B-1

SCHEME OF EXAMINATION

&

SYLLABI

for

Bachelor of Arts
(Liberal Arts)

(5- Year Dual Degree BA-MA Programmes)

Scheme and Syllabus
for

a. History Major Discipline
b. Political Science Major Discipline
c. Sociology Major Discipline

1st Year Common Scheme (Semester 1 & 2) and Scheme Framework for higher semesters)

Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka

GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY

Guru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
www.ipu.ac.in

Approval History:

1. Approval of the University School of Liberal Arts by BOM: 77th Meeting vide Agenda Item 77.08, on 14th June 2022.
2. First year Scheme and Syllabus approved by BOS: 9th March 2023
3. First year Scheme and Syllabus approved by AC: 55th Academic Council vide Agenda Item AC 55.18, dated 22nd March 2023.
4. 1st Year Common Scheme (1st&2nd Semesters) approved by online circulation.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Vision of the School

At the time of its inception, the focus of GGSIP University had been to offer technological and professional courses in various streams of Science, Technology, Management, Law and Professional Studies. After consolidating itself in the field of technical and professional courses, the University is poised for further expansion, which will meet the requirements of the NEP 2020. NEP encourages to eliminate hierarchies and silos between academic and vocational streams and the disciplines of Humanities, Social Sciences, Natural and basic sciences and Liberal Arts constitute an important component of the NEP, is to develop higher cognitive and social skills of the students, focussing on their holistic development to prepare them for the jobs of tomorrow. The jobs of the 21st century will require a capacity to think critically, read discerningly, write persuasively and imaginatively, and be conscious of the impact of one's actions on society and environment.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Mission of the School

One of the important recommendations of the National Education Policy, 2020, is the integration of Humanities, Arts and Social Sciences with Science, Technology, Engineering, and Mathematics (STEM) to make all universities of the country multi-disciplinary to increase 'critical thinking abilities, higher order thinking and deeper learning, mastery of content, problem solving, team work and communication skills' by bridging the gap between different disciplines. The NEP places on record that 'strengthening the presently weak support that subjects such as the Social Sciences and the Humanities receive' is the need of the hour and hence, proposes to bring in cohesion among the various disciplines to promote multidisciplinary research. An Indian liberal arts model would be inclusive of the rich cultural heritage, different epistemological traditions of the Indian Philosophy and social diversity.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Introduction

This document describes the curriculum of the Bachelor of Arts part of the Dual Degree (Bachelor of Arts / Master of Arts) Programmes that are offered at the University School of Liberal Arts at Dwarka campus. In the event of any difficulty of implementation, and / or interpretation of any clause of the document, the same may be brought to the notice of Dean of the University School of Liberal Arts. The decision of the Dean, University School of Liberal Arts shall be final and implemented to resolve the issue. The same shall be put up in the subsequent meeting of the Board of Studies of the University School of Liberal Arts for its approval. If the decision of the Board of Studies of the University School of Liberal Arts is at variance with the decision taken earlier by the Dean of the School, the decision of the Board shall be effective from the date of the approval by the Board of Studies. In the interim period (between the approval of the Dean, of the School and the Board of Studies approval), the decision already taken by the Dean of the school shall stand.

The Credit Scheme of BA in Liberal Arts has a combination of lectures and tutorials, that is 3 credits for lectures and 2 tutorials will constitute 1 credit.

The intake in the programme shall be 60 with the addition of supernumerary seats as per the policy of the university.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Programme Outcomes

PO1 (Knowledge): Provide a holistic education across disciplines.

PO2 (Understanding): Enhance cognitive and critical skills of students among different disciplines

PO3 (Synthesis): Synthesise knowledge from multiple disciplines and prepare for entering the teaching profession or engage in welfare and community activities.

PO4 (Application): The courses will offer new employment opportunities in Galleries, Libraries, Archives, Museums(GLAM), along with other conventional fields – teaching, research, administrative jobs and non-state organisations.

PO5 (Research): Students can enter the professional field after graduation or could pursue research.

Course / Paper Group Codes:

Definitions:
Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline of Major i.e., History/Sociology/Political Science
Minor specialization shall mean the discipline of Minor in History/Sociology/Political Science/English and any other discipline from USS offered as a minor.

Paper / Course shall be treated as synonyms.

Acronyms:
APC: Academic programme committee comprising of all faculty of the school and as defined in the implementation rules.
BOS: Board of Study of the school
USLA: University School of Liberal Arts.
L: Number of Lecture hours per week
T/P: Number of Tutorial / Practical Hours per week
C: Number of credits assigned to a course / paper
COE: Controller of Examinations of the Examinations Division of the University.
SGPA/CGPA: Semester/Cumulative Grade Point Average.
NUES: No term end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study.
DSC: Discipline Specific Core Course
MS: Minor Stream
OE : Open Elective Course
SEC: Skill Enhancement Course
AEC: Ability Enhancement Course
VAC: Value Addition Course
RP: Research Project

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 YEAR SCHEME (9TH AND 10TH SEMESTERS) OF MA PROGRAMME, PART OF THE BACHELOR OF ARTS / MASTER OF ARTS PART OF THE DUAL DEGREE PROGRAMMES OFFERED BY USLA FOR THE DWARKA CAMPUS OF THE UNIVERSITY. THE CURRENT DOCUMENT DEFINES THE SCHEME FRAMEWORK, KEEPING IN MIND THE EXISTING USS AT DWARKA CAMPUS.

The new curriculum framework has the following features, as per UGC guidelines:

i. Flexibility to move from one discipline of study to another;

ii. Opportunity for learners to choose the courses of their interest in all disciplines;

iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;

iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;

v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

Definitions, Eligibility, and Duration of the Programme

Semester/Credits:

- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for six weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

Major and Minor disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

Minor specializationhelps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing a History major obtains a minimum of 12 credits from a bunch of courses in Ancient India, then the student will be awarded B.A. degree in History with a Minor Specialization in Ancient India within the same discipline; or if a student of Political Science obtains 12 credits from one theme such as International Relations, the student will be awarded B.A. degree in Political Science with a minor specialization in International Relations, within the same discipline; or if a student of Sociology obtains 12 credits from one theme such as Gender, the student will be awarded B.A. degree in Sociology with a minor specialization in Gender, within the same discipline.

Awarding UG Certificate, UG Diploma, and Degrees

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing minimum ….. credits and satisfying the minimum credit requirements as given in the table.

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with ….. credits and have satisfied the credit requirements as given in table.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure ……. credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

UG Degree Programmes with Single Major: A student has to secure a minimum of 92 creditsfrom DSCs, FCs, and/or Dissertation in 4-year UG degree to be awarded Major in the concerned discipline.

For example, in a 4-year UG programme, if a student earns 92 credits from History from DSCs, FCs and/or Dissertation, he/she will be awarded Major in History in B.A. (Liberal Arts).

UG Degree Programmes with Minor Streamis the discipline or subject other than the discipline or subject in which the student is pursuing Major. If a student earns 32 credits from a discipline other than the Major stream, the student will be awarded with Minor in the said stream. Minor Stream should be different from Major discipline. For example, if a student who earns 32 credits from Minor Stream Courses of Sociology, he/she will be awarded Minor in Sociology in BA (Liberal Arts).

Eligibility for the UG Programmes
Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Duration of the Programme
i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 3). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

S. No.	BroadCategoryofCourse	MinimumCredit Requirement	
		3-yearUG	4-YearUG
1.	Major(Core)	60	80
2.	MinorStream	24	32
3.	Inter-disciplinary	09	09
4.	Ability Enhancement Courses (AEC)	08	08
5.	Skill Enhancement Courses (SEC)	09	09
6.	Value Added Courses common for all UG Programmes	06 - 08	06 – 08
7.	Summer Internship	02 - 04	02 – 04
8	Research Project / Dissertation	-	12
	Total	120	160

DETAILED SYLLABUS OF BA-MA (HONS.) IN LIBERAL ARTS (BA IN LIBERAL ARTS) WITH MAJOR AND MINOR IN HISTORY, SOCIOLOGY AND POLITICAL SCIENCE

SCHEME OF EVALUATION:

The students will undertake individual assignment which includes assignments and presentation.

Internal Assessment: A student will be evaluated on the basis of his/her performance through continuous assessment. The marks assigned for internal evaluation are **40**. The break-up is given as follows:

- Minor test -10
- Project work -10
- Field work/Audio-visual clips, discussion and participation -10
- Assignments/Term or Seminar Paper -10

Instructions for the End-term Examination

- The marks prescribed for the external examination is 60.
- It will be based on the course content. There will be 5 questions in total each carrying 12 marks. There shall be one question from each unit with internal choice. The last question shall be comprehensive testing students' understanding of the entire course.
- COs and POs to be kept in mind while setting the questions.

1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

		First Semester					
Nature of the Course	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR	UES	2	1	3
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107 BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	English Language and Grammar - I Punjabi-I French-I German-I Japanese-I Spanish – I (Any one)**** OR Any AEC from other USS****	UES	1	1	2
Value Addition Course I (VAC)		EMES111	Environment Studies Compulsory***	NUES	4	-	4
	Total						24

***All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA.**

****NUES: Comprehensive evaluation by the concerned teacher out of 100.** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a

committee of teachers appointed by the Dean of USLA out of 100. The purpose is to weave in the component of experiential learning in the course of Art Appreciation.

***** To be borrowed from USEM**

******Languages to be borrowed from USHSS or to be borrowed from other USS.**

Note: Entrepreneurship Mindset is SEC Compulsory. Students can take this in any odd semester, if not taken in first semester.

Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

*NUES: Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.

1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

		First Semester					
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Exam**	**L**	**T/P**	**Credits**
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR				
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107 BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	English Language and Grammar - I Punjabi-I French-I German-I Japanese-I Spanish – I (Any one)**** OR Any AEC from other USS****	UES	1	1	2
Value Addition Course I (VAC)		EMES111	Environment Studies Compulsory***	NUES	4	-	4
	Total						**24**

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Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

*<u>NUES</u>: Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.

Detailed Syllabus for Common Courses in History, Political Science and Sociology

Semester One
Foundation Course

Nature of the Course: Foundation Course (FC) | **Mode of Examination: UES**
Course Code: Culture and Civilisations
Course Code: BALA101 | **Course ID:**
Credits: 4 (L3 T1) | **Marks: 100 (40+60)**

Course Objective: To understand how the human life emerged and interacted with the habitat.

Course Outcome:

CO1 (KNOWLEDGE): Understand how Human species evolved over the centuries.
CO2 (UNDERSTANDING):: Understand the development of civilizations in different regions of the world.
CO3: Find out the similarities, differences and patterns of civilizations.
CO4: Engage with artefacts and other primary sources used in History and Archaeology.

Course Content

UNIT-I:: From Footprints to Genetics: Evolution of of Homo Sapiens **(Lectures-12)**

a. Palaeolothic Era
b. Mesolithic Age
c. Neolithic Age
d. Agricultural Revolution

UNIT-II: Sumerian and Mesopotamian Civilisation **(Lectures-12)**

a. Geographical location in modern times and
b. Features of Advanced civilisation
c. Akkadian and Babylonian Empires
d. Writing, Culture and Literature

UNIT-III: Egyptian Civilisation **(Lectures-12)**

a. Centrality of River Nile in the emergence of the Civilization
b. Technology - papyrus and Stonework
c. Pyramids, material remains, and Historical Repersentations
d. Old and New Kingdom

UNIT-IV:Indus Valley City-States **(Lectures-12)**

a. Urbanism
b. Trade and Workshops
c. City states and planning
d. Art, architecture and Culture

Pedagogy:

- Classroom Lectures/Map and Geography /Project Work/Archeology
- Examining and analysing the civilisational patterns/How an ancillary Field to Geology
- Screening documentaries on the layout and archaeological finds of the civilisations

Text Books:

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. Childe, V. Gordon, *What Happened in History*, Popular Book House, 2017
3. Darwin, Charles, *On the Origin of Species*, Penguin Classics, 2013

4. Leakey, Mary.*Disclosing the Past: An Autobiography*, McGraw-Hill, 1984.
5. Maisels, Charles Keith, *Early Civilizations of the Old World: The Formative Histories of Egypt, The Levant, Mesopotamia, India and China*, Routledge, 2001.
6. McIntosh, Jane R., *Ancient Mesopotamia: New Perspectives*, ABC-CLIO, USA and England, 2005.
7. Mitchell, Timothy,*Colonising Egypt*, University of California Press, 1991.

Recommended Readings:

1. Bauer,SusanWise,*The History of the Ancient World: From the Earliest Account to the Fall of Rome*, W.W. Norton, New York, London, 2007.
2. Childe, V. Gordon, *New Light on the Most Ancient East*, Routledge, 2016
3. *Sumerians: A Captivating Guide to Ancient Sumerian History, Sumerian Mythology and the Mesopotamian Empire of the Sumer Civilization*, Create Space Independent Publishing Platform, 2018.
4. Wilkinson, Toby, The *Rise and Fall of Ancient Egypt*, Bloomsbury, 2011.

First Semester
Foundation Course (FC)

Nature of the Course: Foundation Course (FC)
Course: Indian Constitution and Governance
Course Code: BALA103
Credits:4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objectives

This course seeks to educate and imbibe constitutional values among students. The Constitution of India was drawn out after a long process of deliberation and serves as a document of constitutional obligation. The Preamble, Fundamental Rights and the Directive Principles of State Policy enshrined in the constitution form its core.

CourseOutcomes

CO1 (Knowledge): This course focuses on creating enlightened and productive citizens of India, vital for the holistic development of the country.

CO2 (Understanding): It will enable the students to learn about the constitution making process and the debates associated with it.

CO3: (Synthesis): In studying this paper, knowledge about fundamental rights, duties and directive principles will be imparted to students.

CO4: (Application and Research): This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

Course Contents:

Unit I - Evolution of Indian Constitution (12 lectures)

i. Nationalist Movement, Philosophical Foundations of Constitution.
ii. Salient Features of Indian Constitution.
iii. Fundamental Rights and Duties, Directive Principles of State Policy.

Unit II- Indian Federal System (10 lectures)

i. Centre-State Relationship
ii. Decentralisation -Local and Grassroots Politics
iii. Contemporary Trends- Asymmetrical Features of Federalism

Unit III- State Government (10 lectures)

i. State Legislature: Composition and Functions
ii. State Executive :Governor, Chief Minister and Council of Ministers

Unit IV-Party System and Social Movements: (12 lectures)

i. National and Regional Parties; Coalition Politics
ii. Workers and Peasants Movements
iii. Environmental and Women's Movements

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work
- Minor Test

Text Books

1. Chakrabarty, Bidyut,& Rajendra Kumar Pandey, *Indian Government and Politics*, New Delhi: Sage India, 2008.
2. Chandoke, Neera, & Praveen Priyadarshi,*Contemporary India: Economy, Society, Politics,* New Delhi: Pearson, 2010.
3. Mehta, Pratap Bhanu, &Niraja Gopal Jayal,*The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, 2011.

Recommended Readings

1. Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford Univ. Press, 1999.
2. Austin, G.,*Working of a Democratic Constitution of India*, New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev &AchinVanaik, Understanding Contemporary India – Critical Perspectives, New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan (ed.),Dem*ocratic Dynasties: State, Party and Family in Contemporary Indian Politics*, Cambridge: Cambridge University Press, 2016.
5. Choudhary, Sunil K., *The Changing Face of Parties and Party Systems: A Study of Israel and India,* Delhi: Palgrave Macmillan, 2018.
6. Ganguly, Sumit, & Rahul Mukherji,*India Since 1980*, Delhi: Cambridge University Press, 2011.
7. Guha, Ramachandra, *India After Gandhi: The History of World's Largest Democracy*, New Delhi: Pan Macmillan India, 2008.
8. Jaffrelot, Christopher,*India Since 1950: Society, Politics, Economy and Culture,* Delhi: Cambridge University Press, 2012.
9. Menon, N. and Nigam, A., *Power and Contestation: India since 1989*, London: Zed Book, 2007.
10. Omit, Shani, *How India became Democratic: Citizenship and the making of the Universal Franchise*, Cambridge: Cambridge University Press, 2018.
11. Pai, Sudha (ed.), *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*, New Delhi: Oxford University Press, 2013.
12. Singh, M.P. & Saxena, R., *Indian Politics: Contemporary Issues and Concerns*, New Delhi: PHI Learning, 2008.
13. Vanaik, A. & Bhargava, R. (eds.),*Understanding Contemporary India: Critical Perspectives*, New Delhi: Orient Blackswan, 2010.

First Semester
Foundation Course

Nature of the Course: Foundation Course(FC)
Subject: Society in India
Course Code: BALA105
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The aim is to make students aware of the various aspects of the Indian society.

Course Outcome:
CO1 (Knowledge): Will enhance knowledge and help students evaluate concepts pertaining to Indian society and its structure
CO2 (Understanding): Demonstrate critical reflection on professional knowledge and skills of students by incorporating broad subject knowledge and perspectives.
CO3 (Synthesis): Help in critically analysing the current undercurrents of Indian social stratification and its implications in day to day life
CO4 (Application and Research): Apply the information on Indian society for better understanding of functioning of society and sensitize them over the related issues

Course Content

UNIT-I: Unity and Diversity **Lectures-10**

a.) Meaning of Unity and Diversity
b.) Sources of Diversity in India
c.) Importance of diversity
d.) Factors Contributing to the Unity of India
e.) Unity in diversity- models, factors contributing to unity in diversity, merits and demerits

UNIT-II: Social stratification **Lectures-10**

a.) Caste System- theories of origin, salient features, functions and dysfunctions, trends of change
b.) Class system- concept, class as open entity, factors of class formation, class based inequalities
c.) Gender- concept, binary and non- binary, gender as basis of stratification, gender inequalities
d.) Ethnic groups- ethnicity, ethnic boundary and ethnic identity, ethnic and racial stratification
e.) Meritocracy as basis of ideal stratification

UNIT-III: Family, kinship and marriage in India **Lectures-10**

a.) Meaning and definition of family, types- nuclear and joint
b.) Features and trends in family system, reasons for changes
c.) Meaning and definition of Kinship - Functions of Kinship; Kinship in north and south India- comparison
d.) Meaning and definition of Marriage, Rules of Mate selection in Marriage
e.) Latest trends- divorce, live- in relations, homosexual relations

UNIT-IV: Religion **Lectures-10**

a.) Definition, Composition and features of religion
b.) Religions of India and tehri components
c.) Religious pluralism,
d.) Fundamentalism and communalism
e.) Secularism

Pedagogy:
- Lectures
- Discussions and Presentations

- Project Work

Text books:

1. Hasnain, Nadeem,*Indian Society and Social Issues*, McGraw Hill, 2019.
2. Nagla, B. K.,*Indian Sociological Thought*, Rawat Publications, 2015.
3. Sharma, R.,*Indian Society, Institutions and Change*, Atlantic Publishers and Dist., 2004.

Recommended Readings:

1. Pandey, V.,*Indian Society and Culture*. Rawat Publications, 2016.
2. Ahuja, R.,*Society in India: Concepts, Theories and Change*, Rawat Publications, 1999.
3. Dube, S. C.,*Indian Society*, National Book Trust, New Delhi, 1990.
4. Uberoi, P.,*Family, Kinship and Marriage in India*, Oxford University Press, New Delhi, 1994.
5. Bailey, F G.,*Tribe, Caste, Nation*, Manchester University, Manchester, 1957.

Semester One
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: Art Appreciation
Course Code: BALA107
Credits: 3 (L2 T1)

Mode of Examination: NUES

Course ID:
Marks: 100

Course Objective: The course aims at providing a comprehensive understaning and appreciation of Art as a holistic sensibility not following a chronological progression but based on stylistic similarities and dissimilarities on a pictorial and conceptual basis.

Course Outcomes:

CO1 (Knowledge): Transformation of nature into principles of Art.

CO2 (Understanding): Provide an understanding of space, line, form, colour and colour theory, volume, depth, rhythm, balance, Symmetrical and asymmetrical, Movement.The synthesis of these as appropriately utilized in the creation of a work of ART.

CO3 (Synthesis): Visual acquaintance with great works of Art on a pictorial basis deriving references and sources from the entire pantheon of art spanning different periods and their representational motivation.

CO4 (Application): Similarities and disismilarities when reviewed from a pictorial point of view leading to a deeper understanding of conceptual and realistic Art.

Course Content

UNIT-I: Basic Elements of Art

a. Differentiation between Art and Craft
b. Purposes of Art
c. Difference between Visual, Plastic and Performing Arts
d. Various forms of arts – Painting, Sculpture, Applied Arts, Graphics, and the Interdisciplinary Forms of Arts
e. Theatre, Music, Dance, Video Performance

UNIT-II: Characterstic and Stylistic Features of Different Periods

a. Concept of Space and Concept of Line
b. Concept of Volume and Depth
c. Concept of Colour
d. Compare Indian Miniature Paintings and Art in Renaissance in Europe in the light of above

UNIT-III: Understanding Art

a. Finding meaning through art
b. Subjective and Objective Perspectives
c. Perception and Visual Awareness
d. Representational, Abstract and non-objective styles of art

UNIT-IV: Practical Projects

Practical exercises based on the realistic understanding of the above mentioned elements

Pedagogy:
Practical exercises
Project Work through Videos
Site visits

Text Books:

1. Arnheim, Rudolph,*Art and Visual Perception: A Psychology of the Creative*, University of California Press, Berkeley, 1974: 2004.
2. Craven, Roy C,*Indian Art: A Concise History*, Thames & Hudson Ltd., 1976.

Recommended Readings

1. Rudolph Arnheim, *Visual Thinking*, University of California Press, Berkeley, 2004.
2. Rudolph Arnheim, Towards Psychology of Art: Collected Essays, University of California Press, Berkeley, 1966.

First Semester
Interdisciplinary Core (IDC)

Nature of the Course: Interdisciplinary Core (IDC)
Course: Politics and Society
Course Code: BALA109
Credits:3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objectives:
Politics and Society is an inter-disciplinary subject that explores questions through the intersection of political science and sociology, and analyzes various political processes and social transformations both at the macro level of national and international politics and at the micro level.

Course Outcomes:

CO1 (Knowledge): This course will give an idea about the intrinsic relationship between the social and political.
CO2 (Understanding): It will enable an understanding of state, nation and democracy.
CO3 (Synthesis): The course provides an analysis of the functioning of civil society institutions.
CO4 (Application and Research): The paper explores the relationship between process of globalization with the polity and how it impacts the society.

Course Contents:

Unit I- Polity and Society (10Lectures)

i. Political Domain- concepts
ii. Sociological ideas and concepts

Unit II - State, Nation and Society (12 lectures)

i. Conceptions of State, Nation and Society
ii. Distinctions between State and Society
iii. Distinction between State and Nation
iv. Contemporary perspectives on state and society dynamics

Unit III- Society, Citizenship and Democracy (10 Lectures)

i. Diverse Understanding of Democracy
ii. Conceptions of Democracy and Citizenship
iii. Citizen's Rights and Responsibilities in Changing Society

Unit IV- Civil Society, Globalization& Politics (12 Lectures)

i. Conceptions of Civil Society
ii. Civil society and Participatory Development &Processes of Political Action
iii. Characteristics of Globalization and Civil society
iv. Role of Global Civil Society

Text Books

1. Chakrabarty,Bidyut, *Indian Politics and Society Since Independence- Events, Processes and Ideology*, Taylor and Francis Ltd.Paperback, 2008.
2. Hasnain, Nadeem, *Indian Society- Themes and Social Issues*, McGraw Hill, 2019.
3. Kohli, Atul (ed.),*The Success of India's Democracy*, Cambridge University Press, 2001.

Recommended Readings

1. Bardhan, P., *The Political Economy of Development in India*, Oxford: Blackwell, 1984.
2. Bottomore, Tom, *Political Sociology*, London: Hutchistan, 1979.
3. Chatterjee,Partha, 'Democracy and Economic Transformation in India', *EPW*, Vpl.43, No. 16 (April 19-25, 2008 pp. 53-62, 2008.
4. Fuller and Benei (eds.),*Everyday State and Society in Modern India*, Social Science Press, Delhi, 2001.

5. Janoski, Thomas, Robert Alfred, Alexander Hicks and Mildred A. Schwartz, *The Handbook of Political Sociology -States, Civil Societies and Globalisation* (ed.),Cambridge University Press, UK, 2005.
6. Kothari, Rajni, *Caste in Indian Politics*, Orient Longman, Hyderabad, 1970.
7. Lipset,S.M.(ed.), *Politics and Social Science*, OUP, New York, 1969.
8. Macpherson, C.B,*The Real World of Democracy*, Oxford: Clarendon Press, 1966.
9. Myrdal, Gunnar,*Asian Drama: An Inquiry into the Poverty of Nations*, Allen Lane : London, 1972.
10. Rudolf, Lloyd and Rudolf Susan,(eds.), *In Pursuit of Lakshmi: The political Economy of the Indian State,* Chicago University Press, 1987.
11. Sanyal, Kalyan, *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post-Colonial Capitalism*, Routledge, New Delhi, 2007.
12. Sen, Amartya,*Development as Freedom*, OUP, New Delhi, 1999.
13. Sharma A. &A.Gupta (ed.),*The Anthropology of State: A Reader*, Oxford: Blackwell, 2006.
14. Weber, Max , *The Theory of Social And Economic Organisation*, The Free Press, New York, 1947.

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: Interdisciplinary Course (IDC)
Subject: Society and Culture
Course Code: BALA111
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is draw on cross- disciplinary concepts and research methodologies from different social sciences and provide social and cultural literacy to students on basis of which a more just society can be founded.

Course Outcome:

CO1 (Knowledge): Acquaint students with basic concepts of society and culture.
CO2 (Understanding): Understand the pattern of human response to different social situations.
CO3 (Synthesis): Identify basic elements of society and culture and the emerging issues.
CO4 (Application and Research):Explain how society and culture mold individual identities and behavior.

Course Content

Unit I. Basic concept of society and culture

a) Society: Definition, quintessential features, comparison between human and non- human society
b) Essential elements of society, Types of society
c) Concept of culture- Material and non- material culture, Elements of culture.
d) Multiculturalism, Cultural relativism and Ethnocentrism
e) Development of personal and social identity in various socio- cultural settings

Unit II: Intercultural communication

a. Behavior of people in different social, cultural and environmental
b. Nature of communication- verbal and non- verbal communication
c. Role of communication in maintaining social relationships and social control
d. Impact of changing communication technologies
e. Social exclusion and inclusion

Unit III: Belief system and Ideologies

a. Similarities and differences
b. Nature and role of shared values and understanding within belief systems and ideologies,
c. Belief systems and ideologies as basis of group and individual identity
d. Nature and role of hierarchy and internal power structures within belief systems

Unit IV: Popular culture

a. What is popular culture- features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspective
b. Interaction between popular culture, society and individual
c. Consumers and nature of consumption of popular culture
d. Continuity and change – interface between society and culture, contribution of popular culture to social change

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work

Text Books:

1. Turner, B. S. and Rojek, C.,*Society and Culture: Scarcity and Solidarity*, SAGE Publications Ltd, 2001.
2. Raymond, W.,*Society and Culture*, Vintage Publishing, 2017.
3. Kottak, C. P.,*Anthropology: The Exploration of Human Diversity*, McGraw hill, Boston, 2002.

Recommended Books:

1. Ferraro, G. P.,*Cultural Anthropology: An Applied Perspective,* West Publishing company, New York, 1994.
2. Klyukanov. I. G.,*Principles of Intercultural Communication*, Taylor and Francis Ltd. 2020.
3. Ojha, N.,*Intercultural Communication*, Peridot Literary Books, 2019.
4. Rutjens, B., and Brandt, M.,*Belief Systems and the Perception of Reality*, Routledge, 2019.
5. Sartori, G.,'Politics, Ideology and Belief Systems' , *The American Political Science Review*, Vol. 63, no. 2, June 1969.
6. Guins, R. and Cruz, O. Z. (ed.),*Popular Culture: A Reader*, Sage Publications Ltd., 2005.
7. Storey, J. , Cultural *Theory and Popular Culture: An Introduction*, Pearson Education, 2013.

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: IDC
Subject: Story of Science
Course Code: BALA113
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

To be Offered by USBAS*

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: IDC
Subject: Introduction to Literary Studies
Course Code: BAENG103
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: To prepare the foundation for the study of literature; to help understand basic methods of literary studies; to introduce them to forms of English literatures.

Course Outcome: (Cos): After the completion of the programme, students will

CO1 (Knowledge): Gain knowledge of the basic forms of literature, and artistic nuances;.
CO2 (Understanding): Have an understanding of all basic forms of literature-Poetry, drama and Novel and major literary movements;
CO3 (Research): The capability to prepare himself/herself to carry out the analysis of literary texts;
CO4 (Synthesis): The capability to use the knowledge of literary studies while studying different courses of the progrmme.

Course Content

Unit I: What is Literature; Functions of Literature; Literature and Society; Literature and Author; Literature and Reader;

Unit II: Poetic Forms; Diction; Figurative Language; Rhythm; Blank Verse; Free Verse; Free Verse; Poetic Devices-Personification; Metaphor; Simile; Paradox; Metonymy; Synecodoche

Unit III: Novel; Types of Novel; Story; Plot Construction; Characterization; Point of View;

Unit IV: Types of Drama; Plot and Action; Characters; Soliloquy, Monologue and Aside; Dialogue; Stage Direction

Note: The concerned teacher will propose a list of works for teaching the course before the commencement of the semester. The list would be duly approved by the APC.

Recommended Readings:

1. Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms.* Cengage India Private Limited, 2015
2. Boulton, Marjorie. *The Anatomy of the Drama* (Routledge Revivals). Taylor & Francis, 2014.
3. --*The Anatomy of the Literary Studies* (Routledge Revivals). Taylor & Francis, 2014.
4. --*The Anatomy of the Novel* (Routledge Revivals). Taylor & Francis, 2014.
5. –*The Anatomy of the Poetry* (Routledge Revivals). Taylor & Francis, 2014.
6. Forster, E.M. *Aspects of the Novel. Penguin, 1927.*

Examination Scheme:

1. There will be **five** questions in total with internal choice. Each question will carry **12 marks.**
2. Question no. 1 will have 4 short notes on Literary Terms. Students will be required to attempt any 3. Each short note will carry 4 marks.
3. Question no. 2 to 5 will be essay type questions testing students understanding of the concepts; or else, it can have two sub-sections of short answer type questions.
4. In question no. 2 to 5 there will be one question form each unit with internal choice.

OR
Any IDC from other USS**

Semester One
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course
Course Title: Communication Skills
Course Code: BAENG105
Credits: 3 (L2 T1)

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

Nature of the Course: Skill Enhancement Course
Course Title: Entrepreneurship Mindset
Course Code: BALA115
Credits: 3 (L2 T1)

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

Course Objective:

1. To provide a fundamental for basic enrrpreneruial skills and to acquaint them with the world of entrepreneruship and inspire them to set up and manage their businesses.
2. To acquiant students with the process of creativity and innovation.
3. To expose students to various aspects of entrepreneurship and business.
4. To expose students to case studies on successful entrepreners.

Course Outcome:
Upon completion of the course, the student will be able to demonstrate knowledge of the following topics:
CO1 (KNOWLEDGE): Form a strong foundations for basic entrepreneurial skills
CO2 (UNDERSTANDING): Understand creativity and innoation for opportunity recognition.
CO3: Learn about opportunity analysis and writing of business plans.
CO4: Students will be inspired by examples of successful entrepreneurs.

Course Content

1. Indroduction: The Entrepreneur, theories of Entrepreneruship; Charactertistics of sucessful entrepreneurs, myths of entrepreneruship;
2. Entrepreneurial mindset-creatiity (steps to generate creative ideas, developing creativity) and innovation (typses of innnovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, Busines plan- What is buiness plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneural Development Programmes (EDP): EDP Role of Goverrnement in organizing EDPs.
5. Instituions supporting small business entreise: Central level, state level, other agenies, industry associations.
6. Practicals:
   i. Presenting a business plan
   ii. Project on Strt up India any other Governement policy on entreopreneruship
7. Discussion on why Start up fails, role of MSME etc.

Discussion on role of entrepreneur in economic growth
Discussion on Technology part.

8. Case study discussion on successful Indian entrepreneurs.

Text Books:

1. Entrepreneurship Development and Small Business Enterprise by Charantimath, Pears Education 8th Ed, 2014
2. Entrepreneurship: A Small Business Approach by Bamford CE, McGraw Hill Education, 1st Ed, 2015.
3. Entrepreneurship by Asrich, McGraw Hill Education, 2013.
4. Entrepreneurship Development: An analysis Study by Balaraju, Theduri, Akansha Publishing House, 2012.
5. A Guide to Entrepreneurship by David, Otic, Jaico Books Publishing House, Delhi, 2014.
6. Entrepreneurship Management by Kaulgud, Aruna, Vikas Publishing House, Delhi, 2012.
7. Entrepreneurship Development by Chhabra, TN, Sun India, 2014.

Semester One
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course | **Mode of Examination: UES**
Course Title: Introduction to Computers Skills | **Course ID:**
Course Code:ICTLA113T
Credit: 3 (L2 T1) | **Marks: 100 (40+60)**

Inroduction for Paper Setter:

1. There should be 9 questions in the term end examinations question paper.
2. The first (1st) question should be compulsory and cover the entire syllabus. This question should be objective, single line answers or short answer type question of total 12 marks.
3. Apart from question 1 which is compulsory, rest of the paper shall consist of 4 units as per the syllabus. Every unit shall have two questions covering the corresponding unit of the syllabus. However, th student shall be asked contain upto 5 sub-parts/ sub-questions. Each Unit shall have a marks weightage of 12.
4. The questions are to be framed keepin in view the learning outcomes of the course / paper. The standard / level of the questions to be asked should be at the level of the prescribed textbook.
5. The requirement of (Scientific) calculators / log-tables / data –tables may be specified if required.

Course Outcome:

CO1: Understand the evolution of computers and their capability.
CO2: Ability to use a word-processor software to create documents.
CO3: Ability to use a spreadsheet program for elementary data analysis.
CO4: Ability to use a presentation software to make presentations.

Unit – I

Hardware & software- Opening systems – Directories and File properties. Definition, charactersitics, history, computer terminology, computer organization, Computer Foundamentals: Input & Output devices, sotrage deices (including latest devices), classifications of computers (including current computer systems).

Unit - II

Word – Processor: Documents: Creating, Editing, Saving, Fonts, Tables: creating and formatting, Image insertion, Margins of pages, Paragraph setting, Equation Editing, Headers and Footers, Bulltes, Headings, Table of contents, Table of figures, Referencing, Multiple Columns, Mail-Merge.

Unit - III

Spreadsheets: Structure, Editing, Copying cells, Calculations in celss, Using inbuilt formulas, Creation of chart. Formatting, Printing , page fomatting. Copying content form spreadsheet to wordprocessor.

Unit -IV

Presentation software: Creating presentations, Formatting Presentation, Adding / Modifying Text, Tables, Images. Headers and footers.

Text Book(s)/ References(s):

1. Peter Norton, Introduction to Computers, TMH, 2008
2. Brian K. Williams and Stacey C. Sawyer, Using Information Technology, McGraw –Hill, 2021
3. Andy Channelle, Beginning Open office 3: From Novice to professional, Apress, 2009
4. Linda Foulkes, Learn Microsoft Office 2021, Packt, 2022.

OR
To be Offered by other USS***

Semester One
Ability Enhancement Course*

Nature of the Course: Ability Enhancenemnt Course
Subject: English Language and Grammar-I
Course Code: BAENG107
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Subject: Punjabi - I
Course Code: BAENG109
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: French - I
Course Code: BAENG111
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: German - I
Course Code: BAENG113
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Japanese - I
Course Code: BAENG115
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Spanish - I
Course Code: BAENG117
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

***To be offered by USHSS**
OR
Any AEC from other USS***

Semester One
Value Addition Course I (VAC)

Nature of the Course: VAC (For Under-graduate Programme) **Mode of Exam: NUES**
Course Title: Environment Studies
Course Code: EMES111
Credits-04 (L-4/ T/P-00) **Course ID:**
Marks: 100

Course Objective: Make students familiar with the environmental challenges, issues and concerns.

Course Outcomes:
CO1: Environmental Studies course will provide necessary information and knowledge about the various aspects of environment, ecosystems and related biodiversity.

CO2: Students will be able to learn and understand about the availability and sustainable use of resources, environmental problems and their short term and long term impacts to humans.

CO3: Course will help them to learn about various social issues and role of human in conservation and protection.

Unit I: Fundamentals: **(16 hours)**

The Multidisciplinary nature of environmental studies:
Definition, scope and importance, need for public awareness;
Ecosystems: Concept, Structure and function of an ecosystem, energy flow in ecosystems, food chain, food web, ecological pyramids, ecological succession; Introduction to types, characteristics features, structure and function of different ecosystems including forest, grassland, desert and aquatic ecosystem
Biodiversity: Introduction to biodiversity-definition, genetics, species, ecosystem diversity, biogeographically classification of India, value of biodiversity-consumptive uses, productive, social, ethical, aesthetic and option values, biodiversity at global, national and local level, India as a mega diversity nation, endangered and endemic species of India, hot spots of biodiversity, threats to biodiversity – habitat loss, poaching of wild life, man wildlife conflicts and conservation of biodiversity- in-situ and ex-situ conservation.

Unit II: Renewable and Non-renewable resources: **(8 hours)**

Energy Resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
Water Resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies
Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Role of individual in conservation of natural resources, Resource Management-Sustainable development.

Unit III: Environment Pollution: **(8 hours)**

Air Pollution: Types of pollutants, source, effects, sink & control of primary pollutants– CO, NOX, HC, SOx and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO2 Sequestration.
Water Pollution: Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
Soil Pollution: Composition of soil, classification and effects of solid pollutants and their control.
Solid Waste Management: Classification, waste treatment and disposal methods; compositing, sanitary land filling, thermal processes, recycling and reuse methods.
Hazardous wastes -Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
Marine Pollution: Causes, effects and control of marine pollution, coastal zone management
Thermal pollution: Causes, effects and control of marine pollution, coastal zone management
Disaster Management: Floods, earth quake, cyclone and landslides

Unit IV: Social Issues, Human Population and Environment (13 hours)

Water conservation- rain water harvesting, watershed management; Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation; Environmental Impact Assessment; Some important Environmental laws, Green bench; population growth and variation among nations, population explosion-family welfare program, environment and human health, human right, value education, women and child welfare, HIV/AIDS; case studies and public awareness, Role of government and non-government organizations in public awareness and environment improvement.

Field work

Text Book:

1. Barucha, E. *Textbook of Environmental Studies*. UGC, 2005.
2. Mishra,D.D. (2008).*Fundamental concepts in Environmental Studies*. S Chand & Co. Ltd.
3. Gadu. R, S Rattan,& S Mohapatra. (2014).*A textbook of Environmental Studies*. Kataria Publication.

References:

1. P Meenakshi. (2014). *Elements of Environmental Sciences and Engineering*. PHI Learning Pvt Ltd.
2. Joseph, B. (2005)*Environmental studies*. Tata McGraw-Hill Publishing Company Ltd..
3. Sharma &Kaur,*Environmental Chemistry*, Goel Publishing House.
4. Franky Varah, Mahongnao P., Khashimwo P. and T. Shimrah. (2020*). Environmental Studies*. Heritage Publishers, New Delhi.

Nature of the Course: Open Elective | **Mode of Examination: NUES**

Course Title: Science and Practice of Happiness

Course Code: BALA151 | **Course ID:**

Credits: 2 (L2) | **Marks: 100**

Course Objective: The course aims to instill a sense of positivity and happiness through various workshops and activities.

Course Outcomes:

CO1 (Knowledge): Exploring various aspects of human consciousness, with focus on happiness in every day lives.

CO2 (Understanding): Create an understanding of harmonising the human creativity with the challneges of modernity.

CO3 (Synthesis): Providing work-life balance.

CO4 (Application): Holding workshops to provide experiential learning.

Course Content

UNIT- I : Understanding Emotions

i. The importance of different emotions
ii. Why stay happy
iii. Emotion contagion
iv. Introducing the different perspectives of happiness

UNIT- II: Science of Happiness and Wellbeing

i. Understanding the neuroscience of happiness
ii. Brain- behavior relationship in happiness
iii. Why do we need to measure happiness
iv. Role of Technology
v. Importance of empathy, gratitude, kindness
vi. Understanding employee happiness
vii. Designing happy workplace
viii. Role of humour in workplace

UNIT- III: Practice of Happiness

i. Introduction to different practices that help calm the mind and foster happiness
ii. Self awareness
iii. Self motivation
iv. Sharing examples, cases, practices that have been implemented and which have yielded result in spreading happiness

v. The emotional impact of a team leader on its members
vi. Sensitivity training
vii. Creativity Vs Routine
viii. Importance of intuition
ix. Nurturing relationship
x. Importance of networking

UNIT- IV: Career, Life and Happiness

i. Understanding the importance of career and it's limits
ii. Work Life balance
iii. Achieving personal and professional success
iv. Engaging the senses to keep oneself and others happy
v. Resilience in times of uncertainty and stress
vi. Nurturing skills, values, perception and mindset for resilience

Practical Exercise for Evaluation

1. **Projects**
2. **Workshop, Experimental Learning**

Text Books

1. *A Compass towards Just and Harmonious Society: 2015 GNH Survey Report* (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan. (can be downloaded online).
2. *Happiness : Transforming the* landscape. Center for Bhutan Studies and GNH, Thimpu, 2017.
3. Helliwell, J.F. Huang, H.& Wang. S.(2017). *The Social Foundations of World Happiness*. World Happiness Report 2018.
4. Lama, Dalai & Howard C, Cutler (2020) . *The Art of Happiness: A handbook for living*. Riverhead Books.
5. Lyle, Lesley (2014). *Laugh your Way to Happiness: The Science of Laughter for Total Well-being*. Watkins Publishing.
6. O'Brien, C. (2008). 'Sustainable happiness: How happiness studies can contribute to a more sustainable future'.*Canadian Psychology/PsychologieCanadienne*, 49(4),289.

Reference Books

1. Aristotle, (Edited and Translated by R. Crisp)(2000). *Nichomachean Ethics*. Cambridge : Cambridge University Press.
2. Chetri, Saamdu. *Tashi: A GNH Journey (Secrets of Life from Bhutan)* (Amazon Kindle).

3. Covey, Stefan F. (2004). *Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.
4. Kaku, Michio. (2018). *The Future of Humanity: Transforming Mars, Interstellar Travel, Immortality, and Our Destiny Beyond.* Allen Lane, India.
5. Hanh, Thich Nhat.(2008). *The Miracles of Mindfulness: The Classic Guide to Meditation.* (Free Kindle)
6. Hanh, Thich Nhat. (2013). *Love letter to the Earth.*Kindle Edition.
7. Tawil, S, &Cougoureux, M. (2013). *Revisiting Learning: The Treasure Within-N 4-Assessing the impact of the 1996 'Delors Report'! A Framework for Learner Well-Being in the Asia Pacific*. Bangkok: UNESCO
8. Zangmo, Tshoki, Karma Wangdi&Jigme Phuntsho. (2017). *Gross National Happiness of Business*, Centre for Bhutan Studies & GNH, Thimpu.

	Second Semester						
Nature of the Course	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
	Theory						
FC*		BALA102	What is History	UES	3	1	4
FC		BALA104	Introduction to Political Science	UES	3	1	4
FC		BALA106	Introduction to Sociology	UES	3	1	4
IDC		BALA108	History of Science and Technology in India	UES	2	1	3
			OR				
		BALA110	Caves to Cinema Halls: History of Indian Architecture		2	1	3
			OR				
		BALA112	The Idea of Power				
			OR				
		BAENG104	Introduction to Film Studies (USHSS)		2	1	3
SEC		BAENG110	Writing Skills Or Choice from other USS* Or MOOCS	UES	2	1	3
AEC (Any one)		BAENG112 BAENG114 BAENG116 BAENG118 BAENG120 BAENG122	English Language & Grammar - II Punjabi-II French-II German-II Japanese-II Spanish-II* OR Choice from Other USS**	UES	1	1	2
VAC II		HVE201	Human Values and Ethics	NUES	3	1	4
	Total						24

***All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA. Students of BA in Liberal Arts can opt for Foundation Courses of USHSS or other USS (when they offer the Foundation Courses) if they wish to take a minor specialization in the discipline from outside USLA.**
****To be borrowed from the USHSS/other USS**

Group	Code	Paper	Mode of Exam	L	P	Credits
		Summer Training/Internship*	NUES**			2

*A student is required to undertake minimum 2 week long summer training or internship to acquire the requisite skills for Certificate after first year.

****At the end of two semesters, those students who wish to exit will be given the Certificate after earning the minimum 40 credits. Such students are required to undertake a 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.**

Allocation of Major Discipline by the School

Before the end of 2nd semester, every student must submit a request for opting for a major discipline out of the following three disciplines:

1. History
2. Sociology
3. Political Science

A major discipline shall have maximum of 25 seats for Indian students admitted on a seat which is not supernumerary. Students admitted on a supernumerary seat have to choose from the major disciplines opted for by the students not admitted on a supernumerary seat, and they shall not be accounted for while calculating the final strength of students opting for a major discipline. The major disciplines shall be allocated to the student on the basis of the merit of 1st semester SGPA and choice of the student.

**For a student to earn a Minor degree, he/she must compulsorily do Discipline Specific Courses from the specific discipline of the Minor he/she wishes to pursue. In addition, a student should earn credits from Discipline Specific Elective (DSE) or Minor Stream.

Second Semester
Foundation Course (FC)

Nature of the Course: Foundation Course
Course Title: What is History
Course Code: BALA102
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The objective is to give a critical understanding of what is History, the past and the present.

Course Outcomes:

CO1 (Knowledge): Provide an insight intothe subject-matter of History.
CO2 (Understanding): Learn to think critically.
CO3 (Synthesis): Understand the nature of History
CO4 (Research): Study history in relation to other disciplines

Course Content:

UNIT-I: Defining History **(Lectures-10)**

a. Meaning of History
b. Scope of History
c. Relevance of History

UNIT-II: History, Periodization and Change **(Lectures-14)**

a. Time in History
b. Space in History
c. Events in History

UNIT-III: Patterns in History **(Lectures-14)**

a. Pre-history
b. Proto-history
c. Oral History
d. Written History

UNIT-IV: Past and Present **(Lectures-10)**

a. History as Modern Discipline
b. History and Interdisciplinarity

Pedagogy:

- Classroom Lectures/Experiential Learning/Project Work
- Visit to National Museum, New Delhi/Any Historical Place
- Screening Roshomon (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in History

Text Books:

1. Carr, E.H. *What is History*, Penguin,UK, 2008.
2. Jenkins, Keith, *Re-thinking History*, Routledge Classics, 2003 (Paperback).
3. Thapar, Romila, *Time as a Metaphor of History: Early India*, OPU, 1996.

Recommended Readings:

1. Bloch, Marc, *Historian's Craft*, 2017 (Paperback).
2. Hobsbawm, E.J., *On History*, Free Press, 1998 (Paperback).

Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE
Subject: Introduction to Political Science
Course Code: BALA104
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions.

Course Outcomes:

CO1(Knowledge): The students would be able to explain different approaches to politics and build their own understanding of politics.

CO2(Understanding): They will be able to answer why the state plays so much central place in the discourses on politics.

CO3 (Synthesis): They will be able to make a distinction between nation and state.

CO4 (Research):They will come to know about different theories on nationalism. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

Course Content

Unit-I: Introduction to Politics

a. What is Politics?
b. Different Approaches to Understand Politics

Unit-II: Centrality of State

a.What is State? Why State Occupies Central Position in Discussion of Politics?
b.Theories of State
c.Ideologies and Understanding of State
d.Changing Role of State in the Era of Globalization

Unit-III: State and Nation
a. How State is different from Nation?
b. Debates in Nation and Nationalism

Unit-IV: Democracy and Social Movements
a.Theories of Democracy
b.Social Movements
c.Political Communication and Mass Media:
    i. Political Communication
    ii. Role of Mass media

Pedagogy:

- Classroom interactions/Discussions
- Project preparation and Presentation

Text Books:

1. Heywood, A. (2004). *Political Theory - An Introduction*, (3rd ed.), Basingstoke: Palgrave.
2. Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*, New Delhi: Pearson Longman.

3. Neumann, F. (1950). 'Approaches to the Study of Political Power', *Political Science Quarterly*, 65(2), pp. 161-180.
4. Harding, A. (1994). 'The Origins of the Concept of the State', *History of Political Thought*, 15(1), pp. 57-72.
5. Dawisha, A. (2002). 'Nation and Nationalism: Historical Antecedents to Contemporary Debates', *International Studies Review*, 4(1), pp. 3-22.

Recommended Readings:

1. Bellamy, R. (1993). Introduction: The Demise and Rise of Political Theory. In Bellamy, R. (Ed.), *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
2. Barry, N. (1981). An Introduction to Modern Political Theory. London: Macmillan.
3. Ball, T. (1995). *Ideals and Ideologies: A Reader*. Boston: Addison Wesley.
4. Laski, H. J. (1935). *The State in Theory and Practice*. London: George Allen & Unwin.
5. Macpherson, C. B. (1973). *Democratic Theory: Essays in Retrieval*. Oxford: Clarendon Press.
6. Gurevitch, M., Coleman, S., &Blumler, J. (2009). 'Political Communication—Old and New Media Relationships', *The Annals of the American Academy of Political and Social Science*, 625, pp. 164-181.
7. Calhoun, C. (1988). 'Populist Politics, Communications Media and Large Scale Societal Integration', *Sociological Theory*, 6(2), pp. 219-241.
8. Page, B. (1996). 'The Mass Media as Political Actors', *PS: Political Science and Politics*, 29(1), pp. 20-24.

Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE
Subject: Introduction to Sociology
Course Code: BALA106
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is to make students appreciate the relevance of the discipline of Sociology.
Course Outcome:

CO1 (Knowledge): Help in demonstrating nature, scope and subject matter of sociology
CO2 (Understanding): Students will be able to explain social facts and concepts related to society
CO3 (Synthesis): Relate sociological knowledge with understanding of society and its functioning
CO4 (Application and Research):Convey latest developments in sociology

Course Content

Unit I: Definition, Nature and Scope of Sociology

a. Rise and growth of sociology as a discipline
b. Sociology as a science
c. Relation with other social sciences
d. Applications; Sociological imagination

Unit II: Basic concepts

a. Society, culture, civilization
b. Community and association
c. Human groups- primary and secondary groups
d. Status and role

Unit III: Social stratification

a. Meaning and forms of stratification
b. Theories of stratification- fundamental, Marxian and Weberian perspectives
c. Class, gender, race,
d. Ethnic stratification

Unit IV: Social institutions

a. Family and marriage
b. Religion
c. Education
d. Polity and economy

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work

Text Books:

1. Giddens, A., Carr D., Dunneier M. and Richard P. Applebaum. *An Introduction to Sociology*. W. W. Norton and Company. 2018.
2. Tomley, S. and Hobbs, M.,*The sociology Book: Big Ideas simply Explained*, D K Publishing, 2019.

Recommended Readings:

1. Mead, G. H. (ed.), *Mind, Self and Society*, Charles W. Morris, The University of Chicago Press. Chicago, 2015.
2. Schaefer, R. T., *Sociology Matters*, McGraw Hills, 2018.
3. Mills, C. W., *The Sociological Imagination*, Oxford University Press, 2000.
4. Berger, P. L. and Luckman, T., *The Social construction of Reality*, Penguin Books, 1966.
5. Newman, D. M.,*Sociology: Exploring the Architecture of Everyday Life.*, Thousand Oaks CA, 2000.

Second Semester
Inter-disciplinary Course (IDC)

Nature of the Course – IDC
Course Title : History of Science and Technology in India
Course Code: BALA108
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (60+40)

Course Objecetives: Expose students to the historical developments in the field of science and technology.

Course Outcome:
CO1 (Knowledge):An overview of science and technology in India.
CO2 (Understanding): An evolution and development of Science and Technology in India.
CO3 (Synthesis): Connecting the past knowledge traditions with the Present developments.
CO4 (Application): Must be aware of the past knowledge traditions while using contemporary technology.

Course Content:

Unit I: Science and Technology in Ancient India

Astronomy (Surya-Siddhanta, Aryabhatta, Varahamihira), Mathematics, Agriculture, Architecture, Physics and Chemistry, Medicine (Ayurveda), Metallurgy, Textile Production, Shipbuilding and Armaments

Unit II: Science and Technology in Medieval India

Geometry, Trigonometry and Algebra, Architecture, Agriculture (Canals), Graeco-Arabic Medicine (Unani-tibb)), Astronomy, medicine, textile, arms-making, shipbuilding and horticulture

Unit III: Modern Science in India

Surveys, the idea of Laboratory, Botanical Investigations, Cash Crops Boom, Geological Explorations, Scientific Education, Scientific Societies, Growth of Scientific Institutions in colonial India, Indian Response

Unit IV: Post-Independence India

Policies in Science and Technology in independent India (IITS, Council of Scientific and Industrial Research, Ministry of Science and Technology), Indian Council of Agricultural Research (1947), Indian Council of Medical Research (1949), DRDO and Defence Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (Satellite and Synthesis Revolution), Digital India (IT Revolution and computerization of Indian Railways), Green and Milk Revolution, C-DOT and Telecom Advancement, Drugs and Vaccines Manufacturing

Pedagogy:

Written Examination
Project Work

Text Books:

1. Babu, D. Senthil, *Mathematics and Society*, Oxford University Press, 2022.
2. Bose,D.M., S.N. Sen & B.V. Subbarayappa (Eds.), *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
3. Arnold, David *The New Cambridge History of India, III-5 (Science Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press, 2004.

Recommended Readings:

1. Nandy, Ashis (Ed.), *Science, Hegemony and Violence*, The United Nations University, Tokyo, Japan.
2. Sarkar, Suvobrata (Ed.), *History of Science, Technology, Environment and Medicine in India*, London
3. and New York: Routledge (Taylor & Francis), 2022.
4. Kumar, Deepak,*Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012.
5. Rao, P. Rama,'Science and Technology in Independent India: Retrospect and Prospect', in *Current Science*, Vol. 74, No.5, 10 March 1998, pp.418-432.
6. Basham, A.L.,*The Wonder That was India*, Vol. I, New Delhi: Rupa & Co., 1981 (Only Chapter VIII: The Arts and the Appendices: Astronomy, The Calendar, Mathematics, Physics and Chemistry, Physiology and Medicine, Logic and Epistemology, Weights and Measures, Coinage).
7. Rizvi,S.A.A.,*The Wonder That was India*, Vol. II, London: Sidgwick & Jackson, 1987 (Chapter VII; Fine Arts-only on Monuments, Architecture and Painting for Geometry, etc.).
8. Khan, M.S., 'Science and Technology in Early Medieval India', in https://dergipark.org.tr/tr/download/article-file/688183.

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: Introduction to Film Studies
Course Code: BAENG104
Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: To acquaint students with the cinema as an art form; to help students understand language and different genre of cinema; to equip students with tools of film analysis.

Course Outcome (COs):
CO1 (Knowledge): To impart knowledge of the basics of film studies, language of cinema and its various asepects.
CO2 (Understanding): To develop understanding of cinema as an art form, its formalist analysis and different film genres
CO3 (Communication): To enable them to critical discuss films as a cultural text.
CO4 (Research): To give them a foundation to research on sociological, cultural, social and artistic elements of films.

Course Content

Unit I: Indtroduction: Introduction to film studies, language of cinema, misce-en-scene, montage

Unit II: Orson Welles: *Citizen Kane*
De Sicca: *The Bicycle Thieves*
Francis Ford Coppola: *The Godfgather*
Sergio Leone: *The Good, the Bad and the Ugly*

Unit III: Raj Kapoor: Awara
Guru Dutt: Pyaasa
Sayyajit Ray: Pather Panjali
Kundan Shah: *Jaane Bhi Do Yaaro*

Unit-IV: Review Writing

Suggested Films:

Charlie Chaplin: *The Great Dictator*
Sergei Eisenstein: *Battleship Potemkin*
Francois Truffaut: *The 400 Blows*
Alfred Hitchcock: *The Rear Window*
Alfred Hitchcock: *Psycho*
Victor Fleming: *Gone With the Wind*
Sergio Leone: *For a Few Dollars More*
Bimal Roy: *Do Bigha Zameen*
Shyam Benegal: *Manthan*
Shyam Benegal: *Junoon*

Suggested Reading List:

Beaver, Frank Eugene. *A Dictonary of Film Terms*: *The Aesthetic Companion to Film Art*. Peter Lang, 2006.
Bordwell, David and Kristin Thompson. *Film Art*: *An Introduction. McGraw Hill, 2012.*
Bazin, Andre. *What is Cinema-Vol. I and Vol II*. University of California Press, 2004.
Hill, John and Pamela C. Gibson. *Oxford Guide to Film Studies.* Oup, 1998.
--*Film studies: Critical Approaches*. OUP,2000.
Monaco, James. *How to Read a Film*: *Motives, Media, and Beyond*. OUP,2007.
Ray, Satyahit. *Our Films, Their Films. Oreint Longman*, 1976

***offered by USHSS**

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course **Mode of Examination: UES**
Course Title: Caves to Cinema Halls:
History of Indian Architecture
Course Code: BALA110
Credits: 3(L2 T1) **Course ID:**
Marks: 100 (40+60)

Course Objective: The course would focus on the techniques and practices of architectural style since ancient to modern times.

Course Outcome:
CO1 (Knowledge): The visual and the aesthetics play an important role in developing the architectural sensibilities.
CO2 (Understanding): Understanding the differences between the architectural styles of different periods.
CO3 (Synthesis): While the focus of the course will be on the history of Indian architecture, there will be continuous references to, and comparisons with, other locations of the world.
CO4 (Application and Research): The course will briefly focus on the issues of power, class and visions in the architectural styles.

Course Content

Unit I: History and Theory of Architecture:

a. Theories of Architecture: Ruskin and E.H. Gombrich
b. Historiography: Fergusson, Coomaraswamy, ParthaMitter, Senthil Babu, etc
c. World Architecture: An Overview – case studies

Unit II: Architecture
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Unit III: Architecture in Medieval Period
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Unit IV: Modern Architecture
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Pedagogy:

Practical analysis of distinction between modern architecture and the ancient one
Project work on different imaginations that have shaped architectural landscapes in India and worldwide
Field Work

Text Book:

1. Babu, D. Senthil *Mathematics and Society: Numbers and Measures in Early Modern South India*, Oxford, 2022.
2. Coomaraswamy, Ananda K., *Introduction to Indian Art*, MunshilalManoharlal Publishers, 1999
3. Coomaraswamy, Ananda K., *Visvakarma: Examples of Indian Architecture, Sculpture, Paintings, Handicraft*, London, 1914
4. Nilsson, Sten, *European Architecture in India 1750-1850*, Faber and Faber, London, 1968

5. Tillotson, G.H.R. *Paradigms of Indian Architecture: Space and Time in Representation and Design*, Routledge, NY, 1997

Recommended Readings

1. Le Corbusier, *Chandigarh and the Modern City*, Mapin Publishing, Ahmedabad, 2009
2. Fergusson, James, *History of Indian and Eastern Architecture*, John Murray, London, 1876
3. Guha-Thakurta, Tapti, *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*, Columbia University Press, NY, 2004
4. Havell, E.B., *The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilization*, John Murray, London, 1915
5. Havell, E.B., *Indian Architecture, Its Psychology, Structure and History from the first Muhammedan Invasion to the Present Day*, J. Murray, 1913
6. Metcalf, Thomas R., *An Imperial Vision: Indian Architecture and Britain's Raj*, Faber and Faber, London, 1989
7. Mitter, Partha, *Much Maligned Monster: A History of European Reactions to Indian Art*, Clarendon Press, Oxford, 1977
8. Michell, George, *The Hindu Temple: An Introduction to its Meanings and Forms*, University of Chicago Press, 1977
9. Punja, Shobita, *Divine Ecstasy: The Story of Khajuraho*, Penguin India, 1992
10. Said, Edward W., *Orientalism: Western Conception of the Orient*, Pantheon Books, NY, 1978
11. Rowland, Benjamin, *The Art and Architecture of India: Buddhist, Hindu, Jain*, Pelican History of Art, Penguin, 1967 (3rd Edition)
12. Sinopoli, Carla M., *The Political Economy of Craft Production: Crafting Empire in South India, C. 1350–1650*, Cambridge University Press, 2003
13. Tadgell, Christopher, *The History of Architecture in India: From the Dawn of Civilization to the End of the Raj*, Architecture Design and Technology Press, London, 1990
14. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003
15. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: The Idea of Power
Course Code: BALA112
Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The course would explore the way power runs within states and institutions and the responses of the people and groups.

Course Outcome:
CO1 (Knowledge): Study different thinkers who studies the concept of power.
CO2 (Understanding): Understanding how power operates
CO3 (Synthesis): Correlate understanding of power with the present state systems and institutions
CO4 (Application and Research): How power affects every day lives, social groups, communities and individuals.

Course Content

Unit I: Different Thinkers on the Idea of Power
a. What is power?
b. George Orwell: Reading Power in *Animal Farm*
c. Thomas Hobbes: *Leviathan*
d. Karl Marx: *The 18th Brumaire*
e. Michel Foucault: *Power/Knowledge*

Unit II: Power and Resistance
a. Gender
b. Racial Violence and Oppression
c. Disability
d. Caste

Unit III: Politics and Power
a. Political Power: Authority, Legitimacy, Sovereignty
b. Power and capabilities, Power and relation to other states, Power and International Structures
c. Three Dimensions of Power: One-dimensional View, Two-dimensional View, Three-dimensional View
d. Politics, Coercive Power and Hegemony

Unit-IV: Power and Change
a. David and Goliath: How the powerless can bring about change
b. Change through power
c. Power and Leadership

Pedagogy:
- **Reading,**
- **Viewing films**
- **Games play to understand the way power works**
- **Class discussions**

Text Books:
Russell, Bertrand, *Power: A New Social Analysis*
Lukes, Steven, *Powere: A Radical View*

Second Semester
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course
Course Title: Writing Skills
Course Code: BAENG110
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

**To be offered by other USS

Second Semester
Ability Enhancement Course*

Nature of the Course: Ability Enhancenemnt Course
Course Title: English Language & Grammar- II
Course Code:BAENG112
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Punjabi - II
Course Code: BAENG114
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: French - II
Course Code: BAENG116
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: German - II
Course Code: BAENG118
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Japanese - II
Course Code: BAENG120
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Spanish - II
Course Code: BAENG122
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Semester Two
Value Addition Course (VAC) II

Nature of the Course: VAC (For Under-graduate Programme) II **Mode of Exam: NUES**
Course Title: Human Values and Ethics
Course Code: HVE-201
Credits-04 (L-3/ T/P-01) **Course ID:**

Course Objectives:

1. To develop sustainable harmony within self, family, fellow human beings, society, global communities, and nature.
2. To critically reflect and respect our existence as humans.
3. To develop commitment and courage of conviction.
4. To be able to work as a team for a socially relevant cause.

Course Outcomes:

CO1 (Knowledge): Students would become more mindful of themselves and their surroundings, handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
CO2 (Understanding):Students would cultivate critical skills.
CO3 (Synthesis): Students would become sensitive to their commitment towards values, human relationships and society at large.
CO4 (Application): Students will learn from their real-life experience to work as a team towards socially productive causes.

Course Content

UNIT 1:

Introduction to Value Education: **06 hours**

- Are values absolute or relative?
- Need for Universal Human Values
- Appreciating diversity as laid down in the constitution - lingual, sociocultural, regional or religious
- Pluralism, multi-culturalism and secularism

UNIT 2:

Harmony in Human-Human Relationships: **06 hours**

- Harmonious coexistence within self, thoughts (mental process) & action
- Harmonious coexistence of self with other selves
- Fostering concepts like difference, respect, trust and coexistence.

UNIT 3: **06 hours**

Harmony in Human - Nature Relationship:

- Harmony with Nature
- Sustainable existence and Sustainable Development Goals (SDGs)

UNIT 4: **10 hours**

Project or Field-Work/Case Study/Workshop - The students will form teams of 4 to 5 and may carry out **any one** of the above-mentioned activities. The team will present the work done at the end of the semester. **The project** may be on socially relevant cause such as: Energy Conservation, Mental health, Gender related, Human Rights, Health Care, Swachta Mission, Biodiversity and Conservation, Financial Literacy, Social Justice/Injustice, Caste/Class based Issues, Law & Society, Literature/Films and Human Values or any other related subject with the approval of course instructor.

OR

A case study analysis may be carried out and presented by the students on any of the topics mentioned above for the project work.

OR

Workshop : The students may attend a workshop of not less than 3 days (in Physical mode) on Human Values and Ethics organized by the AICTE /Institution.

Text Books:

1. R. R. Gaur, R. Sangal, G. P. Bagaria. A foundation course in Human Values and professional ethics, Excel books,New Delhi. 2019 ISBN-10 9788174467812, ISBN-13 978-8174467812.
2. A.N. Tripathy. Human Values. New Age International Publishers. 2004
3. Text books from NCERT .
4. Motilal Shashi . An Alliance Beyond the Human Realm for Ecological Justice in *Ethique-Economique*, Vol..16 Number 1, June 2019 pp.46-56

Recommended Readings:

1. Nagraj, Jeevan Vidya ekParichay, Divya Path Sansthan. Amarkantak, 1999.
2. L. Bajpai, Indian Ethos and Modern Management, New Royal Book Company, Lucknow, Reprinted: 2008 ISBN-10 8185936943, ISBN-13 978-8185936949.
3. Universal human values on Sustainable Development Goals (SDG), Link:
4. https://www.undp.org/sustainable-development goals?utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=Cj0KCQiAgaGgBhC8ARIsAAAyLfEfOe_NvhZgmNwP0jJWiSonxm4KNRi9bca9BHG-202LhHoktQEwQUaAvHHEALw_wcB
5. NBT abridged version of constitution for case studies.
6. Case Study on "Fabricating Data" and other issues can be taken up by the instructor.
7. Case study:
8. https://onlineethics.org/cases/ethics-science-classroom/overly-ambitious-researchers-fabricating-data

9. Motilal, Shashi."Sustainable Development Goals and Human Moral Obligations: The Ends and Means Relation" *Journal of Global Ethics.* Volume 11, Issue 1 2015 , Online version published on 13 March 2015 Online version available on http://dx.doi.org/10.1080/17449626.2015.1010096. ISSN: 1744-9634

Distribution of Credits (2023-24 Batch)

Semester	(FC)	(DSC)	(MSC)	(IDC)	(SEC)	DSC (E) Workshop/ Seminar	AEC	VAC	Internship/ skill based vocational course/apprenticeship	Dissertation/ Seminar	Statutory Course NSS/Cultural Activity/ Community Outreach	Minimum Credits Required	Total Credits
Sem 1	**12**			**3**	**3**	**-----**	**2**	**4**	------	-------	-------	**24**	**24**
Sem 2	**12**			**3**	**3**	**------**	**2**	**4**	------	-------	-------	**24**	**24**
Students exiting the Programme after securing **48 credits** will be awarded **Undergraduate Certificate in Liberal Arts**, provided they secure 4 credits in work-based vocational courses, such as internship/ Apprenticeship offered during summer vacations, after the first and second semesters/First year. The students who wish to exit after 2nd semester will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation.													
Sem 3		**12**	**4**	**3**	**3**	**-----**	**2**	-----	-------	-------	-------	**24**	**24**
Sem 4		**12**	**8**	------	------	**2**	**2**	-----	--------	-------	-------	**24**	**24**
Students exiting the Programme after securing **96 credits** will be awarded **Undergraduate Diploma in Liberal Arts**, provided they secure additional 4 credits in work-based vocational courses such as Internship/Apprenticeship offered during summer vacations, after the third and fourth semesters/Second Year. The students who wish to exit after 4th semester will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation.													
Sem 5		**16**	**4**	-------	--------	**2**	--------	----	-------	-------	-------	**22**	**22**
Sem 6		**12**	**8**	-------	-------	-----	-------	-----	2	-------	**2**	**24**	**24**
Total Credits after 3 Years – 142 + 2 = 144													
Students exiting the Programme after completing 6 semesters or 3 years shall secure 142 + 02* = 144 credits. Students must complete their internship/apprenticeship and statutory course by the end of the sixth semester. The credits of the same will be added in the sixth semester. This will include the 02 credits of Internship/Apprenticeship and 02 credits of Statutory Course i.e. Community Activity/NSS/NCC/Cultural Activity/ Clubs, etc. The students will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation. At the end of Sixth Semester/3rd Year, total **144 credits** shall be earned for the award of a **Bachelor of Arts in Liberal Arts degree** with a **Major and Minor.**													
Sem 7		**16**	**8**	-------	-------	------	-------	-----	--------	-------	-------	**24**	**24**
Sem 8 A		**4**	**4**	-------	-------	-------	-------	-----	-------	**12**	**------**	**20**	**20**
Sem 8 B		**16**	**4**									**20**	**20**
Credits after 4 Years- 188													
Students will be awarded a **BA Liberal Arts (Honours)** with a **Major and Minor or BA Liberal Arts (Honours with Research)** with a **Major and Minor** provided they secure **188 credits.**													
Total Credits Offered (Scheme A)	**24**	**72**	**36**	**9**	**9**	**4**	**8**	**8**	**2**	12	**2**	**188**	**188**
Total Credits offered (Scheme B)	**24**	**84**	**36**	**9**	**9**	**4**	**8**	**8**	**2**	--	**2**	**188**	**188**

* The Course 'Science and Practice of Happiness' is a 2 Credit Open Elective Compulsory Course which students can undertake in any of the first six Semesters.
Note 1: Students must complete their internship and statutory course by the end of the sixth semester. The credits of the same will be added at the end of sixth semester for Exit.
Note 2: Total number of credits for skill-based vocational courses/internship/apprenticeship at the time of Exit (4 credits each). One each to be undertaken after the 2nd & 4th Semester).
Note 3: All Foundation Courses are DSCs.
Note 4: See **Appendix** for the Degree of Double Major, i.e. BA Liberal Arts (Honours) with First Major and Second Major.

FC- Foundation Course	**DSC**- Discipline Specific Course	**MSC**- Minor Stream Course	**IDC**- Inter- Disciplinary Course	**SEC**- Skill Enhancement Course	**AEC**- Ability Enhancement Course	**DSC (E) –** Discipline Specific Course Elective	**VAC**- Value Addition Course



Detailed Curriculum Scheme Framework for Sociology (From 3rd to 8th Semester)

2023-24 Batch

Semester III*								
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC	012201	BALAS201	Theoretical Perspectives in Sociology	UES	3	1	4	4	Compulsory
DSC	012203	BALAS203	Social Stratification	UES	3	1	4	4	Compulsory
DSC	012205	BALAS205	Sociology of Indian Society	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)**	012207	BALAS207	Ethnicity and Ethnic Identity	UES	3	1	4	4	Elective
	012209	BALAS209	Social Change and Mobility	UES	3	1	4		Elective
	012211	BALAS211	Sociology of Development	UES	3	1	4		Elective
MS History Minor (Choose Any One)	010249	BALAH249	Religious Traditions in India (1500 BCE to 1000 CE)	UES	3	1	4		Elective
	010251	BALAH251	Voyages and Visions: Travel Narratives as Sources of History	UES	3	1	4		Elective
	010253	BALAH253	History of Cricket in India	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)	011237	BALAP237	Nation and Nationalism	UES	3	1	4		Elective
	011239	BALAP239	Challenges and Concerns of Governance	UES	3	1	4		Elective
	011241	BALAP241	Gandhi in the Contemporary World	UES	3	1	4		Elective
MS English Minor (Choose Any One) (USHSS)	617207	BAENG207	Literature and History	UES	3	1	4		Elective
	617209	BAENG209	Literature and Society	UES	3	1	4		Elective
IDC (Choose Any One)	218213	BALA 213	Popular Culture	UES	2	1	3	3	Elective
	218215	BALA 215	Human Rights	UES	2	1	3		Elective
	218217	BALA 217	Society and Humor	UES	2	1	3		Elective
	617211	BAENG211	Popular Fiction	UES	2	1	3		Elective

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			OR MOOC* **						
SEC (Choose Any One)	218219	BALA 219	Indian Heritage and Culture	UES	2	1	3	3	Elective
	218221	BALA 221	Ethics and Dilemmas in Politics	UES	2	1	3		Elective
	218223	BALA 223	Conceptualizing Everyday Life	UES	2	1	3		Elective
	617213	BAENG213	Translation: Theory and Practice	NUES	2	1	3		Elective
			OR MOOC						
AEC (Choose Any One)	218225	BALA 225	Travel Accounts	NUES****	1	1	2	2	Elective
	218227	BALA 227	Public Opinion and Survey	NUES	1	1	2		Elective
	218229	BALA 229	Introduction to Social Work	NUES	1	1	2		Elective
	617215	BAENG215	English Language and Grammar-III	UES	1	1	2		Elective
	617217	BAENG217	Punjabi-III	UES	1	1	2		Elective
	617219	BAENG219	French-III	UES	1	1	2		Elective
	617221	BAENG221	German-III	UES	1	1	2		Elective
	617223	BAENG223	Japanese-III	UES	1	1	2		Elective
	617225	BAENG225	Spanish-III	UES	1	1	2		Elective
			OR MOOC						
							Total Credits	**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 seminar 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: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

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Semester IV								
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
				Theory					
DSC	012202	BALAS202	Economic Sociology	UES	3	1	4	4	Compulsory
DSC	012204	BALAS204	Gender and Society	UES	3	1	4	4	Compulsory
DSC	012206	BALAS206	Key Sociological Thinkers	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any Two)	012208	BALAS208	Sociology of the Marginalised Sections	UES	3	1	4	8	Elective
	012210	BALAS10	Sociology of Ageing	UES	3	1	4		Elective
	012212	BALAS212	Religion in South Asia	UES	3	1	4		Elective
MS History Minor (Choose Any Two)	010242	BALAH242	Devotion and Dissent in Indian Culture (500 CE to 1500 CE)	UES	3	1	4		Elective
	010244	BALAH244	Religious Communities, Identities and Institutions (1500 CE to 1800 CE)	UES	3	1	4		Elective
	010246	BALAH246	Studies in Archival Research	UES	3	1	4		Elective
MS Political Science Minor (Choose Any Two)	011230	BALAP230	Public Policy in India	UES	3	1	4		Elective
	011232	BALAP232	Interrogating the Past: Memory and Museumization	UES	3	1	4		Elective
	011234	BALAP234	Contemporary Human Rights Concerns	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any Two)	617208	BAENG208	Women's Writings	UES	3	1	4		Elective
	617210	BAENG210	Literature and Caste	UES	3	1	4		Elective
	617212	BAENG212	Literature and Race	UES	3	1	4		Elective
DSE (Sem/ Workshop)	218214	BALA214	Archives and Archaeology	NUES	1	1	2	2	Elective
	218216	BALA 216	Workshop on Quantitative Data Analysis*	NUES	1	1	2		Elective
AEC (Choose Any One)	218218	BALA 218	Cityscapes	NUES	1	1	2	2	Elective
	218220	BALA 220	Introducing the Art of Diplomacy	NUES	1	1	2		Elective
	218222	BALA 222	Introducing Census and NSSO	NUES	1	1	2		Elective
	617216	BAENG216	English Language and Grammar-IV	UES	1	1	2		Elective
	617218	BAENG218	Punjabi-IV	UES	1	1	2		Elective

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	617220	BAENG220	French-IV	UES	1	1	2		Elective
	617222	BAENG 222	German-IV	UES	1	1	2		Elective
	617224	BAENG 224	Japanese-IV	UES	1	1	2		Elective
	617226	BAENG 226	Spanish-IV	UES	1	1	2		Elective
			OR MOOC						
							Total Credits	**24**	

*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.

Note 1: At the end of four semesters, those students who wish to exit will be given the Undergraduate Diploma in Liberal Arts after earning a minimum 96 credits. Such students are required to undertake a 4 Credits workshop/summer Internship/ skill based vocational course/apprenticeship . After completing the workshop/summer Internship/ skill based vocational course/apprenticeship, 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.

Note 2: Those students who will be pursuing 3rd and/or 4th Year of the Programme are mandatorily required to do an Internship/ skill based vocational course/apprenticeship of 2 credits during the summer vacation. The credits of this semester will be added in the 6th semester.

Note 3: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

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Semester V									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
DSC	012301	BALAS301	Political Sociology	UES	3	1	4	4	Compulsory
DSC	012303	BALAS303	Sociology of Religion	UES	3	1	4	4	Compulsory
DSC	012305	BALAS305	Indigenous Knowledge Traditions	UES	3	1	4	4	Compulsory
DSC	012307	BALAS307	Contemporary Sociological Theory	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)	012309	BALAS309	Law and Social Transformation	UES	3	1	4	4	Elective
	012311	BALAS311	Science, Technology, and Society	UES	3	1	4		Elective
	012313	BALAS313	Globalization and Society	UES	3	1	4		Elective
MS History Minor (Choose Any One)	010343	BALAH343	History of Africa in Modern Times	UES	3	1	4		Elective
	010345	BALAH345	History of Modern Russia	UES	3	1	4		Elective
	010347	BALAH347	Imperialism, Colonialism and Nationalism	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)	011329	BALAP329	Comparative Constitutions	UES	3	1	4		Elective
	011331	BALAP331	Introducing Ambedkar	UES	3	1	4		Elective
	011333	BALAP333	United Nations and Conflict Analysis	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any One)	617309	BAENG309	War Literature	UES	3	1	4		Elective
	617311	BAENG311	Writings of the South Asian Diaspora	UES	3	1	4		Elective
DSE Seminar/ Workshop	218315	BALA315	History through Everyday Objects	NUES	1	1	2	2	Elective
	218317	BALA 317	Gender, Violence and International Guidelines and Toolkits	NUES	1	1	2		Elective
	218319	BALA 319	Visual Anthropology	NUES	1	1	2		Elective
							Total Credits	**22**	

Note:

1. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.
2. Those students who will be pursuing 3rd and/or 4th Year of the Programme are mandatorily required to do an Internship/ skill based vocational course/apprenticeship of 2 credits during the summer vacation. The credits of this semester will be added in the 6th semester.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the batch admitted in Academic Session 2023-24. 7th and 8th semester scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

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Semester VI									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC	012302	BALAS302	Urban Sociology	UES	3	1	4	4	Compulsory
DSC	012304	BALAS304	Indian Sociological Tradition	UES	3	1	4	4	Compulsory
DSC	012306	BALAS306	Family, Marriage, and Kinship	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any Two)	012308	BALAS308	Sociology of Environment	UES	3	1	4	8	Elective
	012310	BALAS310	Rural Sociology	UES	3	1	4		Elective
	012312	BALAS312	Sociology of Policy	UES	3	1	4		Elective
MS History Minor (Choose Any Two	010332	BALAH332	History of Modern China	UES	3	1	4		Elective
	010334	BALAH334	History of Modern Japan	UES	3	1	4		Elective
	010336	BALAH336	American History: Independence to Cold War	UES	3	1	4		Elective
MS Political Science Minor (Choose Two)	011320	BALAP320	International Organizations	UES	3	1	4		Elective
	011322	BALAP322	Political Processes and Institutions in Comparative Perspective	UES	3	1	4		Elective
	011324	BALAP324	Contemporary Indian Foreign Policy	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any Two)	617310	BAENG310	Literature and Gender	UES	3	1	4		Elective
	617312	BAENG312	Cultural Studies	UES	3	1	4		Elective
	617314	BAENG314	Theatre: Text and Performance	UES	3	1	4		Elective
	617316	BAENG316	Classical Drama	UES	3	1	4		Elective
							Total Credits	**24#**	

Group	**Code**	**Paper**	**L**	**P**	**Credits**
		Summer Training/ Internship/ skill based vocational course/apprenticeship			**2**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the batch admitted in Academic Session 2023-24. 7th and 8th semester scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Group	Code	Paper	Mode of Examination	L	P	Credits
Statutory Course		NSS/NCC/Cultural Activity/Community Outreach	NUES			2
Note: Students are required to undertake a mandatory 2 Credits NSS/Community Outreach/Cultural Activity in any of the first six semesters. The credits will be added in the sixth semester.						

Note:

1. 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.
2. Only those students who score 75 percent and above till the Sixth Semester will be eligible for the B.A Liberal Arts (Hons.) Research Programme.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

#Which includes the credits of Internship/ skill based vocational course/apprenticeship and the statutory courses

Semester VII									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC		BALAS401	Sociology of Media	UES	3	1	4	4	Compulsory
DSC		BALAS403	Sociology of Health and Medicine	UES	3	1	4	4	Compulsory
DSC		BALAS405	Sociology of Work and Labour	UES	3	1	4	4	Compulsory
DSC		BALAS407	Social Research and Methodology	UES	3	1	4	4	Elective
(Choose one)		BALAS409	Sociology of Education*	UES	3	1	4		Elective
MS Sociology Minor (Choose Any Two)		BALAS411	Sociology of Social Movement	UES	3	1	4	8	Elective
		BALAS413	Sociology of Indian Diaspora	UES	3	1	4		Elective
		BALAS415	Sociology of Gender	UES	3	1	4		Elective
MS History Minor (Choose Any Two)		BALAH423	Regional History	UES	3	1	4		Elective
		BALAH425	Museum, Memory and Public History	UES	3	1	4		Elective
		BALAH427	History of Modern South America	UES	3	1	4		Elective
MS Political Science Minor (Choose Any Two)		BALAP411	India's Security Environment	UES	3	1	4		Elective
		BALAP413	Political Dimensions of Rural Economy	UES	3	1	4		Elective
		BALAP415	Regions and Regionalism in International Politics	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any Two)	617407	BAENG407	Literature and Cinema	UES	3	1	4		Elective
	617409	BAENG409	Science Fiction	UES	3	1	4		Elective
	617411	BAENG411	Gender as Performance	UES	3	1	4		Elective
	617413	BAENG413	Narratives of Life	UES	3	1	4		Elective
							Total Credits	**24**	

*For those who do not take up research.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

Semester VIII - Scheme A*									
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC (Choose Any One)		BALAS402	State, Market and Society	UES	3	1	4	4	Elective
		BALAS404	Ethnographical Imaginations	UES	3	1	4		Elective
		BALAS406	Resistance and Social Movement	UES	3	1	4		Elective
		BALAS408	Sociology of Popular Culture	UES	3	1	4		Elective
MS Sociology Minor (Choose Any One)		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Sociology of Ethnicity	UES	3	1	4		Elective
MS History Minor (Choose Any One)		BALAH422	Indian Business and Labour History	UES	3	1	4		Elective
		BALAH424	Colonial Economy	UES	3	1	4		Elective
		BALAH426	Voices From Margins	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)		BALAP412	Politics of Space	UES	3	1	4		Elective
		BALAP414	Political Ideologies: Ideas And Practices	UES	3	1	4		Elective
		BALAP416	Social Movements in Modern India	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any One)	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
Research Project		**BALAS428**	**Research Dissertation**				12	12	Compulsory
							Total Credits	**20**	

*Applicable only for those who will undertake Research Project. Those students, who do not wish to undertake any research project at UG level, shall study all DSC courses in the Eighth semester; and those who will undertake a research project or dissertation in the Eighth Semester will opt for only one DSC and one MS Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

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Semester VIII - Scheme B**									
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
		Theory							
DSC		BALAS402	State, Market and Society	UES	3	1	4	4	Compulsory
DSC		BALAS404	Ethnographical Imaginations	UES	3	1	4	4	Compulsory
DSC		BALAS406	Resistance and Social Movement	UES	3	1	4	4	Compulsory
DSC		BALAS408	Sociology of Popular Culture	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Sociology of Ethnicity	UES	3	1	4		Elective
MS History Minor (Choose Any One)		BALAH422	Indian Business and Labour Economy	UES	3	1	4		Elective
		BALAH424	Colonial Economy	UES	3	1	4		Elective
		BALAH426	Voices From the Margins	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)		BALAP412	Politics of Space	UES	3	1	4		Elective
		BALAP414	Political Ideologies: Ideas And Practices	UES	3	1	4		Elective
		BALAP416	Social Movements in Modern India	UES	3	1	4		Elective
MS (USHSS) English Minor (Choose Any One)	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
							Total Credits	**20**	

** Applicable for those who will not undertake Research. These students will take 4 DSCs and 1 MS in the eighth semester.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

THIRD SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

THEORETICAL PERSPECTIVES IN SOCIOLOGY

Nature of the Course: DSC
Course Code: BALAS201
Semester: Third (III)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012201
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 (15 Hours)

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 (15 Hours)

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

c. Robert. K Merton- Manifest & Latent Function

Unit III: Conflict Perspective **(15 Hours)**

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 & 44Phenomenology **(15 Hours)**

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
Course Code: BALAS203
Semester: Third (III)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012203
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 **(15 Hours)**

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 (15 Hours)

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 (15 Hours)

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 (15 Hours)

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 Distributers. 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
Course Code: BALAS205
Semester: Third (III)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012205
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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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

Unit IV: Resistance, Mobilization, and Change: Post-Colonial **(15 Hours)**

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. 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.

MINOR STREAM COURSE (MS)
ETHNICITY AND ETHNIC IDENTITY

Nature of the Course: MS
Course Code: BALAS207
Semester: Third (III)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012207
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 (15 Hours)

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 **(15 Hours)**

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 **(15 Hours)**

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

Unit IV: Ethnicity in the Indian Context **(15 Hours)**

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.

MINOR STREAM COURSE (MS)
SOCIAL CHANGE AND MOBILITY

Nature of the Course: MS
Course Code: BALAS209
Semester: Third (III)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012209
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 (15 Hours)

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)

MINOR STREAM COURSE (MS)
SOCIOLOGY OF DEVELOPMENT

Nature of the Course: MS
Course Code: BALAS211
Semester: Third (III)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012211
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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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)/(MDC)
SOCIETY AND HUMOR

Nature of the Course: IDC/MDC
Course Code: BALAS217
Semester: Third (III)
Credits: 3 (L2:T1)

Mode of Examination: UES
Course ID:218217
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 (10 Hours)

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

Unit II: Humor, Culture, and Identity (12 Hours)

a. Humor in Literature
b. Cross Cultural Perspectives on Humor
c. Humor and Identity
d. Humor in the digital age: Memes, reels, GIFs, etc in Internet culture

Unit III: Humor, Power, and Social Hierarchies (12 Hours)

a. Subversive Humor: Speaking Truth to Power
b. Disparaging Humor: "It's [Not] just a Joke!"
c. Ethics of Humor
d. Humor in social movements and collective action

Unit IV: Humor in the Indian Context (11 Hours)

a. Tradition of Humor in India
b. Humor in Literature (Stories of Harishankar Parsai and Premchand)
c. Humor in Cinema, 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 Humor. 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: Humor, 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. Triezenberg, 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. "Humor 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
Course Code: BALA223
Semester: Third (III)
Credits: 3 (L2:T1)

Mode of Examination: UES
Course ID:218223
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 (10 Hours)

a. Understanding the concept of 'Everyday Life'
b. Formation of the 'mundane': routinization 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 (12 Hours)

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 (12 Hours)

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' (11 Hours)

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
Course Code: BALA229
Semester: Third (III)
Credits: 2 (L1:T1)

Mode of Examination: NUES
Course ID:218229
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 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 **(7 Hours)**

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 **(8 Hours)**

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 **(8 Hours)**

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 **(7 Hours)**

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

Pedagogy

- Lectures
- Discussion and presentations
- Filed 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
Course Code: BALAS206
Semester: Fourth (IV)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:12206
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 **(15 Hours)**

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 **(15 Hours)**

a. Social Fact
b. Collective Conscience, Collective effervescence, Anomie

c. Social Solidarity, Division of Labour
d. Sacred and Profane.

Unit III: Karl Marx **(15 Hours)**

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

Unit IV: Max Weber **(15 Hours)**

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 Beeghley, 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
Course Code: BALAS202
Semester: Fourth (IV)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012202
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 (15 Hours)

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 (15 Hours)

a. Unequal exchange
b. Reciprocity and Gift

c. Money and Markets
d. Exploitation and Surplus Value

Unit III: Modes of Production, Circulation, and Consumption (15 Hours)

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 (15 Hours)

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 structurisation 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
Course Code: BALAS204
Semester: Fourth (IV)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012204
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 **(15 Hours)**

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 (15 Hours)

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 (15 Hours)

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 (15 Hours)

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. Chafez, Janet Saltzman.2006. (Eds.) Handbook of the sociology of Gender. Springer. New York (Chapters; 15 and17)

2. Farrell, Susan A; Lorber, Judith. 1991 (Eds.)The Social Construction of Gender. Sage. London. (Chapter 2,)
3. Lindsey, Linda L. 2021. Gender: Sociological Perespective (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; Wiegersma, 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.

MINOR STREAM COURSE (MS)
SOCIOLOGY OF THE MARGINALIZED SECTION

Nature of the Course: MS
Course Code: BALAS208
Semester: Fourth (IV)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012208
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 (15 Hours)

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 **(15 Hours)**

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 **(15 Hours)**

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

Unit IV: Contemporary Debates **(15 Hours)**

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.

MINOR STREAM COURSE (MS)
SOCIOLOGY OF AGEING

Nature of the Course: MS
Course Code: BALAS210
Semester: Fourth (IV)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012210
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 **(15 Hours)**

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 **(15 Hours)**

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 (15 Hours)

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 (15 Hours)

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.

MINOR STREAM COURSE (MS)
RELIGION IN SOUTH ASIA

Nature of the Course: MS
Course Code: BALAS212
Semester: Fourth (IV)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012212
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 **(15 Hours)**

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 **(15 Hours)**

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 (15 Hours)

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 (15 Hours)

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, Pasmanda 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 CORE (DSC SEMINAR/WORKSHOP)
WORKSHOP ON QUANTITATIVE DATA ANALYSIS

Nature of the Course: DSC(W)
Course Code: BALA216
Semester: Fourth (IV)
Credits: 2 (L1:T1)

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

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 **(7 Hours)**

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

Unit II: Data Collection **(8 Hours)**

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 **(8 Hours)**

a. Data Visualisation

b. Analysing Quantitative Data: Testing of Hypothesis.

Unit IV: Digital Tools **(7 Hours)**

a. SPSS, NVivo, MAXQDA Pro, Atlas.ti, 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)
INTRODUCING CENSUS AND NSSO DATA

Nature of the Course: AEC
Course Code: BALA222
Semester: Fourth (IV)
Credits: 2 (L1:T1)

Mode of Examination: NUES
Course ID:218222
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 **(7 Hours)**

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

Unit II: An Overview of the Census **(8 Hours)**

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 **(8 Hours)**

a. Socio-Economic Surveys

b. Enterprise Surveys
c. Agricultural Surveys

Unit IV: Applications of Census and NSSO Data (7 Hours)

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 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 SOCIOLOGICAL THEORY

Nature of the Course: DSC
Course Code: BALAS307
Semester: Fifth (V)
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 (15 Hours)

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

Unit II: Post-Modernism & Post-Structuralism (15 Hours)

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

Unit III: Structure & Agency (15 Hours)

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

Unit IV: Critical Thought (15 Hours)

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
Course Code: BALAS303
Semester: Fifth (V)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012303
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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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

Unit IV: Religion and Society **(15 Hours)**

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, Agehananda. 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
Course Code: BALAS301
Semester: Fifth (V)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012301
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 **(15 Hours)**

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 **(15 Hours)**

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 (15 Hours)

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 Parities, 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 TRADITIONS

Nature of the Course: DSC
Course Code: BALAS305
Semester: Fifth (V)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012305
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) (15 Hours)

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 (15 Hours)

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) (15 Hours)

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 (15 Hours)

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. Kauṭalya. (2013). King, Governance, and law in ancient India: Kautilya's Arthasastra. 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

MINOR STREAM COURSE (MS)
LAW AND SOCIAL TRANSFORMATION

Nature of the Course: MS
Course Code: BALAS309
Semester: Fifth (V)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012309
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 (15 Hours)

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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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

MINOR STREAM COURSE (MS)
SCIENCE, TECHNOLOGY, AND SOCIETY

Nature of the Course: MS
Course Code: BALAS311
Semester: Fifth (V)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012311
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 (15 Hours)

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 (15 Hours)

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 (15 Hours)

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 (15 Hours)

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)

MINOR STREAM COURSE (MS)
GLOBALIZATION AND SOCIETY

Nature of the Course: MS
Course Code: BALAS313
Semester: Fifth (V)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012313
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 (15 Hours)

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 (15 Hours)

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

Unit III: Globalization: Socio-Economic Consequences (15 Hours)

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 (15 Hours)

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 CORE (DSC WORKSHOP/SEMINAR)
VISUAL ANTHROPOLOGY

Nature of the Course: DSC(W)
Course Code: BALA319
Semester: Fifth (V)
Credits: 2 (L1:T1)

Mode of Examination: NUES
Course ID:218319
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 **(15 Hours)**

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

Unit II: Theoretical Frameworks Topics **(15 Hours)**

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 (15 Hours)

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 (15 Hours)

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
Course Code: BALAS302
Semester: Sixth (VI)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:12302
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 **(15 Hours)**

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 (15 Hours)

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

Unit III: Politics and Culture of Urban Spaces (15 Hours)

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
Course Code: BALAS304
Semester: Sixth (VI)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012304
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 (15 Hours)

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 (15 Hours)

a. G.S Ghurey
b. N.K. Bose
c. Surjeet Sinha

d. AK Saran

Unit III: Marxist, Subaltern, and Structural-Functional Perspective (15 Hours)

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 (15 Hours)

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

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DISCIPLINE SPECIFIC COURSE (DSC)
FAMILY, MARRIAGE, AND KINSHIP

Nature of the Course: DSC
Course Code: BALAS306
Semester: Sixth (VI)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012306
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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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.

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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

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MINOR STREAM COURSE (MS)
SOCIOLOGY OF ENVIRONMENT

Nature of the Course: MS
Course Code: BALAS308
Semester: Sixth (VI)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012308
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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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.
15. 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.
16. Wilson, E. O. The Diversity of Life. Harvard University Press, 1992.
17. Pandit, K. “Industrial Pollution and Environmental Sustainability”. International Journal of Environmental Research, 5, no. 2 (2011): 369-380.
18. Driesen, D. M. Environmental Law: A Conceptual and Pragmatic Approach. Aspen Publishers, 2008.
19. Gupta, J. Environmental Law and Policy in India: Cases, Materials, and Statutes. Oxford University Press, 2003.
20. Gill, G. N. Environmental Governance in India: A Study of the National Green Tribunal. Oxford University Press, 2016.
21. 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.
22. Gupta, J. Environmental Law and Policy in India: Cases, Materials, and Statutes. Oxford University Press, 2003.
23. Gill, G. N. Environmental Governance in India: A Study of the National Green Tribunal. Oxford University Press, 2016.
24. 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.
25. Pathak, S. Chipko Movement: An Environmental Milestone. Ghaziabad: Shubhi Publications, 2004.
26. Pulido, L. Environmentalism and Economic Justice: Two Chicano Struggles in the

Southwest. University of Arizona Press, 1996.
27. Shiva, Vandana. Ecofeminism. Zed Books, 1993.
28. Bindra, P. S. The Vanishing: India's Wildlife Crisis. Penguin Random House India, 2017.
29. 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.
30. Wilson, E. O. The Diversity of Life. Harvard University Press, 1992.
31. Pandit, K. “Industrial Pollution and Environmental Sustainability”. International Journal of Environmental Research, 5, no. 2 (2011): 369-380.
32. Driesen, D. M. Environmental Law: A Conceptual and Pragmatic Approach. Aspen Publishers, 2008.
33. Gupta, J. Environmental Law and Policy in India: Cases, Materials, and Statutes. Oxford University Press, 2003.
34. Gill, G. N. Environmental Governance in India: A Study of the National Green Tribunal. Oxford University Press, 2016.
35. 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.
36. Pathak, S. Chipko Movement: An Environmental Milestone. Ghaziabad: Shubhi Publications, 2004.
37. Pulido, L. Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest. University of Arizona Press, 1996.
38. Shiva, Vandana. Ecofeminism. Zed Books, 1993.
39. Bindra, P. S. The Vanishing: India's Wildlife Crisis. Penguin Random House India, 2017.
40. 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.
41. Wilson, E. O. The Diversity of Life. Harvard University Press, 1992.
42. Pandit, K. “Industrial Pollution and Environmental Sustainability”. International Journal of Environmental Research, 5, no. 2 (2011): 369-380.
43. Driesen, D. M. Environmental Law: A Conceptual and Pragmatic Approach. Aspen Publishers, 2008.
44. Gupta, J. Environmental Law and Policy in India: Cases, Materials, and Statutes. Oxford University Press, 2003.
45. Gill, G. N. Environmental Governance in India: A Study of the National Green Tribunal. Oxford University Press, 2016.
46. 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.
47. Pathak, S. Chipko Movement: An Environmental Milestone. Ghaziabad: Shubhi Publications, 2004.
48. Pulido, L. Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest. University of Arizona Press, 1996.

49. Shiva, Vandana. Ecofeminism. Zed Books, 1993.
50. Bindra, P. S. The Vanishing: India's Wildlife Crisis. Penguin Random House India, 2017.

MINOR STREAM COURSE (MS)
RURAL SOCIOLOGY

Nature of the Course: MS
Course Code: BALAS310
Semester: Sixth (VI)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012310
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 **(15 Hours)**

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 (15 Hours)

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 (15 Hours)

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 (15 Hours)

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. Breitkreuz, 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.

MINOR STREAM COURSE (MS)

SOCIOLOGY OF POLICY

Nature of the Course: MS
Course Code: BALAS312
Semester: Sixth (VI)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:012312
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 (15 Hours)

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

d. Public Policy Analysis: Different Approaches

Unit II: State and Public Policy **(15 Hours)**

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

Unit III: Public Policy: Issues **(15 Hours)**

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 **(15 Hours)**

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. 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).
5. Moran, Michael; Rein, Martin & Goodin, Robert E. (Eds.). 2006. The Oxford Handbook of Public Policy. Oxford University Press. New York. (Chapters; 1, 2, & 3).
6. Shore, Cris; Wright, Susan. (Eds.) Anthropology of Policy Perspectives on Governance and Power. Routledge. 1997.
7. 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
8. Government of India. (2015), NITI Aayog. Manual Social Audit: Facilitating Accountability in Social Sector Programmes.
9. 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
10. 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.
11. Maheshwari, S.R. 1987. "Public Policy Making in India". In The Indian Journal of Political Science Vol. 48, No. 3. pp. 336-353.
12. 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
13. 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

SEVENTH SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)
SOCIOLOGY OF MEDIA

Nature of the Course: DSC
Course Code: BALAS401
Semester: Seventh (VII)
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 thorough understanding of the complex relationship between media and society. By exploring foundational concepts, theoretical approaches, and the impact of various media forms, students will gain critical insights into how media influences public opinion, culture, and social structures. Through analysing media representations and their implications on different social groups, participants will develop the ability to critically evaluate media content. Additionally, the course will equip students with knowledge of historical and contemporary media dynamics, enabling them to understand the role of media in social change.

Course Outcomes

After completing this course students will be able to:

CO 1 (Knowledge): Identify and explain key concepts and theories in media studies, including the roles and impacts of different media forms on society.

CO 2 (Understanding): Analyze the relationship between media and society, understanding how
media influence's public opinion, cultural norms, and social change.

CO 3 (Synthesis): Integrate various theoretical approaches to critically assess media content, focusing on representations of social groups and the implications of media messages.

CO 4 (Application): Apply media analysis skills to real-world examples, developing and presenting informed critiques and proposals for media practices and policies.

Course Content

Unit 1: Unboxing the Concepts **(15 Hours)**

a) Introduction to the Sociology of Media
b) Mass Media and Mass Society
c) Media and Public Sphere
d) Old and New Media
e) Social Media and Digital Culture

Unit 2: Theorizing the Media **(15 Hours)**

a) Marxist and Frankfurt School
b) Feminist
c) Interactionist
d) Semiotic

Unit 3: Media and Society **(15 Hours)**

a) Audience reception
b) Advertising and Society: Culture Industry
c) Media as agent of social change and status quo
d) Media and Framing: Representations of social groups and problems

Unit 4: Cinema and Society **(15 Hours)**

a) Cinema and Society: Historical Evolution and Intersections
b) Ideology and Cinema
c) Social Representation in Cinema (Caste, Gender, Race, Ethnicity, Religion, Sexual Minorities, etc.) (Any Two movies)
d) Cinema and Popular Culture

Pedagogy:

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

Text Books

1- Lindner, Andrew M and Barnard, Stephen R. (2020). *All Media Are Social: Sociological Perspectives on Mass Media*. Routledge. New York.
2- Moores, S. (2000). *Media and Everyday Life in Modern Society*. Edinburgh University Press.

3- Briggs, Asa & Peter Burke. A Social History of the Media: From Gutenberg to the Internet. Cambridge: Polity. 2002.
4- Wayne, Mike. *Marxism and Media Studies: Key Concepts and Contemporary Trends*. Pluto Press, 2003.
5- Jackson, John D. (2011). *Mediated society : A Critical Sociology of Media.* Oxford.
6- Lindner, Andrew M and Barnard, Stephen R. (2020). *All Media Are Social: Sociological Perspectives on Mass Media*. Routledge. New York.
7- Moores, S. (2000). *Media and Everyday Life in Modern Society*. Edinburgh University Press.
8- Briggs, Asa & Peter Burke. A Social History of the Media: From Gutenberg to the Internet.
Cambridge: Polity. 2002.
9- Wayne, Mike. *Marxism and Media Studies: Key Concepts and Contemporary Trends*.
Pluto Press, 2003.
10- Jackson, John D. (2011). *Mediated society : A Critical Sociology of Media.* Oxford.
11- Pavlik, John V. *Media in the Digital Age*. Columbia University Press, 2008.
12- Prasad, Mahdava M. (1998). Ideology of the Hindi Film: A Historical Construction. Oxford University Press. New Delhi.

Recommended Readings

Unit I

1- Thompson, John B. 'The Rise of Mediated Interaction' In The Media and Modernity: A Social Theory of the Media, Stanford, CA: Stanford UP, 1995.
2- McLuhan, Marshall. 1964, Understanding Media: Extensions of Man. Cambridge: The MIT Press. Pp. 07-21.
3- Jacobs, Norman. 1960, 'Mass Culture and Mass Media' & 'Culture and Society' In
Daedalus Vol. 89, No. 2, Spring, 1960. Pp. 273-287.
4- Lesage, F., & Natale, S. (2019). Rethinking the distinctions between old and new media: Introduction. Convergence, 25(4), 575-589.
5- Chen, Peter John. "Social Media." In *Australian Politics in a Digital Age*, 69-112. ANU Press, 2013

Unit 2

1- Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In Film Theory and Criticism: Introductory Readings. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.
2- McRobbie, Angela, 'Post-Feminism and Popular Culture: Bridget Jones and the New

Gender Regime' In The Aftermath of Feminism: Gender, Culture and Social Change, Sage Publication Ltd. 2009:11-22

3- Thompson, John B. 'The Rise of Mediated Interaction' In The Media and Modernity: A Social Theory of the Media. Stanford, CA: Stanford UP, 1995.
4- Barthes, Roland. 'The Photographic Message' In Image, Music and Text Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.
5- Hall, Stuart. "Encoding/Decoding," In Critical Visions in Film Theory. Ed. Timothy Corrigan, P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87

Unit 3

1- Livingstone, Soina. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed.) A Companion to Media Studies. Malden, MA: Blackwell Pub.
2- Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In On Television. New
York: The New Press. Pp. 39-67.
3- Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In The Culture Industry:
Selected Essays in Mass Culture. London: Routledge. Pp. 98-106.
4- Dixon, T. L., Azocar, C., & Casas, M. (2003). The portrayal of race and crime on television network news. *Journal of Broadcasting & Electronic Media, 47*, 495-520.
5- Naficy, Hamid. 'Ideological and Spectatorial Formations' In A Social History of 159
Iranian Cinema. Durham [N.C.]: Duke UP, 2011. pp. 71-140
6- Chomsky, Naom & Herman, Edward S. (1988). Manufacturing Consent: The Political Economy of the Mass Media. Pantheon Books. New York. (Chapters; 1,2 3 and 4).
7- La Ferrara, Eliana. "Mass Media and Social Change: Can We Use Television To Fight Poverty?" *Journal of the European Economic Association* 14, no. 4 (2016): 791-827.
8- Palmer, John R. "Theories of Social Change and the Mass Media." *Journal of Aesthetic Education* 5, no. 4 (1971): 127-49.
9- Hubbard, Jeffrey C., Melvin L. DeFleur, and Lois B. DeFleur. "Mass Media Influences on Public Conceptions of Social Problems." *Social Problems* 23, no. 1 (1975): 22-34
10- Singh, Swadesh. "Portrayal of Dalits in the Media: A Study of Select Newspapers from Uttar Pradesh." Chapter. In Dalits in the New Millennium, edited by Sudha Pai, D. Shyam Babu, and Rahul Verma, 150-65. Cambridge: Cambridge University Press, 2023.

Unit 4

1- Zizek, Salvoj. The Pervert's Guide to Ideology (Documentary).
2- Anjaria, Ulka. (2021). Understanding Bollywood: The Grammar of Hindi

Cinema. Routledge. New York. (Chapter 6).
3- Datta, Sangeeta. “Globalisation and Representations of Women in Indian Cinema.” *Social Scientist* 28, no. 3/4 (2000): 71-82.
4- Deshpande, Anirudh. “Indian Cinema and the Bourgeois Nation State.” *Economic and Political Weekly* 42, no. 50 (2007): 95-103.
5- Mukhopadhyay S, Banerjee D. Bollywood, Popular Visual Media, and Sexism in India: A Critical Glance Back. *Journal of Psychosexual Health*. 2021;3(3):256-261.
6- Lal, Vinay & Nandy Ashish. (2006). Fingerprinting Popular Culture: The Mythic and Iconic in Indian Cinema. Oxford University Press. New Delhi (Chapters: Introduction, 1, 2, and 5)

DISCIPLINE SPECIFIC CORE (DSC)
SOCIOLOGY OF HEALTH AND MEDICINE

Nature of the Course: DSC
Course Code: BALAS403
Semester: Seventh (VII)
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 a comprehensive understanding of the sociology of health, exploring key concepts such as disease, illness, and health from sociological perspectives. Students will examine the social and cultural dimensions of health and medicine, including the role of hospitals as social organizations. Through theoretical approaches, historical analyses, and discussions on health in different societal contexts, the course aims to equip students with the knowledge and critical thinking skills to understand the complex interactions between health, society, and medicine, with a specific focus on the Indian healthcare system and its cultural and technological dimensions.

Course Outcomes

After completing this course students will be able to:

CO 1 (Knowledge): Demonstrate a comprehensive understanding of key concepts in the sociology of health, including the definitions of health, illness, and disease, as well as the social and cultural dimensions of medicine and healthcare.

CO 2 (Understanding): Interpret and analyze various theoretical approaches to health, such as political economy, systems theory, and feminist perspectives, to understand the complex dynamics of power, discourse, and social organization within healthcare systems.

CO 3 (Synthesis): Synthesize knowledge from historical, sociological, and global perspectives to analyze the interactions between health and society, including the impact of colonialism, globalization, and technological advancements on health and healthcare practices.

CO 4 (Application): Apply sociological theories and concepts to evaluate the Indian healthcare system, including government health policies, traditional healing practices, and the role of technology, and propose informed solutions to address emerging issues and challenges in healthcare delivery and access.

Course Content

Unit 1: Sociology of Health: Basic Concepts **(15 Hours)**

a) Sociology of Health: origin, Meaning, Scope
b) Community Health and Social Medicine: An Introduction
c) Social and Cultural Dimensions of health and illness.
d) Class and health inequalities

Unit 2: Theoretical Approaches to Health **(15 Hours)**

a) Functionalist Theories: Parson's Sick Role
b) Health and discourse of power
c) Approaches to Plural medical knowledge
d) Feminist Approach

Unit 3: Health and Social Change **(15 Hours)**

a) Health and Disease in pre-colonial, colonial, and post-modern periods
b) Medicalization and commodification of Health and Illness
c) Health and Technology in India: Emerging Issues and Dimensions
d) Globalization and Medical tourism

Unit 4: Health Care System in India **(15 Hours)**

a) Health Planning and Policy of Government of India.
b) Alternative Medicine Systems in India and their practice
c) Commercialization of Ayurveda

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work based on field trip

Text Books

1. Good, B. 1994. *Medicine, Rationality, and Experience*: *An Anthropological Perspective.*
Cambridge: Cambridge University Press.
2. Kleinman, A. 1981. *Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology and Medicine.* Berkely: University of California Press.

3. Leslie and Young .1992. *Paths to Asian medical knowledge*: Comparative studies of health systems and medical care. Berkeley-University of California Press.
4. Rao (2004). '*The unheard scream: reproductive health and women's lives in India*'.Zubaan
and PanosInstitute:N. Delhi.
5. V Sujatha. 2014, *Sociology of Health and Medicine: New Perspective*. Oxford University Press
6. Das, V. 2015. *Affliction. Health, Disease, Poverty*. New York: Fordham University Press.

Recommended Readings

1. Mattingly, C. and L. C. Garro. (eds.). 2001. *Narrative and the Cultural Construction of Illness and Healing.* Berkley: University of California Press.
2. Cohen, L. 2000. *No Aging in India. Alzheimers', the Bad Family and Other Modern Things*. Delhi, Oxford University Press.
3. Mol, A. 2002. *The Body Multiple: Ontology of Medical Practice*. Durham: Duke University Press.
4. Bode, M. 2008. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000.* Delhi: Orient Blackswan.
5. Linclon c chen, Arthur Kleinman, Ed., 1994, *Health and social change in international perspective*. Harvard School of Public health.
6. Banerjee Madhulika (2000). *Power, culture and medicine: Ayurveda pharmaceuticals in*
the modern market' contribution to Indian Sociology, 36: 435
7. Bode (2012). *Ayurveda in the twenty first century: logic, practice and ethics* in Sujatha et.al, Medical pluralism in contemporary times. New Delhi: Orient Blackswan.
8. Sujatha V and Leena Abaraham (ed.)' *Medical Pluralism in contemporary India*. New Delhi: Orient black Swam.
9. Pradhan Queeny, (2017). Hygeia, Disease, Municipal order: A Paradox in the Dill. Oxford University Press.
10. Brass. P. (1972). '*The politics of Ayurvedic education: A case study of revivalism and modernization in India'*, In L. Rudolph & S. I. Rudolph (eds.) Education and politics in India'. Studies in organization, society and policy. Cambridge: Harvard University Press, pp. 342-71.
11. Bryson (1999). *Feminist debates, issues of theory and political practice*. 68-69, London: McMillan Press, Business Week 1993, An Ultrasound Foothold in Asia. BusinessWeek.
12. Chowdhury, Mehta, Das and Gosh (2011). *Health Shocks and the Urban Poor: A Case Study of Slums in Delhi,* National Institute of Public Finance and Policy.
13. Clarke and Virgina (1999). *Revisioning women, health and healing; feminist, cultural and techno science perspectives*. New York: Routledge.
14. Conrad and Peter (2007).The Medicalization of Society: *On the Transformation of*

*Human Conditions into Treatable Disorder*s, Baltimore: The Johns Hopkins University Press.

15. Doyal, Leslie (1995). *What makes women sick: gender and the political economy of health.*
    New Jersey: Rutgers University Press.
16. Evans, Frank Oliffe and Gregory (2011). *'Health, Illness, Men and Masculinities (HIMM): a theoretical framework for understanding men and their health'*, Journal of Men's Heath 8 (1):7-15.

DISCIPLINE SPECIFIC CORE (DSC)
SOCIOLOGY OF WORK AND LABOUR

Nature of the Course: DSC
Course Code: BALAS405
Semester: Seventh (VII)
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 thorough understanding of the multifaceted nature of work and its sociological implications. It explores the historical evolution and types of work and examines the changing division of labour in the contemporary period. The course addresses key issues in industrial culture, investigates the dimensions of work concerning alienation, gender, caste, and child labour, and analyses contemporary transformations in work, such as the gig economy, technological advancements, unemployment, and social security.

Course Outcomes:

After completing this course students will be able to:

CO 1 (Knowledge): Gain a comprehensive understanding of the diverse concepts and theories within the sociology of work, including the historical evolution of work, the changing division of labour, and the emergence of industrial cultures and organizations.

CO 2 (Understanding): Interpret and analyze the complex issues and challenges related to work, such as automation, deskilling, industrial relations, gender and caste dynamics, child labour, and the gig economy, fostering a deeper understanding of the sociological implications of work in contemporary society.

CO 3 (Synthesis): Synthesize knowledge of various dimensions of work, including alienation, technological advancements, unemployment, and social security, to critically evaluate the transformations and challenges facing the workforce in modern times.

CO 4 (Application): Apply sociological theories and concepts to real-world scenarios by assessing the impact of work-related issues on individuals, communities, and societies, and proposing informed solutions and strategies to address these challenges effectively.

Course Content

Unit 1: Unboxing the concepts **(15 Hours)**

a) The meaning of Labour and Work
b) Work in the Pre-Capitalist and Capitalist Era: Work and Work Ethic
c) Evolution of division of labour and its implications on society
d) Labour Process
e) Changing Division of Labour: Fordism, Taylorism and Post-Fordism
f) Types of Work: I (Formal and Informal)
g) Types of Work II: (Emotional Labour, Paid and Unpaid Labour)

Unit 2: Forms of Industrial Culture and Organisation **(15 Hours)**

a) Industrial and Post-Industrial Society
b) Knowledge Economy
c) Automation and Deskilling
d) Industrial relations and trade unions

Unit 3: Dimensions of Work: Issues and Challenges of Exclusion **(15 Hours)**

a) Alienation and Work
b) Gender and Work
c) Caste and Work
d) Child Labour and Work
e) Dignity of Labour

Unit 4: Work and Labour: Transformations and Challenges **(15 Hours)**

a) Gig Economy and Challenges of Work
b) Digital Labour
c) Technology, Automation, AI and Challenges to Employment
d) Unemployment, Educated Unemployment and Skill Demands

Pedagogy:

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

Text Books

1- Edgell, Stephen. 2012. The Sociology of Work: Continuity and Change in Paid and

Unpaid Work. Sage. London.
2- Edgell, Stephen, Heidi Gottfried, and Edward Granter. 2015. *The SAGE Handbook of the Sociology of Work and Employment*. *SAGE Publications Ltd eBooks*
3- Parry, Jonathan P., Jan Breman, and Karin Kapadia. 1999. *The Worlds of Indian Industrial Labour*. *SAGE Publications*

Recommended Readings:

Unit 1

1- Engels, Frederick. 1950. *The part played by labour in the transition from ape to man*.
International Publishers. New York.
2- Marx, Karl. 1948. Capital Vol. 1. Progress Publisher. Moscow. (Chapter 7, Section I)
3- Grint, Keith. 2005. 'Classical Approaches to Work: Marx, Durkheim and Weber' in The
Sociology of Work: An Introduction. Cambridge: Polity Press. (Pages 90-112)
4- Appiah, Kwame Anthony, 'The Philosophy of Work', in David Sobel, Peter Vallentyne, and Steven Wall (eds), *Oxford Studies in Political Philosophy Volume 7*, Oxford Studies in Political Philosophy (Oxford, 2021; online edn, Oxford Academic, 17 June 2021), https://doi.org/10.1093/oso/9780192897480.003.0001
5- Ela Bhatt, and Renana Jhabvala. "The Idea of Work." *Economic and Political Weekly* 39, no. 48 (2004): 5133-40. http://www.jstor.org/stable/4415837.
6- Grint, Keith. 2015. The Sociology of Work. Malden. Polity Press. (Chapters: 1, 2, and 3)
7- J. A. Barnes. "Durkheim's Division of Labour in Society." Man 1, no. 2 (1966): 158-75. https://doi.org/10.2307/2796343.
8- Myers, Milton L. "Division of Labour as a Principle of Social Cohesion." *The Canadian Journal of Economics and Political Science / Revue Canadienne d'Economique et de Science Politique* 33, no. 3 (1967): 432-40.
9- Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) The Oxford India
Companion to Sociology and Social Anthropology, New Delhi: OUP, Pp. 1287-1312
10- Edgell, Stephen. 2006, "Unpaid Work-Domestic and Voluntary work" in The Sociology of
Work: Continuity and Change in Unpaid Work. New Delhi:Sage, Pp.153-181.
11- Taylor, Steve. 1998, "Emotional Labour and the new Workplace" in Thompson and
Walhurst (eds.) Workplace of the Future. London:Macmillan, Pp. 84-100.

Unit 2:

1- Bell, Daniel. 1976, The Coming of Post-Industrial Society, London: Heineman, Introduction, Pp.12-45

2- Kumar, Krishan.1973, Prophecy and Progress, London: Allen Lane, Ch. 6, Pp. 185-240
3- Wood, Stephen. "The Deskilling Debate, New Technology and Work Organization." *Acta Sociologica* 30, no. 1 (1987): 3-24.
4- Ramaswamy E. A. and Uma Ramaswamy. 1981, Industry and Labour, New Delhi:Oxford University Press, Chapter 3, Pp.33-65.

Unit 3:

1- Marx, Karl. 1977. *Economic and Philsophical Manuscipt*. Progress Publishers. Moscow. (Section on Estranged Labour).
2- Erikson, Kai. 1990. 'On Work and Alienation' in Erikson, K. and S.P. Vallas (eds) The Nature of Work: Sociological Perspectives. New Haven and London: American Sociological Association, Presidential Series and Yale University Press. (Pages 19-33)
3- Edgell, Stephen. 2006. 'Unpaid Work-Domestic and Voluntary work' in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage. Pp.153-181. Moscow. (Section on Estranged Labour).
4- Erikson, Kai. 1990. 'On Work and Alienation' in Erikson, K. and S.P. Vallas (eds) The Nature of Work: Sociological Perspectives. New Haven and London: American Sociological Association, Presidential Series and Yale University Press. (Pages 19-33)
5- Edgell, Stephen. 2006. 'Unpaid Work-Domestic and Voluntary work' in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage. Pp.153-181.
6- Taylor, Steve. 1998. 'Emotional Labour and the new Workplace' in Thompson and
Walhurst (eds.) Workplace of the Future. London: Macmillan. (Pages 84-100)
7- Ehlen, Peter. "'The Human Significance and Dignity of Labor': A Keyword in Marxian Anthropology." *Studies in Soviet Thought* 29, no. 1 (1985): 33-46. http://www.jstor.org/stable/20099987.
8- Jose, A. V. "Dignity at Work: Strategies for Labour in Developing Countries." *Economic and Political Weekly* 39, no. 40 (2004): 4447-54. http://www.jstor.org/stable/4415617.
9- Chakravarti, Uma. "Gender, Caste and Labour: Ideological and Material Structure of Widowhood." *Economic and Political Weekly* 30, no. 36 (1995): 2248-56. http://www.jstor.org/stable/4403192.
10- Morris David Morris. "Caste and the Evolution of the Industrial Workforce in India." *Proceedings of the American Philosophical Society* 104, no. 2 (1960): 124-33. http://www.jstor.org/stable/985655.
11- Hnatkovska, Viktoria, Amartya Lahiri, and Sourabh Paul. "Castes and Labor Mobility." *American Economic Journal: Applied Economics* 4, no. 2 (2012): 274-307. http://www.jstor.org/stable/41419443.

Unit 4

1- Standing, Guy. 2011. The Precariat: The New Dangerous Class. Bloomsbury. New York (Chapters 1 to 5).
2- Husw, Ursula. *Labor in the Global Digital Economy: The Cybertariat Comes of Age*. NYU Press, 2014.
3- Dorschel, R. (2022) Reconsidering digital labour: bringing tech workers into the debate. *New Technology, Work and Employment*, 37, 288-307.
4- Tyson, Laura D., and John Zysman. "Automation, AI & Work." *Daedalus* 151, no. 2 (2022): 256-71.
5- Selenko, E., Bankins, S., Shoss, M., Warburton, J., & Restubog, S. L. D. (2022). Artificial Intelligence and the Future of Work: A Functional-Identity Perspective. *Current Directions in Psychological Science*, *31*(3), 272-279.
6- S. Mahendra Dev, and Vijay Mahajan. "Employment and Unemployment." *Economic and Political Weekly* 38, no. 12/13 (2003): 1252-61
7- Sharma, Seema. "Skill Building & Employment in India: Interrogating an Uneasy Relationship." *Indian Journal of Industrial Relations* 55, no. 2 (2019): 205-16.

DISCIPLINE SPECIFIC CORE (DSC)
SOCIAL RESEARCH AND METHODOLOGY

Nature of the Course: DSC
Course Code: BALAS407
Semester: Seventh (VII)
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 an understanding of how methodological approaches to sociological knowledge emerged, grounded in the essential epistemological issues. It seeks to critically engage with the pursuit of arriving at a sociological perspective by locating sociological knowledge in the interstices of philosophy, science, history, and the arts. The course will also introduce methods, tools and techniques of doing sociological research, in connection with the positivist methodological approaches. The course is designed to arrive at an understanding of how to conduct sociological research, utilizing various data collection methods. One will gain hands-on experience in qualitative research techniques such as observation, interviews and content analysis. The course will culminate in a detailed study of ethnographic methods, emphasizing the practical and ethical aspects of conducting and presenting ethnographic research.

Course Outcomes

After completing this course students will be able to:

CO 1 (Knowledge): Define what constitutes a positivist, neo-positivist and interpretive sociological approach to seeing things and the ways employed to arrive at knowledge. Students will be able to identify key concepts such as objectivity, value neutrality, positivism, and distinguish between different types of research and data collection methods.

CO 2 (Understanding): Students will develop a critical understanding of methodological perspectives in sociological theory. They will be able to compare and contrast the strengths and limitations of different positivist qualitative and quantitative research methods.

CO 3 (Synthesis): Students will integrate their knowledge of social research principles and methods to structure a research design. They will be able to synthesize information from various sources to draft research reports, employing a reflexive approach to writing and ethical considerations.

CO 4 (Application): Students will apply their theoretical and methodological knowledge in

practical settings by conducting fieldwork and collecting qualitative data. They will utilize techniques such as interviews, surveys, and participant observation, and will analyse and present their findings effectively, demonstrating their ability to conduct and communicate ethnographic research with professional rigor**.**

Course Content

Unit 1: Methodology as Epistemological Question (15 Hours)

a) What is Methodology in social science research?
a) What is Epistemology?
a) Descartes' Meditations, Bacon's Novum Organum & Kant's critique of Pure Reason
b) Origin of Sociology: Responses to scientific epistemology and the Enlightenment Philosophy in Europe
c) Examples of Enlightenment from eastern sources: Nyaya and Buddhist Sunyawad

Unit 2: Positivism: Philosophical Background and Sociological Promises (15 Hours)

b) Positivist Methodology in Sociology
c) The School of Logical Positivism
d) 'Rules of Sociological Method' in Emile Durkheim's functionalism
e) Positivism in Marx's approach to knowledge: Historical materialism
f) Interpretative Sociology of Max Weber: Ambivalence in Positivism

Unit 3: Qualitative and Quantitative Research: Positivist Methodology and Methods (15 Hours)

a) The idea of Research in Social Science
b) What is the difference between qualitative and quantitative research?
c) Methods of Positivist Social Sciences:
   i. Methods of Quantitative Research I: Survey
   ii. Methods of Quantitative Research II: Statistical analyses
   iii. Methods of Qualitative Research I: Observation and Participant Observation
   iv. Methods of Qualitative Research II: Interviews, Focused Group and Case Studies

Unit 4: Debating Science: Ways beyond Positivism (15 Hours)

a) Karl Popper: Critical Rationalism
b) Thomas Kuhn: The Centrality of Paradigm
c) Positivist Dispute: Critical rationalists vs. the Frankfurt School
d) Karl Mannheim: Objectivism vs. Bias

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work based on field visit
- Workshops

Text Books

1- Gouldner, A. I970. *The Coming Crisis in Western Sociology*. New York: Basic Books
2- Weber, Max. 2011. *Methodology of Social Science*. New York: Transactions
3- Durkheim, Emile. 1982. *Rules of Sociological Method*. London: Free Press
4- Goode, W. and Hatt, P. 1952. *Methods of Social Research*. McGraw Hill, New York.

Recommended Readings

Unit 1

1. Russell, Bertrand. 2004. *History of Western Philosophy*. London: Rutledge (pages 453-455, 484-498, 511-520, 551-560, 600-650)
2. Wallerstein, Immanuel. 1996. *Open the Social Sciences: Report of the Gulbenkian on the Restructuring of the Social Sciences*. Stanford University Press, Stanford.
3. Gouldner, A. I970. *The Coming Crisis in Western Sociology*. New York: Basic Books
4. Ganeri, Jonardan. 2001. *Philosophy in Classical India: The Proper Work of Reason*. Delhi: Motilal Banarasidas. (pages 1-60)
5. B K Matilal. 1986. *Perception: An Essay on Classical Indian Theories of Knowledge*. London: Oxford University Press. (pages 1-88)

Unit 2

1. Giddens, Anthony. 1978. 'Positivism and its Critics,' in Tom Bottomore and Robert Nisbet
   edited. *History of Sociological Analysis*. London: Heinemann (pages 237-286)
2. Mukherji, Partha. Ed. *Methodology in Social Research: Dilemmas and Perspectives*. Delhi: Sage (Introduction)
3. Durkheim, Emile. 1982. *Rules of Sociological Method*. London: Free Press (Introduction & Chapter 1)
4. Marx, Karl. 2010. *The German Ideology*. Delhi: People's Publishing House (Chapter 1)
5. Weber, Max. 2011. *Methodology of Social Science*. New York: Transactions (Introduction & Chapter 1)

Unit 3

1. P. Alasuutari, L. Bickman and J. Brannen. Ed. 2008. *The SAGE Handbook of*

Social Research Methods.
2. Goode, W. and Hatt, P. 1952. *Methods of Social Research*. McGraw Hill, New York.

Unit 4

1. Popper, Karl. 2002. *Conjectures and Refutations: The Growth of Scientific Knowledge*. London: Routledge (chapters 1 & 2)
2. Kuhn, T.S. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press (Chapters 1 and 2)
3. Adorno et al. 1981. *Positivist Dispute in German Sociology*. Heinemann Educational Books Ltd. Pp. Introduction chapter
4. Karl Mannheim. 1979. *Ideology and Utopia: An Introduction to the Sociology of Knowledge*. Routledge: London (pages 62-67).

DISCIPLINE SPECIFIC CORE (DSC)
SOCIOLOGY OF EDUCATION

Nature of the Course: DSC
Course Code: BALAS409
Semester: Seventh (VII)
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 a comprehensive understanding of the intricate relationship between education and societal dynamics. By exploring the meaning of education and its role in socialization, students will gain insights into the different theories of education. The course delves into schooling practices, examining both traditional and alternative systems, and the concept of de-schooling. Furthermore, it investigates the impact of education on social mobility, stratification, hegemony, and resistance. This course also addresses the effects of globalization and technology on education, alongside analyzing significant educational policies, reforms, and movements in India.

Course Outcomes

After completing this course students will be able to:

CO 1 (Knowledge): Gain a comprehensive Knowledge of the foundational concepts of education and its relationship with society, including theories of education, the role of socialization, and the impact of social diversity.

CO 2 (Understanding): Analyze the processes and practices within schooling systems, including curriculum design, classroom practices, and alternative educational methods, and critically assess their effectiveness in various social contexts.

CO 3 (Synthesis): Integrate knowledge of educational theories and societal dynamics to evaluate the role of education in social mobility, stratification, cultural reproduction, hegemony, and resistance, particularly within the Indian context.

CO 4 (Application): Apply theoretical frameworks and contemporary trends to real-world educational issues, including the effects of globalization and technology on education, and formulate informed perspectives on educational policies, and reforms.

Course Content

Unit 1: Unboxing the Concepts **(15 Hours)**

a) Meaning of Education and Pedagogy:
b) Society and Education
c) Education and Social Diversity
d) Theories of Education: Functionalism, Conflict and Symbolic Interactionism

Unit 2: Schooling Practices: Standard and Alternatives **(15 Hours)**

a) School as a system
b) Schooling as a process
c) Curriculum and Classroom Practices
d) Concept of De-schooling and alternative practices

Unit 3: Education and Society: Interactions and Impacts **(15 Hours)**

a) Education and Social mobility (Development)
b) Education and Social Stratification: Cultural and Social Reproduction
c) Education: Hegemony and Domination
d) Education: Agency and Resistance

Unit 4: Dynamics of Education: Contemporary Trends in India **(15 Hours)**

a) Globalization and Education
b) Technology and Education
c) Educational Policies and Reforms
d) Educational Movements and Activism

Pedagogy:

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

Text Books

1- Jayaram, N. 2015. Sociology of Education in India. Rawat Publications. New Delhi
2- Kumar, Krishna. 2004. What is Worth Teaching. New Delhi: Orient Longman.
3- Pathak, Avijit. 2021. Ten Lectures on Education: Pedagogic and Sociology Sensibilities.
Routledge. New Delhi
4- Morrish, Ivor. 1976. The Sociology of Education: An Introduction. Ruskin House. London.

5- Chopra, R., and P. Jeffery, eds. 2005. Educational Regimes in Contemporary India. New Delhi: Sage Publications.
6- Nambissan, Geetha B., and Srinivasa Rao (eds). 2012. Sociology of Education in India: Changing Contours and Emerging Concerns. Oxford University Press. Delhi

Recommended Readings

Unit 1

1- Morrish, Ivor. 1976. The Sociology of Education: An Introduction. Ruskin House. London. (Chapter 2).
2- Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.)
Power and Ideology in Education. New York: Oxford University Press. pp. 92-104
3- Nawani, Disha. "Caste among Schoolchildren." *Economic and Political Weekly* 49, no. 36 (2014): 67-69.
4- Hart, C. S. (2019). Education, inequality and social justice: A critical analysis applying the Sen-Bourdieu Analytical Framework. *Policy Futures in Education*, *17*(5), 582-598
5- Davis, Scott; Guppy, Neil. 2018. The Schooled Society: An Introduction to Sociology of Education. Oxford University Press. Ontario (Chapters: 1, 2, and 3)

Unit 2

1- Parsons, T. 2008. 'The School Class as a Social System'. In Ballantine, J.H.; Spade, J.Z (eds.) Schools and Society: A Sociological Approach to Education. Pine Forge Press. California. pp. 80-85.
2- Kumar, Krishna . 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters- 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41 3- Berman, Edward H. "STATE HEGEMONY AND THE SCHOOLING PROCESS." *The Journal of Education* 166, no. 3 (1984): 239-53.
4- Illich, Ivan. 1971. Deschooling Society. Harper and Row. New Yok (Selected Chapters).
5- Pathak, Avijit. 2002. Social Implications of Schooling: Knowledge, Pedagogy: and Consciousness. Rainbow Publishers. Delhi. (Chapter 4)

Unit 3

1- Neelsen, John P. "Education and Social Mobility." Comparative Education Review 19, no.
1 (1975): 129-43
2- Nambissan, Geetha B. 2010. 'The Indian middle classes and educational advantage: family strategies and practices'. In Apple, Michael W; Stephen J. Ball, Stephen j; Gandin, Luis Armando (Eds.)The Routledge International Handbook of the Sociology of Education. Routledge. New York. 285-295.
3- Bourdieu, P. 1977. 'Cultural Reproduction and Social Reproduction'. In Karabel, J.; Halsey, A.H. (eds.). Power and Ideology in Education. Oxford University Press. New York. pp. 487- 510

4- Davies, B. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings'. In Ball, S. J. (eds.) The Routledge Falmer Reader in Sociology of Education. Routledge. London. pp. 128- 139
5- Apple, M. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived Reality'. In Knowledge, Power, and Education: The Selected Works of Michael W. Apple. Routledge. New York. pp. 132-151
6- Freire, Paulo. (1970/1993). Pedagogy: of the Oppressed. (Trans. Myra Bergman Ramos).
London: Penguin Books. Chapter 2. pp. 52-67
7- Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy: and Citizenship in Contemporary Society' in Economic and Political Weekly. Vol. 41, No. 39. Pp. .4195-4203

Unit 4

1- Patnaik, Prabhat. "Education and Globalisation." *Social Scientist* 33, no. 9/10 (2005): 100-111. http://www.jstor.org/stable/3518095.
2- Das, Suranjan. "The Higher Education in India and the Challenge of Globalisation." *Social Scientist* 35, no. 3/4 (2007): 47-67.
3- Selwyn, Neil. "Education and Digital Technology: The Need for Social Realism?" *Educational Technology* 51, no. 5 (2011): 54-56. http://www.jstor.org/stable/44429955. 4- Selwyn, Neil, and Keri Facer. "The Sociology of Education and Digital Technology: Past, Present and Future." *Oxford Review of Education* 40, no. 4 (2014): 482-96.
5- AIFRTE (All India Forum for the Right to Education). 2010. Neoliberal Assault on Higher Education: An Agenda for Putting India on Sale. Bengaluru: AIFRTE.
6- Vivanki, V. 2014. "Teach for India and Education Reform: Some Preliminary Reflections." Contemporary Education Dialogue 11 (1): 137-47.
7- Thapliyal, Nisha. 2018. "We Shall Fight, We Shall Win: An Activist History of Mass Education in India". *Education As Change* 22 (2).

MINOR STREAM COURSES (MS)

SOCIOLOGY OF SOCIAL MOVEMENT

Nature of the Course: DSC
Course Code:
Semester: Seventh (VII)
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 social movements, including their concepts, origins, components, and types. It explores various theoretical frameworks used to analyze social movements, such as Marxist, Weberian, and Resource Mobilization theories. Students will examine the relationship between social movements, the state, culture, and identity, as well as the phenomenon of counter-movements. The course also delves into significant social movements in India, such as the Dalit-OBC movement, the Anti-Corruption movement, and the Hindutva movement, to illustrate the practical application of theoretical insights.

Course Outcomes

After completing this course students will be able to:

CO 1 (Knowledge): Demonstrate a comprehensive understanding of the concept, origin, components, and types of social movements, including distinctions between old and new movements.

CO 2 (Understanding): Analyze various theories of social movements, such as Marxist, Weberian (Charisma), Resource Mobilization Theory, and Strain, Relative Deprivation, and Status Inconsistency Theory, to understand the motivations, dynamics, and organisational structures of social movements.

CO 3 (Synthesis): Synthesize knowledge of state, culture, and identity to analyse the cultural expressions of social movements, the relationship between social movements and the state, and the role of social movements in shaping collective identities and counter-movements.

CO 4 (Application): Apply theoretical frameworks and empirical evidence to analyze and evaluate specific social movements in India, such as the Dalit-OBC movement, Anti-Corruption Movement, Working Class and Peasant movement, and Hindutva Movement, demonstrating the ability to assess their impact, strategies, and implications for social change and political dynamics.

Course Content

Unit 1: Unboxing the concepts **(15 Hours)**

a. Collective Action and Social Movement: Origins

b. Types of Social Movements: Reform, Revival, Revolution, Violent and Non-Violent

c. Old and New Social Movement

d. Repertoire of social movement

Recommended Readings

- Polanyi, Karl. 2001. The Great Transformation: The Political and Economic Origins of Our Time. Beacon Press. Massachusetts. (Chapters: 11, 12 and 13)
- Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in From Mobilization to Revolution, New York: Random House, p. 12-51
- Edelman, Marc. "Social Movements: Changing Paradigms and Forms of Politics." Annual Review of Anthropology 30 (2001): 285–317.

Unit 2: Theories of Social Movement **(15 Hours)**

a. Marxist and Post-Marxist Theories
b. Weberian and post-Weberian Theory
c. Resource Mobilization and Political Process
d. Relative deprivation Theory
e. Strain and Status Inconsistency theory

Recommended Readings

- Theobald, Robin. "The Role of Charisma in the Development of Social Movements." Archives de Sciences Sociales Des Religions 25, no. 49.1 (1980): 83–100.
- McCarthy, John D and Mayer N. Zald. (2015)."Social Movement Organizations," Pp. 159-174 in The Social Movements Reader: Cases and Concepts, 3rd Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell.
- McAdam, Doug. (1982). "Political Process Model" Pp. 36-59 in Political Process and the Development of Black Insurgency 1930-1970. Chicago: University of Chicago Press.
- McCarthy, John D., and Mayer N. Zald. "Resource Mobilization and Social Movements: A Partial Theory." American Journal of Sociology 82, no. 6 (1977): 1212–41
- Amenta, Edwin, and Neal Caren, Elizabeth Chiarello, and Yang Su. "The Political Consequences of Social Movements." Annual Review of Sociology. 36: 287-307. 2010
- Diani, Mario. "Social movements and social capital: a network perspective on movement outcomes." Mobilization: An International Quarterly 2.2: 129-147. 1997

Unit 3: State, Culture and Social Movements **(15 Hours)**

a. Social Movement and State Response
b. Identity and Social Movement
c. Counter Movements
d. Cultural Dimensions of Social Movement: Music, Art and Poems

Recommended Readings

- Gale, R. P. (1986). Social Movements and the State: The Environmental Movement, Countermovement, and Government Agencies. Sociological Perspectives, 29(2), 202-240
- Larana, E., Johnston, H. and R. Guesfield. 1984. 'Identities, Grievances and New Social Movements', in Larana, E., Johnston, H. and R. Guesfield (eds.), New Social Movements: From Ideology to Identity. Philadelphia: Temple University Press.
- Wankhede, Harish S. "The Political and the Social in the Dalit Movement Today." Economic and Political Weekly 43, no. 6 (2008): 50–57.
- Mottl, Tahi L. "The Analysis of Countermovements." Social Problems 27, no. 5 (1980): 620–35.
- Mitra, Subrata. 1987. "The Perils of Promoting Equality: The Latent Significance of the Anti-reservation Movement in India." The Journal of Commonwealth & Comparative Politics 25 (3): 292–312
- Lewis, George H. "The Role of Music in Popular Social Movements: A Theory and Case Study of the Island State of Hawaii, USA." International Review of the Aesthetics and Sociology of Music 16, no. 2 (1985): 153–62.
- Casas, Andreu, and Nora Webb Williams. "Images That Matter: Online Protests and the Mobilizing Role of Pictures." Political Research Quarterly 72, no. 2 (2019): 360–75. http://www.jstor.org/stable/45276914.

Unit 4: Social Movement: Changes and Outcomes **(15 Hours)**

a. Social Movements in the Digital Age
b. Social Movements in the Neo-liberal Era
c. Impacts of Social Movement: Case Study I (Feminist Movement)
d. Impacts of Social Movement: Case Study II (Labor Movement)

Recommended Readings

- Barry, Jack J. "Social Movements in the Digital Age." Chapter. In Information Politics, Protests, and Human Rights in the Digital Age, edited by Mahmood Monshipouri, 23–49. Cambridge: Cambridge University Press, 2016.
- Hara, N., & Huang, B. (2011). Online social movements. Annual Review of Information Science & Technology, 45, 489-522.
- Ismail, F., & Kamat, S. (2018). NGOs, Social Movements and the Neoliberal State: Incorporation, Reinvention, Critique. Critical Sociology, 44(4-5), 569-577
- Almeida, Paul D. "Defensive Mobilization: Popular Movements against Economic Adjustment Policies in Latin America." Latin American Perspectives 34, no. 3 (2007):

123–39.
- Desai, Manali. “From Movement to Party to Government: Why Social Policies in Kerala and West Bengal are so Different”. 2003. In Goldstone, Jack. A (Eds.) State, Parties and Social Movements. Cambridge University Press. New York.
- Rana, S. (2020). Visualizing the Semiotics of Protest: The ‘Nirbhaya’ Rape Case. Indian Journal of Gender Studies, 27(1), 141-153.
- Abdelwahed, Tamara, Stella Gaumert, and Laura Konrad. “The Influence of Public Outrage on Law Making: The Example of Indian Rape Cases.” Verfassung Und Recht in Übersee / Law and Politics in Africa, Asia and Latin America 51, no. 4 (2018): 478–98.

Text Books

- Della Porta, Donatella Diani, Mario. (Eds.). The Oxford Handbook of Social Movements. Oxford University Press. Oxford. 2015
- Jenkins, J. Craig, and Bert Klandermans, eds. The Politics of Social Protest: Comparative Perspectives on States and Social Movements. NED-New edition. Vol. 3. University of Minnesota Press, 1995.
- Johnston, Hank. 2014. What is Social Movement. Polity Press. Cambridge
- Della Porta, Donatella Diani, Mario. 2009. Social Movements: An Introduction. Blackwell Publishing. Oxford
- Giugni, Marco, Doug McAdam, and Charles Tilly. How Social Movements Matter. Minneapolis, MN. The Regents of the University of Minnesota, 1999.

Pedagogy

- Lectures/Invited Talks
- Discussion and Presentation
- Project work
- Cinema

MINOR STREAM COURSE (MS)

SOCIOLOGY OF INDIAN DIASPORA

Nature of the Course: DSC
Course Code: BALAS413
Semester: Seventh (VII)
Credits: 4 (L3:T1)

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

Course Objective

From political leaders to comedians to chefs to CEOs, the Indian diaspora has been influential and visible in public life. This course will dwell on the evolution of the Indian Diaspora and the methodology toward studying it. It will look at the history of migration from India; the process by which foreign 'outsiders' have become integrated in their new homes through an inquiry into themes like Integration, Assimilation, Acculturation, Multiculturalism, and Discrimination; and will address how the different phases of migration are linked to labour force and a capitalist economy.

The course will employ a mix of scholarly sources from sociology, history, Diaspora Studies from different parts of the world, and film studies to focus on stories of the Indian diasporas commonly and not so commonly represented. It will locate the diasporic experience in the interstices of caste, class, race, gender, religion, sexuality, and the histories of colonialism and globalization. We will also look at narratives *via* films and texts for an interpretive understanding of the migration experience.

Course Outcomes

CO 1 (Knowledge): Understand the key concepts, theories, and historical developments related to the Indian diaspora.

CO 2 (Understanding): Analyze the complexities of diasporic experiences and their significance in shaping identities and cultures.

CO 3 (Synthesis): Synthesize knowledge from various disciplines to critically evaluate discourses and case studies of the Indian diaspora.

CO 4 (Application): Apply theoretical frameworks and analytical skills to real-world contexts, including the examination of diasporic communities' socio-political dynamics and cultural practices.

Course Content

Unit 1: What is Diaspora? (15 Hours)

a) Definition, concepts and theoretical debates.

b) Emergence and evolution of the Field of Diaspora Studies.
c) Approaches to the Study of Indian Diaspora.

Unit 2: Indian Diaspora through History (15 Hours)

This section will cover the changing nature of international migration over the years, enabling the students to compare the socio-economic and political dynamics through different historical periods up to the present times.

a) Pre-colonial period: Interaction of Indians with Southeast Asia, China, Afghanistan, Tibet, China, Central Asia, and the Hellenic world.
b) Colonial period: Indenture, Kangani and Maistry systems.
c) Postcolonial emigration to the Gulf, US, UK, and Canada.

Unit 3: International Migration and Diaspora: Impact on India (15 Hours)

a) Discourse on Brain Drain.
b) Diaspora's role in overseas network, FDI and remittances, credibility-building for domestic economic actors.
c) Indian Diaspora, Bollywood and Globalization.

Film screening and discussion: Dilwale Dulhaniya Le Jayenge, Namastey London.

Unit 4: Social Construction of Identity: Diaspora Narratives (15 Hours)

a) Outsiders As Insiders: The Phenomenon of Sandwich Culture
b) Gender Diversities in the Indian Diaspora
c) Narratives (texts and films) from Indian Diaspora

Film screening and discussion: The Namesake, Bend it Like Beckham

Pedagogy:

- Lectures
- Discussion and Presentation
- Films/Documentaries/Narratives
- Guest Lecture from faculty abroad
- Project work

Text Books

1- Harris, K. (2019). *The Truths We Hold: An American Journey*. Penguin Books.
2- Cohen, R. and Fischer C. eds. (2018). *Routledge Handbook of Diaspora Studies*. Routledge, Routledge International Handbooks.
3- Feldhaus, A. (2003). *Connected Places: Region, Pilgrimage, and Geographical Imagination in India.* Palgrave Macmillan: New York.
4- Rai, S. (2023). *Networked Bollywood: How Star Power Globalised Hindi*

Cinema. Cambridge University Press: UK.

5- Soundararajan, T. (2022). *The Trauma of Caste: A Dalit Feminist Meditation on Survivorship, Healing, and Abolition*. North Atlantic Books.

Recommended Readings

Unit 1

1. Cohen, R. and Fischer C. eds. (2018). *Routledge Handbook of Diaspora Studies*. Routledge, Routledge International Handbooks.
2. Banerjee, S. et.al., eds. (2012). *New Routes for Diaspora Studies.* C. McKayCenter for 21st Century Studies: University of Wisconsin-Milwaukee. (introduction)
3. Ilott, S. et. al. ed. (2018). *New Directions in Diaspora Studies: Cultural and Literary Approaches.* Rowman & Littlefield Publishers.
4. Jayaram, N. (2004). *The Indian Diaspora: Dynamics of Migration (Themes in Indian Sociology)*. Sage: India. (chapters 1 and 2)
5. Lal, B.V. (2006), *The Encyclopedia of the Indian Diaspora*. University of Hawaii Press.

Unit 2

1. Feldhaus, A. (2003). *Connected Places: Region, Pilgrimage, and Geographical Imagination in India.* Palgrave Macmillan: New York.
2. Chutiwongs, N., Glover, I.C. and others. (1996). *Ancient Trades and Cultural Contacts in Southeast Asia.* The Office of the National Culture Commission Thailand. (pages 57-94).
3. Yarshater, E. (1983, reprint 1996). 'Buddhism Among Iranian peoples.' *The Cambridge History of Iran, Vol. 3(2).* Cambridge University Press.
4. Jain, P. C. (1989). 'Emigration and Settlement of Indians Abroad.' *Sociological Bulletin*, *38*(1), 155-168. http://www.jstor.org/stable/23619921
5. Greene, M. and Batalova, J. (2024) 'Indian Immigrants in the United States.' Migration Policy Institute. Available at https://www.migrationpolicy.org/article/indian-immigrants- united-states
6. Siddique, C.M. (2004). 'Migrating to Canada: The First Generation Indian and Pakistani Families in the Process of Change,' in Jayaram, N. (ed.), *The Indian Diaspora: Dynamics of Migration (Themes in Indian Sociology)*. Sage: India. (chapter 4)
7. Buchignani, N. (2004). 'Contemporary Research on People of Indian Origin in Canada,' in Jayaram, N. (ed.), *The Indian Diaspora: Dynamics of Migration (Themes in Indian Sociology)*. Sage: India. (chapter 5)
8. Gandhi, M.K. (1940). *An Autobiography: The Story of My Experiments With Truth*. Navajivan Publishing House: Ahmedabad.
9. Desai, R. (1963). *Indian Immigrants in Britain*. London: Oxford University Press

Unit 3

1. Kapur, D. (2010). *Diaspora, Development, and Democracy: The Domestic Impact*

of International Migration from India. Princeton University Press: Princeton and Oxford.
2. Desai, M. (2020). *The United States of India: Anticolonial Literature and Transnational Refraction.* Philadelphia: Temple University Press. (chapter 4)
3. Sukhatame, S.P. and Mahadevan, I. (1988). 'Brain Drain and the IIT Graduate.' *Economic and Political Weekly 23, No. 25 (June 18): 1285-93*.
4. Khadria, B. (1999). *The Migration of Knowledge Workers: Second-Generation Effects of*
India's Brain Drain. Sage Publications: New Delhi
5. Kessinger, T. (1974). *Vilayatpur 1848—1968: Social and Economic Change in a North Indian Village*. University of California Press: Berkeley.
6. Mathew, J.T., Rajan, S.I. and Zachariah, K.C. (2001). 'Impact of Migration on Kerala's Economy and Society.' *International Migration 39, no. 1: 63-85*.
7. Rai, S. (2023). *Networked Bollywood: How Star Power Globalised Hindi Cinema.*
Cambridge University Press: UK.
8. Mehta, R.B. and Pandharipande, R.V. (2011). *Bollywood and Globalisation: Indian Popular Cinema, Nation, and Diaspora.* Anthem Press: London, New York, Delhi

Unit 4

1. Atal, Y. (2001). 'Managing Multiplicity: The Insider-Outsider Duality.' *Economic and Political Weekly, 36(36), 3459-3466*. Available at http://www.jstor.org/stable/4411088
2. Atal, Y. (1989). 'Outsiders as Insiders: The Phenomenon of Sandwich Culture: Prefatorial to a Possible Theory.' *Sociological Bulletin, 38(1), 23-41.* Available at http://www.jstor.org/stable/23619914
3. Bald Vivek's Interview. (2016). Introduction of the Required Text: The Bengali Harlem. Available at https://www.thedailystar.net/in-focus/the-lost-histories-the-bengali-harlem- 1258099
4. Harris, K. (2019). *The Truths We Hold: An American Journey*. Penguin Books.
5. Ashcroft, M. (2020). *Going for Broke: The Rise of Rishi Sunak*. Biteback Publishing.
6. Mitra, D. (2022). 'Mississippi Masala @30: Revisiting a Film Classic in Authoritarian Times.' Available at https://www.publicbooks.org/mississippi-masala-at-30-revisiting-a- film-classic-in-authoritarian-times/
7. Radhakrishnan, Smitha. (2005). '"Time to Show Our True Colors": The Gendered Politics of "Indianness" in Post-Apartheid South Africa.' *Gender & Society 19(2): 262-281.*
8. Munos, D. (2008). 'The Namesake by Jhumpa Lahiri: The Accident of Inheritance,' in *Commonwealth Essays and Studies [Online], 30.2*. Available at https://doi.org/10.4000/ces.12322
9. Soundararajan, T. (2022). *The Trauma of Caste: A Dalit Feminist Meditation on Survivorship, Healing, and Abolition*. North Atlantic Books.

MINOR STREAM COURSE (MS)
SOCIOLOGY OF GENDER

Nature of the Course: MS
Course Code: BALAS415
Semester: Seventh (VII)
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 offer a sociological understanding of sex and gender, emphasizing social constructionism. It explores masculinity, femininity, religion, and the gendered division of labor. Students will examine feminist thought historically, trace women's movements, critique traditional theories through diverse lenses, and analyze the evolving status of women in India amid modernization and development.

Course Outcomes

After completing this course students will be able to:

CO1 (Knowledge): Gain foundational knowledge of sex and gender, including social constructionism, masculinity, femininity, gendered labor, and the historical development of feminist thought and theories.

CO2 (Understanding): Understand how patriarchy shapes work, development, and power, and critically assess feminist critiques of sociology, recognizing diverse gender experiences across cultures.

CO3 (Synthesis): Synthesize feminist theories to analyze gender issues, linking insights across units to assess changing gender roles and the impact of social movements on equality.

CO4 (Application): Apply gender theories to analyze real-world issues, propose solutions to gender-based problems, and evaluate women's empowerment efforts in areas like health, education, land rights, and violence.

Course Content

Unit I: Unboxing the Concepts **(15 Hours)**

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: Theories of Patriarchy **(15 Hours)**

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: Interactions **(15 Hours)**

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 **(15 Hours)**

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. Chafez, Janet Saltzman.2006. (Eds.) Handbook of the sociology of Gender. Springer. New York (Chapters; 15 and17).
2. Farrell, Susan A; Lorber, Judith. 1991 (Eds.) The Social Construction of Gender. Sage. London. (Chapter 2).
3. Lindsey, Linda L. 2021. Gender: Sociological Perspective (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; Wiegersma, Nan; Nisonoff, Laurie. 2011. (Eds.) The Women, Gender and Development Reader. Zed Books. New Yor.
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
   Political 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.

EIGHTH SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)
STATE, MARKET AND SOCIETY

Nature of the Course: DSC
Course Code: BALAS402
Semester: Eighth (VIII)
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 the complex interplay between state and market dynamics within the framework of social institutions, particularly focusing on historical perspectives, theoretical frameworks, and contemporary issues. Through the examination of state-market interactions in various social institutions including culture, civil society, family, and religion, students will gain insights into the multifaceted relationships shaping contemporary societies. Additionally, the course will analyze the specific context of India, investigating the historical legacies of colonialism, the transition from the License Raj to LPG reforms, and the socio-economic implications of caste, religion, labor, and capital dynamics post- liberalization.

Course Outcomes

After completing this course students will be able to:

CO 1 (Knowledge): Demonstrate a comprehensive understanding of the concepts, theories, and historical perspectives regarding state-market relations, including the roles of liberalism, Marxism, welfarism, and neoliberalism in shaping market dynamics and societal structures.

CO 2 (Understanding): Analyze the intricate interactions between state and market dynamics, including issues such as market failures, globalization, the entrepreneurial state, and the workforce/labor market, with a clear understanding of their socio-economic implications.

CO 3 (Synthesis): Synthesize theoretical frameworks and empirical evidence to evaluate the complex relationships between state, market, and various social institutions such as culture, civil society, family, and religion, identifying patterns and dynamics across different contexts.

CO 4 (Application): Apply knowledge and understanding of state-market relations to real-world scenarios, demonstrating the ability to critically assess policy implications, formulate recommendations for effective governance and market regulation, and contribute to discussions on socio-economic development and inequality.

Course Content

Unit 1: Unboxing the concepts **(15 Hours)**

a) Market as a Social Institution: Definitions and Concept
b) Historical perspectives on the evolution of state-market relations
c) Bazars as public space
d) Theoretical frameworks: Liberal, Marxist, Welfarism and Neo-Liberalism
    i. Free Market - Invisible hand: Classical Liberalism
    ii. State Controlled Market: Keynesian Model
    iii. State and market: Marxist theories of the capitalist state
    iv. Neoliberalism: government through the market

Recommended Readings

1- Lie, John. "Sociology of Markets." *Annual Review of Sociology* 23 (1997): 341-60
2- Polanyi, K., 2001, The Great Transformation. The political and economic origins of our time, Boston, Beacon Press, 317 p. - Chapter 4 to 6.
3- Beckert, J., 2009, "The social order of markets", Theory and Society, 38 (3), p. 245-269.
4- Dolfsma, Wilfred, John Finch, and Robert McMaster. "Market and Society: How Do They Relate, and How Do They Contribute to Welfare?" *Journal of Economic Issues* 39, no. 2 (2005): 347-56
5- Beckert, Jens. "Postscript: Fields and Markets: Sociological and Historical Perspectives." *Historical Social Research / Historische Sozialforschung* 36, no. 3 (137) (2011): 223-34.
6- Datta, R. (1999). From Medieval to Colonial: Markets, Territoriality and the Transition in Eighteenth Century Bengal. *The Medieval History Journal*, *2*(1), 143-167
7- Mohanty, Pramod Kr. "Bazar as a contesting public space: Its differencing perceptions and usage at colonial Cuttak". *Proceedings of the Indian History Congress* 68 (2007): 1029- 40.

Unit 2: State and Market: Issues **(15 Hours)**

a) State Intervention in Market
b) Globalization, State and Market
c) The Entrepreneurial State
d) Workforce and Labour

Recommended Readings:

1- Ghosh, Arun. "State Intervention versus Free Market." *Economic and Political Weekly* 27, no. 27 (1992): 1365-68.
2- Joss Reis "The State and the Market: An Institutionalist and Relational Take". *RCCS Annual Review.* Issue 4 (2012)
3- Evans PB. 1997. The Eclipse of the State? Reflections on Stateness in an Era of Globalization. World Politics Vol. 50. pp. 62-87

4- Riain, Sean O. “States and Markets in an Era of Globalization.” Annual Review of Sociology 26 (2000): 187-213.
5- Ravenhill, John. “Entrepreneurial States: A Conceptual Overview.” *International Journal* 73, no. 4 (2018): 501-17
6- Christopher Yencha (2015), "The Entrepreneurial State: Debunking Public vs. Private Sector Myths", Journal of Entrepreneurship and Public Policy, Vol. 4 No. 3, pp. 392-394
7- Chakraborty, Achin. “Reforming Labour Markets in States: Revisiting the Futility Thesis.” *Economic and Political Weekly* 50, no. 20 (2015): 52-57

Unit 3: State and Market: Interaction with Social Institutions (15 Hours)

a) Culture and Religion
b) Democracy and Civil Society
c) Market and Law
d) State, Market and Poverty

Recommended Readings

1- Filgstein, Neil; McAdam, Doug. 2019. "States, social movements and markets". In Socio- Economic Review. Volume 17, Issue 1. pp 1-6
2- Nadeau, R., Daoust, J. F., & Arel-Bundock, V. (2019). The market, the state and satisfaction with democracy. *West European Politics*, *43*(1), 250-259.
3- Flake, Kathleen; Oman, Nathan B. 2023. Democracy, Religion, and Commerce: Private Markets and the Public Regulation of Religion. Routledge. New York. (Chapters: Introduction, 2, 5 and 6)
4- Haddorff, David W. 2000. "Religion and the Market: Opposition, Absorption, or Ambiguity?" In Review of Social Economy. Vol. 58, No. 4. pp. 483-504
5- Hayami, Yujiro, and Yoshihisa Godo, 'Market and State', *Development Economics: From the Poverty to the Wealth of Nations*, 3rd edn (Oxford, 2005; online edn, Oxford Academic, 1 Oct. 2005).
6- Fligstein, Neil. “Markets as Politics: A Political-Cultural Approach to Market
Institutions.” *American Sociological Review* 61, no. 4 (1996): 656-73
7- Egan, Michelle P., 'The Intersection of Law and Markets', *Constructing a European Market: Standards, Regulation, and Governance* (Oxford, 2001; online edn, Oxford Academic, 1 Nov. 2003)
8- V. S. Vyas. “Ensuring Food Security: The State, Market and Civil Society.” *Economic and Political Weekly* 35, no. 50 (2000): 4402-7.
9- Manish, G.P; Miller, Stephen C. 2021. Capitalism and Inequality: The Role of State and Market. Routledge. New York. (Chapters; 1,4, 5, and 8)

Unit 4: State and Market in India (15 Hours)

a) Colonialism and the emergence of state and market relations

b) State Market relations: From License Raj to LPG reforms
c) Caste, religion, and market in India.
d) Labor and Capital in post-liberalisation

Recommended Readings

1. Yang, Anand A. 1999. Bazaar India: Markets, Society, and the Colonial State in Bihar. University of California Press. Berkely (Chapters; Introduction, 3, 5 and Conclusion)
2. Rangarajan, C. "State, Market and the Economy: The Shifting Frontiers." *Economic and Political Weekly* 35, no. 16 (2000): 1386-90.
3. Prakash, Aseem. 2020. Dalit Capital: State, Markets and Civil Society in Urban India. Routledge. New Delhi (Chapters: 1, 4, and 7)
4. Chakraborty, Achin; Chowdhury, Subhanil; Banerjee, Supurna; Mahmood, Zaad. 2019. (Eds.) Limits of Bargaining: Capital, Labour and the State in Contemporary India. Cambridge University Press. New Delhi. (Chapters: 1, 2, 5 and 6).

Text Book

1- Tonkiss, Fran; Slater, Don. (2001). Market Society: Markets and Modern Social Theory.
Polity Press. Cambridge
2- Harriss-White, Barbara. (2005). India's Market Society: Three Essays in Political
Economy. Three Essay Publications. New Delhi
3- Bayly, C.A. (2012). Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion: 1770-1870. Oxford University Press. New Delhi
4- Breman, Jan. (2019). Capitalism, Inequality and Labour in India. Cambridge University Press. New Delhi
5- Aspers, P., 2011. Markets. London, Polity Press

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work

DISCIPLINE SPECIFIC CORE (DSC)
ETHNOGRAPHICAL IMAGINATIONS

Nature of the Course: DSC
Course Code: BALAS404
Semester: Eighth (VIII)
Credits: 4 (L3:T1)

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

Course Objective

This course introduces key concepts, methods, and emerging trends in ethnography. It explores the 'field' as site, relationship, and construct, and develops observational and analytical skills. Students engage with multi-modal and multisensory approaches, including visual, audio, digital, and multi-species ethnographies. Emphasis is placed on interpretation, writing styles, and ethics, enabling students to critically conduct and represent ethnographic research across diverse contexts.

Course Outcomes

CO 1 (Knowledge): Understand key ethnographic concepts, methods, and emerging trends including multi-modal and multisensory approaches.

CO 2 (Understanding): Explain the significance of the 'field,' representation styles, and ethical
issues in ethnographic research.

CO 3 (Synthesis): Integrate diverse ethnographic methods to design and interpret complex field studies.

CO 4 (Application): Apply ethnographic techniques to conduct research and produce ethically informed, well-written ethnographies.

Course Content

Unit 1: Ethnography: Introduction **(15 Hours)**

a. What is 'Field'?: Field as site, field as relationship, field as construct
b. The Craft of Observing
c. Designing (and Steps in) Ethnographic Research
d. Reading Ethnographies

Unit 2: Multi-Modal Ethnography **(15 Hours)**

a. Visual Ethnography
b. Audio and Sound Ethnography
c. Virtual/Online Ethnography

d. Multi-Sited Ethnography

Activity: Project on any of the above topics

Unit 3: Emerging Trends in Ethnography **(15 Hours)**

a. Multi-Sensory Ethnography
b. Interpreting multisensory research: Analyzing and meaning-making
c. Multi-Species Ethnography
d. Material Ethnography

Activity: Project on any of the above topics

Unit 4: Writing, Representation, and Ethics in Ethnography **(15 Hours)**

a. Debates on Ethnography
b. Ethnographic Writing Styles: Reflexive, Realist, and autoethnographic
c. The issue of Power in Ethnography
d. Ethical Issues in Ethnography

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work based on field visit
- Workshops/Activity

Text Books:

1- Malinowski, Bronislaw. 1922. Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.
2- Srinivas, M. N. 1976. The Remembered Village. Delhi: OUP
3- Rabinow, Paul. 1977 [2007]. Reflections on Fieldwork in Morocco. Berkeley: University of California Press.
4- Pink, Sarah. (2001). Doing Visual Ethnography: Images, Media, and Representation in Research. Sage Publication. London.
5- O'Reilly, Karen. (2005). Ethnographic Methods. Routledge. New York.
6- Harrison, Anthony Kwame. (2018). Ethnography. Oxford University Press. New York

Readings:

Unit I

1- Gobo, Giampietro. (2008). Doing Ethnography. Sage. London (Chapters: 1, 2, 5, and 7).
2- Amit, Vered. (2003). Constructing the Field: Ethnographic Fieldwork in the Contemporary World. Routledge. (Chapters: 1).

3- Wardle, Huon; Blasco, Paloma Gay y. (2007). How to Read Ethnography. Routledge. New York. (Relevant Chapters).
4- Geertz, Clifford. (1873). "Thick description: toward an interpretive theory of culture," In 'The Interpretation of Cultures: Selected Essays'. Basic Books. New York. (pp. 3-30).
5- O'Reilly, Karen. (2005). Ethnographic Methods. Routledge. New York. (Relevant Chapters).

Unit II

1- van den Scott, L.-J. K. (2018). Visual Methods in Ethnography. Journal of Contemporary Ethnography, 47(6), 719-728
2- Heider, K. G. (2006) "The Attributes of Ethnographic Film". In Ethnographic film. Austin: University of Texas Press. pp. 50-109.
3- Kumar, Rathees. (2022). Sound Subjects and Hearing Cultures: Towards an Acoustic Ethnography. Studies in Indian Politics, 10(1), 138-144.
4- Bauman, Richard, and Joel Sherzer. ''The Ethnography of Speaking.'' An Annual Review of Anthropology 4 (1975): 95-119
5- Cohen, Sara. "Ethnography and Popular Music Studies." Popular Music 12, no. 2 (1993): 123-38.
6- Hine, Christine. (2000). Virtual Ethnography. Sage Publications. London. (Chapters: 1, 2, 3 and 4).
7- Sneelman, Hanna; Hirvi, Laura; (2012). (Ed.) Where is the Field?: The Experience of Migration Viewed through the Prism of Ethnographic Fieldwork. Studia Fennica Ethnologica. Helsinki. (Chapters: 1 and 2).
8- Marcus, George E. "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography." Annual Review of Anthropology 24 (1995): 95-117

Unit III

1- Prink, Sarah. (2015). Doing Sensory Ethnography. Sage Publications. New York. (Chapters 1, 2, 3 and 7).
2- Helmreich, Stefan; Kirksey, S. Eben. (2010). The Emergence of Multispecies Ethnography. *Cultural Anthropology. Vol. 25 (4),* 545-576.
3- Smart, A. (2014). Critical perspectives on multispecies ethnography. *Critique of Anthropology*, *34*(1), 3-7.
4- Gosden, Chris, and Yvonne Marshall. "The Cultural Biography of Objects." *World Archaeology* 31, no. 2 (1999): 169-78.
5- Appadurai, Arjun (1986). (Eds.) The Social Life of Things: Commodities in Cultural Perspective. Cambridge University Press. New York. (Chapters: 1 and 10).

Unit IV

1- Taylor, T.L; Pearce, Celia; Nardi, Bonnie; Boellstroff, Tom. (2012). Ethnography And Virtual Words: A Handbook of Method. Princeton University Press. Princeton. (Chapter: 3)
2- Clifford, James and George Marcus. 1986. Writing Culture: The Poetics and Politics of Ethnography. London: University of California Press
3- Archer, M., & Souleles, D. (2021). Introduction: Ethnographies of power and the powerful.
Critique of Anthropology, 41(3), 195-205.
4- Gobo, Giampietro. (2008). Doing Ethnography. Sage. London (Chapter 8).
5- Bell, Kirsten. "The 'Problem' of Undesigned Relationality: Ethnographic Fieldwork, Dual Roles and Research Ethics." Ethnography 20, no. 1 (2019): 8-26.

DISCIPLINE SPECIFIC CORE (DSC)
RESISTANCE AND SOCIAL MOVEMENT

Nature of the Course: DSC
Course Code: BALAS406
Semester: Eighth (VIII)
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 social movements, including their concepts, origins, components, and types. It explores various theoretical frameworks used to analyze social movements, such as Marxist, Weberian, and Resource Mobilization theories. Students will examine the relationship between social movements, the state, culture, and identity, as well as the phenomenon of counter-movements. The course also delves into significant social movements in India, such as the Dalit-OBC movement, the Anti-Corruption movement, and the Hindutva movement, to illustrate the practical application of theoretical insights.

Course Outcomes

After completing this course students will be able to:

CO 1 (Knowledge): Demonstrate a comprehensive understanding of the concept, origin, components, and types of social movements, including distinctions between old and new movements.

CO 2 (Understanding): Analyze various theories of social movements, such as Marxist, Weberian (Charisma), Resource Mobilization Theory, and Strain, Relative Deprivation, and Status Inconsistency Theory, to understand the motivations, dynamics, and organisational structures of social movements.

CO 3 (Synthesis): Synthesize knowledge of state, culture, and identity to analyse the cultural expressions of social movements, the relationship between social movements and the state, and the role of social movements in shaping collective identities and counter-movements.

CO 4 (Application): Apply theoretical frameworks and empirical evidence to analyze and evaluate specific social movements in India, such as the Dalit-OBC movement, Anti-Corruption Movement, Working Class and Peasant movement, and Hindutva Movement, demonstrating the ability to assess their impact, strategies, and implications for social change and political dynamics.

Course Content

Unit 1: Unboxing the concepts **(15 Hours)**

a) Collective Action and Social Movement: Origins
b) Types of Social Movements: Reform, Revival, Revolution, Violent and Non-Violent
c) Old and New Social Movement
d) Repertoire of social movement

Unit 2: Theories of Social Movement **(15 Hours)**

a) Marxist and Post-Marxist Theories
b) Weberian and post-Weberian Theory
c) Resource Mobilization and Political Process
d) Relative deprivation Theory
e) Strain and Status Inconsistency theory
f) Impact Theory

Unit 3: State, Culture and Social Movements **(15 Hours)**

a) Social Movement and State Response
b) Identity and Social Movement
c) Counter Movements
d) Cultural Dimensions of Social Movement: Music, Art and Poems

Unit 4: Social Movement: Changes and Outcomes **(15 Hours)**

a) Social Movements in the Digital Age
b) Social Movements in the Neo-liberal Era
c) Impacts of Social Movement: Case Study

Pedagogy:

- Lectures/Invited Talks
- Discussion and Presentation
- Project work
- Cinema

Text Books

1- Della Porta, Donatella Diani, Mario. (Eds.). The Oxford Handbook of Social Movements.
Oxford University Press. Oxford. 2015
2- Jenkins, J. Craig, and Bert Klandermans, eds. *The Politics of Social Protest: Comparative Perspectives on States and Social Movements*. NED-New edition. Vol. 3. University of Minnesota Press, 1995.
3- Johnston, Hank. 2014. What is Social Movement. Polity Press. Cambridge
4- Della Porta, Donatella Diani, Mario. 2009. Social Movements: An Introduction.

Blackwell Publishings. Oxford

5- Giugni, Marco, Doug McAdam, and Charles Tilly. How Social Movements Matter. Minneapolis, MN. The Regents of the University of Minnesota, 1999.

Recommended Readings

Unit 1

1. Polanyi, Karl. 2001. The Great Transformation: The Political and Economic Origins of Our Time. Beacon Press. Massachusetts. (Chapters: 11, 12 and 13)
2. Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in From Mobilization
   to Revolution, New York: Random House, p. 12-51
3. Edelman, Marc. "Social Movements: Changing Paradigms and Forms of Politics." *Annual Review of Anthropology* 30 (2001): 285-317.

Unit 2

1. Theobald, Robin. "The Role of Charisma in the Development of Social Movements." *Archives de Sciences Sociales Des Religions* 25, no. 49.1 (1980): 83-100.
2. McCarthy, John D and Mayer N. Zald. (2015)."Social Movement Organizations," Pp. 159- 174 in The Social Movements Reader: Cases and Concepts, 3rd Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell.
3. McAdam, Doug. (1982). "Political Process Model" Pp. 36-59 in Political Process and the Development of Black Insurgency 1930-1970. Chicago: University of Chicago Press.
4. McCarthy, John D., and Mayer N. Zald. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82, no. 6 (1977): 1212-41
5. Amenta, Edwin, and Neal Caren, Elizabeth Chiarello, and Yang Su. "The Political Consequences of Social Movements." Annual Review of Sociology. 36: 287-307. 2010
6. Diani, Mario. "Social movements and social capital: a network perspective on movement outcomes." Mobilization: An International Quarterly 2.2: 129-147. 1997

Unit 3

1. Gale, R. P. (1986). Social Movements and the State: The Environmental Movement, Countermovement, and Government Agencies. *Sociological Perspectives*, *29*(2), 202-240
2. Larana, E., Johnston, H. and R. Guesfield. 1984. 'Identities, Grievances and New Social Movements', in Larana, E., Johnston, H. and R. Guesfield (eds.), New Social Movements: From Ideology to Identity. Philadelphia: Temple University Press.
3. Wankhede, Harish S. "The Political and the Social in the Dalit Movement Today." *Economic and Political Weekly* 43, no. 6 (2008): 50-57.
4. Mottl, Tahi L. "The Analysis of Countermovements." *Social Problems* 27, no. 5 (1980): 620-35.

5. Mitra, Subrata. 1987. "The Perils of Promoting Equality: The Latent Significance of the Anti-reservation Movement in India." The Journal of Commonwealth & Comparative Politics 25 (3): 292-312
6. Lewis, George H. "The Role of Music in Popular Social Movements: A Theory and Case Study of the Island State of Hawaii, USA." *International Review of the Aesthetics and Sociology of Music* 16, no. 2 (1985): 153-62.
7. Casas, Andreu, and Nora Webb Williams. "Images That Matter: Online Protests and the Mobilizing Role of Pictures." *Political Research Quarterly* 72, no. 2 (2019): 360-75. http://www.jstor.org/stable/45276914.

Unit 4

1. Barry, Jack J. "Social Movements in the Digital Age." Chapter. In Information Politics, Protests, and Human Rights in the Digital Age, edited by Mahmood Monshipouri, 23-49. Cambridge: Cambridge University Press, 2016.
2. Hara, N., & Huang, B. (2011). Online social movements. Annual Review of Information Science & Technology, 45, 489-522.
3. Ismail, F., & Kamat, S. (2018). NGOs, Social Movements and the Neoliberal State: Incorporation, Reinvention, Critique. *Critical Sociology*, *44*(4-5), 569-577
4. Almeida, Paul D. "Defensive Mobilization: Popular Movements against Economic Adjustment Policies in Latin America." *Latin American Perspectives* 34, no. 3 (2007): 123-39.
5. Desai, Manali. "From Movement to Party to Government: Why Social Policies in Kerala and West Bengal are so Different". 2003. In Goldstone, Jack. A (Eds.) State, Parties and Social Movements. Cambridge University Press. New York.
6. Rana, S. (2020). Visualizing the Semiotics of Protest: The 'Nirbhaya' Rape Case. *Indian Journal of Gender Studies*, *27*(1), 141-153.
7. Abdelwahed, Tamara, Stella Gaumert, and Laura Konrad. "The Influence of Public Outrage on Law Making: The Example of Indian Rape Cases." *Verfassung Und Recht in Übersee / Law and Politics in Africa, Asia and Latin America* 51, no. 4 (2018): 478-98.

DISCIPLINE SPECIFIC CORE (DSC)
SOCIOLOGY OF POPULAR CULTURE

Nature of the Course: DSC
Course Code: BALAS408
Semester: Eighth (VIII)
Credits: 4 (L3:T1)

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

Course Objective

This course explores the dynamic landscape of popular culture, examining its formation, significance, and impact through critical theories and case studies. It unpacks key concepts like ideology, hegemony, performativity, and charisma, analysing their influence on public media, digital spheres, and everyday life. Through diverse topics - from Bollywood and pulp fiction to memes and cricket - the course investigates how culture shapes and is shaped by power, resistance, caste, gender, and global flows. Ultimately, students will develop nuanced understandings of cultural production, consumption, and the evolving sites where collective identities and political struggles unfold.

Course Outcomes

After completing this course students will be able to:

CO1 (Knowledge): Gain foundational knowledge of popular culture, including concepts like ideology, hegemony, and performativity, while exploring diverse cultural forms and their role in shaping public discourse.

CO2 (Understanding): Understand the intersections of culture, power, and resistance by analysing how practices like Bollywood, memes, and sports reflect and challenge social hierarchies.

CO3 (Synthesis): Synthesize theories and case studies to critically evaluate cultural texts, connecting concepts like charisma and the sacred to contemporary cultural phenomena.

CO4 (Application): Apply theoretical insights to interpret everyday cultural practices, deconstruct media forms, and critique cultural production, representation, and resistance.

Course Content

Unit I: Unboxing the Concepts (15 Hours)

a) The idea of Popular Culture
b) Difference between Mass Culture and Popular Culture
c) Locating the significance of Ideology and Hegemony in Popular Culture
d) Theories of Popular Culture

Unit II: Performative Communication in Popular Culture **(15 Hours)**

a) What is Performativity and Performative Communication?
b) The role of charisma in Performative Communication
c) The 'sacred' as a tool to analyse Public Media
d) Global Bollywood and Star Power
e) Performativity in the Digital Sphere

Unit III: Cultures of Consumption **(15 Hours)**

a) Nationalising tea-coffee consumption in India
b) Food in India: Locating it in the interstices of Migration and Culture
c) Hindi Pulp Fiction: Journey from Streets to the Bookshelves
d) Press Photographs as a Site of Popular Culture
e) The Sidewalk/Footpath as a site of Popular Culture
f) Cricket and Public Culture in India

Unit IV: Power, Resistance and Popular Culture **(15 Hours)**

a) Politics of Cultural Production and Violence of Representation
b) Caste and Popular Culture
c) Gender and Popular Culture in India
d) How Black Women have transformed the ways in which culture in Produced, Critiqued and Reimagined
e) Memes, Discourse and Resistance

Text Books

1- Strinati, Dominic, *An Introduction to Theories of Popular Culture*, London: Routledge, 1995.
2- Fiske, John, *Reading the Popular*, London: Unwin Hyman. 1989.
3- Kakar, Shalini. 2023. Devotional Fanscapes: Bollywood Star Deities, Devotee-Fans, and Cultural Politics in India and Beyond. Lexington Books. London
4- Wiggins, B.E. (2019). *The Discursive Power of Memes in Digital Culture: Ideology, Semiotics, and Intertextuality.* Routledge.

Pedagogy:

- Lectures/Invited Talks
- Discussion and Presentation
- Project work
- Cinema

Recommended Readings

Unit 1

1. Storey, John. 2012. "What is popular culture?" Pp. 1-5 in Cultural theory and

popular culture: An introduction. Harlow: Pearson.

2. Grindstaff, Laura. 2008. "Culture and Popular Culture: A Case for Sociology." American Academy of Political and Social Science 619: 206-222.
3. Oscar Handlin, "Comments on Mass and Popular Culture," in Norman Jacobs (ed.), *Mass Media in Modern Society*, Routledge: New York. 1992.
4. Mukerji, Chandra and Michael Schudson (eds), *Rethinking Popular Culture,* Berkeley: University of California Press, 1991.
5. Strinati, Dominic, *An Introduction to Theories of Popular Culture*, London: Routledge, 1995.
6. Fiske, John, *Reading the Popular*, London: Unwin Hyman. 1989.
7. Goodall, Peter, *High Culture, Popular Culture: The Long Debate*, St. Leonards: Allen & Unwin, 1995.

Unit 2

1- Dev Nath Pathak and Sasanka Perera, *Culture and Politics in South Asia: Performative Communication*, Taylor and Francis: 2018.
2- Abhishek Borah, *Mine Your Language*, Penguin Random House India: 2024. Chapter 17,
'A crash course on charism from Barack Obama and Mahatma Gandhi.'
3- Lynch, Gordon, *The Sacred in the Modern World: A Cultural Sociological Approach* (Oxford, 2012; online edn, Oxford Academic, 24 May 2012), https://doi.org/10.1093/acprof:oso/9780199557011.001.0001, accessed 13 Nov. 2024.
4- Swapnil Rai, *Networked Bollywood: How Star Power Globalised Hindi Cinema*, Cambridge University Press: 2023. Chapter 3 - 'Global Dreamz: Shah Rukh Khan and Aamir Khan Usher Global Bollywood into the New Millenium' and Chapter 5 - 'Bards of Change: How Streaming Platforms and State-Industry Alliance Are Reconfiguring Star Power in Networked Bollywood.'
5- Kakar, Shalini. 2023. Devotional Fanscapes: Bollywood Star Deities, Devotee-Fans, and Cultural Politics in India and Beyond. Lexington Books. London. (Chapter 1)
6- Dev Nath Pathak, Biswajit Das and Ratan Kumar Roy (eds.), *Seeing South Asia: Visuals Beyond Borders*, Routledge India: 2022. Chapter 10 - 'Visual Public in South Asia: Seeing and Showing in the Digital Sphere' by Ratan Kumar and Riddhi Kakkar.

Unit 3

1- Nijhawan, Shobhna. "Nationalizing the Consumption of Tea for the Hindi Reader: The Indian Tea Market Expansion Board's Advertisement Campaign." *Modern Asian Studies* 51, no. 5 (2017): 1229-52.
2- A.R. Venkatachalapathy, "'In Those Days There Was No Coffee': Coffee-Drinking And Middle-Class Culture In Colonial Tamil Nadu", The Indian Economic & Social History Review 39, no. 2-3 (2002): 314.

3- Mukhopadhyay, Bhaskar. "*The discreet charm of Indian street food*" In Dissanayake, Wimal & Gokulsing, K Moti (Eds.). Popular Culture in a Globalised India. Routledge. London. 2009.
4- Nandy, Ashis. (2004). The Changing Popular Culture of Indian Food: Preliminary Notes.
South Asia Research, 24(1), 9-19.
5- Srinivas, Tulasi. ""Swiggy It!"Food Delivery, Gastro Geographies, and the Shifting
Meaning of the Local in Pandemic India." *Gastronomica 21*, no. 4 (2021): 17-30.
6- Dev Nath Pathak, Biswajit Das and Ratan Kumar Roy (eds.), *Seeing South Asia: Visuals Beyond Borders*, Routledge India: 2022. Chapter 13 - 'Collective Making of Press Photographs: An Ethnographic Enquiry' by Siddhi Bhandari.
7- Tanushree Bhowmik, 'How Fish Became Part of the Bhog on Dashami,' in *Mint*, 25 October 2020, available at https://www.livemint.com/mint-lounge/food/how-fish-became- part-of-the-bhog-on-dashami-11160359424908l.html
8- Charmaine O'Brien, *Flavours of Delhi: A Food Lover's Guide*, Penguin Random House India: 2016. Chapter 1 - 'Ancient Delhi: Hindu Roots,' Chapter 2 - 'Sultanate Delhi,' Chapter 3 - 'Mughal Delhi,' Chapter 4 - 'British Delhi,' and Chapter 5 - 'Delhi After Partition - A City of Refugees.'
9- Mandhwani, Aakriti. "*From the colloquial to the 'Literary': Hindi pulp's journey from the streets to the bookshelves*". In Chattopadhyay, B., Mandhwani, A., & Maity, A. (Eds.). (2019). Indian Genre Fiction: Pasts and Future Histories (1st ed.). Routledge India.
10- Ritajyoti Bandhopadhyay, 'The Life of Sidewalks in Calcutta: Histories and Possibilities,' in Manas Ray (ed.), *State of Democracy in India: Essays on Life and Politics in Contemporary Times*, Primus Books: Delhi, 2022.
11- Kidambi, Prashant (2011). "Hero, celebrity and icon: Sachin Tendulkar and Indian public culture". The Cambridge Companion to Cricket. pp. 187-202

Unit 4:

1- Nancy Armstrong and Leonard Tennenhouse (ed.), *Violence of Representation*, Routledge: London, 1989 (latest edition in 2014).
2- Chakravarty, Sumita S. "Reflections on the Body Beautiful in Indian Popular Culture." *Social Research* 78, no. 2 (2011): 395-416
3- Singh, Santosh K. "The Caste Question and Songs of Protest in Punjab." *Economic and Political Weekly* 52, no. 34 (2017): 33-37
4- Sharmila Rege. "Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra." *Economic and Political Weekly 37, no. 11 (2002): 1038-47*.
5- Jacqueline Bobo, *Black Feminist Cultural Criticism*, Blackwell Publishers: New York, 2001.
6- Wiggins, B.E. (2019). *The Discursive Power of Memes in Digital Culture: Ideology, Semiotics, and Intertextuality.* Routledge.
7- Sharma, Kanika (2021). "'Yeh Bik Gai Hai Gormint' Understanding Meme Culture in India," in Malhotra, S., Sharma, K., and Dogra, S. (ed.), *Inhabiting Cyberspace in India*. Springer: Singapore.

MINOR STREAM COURSE (MS)

SOCIOLOGY OF DEVIANCE AND CRIME

Nature of the Course: DSC
Course Code: BALAS410
Semester: Eighth (VIII)
Credits: 4 (L3:T1)

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

Course Objective

This course on Deviance and Crime explores the various dimensions of deviant behaviour and crime through theoretical and practical lenses. It covers key theories from functionalism to postmodern perspectives, equipping students with critical analytical skills to understand and dissect the social, economic, and political influences on deviance and crime.

Course Outcomes

After completing this course students will be able to:

CO1 (Knowledge): Gain a comprehensive understanding of deviance and crime theories and the social construction of norms across cultures.

CO2 (Understanding): Analyse the impact of social inequalities like class, gender, and race on deviance and crime.

CO3 (Synthesis): Integrate diverse theoretical views to understand mechanisms of social control and their societal impacts.

CO4 (Application): Apply theories to current and emerging issues such as cybercrime and transnational crime, evaluating law enforcement and social control effectiveness.

Course Content

Unit I: Understanding Deviance and Crime **(15 Hours)**

a. Defining Deviance and Crime: Norms, rules, and the social construction of deviance.
b. Theories of Deviance and Crime: Functionalism (Durkheim, Merton's Strain Theory), Conflict and Critical Theories (*Marxist perspectives, Feminist approaches*), Symbolic Interactionism (*Labelling Theory, Goffman's Stigma*)

c. Postmodern Perspectives on Deviance (*Foucault's Discipline and Surveillance*).
d. Deviance across cultures: Cross-cultural perspectives on norm violations.

Unit II: Structures of Inequality and Crime (15 Hours)

a. Class and Crime: Economic inequality, white-collar crime, and systemic bias.
b. Gender and Deviance: Feminist criminology, gendered violence, and women in prisons.
c. Race, Ethnicity, and Crime: Institutionalized racism, racial profiling and overrepresentation in the criminal justice system.
d. Deviance in Global Contexts: Transnational crime, migration, and exploitation.
e. Urban and Rural Deviance: Gangs, subcultures, and the role of social environments.

Unit III: Mechanisms of Social Control (15 Hours)

a. Formal and Informal Social Control: Policing, courts, and community surveillance.
b. Punishment and Corrections: Prisons, rehabilitation, and restorative justice.
c. Media and Moral Panics: Deviance amplification and media framing of crime.
d. Surveillance in Modern Societies: Foucault's *Discipline and Punish* and technological surveillance.
e. Alternatives to Traditional Justice: Restorative and transformative justice models.

Unit IV: Emerging and Global Issues in Deviance and Crime (15 Hours)

a. Cybercrime: Hacking, online harassment, and data theft.
b. Globalization and Transnational Crime: Human trafficking, drug trade, and terrorism.
c. Climate Crimes: Environmental deviance and corporate responsibility.
d. Protest Movements and Civil Disobedience: Deviance as social change.
e. Crime and Technology: Artificial intelligence, privacy concerns, and predictive policing.

Pedagogy:

- Lectures/Invited Talks
- Discussion and Presentation
- Project work
- Cinema

Text Books

1. Coomber, R., Donnermeyer, J. F. F., McElrath, K., Scott, J. (2014). Key Concepts in Crime and Society. India: SAGE Publications.

2. Downes, D. M., Rock, P. E., McLaughlin, E. (2016). Understanding Deviance: A Guide to the Sociology of Crime and Rule-breaking. United Kingdom: Oxford University Press.
3. Rodas, A., Simpson, M., Rawlinson, P., Kramer, R., Ryan, E., Walters, R., Taylor, E., Beckley, A., Gore, A., Cunneen, C., Porter, A., Poynting, S., Russell, E. (2020). Crime, Deviance and Society: An Introduction to Sociological Criminology. India: Cambridge University Press.

Recommended Readings

1. Becker, H. S. (2018). Outsiders: Studies in Sociology of Deviance. United Kingdom: Free Press.
2. Breathnach, S. (2002). Emile Durkheim on Crime and Punishment (An Exegesis). United States: Universal Publishers.
3. Cohen, S. (1985). Visions of Social Control: Crime, Punishment and Classification. United Kingdom: Polity Press.
4. Foucault, M. (2012). Discipline and Punish: The Birth of the Prison. United States: Knopf Doubleday Publishing Group.
5. Goffman, E. (2009). Stigma: Notes on the Management of Spoiled Identity. United Kingdom: Touchstone.
6. Hall, S. (2012). Theorizing Crime and Deviance: A New Perspective. India: SAGE Publications.
7. Kaufman, J. M. (2017). Anomie, Strain and Subcultural Theories of Crime. United Kingdom: Taylor & Francis.
8. Matza, D. (2018). Delinquency and Drift. United Kingdom: Taylor & Francis.
9. Merton, R. K. (1993). Social Structure and Anomie. United States: Irvington Publishers.
10. Rusche, G., Kirchheimer, O. (2017). Punishment and Social Structure. United States: Taylor & Francis.

MINOR STREAM COURSE (MS)
SOCIOLOGY OF ETHNICITY

Nature of the Course: DSC
Course Code: BALAS414
Semester: Eighth (VIII)
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 Outcomes

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 **(15 Hours)**

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 **(15 Hours)**

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 **(15 Hours)**

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

Unit IV: Ethnicity in the Indian Context **(15 Hours)**

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.

MINOR STREAM COURSE (MS)
ECONOMY AND SOCIETY

Nature of the Course: DSC
Course Code: BALAS412
Semester: Eighth (VIII)
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 Outcomes

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 (15 Hours)

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 **(15 Hours)**

a. Unequal exchange
b. Reciprocity and Gift
c. Money and Markets
d. Exploitation and Surplus Value

Unit III: Modes of Production, Circulation, and Consumption **(15 Hours)**

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 **(15 Hours)**

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 structurisation 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.

Internship Evaluation		
Activity	**Weightage**	**Evaluator**
Continuous Evaluation + Attendance	30	Mentor/Coordinator
Report Writing	30	Committee
Presentation + Viva Voice	40	Committee

Note: Internship can be done during the summer vacation after the fourth semester. Students can do any number of internships, but only one internship done in the summer vacation will be counted for credit allotment. In addition to the above-mentioned model of evaluation, students are also required to produce duly signed Internship certificate from the organization/individual after the completion of their internships, at the time of final evaluation.

Table 1

NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs Evaluation
• Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester. How-ever for Multiple Entry/Exit Students, the duration of work/assessment shall be from the 3rd semester to the 8th semester.

Exit Option/Policy for USLA and GGSIPU (including affiliate colleges/institutions) students: In spirit of the NEP 2020 students have the option of exiting the BA Liberal Arts Programme at different stages (even semesters) of their course with appropriate degrees and corresponding credit requirements mentioned in the table below.

S.N.	Type of Award	Stage of Exit	Minimum Credits/Criteria required
1.	**Stage 1:** Under Graduate Certificate **(Level 6)**	**Exit 1:** After Successful Completion of Semester II	48 Credits + 4 Credits of Vocational Course/Internship after the end of IInd Semester.
2.	**Stage 2: Undergraduate Diploma (Level 7)**	**Exit II:** After Successful Completion of Semester IV	96 Credits + 4 Credits of Vocational Course/Internship after the end of IVth Semester.
3.	**Stage 3:** 3 Year Under Graduate Degree Bachelor of Arts in Liberal Arts with Major and Minor **(Level 8)**	**Exit III:** After Successful Completion of Semester VI	**142** Credits (Minimum 60 Credits in Major discipline and 24 in Minor Discipline)

Entry Option for USLA, GGSIPU (including affiliate colleges/institutions) Students: According to the NEP 2020, those students of the USLA, GGSIPU who have exited at Stage 1, 2 or 3 can re-enter the programme at the next stage in accordance with their exit stage. For e.g. a student who exits the programme at Stage One (UG Certificate – Level 6) can re-enter at Stage Two (Level 7) i.e. in the 3rd Semester of the programme anytime, or a student who exit at Stage 2 can re-enter the programme in the 5th semester and so on.

Table 2

Entry Policy for non-GGSIPU Students: In line with the provisions of the National Education Policy (NEP) 2020, which allows for multiple entry and exit options (according to University Norms), the BA Liberal Arts Programme at USLA, GGSIPU is designed to accommodate student mobility across institutions. Students from any UGC recognized university in India who have exited a similar programme at any stage with a relevant qualification/degree may seek admission to the BA Liberal Arts Programme at GGSIPU, provided they meet the minimum eligibility criteria as per University Norms and UGC under NEP 2020.

Table 3

Credit completion Rule for Students from other Universities under UGC Multiple Entry/Exit

USLA provision for Credit completion as per USLA scheme:

1. Those students who will be joining under multiple entry/exit schemes and are running short of credits under the existing USLA scheme will earn extra credits by opting for both MS courses in the seventh and eighth semesters, depending upon the credit requirements.
2. The degree will be awarded to the student only after acquiring the minimum credits in the regular courses of the scheme of study as prescribed by USLA.

Table 4