

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to provide an in-depth understanding of Indigenous Knowledge Systems (IKS) and Indian Knowledge Traditions (IKT), emphasizing their definitions, characteristics, and historical significance. It explores indigenous cosmologies, world views, and spiritual beliefs, and examines the impact of colonial encounters on these knowledge systems. Students will learn about the role of IKS in sustainable development, health, biodiversity conservation, and disaster management, along with the associated intellectual property rights issues. The course also covers the foundational texts and philosophies of IKT and their applications in governance, science, and technology.

Course Outcome

After completing this course, students will be able to

CO1 (Knowledge): Students will acquire foundational knowledge of Indigenous Knowledge Systems (IKS) and Indian Knowledge Traditions (IKT), including their definitions, characteristics, historical development, and significance.

CO2 (Understanding): Students will develop an understanding of indigenous cosmologies, world views, and spiritual beliefs, and how these elements shape the daily lives and cultural practices of indigenous communities.

CO3 (Synthesis): Students will integrate insights from IKS and IKT to analyze contemporary issues such as sustainable development, biodiversity conservation, health, and disaster management, synthesizing traditional and modern perspectives.

CO4 (Application): Students will apply the principles and practices derived from IKS and IKT to real-world scenarios, demonstrating their relevance in governance, science, and technology, and addressing the challenges of the Anthropocene epoch.

Course Content

Unit I: Introduction to Indigenous Knowledge Systems (IKS)

- a. Definition, characteristics, and significance
- b. Exploration of Indigenous cosmologies, world views, and spiritual beliefs
- c. Colonial encounter and its impact on IKS; Politics of Knowledge
- d. International organizations, conventions, and treaties

Unit II: Indigenous knowledge in sustainable development and disaster management

- a. Biodiversity, conservation, and culture; the role of local communities in maintaining biodiversity
- b. Indigenous knowledge for development, role in the area of health and well-being
- c. Indigenous knowledge of climate change challenges and disaster risk reduction
- d. Traditional knowledge, Intellectual Property Rights, and benefit sharing; Indigenous knowledge and its appropriation

Unit III: Introduction to Indian Knowledge Traditions (IKT)

- a. Defining IKT and its historicity
- b. Introduction to Vedas and Vedangas
- c. Vedic schools of philosophy
- d. Heterodox schools

Unit IV: IKT and its applications

- a. Governance models under IKT
- b. Development of science and technology under IKT
- c. IKT in the context of Anthropocene

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Book

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022), "Introduction to Indian Knowledge System: Concepts and Applications", PHI Learning Private Ltd. Delhi
2. Kapoor Kapil, Singh Avadhesh (2021). "Indian Knowledge Systems Vol – I & II", Indian Institute of Advanced Study, Shimla, H.P.
3. Thakur, Manindra. "Gyan Ki Rajneeti". Setu Prakashan. New Delhi. 2023.
4. Kautilya. (2013). King, Governance, and law in ancient India: Kautilya's Arthashastra. Oxford University Press.

Recommended Readings

1. Doxtater, Michael G. "Indigenous Knowledge in the Decolonial Era". American Indian Quarterly Vol. 28, No. 3/4, Special Issue: The Recovery of Indigenous Knowledge (2004), pp. 618-633
2. Wilson, Angela. "Introduction: Indigenous Knowledge Recovery Is Indigenous Empowerment". American Indian Quarterly Vol. 28, No. 3/4, Special Issue: The Recovery of Indigenous Knowledge (2004), pp. 359-372
3. Sengupta, Mayuri. "Obstacles to the use of Indigenous Knowledge". Development in Practice Vol. 25, No. 6 (2015), pp. 880-894
4. Maguire, Gerard. "Human Erosion: Indigenous Peoples and Well-Being in the Anthropocene". Irish Studies in International Affairs Vol. 31 (2020), pp. 113-130

5. Venkateshwar, Sita and Gibson, Hannah. "Anthropological Engagement with the Anthropocene". *Environment and Society* Vol. 6 (2015), pp. 5-27
6. Anil K Gupta, "How Can Asian Countries Protect Traditional Knowledge, Farmers Rights and Access to Genetic Resources through the Implementation or Review of the WTO TRIPS Agreement."
7. Pranjal Puranik, "Traditional Knowledge Rights And Intellectual Property Rights: The Tale Of Two Rights" <http://www.rkdewan.com/articles-traditional-knowledge-ip-rights.jsp> (21 April, 2011)
8. Biodiversity Conservation and Indigenous Knowledge Systems. EPW. 2023 Curated by Tiya Singh
9. Jha, Amit. *Traditional Knowledge System in India*. Atlantic publishers. New Delhi. 2002
10. J. K. Bajaj and M. D. Srinivas, *Timeless India Resurgent India*, Centre for Policy Studies, Chennai, 2001
11. Radha Kumud Chatterjee (1947) *Ancient Indian Education: Brahmanical and Buddhist*

DSE & MINOR STREAM COURSE (MS)

Law and Social Transformation

Nature of the Course: MS

Semester: Fifth (V)

Course Code: BALASOC309

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The objective of this course is to provide students with an in-depth understanding of the complex interconnections between law and society, examining how legal systems influence and are influenced by social structures and processes. Students will explore the role of law in maintaining social order, acting as an agent of socialization, and serving as a mechanism of social control. The course will cover major theoretical perspectives in the sociology of law to understand different dimensions of law such as its rationalization, its role in capitalism, and its relationship with power and knowledge. Additionally, the course will investigate the role of law in driving social change through affirmative action, combating social discrimination, fostering development, and supporting social movements.

Course Outcome

After completing this course students will be able to

CO1 (Knowledge): Able to identify and describe the fundamental interconnections between law and society, including the role of law in maintaining social order, acting as an agent of socialization, and serving as a mechanism of social control. They will also gain comprehensive knowledge of key theoretical perspectives in the sociology of law.

CO2 (Understanding): Develop a deep understanding of how different sociological theories explain the relationship between law and social structures. Students will be able to critically evaluate how law influences and is influenced by social factors such as capitalism, social order, and power dynamics.

CO3 (Synthesis): Synthesize knowledge from various theoretical perspectives and practical contexts to construct comprehensive analyses of the role of law in societal transformation. They will integrate concepts related to law and social control, the rationalization of law, and the interplay between law, power, and knowledge and their impact on society.

CO4 (Application): Apply understanding of the sociology of law to real-world scenarios, particularly in the context of India. They will be able to assess and propose solutions to contemporary legal issues such as privacy in the digital age, child labor, gender justice, and the rights of sexual minorities.

Course Content

Unit I: Unboxing the Concepts

- a. What is Law: Definition and Concept
- b. Law and Society: Interconnections (Social Order and Social Control)
- c. Social Engineering
- d. Social Justice

Unit II: Theoretical Perspectives in Sociology of Law

- a. Henry Maine: Stages of Growth of Law
- b. Karl Marx: Theory of Law and State
- c. Emile Durkheim: Repressive Law and Restitutive Law
- d. Max Weber: Law and Capitalism, Rationalization of Law
- e. Functionalist Theory of Law

Unit III: Law and Social Change

- a. Law and Social Change in Colonial and Contemporary India
- b. Law and Affirmative Action; Concept of Human Rights
- c. Law and Development
- d. Law and Social Movements
- e. Law and Technology

Unit IV: Law and Social Transformation in India

- a. Law and Gender (Domestic Violence and Sexual Harassment)
- b. Law and Religion
- c. Prostitution and Human Trafficking
- d. Law against Child Labour and Child Marriage
- e. Law and Sexual Minorities

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Sarat, Austin; Ewick, Patricia. 2015. The Handbook of Law and Society. Wiley Blackwell. Oxford
2. Niumai, Ajailiu; Chauhan, Abha. (Eds.) Gender, Law and Social Transformation in India. Springer Nature. Singapore
3. Chriss. James J. Law and Society: A Sociological Approach.
4. Rokumoto, Kahei. 1994. Sociological Theories of Law. New York University Press. New York

Recommended Readings

1. Anleu, Sharyn L Roach. Law and Social Change. Sage Publication. New Delhi. 2010. (Chapter 1)
2. Cotterrell, Roger. "The Sociological Concept of Law". Journal of Law and Society Vol. 10, No. 2 (1983). pp. 241-255
3. Iyer, V.R. Krishna. "Law and the People' Deva, Indra. (Eds.). Sociology of Law. Oxford University Press. New Delhi.2005. pp. 73- 81
4. Parsons, Talcott. 'The Law and Social Control' In Evan, William M. (Eds.) Towards Sociology of Law. The Free Press. New York. 1980. pp. 60-68
5. Baxi, Upendra. Towards A Sociology of Indian Law. Satvahan Publication. New Delhi.1986. (Chapter 7)
6. Martin, Michael. "Roscoe Pound's Philosophy of Law". Archives for Philosophy of Law and Social Philosophy Vol. 51 (1965), pp. 37-55
7. Kraynak, Robert P. "The Origins of "Social Justice" in the Natural Law Philosophy of Antonio Rosmini". The Review of Politics Vol. 80, No. 1 (2018), pp. 3-29
8. Maine, Henry Summer. 1979. 'Law In Progressive Societies'. In Wiles, Paul; Campbell, C.M. (Eds.). Law and Society: Readings in the Sociology of Law. Martin Robertson Law In Society. Oxford. pp. 18-22
9. Engels, Frederick; Marx, Karl. 1979. 'The State and Law'. In Wiles, Paul; Campbell, C.M. (Eds.). Law and Society: Readings in the Sociology of Law. Martin Robertson Law In Society. Oxford. pp. 28-50
10. Baxi, Upendra. 1986. Towards A Sociology of Indian Law. Satvahan Publication. New Delhi. (Chapters 2 and 3)
11. Gandhi, J.S. 2005. 'Law as an Instrument of Social Change In India'. Deva, Indra. (Eds.). Sociology of Law. Oxford University Press. New Delhi. pp. 98-111.
12. Galanter, Marc. 2005. 'Pursuing Equality in the Land Hierarchy'. In Deva, Indra. (Eds.). Sociology of Law. Oxford University Press. New Delhi. pp. 232- 249

DSE & MINOR STREAM COURSE (MS)

Science, Technology, and Society

Nature of the Course: MS

Semester: Fifth (V)

Course Code: BALASOC311

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objectives

The objective of this course is to provide students with a comprehensive understanding of the intricate relationships between science, technology, and society. Beginning with an introduction to the concepts of science and technology, students will explore their social dimensions, including the ethos, norms, and theories that shape their development and interaction. The course will then delve into the trajectory of science and technology in India, examining their roles in pre-colonial, colonial, and post-colonial eras, as well as the nature of science education and policy in the country. Through an analysis of science, technology, and social change, students will critically evaluate concepts such as technological determinism, the digital divide, globalization's impact, and the intersections of technology and politics.

Course Outcomes

After completing this course students will be able to

CO1 (Knowledge): Possess a comprehensive understanding of the concepts, theories, and historical trajectories of science, technology, and society. They will be able to articulate the ethos and norms of science, analyze the relationship between society and science, define technology and its theories, and explain the interplay between science and technology.

CO2 (Understanding): Develop a deep understanding of the complex dynamics between science, technology, and society. They will comprehend the impact of science and technology on social change, including the concept of technological determinism and the issues surrounding the digital divide and globalization.

CO3 (Synthesis): Synthesize knowledge from various units to critically analyze and evaluate the relationships between science, technology, and society. They will integrate concepts such as science policy, the social organization of science, and the societal implications of different technological advancements to form comprehensive interpretations of contemporary issues.

CO4 (Application): Apply understanding of the course to real-world scenarios, demonstrating the ability to identify and address social problems arising from the interaction of science, technology, and society.

Course Content

Unit I: Unboxing the Concepts: Introduction to Science, Technology, and Society

- a. Concept of Science – Science as Social system; ethos and norms of Science
- b. Relationship between society and science
- c. Technology: What is technology; theories of technology (Social Constructivism)
- d. Relationship between science and technology.

Unit II: Science, Technology and Society

- a. Theories of Science and Technology
- b. Science, Technology, and Socio-Cultural (Worldviews) + Economic change
- c. Science, Technology, and Globalization: Flows and Issues
- d. Technology and Politics: Intersections

Unit III: Contemporary Issues

- a. Technology and Governance
- b. Transition from the Industrial to the Information Age
- c. Technologies and Marginality: Digital divide
- d. Dysfunctions of Technology
- e. Artificial Intelligence and its uses

Unit IV: Trajectory of Science and Technology in India

- a. Science and Technology in the Pre-Colonial and Colonial Era
- b. Nature of science and technology education in post-colonial India and its quality.
- c. Indian social structure and science
- d. Science, Technology, and Economic Development In India
- e. Science policy, Social Organisation of science in India (Universities, Research Organizations, etc.)

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Barber, Bernard 1952. Science and the Social Order New York: Free Press.
2. Rahman, A. 1972. Trimurti: Science, technology, and society – A collection of essays New Delhi: Peoples Publishing House
3. MacLeod, Roy & Deepak Kumar. 1995. Technology and the Raj: Western technology and technical transfers to India, 1700-1947 New Delhi: Sage
4. Bell, David. 2006. Science, Technology And Culture. Open University Press. New York

Recommended Readings

1. McGinn, Robert E.1991. Science, Technology, and Society. Prentice Hall. New Jersey (Chapters; 1, 2,3, and 4)
2. Webster, Andrew.1991. Science, Technology, and Society: New Directions. Rutgers University Press. New Jersey. (Chapters 1 and 2)
3. Herlea, Alexandre & Weber, Wolfhard. 2002. 'Globalisation and Technology Transfer' In Icon Vol. 8. pp. 25-32
4. Munasinghe, Lalith; O'Flaherty, Brendan & Danninger, Stephan.2001. 'Globalization and the Rate of Technological Progress: What Track and Field Records Show' In Journal of Political Economy Vol. 109, No. 5. pp. 1132-1149
5. Shirky, Clay. 2011. 'The Political Power of Social Media: Technology, the Public Sphere, and Political Change'. In Foreign Affairs. Vol. 90. No. 1. pp. 28-41
6. Franklin, Sarah. 1995. 'Science as Culture, Cultures of Science' In Annual Review of Anthropology Vol. 24 (1995), pp. 163-184
7. Saxena, Anupama. 2005. 'E-Governance And Good Governance: The Indian Context'. In The Indian Journal of Political Science Vol. 66, No. 2. pp. 313-328
8. Yadav, Sushma. 2009.'Implementing E-Governance in India: Exploring The Administrative Reforms Agenda'. In The Indian Journal of Political Science Vol. 70, No. 3. pp. 679-692
9. Serrano-Cinca, C; Munoz-Soro, J. F.; Brusca, I. 2018. 'A Multivariate Study of Internet Use and the Digital Divide'. In Social Science Quarterly Vol. 99. No. 4. pp. 1409-1425
10. Bagchi, Amiya Kumar. 2019. 'Marx, the Digital Divide, and Hegemony'. In Social Scientist Vol. 47, No. 5/6. pp. 31-44
11. Ede, Andrew. Technology and Society: A World History. Cambridge University Press. New York. (Chapters; 7, 9, 10 and 11)

DSE & MINOR STREAM COURSE (MS)

Globalization and Society

Nature of the Course: MS
Semester: Fifth (V)
Course Code: BALASOC 313
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

The course aims to provide students with a comprehensive understanding of globalization, covering its historical context, theoretical foundations, and multidimensional aspects. Through an exploration of globalization's economic, technological, political, and cultural dimensions, students will analyze the roles of key global agencies and their impacts. Additionally, the course will examine how globalization intersects with culture, identity, inequality, and consumerism, fostering critical thinking about its benefits and challenges. By focusing on the Indian experience, students will gain insights into the specific socio-economic consequences of globalization, including its effects on economic policies, health, education, gender dynamics, and caste relations.

Course Outcome

After completing this course students will be able to

CO1 (Knowledge): Possess a solid understanding of the concept of globalization, including its historical development, theoretical frameworks, and various dimensions such as economic, technological, political, and cultural aspects. They will be familiar with the key global agencies involved in globalization and their roles in shaping global processes.

CO2 (Understanding): Develop a nuanced understanding of how globalization impacts culture, identity, inequality, and consumerism. Students will be able to comprehend the complexities of cultural flows, identity formation, and the challenges posed by cultural homogenization, and grasp the socio-economic consequences of globalization.

CO3 (Synthesis): Synthesize knowledge from various dimensions of globalization to critically analyze its multifaceted impacts. Students will be able to integrate concepts related to globalization's economic, technological, political, and cultural dimensions to form comprehensive interpretations of its effects on societies and individuals.

CO4 (Application): Apply understanding of globalization to real-world scenarios, demonstrating the ability to identify and address issues arising from globalization in diverse contexts. Students will be able to propose solutions to global challenges, considering factors such as economic policies, health, education, gender dynamics, and caste relations, thereby showcasing their capacity to engage with and contribute to global issues.

Course Content

Unit I: Globalization: Unboxing the concepts

- a. Globalization: Meaning and historical and social context
- b. Theories of Globalization
- c. Nation-State and Globalization
- d. Dimensions of Globalization: Economic, Technological, Political and Cultural

Unit II: Globalization and Culture: Issues

- a. Impact on individual and group identities; Rise of Ethnic Consciousness
- b. Issues of Cultural Homogenization (Westernization and MacDonalidization)
- c. Glocalization
- d. Religion and Globalization
- e. Diasporic Community

Unit III: Globalization: Socio-Economic Consequences

- a. Inequality within and among nations
- b. Reaction to Globalization: De-Globalization and Anti-Globalization
- c. Consumerism and Consumer Culture
- d. Challenges of Globalization

Unit IV: Globalization: The Indian Experience

- a. Globalization India: Debates and Impacts
- b. Globalization and Development
- c. Women, Caste, and Globalization
- d. Globalization, Culture, and Religion
- e. Media, Communication, and Cultural Flows: Films, Songs, Cuisine, Travel etc.

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Pathak, Avijit. Modernity, Globalization and Identity: A Reflexive Quest. Aakar Books. New Delhi. 2006
2. Singh, Yogendra. Culture Change in India: Identity and Globalization. Rawat. Jaipur. 2006
3. Appadurai, Arjun. Modernity at Large: Cultural Dimensions of Globalization. Oxford University Press. Delhi. 1997.
4. Joseph E. Stiglitz. Globalization & its Discontents. Norton & Company. New York. 2002.

Recommended Readings

1. Gokulsing, K. Moti; Dissanayake, Wimal. (Eds.) *Popular Culture in a Globalised India*. Routledge. New York. 2009
2. Goodman, Douglas J. 2007 'Globalization and Consumer Culture' In Ritzer, George (Eds.). *The Blackwell Companion to Globalization*. Blackwell Publishing. Malden. pp. 330- 351
3. Srinivasan, T.N. "The Costs of Hesitant and Reluctant Globalization: India". *Indian Economic Review New Series*, Vol. 38, No. 2. pp. 131-155
4. Heuze, Gerard Djallal. 2010. 'Indian Society and Globalization Inequality and Change'. In Schuerkens, Ulrike (Eds.). *Globalization and Transformation of Social Inequality*. Routledge. New York. pp. 219- 235
5. Naidu, Y. Gurappa. 2006. "Globalisation and Its Impact on Indian Society". *The Indian Journal of Political Science*. Vol. 67, No. 1. pp. 65-76
6. Kumar, Vivek. 2001. "Globalisation and Empowerment of Dalits in India". *Indian Anthropologist* Vol. 31, No. 2 (December 2001), pp. 15-25
7. Mishra, Vivek Kumar. 2015. 'Globalisation, Social Justice and Marginalised Groups. India' In *World Affairs: The Journal of International Issues* Vol. 19, No. 4. pp. 60-73
8. Gupta, Suman; Basu, Tapan; Chattarji, Subarno. *Globalization in India: Contents and Discontents*. Pearson. Delhi (Chapters: 1, 6, 8, and 9)
9. Jain, B.M. 1995. 'Globalisation and India Challenges and Opportunities. In *Indian Journal of Asian Affairs* Vol. 8/9, No. ½. pp. 71-79
10. Kumar, Anand. 2009. 'Paradigm Shift in India: Analysing the Impact of Liberalization and Globalization'. In Pieterse, Jan Nederveen; Rehbein, Boike. (Eds.) *Globalization and Emerging Societies: Development and Inequality*. Palgrave Macmillan. New York
11. Fuller, Chris; Assayag, Jackie. 2005. (Eds.) *Globalizing India: Perspectives from Below*. Anthem Press. London. (Chapters; 1, 2, 8, 9 and 10).
12. Pierce, Clayton; Kellner, Douglas. 2007. 'Media and Globalization' In Ritzer, George (Eds.). *The Blackwell Companion to Globalization*. Blackwell Publishing. Malden. pp. 367-382

DISCIPLINE-SPECIFIC ELECTIVE (DSE SEMINAR/ WORKSHOP)

Visual Anthropology

Nature of the Course: DSC Seminar/ Workshop

Semester: Fifth (V)

Course Code: BALA 319

Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

This course aims to equip students with a comprehensive understanding of the field by exploring its definition, scope, and historical development. Students will delve into theoretical frameworks, focusing on representation, visual culture, semiotics, and techniques for analyzing visual media. The course also covers the distinct characteristics and purposes of ethnographic films, highlighting their differences from other documentary genres. Through an applied visual anthropology project, students will learn to design, integrate theoretical and methodological insights, and execute a research project, culminating in a robust grasp of both the academic and practical aspects of visual anthropology.

Course Outcome

After completing this course, students will be able

CO1 (Knowledge): Students will gain a foundational understanding of visual anthropology, including its definition, scope, and historical development, as well as the contributions of key figures and seminal works in the field.

CO2 (Understanding): Students will develop a deep comprehension of the theoretical frameworks that underpin visual anthropology, such as theories of representation, visual culture, semiotics, and symbolism in visual media.

CO3 (Synthesis): Students will synthesize theoretical knowledge and methodological approaches to critically analyze visual media and ethnographic films, demonstrating their ability to integrate diverse perspectives and insights.

CO4 (Application): Students will apply their knowledge and understanding by designing and executing an applied visual anthropology project, showcasing their ability to integrate theoretical and methodological insights into practical research.

Course Content

Unit I: Introduction to Visual Anthropology

- a. Definition and scope of visual anthropology
- b. Historical development of the field
- c. Key figures and seminal works

Unit II: Theoretical Frameworks Topics

- a. Theories of representation and visual culture
- b. Semiotics and symbolism in visual media
- c. Techniques for analyzing visual media

Unit III: Introduction to Ethnographic Film

- a. Characteristics and purposes of ethnographic film
- b. Differences between ethnographic and other documentary films
- c. Essential components and approach to ethnographic films

Unit IV: Applied Visual Anthropology Project

- a. Designing a visual anthropology project
- b. Integrating theoretical and methodological insights
- c. Executing the project

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Mead, M., & Bateson, G. (1977). *The Message of the Medium*. In *Studies in Visual Communication*.
2. Banks, M. (2001). *Visual Methods in Social Research*. Sage Publications
3. Hockings, P. (2003). *Principles of Visual Anthropology*. De Gruyter.

Recommended Readings

1. Banks, M., & Morphy, H. (1999). *Rethinking Visual Anthropology*. Yale University Press. (Introduction and Chapter 1).
2. Ruby, J. (2000). *Picturing Culture: Explorations of Film and Anthropology*. University of Chicago Press. (Introduction and Chapter 2, and 5)
3. Edwards, E. (1997). *Anthropology and Photography, 1860-1920*. Yale University Press. - Introduction and selected chapters.
4. Hall, S. (1997). *Representation: Cultural Representations and Signifying Practices*. Sage Publications. - Introduction and Chapters 1-3.
5. Mirzoeff, N. (2009). *An Introduction to Visual Culture*. Routledge. - Chapters 2-4.
6. Eco, U. (1976). *A Theory of Semiotics*. Indiana University Press. - Chapters 1, 2, & 4.
7. Rose, G. (2016). *Visual Methodologies: An Introduction to Researching with Visual Materials*. Sage Publications. - Chapters 1-3
8. Heider, K. G. (2006). *Ethnographic Film*. University of Texas Press. - Chapters 1 and 2.
9. Barbash, I., & Taylor, L. (1997). *Cross-Cultural Filmmaking: A Handbook for Making Documentary and Ethnographic Films and Videos*. University of California Press. (Selected chapters)

SEMESTER SIX
DISCIPLINE SPECIFIC COURSE (DSC)
Urban Sociology

Nature of the Course: DSC
Semester: Sixth (VI)
Course Code: BALASOC302
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

The course aims to provide students with the meaning, nature, and scope of urban sociology and to understand the concepts of urbanization as well as urbanism. After taking this course, students will be able to understand different theories explaining the process of growth of urbanism, the urban planning process, and associated phenomena along with the problems related to Urbanity and Urbanism.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Possess a comprehensive understanding of urban Sociology, including foundational concepts such as urban society, urbanism, and urbanization, as well as the characteristics and features of urban areas. Students will get familiar with theories of urbanization and acquire knowledge of diverse perspectives in urban sociology, allowing them to comprehend the multifaceted nature of urban life.

CO2 (Understanding): Develop a deep understanding of the complexities of urban spaces, including the politics and culture inherent within them. Students will grasp the intersections between caste, class, and gender, and the significance of cultural practices in urban areas, along with the patterns and challenges of urbanization in India.

CO3 (Synthesis): Synthesize information from diverse theoretical perspectives and empirical evidence, critically evaluate the social dynamics of urban spaces and develop a holistic understanding of urban life.

CO4 (Application): Analyze and interpret real-world phenomena in urban contexts, including issues related to access and control over urban spaces, cultural practices, and the impact of urbanization on social dynamics such as migration and slum formation. Students will develop the skills to critically assess urban planning initiatives and propose evidence-based solutions to address urban challenges.

Course Content

Unit I: Unboxing the context

- a. Urban Sociology: Definition, Nature and Scope.

- b. Urban Society, Urbanism, Urbanization - Definition, characteristics and features
- c. Types of Urban Areas; Rural-Urban contrast
- d. Theories of urbanization– Concentric Zone, Sector and Multi-nuclei

Unit II: Perspectives in Urban Sociology

- a. Political Economy
- b. Ecological-Spatial
- c. Cultural
- d. Network

Unit III: Politics and Culture of Urban Spaces

- a. Caste, Class and Gender: Access and Control over Spaces
- b. Culture and Leisure
- c. Religion in Urban Space
- d. Urban Segregation: Ghettos, Slums and Chawls

Unit IV: Urban Sociology: Patterns and Challenges

- a. Cities during the colonial period in India
- b. Emerging trends in Urbanisation
- c. Urban planning and problems of urban management in India
- d. Sociological dimensions of Urbanisation: Migration, Slums and Gated Communities
- e. Social Consequences of Urbanisation: Pollution, Congestion and Urban Crimes

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Parker, Simone. 2003. Theory of Urban Experience Encountering the City. London and New York: Routledge
2. Abrahamson, M. 1980. Urban Sociology. Englewood, Prentice Hall
3. Bose, Ashish. 1978. Studies in Indian Urbanization 1901-1971. New Delhi and Bombay, Tata Mc Graw Hill.
4. Castells, M. 1977. The Urban Question. Edward Arnold. London

Recommended Readings

1. D'souza, Victor. 1979. "Socio-Cultural Marginality: A Theory of Urban Slums and Poverty in India". Sociological Bulletin Vol. 28, No. 1/2. pp. 9-24
2. Brown, Alison. 2017. "Urban Planning and Violence: Cause or Catalyst for Change?" Economic and Political Weekly Vol. 52, No. 7. pp. 83-90

3. Sridhar, Kala Seethram; Kumar, Surender. 2013. "India's Urban Environment: Air/Water Pollution and Pollution Abatement". *Economic and Political Weekly* Vol. 48, No. 6. pp. 22-25
4. Williams, Stephen Wyn. 1997. "The Brown Agenda': Urban Environmental Problems and Policies in the Developing World". *Geography* Vol. 82, No. 1. pp. 17-26
5. Kundu, Amitabh; Saraswati, Lopamudra Ray. Migration and Exclusionary Urbanisation in India. *EPW* Vol. 47, No. 26/27. pp. 219-227. 2012
6. Akbar, Prottoy, Victor Couture, Gilles Duranton, and Adam Storeygard. "Mobility and Congestion in Urban India." *American Economic Review*, 113 (4): 1083-1111. 2023
7. Ahluwalia, Isher Judge; Kanbur, Ravi; Mohanty, P.K. 2014. *Urbanisation in India: challenges, opportunities and the way forward*. Sage. Delhi (Chapters; 1,4, and 11)
8. Dhanagare, D N. 1969. "Urbanism and Crime". *Economic and Political Weekly* Vol. 4, No. 28/30. pp. 1239-1242
9. Stroope, Samuel. 2012. 'Caste, Class, and Urbanization: The Shaping of Religious Community in Contemporary India' In *Samuel Social Indicators Research* Vol. 105, No. 3. pp. 499-518
10. Chalfant, H. Paul; Heller, Peter L. 1991. 'Rural/Urban versus Regional Differences in Religiosity' In *Review of Religious Research* Vol. 33, No. 1. pp. 76-86
11. Vaughan, Laura; Arbaci, Sonia. *The Challenges of Understanding Urban Segregation. Built Environment*. Vol. 37, No. 2, Perspectives on Urban Segregation. pp. 128-138. 2011
12. Urban, Florian. Mumbai's suburban mass housing. *Urban History* Vol. 39, No. 1 (February 2012), pp. 128-148. 2012

DISCIPLINE SPECIFIC COURSE (DSC)

Indian Sociological Tradition

Nature of the Course: DSC
Semester: Sixth (VI)
Course Code: BALASOC304
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

The objective of this course is to provide students with a comprehensive understanding of the history and development of Indian sociological traditions. Through an exploration of antecedents in the development of social science in India, the emergence of sociology and social anthropology as disciplines, and the contributions of various schools of thought students will gain knowledge of the theoretical foundations of Indian sociology.

Course Outcome

After completing this course Students will be able to:

CO1 (Knowledge): Acquire a comprehensive knowledge of the history and development of Indian sociological traditions, including the antecedents in the development of social science in India, the emergence of sociology and social anthropology as disciplines, and the distinctive characteristics of different schools.

CO2 (Understanding): Demonstrate a deep understanding of Indian sociological traditions, including the theoretical foundations and underlying assumptions of various schools of thought.

CO3 (Synthesis): Ability to synthesize information from multiple sources, including academic literature, historical documents, and sociological texts, to critically evaluate and compare different theoretical perspectives and debates within Indian sociology.

CO4 (Application): Apply sociological theories and perspectives to analyze and address contemporary social issues and challenges within Indian society.

Course Content

Unit I: History and Development of Indian Sociological Traditions

- a. Antecedents in the development of social science in India
- b. The emergence of sociology and social anthropology as a discipline in India
- c. Lucknow School
- d. Bombay School

Unit II: Indological and Civilizational Perspective

- a. G.S Ghurey
- b. N.K. Bose

- c. Surjeet Sinha
- d. AK Saran

Unit III: Marxist, Subaltern, and Structural-Functional Perspective

- a. D.P. Mukherjee
- b. A.R Desai
- c. B.R Ambedkar
- d. M.N Srinivas
- e. S C Dube
- f. Iravati Karve
- g. Andre Beteille

Unit IV: Sociology in India: Contemporary Debates

- a. Indology and Sociology
- b. Regional Sociology
- c. Indigenisation of Sociology

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Nagla, B.K. Indian Sociological Thought. Rawat Publications. Jaipur. 2013
2. Sundar, Nandini; Uberoi, Patricia; Deshpande, Satish. Anthropology in the East: Founders of Indian Sociology and Anthropology. Permanent Black. New Delhi. 2007
3. Oommen T.K. and P.N. Mukerji (eds.). 1986. Indian Sociology. Popular Prakashan: Bombay
4. Singh Yogendra, 1984, Image of Man: Ideology and Theory in Indian Sociology, Chanakya Publication, Delhi

Recommended Readings

1. Sociological Bulletin. 2013. Special Issue on The Bombay School of Sociology: The Stalwarts and Their Legacies. May-August, 62 (2): 193-366.
2. Srinivas, M.N. and M.N. Panini. 1973. 'The Development of Sociology and Social Anthropology in India', Sociological Bulletin, 22 (2): 179-215
3. BSOE-142 Indian Sociological Traditions. IGNOU. New Delhi
4. Srivastava, H, C. 'Concept of Tradition in Indian Sociological Thought'. Social Scientist Vol. 3, No. 3 (Oct., 1974), pp. 17-25
5. Nagla, B.K; Choudhary, Kameshwar (Eds.) Indian Sociology: Theories, Domains and Emerging Concerns. Springer. 2023. Chapters, Introduction, 1, 2, 3, 4 and 7.
6. Sharma, K.L. 2019. Indian Sociology at the Threshold of the 21st Century: Some Observations. Sociological Bulletin. Vol. 68. Issue 1. <https://doi.org/10.1177/0038022918819320>

7. Mucha, Janusz. 2012. 'Sociology of India, Sociology in India, Indian Sociology'. Polish Sociological Review No. 178 (2012), pp. 145-150.
8. Madan, T.N. 2013. Sociological Traditions: Methods and Perspectives in the Sociology of India. Sage India. New Delhi (Chapters; 6, 7, 8, 9 and 10).
9. Oommen, T.K. 1983. 'Sociology in India: A Plea for Contextualization'. Sociological Bulletin Vol. 32, No. 2, pp. 111-136.
10. Jha, Hetukar. 2005. 'Indian Sociology in Crisis: The Need for Regional Orientation'. Sociological Bulletin Vol. 54, No. 3. pp. 396-411
11. Mukherji, Partha. N. 2005. 'Sociology in South Asia: Indigenisation as Universalising Social Science'. Sociological Bulletin Vol. 54, No. 3. pp. 311-324
12. Damle, Y.B. 1966. 'For A Theory of Indian Sociology'. Bulletin of the Deccan College Post-Graduate and Research Institute Vol. 25. pp. 149-162

DISCIPLINE SPECIFIC COURSE (DSC)

Family, Marriage, and Kinship

Nature of the Course: DSC
Semester: Sixth (VI)
Course Code: BALASOC 306
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objectives

The objective of this course is to provide students with a comprehensive understanding of kinship and family structures, exploring both their fundamental concepts and evolving dynamics. Students will be introduced to basic kinship concepts, various types and rules of marriage, and different family forms, examining historical and contemporary trends. The course will delve into Indian and Western kinship systems, emphasizing cultural variations and typologies. Through the study of different kinship rules, students will gain insights into the cultural constructions and relatedness that shape kinship networks. This course will address contemporary issues, and emerging trends in kinship and family, and the impact of reproductive technologies on kinship relations.

Course Outcome

After completing this course students will be able to

CO1 (Knowledge): Acquire a thorough knowledge of fundamental kinship concepts, various types and rules of marriage, historical and contemporary family structures, and the distinctions between Indian and Western kinship systems. They will also become familiar with key issues such as descent, residence, inheritance, and marriage alliances.

CO2 (Understanding): Develop a deep understanding of how kinship and family structures influence social dynamics. They will critically examine the cultural constructions of kinship, the roles of gender within families, and the impact of property and inheritance on kinship relations. This understanding will include the ability to analyze regional variations and the interplay of caste within Indian kinship systems.

CO3 (Synthesis): Synthesize knowledge from different aspects of kinship and family studies to form comprehensive analyses of contemporary issues. They will integrate concepts related to types of kinship, relatedness, and the influence of reproductive technologies to create well-rounded perspectives on the evolution and function of kinship systems in diverse contexts.

CO4 (Application): Apply understanding of kinship and family theories to real-world scenarios, addressing issues such as migration, divorce, and the experiences of same-sex kinship. They will evaluate changes and continuities in kinship and family structures in India, proposing informed solutions to dysfunctions in marriage and family life, and assessing the impact of cultural and social transformations on kinship relations.

Course Content

Unit I: Unboxing the concepts

- a. Introduction to kinship: Basic Concepts in Kinship and the typologies within
- b. Types and Rules of Marriage
- c. Types of Family: Historical, Contemporary, and Trends of Change
- d. Indian and Western Kinship

Unit II: Studying Kinship

- a. Theories of Kinship and Family
- b. Descent, Residence, and Inheritance
- c. Marriage Alliance
- d. Kinship as Cultural Construction
- e. Relatedness

Unit III: Kinship and Family: Issues and Emerging Trends

- a. Family and Gender
- b. Dowry and Bride Wealth and Across Region Marriages
- c. Non-Heteronormative Kinship
- d. Reproductive technologies and kinship

Unit IV: Kinship and Family in India

- a. Kinship and Family in India: Changes and Continuity
- b. Regional variations in Kinship relations in India
- c. Caste, Gender, and Kinship
- d. Dysfunctions in Marriage and Family: Migration and Divorce

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. Levi-Strauss, C. 1969. The Elementary Structures of Kinship. United Kingdom: Beacon Press.
2. Parkin, Robert. 1997. Kinship: An Introduction to Basic Concepts. Blackwell Publishers. Oxford
3. Fox, Robin. 1967. Kinship and Marriage; Anthropological Perspectives. Cambridge University Press. Cambridge
4. Patel, Tulsi. 2005 (ed.). The Family in India: Structure and Practice. New Delhi: Sage Publication.

Recommended Readings

1. Trautmann, Thomas R. 2000. 'India and the Study of Kinship Terminologies' in *L'Homme* No. 154/155, Question de parenté. pp. 559-571
2. Edmonson, Munro S. 1957. 'Kinship Terms and Kinship Concepts' in *American Anthropologist New Series*, Vol. 59, No. 3, pp. 393-433
3. Shimizu, Akitoshi. 1991. 'On the Notion of Kinship' In *Man New Series*, Vol. 26, No. 3, pp. 377-403
4. Shah, A.M. 1998, 'Basic Terms and Concepts in the Study of the Family in India', in *The Family in India: Critical Essays*. New Delhi: Orient Longman.
5. Dumont, L. 1961. 'Descent, Filiation and Affinity', in *Man* 61, II, pp. 24-25.
6. Strathern, Marilyn. 2014. 'Kinship as a Relation' In *L'Homme* No. 210, pp. 43-61
7. Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.
8. Rajaraman, Indira. 1983. 'Economics of Bride-Price and Dowry' In *Economic and Political Weekly* Vol. 18, No. 8 (Feb. 19, 1983), pp. 275-279
9. Kaur, Ravinder. *Across-Region Marriages: Poverty, Female Migration and the Sex Ratio*. *Economic and Political Weekly* Vol. 39, No. 25. pp. 2595-2603. 2004.
10. Uberoi, Patricia. 1993. *Family, Marriage, and Kinship in India*. New Delhi: OUP. (Introduction)
11. Dube, L. 1999. 'Women and Kinship – Comparative Perspective on Gender in South and South East Asia', in *Journal of Anthropological Research* 55, no. 1 (Spring, 1999): 164-165.
12. Chekki, Dan A. 1973. 'Modernization and Kin Network in a Developing Society: India' In *Sociologus Neue Folge / New Series*, Vol. 23, No. 1, pp. 22-40

DSE & MINOR STREAM COURSE (MS)

Sociology of Environment

Nature of the Course: MS

Semester: Sixth (VI)

Course Code: BALASOC

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to provide students with a comprehensive understanding of the complex interplay between society and the environment. It introduces the foundational concepts of environmental sociology, including key debates like the realist-constructionist perspective, and explores significant theoretical frameworks. This course examines critical environmental issues and emerging concepts like environmental governance and sustainability. Additionally, the course highlights social movements and environmental justice in India and their intersections with gender, class, and caste.

Course Outcome After completing this course students will be able to

CO1 (Knowledge): Gain a comprehensive understanding of the foundational concepts, theories, and debates within environmental sociology, including the Treadmill of Production, Ecological Modernization, Ecofeminism, Eco-Marxism, and Ecocentrism.

CO2 (Understanding): Analyze major environmental issues such as global warming, biodiversity loss, deforestation, urban and industrial waste, and the impact of technological advancement and consumerism on the environment.

CO3 (Synthesis): Integrate knowledge of environmental governance and sustainability by evaluating the effectiveness of environmental laws, community-based decision-making, national and international conservation policies, and significant judgments by the National Green Tribunal.

CO4 (Application): Apply sociological theories and concepts to real-world environmental challenges by assessing social movements like the Chipko Movement and Narmada Bachao Aandolan, urban environmentalism, anti-mining protests, and exploring the intersections of environmental justice with gender, class, and caste.

Course Content

Unit I: Foundations of Environmental Sociology

- a. What is Environmental Sociology?
- b. Realist-Constructionist debate.
- c. Treadmill of Production
- d. Ecological Modernization
- e. Ecofeminism and Eco-Marxism, Eco-centrism

Unit II: Environmental Issues

- a. Global Warming and Climate Change.
- b. Loss of Biodiversity and Deforestation
- c. Urban and Industrial wastes
- d. Technological advancement, consumerism, and impact on the environment

Unit III: Environmental Governance and Sustainability

- a. Environmental Laws and Community-based Decisions; Social Forestry
- b. National conservation policies: colonial to post-colonial
- c. International Environmental policies: Kyoto Protocol; Paris Summit
- d. Case study of important NGT judgment

Unit IV: Social Movements and Environmental Justice in India

- a. Chipko Movement and Narmada Bachao Aandolan
- b. Urban Environmentalism
- c. Anti-mining and Biogenetic seeds
- d. Environmental justice: gender, class, and caste

Pedagogy

- Lectures
- Discussion and Presentation
- Project work
- Documentaries/Films

Text Books

1. King, L., & McCarthy Auriffeille, D. Environmental Sociology: From Analysis to Action. Rowman & Littlefield Publishers, 2008.
2. Mies, Maria, and Vandana Shiva. Ecofeminism. Zed Books, 1993.
3. Mol, A. P. J., and G. Spaargaren. Ecological Modernisation and Environmental Reform: Exploring the Ecology-Modernisation Nexus in Societies in Transition. Edward Elgar Publishing, 2000.
4. Pathak, S. The Chipko Movement: A Decade of Grassroots Environmental Action. Natraj Publishers, 1994.

Recommended Readings

1. Dunlap, R. E., & Buttel, F. H. "What is Environmental Sociology?" Annual Review of Sociology 18 (1992): 161-185.
2. Hannigan, John A. Environmental Sociology: A Social Constructionist Perspective. Routledge, 1995.
3. Dunlap, Riley E., and William Michelson. "Realism, Constructivism, and Environmentalism: A Reply to Vig and Kraft." Society & Natural Resources 15, no. 5 (2002): 455-464.

4. Barros, A., Ashton, B. T., & Carneiro, M. M. D. "Deforestation: Causes, Effects, and Control Strategies." *International Journal of Environmental Sciences* 2, no. 3 (2012): 1823-1829.
5. Wilson, E. O. *The Diversity of Life*. Harvard University Press, 1992.
6. Pandit, K. "Industrial Pollution and Environmental Sustainability". *International Journal of Environmental Research*, 5, no. 2 (2011): 369-380.
7. Driesen, D. M. *Environmental Law: A Conceptual and Pragmatic Approach*. Aspen Publishers, 2008.
8. Gupta, J. *Environmental Law and Policy in India: Cases, Materials, and Statutes*. Oxford University Press, 2003.
9. Gill, G. N. *Environmental Governance in India: A Study of the National Green Tribunal*. Oxford University Press, 2016.
10. Lele, S., & Menon, A. "Unpacking the green tribunal's judgments and orders: An analysis of the NGT's contribution to environmental governance in India." *Economic and Political Weekly* 51, no. 20 (2016): 66-73.
11. Pathak, S. *Chipko Movement: An Environmental Milestone*. Ghaziabad: Shubhi Publications, 2004.
12. Pulido, L. *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*. University of Arizona Press, 1996.
13. Shiva, Vandana. *Ecofeminism*. Zed Books, 1993.
14. Bindra, P. S. *The Vanishing: India's Wildlife Crisis*. Penguin Random House India, 2017.

DSE & MINOR STREAM COURSE (MS)

Rural Sociology

Nature of the Course: MS
Semester: Sixth (VI)
Course Code: BALASOC 310
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

The course aims to provide students with an in-depth understanding of rural societies, their structures, and the dynamic changes they undergo. It introduces the fundamental concepts of rural sociology, tracing its origin, development, and scope, and examines the distinctions between rural, folk, and urban communities. The course explores the evolving rural political economy, focusing on land relations, peasant movements, globalization, and issues like rural debt and farmer suicides. Students will analyze rural social structures, including family dynamics, caste systems, and agrarian class relations, as well as the impacts of significant agricultural shifts like the Green Revolution and migration and rural development policies.

Course Outcome

After completing this course, students will be able to:

CO1 (Knowledge): Gain a comprehensive understanding of the fundamental concepts, origin, development, and scope of rural sociology, including the distinctions between rural, folk, and urban communities.

CO2 (Understanding): Analyze the changes in the rural political economy, including historical and contemporary land relations, peasant movements, the effects of globalization on agriculture, and issues such as rural debt and farmer suicides.

CO3 (Synthesis): Integrate knowledge of rural social structures, including family dynamics, caste systems, agrarian classes, and the impacts of the Green Revolution and migration, to evaluate the transformations within rural societies.

CO4 (Application): Apply theoretical and empirical insights to assess the impact of policies like Panchayat Raj, MGNREGA, NRLM, and SGSY on rural social structures, and to understand the cultural and religious dimensions of rural life, proposing informed solutions to contemporary rural issues.

Course Content

Unit I: Unboxing the Concepts

- a. Introduction: Concept of Rural Sociology
- b. Origin, Development, and Scope of Rural Sociology
- c. Little Community; Rural Community; Folk Community; Rural-Urban Continuum

- d. Peasants vs Farmers: Conceptual differences

Unit II: Changes in the Rural Political Economy

- a. Land Relations in pre and post-colonial India
- b. Peasant Movements in India
- c. Globalization and Agriculture
- d. Changing nature of debt in rural areas and Farmer's suicide

Unit III: Rural Social Structure

- a. Rural Family: Structure, Functions and Changes
- b. Caste: Jajmani System; Caste-Class Nexus, Dominant Caste
- c. Rural Economy and Polity: Agrarian classes - landlord, peasant, tenant, and labourer
- d. Green Revolution, Migration, and Feminization of Agriculture

Unit IV: Impact of Policies and Social Processes

- a. Panchayat Raj and Social Transformation
- b. Impact of MGNREGA, NRLM, and SGSY on the rural social structure
- c. Rurality to Modernity: Cultural dimensions
- d. Dimensions of rural religious practices (Universalization and Parochialization)

Pedagogy

- Lectures
- Discussion and Presentation
- Project Work
- Documentaries/ Films

Text Books

1. Desai, A. R. Rural Sociology. Bombay: Popular Prakashan, 1959.
2. Doshi, S. L., and P. C. Jain. Rural Sociology. Rawat Publications, 1999.
3. Dube, S.C. India's Changing Villages. London: Routledge, 1958.
4. Sharma, R.K. Rural Sociology: An Indian Perspective. Atlantic Publishers and Distributors Limited, 1997.

Recommended Readings

1. Madan, T.N. Kinship and Family in Rural India. Oxford University Press, 1965.
2. Chitamber, J. B. Introductory Rural Sociology. Wiley Eastern Limited, India, 1973.
3. Beteille, Andre. Six Essays in Comparative Sociology. Oxford: Oxford University Press, 1974
4. Bhushan, V., and D. R. Sachdeva. An Introduction to Sociology. Allahabad, India: Kitab Mahal, 2000.
5. Gupta, Dipankar. Social Stratification. Delhi: Oxford University Press, 1994.
6. Jha, Pankaj. Agrarian Crisis in India. New Delhi, India: Oxford University Press, 2011.

7. Ohlin, R. WTO, and Indian Agriculture. New Delhi: Global Research Publications, 2010.
8. Nayak, S. Globalization and the Indian Economy: Roadmap to a Convertible Rupee. Routledge, 2009.
9. Deshpande, R. Agrarian Crisis and Farmer Suicides. Sage India, 2010
10. Redfield, Robert. The Little Community and Peasant Society and Culture. University of Chicago Press, 1989.
11. **Sihag, B. S. India's Rural Development: Policies and Performance. Sage Publications India, 2016.**
12. Breitzkreuz, R., Stanton, C., and Brady, N. "The Mahatma Gandhi National Rural Employment Guarantee Scheme: A Policy Solution to Rural Poverty in India?" Development Policy Review 35, no. 3 (2017): 397-417.

DSE & MINOR STREAM COURSE (MS)

Sociology of Policy

Nature of the Course: MS

Semester: Sixth (VI)

Course Code: BALASOC312

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The course aims to equip students with a comprehensive understanding of the nature, scope, and significance of public policy. It delves into various theories, models, and perspectives of the policy-making process, and explores different approaches to public policy analysis. Students will examine the interplay between politics and public policy, the role of international bodies, and the implementation of e-governance and social audits. The course addresses critical issues such as corruption, the influence of civil society, social justice, and the impact of neoliberalism on public policy. Further, this course also focuses on the evolution of policy-making institutions in India, analyzing policies related to education, health, environment, gender, and rural and urban development.

Course Outcome

After completing this course students will be able to

CO1 (Knowledge): Gain a comprehensive understanding of the nature, scope, and importance of public policy, including various theories, models, and perspectives of the policy-making process.

CO2 (Understanding): Analyze the relationship between politics and public policy, the role of international bodies like the WTO, IMF, and World Bank, and the implementation of e-governance and social audits.

CO3 (Synthesis): Integrate knowledge of public policy issues such as corruption, the role of civil society, social justice, inclusion, and neoliberalism to evaluate their impact on policy-making and implementation.

CO4 (Application): Apply theoretical insights to real-world scenarios by critically assessing the evolution of policy-making institutions in India, and analyzing specific policies related to education, health, environment, gender, and rural and urban development, to propose informed policy recommendations.

Course Content

Unit I: Public Policy: Unboxing the Concepts

- a. Nature, Scope, and Importance of Public Policy
- b. Theories and Models of Policy Making
- c. Perspectives of Policy Making Process

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- d. Public Policy Analysis: Different Approaches

Unit II: State and Public Policy

- a. Politics and Public Policy
- b. E-Governance
- c. Social Audit

Unit III: Public Policy: Issues

- a. Issues of corruption and under-performance
- b. Policy from Below: Role of people and civil society
- c. Social Justice and Inclusion: Affirmative Action (Caste, Class, Gender etc.)
- d. Neo-liberalism and Public Policy

Unit IV: Public Policy in India: Praxis

- a. Evolution of policy-making Institutions: Government (Planning Commission to NITI Aayog) and NGO's
- b. Education, Health and Environment Policy
- c. Gender-related policies (Sexual Harassment, Menstrual etc.)
- d. Rural and Urban Policies

Pedagogy

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Chakrabarti, Rajesh & Sanyal, Kaushiki. 2017. Public Policy in India. Oxford University Press. New Delhi
2. Birkland, Thomas A. 2020. An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making (5th Edition). Routledge. Oxon.
3. Fischer, Frank; Miller, Gerald J; Sidney, Mara S. Handbook of Public Policy Analysis: Theory, Politics, and Methods. CRC Press. New York
4. Mathur, Kuldeep. 2015. Public Policy and Politics in India: How Institutions Matter. Oxford University Press. New Delhi

Recommended Readings

1. Birkland, Thomas A. 2020. An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making (5th Edition). Routledge. Oxon. (Chapters; 1, 2,3, 7, and 9).
2. Moran, Michael; Rein, Martin & Goodin, Robert E. (Eds.). 2006. The Oxford Handbook of Public Policy. Oxford University Press. New York. (Chapters; 1, 2, & 3).
3. Shore, Cris; Wright, Susan. (Eds.) Anthropology of Policy Perspectives on Governance and Power. Routledge. 1997.

4. Rajasekhar, D; Lakha, Salim; Manjula, R. 2013. "How Effective are Social Audits under MGNREGS? Lessons from Karnataka". In Sociological Bulletin Vol. 62, No. 3. pp. 431-455
5. Government of India. (2015), NITI Aayog. Manual Social Audit: Facilitating Accountability in Social Sector Programmes.
6. V. Anil Kumar. 2012. Speaking truth to power? Civil society and policy advocacy in India. In Journal of Asian Public Policy. Vol. 5. Issue 1, pp. 41-47
7. Sen, S., 1999. "Some aspects of State-NGO relationships in India in the Post-Independence Era". In Development and Change. Vol. 30, pp. 327-355.
8. Maheshwari, S.R. 1987. "Public Policy Making in India". In The Indian Journal of Political Science Vol. 48, No. 3. pp. 336-353.
9. Kumar, A.V. 2008. "Policy processes and policy advocacy". In Indian Social Science Review: A Multidisciplinary Journal of Indian Council of Social Science Research. Vol. 7. Issue. 2. pp. 135-154
10. Rajeev, Meenakshi; Rajeeb, Meenakshi. 2003. "A Search for an Optimal Policy in a Corrupt System: A Note". In The Journal of Developing Areas Vol. 37, No. 1. pp. 159-172