# UNIVERSITY SCHOOL OF LIBERAL ARTS

## Guru Gobind Singh Indraprastha University
## 4-Year Bachelor of Arts under 5-Year BA-MA scheme
## Liberal Arts (Curriculum Scheme)

SCHEME OF EXAMINATION

&

SYLLABUS

(for the Academic Year 2025-26 onwards)

for Bachelor of Arts / Master of Arts (Dual Degree Programmes)

# Sociology Major Scheme

Scheme and Syllabus for

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

**Offered by**

**University School of Liberal Arts at the GGSIPU University Campus, Dwarka**
**Guru Gobind Singh Indraprastha University**
**Sector 16C, Dwarka, Delhi – 110 078 [INDIA]**
**www.ipu.ac.in**

**Approval History**:

1. Approved in the 7th BoS meeting held on 18th March 2025.
2. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025.
3. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.
4. Approved in the 9th BoS held on 28th April 2026.
5. Approved in the meeting of the subcommittee of Academic Council held on 12th May 2026.

# The 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 of 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 the environment.

# 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, teamwork 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 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 Indian Philosophy, and social diversity.

# 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 on its own campus (not at the affiliated institution of the University). 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 the Dean of the University School of Liberal Arts. The decision of the Dean, of the 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 of 1 hours each will constitute 1 credit. (3+1).

The intake in the programme shall be 80 with the addition of supernumerary seats as per the policy of the University.

## Programme Outcomes

1. **PO 1 (Knowledge):** Provide a holistic education across disciplines.
2. **PO 2 (Understanding):** Enhance the cognitive and critical skills of students in different disciplines.
3. **PO 3 (Synthesis):** Synthesis of knowledge from multiple disciplines and preparation for entering the teaching profession or engaging in welfare and community activities.
4. **PO 4 (Application):** The courses will offer new employment opportunities in Galleries, Libraries, Archives, and Museums (GLAM), along with other conventional fields- teaching, research, administrative jobs, and non-state organizations.
5. **PO 5 (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: **History/ Political Science/ Sociology / Psychology**

Minor specialization shall mean: **History/ Political Science/ Sociology / Psychology/ or from any other discipline offered by other USS, as 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:** Non-University Exam System. (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).
**UES:** University Exam System
**DSC:** Discipline-Specific Core Course
**DSC (W):** Discipline-Specific Core Workshop/Seminar Course
**MSC:** Minor Stream Course
**MDC**: Multi-Disciplinary Course
**SEC:** Skill Enhancement Course
**AEC:** Ability Enhancement Course
**VAC:** Value Addition Course
**RP:** Research Project
**USS**: University School of Studies

**NOTE:** THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 ONE-YEAR SCHEME (9TH AND 10TH SEMESTERS) OF THE 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 THE 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. Opportunities 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, ODI, 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.

**Awarding UG Certificate, UG Diploma, and Degrees**

- **UG Certificate:** Students who opt to exit after completion of the first year and have secured 44 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 86 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 a minimum of 128 + 2 (NCC/NSS…) credits and satisfying the minimum credit requirement.

- **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 170 credits and have satisfied the credit requirements.

- **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 a minimum of 168 + 2 (NCC/NSS…) 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 50 % credits from DSCs, MSCs, DSEs and/or dissertations in a 4-year UG degree to be awarded a Major in the concerned discipline. For Example, in a 4-year UG programme, if a student earns a minimum of 84 credits in History from DSCs, MSCs, DSEs and/or Dissertation, he/she will be awarded a Major in History in B.A. (Liberal Arts).

- **UG Degree Programmes with Minor Streams** is the discipline or subject other than the discipline or subject which the student is pursuing Major. If a student earns a minimum of 28 credits from a discipline other than the Major stream, the student shall be awarded with Minor in the said stream. The minor stream should be different from the Major discipline. For example, if a student who earns a minimum of 28 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).

- For **Double Major** see Appendix **A**, **B**, **C** and **D**.

**Note**: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research Project / Dissertation.

**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 the table. 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.

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

**Scheme of Evaluation**

The student will undertake individual assignments which include assignments and presentations.

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

- Minor Test - 10
- Practical/Assignments/ - 25
- Classroom Discussion and Participation - 05

**Instruction 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. The first question will have four parts each of 5 marks. Rest four questions will be of 10 marks each. There shall be questions from each unit with internal choices. The last question shall be a comprehensive test of students' understanding of their entire course.
- COs and POs to be kept in mind while setting the questions.

**Pedagogy**

- Classroom Lectures and Discussions.
- Experiential learning through visits to Museums, Historical Sites, Parliament, Archives, Villages and/or any other Venue/Site considered important for imparting Experiential/Practical Education in concerned Disciplines.
- Audio-Visual Clips/ Theatre.
- Collaborative and Peer Learning Through Group Projects, Seminars, and Workshops.

**Note:** The course instructor can prescribe additional readings, apart from the ones mentioned in the syllabus in order to further explain a topic/ sub-topic or a theme/ sub-theme.

# Distribution of Credits (2025-26 Batch)

| Semester | (DSC) | (MSC) | (MDC) | (SEC) | DSC (E) Workshop/ Seminar | AEC | VAC | Internship/ Skill Based Apprenticeship | Dissertation/ Seminar | Statutory Course NSS/Cultural Activity/ Community Outreach | Minimum Credits Required | Total Credits |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Sem 1** | **8** | **4** | **3** | **3** | **-----** | **2** | **2** | ------ | ------- | ------- | **22** | **22** |
| **Sem 2** | **8** | **4** | **3** | **3** | **------** | **2** | **2** | ------ | ------- | ------- | **22** | **22** |
| Students exiting the Programme after securing **44 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** | **8** | **4** | **3** | **3** | **-----** | **2** | **2** | ------- | ------- | ------- | **22** | **22** |
| **Sem 4** | **8** | **8** | ------ | ------ | **2** | **2** | ----- | -------- | ------- | ------- | **20** | **20** |
| Students exiting the Programme after securing **86 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.<br>**Note: Students must complete their internship/apprenticeship in the summer vacation at the end of 2nd or 4th Semester. The credits will be added at the end of the fifth semester.** | | | | | | | | | | | | |
| **Sem 5** | **12** | **8** | ------- | -------- | **2*** | -------- | ---- | **2** | ------- | ------- | **22** | **24** |
| **Sem 6** | **16** | **8**** | ------- | ------- | ----- | ------- | ----- | | ------- | **2** | **22** | **26** |
| **Total Credits after 3 Years – 128** | | | | | | | | | | | | |
| Students exiting the Programme after completing 6 semesters or 3 years shall secure **128 credits.** The 02 credits of the Statutory Course i.e. Community Activity/NSS/NCC/Cultural Activity/ Clubs, etc. will be added at the end of the sixth semester (See Note 1). 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 **128 credits** shall be earned for the award of the **Bachelor of Arts in Liberal Arts degree** with a **Major and Minor.**<br>***In semester 5, the DSE Workshop is Elective and also droppable.**<br>**** In Semester 6, the students have the option of dropping one MSC. The students can opt for both the MSCs to earn additional credits.** | | | | | | | | | | | | |
| **Sem 7** | **16** | **8***** | ------- | ------- | ------ | ------- | ----- | -------- | ------- | ------- | **20** | **24** |
| **Sem 8 A** | **4** | **4** | ------- | ------- | ------- | ------- | ----- | ------- | **12** | **------** | **20** | **20** |
| **Sem 8 B** | **16** | **4** | ------ | ------ | ------ | ------ | ------ | ------ | **----** | ------ | **20** | **20** |
| 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 **a minimum of 170 Credits out of 180.**<br>*****In Semester 7, students have the option of dropping one MSC. The students can opt for both the MSCs to earn additional credits.** | | | | | | | | | | | | |
| **Total Credits (Scheme A)** | **80** | **48** | **9** | **9** | **4** | **8** | **6** | **2** | **12** | **2** | **170** | **180** |
| **Total Credits (Scheme B)** | **92** | **48** | **9** | **9** | **4** | **8** | **6** | **2** | -- | **2** | **170** | **180** |
| **Minimum Credit Required** | | | | | | | | | | | | |
| **Scheme A** | **80** | **40** | **9** | **9** | **2** | **8** | **6** | **2** | **12** | **2** | **170** | **180** |
| **Scheme B** | **92** | **40** | **9** | **9** | **2** | **8** | **6** | **2** | **---** | **2** | **170** | **180** |
| **Note:** One skill-based vocational course i.e. Internship/Apprenticeship of 02 credits is compulsory for every student, to be undertaken either after the 2nd or 4th Semester. | | | | | | | | | | | | |

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|---|---|---|---|---|---|
| **DSC**- Discipline Specific Course | **MSC**- Minor Stream Course | **MDC**- Multi-Disciplinary Course | **SEC**- Skill Enhancement Course | **AEC**- Ability Enhancement Course | **DSC (E) –** Discipline Specific Course Elective | **VAC**- Value Addition Course |

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| S.N. | Important Notes (Read Carefully) |
|---|---|
| A. | After 4 years or 8 semesters and earning the minimum 170 credits through different courses, according to the scheme above, a student will be awarded the UG degree. To get a **major** in a discipline, a student is required to earn the minimum **80 credits** from DSCs, MSCs, and/or Workshop or Seminar. To get **a minor** in a discipline, the student is required to **earn 28 credits** from MSCs of a particular discipline. However, **all students are required to earn 40 credits** from MSCs to fulfil the minimum eligibility criteria for the award of the UG degree. |
| | **Note 1**: For e.g. if a student is pursuing Major in Political Science, they will have to do a minimum of 17 DSCs of Political Science and 3 MS courses of Political Science, and the same for other disciplines.<br><br>**Note 2**: Similarly For 3-year BA Degree, student will have to complete 12 DSCs of Political Science and 3 MS Courses of Political Science. |
| | **Note 3:** The Minor courses of first and second semester can be counted as part of DSC in the final evaluation if the student decides to pursue Major from the 3rd semester onwards in any of the MS 1/MS 2 disciplines of first and second semester.<br><br>For e.g. if a student has opted for MS 1 in Sociology in the first semester and decides to pursue Major in Sociology from 3rd semester onwards, then MS 1 paper will be counted as DSC of Sociology in final evaluation. Similarly, if a student has opted for MS 2 in the Psychology and decides to pursue Major in Psychology from 3rd semester, their MS 2 will be counted as DSC of psychology |
| | **Note 4:** Similarly, either of the DSC 1 and DSC 2 courses from the first semester and DSC 3 and DSC 4 courses form the second semester can be counted as MS courses in final evaluation of the student.<br><br>For e.g. if a student decides to pursue Majors in History from 3rd semester onwards and Minors in Psychology, but had not opted for MS 2 in Psychology in second semester, then their DSC 2 from the first semester will be counted as part of MS in the final evaluation.<br><br>**Refer to the course scheme of BA Liberal Arts to know which papers are DSC 1, DSC 2, DSC 3, and DSC 4, and MS 1 and MS 2 in the first and second semesters).** |
| B. | Those who will not write a dissertation are required to take 3 extra courses to earn the required 12 credits. These extra credits can be earned from DSCs and MSCs during the entire course of the UG programme. |
| C. | Minor courses will be open from Semester I. Students will opt for a minor within broad disciplines such as Humanities and Social Sciences, Basic and Applied Sciences, and Commerce and Management. For example, a student who is interested in pursuing a major in Physics can opt for a minor in any discipline from Basic and Applied Sciences or allied disciplines. Similarly, a student who is interested in pursuing a major in English literature can opt for a minor either in English literature or any discipline of Social Sciences. |
| D. | A minimum of 5 students must be enrolled in all courses of optional in nature for the course to be offered by USLA. |
| E. | ***Internship** is to be done in the summer vacation after the **end of the second/fourth semester.** It is compulsory. Internship is of 2 credits. The model of evaluation is given in Table 1. |
| F. | In the first two semesters, students can explore their areas of interest by studying courses from other disciplines through Minor Courses and Multi-Disciplinary Courses. However, in Semester 3, every student will announce the discipline in which he/she wants to do a minor. |
| | |

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|---|---|
| G. | **Students have the option of earning additional credits** by pursuing one each DSE Workshop/ Seminars Courses in the fourth and fifth semesters. These papers will be NUES in nature. In the fifth and Sixth Semesters Students can choose one DSE paper from a pool of optional courses. The list of which will be published by the USLA office at the beginning of each semester in consultation with Academic Program Committee (APC). |
| H. | **Provision for Double Majors:** If any student wishes to pursue Double Major, then s/he will have to secure a minimum of **40%** credits from the second major discipline for the 4-year UG degree to be awarded a double major. For example, in a 4-year UG programme, if the total number of minimum credits to be earned is 168, the student will have to earn a **minimum of 68 credits** to be awarded Double Major in History along with another subject in which they are pursuing their first Major. These 68 Credits will have to be earned as combination of DSC, MSC and DSE courses.<br><br>In the spirit of NEP 2020, students from allied disciplines like Humanities can also pursue Double Major in any course offered by the USLA. The criteria for them will also be the same as mentioned in the above paragraph. For e.g. if a student of USHSS pursuing first major in English/Economics, and opts to pursue doble major in History/Sociology/Political Science/Psychology, will have to earn a minimum of 68 credits in 4-year UG Programme in the discipline of their choice.<br><br>**Scheme for Double Major:** A Student who is pursuing first Major in History, and second Major in Sociology, will have to take 10 courses from Minor Stream of Sociology from third to eighth semester. In addition to these Minor courses, students will have to take one paper in each semester from 3rd to 8th from Discipline Specific Courses (DSC) in Sociology.<br><br>See **Appendix A, B, C** and **D** for further details on the Double Major programme. |

| **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**

**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 | 44 Credits + 4 Credits of Vocational Course/Internship after the end of II$^{nd}$ Semester. |
| 2. | **Stage 2:** Advanced Diploma **(Level 7)** | **Exit II:** After Successful Completion of Semester IV | 86 Credits + 4 Credits of Vocational Course/Internship after the end of IV$^{th}$ Semester. |
| 3. | **Stage 3:** 3 Year Under Graduate Degree B.A (Concerned Subject) **(Level 8)** | **Exit III:** After Successful Completion of Semester VI | 126 Credits<br><br>(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 3$^{rd}$ Semester of the programme anytime, or a student who exit at Stage 2 can re-enter the programme in the 5$^{th}$ semester and so on.

**Table 2**

# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Semester I | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **Course ID** | **Course Code** | **Course Title** | **Mode of Examination** | **L** | **T/P** | **Credits** | **Total Credits** | **Type** |
| | | | **Theory** | | | | | | |
| **DSC 1** | | BALAH101 | Historians' Quest | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 2** | | BALAY103 | Fundamentals of Psychology | UES | 3 | 1 | 4 | 4 | Compulsory |
| **MS 1 (Choose Any One)** | | BALAS105 | Sociology and Society in India | UES | 3 | 1 | 4 | 4 | Elective |
| | | BALAP107 | Indian Constitution and Government | UES | 3 | 1 | 4 | | Elective |
| | 616105 | BAECO105 | Basic Mathematics for Economics | UES | 3 | 1 | 4 | | Elective |
| | 617103 | BAENG105 | Introduction to Literary Studies | UES | 3 | 1 | 4 | | Elective |
| **MDC (Choose Any One)** | | BALAC109 | History and Literature | UES | 2 | 1 | 3 | 3 | Elective |
| | | BALAC111 | Society and Politics | UES | 2 | 1 | 3 | | Elective |
| | | BALAC113 | Society and Culture | UES | 2 | 1 | 3 | | Elective |
| | | BALAC115 | Basics of Psychology | UES | 2 | 1 | 3 | | Elective |
| | 617121 | BAENG123 | Introduction to Gender Studies | UES | 2 | 1 | 3 | | Elective |
| | | BAENG125 | Film Appreciation | UES | 2 | 1 | 3 | | Elective |
| | 616107 | BAECO107 | . Basic Statistics for Economics | UES | 2 | 1 | 3 | | Elective |
| | | BT-163 | Mass Spectrometry in Action: from theory to practice | UES | 2 | 1 | 3 | | Elective |
| | | BSID101 | Mathematical Data Science | UES | 2 | 1 | 3 | | Elective |
| | | CT-103 | Unit Operations in Process Industries | UES | 2 | 1 | 3 | | Elective |
| | | BSCES- 107 | Environmental Pollution and Health | UES | 2 | 1 | 3 | | Elective |

**Applicable to Students from 2025-26 batch onwards. 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. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.**

# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | ICT-111 | PCB Design | UES | 2 | 1 | 3 | | Elective |
| | | ICT-115 | Introduction to Manufacturing Process | UES | 2 | 1 | 3 | | Elective |
| | | | OR MOOC* | | | | | | |
| | | | Or any Other MDC offered by other USS | | | | | | |
| SEC (Choose Any One) | | BALAC117 | History of Science and Technology in India (IKS) | UES | 2 | 1 | 3 | 3 | Elective |
| | | BALAC119 | Gender and Development | UES | 2 | 1 | 3 | | Elective |
| | | BALA131 | Entrepreneurship Mindset** | UES | 2 | 1 | 3 | | Elective |
| | | BALAC121 | Understanding Indian Society Through Cinema | UES | 2 | 1 | 3 | | Elective |
| | | BALAC123 | Managing Stress | UES | 2 | 1 | 3 | | Elective |
| | | | Introduction to Computer Tools and Techniques[1] | NUES*** | 2 | 1 | 3 | | Elective |
| | 617105 | BAENG127 | Communication Skills | NUES | 2 | 1 | 3 | | Elective |
| | 616109 | BAECO109 | Basics of Excel & Data Analysis | NUES | 2 | 1 | 3 | | Elective |
| | | BT-175 | Food Preservation | UES | 2 | 1 | 3 | | Elective |
| | | BSEC131 | The Story of Science | UES | 2 | 1 | 3 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other SEC offered by other USS | | | | | | |
| AEC (Choose Any One) | | BALAC125 | Story of Indian Food | NUES | 1 | 1 | 2 | 2 | Elective |
| | | BALAC127 | Legislative management and support | NUES | 1 | 1 | 2 | | Elective |
| | | BALAC129 | Reading Folklore | NUES | 1 | 1 | 2 | | Elective |
| | | BALAC131 | Understanding Cultural Sensitivity and Diversity | NUES | 1 | 1 | 2 | | Elective |
| | 617107 | BAENG107 | English Language and Grammar-I | NUES | 1 | 1 | 2 | | Elective |
| | 617109 | BAENG109 | Punjabi-I | NUES | 1 | 1 | 2 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 617111 | BAENG111 | French-I | NUES | 1 | 1 | 2 | | Elective |
| | 617113 | BAENG113 | German-I | NUES | 1 | 1 | 2 | | Elective |
| | 617115 | BAENG115 | Japanese- I | NUES | 1 | 1 | 2 | | Elective |
| | 617117 | BAENG117 | Spanish - I | NUES | 1 | 1 | 2 | | Elective |
| | 617123 | BAENG 123 | Hindi-I | NUES | 1 | 1 | 2 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other AEC offered by other USS | | | | | | |
| **VAC-I** | | BALA133 | Environmental Studies**** | NUES | 1 | 1 | 2 | 2 | Compulsory |
| | | | | | | | **Total Credits** | **22#** | |

# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.
* 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.
** Entrepreneurship Mindset is a Skill Enhancement compulsory paper of 3 credits. The course has to be opted by the student admitted in UG programme of USLA in the first three years, as and when offered.
***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.
****Course to be borrowed from University School of Environment Management (USEM).
[1] Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

**Note:**

1. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.
2. The Dean/In-charge may incorporate any changes in the common courses (MDC, SEC, AEC, VAC) as notified by the concerned USS after due approvals from statutory bodies of the University.
3. For guidelines on offering Multidisciplinary Courses, please refer to Notice No. F.NO.34(5)(1)/2025/DAA/1342, dated 19/12/2025.

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Group | Code | Statutory Courses (SC) | Mode of Examination | L | P | Credits |
|---|---|---|---|---|---|---|
| **Statutory Course** | BALA135 | **NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach (minimum 40 hours)##** | NUES | | | 2### |

## Comprehensive evaluation of the students by the concerned coordinator of NCC/NSS/Cultural Clubs /Technical Society/Technical Clubs/Community Outreach, out of 100 as per the evaluation schemes worked out by these activity societies, and 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 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.
### The credits for NCC/NSS/Cultural Clubs /Technical Society/Technical Clubs/Community Outreach will be added in the 6th semester.

# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Semester II | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **Course ID** | **Course Code** | **Course Title** | **Mode of Examination** | **L** | **T/P** | **Credits** | **Total Credits** | **Type** |
| | | | **Theory** | | | | | | |
| **DSC 3** | | BALAS102 | Understanding Contemporary Society | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 4** | | BALAP104 | Understanding Politics and Political Concepts | UES | 3 | 1 | 4 | 4 | Compulsory |
| | | | | | | | | | |
| **MS 2 (Choose Any One)** | | BALAH106 | Connected Histories: India and Asia (700 CE to 1700 CE) | UES | 3 | 1 | 4 | 4 | Elective |
| | | BALAY108 | Study of Personality and Individual Differences | UES | 3 | 1 | 4 | | Elective |
| | | BAENG106 | Introduction to Film Studies | UES | 3 | 1 | 4 | | Elective |
| | 616106 | BAECO106 | Basics of Statistics | UES | 3 | 1 | 4 | | Elective |
| | | | | | | | | | |
| **MDC (Choose Any One)** | | BALAC110 | Makers of India | UES | 2 | 1 | 3 | 3 | Elective |
| | | BALAC112 | The Idea of Power | UES | 2 | 1 | 3 | | Elective |
| | | BALAC114 | Social Interaction in Virtual Environment | UES | 2 | 1 | 3 | | Elective |
| | | BALAC116 | Psychology of Youth | UES | 2 | 1 | 3 | | Elective |
| | 617108 | BAENG110 | Literary Appreciation | UES | 2 | 1 | 3 | | Elective |
| | 616108 | BAECO108 | Introduction to Economics | UES | 2 | 1 | 3 | | Elective |
| | | BT-164 | Introduction to Food Science and Nutrition | UES | 2 | 1 | 3 | | Elective |
| | | MS-MDC 102 | Finance for Non-Finance Students | UES | 2 | 1 | 3 | | Elective |
| | | BSCES-110 | Wildlife Management | UES | 2 | 1 | 3 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | BSCES-108 | Concept of Disaster Management | UES | 2 | 1 | 3 | | Elective |
| | | BSID102 | Introduction To R Programming | UES | 2 | 1 | 3 | | Elective |
| | | CT-104 | Introduction to Process Industry | UES | 2 | 1 | 3 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other MDC offered by other USS | | | | | | |
| SEC (Choose Any One) | | BALAC118 | Indian Heritage and Culture (IKS) | UES | 2 | 1 | 3 | 3 | Elective |
| | | BALAC122 | Politics and Indian Knowledge Systems (IKS) | UES | 2 | 1 | 3 | | Elective |
| | | BALAC124 | Fashion and Society | UES | 2 | 1 | 3 | | Elective |
| | | BALAC126 | Emotional Intelligence | UES | 2 | 1 | 3 | | Elective |
| | 616110 | BAECO110 | Advanced Excel & Data Analysis | NUES | 2 | 1 | 3 | | Elective |
| | 617110 | BAENG128 | Writing Skills | UES | 2 | 1 | 3 | | Elective |
| | | BSEC132 | Galileo to Hawking: Exploring the Cosmos | UES | 2 | 1 | 3 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other SEC offered by other USS | | | | | | |
| AEC (Choose Any One) | | BALAC128 | Understanding Sports in History | NUES | 1 | 1 | 2 | 2 | Elective |
| | | BALAC130 | Managing Election and Election Campaign | NUES | 1 | 1 | 2 | | Elective |
| | | BALAC132 | Academic Research Writing | NUES | 1 | 1 | 2 | | Elective |
| | | BALAC134 | Socio-Emotional Learning | NUES | 1 | 1 | 2 | | Elective |
| | 617112 | BAENG112 | English Language and Grammar -II | NUES | 1 | 1 | 2 | | Elective |
| | 617114 | BAENG114 | Punjabi-II | NUES | 1 | 1 | 2 | | Elective |
| | 617116 | BAENG116 | French- II | NUES | 1 | 1 | 2 | | Elective |
| | 617118 | BAENG118 | German- II | NUES | 1 | 1 | 2 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 617120 | BAENG120 | Japanese-II | NUES | 1 | 1 | 2 | | Elective |
| | 617122 | BAENG122 | Spanish- II | NUES | 1 | 1 | 2 | | Elective |
| | 617126 | BAENG126 | Hindi- II | NUES | 1 | 1 | 2 | | Elective |
| | | | OR **MOOC** | | | | | | |
| | | | Or any Other AEC offered by other USS | | | | | | |
| **VAC-II** | | BALA136 | Value and Ethics | NUES | 1 | 1 | 2 | 2 | Compulsory |
| | | | | | | | **Total Credits** | **22#** | |

# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

**Note:**

1. At the end of two semesters, those students who wish to exit will be given the Undergraduate Certificate in Liberal Arts after earning a minimum 44 credits. Such students are required to undertake a 2-week workshop/summer internship/Apprenticeship. After completing the workshop/internship/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.
2. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.
3. For guidelines on offering Minor Specialisation and Multidisciplinary Courses, please refer to Notice No. F.NO.34(5)(1)/2025/DAA/1342, dated 19/12/2025.
4. Major and Minor discipline shall have a maximum of 25 percent of the sanctioned seat intake 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 discipline shall be allocated to the student based on the merit of first-and second semester SGPA and choice of the student.

# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Semester III* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **Course ID** | **Course Code** | **Course Title** | **Mode of Examination** | **L** | **T/P** | **Credits** | **Total Credits** | **Type** |
| | | | **Theory** | | | | | | |
| **DSC 5** | 012201 | BALAS201 | Introduction to Sociology | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 6** | 012203 | BALAS203 | Sociology of Indian Society | UES | 3 | 1 | 4 | 4 | Compulsory |
| | | | | | | | | | |
| **Sociology Minor (Choose Any One)** | | BALAS205 | Foundations of Sociology[1] | UES | 3 | 1 | 4 | 4 | Elective |
| | | BALAS207 | Social Change and Mobility | UES | 3 | 1 | 4 | | Elective |
| | | BALAS209 | Sociology of Development | UES | 3 | 1 | 4 | | Elective |
| **MS 3 History Minor (Choose Any One)** | | BALAH205 | What is History | UES | 3 | 1 | 4 | | Elective |
| | | BALAH207 | Buddhism, Jainism and Early Trends in Bhakti (500 CE to 1500 CE) | UES | 3 | 1 | 4 | | Elective |
| | | BALAH209 | Voyages and Visions: Travel Narratives as Sources of History | UES | 3 | 1 | 4 | | Elective |
| **Political Science Minor One)** | | BALAP205 | Introduction to Political Science | UES | 3 | 1 | 4 | | Elective |
| | | BALAP207 | Nations and Nationalism | UES | 3 | 1 | 4 | | Elective |
| | | | Challenges and Concerns of Governance | UES | 3 | 1 | 4 | | Elective |
| | | BALAY211 | Foundations of Psychology | UES | 3 | 1 | 4 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Psychology Minor (Choose Any One)** | | BALAY207 | Positive Psychology | UES | 3 | 1 | 4 | | Elective |
| | | BALAY209 | Psychology and Education | UES | 3 | 1 | 4 | | Elective |
| **MS 3 English Minor (Choose Any One)** | 617207 | BAENG205 | War Literature | UES | 3 | 1 | 4 | | Elective |
| | 617209 | BAENG207 | Literature and Society | UES | 3 | 1 | 4 | | Elective |
| **MS 3 Economics Minor (Choose Any One)** | 616205 | BAECO205 | Essentials of Micro and Macro Economics | UES | 3 | 1 | 4 | | Elective |
| | 616207 | BAECO207 | Economics of Intellectual Property Rights | UES | 3 | 1 | 4 | | Elective |
| | 616209 | BAECO209 | Environmental Economics | UES | 3 | 1 | 4 | | Elective |
| | | | | | | | | | |
| **MDC (Choose Any One)** | 218213 | BALAC211 | Popular Culture | UES | 2 | 1 | 3 | 3 | Elective |
| | 218215 | BALAC213 | Human Rights | UES | 2 | 1 | 3 | | Elective |
| | 218217 | BALAC215 | Society and Humor | UES | 2 | 1 | 3 | | Elective |
| | | BALAC217 | Inter-Group Relations | UES | 2 | 1 | 3 | | Elective |
| | 617211 | BAENG211 | Popular Fiction | UES | 2 | 1 | 3 | | Elective |
| | 616211 | BAECO211 | Stock Market and Investment Planning | UES | 2 | 1 | 3 | | Elective |
| | 616213 | BAECO213 | International Relations and Organizations | UES | 2 | 1 | 3 | | Elective |
| | | BSCES-207 | Introduction to Corporate Social Responsibility | UES | 2 | 1 | 3 | | Elective |
| | | BSID201 | Machine Learning | UES | 2 | 1 | 3 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | CT-209 | Introduction to Fuel Technology | UES | 2 | 1 | 3 | | Elective |
| | | MS-MDC201 | Digital Innovation and Social Media Marketing | UES | 2 | 1 | 3 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other MDC offered by other USS | | | | | | |
| SEC (Choose Any One) | 218219 | BALAC219 | History Through Cinema | UES | 2 | 1 | 3 | 3 | Elective |
| | 218221 | BALAC221 | Ethics and Dilemmas in Politics | UES | 2 | 1 | 3 | | Elective |
| | 218223 | BALAC223 | Conceptualizing Everyday Life | UES | 2 | 1 | 3 | | Elective |
| | | BALAC225 | Mental Health and Wellbeing | UES | 2 | 1 | 3 | | Elective |
| | | | Introduction to Digital Tools [2] | NUES | 2 | 1 | 3 | | Elective |
| | 617213 | BAENG213 | Translation: Theory and Practice | UES | 2 | 1 | 3 | | Elective |
| | 617229 | BAENG229 | Content Writing for Media | UES | 2 | 1 | 3 | | Elective |
| | 616215 | BAECO215 | Data Analysis with 'R' | NUES | 2 | 1 | 3 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other SEC offered by other USS | | | | | | |
| AEC (Choose Any One) | 218225 | BALAC227 | Travel Accounts | NUES | 1 | 1 | 2 | 2 | Elective |
| | 218227 | BALAC229 | Public Opinion and Surveys | NUES | 1 | 1 | 2 | | Elective |
| | 218229 | BALAC231 | Introduction to Social Work | NUES | 1 | 1 | 2 | | Elective |
| | | BALAC233 | Effective Leadership | NUES | 1 | 1 | 2 | | Elective |
| | | BALAC235 | Citizens and the Law: Know your Rights | NUES | 1 | 1 | 2 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 617215 | BALAENG215 | English Language and Grammar-III | NUES | 1 | 1 | 2 | | Elective |
| | 617217 | BALAENG217 | Punjabi-III | NUES | 1 | 1 | 2 | | Elective |
| | 617219 | BALAENG219 | French-III | NUES | 1 | 1 | 2 | | Elective |
| | 617221 | BALAENG221 | German-III | NUES | 1 | 1 | 2 | | Elective |
| | 617223 | BALAENG223 | Japanese-III | NUES | 1 | 1 | 2 | | Elective |
| | 617225 | BALAENG225 | Spanish-III | NUES | 1 | 1 | 2 | | Elective |
| | 617227 | BALAENG227 | Hindi-III | NUES | 1 | 1 | 2 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other AEC offered by other USS | | | | | | |
| **VAC-III** | | BALA237 | Happiness and Wellbeing | NUES | 1 | 1 | 2 | 2 | Compulsory |
| | | | | | | | **Total Credits** | **22#** | |

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

# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

[1]For students opting for Sociology Major, the MS Course 'Foundations of Sociology' is compulsory. It is also compulsory for students opting for Double Major in Sociology.

[2]Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

**Note:** USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Semester IV | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **Course ID** | **Course Code** | **Course Title** | **Mode of Examination** | **L** | **T/P** | **Credits** | **Total Credits** | **Type** |
| | | | **Theory** | | | | | | |
| **DSC 7** | 012202 | BALAS202 | Family Marriage and Kinship | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 8** | 012204 | BALAS204 | Social Stratification | UES | 3 | 1 | 4 | 4 | Compulsory |
| | | | | | | | | | |
| **MS 4 and 5 Sociology Minor (Choose Any Two)** | 012206 | BALAS206 | Key Sociological Thinkers* | UES | 3 | 1 | 4 | 8 | Elective |
| | | BALAS208 | Sociology of the Marginalised Sections | UES | 3 | 1 | 4 | | Elective |
| | | BALAS210 | Religion in South Asia | UES | 3 | 1 | 4 | | Elective |
| **MS 4 and 5 History Minor (Choose Any Two)** | 010242 | BALAH206 | Historical Method | UES | 3 | 1 | 4 | | Elective |
| | 010244 | BALAH208 | History of Women in India up to the Eighteenth Century | UES | 3 | 1 | 4 | | Elective |
| | 010246 | BALAH210 | Bhakti and Sufi: Syncretic Traditions | UES | 3 | 1 | 4 | | Elective |
| **MS 4 and 5 Political Science Minor (Choose Any Two)** | 011230 | BALAP206 | Comparative Government and Politics | UES | 3 | 1 | 4 | | Elective |
| | 011232 | BALAP208 | Contemporary Human Rights Concern | UES | 3 | 1 | 4 | | Elective |
| | 011234 | BALAP210 | Political Ideologies: Ideas and Practices | UES | 3 | 1 | 4 | | Elective |
| **MS 4 and 5 Psychology Minor** | | BALAY206 | Health Psychology | UES | 3 | 1 | 4 | | Elective |
| | | BALAY208 | Cognitive Psychology | UES | 3 | 1 | 4 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **(Choose Any Two)** | | BALAY210 | Introduction to Social Psychology | UES | 3 | 1 | 4 | | Elective |
| **MS 4 and 5 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 |
| **MS 4 and 5 Economics Minor (Choose Any Two)** | 616206 | BAECO206 | Basic Quantitative Tools for Economic Analysis | UES | 3 | 1 | 4 | | Elective |
| | 616208 | BAECO208 | Economic History of India | UES | 3 | 1 | 4 | | Elective |
| | 616210 | BAECO210 | Basics of Game Theory | UES | 3 | 1 | 4 | | |
| | 616212 | BAECO212 | Basics of Financial Economics | UES | 3 | 1 | 4 | | Elective |
| **DSC Seminar/ Workshop-1** | | BALAC212 | Art Appreciation | NUES | 1 | 1 | 2 | 2 | |
| **AEC (Choose Any One)** | 218218 | BALAC214 | Cityscapes | NUES | 1 | 1 | 2 | 2 | Elective |
| | 218220 | BALAC216 | Introducing the Art of Diplomacy | NUES | 1 | 1 | 2 | | Elective |
| | 218222 | BALAC218 | Introducing Census and NSSO Data | NUES | 1 | 1 | 2 | | Elective |
| | | BALAC220 | Digital Literacy in Psychology | NUES | 1 | 1 | 2 | | |
| | 617216 | BAENG216 | English Language and Grammar-IV | NUES | 1 | 1 | 2 | | Elective |
| | 617218 | BAENG218 | Punjabi-IV | NUES | 1 | 1 | 2 | | Elective |
| | 617220 | BAENG220 | French-IV | NUES | 1 | 1 | 2 | | Elective |
| | 617222 | BAENG222 | German-IV | NUES | 1 | 1 | 2 | | Elective |
| | 617224 | BAENG224 | Japanese-IV | NUES | 1 | 1 | 2 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 617226 | BAENG226 | Spanish-IV | NUES | 1 | 1 | 2 | | Elective |
| | 617228 | BAENG 228 | Hindi-IV | NUES | 1 | 1 | 2 | | Elective |
| | | | OR MOOC | | | | | | |
| | | | Or any Other AEC offered by other USS | | | | | | |
| | | | | | | | **Total Credits** | **20#** | |

* For students opting for Sociology Major, the MS Course 'Key Sociological Thinkers' is compulsory. It is also compulsory for students opting for Double Major in Sociology.
# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

**Note:**

1. At the end of two semesters, those students who wish to exit will be given the Undergraduate Diploma in Liberal Arts after earning a minimum 86 credits. Such students are required to undertake a 2-week workshop/summer internship/apprenticeship. After completing the workshop/internship/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.
2. Those students who will be pursuing 3rd and/or 4th Year of the Programme are mandatorily required to do an workshop/internship/apprenticeship of **2 credits (at least 4 weeks)** during the summer vacation. The credits of this semester will be added in the 5th semester.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Semester V | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **Course ID** | **Course Code** | **Course Title** | **Mode of Examination** | **L** | **T/P** | **Credits** | **Total Credits** | **Type** |
| | | | **Theory** | | | | | | |
| **DSC 9** | 012301 | BALAS301 | Sociology of Religion | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 10** | 012303 | BALAS303 | Political Sociology | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 11** | 012305 | BALAS305 | Sociology of Environment | UES | 3 | 1 | 4 | 4 | Compulsory |
| | | | | | | | | | |
| **MS 6 and 7 Sociology Minor (Choose Any Two)** | | BALAS307 | Contemporary Sociological Theory* | UES | 3 | 1 | 4 | 8 | Elective |
| | | BALAS309 | Science, Technology, and Society | UES | 3 | 1 | 4 | | Elective |
| | | BALAS311 | Law and Social Transformation | UES | 3 | 1 | 4 | | Elective |
| **MS 6 and 7 History Minor (Choose Any Two)** | 010343 | BALAH307 | Empires of the Past: Graeco-Roman, Chinese, Mongols | UES | 3 | 1 | 4 | | Elective |
| | 010345 | BALAH309 | Indian Legal and Constitutional History | UES | 3 | 1 | 4 | | Elective |
| | 010347 | BALAH311 | Regional Histories | UES | 3 | 1 | 4 | | Elective |
| **MS 6 and 7 Political Science Minor (Choose Any Two)** | 011329 | BALAP307 | Contemporary Indian Foreign Policy | UES | 3 | 1 | 4 | | Elective |
| | 011331 | BALAP309 | Gandhi and Ambedkar in Indian Politics | UES | 3 | 1 | 4 | | Elective |
| | 011333 | BALAP311 | Public Policy and Administration in India | UES | 3 | 1 | 4 | | Elective |
| **MS 6 and 7 Psychology Minor (Choose Any Two)** | | BALAY307 | Foundations of Bio-Psychology | UES | 3 | 1 | 4 | | Elective |
| | | BALAY309 | Applications of Social Psychology | UES | 3 | 1 | 4 | | Elective |
| | | BALAY311 | Basics of Statistics of Psychology | UES | 3 | 1 | 4 | | Elective |
| **MS 6 and 7** | 617309 | BAENG309 | Folklore Studies | UES | 3 | 1 | 4 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **English Minor (Choose Any Two)** | 617311 | BAENG311 | Literature and History | UES | 3 | 1 | 4 | | Elective |
| | 617313 | BAENG313 | Classical Drama | UES | 3 | 1 | 4 | | Elective |
| **MS 6 and 7 Economics Minor (Choose Any Two)** | 616307 | BAECO307 | Basics of Econometrics | UES | 3 | 1 | 4 | | Elective |
| | 616309 | BAECO309 | History of Economic Thought | UES | 3 | 1 | 4 | | |
| | 616311 | BAECO311 | Introduction to Political Economy | UES | 3 | 1 | 4 | | Elective |
| | 616313 | BAECO313 | Economics of Health & Education | UES | 3 | 1 | 4 | | Elective |
| **DSC Seminar/ Workshop-2 (Choose Any One)##** | 218315 | BALAC313 | Archives and Archaeology | NUES | 1 | 1 | 2 | 2 | Elective/Droppable |
| | 218317 | BALAC315 | Workshop on Quantitative Data Analysis | NUES | 1 | 1 | 2 | | Elective/Droppable |
| | 218319 | BALAC317 | History through Everyday Objects | NUES | 1 | 1 | 2 | | Elective/Droppable |
| | | BALAC319 | Gender and Violence in Conflict: International Guidelines and Toolkits | NUES | 1 | 1 | 2 | | Elective/Droppable |
| | | BALAC321 | Governance and Public Policy Lab | NUES | 1 | 1 | 2 | | Elective/Droppable |
| | | BALAC323 | Visual Anthropology | NUES | 1 | 1 | 2 | | Elective/Droppable |
| | | | | | | | **Total Credits** | **22#** | |

***** For students opting for Sociology Major, the MS Course 'Contemporary Sociological Theory' is compulsory. It is also compulsory for students opting for Double Major in Sociology.

# In the **5th semester**, a student is required to earn a minimum of **22 credits.** The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester, including **two credits from summer internship** (BALAC222) (see the table below).

## A student may earn **additional 2 credits** by doing DSC Workshop-2 Course.

| Group | Code | Paper | L | P | Credits |
|---|---|---|---|---|---|
| | BALAC222 | Summer Training/Internship/Apprenticeship (at least 4 weeks during the Summer Vacation) | | | 2# |

**Note:** USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Semester VI | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **Course ID** | **Course Code** | **Course Title** | **Mode of Examination** | **L** | **T/P** | **Credits** | **Total Credits** | **Type** |
| | | | **Theory** | | | | | | |
| **DSC 12** | 012302 | BALAS302 | Urban Sociology | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 13** | 012304 | BALAS304 | Indian Sociological Tradition | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 14** | 012306 | BALAS306 | Economic Sociology | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 15** | | BALAS308 | Gender and Society | UES | 3 | 1 | 4 | 4 | Compulsory |
| | | | | | | | | | |
| **MS 8 and 9 Sociology Minor (Choose Any One) ##** | | BALAS310 | Indigenous Knowledge Traditions (IKS) | UES | 3 | 1 | 4 | 4 | Elective |
| | | BALAS312 | Rural Sociology | UES | 3 | 1 | 4 | | Elective |
| | | BALAS314 | Sociology of Ageing | UES | 3 | 1 | 4 | | Elective |
| | | BALAS316 | Sociology of Policy | UES | 3 | 1 | 4 | | Elective |
| **MS 8 and 9 History Minor (Choose Any One)##** | 012332 | BALAH310 | History of Japan c. 1850 CE- 1950 CE | UES | 3 | 1 | 4 | | Elective |
| | 012334 | BALAH312 | History of China c. 1830 CE- 1960 CE | UES | 3 | 1 | 4 | | Elective |
| | 012336 | BALAH314 | History of Africa in Modern Times | UES | 3 | 1 | 4 | | Elective |
| **MS 8 and 9 Political Science Minor (Choose Any One)##** | 011320 | BALAP310 | Feminisms: Theories and Practice | UES | 3 | 1 | 4 | | Elective |
| | 011322 | BALAP312 | International Law and Politics | UES | 3 | 1 | 4 | | Elective |
| | 011324 | BALAP314 | India's Security Environment | UES | 3 | 1 | 4 | | Elective |
| **MS 8 and 9 Psychology Minor** | | BALAY310 | Industrial Psychology | UES | 3 | 1 | 4 | | Elective |
| | | BALAY312 | Consumer and Market Psychology | UES | 3 | 1 | 4 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **(Choose Any One)##** | | BALAY314 | Introduction to Abnormal Psychology | UES | 3 | 1 | 4 | | Elective |
| **MS 8 and 9 English Minor (Choose Any One) ##** | 617310 | BAENG310 | South Asian Diasporic Writings | 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 |
| **MS Economics Minor (Choose Any One)##** | 616310 | BAECO310 | Research Methodology and Data Extraction | UES | 3 | 1 | 4 | | Elective |
| | 616312 | BAECO312 | Law and Economics | UES | 3 | 1 | 4 | | Elective |
| | 616314 | BAECO314 | Advanced Econometrics | UES | 3 | 1 | 4 | | Elective |
| | 616316 | BAECO316 | Economics of Gender | UES | 3 | 1 | 4 | | |
| | | | | | | | **Total Credits** | **22###** | |

| Group | Code | Statutory Courses (SC) | Mode of Examination | L | P | Credits |
|---|---|---|---|---|---|---|
| **Statutory Course** | BALA135 | **NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach (minimum 40 hours)** | NUES | | | 2### |

# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

## In the **6th Semester**, a student is required to earn a minimum of **22 credits [which includes 2 credits from (NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach)]** which includes at least one minor stream (MS) Course. However, the student may earn **additional 4 credits** by choosing a second minor stream (MS) Course.

**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% 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 2025.

4. The credits for NCC/NSS/Cultural Clubs /Technical Society/Technical Clubs/Community Outreach will be added in the 6th semester.

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| Semester VII | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **Course ID** | **Course Code** | **Course Title** | **Mode of Examination** | **L** | **T/P** | **Credits** | **Total Credits** | **Type** |
| | | | **Theory** | | | | | | |
| **DSC 16** | | BALAS401 | Sociology of Media | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 17** | | BALAS403 | Sociology of Health and Medicine | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 18** | | BALAS405 | Sociology of Work and Labour | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 19 (Choose One)** | | BALAS407 | Social Research and Methodology | UES | 3 | 1 | 4 | 4 | Elective |
| | | BALAS409 | Sociology of Education* | UES | 3 | 1 | 4 | 4 | Elective |
| | | | | | | | | | |
| **MS 10 and 11 Sociology Minor (Choose Any One) ##** | | BALAS411 | Globalization and Society | UES | 3 | 1 | 4 | 4 | Elective |
| | | BALAS413 | Sociology of Indian Diaspora | UES | 3 | 1 | 4 | | Elective |
| | | BALAS415 | Sociology of Gender | UES | 3 | 1 | 4 | | Elective |
| **MS 10 and 11 History Minor (Choose Any One) ##** | | BALAH411 | History of America | UES | 3 | 1 | 4 | | Elective |
| | | BALAH413 | History of Modern Russia | UES | 3 | 1 | 4 | | Elective |
| | | BALAH415 | History of Modern South America | UES | 3 | 1 | 4 | | Elective |
| **MS 10 and 11 Political Science Minor (Choose Any One) ##** | | BALAP411 | Political Dimensions of Rural Economy | UES | 3 | 1 | 4 | | Elective |
| | | BALAP413 | United Nations and Conflict Analysis | UES | 3 | 1 | 4 | | Elective |
| | | BALAP415 | Interrogating the Past: Memory and Museumization | UES | 3 | 1 | 4 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **MS 10 and 11 Psychology Minor (Choose Any One) ##** | | | Development Across Lifespan | UES | 3 | 1 | 4 | | Elective |
| | | | Basics of Counselling Psychology | UES | 3 | 1 | 4 | | Elective |
| | | | Community Psychology | UES | 3 | 1 | 4 | | Elective |
| **MS 10 and 11 English Minor (Choose Any One) ##** | 617407 | BAENG407 | European Drama | UES | 3 | 1 | 4 | | Elective |
| | 617409 | BAENG409 | World Literature | UES | 3 | 1 | 4 | | Elective |
| | 617411 | BAENG411 | Latin-American Literature | UES | 3 | 1 | 4 | | Elective |
| | 617413 | BAENG413 | Narratives of Life | UES | 3 | 1 | 4 | | Elective |
| **MS 10 and 11 Economics Minor (Choose Any One) ##** | 616409 | BAECO409 | Economics of Corporate Social Responsibility | UES | 3 | 1 | 4 | | Elective |
| | 616411 | BAECO411 | Industrial Economics | UES | 3 | 1 | 4 | | Elective |
| | 616413 | BAECO413 | Topics in Applied Economics | UES | 3 | 1 | 4 | | Elective |
| | 616415 | BAECO415 | Agriculture Economics | UES | 3 | 1 | 4 | | |
| **Total Credits** | | | | | | | **20#** | | **--** |

*For those who do not take up research.
# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

## In the **7th Semester**, a student is required to earn a minimum of **20 Credits**, which includes at least One MS Course. However, the student may earn an **additional 4 Credits** by choosing a second MS Course.

**Note:** USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| 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 20 (Choose Any One)** | | BALAS402 | State, Market and Society | UES | 3 | 1 | 4 | 4 | Elective |
| | | BALAS404 | Ethnographic 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 12 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 | Ethnic Identity and Ethnicity | UES | 3 | 1 | 4 | | Elective |
| **MS 12 History Minor (Choose Any One)##** | | BALAH412 | Museum, Memory and Public History | UES | 3 | 1 | 4 | | Elective |
| | | BALAH414 | Voices from the Margins | UES | 3 | 1 | 4 | | Elective |
| | | | | | | | | | Elective |
| **MS 12 Political Science Minor (Choose Any One)##** | | BALAP410 | Social Movements in Modern India | UES | 3 | 1 | 4 | | Elective |
| | | BALAP412 | Politics of Space | UES | 3 | 1 | 4 | | Elective |
| **MS 12** | | | Research Methods in Psychology | UES | 3 | 1 | 4 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Psychology Minor (Choose Any One)##** | | | Peace Psychology | UES | 3 | 1 | 4 | | Elective |
| **MS 12 English Minor (Choose Any One)##** | 617416 | BAENG416 | Literature of Protest | UES | 3 | 1 | 4 | | Elective |
| | 617418 | BAENG418 | Bhakti and Sufi Poetry | UES | 3 | 1 | 4 | | Elective |
| | | BAENG420 | Indian Literature in English Translation-II | UES | 3 | 1 | 4 | | |
| **MS 12 Economics Minor (Choose Any One)##** | 616412 | BAECO412 | Financial Econometrics | UES | 3 | 1 | 4 | | Elective |
| | 616414 | BAECO414 | Big Data Analysis | UES | 3 | 1 | 4 | | Elective |
| | 616416 | BAECO416 | Economic Analysis with R | UES | 3 | 1 | 4 | | Elective |
| | 616418 | BAECO418 | Demographic, Economic & Social Inter-relations | UES | 3 | 1 | 4 | | |
| **Research Project** | | **BALAS416** | **Research Dissertation** | **--** | **--** | **--** | **12** | **12** | **Compulsory** |
| | | | | | | | **Total Credits** | **20#** | |

*Applicable only to those who will undertake the 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.
# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC respectively in this semester.
## In the **8th Semester**, a student is required to earn a minimum of **20 Credits**, which includes at least One MS Course. However, the student may earn an **additional 4 Credits** by choosing a second MS Course.

**Note:** USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| 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 20** | | BALAS402 | State, Market and Society | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 21** | | BALAS404 | Ethnographic Imaginations | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 22** | | BALAS406 | Resistance and Social Movement | UES | 3 | 1 | 4 | 4 | Compulsory |
| **DSC 23** | | BALAS408 | Sociology of Popular Culture | UES | 3 | 1 | 4 | 4 | Compulsory |
| | | | | | | | | | |
| **MS 12 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 | Ethnic Identity and Ethnicity | UES | 3 | 1 | 4 | | Elective |
| **MS 12 History Minor (Choose Any One)##** | | BALAH412 | Museum, Memory and Public History | UES | 3 | 1 | 4 | | Elective |
| | | BALAH414 | Voices from the Margins | UES | 3 | 1 | 4 | | Elective |
| **MS 12 Political Science Minor (Choose Any One)##** | | BALAP410 | Social Movements in Modern India | UES | 3 | 1 | 4 | | Elective |
| | | BALAP412 | Politics of Space | UES | 3 | 1 | 4 | | Elective |
| **MS 12 Psychology Minor (Choose Any One)##** | | | Research Methods in Psychology | UES | 3 | 1 | 4 | | Elective |
| | | | Peace Psychology | UES | 3 | 1 | 4 | | Elective |

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# Curriculum Scheme Framework for Sociology (1st to 8th Semester) 2025-26 Batch Onwards

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **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 |
| | 617420 | BAENG 420 | Indian Literature in English Translation -II | | | | | | Elective |
| **Economics Minor (Choose Any One)##** | 616412 | BAECO412 | Financial Econometrics | UES | 3 | 1 | 4 | | Elective |
| | 616414 | BAECO414 | Big Data Analysis | UES | 3 | 1 | 4 | | Elective |
| | 616416 | BAECO416 | Economic Analysis with R | UES | 3 | 1 | 4 | | Elective |
| | 616418 | BAECO418 | Demographic, Economic & Social Inter-relations | UES | 3 | 1 | 4 | | |
| | | | | | | | **Total Credits** | **20#** | |

** Applicable to those who will not undertake the Research Project. These students will take 4 DSCs and 1 MS in the Eighth semester.
# The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC respectively in this semester.
## In the **8th Semester**, a student is required to earn a minimum of **20 Credits**, which includes at least One MS Course. However, the student may earn an **additional 4 Credits** by choosing a second MS Course.

**Note:** USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025

# DETAILED COMMON CURRICULUM FOR 1ST AND 2ND SEMESTER OF B.A. LIBERAL ARTS (2025-2026 ONWARDS)

## FIRST SEMESTER

## DISCIPLINE SPECIFIC CORE (DSC)

## HISTORIANS' QUEST

**Nature of the Course: DSC**
**Course Code: BALAH101**
**Semester: First (I)**
**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 students to the discipline of history not merely as a study of the past, but as a way of understanding the present and imagining the future. Through a thematic and inquiry-based approach, the course explores how historical thinking helps us make sense of contemporary issues such as inequality, environmental crises, technological change, and debates around memory and identity. Drawing from diverse sources - scholarly texts, films, podcasts, and popular literature - students will be encouraged to critically examine the uses and abuses of history in public life. The goal is to inspire curiosity, develop critical thinking, and offer a fresh and engaging perspective on why history matters today.

### Course Outcomes

After completing this course students will be able to:

**CO1 (Knowledge):** Develop an interest in historical thinking through engaging and relatable themes.

**CO2 (Understanding):** Understand how contemporary problems have historical roots.

**CO3 (Synthesis):** Analyze historical narratives through non-traditional sources - including films, books like *Sapiens*, and current events.

**CO4 (Application):** Make meaningful connections between personal, local, and global histories.

### Course Content

**Unit 1: Why History Matters** **(15 Hours)**

a. History and Historian
b. Big Histories: How we became human? How are societies formed?

c. Is history only about kings and wars - or also about daily life and imagination?
d. Personal and collective memory: History vs. Heritage

**Suggested Media**:

- Film: *13th* (dir. Ava DuVernay) -on racial incarceration in the U.S.
- Film: *Lagaan* (for colonial resistance in India)
- Podcast: *Seen and Not Heard* (Dalit voices & resistance)

**Unit 2: Inequality and Injustice: Then and Now** **(15 Hours)**

a. Caste, race, gender, class - historical roots of inequality
b. Colonialism and its afterlives (racism, global poverty, mass incarceration)
c. Alternative histories: egalitarian societies and social experiments
d. LGBTQ Community: Past to Present

**Unit 3: Environment and the Past** **(15 Hours)**

a. How the environment shaped history - and how humans shaped nature
b. Disease, epidemics, and geography: history from a biopolitical lens
c. Colonialism, forests, and resource control in South Asia
d. The Anthropocene: Can we have an ethical relationship with the planet?

**Suggested Media**:

- Podcast: *Drilled* (on climate denial and politics)
- Short documentary: *India's Vanishing Forests* (by Down To Earth)
- Maps/timelines of forest laws, Chipko movement

**Unit 4: Technology, Power, and Historical Imagination** **(15 Hours)**

a. From fire to fiber optics: What technologies reveal about social change
b. Printing press, gunpowder, railways - how power and technology intertwine
c. Fossil fuels, climate change, and political systems
d. History and Contestation: monuments, textbooks, and collective memory.

**Suggested Media**:

- YouTube channel: *ColdFusion* -videos on history of major technologies
- Podcast: *Tech Won't Save Us* -episode on the political economy of innovation

- Film: *The Social Dilemma* (Netflix)
- Article: *Why Statues Matter* (Colston, Ambedkar, and public memory)

**Pedagogy**

- Create a visual timeline of "What I thought history was, and what it could be".
- Classroom debate: *Should colonial and casteist monuments be taken down?*
- **Museum of the Silenced" Pop-Up Exhibit** Students work in small groups to create a one-table "exhibit" on a forgotten or erased historical figure, event, or community. They include brief write-ups, images, objects (or sketches), and captions - like a pop-up classroom museum.

**Textbooks**

- Ambedkar, Bhim Rao. *Annihilation of Caste*, Fingerprint Publishing, 2023 (Originally published in 1936).
- David Graeber & David Wengrow, *The Dawn of Everything*: *A New History of Humanity,* Penguin, 2022.
- Carr, E.H. *What is History?* Penguin Classic, 2018 (Originally published in 1961).
- Harari, Yuval Noah. *Sapiens: A Brief History of Humankind*, Penguin Random House, 2015.
- Guha**,** Ramachandra**.** *Environmentalism: A Global History*, Penguin Random House, 2016.
- Childe, Gordon, *Man Makes Himself*, The New American Library, 1936.

**Suggested Readings**

- McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World* , W.W. Norton & Company, 2001.
- Diamond**,** Jared. *Guns, Germs, and Steel* , W.W. Norton & Company, 1997.
- Mishra, Pankaj. *Age of Anger*. Juggernaut Publication, 2018
- Mitchell, Timothy. *Carbon Democracy*: *Political Power in the Age of Oil,* Verso Books, 2011.
- Tarlo, Emma. *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, 2003.

# DISCIPLINE SPECIFIC CORE (DSC)
## FUNDAMENTALS OF PSYCHOLOGY

**Nature of the Course: DSC**
**Course Code: BALAY103**
**Semester: First (I)**
**Credits: 4 (L3:P1)**

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

**Course Objective**

The objective of this course is to introduce key concepts of psychology in order to provide a deeper insight into mental process and behavior.

**Course Outcome**

After completing this course students will be able to:

**CO 1 (Knowledge):** Define and explain basic psychological concepts.

**CO 2 (Understanding):** Understand the influence of biological and socio-cultural factors on human behavior and mental processes.

**CO 3 (Synthesis):** Synthesize psychological concepts and perspectives to analyze human behavior and apply insights to real-life contexts.

**CO 4 (Application):** Apply principles of psychology in academics and everyday life.

**Course Content**

**Unit I: Introduction: Nature of Psychology** **(15 Hours)**

a. Concept of Psychology
b. Psychology as a scientific discipline
c. Perspectives in Psychology (Psychodynamic, Behavioral, Humanistic, Cognitive, and Socio-Cultural)
d. Sub-Fields of Psychology; Scope of Psychology
e. Psychology in India

**Unit II: Learning and Memory** **(15 Hours)**

a. Nature of Learning
b. Principles and Applications of Classical Conditioning
c. Principles and Applications of Operant Conditioning; Observational Learning
d. Definition and Models of Memory (Information Processing approach; Levels of Processing Model)
e. Forgetting; Techniques for improving memory

**Unit III: Motivation and Emotion** **(15 Hours)**

a. Nature of Motivation
b. Types of Motivation: Primary and Secondary, biogenic and sociogenic
c. Nature and function of emotion
d. Theories of Emotion
e. Culture and Emotion; Indian View of Emotion

**Unit IV** **(30 Hours)**

a. Practicum (Any **one** experiment based on Unit 2 or 3)

**Pedagogy**

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

**Suggested Readings**


- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Zimbardo, Phillip G. (2006). Introduction to Psychology. New York. Pearson Custom Publishing
- Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world

# MINOR STREAM COURSE (MS)
## SOCIOLOGY AND SOCIETY IN INDIA

**Nature of the Course: MS**
**Course Code: BALAS105**
**Semester: First (I)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

The objective of this course is to provide a comprehensive understanding of the complex social fabric of India, highlighting the interplay between Unity and diversity. Students will explore the various sources of diversity in India, such as linguistic, religious, and ethnic differences, and their implications on social cohesion. The course will also delve into the fundamental social institutions, including family, kinship, marriage, and caste, examining their roles and transformations in contemporary society. Furthermore, the course aims to address pressing social issues like poverty, inequality, crime, and migration, along with the diverse religious landscape and its impact on Indian society.

**Course Outcome**

After completing this course students will be able to:

**CO1 (Knowledge):** Demonstrate a thorough knowledge of the key concepts and sources of diversity in India, including linguistic, religious, and ethnic differences, as well as the fundamental social institutions and their functions.

**CO2 (Understanding):** Understand and explain the sociocultural processes and models, such as acculturation, assimilation, integration, cooperation, conflict, and competition, that contribute to Unity in diversity in the Indian context.

**CO3 (Synthesis):** Synthesize information about the various social issues in India, including poverty, caste, gender inequality, crime, and regional disparities, and critically analyze their impact on the population and societal dynamics.

**CO4 (Application):** Apply the acquired knowledge to evaluate and address contemporary changes in Indian society, such as transformations in family structures, marriage practices, and the implications of religious pluralism and secularism, while proposing informed solutions to enhance social cohesion and inclusivity.

**Course Content**

**Unit I: Unity in Diversity** **(15 Hours)**

a. Meaning of Unity and Diversity
b. Sources of Diversity in India: Importance, merits and demerits (Linguistic, Religious, Ethnic)
c. Unity in Diversity: Socio-Cultural process and models (Acculturation, Assimilation, Integration, Cooperation, Conflict & Competition)
d. Factors Contributing to the Unity of India

**Unit II: Basic Social Institutions in India** **(15 Hours)**

a. Family: Definition, Function and Types
b. Kinship: Definition, Function, and Types (North and South)
c. Marriage: Definition, Function, Types and Rules, Latest trends
d. Caste: Definition, Characteristics and Theories of Origin

**Unit III: Social Issues in India** **(15 Hours)**

a. Social Problems in India (Poverty and Gender Inequality)
b. Crime (Types) and Juvenile delinquency
c. Regional disparity and migration
d. Population profile of Indian Society

**Unit IV: Religion in India** **(15 Hours)**

a. Definition, Composition, and Functions of Religion
b. Religions of India (Hinduism, Buddhism, Jainism, Sikhism, Islam, and Christianity) and their features
c. Concept of religious pluralism and Secularism
d. Fundamentalism and Communalism

**Pedagogy**

- Lectures
- Discussion and Presentations
- Movie/Documentaries
- Project Work/Field Visit

**Text Books**


- Mukherjee, Radha Kumud. Fundamental Unity of India. Orient Blackswan. New Delhi 2004
- Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004

- Gupta, Dipankar (Eds). Social Stratification. Oxford University Press. New Delhi. 2007
- Kundu, Abhijit and Yadav, Nirupama. Sociology of India. Sage. New Delhi. 2021


**Recommended Readings**


- Gottlob, Michael. "India's Unity in Diversity as a Question of Historical Perspective". Economic and Political Weekly, Vol. 42, No. 9. pp. 779-785+787-789
- Kaul, Vijay Kumar. "India's Diversity: From Conflict to Innovation". World Affairs: The Journal of International Issues, Vol. 19, No.4. pp. 10-43
- 'Unity in Diversity'? Tensions and Contradictions in Cultivating National Unity. https://www.epw.in/engage/article/Unity-diversity-tensions-and-contradictions-rashtriya-ekta-diwas
- Gore, M.S. "Unity in Diversity". Social Scientist, Vol. 24, No. 1/3 (1996), pp. 30-43
- Berry, John M. "Immigration, Acculturation, and Adaptation". Applied Psychology: An International Review. Vol. 46. Issue. 1 (1997). pp, 5-34
- Madan, T.N. 'Religions of India'. Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004.
- Unit 28 Theories of Origin of Caste System. IGNOU Reading Material.
- Meredith, McGuire. Religion In Social Context. Wadsworth Pub. Co. California. 1997. (Chapter 1).
- Hick, John. "Religious Pluralism." A Companion to Philosophy of Religion, edited by Quinn and Taliaferro. Wiley-Blackwell, 1997, 607-614.
- Karve, I., 1994, 'The Kinship Map of India', in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press, Pp.50-73
- Yinger, Milton J. "Pluralism, Religion, and Secularism". Journal for the Scientific Study of Religion, Vol. 6, No. 1 (1967). pp. 17-28
- Bhushan, Vidya; Sachdeva, D.R. Fundamentals of Sociology. Pearson. Delhi. 2012
- Relevant IGNOU Material

# MINOR STREAM COURSE (MS)

## INDIAN CONSTITUTION AND GOVERNMENT

**Nature of the Course: MS**
**Course Code: BALAP107**
**Semester: First (I)**
**Credits: 4 (L3:P1)**

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

**Course Objective**

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. The focus will also be on understanding the Indian Federal setup along with understanding the party system in India.

**Course Outcome**

After completing this course students will be able to:

**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, the centre-state relations and the party system.

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

**CO4 (Application):** 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 Content**

**Unit I: Evolution of Indian Constitution** **(15 Hours)**

a. Historical Background and Philosophical Foundation of Constitution.
b. Salient Features of the Indian Constitution.
c. Fundamental Rights and Duties
d. Directive Principles of State Policy.

**Unit II: Indian Federal System** **(15 Hours)**

a. Centre-State Relationship

b. Decentralisation-Local and Grassroot Governance
c. Contemporary Trends-Asymmetrical Features of Federalism

**Unit III: Executive, Legislature and Judiciary** **(15 Hours)**

a. Executive: Office of the President, Prime Minister, Governor
b. Parliament: Composition and Functions
c. Supreme Court: Composition and Functions

**Unit IV: Party System in India** **(15 Hours)**

a. Types of Party System, Phases of Party system in India
b. National Parties in India
c. Regional Parties in India

**Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

**Text Books**


- Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Indian Government and Politics.* New Delhi: Sage India, 2008.
- Chandoke, Neera & Praveen Priyadarshi. *Contemporary India: Economy, Society, Politics*. Pearson, 2010.
- Chetan, Achyut. *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution*. Cambridge: Cambridge University Press, 2022.
- Mehta, Pratap Bhanu, and Niraja Gopal Jayal. *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, 2011.


**Suggested Readings**


- Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1999.
- Austin, G. *Working of a Democratic Constitution of India.* New Delhi: Oxford University Press, 2004.
- Bhargava, Rajeev, and Achin Vanaik. Understanding Contemporary India -Critical Perspectives. New Delhi: Orient Blackswan, 2010.

- Chandra, Kanchan, ed. Democratic Dynasties: State, Party and Family in Contemporary Indian Politics. Cambridge: Cambridge University Press, 2016.
- Choudhary, Sunil K. The Changing Face of Parties and Party Systems: A Study of Israel and India. Delhi: Palgrave Macmillan, 2018.
- Ganguly, Sumit, and Rahul Mukherji. India Since 1980. Delhi: Cambridge University Press, 2011.
- Guha, Ramachandra. India After Gandhi: The History of World's Largest Democracy. New Delhi: Pan Macmillan India, 2008.
- Jaffrelot, Christopher. India Since 1950: Society, Politics, Economy and Culture. Delhi: Cambridge University Press, 2012.
- Menon, N., and A. Nigam. Power and Contestation: India since 1989. London: Zed Books, 2007.
- Omit, Shani. How India Became Democratic: Citizenship and the Making of the Universal Franchise. Cambridge: Cambridge University Press, 2018.
- Pai, Sudha, ed. Handbook of Politics in Indian States: Region, Parties, and Economic Reforms. New Delhi: Oxford University Press, 2013.
- Singh, M.P., and R. Saxena. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.
- Vinaik, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives.* New Delhi: Orient Blackswan, 2010.

# MULTI DISCIPLINARY COURSE (MDC)
## HISTORY AND LITERATURE

**Nature of the Course: MDC**
**Course Code: BALAC109**
**Semester: First (I)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

This course will examine the texts; place them in historical contexts and help students to use them as tools for history writing.

**Course Outcome**

After completing this course students will be able to:

**CO1 (Knowledge):** To differentiate historical texts from other forms of available literature.

**CO2 (Understanding):** Understand the various perspectives to study history.

**CO3 (Synthesis):** To examine various texts associated with different religious traditions.

**CO4 (Application):** Evaluate historical literature and its relevance in contemporary times.

**Course Content**

**Unit I: Ancient Indian Literature** **(10 Hours)**

a. Sanskrit literature- Vedas and Itihasa Purana traditions.
b. Normative texts- Manusmriti and Arthashastra
c. Biographical accounts- Harshacharita and Vikramankadevacharita.
d. Ancient Tamil texts- Sangam literature, Silapaddikaram.
e. Pali-Prakrit literature- Jatakas and Agamas.
f. Historical texts- Rajatarangini.

**Unit II: Medieval period literature** **(12 Hours)**

a. Persian literature- Abul Fazl- Akbarnamah, Badauni- Muntakhab-ut-Tawarikh, Mir Khwand's- Rauzat us Safa, Mohsin Fani's- Dabistan-i-Mahsib.
b. Women writers- Lalleshwari (Lal Ded), Gulbadan Bano Begum, Zeb-un-Nisa.
c. Urdu Literature- Raskhan's Pand Mahim Suniya's story collection.

**Unit III: Modern Indian Literature -Any four texts (12 Hours)**

a. Rabindranath Tagore- Gitanjali.
b. Bankim Chandra Chattopadhyaya -Ananda Math.
c. Prem Chand- Godan.
d. Sadat Hassan Manto- Khol Do.
e. Amrita Pritam- Pinjar.
f. Rajaram Aatram- Ughda Darwaza.

**Unit IV: Poetics and Literature (11 Hours)**

a. Kalidasa- Raghuvamsa and Kumarasambhava.
b. Sangam Literature- Akam and Puram poems.
c. Persian Poet- Amir Khusrau.
d. Bhakti poems- Mirabai, Tulsidas, Bulle Shah.
e. Urdu poetry- Ghalib.
f. Modern Indian poetry- City of Palaces by James Atkinson, My Native Land- Shashee Chander Dutt.

**Pedagogy**

- Classroom lectures/project work.
- Class assignment: a review of the unabridged version of any book related to pre-colonial literature.
- Classroom debate on the change in literary forms after colonial rule and the influence of Western ideas in Indian writing.

**Textbooks**


- Pollock, Sheldon, ed., Literary Cultures in History: Reconstruction from South Asia, Delhi Oxford University Press, 2003.
- Sharma, T.R.S., ed. Ancient Indian Literature: An Anthology (3 vols) New Delhi: Sahitya Akademi, 2000.
- Kane, P.V., History of Dhrarmashastra, Bhandarkar Oriental Research Associate, Poona, 1941.
- Olivelle, Patrick, Manu's Code of Law, Oxford University Press, 2005.


**Recommended Readings**


- Shamashatry, R., trans., Kautilya's Arthashastra, 1950.
- Sen, Ksitimohan, Medieval Mysticism in India, London, 1936.

# MULTI DISCIPLINARY COURSE (MDC)
## SOCIETY AND POLITICS

**Nature of the Course: MDC**
**Course Code: BALAC111**
**Semester: First (I)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

Society and Politics is an interdisciplinary course that explores questions through the intersection of political science and sociology and analyses various political processes and social transformations both at the macro level of national and internal politics and at the micro level.

**Course Outcome**

After completing this course students will be able to:

**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, citizenship, and democracy.

**CO3 (Synthesis):** The student can analyze the functioning of civil society institutions.

**CO4 (Application):** The student will be able to explore the relationship between the process of globalization with the polity and how it impacts society.

**Course Content**

**Unit I: Understanding the Concepts (10 Hours)**

a. Conceptualising Politics: Definition, Perspectives of Politics-Classical, Liberal, Marxist, Feminist
b. Society: Definitions, Characteristics, State and Society Distinctions
c. Civil and Political Society

**Unit II: Theories of Social Stratification (12 Hours)**

a. Marxian Approaches to Social Stratification
b. Weberian Approach to Social Stratification

**Unit III: Socio-Political Identities in India (12 Hours)**

a. Caste in Indian Polity: Reservation, Second Democratic Upsurge in India
b. Gender and Institutional Interventions in India: Defining Gender, National Report on the Role and Status of Women (1980), Vishakha Guidelines and the POSH Act (2013)

**Unit IV: Democracy and Globalisation (11 Hours)**

a. Democracy: Conceptualising Democracy, Definitions, Procedural and Deliberative Democracy
b. Globalisation, Civil Society, Global Poverty

**Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

**Text Books**


- Bottomore, Tom. Political Sociology. London: Hutchinson, 1979.
- Chakrabarty, Bidyut. Indian Politics and Society Since Independence: Events, Processes, and Ideology. Paperback. Taylor and Francis Ltd., 2008.
- Kohli, Atul, ed. The Success of India's Democracy. Cambridge University Press, 2001.
- Bardhan, Pranab. "The Impact of Globalization on the Poor." *Brookings Trade Forum: Globalization, Poverty, and Inequality* (2004): 271–284. Washington, DC: Brookings Institution Press.


**Recommended Readings**


- Bardhan, P. The Political Economy of Development in India. Oxford: Blackwell, 1984.
- Chatterjee, Partha. "Democracy and Economic Transformation in India." EPW, Vol. 43, No. 16 (April 19-25, 2008), pp. 53-62.
- Fuller, and Benei, eds. Everyday State and Society in Modern India. Delhi: Social Science Press, 2001.
- Heywood, Andrew. *Key Concepts in Politics.* New York: Palgrave, 2000.

- Janoski, Thomas, Robert Alfred, Alexander Hicks, and Mildred A. Schwartz, eds. *The Handbook of Political Sociology: States, Civil Societies and Globalisation*. Cambridge University Press, UK, 2005.
- Kothari, Rajni. *Caste in Indian Politics*. Hyderabad: Orient Longman, 1970.
- Lipset, S.M., ed. Politics and Social Science. New York: OUP, 1969.
- Macpherson, C.B. The Real World of Democracy. Oxford: Clarendon Press, 1966.
- Michelutti, Lucia. *The Vernacularisation of Democracy: Politics, Caste and Religion in India.* New York: Routledge, 2009.
- Myrdal, Gunnar. Asian Drama: An Inquiry into the Poverty of Nations. London: Allen Lane, 1972.
- Rudolf, Lloyd, and Rudolf Susan, eds. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago: University of Chicago Press, 1987.
- Sanyal, Kalyan. *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post Colonial Capitalism*. New Delhi: Routledge, 2007.
- Sen, Amartya. *Development as Freedom*. New Delhi: OUP, 1999.
- Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Translated by Ephraim Fischoff et al. Berkeley: University of California Press, 1978.

# MULTI DISCIPLINARY COURSE (MDC)
## SOCIETY AND CULTURE

**Nature of the Course: MDC**
**Course Code: BALAC113**
**Semester: First (I)**
**Credits: 3 (L2: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 fundamental concepts of society and culture, exploring the distinctions and connections between human and non-human societies, material and non-material culture, and various societal types. It examines the complexities of intercultural communication, emphasizing the role of communication in maintaining social relationships and the impact of evolving technologies. Additionally, the course delves into belief systems and ideologies, highlighting their influence on individual and group identities, and power structures. Finally, it investigates the nature of popular culture, its interaction with society and individuals, and its role in driving social change.

**Course Outcome**

After completing this course, students will be able to**:**

**CO1 (Knowledge):** Gain foundational knowledge of society and culture, including definitions, features, types, and key concepts like multiculturalism and ethnocentrism.

**CO2 (Understanding):** Understand the formation of personal and social identities, the nature of verbal and non-verbal communication, and the impact of changing communication technologies.

**CO3 (Synthesis):** Synthesize knowledge of belief systems and ideologies, exploring their role in identity formation, power structures, and the relationship between society and popular culture.

**CO4 (Application):** Apply sociological and cultural concepts to real-world scenarios, analyzing social behaviors, inclusion/exclusion dynamics, and the influence of popular culture on social change**.**

**Course Content**

**Unit I: Basic Concepts of Society and Culture** **(10 Hours)**

a. Society: Definition, Features, and 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

**Unit II: Intercultural Communication (12 Hours)**

a. The behavior of people in different social, cultural, and environmental issues
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

**Unit III: Belief System and Ideologies (12 Hours)**

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

**Unit IV: Popular Culture (11 Hours)**

a. What is popular culture? Features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspectives
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
- Discussion and Presentations
- Seminar
- Audio-Visual

**Text Books**


- Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980.
- Klyukanov, I.G. Principles of Intercultural Communication. Taylor and Francis. 2020.
- Brandt, Mark J; Rutjens, Bastiaan T. Belief System and Perception of Reality. Routledge. New York. 2019
- Storey, John. An Introductory Guide to Cultural They and Popular Culture. The University of Georgia Press. Athens. 1993.
- Williams, Raymond. Keywords. Fontana Press. London. 1983

- Turner, B. S and Rojek, C. Society and Culture: Scarcity and Solidarity. Sage Publication. London. 2001.


**Recommended Readings**


- Chen, Guo-Ming. (2012). "The impact of new media on intercultural communication in global context." China Media Research, vol. 8, no. 2, 2012, pp. 1-10
- Duke, Charles R. "Nonverbal Behavior and the Communication Process." College Composition and Communication 25, no. 5 (1974): 397–404
- Burton, Eleanor Q. "Intercultural Communication." Insight Turkey, no. 7 (1997): 155–64.
- Bennett, Milton J. (Eds.) Basic Concepts of Intercultural Communication: Selected Readings. Intercultural Press. London. 1998. (pp- 1-52; 173- 190).
- Philip E. Converse (2006) The nature of belief systems in mass publics (1964), Critical Review, 18:1-3, 1-74. (Selected Sections).
- Usó-Doménech, J.L., Nescolarde-Selva, J. What are Belief Systems?. Found Sci 21, 147–152 (2016)
- Sartori, Giovanni. "Politics, Ideology, and Belief Systems." The American Political Science Review 63, no. 2 (1969): 398–411.
- Kennedy, Emmet. "'Ideology' from Destutt De Tracy to Marx." Journal of the History of Ideas 40, no. 3 (1979): 353–68.
- Frank, Jerome D. Nature and Functions of Belief Systems Humanism and Transcendental Religion. American Psychologist. (1997). pp. 555-559
- Abelson, Robert P. "Differences Between Belief and Knowledge System". Cognitive Science. Vol. 3. (1979). pp. 355-366
- Harmon, Gary L. "On the Nature and Functions of Popular Culture." Studies in Popular Culture 6 (1983): 3–15.
- Harrington, C. Lee; Bielby, Denise. 'Constructing the Popular: Cultural Production and Consumption'. In Harrington, C. Lee; Bielby, Denise (Eds.). Popular Culture: Production and consumption. Wiley Blackwell. London, 2000.


*Any other relevant material

# SKILL ENHANCEMENT COURSE (SEC)
## HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA (IKS)

**Nature of the Course: SEC**
**Course Code: BALAC117**
**Semester: First (I)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

Understand the history of science and technology in India.

**Course Outcome**

After completing this course students will be able to:

**CO1 (Knowledge):** Trace the genealogy of scientific developments and technological advancements in India from early years till present.

**CO2 (Understanding):** Learn to critically assess claims of cultural superiority and the attribution of scientific discoveries to Ancient Indians.

**CO3 (Synthesis):** Study the impact of colonial 'modernity' on Indian society.

**CO4 (Application):** Critically assess post-independence India's progress in the field of science till the end of the twentieth century.

**Course Content**

**Unit-I: Science and Technology in India up to c.1200 CE (10 Hours)**

a. Astronomy (*Surya-Siddhanta*, Aryabhatta, Varahamihira), Mathematics, Medicine (Ayurveda)
b. Agriculture, metallurgy, textile production, shipbuilding, armaments
c. Critical assessment of the attribution of scientific discoveries to Ancient Indians

**Unit-II: Science and Technology in India c.1200 CE to 1757 CE (12 Hours)**

a. Geometry, Trigonometry and Algebra, Graeco-Arabic Medicine (*Unani-tibb*), Astronomy, medicine
b. Agriculture (Canals and other irrigation systems), textile, arms-making, shipbuilding
b. Technology, warfare in medieval period

**Unit-III: Science in Colonial India: 1757 CE to 1947 CE (12 Hours)**

a. Surveys, scientific education, scientific societies, growth of scientific institutions in colonial India
b. Indian response
c. Assessing the impact of 'colonial modernity' on Indian society

**Unit-IV: Post-Independence India (11 Hours)**

a. 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 Defense Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (satellite and communication Revolution)
b. Assessing India's scientific progress till the end of the twentieth century

**Pedagogy:**

- Classroom lectures/project work.
- Class debate on the myth and reality of scientific developments in pre-colonial India.
- Classroom assignment on the impact of modern science and technology (such as railways) on Indian society.

**Textbooks**


- Arnold, David. *The New Cambridge History of India, III*, Cambridge: Cambridge University Press, 2004.
- Bose, D.M., Sen, S.N. & Subbarayappa, B.V. eds., *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
- Chakrabarti, Pratik. *Western science in modern India: Metropolitan methods, colonial practices*. Orient Blackswan, 2004.
- Chattopadhyaya, Debiprasad. *History of Science and Technology in Ancient India: Astronomy, Science and Society*. Firma KLM, 1996.
- Kumar, Deepak. *Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012
- Kumar, .Deepak, ed. *Science and Empire: essays in Indian context, 1700-1947*. Anamika Pub & Distributors, 1991.
- Muley, Gunakar. *Bharat: Itihaas, Sanskriti aur Vigyan*. Rajkamal Prakashan. 2013.
- Plofker, Kim. *Mathematics in India*. Princeton University Press, 2008.

**Recommended Readings:**


- Arnold, David. “Nehruvian science and postcolonial India”. *Isis* 104, no. 2 (2013): 360-370.
- Ansari, SM Razaullah. “The observatories movement in India during the 17–18th centuries.” *Vistas in Astronomy* 28 (1985): 379-385.
- Basham, Alan L. “The practice of medicine in ancient and medieval India.” *Asian medical systems: A comparative study* (1976): 18-43.
- Bhatia, P. "Mining and metallurgy in ancient India." *Indian Historical Review* 34, no. 1 (2007): 283-287.
- Kumar, Deepak. “Adoption and Adaption: A Study of Medical Ideas and Techniques in Colonial India.” In *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*, pp. 233-243. Dordrecht: Springer Netherlands, 2010.
- Mahalanobis, P. C. "Recent developments in the organization of science in India." *Sankhyā: The Indian Journal of Statistics, Series B* 25, no. 1/2 (1963): 67-84.
- Edney, Matthew H. "The patronage of science and the creation of imperial space: The British mapping of India, 1799-1843." *Cartographica: The International Journal for Geographic Information and Geovisualization* 30, no. 1 (1993): 61-67.
- Habib, Irfan, “Presidential Address, Medieval India Section”, *Proceedings of the Indian History Congress*, Varanasi, 1969.
- Habib, Irfan, ‘Technology and Barriers to Social Change in Mughal India’, *Indian Historical review*, Vol. V, Nos.1-2, 1978-79.
- Habib, Irfan, “Changes in Technology in Medieval India”, in *Studies in History*, Vol. II, No. 1, 1980.
- Habib, S. Irfan, and Dhruv Raina. “The introduction of scientific rationality into India: A study of Master Ramchandra-Urdu journalist, mathematician and educationalist.” *Annals of science* 46, no. 6 (1989): 597-610.
- Haines, Daniel. "Development, Citizenship, and the Bhakra–Nangal Dams in Postcolonial India, 1948–1952." *The Historical Journal* 65, no. 4 (2022): 1124-1144.
- Khan, Iqbal Ghani. “The Awadh Scientific Renaissance and the Role of the French: C. 1750-1820”, *Indian Journal of History of Science*, Vol. 3, No. 38, pp. 273-301, 2003.
- Nanda, Meera. “Science Sanskritized: How modern science became a handmaiden of Hindu nationalism.” In *Routledge Handbook of South Asian Religions*, pp. 264-286. Routledge, 2020.
- Parayil, Govindan. “The green revolution in India: A case study of technological change.” *Technology and culture* 33, no. 4 (1992): 737-756.
- P. Rama Rao, ‘Science and Technology in Independent India: Retrospect and Prospect’, in *Current Science*, Vol. 74, No.5, 10 March, 1998, pp.418-432.

- Qaisar, A. Jan, “Shipbuilding in the Mughal Empire during the Seventeenth Century”, *Indian Economic and Social History Review*, Vol. V, No. 2, June, 1968.
- Raj, Kapil. “Networks of knowledge, or spaces of circulation? The birth of British cartography in colonial south Asia in the late eighteenth century.” *Global Intellectual History* 2, no. 1 (2017): 49-66.
- Suvobrata Sarkar (Ed.), *History of Science, Technology, Environment and Medicine in India*, London and New York: Routledge (Taylor & Francis), 2022.
- Verdon, Noémie, and Michio Yano. "Al-Bīrūnī’s India, Chapter 14: An Account of Indian Astronomical, Mathematical and Other Literature." *History of science in South Asia* 8 (2020): 57-76.

# SKILL ENHANCEMENT COURSE (SEC)
## GENDER AND DEVELOPMENT

**Nature of the Course: SEC**
**Course Code: BALAC119**
**Semester: First (I)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

The primary objective of the course is to provide the basic conceptual and analytical tools to the students to understand the different dynamics of the interaction of gender and development in India. The course explores the interactions of gender with other social categories like caste, ability, and sexuality in various developmental policies in Indian democracy. The course will specifically look at gender and development in the context of education, health, and economic policies in India.

**Course Outcome**

After completing this course students will be able to:

**CO1 (Knowledge):** The student will have a foundational understanding of the concept of gender and development and various developmental policies in Indian democracy.
**CO2 (Understanding):** The student will have a basic understanding of the different developmental policies in India.
**CO3 (Synthesis):** The student can understand the intersection of gender with different social categories like caste, ability, and sexuality in the context of development in Indian democracy.
**CO4 (Application):** The student can evaluate the impact of development policies and interventions on gender equality and empowerment.

**Course Content**

**Unit I: Introduction to Gender, Development** **(10 Hours)**

a. Gender and Development: Definitions and Concepts
b. Gendering Development: Discourses and Debates

**Unit II: Gender and Health in India** **(12 Hours)**

a. Reproductive Rights and Maternal Health-Janani Suraksha Yojana
b. Accessibility to Health Care- Transgender Persons Protection of Rights Act 2019

**Unit III: Gender and Economic Policy** **(12 Hours)**

a. Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD)
b. Women's Unpaid Labour and Informal Economy
c. Grameen Bank, Self-Help Groups (SHG), Kudumbashree

**Unit IV: Gender and Violence** **(11 Hours)**

a. Gender-Based-Violence and Violence Against Women
b. Laws and Institutions
c. Appraisal of Safety and Security Schemes like Mission Shakti: Evaluation

**Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visit

**Text Books**


- Agnes, Flavia. Law and Gender Inequality: The Politics of Women's Rights in India. Oxford: Oxford University Press, 2001.
- Bhatt, Ela R. We Are Poor but So Many: The Story of Self-Employed Women in India. New Delhi: Oxford University Press, 2005.
- Menon, Nivedita, ed. Gender and Politics in India. New Delhi: Oxford University Press, 1999.
- Rathgeber, Eva. *WID, WAD, and GAD: Trends in Research and Practice. Journal of Developing Areas* 24, no. 4 (1991): 489–502.
- Razavi, Shahra, and Carol Miller. *From WID to GAD: Conceptual Shifts in the Women and Development Discourse.* Geneva: UNRISD, 1995.


**Recommended Readings**


- India introduces economic reforms to improve women's access to markets and financial assets, Available at: https://www.cfr.org/womens-participation-in-global-economy/case-studies/india/
- Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought.* London: Verso, 1994.

- Parpart, Jane L., Patricia Connelly, and Eudine Barriteau. *Theoretical Perspectives on Gender and Development.* Ottawa: International Development Research Centre, 2000.
- Pearson, Ruth, and Caroline Sweetman, eds. *Gender and Development: Critical Concepts in Development Studies.* London: Routledge, 2017.
- National Health Policy, India (2017).
- The Right of Children to Free and Compulsory Education (RTE) Act, 2009, https://dsel.education.gov.in/rte
- Where Do the Victims of Gender- Based Violence go? Based Violence go? A Needs Analysis for Women's Safety Schemes in India. Available At: https://cprindia.org/wp-content/uploads/2023/03/A-Needs-Analysis-for-Womens-Safety-Schemes-in-India.pdf
- National Commission for Women (NCW) Reports.
- Visvanathan, Nalini, ed. *The Women, Gender and Development Reader.* 2nd ed. London: Zed Books, 2011.
- World Bank. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice.* Washington, DC: World Bank and Oxford University Press, 2001.

# SKILL ENCHACEMENT COURSE (SEC)
# UNDERSTANDING INDIAN SOCIETY THROUGH CINEMA

**Nature of the Course: SEC**
**Course Code: BALA121**
**Semester: First (I)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

This course aims to explore the dynamic relationship between cinema and Indian society across different historical periods. Students will examine how films serve as social documents, distinguishing between parallel and mainstream cinema and analysing their roles in reflecting and driving social change. Through an in-depth study of the Indian cinema industry's history, including Bollywood and regional cinema, learners will gain insights into its evolution and impact. Additionally, they will critically assess the portrayal of key social issues such as nationalism, identity, family norms, caste, class, gender, race, and the environment, identifying the evolving representations and their implications within Indian society.

**Course Outcome**

After completing this course students will be able to:

**CO 1 (Knowledge):** Understand Indian cinema's historical development and its reflection of societal norms, focusing on Bollywood and regional industries.

**CO 2 (Understanding):** Analyze the socio-cultural context of Indian cinema, differentiating between parallel and mainstream cinema and their impact on societal changes.

**CO 3 (Synthesis):** Synthesize knowledge to critically evaluate Indian cinema's portrayal of social issues, examining the interplay between cinema and society.

**CO 4 (Application):** Apply understanding to interpret films, identifying societal dynamics and proposing solutions to depicted challenges.

**Course Content**

**Unit I: Cinema and Society: Reciprocal Relations** **(10 Hours)**

a. Films as Social Document
b. Parallel vs Mainstream Cinema
c. Cinema and Social Change
d. Cinema Industry of India (Bollywood and Regional) and its History

**Unit II: Indian Society and Cinema: Independence to Liberalization (12 Hours)**

a. Nationalism and Nation Building
b. The transition from traditional to modern
c. The 'Angry Young Man' Era
d. The archetype of the 'Villain'

**Unit IV: Indian Society and Cinema: Post-Liberalization (12 Hours)**

a. Changing family norms and values
b. The Question of Identity and the Portrayal of Indian Diaspora
c. Culture of Aspiration and Consumption
d. The emergence of the 'Anti-Hero'

**Unit IV: Portrayal of Social Issues in Indian Cinema*[1] (11 Hours)**

a. Caste
b. Class
c. Gender
d. Race
e. Environment

**Pedagogy:**

- Lectures
- Discussion and Presentations
- Seminar
- Audio-Visual

**Text Books:**


- Prasad, M. Madhava. Ideology of the Hindi Film: A Historical Construction. Oxford University Press. New Delhi. 2000
- Ghosh, Tapan K. Bollywood Baddies: Villains, Vamps and Henchmen in Hindi Cinema. SAGE Publications. New Delhi. 2013
- Juluri, Vamsee. Bollywood Nation: India through its Cinema. Penguin. London. 2013
- Mehta, Rini Bhattacharya, and Rajeshwari V. Pandharipande, eds. Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora. Anthem Press, 2010.


*** Note:** This course is primarily meant to develop a sociological lens among the students by comparing and analysing what they read in the classroom with the popular medium of cinema and films. The choice of theme-based films that students will watch and analyse will depend upon the course instructor.

**Recommended Readings:**


- Ahmed, Akbar S. 1992. "Bombay Films: The Cinema as Metaphor for Indian Society and Politics". In Modern Asian Studies Vol. 26, No. 2. pp. 289-320
- Young, Colin. "Film and Social Change". The Journal of Aesthetic Education Vol. 3, No. 3, Special Issue: Film, New Media, and Aesthetic Education (1969), pp. 21-27
- Deshpande, Anirudh. "Indian Cinema and the Bourgeois Nation State". Economic and Political Weekly Vol. 42, No. 50 (2007), pp. 95-101, 103.
- Datta, Sangeeta. "Globalisation and Representations of Women in Indian Cinema". Social Scientist Vol. 28, No. 3/4 (Mar. - Apr., 2000), pp. 71-82
- Virdi, Jyotika. The Cinematic ImagiNation [sic]: Indian Popular Films as Social History. Rutgers University Press. London2023.
- Shafer, D. M., & Raney, A. A. (2012). Exploring how we enjoy antihero narratives. Journal of Communication, 62(6), 1028–1046

# SKILL ENHANCEMENT COURSE (SEC)
## ENTREPRENEURSHIP MINDSET

**Nature of the Course: SEC**
**Course Code: BALA131**
**Semester: First (I)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

- 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.
- To acquiant students with the process of creativity and innovation.
- To expose students to various aspects of entrepreneurship and business.
- To expose students to case studies on successful entrepreners.

**Course Outcome:**
After completing this course, students will be able to:
**CO1 (Knowledge):** Form a strong foundations for basic entrepreneurial skills
**CO2 (Understanding):** Understand creativity and innoation for opportUnity recognition.
**CO3: (Synthesis):** Learn about opportUnity analysis and writing of business plans.
**CO4: (Application):** Students will be inspired by examples of successful entrepreneurs.

**Course Content (10+12+12+11 Hours)**

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:
    a) Presenting a business plan

b) Project on Strt up India any other Governement policy on entreopreneruship
c) Discussion on why Start up fails, role of MSME etc.

7. Discussion on role of entrepreneur in economic growth.
   Discussion on Technology part.
8. Case study discussion on successful Indian entrepreneurs.

**Pedagogy:**

- Letctures
- Discussions and Presentations
- Seminars

**Text Books:**

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

# SKILL ENHANCEMENT COURSE (SEC)
# UNDERSTANDING INDIAN SOCIETY THROUGH CINEMA

**Nature of the Course: SEC**
**Course Code: BALAC121**
**Semester: First (I)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

This course aims to explore the dynamic relationship between cinema and Indian society across different historical periods. Students will examine how films serve as social documents, distinguishing between parallel and mainstream cinema and analyzing their roles in reflecting and driving social change. Through an in-depth study of the Indian cinema industry's history, including Bollywood and regional cinema, learners will gain insights into its evolution and impact. Additionally, they will critically assess the portrayal of key social issues such as nationalism, identity, family norms, caste, class, gender, race, and the environment, identifying the evolving representations and their implications within Indian society.

**Course Outcome**

After completing this course, students will be able to:

**CO 1 (Knowledge):** Understand Indian cinema's historical development and its reflection of societal norms, focusing on Bollywood and regional industries.

**CO 2 (Understanding):** Analyze the socio-cultural context of Indian cinema, differentiating between parallel and mainstream cinema and their impact on societal changes.

**CO 3 (Synthesis):** Synthesize knowledge to critically evaluate Indian cinema's portrayal of social issues, examining the interplay between cinema and society.

**CO 4 (Application):** Apply understanding to interpret films, identifying societal dynamics and proposing solutions to depicted challenges.

**Course Content**

**Unit I: Cinema and Society: Reciprocal Relations (10 Hours)**

a. Films as Social Document
b. Parallel vs Mainstream Cinema
c. Cinema and Social Change
d. Cinema Industry of India (Bollywood and Regional) and its History

**Unit II: Indian Society and Cinema: Independence to Liberalization (12 Hours)**

a. Nationalism and Nation Building

b. The transition from traditional to modern
c. The 'Angry Young Man' Era
d. The archetype of the 'Villain'

**Unit III: Indian Society and Cinema: Post-Liberalization (12 Hours)**

a. Changing family norms and values
b. The Question of Identity and the Portrayal of Indian Diaspora
c. Culture of Aspiration and Consumption
d. The emergence of the 'Anti-Hero'

**Unit IV: Portrayal of Social Issues in Indian Cinema (11 Hours)**

a. Caste
b. Class
c. Gender
d. Race
e. Environment

**Pedagogy**

- Lectures
- Discussion and Presentations
- Seminar
- Audio-Visual

**Text Book**


- Prasad, M. Madhava. Ideology of the Hindi Film: A Historical Construction. Oxford University Press. New Delhi. 2000
- Ghosh, Tapan K. Bollywood Baddies: Villains, Vamps and Henchmen in Hindi Cinema. SAGE Publications. New Delhi. 2013
- Juluri, Vamsee. Bollywood Nation: India through its Cinema. Penguin. London. 2013
- Mehta, Rini Bhattacharya, and Rajeshwari V. Pandharipande, eds. Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora. Anthem Press, 2010.


**Recommended Readings**


- Ahmed, Akbar S. 1992. "Bombay Films: The Cinema as Metaphor for Indian Society and Politics". In Modern Asian Studies Vol. 26, No. 2. pp. 289-320
- Young, Colin. "Film and Social Change". The Journal of Aesthetic Education Vol. 3, No. 3, Special Issue: Film, New Media, and Aesthetic Education (1969), pp. 21-27
- Deshpande, Anirudh. "Indian Cinema and the Bourgeois Nation State". Economic and Political Weekly Vol. 42, No. 50 (2007), pp. 95-101, 103.
- Datta, Sangeeta. "Globalisation and Representations of Women in Indian Cinema". Social Scientist Vol. 28, No. 3/4 (Mar. - Apr., 2000), pp. 71-82
- Virdi, Jyotika. The Cinematic Imagination [sic]: Indian Popular Films as Social History. Rutgers University Press. London2023.

- Shafer, D. M., & Raney, A. A. (2012). Exploring how we enjoy antihero narratives. Journal of Communication, 62(6), 1028–1046

# ABILITY ENHANCEMENT COURSE (AEC)
## STORY OF INDIAN FOOD

**Nature of the Course: AEC**
**Course Code: BALAC125**
**Semester: First (I)**
**Credits: 2 (L1:T1)**

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

**Course Objective**
To understand changes in eating habits and the influence of caste and other cultural factors on Indian eating habits.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Identify the sources for food history; introduce students to the idea of the Neolithic 'Revolution' and the debates around it.

**CO2 (Understanding):** Understand the role of caste and other cultural factors on Indian eating habits.

**CO3 (Synthesis):** Analyse the idea of fluidity of culture and its evolution through interaction and exchange; for example, through the study of 'Indian staples' like potato and maize, which are actually recent arrivals from the New World.

**CO4 (Application):** Analyse the role of culture and environment in dietary restrictions (for example the consumption of fish by so-called 'upper castes' in Eastern India).

**Course Content**

**Unit-I: Pre-history and proto-history** **(7 Hours)**

a. Sources for food history-rock paintings, remains of bones.
b. Neolithic revolution-domestication of animals and farming.
c. Eating habits in the Harappan Civilization, tools and utensils used.

**Unit-II: 'Vedic' Period and dietary restrictions** **(8 Hours)**

a. Food grains in Vedic literature.
b. Consumption of meat, the question of beef eating in Vedic culture.
c. Consumption of alcohol and other intoxicants like soma.
d. Caste restrictions on food consumption and inter-dining.
e. Growth of vegetarianism.

**UNIT-III: The advent of Islamic and change in eating patterns (8 Hours)**

a. Introduction of food items from the New World -potato, maize, tobacco.
b. Mughlai cuisine -Ni'matnama, Nushka-i-Shahjahani and other cookbooks from the era.

**UNIT-IV: Impact of European rule (7 Hours)**

a. Portuguese influence on Indian cuisine with special reference to Goa.
b. British rule and the spread of alcohol consumption.
c. Breakfast staples -tea, omelette and bread.

**Pedagogy**

- Classroom Lectures/ project work.
- Studying parts of primary sources to understand the idea of 'dietary restrictions' in South Asian culture.
- Classroom discussion on 'common' Indian diets and how many of these contain items introduced from the New World or elsewhere.
- Visit to traditional food spaces to understand the ideas that lie behind food.

**Textbooks**


- Antani, Vishu and Santosh Mahapatra, 'Evolution of Indian cuisine: a Socio-historical Review', Journal of Ethnic Foods, Volume 9, Article Number 15, 2022.
- Achaya, K.T., The Story of our Food, Hyderabad: Universities Press (India) Limited, 2003.
- Jha, D.N., The Myth of the Holy Cow. New York, Verso, 2002.
- Prakash, O., Food and Drinks in Ancient India: From Earliest Times to c.1200 AD, Delhi: Munshi Ram Manohar Lal, 1961.


**Recommended Readings**


- Sengupta, Jayanta, 'Nation on a Platter: The Culture and Politics of Food and Cuisine in Colonial Bengal', (Modern Asian Studies, No. 44, 1, 2010).
- Elias, Megan, 'Summoning the Food Ghosts: Food History as Public History', PH, 34,2, 2012
- Roy, Utsa, Culinary Culture in colonial India, Introduction, 2015.

# ABILITY ENHANCEMENT COURSE (AEC)
# LEGISLATIVE MANAGEMENT AND SUPPORT

**Nature of the Course: AEC**
**Course Code: BALAC127**
**Semester: First (I)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

The course objective is to provide students with foundational and analytical tools to understand the Legislative process in the country so that they can provide research and data support to different levels of legislative processes.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** The students will have analytical tools and the ability to acquire foundational skills to integrate into a legislative support team and actively participate in authentic legislative endeavours.

**CO2 (Understanding):** The students will have a basic understanding of the legislative process of India.

**CO3 (Synthesis):** After the end of the course, the students will be trained to provide research and data support to different levels of legislative processes.

**CO4 (Application):** The students will have the basic knowledge to grasp complex policy issues, draft new legislation, track and analyze ongoing bills, write speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations, and handle interoffice communications.

**Course Content**

**Unit I: Different Tiers of Representatives of governance: Powers and functions (7 Hours)**

a. Members of Parliament
b. State Legislative Assemblies
c. Functionaries of Rural and Urban Local Self-government

**Unit II: Legislative Procedures (8 Hours)**

a. Framing of a Bill
b. Amendments to a Bill

c. Types and roles of different committees

**Unit III: Reading Budget** **(8 Hours)**

a. Introduction of the Budget
b. Types of Budgets
c. Overview of Budget Process

**Unit IV**: **Media, Communication, and Legislation** **(7 Hours)**

a. Types of media
b. Media and communication

**Pedagogy**

- Class lecture, Seminars, Workshops
- Discussions, Mock Scenarios
- Films and Documentaries
- Writing a sample speech on some legislative issues.
- Projects and Assignments

**Text Books**


- Austin, G. Working of a Democratic Constitution of India. New Delhi: Oxford University Press, 2004.
- Basu, DD. Introduction to Indian Constitution. 26th edition. Delhi: LexisNexis, 2024.

# ABILITY ENHANCEMENT COURSE (AEC)
## READING FOLKLORE

**Nature of the Course: AEC**
**Course Code: BALAC129**
**Semester: First (I)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

This course provides a comprehensive understanding of folklore, exploring its concepts, theories, and functions across diverse genres. It delves into Indian folklore, examining narrative, theatrical, and artistic traditions. The impact of digital technology on folklore, including digital culture, virtual commUnities, and memes, is also covered. Additionally, the course contrasts urban and rural folklore, exploring urban legends, street art, and conspiracy theories.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Identify and describe the fundamental concepts, theories, and functions of folklore.

**CO2 (Understanding):** Analyze the various genres of folklore, particularly within the context of Indian traditions, and understand their cultural significance.

**CO3 (Synthesis):** Integrate knowledge of folklore with digital technology, recognizing how virtual communities and digital media influence contemporary folk expressions.

**CO4 (Application):** Apply the concepts of folklore to urban contexts, evaluating urban legends, street art, and conspiracy theories as modern forms of folklore.

**Course Content**

**Unit I: Introduction to Folklore** **(7 Hours)**

a. Concept of Folk and Folklore
b. Theories of Folklore
c. Functions of Folklore
d. Genres of Folklore

**Unit II: Introduction to Indian Folklore and its Genres** **(8 Hours)**

a. Indian Narrative and Sung Traditions
b. Heritage of the Epics
c. Indian Folk Theatre
d. Indian Folk Painting Tradition

**Unit III: Folklore and Digital Technology** **(8 Hours)**

a. Folklore and Digital Culture
b. Folk Groups and Virtual Communities
c. Memes as folklore

**Unit IV: Folklore in Urban Context** **(7 Hours)**

a. Difference from rural folklore
b. Urban Legends and Myths
c. Street Art and Graffiti as Folklore
d. Rumour and Conspiracy Theories

**Pedagogy**

- Lectures
- Discussion and Presentation

**Text Books**


- Ben Amos, Dan. (Eds). Folklore Genres. University of Texas Press. Austin. 1976
- Adams, Robert J. Introduction to Folklore. Best Books Publications. New York. 1975
- Blank, Trevor J (Ed.). 2009. Folklore and the Internet: Vernacular Expression in a Digital World. Utah: Utah State University
- Harding, Nick. Urban Legends. Pocket Essentials. 2005. Vermont.


**Recommended Readings**


- Bascom, William R. "Four Functions of Folklore." The Journal of American Folklore, 67 (266) (1954): 333-349.
- Lombardi-Satriani, Luigi. "Folklore as Culture of Contestation." Journal of the Folklore Institute, Vol. 11, No. 1/2, Special Issue: Folklore Studies in Italy (1974): 99-121.
- Ben Amos, Dan, 1982: “Towards a Definition of Folklore” in Folklore in Context, New Delhi: South Asian Publishers.
- Propp, Vladimir. 1984. Theory and History of Folklore. Translated by Ariadna Y. Martin and Richard P. Martin. Edited with Introduction and Notes by Anatoly Liberman, Minneapolis, University of Minnesota Press.
- Unit-3 Indian Folklore: Forms, Patterns and Variations. IGNOU. https://egyankosh.ac.in/bitstream/123456789/48230/1/Unit-3.pdf
- UNIT 4 THEORETICAL APPROACHES TO FOLKLORE: Patterns and Variations. IGNOU. https://egyankosh.ac.in/bitstream/123456789/48229/1/Unit-4.pdf
- Laba, Martin. “Urban Folklore: A Behavioural Approach.” Western Folklore 38, no. 3 (1979): 158–69
- Simpson, Jacqueline. “Rationalized Motifs in Urban Legends.” Folklore 92, no. 2 (1981): 203–7

# VALUE ADDITION COURSE (VAC)-I
## ENVIRONMENTAL STUDIES

**Nature of the Course: VAC**
**Course Code: BALA133**
**Semester: First (I)**
**Credits: 2 (L1:T1)**

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

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

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** The environmental Studies course will provide necessary information and knowledge about the various aspects of the environment, ecosystems, and related biodiversity.

**CO2 (Understanding):** Students will be able to learn and understand the availability and sustainable use of resources, environmental problems, and their short-term and long-term impacts on humans.

**CO 3 (Synthesis):** Students will be able to integrate different paradigms and issues related to the environment.

**CO4 (Application):** The course will help them learn about various social issues and the role of humans in conservation and protection.

**Course Content**

**Unit I: Fundamentals: (7 Hours)**

a. **The Multidisciplinary nature of environmental studies:** Definition, scope and importance, need for public awareness;
b. **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
c. **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)**

a. **Energy Resources:** Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
b. **Water Resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
c. **Forest resources:** Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
d. **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies
e. **Food resources:** World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
f. **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)**

a. **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.
b. **Water Pollution:** Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
c. **Soil Pollution:** Composition of soil, classification and effects of solid pollutants and their control
d. **Solid Waste Management:** Classification, waste treatment and disposal methods; compositing, sanitary land filling, thermal processes, recycling and reuse methods.
e. **Hazardous wastes -** Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
f. **Marine Pollution:** Causes, effects and control of marine pollution, coastal zone management
g. **Thermal pollution:** Causes, effects and control of marine pollution, coastal zone management
h. **Disaster Management:** Floods, earthquake, cyclone and landslides

**Unit IV: Social Issues, Human Population and Environment (7 Hours)**

a. Water conservation- rainwater harvesting, watershed management
b. Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation
c. Environmental Impact Assessment; Some important Environmental laws

d. 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
e. Role of government and non-government organizations in public awareness and environment improvement.

**Field work**

**Pedagogy**

- Lectures
- Discussion and Presentation

**Text Book**


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


**Recommended Readings**


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

## SECOND SEMESTER

## DISCIPLINE SPECIFIC CORE (DSC)
## UNDERSTANDING CONTEMPORARY SOCIETY

**Nature of the Course: DSC**
**Course Code: BALAS102**
**Semester: Second (II)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

This course examines the relationship between individuals and society, focusing on culture, identity, and social structures. It explores everyday life, emotions, and consumption, highlighting their social significance. Students will analyze power, resistance, and the role of art and music in social change. The course also addresses digital culture, including social media, influencers, online identity, and mental health, encouraging critical engagement with contemporary society.

**Course Outcome**
After completing this course students will be able to:

**CO 1 (Knowledge):** Demonstrate foundational knowledge of key sociological concepts such as culture, socialization, identity, power, and digital society.

**CO 2 (Understanding):** Interpret and explain the interconnections between everyday life, social structures, emotions, and cultural practices.

**CO 3 (Synthesis):** ChatGPT said: CO 3 (Synthesis): Integrate diverse sociological theories and concepts to construct cohesive explanations of individual experiences, power relations, and digital identities in everyday life.

**CO 4 (Application):** Apply sociological perspectives to analyze contemporary social phenomena, including digital culture, class consumption, and forms of resistance.

**Course Content**

**Unit I: Individual and Society** **(15 Hours)**

a) Cultivating Sociological Imagination
b) Culture, Society and Individual
c) Socialization and Identity: Self and Self Identity
d) Social Structure

**Unit II: Understanding the Everyday** **(15 Hours)**

a) The concept of everyday life
b) Pace of Life

c) Social dimensions of Emotions
d) Consumption and Class

**Unit III: Power and Resistance** **(15 Hours)**

a) Power and its dimensions
b) Types of Capital
c) Everyday Resistance
d) Music, Art and Resistance

**Unit IV: Society and Digital Culture** **(15 Hours)**

a) Leasure and Social Media (Food and Tourism)
b) The rise of the 'Influencer': Democratization of Celebrity
c) Digital Identities and Online Selves
d) Mental Health and Social Media

**Text Books**


- Contois, Emily J.H; Zenia, Kish. 2022. Eds. *Food Instagram: Identity, Influence, and Negotiation*. University of Illinois Press
- Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press.
- Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction. Wiley Blackwell. New Jersey
- Cooley, Charles Horton. 1933. Introductory Sociology. Charles Scribner's Son. London.


**Recommended Readings**

**Unit I**


- Wallis, Wilson D. "Culture, Society, and the Individual." *Southwestern Journal of Anthropology*, vol. 6, no. 1, 1950, pp. 41–46.
- Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction. Wiley Blackwell. New Jersey (Chapters: 2 and 3)
- Srinivas, M. N. "Social Structure." *Sociological Bulletin*, vol. 13, no. 1, 1964, pp. 12–21
- Levada, Iu. A. "Social Structure." *International Journal of Sociology*, vol. 3, no. 1/2, 1973, pp. 3–9.
- Cooley, Charles Horton. 1933. Introductory Sociology. Charles Scribner's Son. London. (Chapters:1, 2, 5, and 9).


**Unit II**


- Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press. (Chapters: 1, 2, 3, and 5)

- Harris, Scott R. 2024. An Invitation to The Sociology of Emotions. Routledge. New York (Chapters 1 and 6).
- Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. Introducing Sociology Using the Stuff of Everyday Life. Routledge. New York (Chapters: 4, 10, 11).
- Rosa, Hartmut. *Social Acceleration: Ethical and Political Consequences of a Desynchronized High–Speed Society.* 2009. In, Rosa, Hartmut; Scheuerman, William E. Eds. High-Speed Society: Social Acceleration, Power and Modernity. Pennsylvania State University Press, Pennsylvania. (Pp. 81- 92).
- Bourdieu, Pierre. "The Forms of Capital." In Handbook of Theory and Research for the Sociology of Education, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.


**Videos:**

- Live More by Doing Less | The Philosophy of Slow Living. https://www.youtube.com/watch?v=bK1g9bPHUTo
- Our Consumer Society. Then & Now| https://www.youtube.com/watch?v=wmDoUa4f-NM&t=3134s

**Unit III**


- Lukes, Steven. Power: A Radical View. 2nd ed. London: Palgrave Macmillan, 2004 (pp. 14 - 38).
- Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. Introducing Sociology Using the Stuff of Everyday Life. Routledge. New York (Chapters: 12).
- Martinez, Theresa A. "Popular Culture as Oppositional Culture: Rap as Resistance." *Sociological Perspectives*, vol. 40, no. 2, 1997, pp. 265–86.
- Chaudhary, Nandita, Pernille Hviid, Giuseppina Marsico, and Jakob Waag Villadsen, eds. Resistance in Everyday Life: Constructing Cultural Experiences. Cham: Springer, 2017. (Chapters: 19 and 22)


**Video**

- Politics, Power and Resistance: Gender & Power. https://www.youtube.com/watch?v=w2wWMjiCix4

**Unit IV**


- Contois, Emily J.H; Zenia, Kish. "INTRODUCTION.: From Seed to Feed How Food: Instagram Changed What and Why We Eat." Food Instagram: Identity, Influence, and Negotiation, edited by Contois, Emily J.H; Zenia, Kish, University of Illinois Press, 2022, pp. 1–30
- Li, H., Meng, F., & Zhang, X. (2021). Are You Happy for Me? How Sharing Positive Tourism Experiences through Social Media Affects Posttrip Evaluations. *Journal of Travel Research*, *61*(3), 477-492

- Brooks, G., Drenten, J., & Piskorski, M. J. (2021). Influencer Celebrification: How Social Media Influencers Acquire Celebrity Capital. Journal of Advertising, 50(5), 528–547.
- Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction. Wiley Blackwell. New Jersey (Chapters: 8)
- Reichardt, Ulfried. "Self-Observation in the Digital Age: The Quantified Self, Neoliberalism, and the Paradoxes of Contemporary Individualism." *Amerikastudien / American Studies*, vol. 63, no. 1, 2018, pp. 99–117
- Jensen Schau, Hope, et al. "We Are What We Post? Self-Presentation in Personal Web Space." *Journal of Consumer Research*, vol. 30, no. 3, 2003, pp. 385–404.
- Wilson, Ceri, and Jennifer Stock. "'Social Media Comes with Good and Bad Sides, Doesn't It?' A Balancing Act of the Benefits and Risks of Social Media Use by Young Adults with Long-Term Conditions." Health, vol. 25, no. 5, 2021, pp. 515–34.


**Movies:**

- **The Social Dilemma**. Netflix

## DISCIPLINE SPECIFIC CORE (DSC)

### UNDERSTANDING POLITICS AND POLITICAL CONCEPTS

**Nature of the Course: DSC**
**Course Code: BALAP104**
**Semester: Second (II)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

This course is designed as an introductory paper to understand Political Science with the different meanings of politics and how it is interpreted differently by people holding different ideological positions. Students will also learn about different Political concepts and the importance of such concepts to understand the complex social reality.

**Course Outcome**
After completing this course students will be able to:

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

**CO2 (Understanding):** They will be able to answer why the state plays so much central role in the discourses on politics and also learn about different Ideologies.

**CO3 (Synthesis):** They will be able to make a distinction between state, Nation and Society.

**CO4 (Application):** They will come to know about different theories of democracy. Students would be able to answer the dynamics between media and Politics.

**Course Content**

**Unit I: Introduction to Politics and Political Theory (15 Hours)**

a. Political theory, Political Science and Political Philosophy: Conceptual understanding
b. Nature of Politics
c. Approaches to the Study of Politics

**Unit II: Conceptualising State in Politics (15 Hours)**

a. Conceptualising State, Society, and Nation
b. Difference Perspectives on State: Organic, Social-Contract, Hindu Theory
c. Ideology and Political Ideologies: Liberalism, Marxism and Feminism

**Unit III: Political Concepts (15 Hours)**

a. Liberty- Negative and Positive Liberty

b. Equality- Legal, Political and Socio-Economic
c. Justice- Procedural Justice and Substantive Justice; Procedural Justice and Substantive Justice
d. Democracy-Elitist Theory, Pluralist Theory, Radical Theory; Concept of Deliberative Democracy

**Unit IV: Introducing International Politics (15 Hours)**

a. Peace and Security: Positive and Negative Peace, Traditional and Non-Traditional Threats
b. Globalisation and International Relations
c. Issues in Global Politics: Climate change and Issues of Development, Digital Security

**Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

**Text Books**


- Bhargava, Rajeev, and Ashok Acharya. Political Theory: An Introduction. New Delhi: Pearson India, 2018.
- Dryzek, John S., Bonnie Honig, and Anne Phillips. The Oxford Handbook of Political Theory. Oxford University Press, 2018.
- Heywood, Andrew. Politics. New York: Red Globe Press, 2019.


**Recommended Readings**


- Bellamy, Richard. "The Demise and Rise of Political Theory." In Theories and Concepts of Politics, Manchester University Press, 1993.
- Chapman, J. "The Feminist Perspective." In Theory and Methods in Political Science, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
- Held, David. Political Theory and the Modern State. CA: Stanford University Press, 2015.
- Heywood, Andrew. Political Ideas and Concepts: An Introduction. New York: St. Martin's Press, 1994.
- Heywood, Andrew. Political Theory: An Introduction. New York: Palgrave Macmillan, 2015.
- Heywood, A. Political Ideologies, An Introduction. MacMillan, 1992.
- Hoffman, John. Introduction to Political Ideologies. New Delhi: Pearson, 2010.
- Kymlicka, Will. Contemporary Political Philosophy: An Introduction. Oxford: OUP, 2002.
- Leopold, David, and Marc Stears. Political Theory: Methods and Approaches. OUP, 2008.

- MacIntyre, Alasdair. "The Indispensability of Political Theory." In The Nature of Political Theory, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983

# MINOR STREAM COURSE (MS)

## CONNECTED HISTORIES: INDIA AND ASIA (700 CE TO 1700 CE)

**Nature of the Course: MS**
**Course Code: BALAH106**
**Semester: Second (II)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

The objective is to show how history transcends modern-day borders.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Introduce students to India's linkages with various parts of Asia.

**CO2 (Understanding):** Understand the role of trade and commerce in expanding cultural ties.

**CO3 (Synthesis):** Analyse the spread of culture through court practices and culture, trade and commerce, and religion.

**CO4 (Application):** Study how migrant groups and ideas have become an integral part of the host societies over the ages-both in India and abroad.

**Course Content**

**Unit I: Connected histories in the pre-colonial period** **(15 Hours)**

a. Early cultural linkages with Central and South East Asia -the spread of Buddhism and Hinduism.
b. Sufism and intellectual Cultures: Khwarizmi, Ibn Sina, Khwaja Muinuddin Chishti.
c. Migrants and their assimilation into Indian culture -Jats, Afghans, and others.

**Unit II: Trade linkages** **(15 Hours)**

a. India and the Silk Route.
b. Rise of coastal cities and the Indian Ocean trade network.

**Unit III: Court Culture and Imperial Connections** **(15 Hours)**

a. The cosmopolitan world of the Mughal Court.
b. Political connections: Mughals, Ottomans and Safavids.
c. Migrants and their stories in Vijayanagar and the Deccan Sultanates.

**Unit IV: The Coming of the Europeans and New Linkages (15 Hours)**

a. The coming of the Europeans and new connections between South and South-East Asia.
b. Migration, networks and commerce from the 16th to the 18th Centuries.

**Pedagogy**

- Classroom lectures/ map and geography/ experiential learning/project work.
- Visit to various cultural centres to identify the linkages between India and the world, particularly in the case of Buddhism and Islam.
- Read travelers' accounts of India and discuss the varying depictions of India in class.

**Textbooks**


- Frederick, S.,The Genius of their Age: Ibn Sina, Biruni, and the Lost Enlightenment, Oxford University Press, 2023.
- Auer, Blain, and Ingo Strauch, Encountering Buddhism and Islam in Premodern Central and South Asia. Walter de Gruyter, 2019.
- Kennedy, Hugh, The Great Arab Conquests: How the Spread of Islam Changed the World We Live in, Da Capo Press, 2008.
- Balabanlilar, Lisa, Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia. New York: I B Tauris, 2012.


**Recommended Readings**


- Dale, Stephen F., The Muslim Empires of the Ottomans, Safavids, and Mughals, Cambridge University Press, 2010.
- Parthesius, Robert, Dutch Ships in Tropical Waters: The Development of the Dutch East India Company (VOC) Shipping Network in Asia, 1595-1660, (Chapter 4), Amsterdam University Press, 2010.
- Harper, Tim and Sunil Amrith, Sites of Asian Interaction: Ideas, Networks and Mobility, (Chapters 1,3,5,6), Cambridge University Press, 2014.
- Subrahmanyam, Sanjay, Explorations in Connected History: From the Tagus to the Ganges. Oxford University Press, 2005.
- Alam, Muzaffar and Sanjay Subrahmanyam, Indo-Persian Travels in the Age of Discoveries, 1400–1800, Cambridge University Press, 2007.
- Filipe, Luís, and F.R. Thomaz, "Iranian Diaspora and the Deccan Sultanates in India: A Study of Sixteenth Century Portuguese Sources", in Studies in History, Vol. 30. No. 1, 2013, pp. 1-42.

# MINOR STREAM COURSE (MS)
# STUDY OF PERSONALITY AND INDIVIDUAL DIFFERENCES

**Nature of the Course: MS**
**Course Code: BALAY108**
**Semester: Second (II)**
**Credits: 4 (L3:T1)**

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

**Course Objective:**

The objective of this course is to help students develop understanding of the concept of individual differences through examining a variety of theoretical perspectives that are relevant to the study of individual differences.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Develop an understanding of individual differences as reflected in personality and intelligence, as well as knowledge of basics of psychological testing.

**CO2 (Understanding):** explain core concepts of personality, intelligence, and psychological testing, including theoretical approaches and cultural perspectives

**CO3 (Synthesis):** integrate theories of personality and intelligence to evaluate individual differences within diverse biological, social, and cultural contexts.

**CO4 (Application):** apply psychological principles to assess personality and intelligence, interpret test results, and navigate ethical considerations in psychological testing.

**Course Content**

**Unit I: Personality** **(15 Hours)**

a. Nature of Personality; Theoretical Approaches to Personality (Psychodynamic, Types and Traits, Social Cognitive, Humanistic)
b. Biological Foundations of Personality
c. Culture, Gender and Personality
d. Indian Conception of Self and Personality

**Unit II: Intelligence** **(15 Hours)**

a. Nature of Intelligence; Psychometric and cognitive approaches to intelligence
b. Broader Conceptualization of Intelligence; Gardner's multiple intelligences
c. Emotional Intelligence

- Heredity, environment and intelligence

**Unit III: Psychological Testing/Testing of Individual Differences (15 Hours)**

a. Features and Purpose of Psychological Test
b. Types of Personality Test
c. Reliability, Validity, Norms of Psychological Testing
d. Ethical Issues in Psychological testing

**Unit IV: Practicum (30 Hours)**

- Any **one** psychological test (Based on Intelligence **or** Personality).

**Pedagogy**

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

**Recommended Readings**


- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.

# MULTI DISCIPLINARY COURSE (MDC)
## MAKERS OF INDIA

**Nature of the Course: MDC**
**Course Code: BALAC110**
**Semester: Second (II)**
**Credits: 3 (L2:T1)**

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

**Course Objective:**

This course introduces students to key personalities who shaped Indian thought across different historical periods. It explores their philosophies, political ideas, social reforms, and intellectual contributions, helping students understand their relevance in shaping Indian cultural and historical trajectory.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Gain insights into the contributions of major thinkers, rulers, and reformers from ancient to modern India.

**CO2 (Understanding):** Analyze their ideas in the context of contemporary social, political, and philosophical debates.

**CO3 (Synthesis):** Compare and contrast different thinkers and their impact on Indian society.

**CO4 (Application):** Evaluate how historical ideas continue to influence present-day India.

**Course Content**

**Unit I: Thinkers and Philosophers of Ancient India (10 Hours)**

a. Buddha, Mahavira -Spiritual liberation, ethics, and socio-religious reforms.
b. Kautilya (Chanakya) -Arthashastra and statecraft.
c. Ashoka -Dharma, governance, and religious patronage.
d. Caraka -Ayurveda and the science of health.
e. Aryabhatta -Mathematics and astronomy.
f. Adi Shankaracharya -Advaita Vedanta and religious unification.

**Unit II: Religious and Political Thought in Medieval India (12 Hours)**

a. Basava, Akka Mahadevi -Lingayat movement and social equality.
b. Amir Khusro, Bibi Fatima -Indo-Persian culture and Sufi traditions.
c. Kabir; Mirabai –Bhakti, social critique, gendered devotion.
d. Guru Nanak -Sikhism and religious harmony.

e. Akbar; Dara Shikoh -Sulh-i-Kul (universal peace) and religious pluralism.
f. Shivaji -Political pragmatism and Hindu sovereignty.

**Unit III: Reformers and Revolutionaries of Modern India (12 Hours)**

a. Raja Rammohan Roy -Social reform, education, and abolition of Sati.
b. Jyotiba Phule; Savitribai Phule -Caste reform, women's education, and social justice.
c. Swami Vivekananda -Hinduism, nationalism, and self-reliance.
d. Mahatma Gandhi -Satyagraha, non-violence, and rural economy.
e. B.R. Ambedkar -Caste, Constitution, and social democracy.
f. Birsa Munda -Tribal resistance and indigenous identity.
g. Kamaladevi Chattopadhyay - Social Reformer, handicrafts, handlooms.

**Unit IV: Visionaries of Contemporary India (11 Hours)**

a. Jawaharlal Nehru -Democracy, secularism, and planned economic development.
b. Rabindranath Tagore -Literature, education, and global vision.
c. Periyar E.V. Ramasamy -Self-respect movement and anti-caste activism.
d. Rani Gaidinliu -Naga spiritual resistance and anti-colonial movement.
e. Sarojini Naidu -Role in nationalism, poetry, and women's empowerment.
f. Amrita Sher-Gil - Indian Painting

**Pedagogy:**

- Biographical and thematic studies of each thinker.
- Film & Documentary Screenings: Gandhi (1982), Dr. Babasaheb Ambedkar (2000),
- The Story of India (BBC documentary), etc.
- Student Projects & Debates: Role-playing activities where students adopt the
- perspective of a historical figure.
- Field Visits to Museums, historical sites, and archives related to these thinkers.

**Textbooks:**


- Basham, A.L. The Wonder That Was India. Sidgwick & Jackson, 1954.
- Guha, Ramachandra. Makers of Modern India. Penguin, 2010.
- Olivelle, Patrick (ed.). Between the Empires: Society in India 300 BCE to 400 CE. Oxford University Press, 2006.
- Eaton, Richard M. India in the Persianate Age, 1000-1765. Penguin, 2019.
- Habib, Irfan. Akbar and His India. Oxford University Press, 1997
- Schomer, Karine, and W.H. McLeod (eds.). The Sants: Studies in a Devotional Tradition of India. Motilal Banarsidass, 1987.
- Sen, Amiya P. Raja Rammohun Roy: A Biography. Oxford University Press, 2012.
- Hanlon, Rosalind. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low

- Caste Protest in Nineteenth-Century Western India. Cambridge University Press, 1985.
- Nanda, B.R. Gandhi: A Biography. Oxford University Press, 1958.
- Zelliot, Eleanor. Ambedkar's World: The Making of Babasaheb and the Dalit Movement. Navayana, 2013.
- Khilnani, Sunil. The Idea of India. Farrar, Straus and Giroux, 1997.


**Recommended Readings:**


- Radhakrishnan, S. Indian Philosophy (2 Vols). Oxford University Press, 1923.
- Lorenzen, David N. Who Invented Hinduism? Essays on Religion in History. Yoda Press, 2006.
- Roy, Tirthankar. A Business History of India: Enterprise and the Emergence of Capitalism from 1700. Cambridge University Press, 2018.
- Keer, Dhananjay. Mahatma Jotirao Phule: Father of the Indian Social Revolution. Popular Prakashan, 1997.
- Metcalf, Barbara D., and Thomas R. Metcalf. A Concise History of Modern India. Cambridge University Press, 2012.
- Sarkar, Sumit. Modern India 1885–1947. Macmillan, 1983.
- Naidu, Sarojini. The Golden Threshold. William Heinemann, 1905.
- Kalam, A.P.J. Abdul. Wings of Fire: An Autobiography. Universities Press, 1999.
- Malleson, George Bruce. Rani Gaidinliu: Freedom Fighter from Nagaland. Rupa Publications, 1995.
- Indira Gandhi. Indira Gandhi: My Truth. Vision Books, 1980.
- Chatterjee, Partha. Nationalist Thought and the Colonial World: A Derivative Discourse? Zed Books, 1986
- Thapar, Romila. The Past as Present: Forging Contemporary Identities Through History. Aleph, 2014
- Dasgupta, Surendranath. A History of Indian Philosophy (5 Vols). Cambridge University Press, 1922.

# MULTI DISCIPLINARY COURSE (MDC)
# THE IDEA OF POWER

**Nature of the Course: MDC**
**Course Code: BALAC112**
**Semester: Second (II)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

The course would help Students to understand the concept of Power in a very intricate manner moving beyond the general Understanding. The focus will be on how different thinkers have understood power. Students will also understand how people and groups respond.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Analyse various conceptualizations of power.

**CO2 (Understanding):** Comprehend how mechanisms of power function, extending beyond traditional interpretations.

**CO3 (Synthesis):** Examine the intersectionality of power with the present state systems and institutions.

**CO4 (Application):** How power affects everyday lives, social groups, communities, and individuals.

**Course Content**

**Unit I: Different Thinkers on the Idea of Power** **(10 Hours)**

a. Concept of Power
b. George Orwell: Reading Power in Animal Farm
c. Thomas Hobbes: Leviathan
d. Michel Foucault: Power/Knowledge
e. Giorgio Agamben: State of Exception

**Unit II: Power and Resistance** **(12 Hours)**

a. Gender
b. Caste
c. Race
d. Disability

**Unit III: Politics and Power** **(12 Hours)**

a. Political Power: Authority, Legitimacy, Sovereignty
b. Power and Capabilities: Dynamics of Power in relation to other states
c. Three Dimensions of Power
d. Coercive Power and Hegemony

**Unit IV: Power and Change** **(11 Hours)**

a. Change through power
b. How the powerless bring about change
c. Power and Leadership

**Pedagogy**

- Lecture
- Class discussions/Interactions
- Films/Documentaries
- Games play to understand the way power works

**Text Books**


- Bhargava, Rajeev, and Ashok Acharya, eds. Political Theory: An Introduction. New Delhi: Pearson Longman, 2008.
- John, Mary E. "Women in Power? Gender, Caste and the Politics of Local Urban Governance." Economic and Political Weekly 42, no. 39 (September 29-October 5, 2007), pp. 3986-3993.
- Kannabiran, Vasanth, and Kalpana Kannabiran. "Caste and Gender: Understanding Dynamics of Power and Violence." Economic and Political Weekly 26, no. 37 (September 14, 1991), pp. 2130-2133.
- Mehrotra, Nilika. "Disability Rights Movements in India: Politics and Practice." Economic and Political Weekly 46, no. 6 (February 5-11, 2011), pp. 65-72


**Recommended Readings**


- Agamben, Giorgio. State of Exception. Chicago: University of Chicago Press, 2005.
- Beteille, Andre. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. 3rd ed. New Delhi: Oxford University Press, 2012.
- Bourdieu, Pierre. "The Forms of Capital." In Handbook of Theory and Research for the Sociology of Education, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.
- Bourdieu, Pierre. Language and Symbolic Power. Translated by Gino Raymond. Cambridge: Polity, 1991.
- Fanon, Frantz. Black Skin, White Masks. New York: Perseus Books Group, 2008.
- Goodley, Dan. "Dis/entangling Critical Disability Studies." In Culture-Theory-Disability: Encounters between Disability Studies and Cultural Studies, edited by Anne

Waldschmidt, Hanjo Berressem, and Moritz Ingwersen, 81-98. Bielefeld: Transcript Verlag, 2017.

- Gramsci, Antonio. Prison Notebooks. New York: Columbia University Press, 1992.
- Lukes, Steven. Power: A Radical View. 2nd ed. London: Palgrave Macmillan, 2004.
- Russell, Bertrand. Power: A New Social Analysis. London: Allen & Unwin, 1938.
- Said, Edward. Orientalism. New York: Vintage, 1979.
- Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." Foreign Affairs 90, no. 1 (January/February 2011), pp. 28-41.
- Wilkerson, Isabel. Caste: The Origins of Our Discontents. New York: Random House, 2020.

# MULTI DISCIPLINARY COURSE (MDC)
# SOCIAL INTERACTIONS IN VIRTUAL ENVIRONMENT

**Nature of the Course: MDC**
**Course Code: BALAC114**
**Semester: Second (II)**
**Credits: 3 (L2:T1)**

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

**Course Objectives**

The course aims to provide an in-depth understanding of social interactions across both physical and virtual environments. Students will explore foundational concepts and definitions, the various types and components of social interactions, and the contexts in which these interactions occur. By examining the empirical studies of social interaction, the course will highlight its significance in social development and well-being. Additionally, the course will delve into symbolic interactionism through the works of George Herbert Mead, Erving Goffman, and Herbert Blumer, and assess the impact of social interactions on the human mind and individual behavior. The exploration extends to virtual worlds, where concepts such as virtual reality, immersive experiences, and the role of virtual humans in shaping social experiences will be critically analyzed.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Students will gain a comprehensive understanding of the fundamental concepts, definitions, and types of social interactions, both in physical and virtual environments.

**CO2 (Understanding):** Students will develop a deeper understanding of how social interactions influence social development and well-being. They will be able to differentiate between social interactions in the physical world and those in virtual environments, understanding the unique contexts and components that define each.

**CO3 (Synthesis):** Students will be able to integrate and synthesize knowledge from empirical studies and theoretical frameworks to evaluate the impact of social interactions on individual behavior and cognition.

**CO4 (Application):** Students will apply their acquired knowledge and understanding to practical scenarios, such as enhancing interaction skills within virtual environments and using virtual techniques to study human behavior and cognition.

**Course Content**

**Unit I: Social Interaction: Unboxing the Concepts (10 Hours)**

a. Concept and definition; its types and components; contexts of interactions
b. Empirical study of social interaction; social interaction, social development, and social well-being
c. Symbolic interactionism –George Herbert Mead, Erving Goffman, and Herbert Blumer
d. Impact of social interaction on the human mind and individual behavior

**Unit II: Virtual World (12 Hours)**

a. Virtual reality -Concepts of immersion, presence and social presence.
b. Virtual techniques and social implications; advantages and disadvantages of VT
c. Immersive virtual reality- social experiences of IVR; used in studying human behavior and cognition
d. Presentation of 'Self' in VW: Identity

**Unit III: Virtual Environment (VE) (12 Hours)**

a. Concept; Comparison of VE with physical environment; Digital/Virtual Spaces
b. Social experiences in VE
c. Interplay between social systems and technology in the network world
d. Virtual humans (VH)- avatars and agents; comparison between the two

**Unit IV: Social interactions within the virtual world (VW) (11 Hours)**

a. Human behavior and relationship formation in virtual spaces; Fundamental processes underlying social interactions
b. Social norms governing human interactions in the real world and in VW- similarities and differences
c. Factor affecting social interaction between VH within IVR; effectiveness of VE in improving interaction skills
d. Social interactions in gaming; virtual pilgrimages

**Pedagogy**

- Lectures
- Discussions and presentations
- Project Work

**Textbooks:**


- Narula, Herman. 2023. Virtual Society: The Metaverse and the New Frontiers of Human Experiences. Penguin Books, Limited
- Hohstadt, Thomas. 2013. The Age of Virtual Reality. Lulu.com

- Crang, Mike, Phil Crang, Jon May. 1999. Virtual Geographies: Bodies, Space and Relations. London, Routledge
- Jerald, Jason, 2015. The VR Book: Human–Centered Design for Virtual Reality. Association for Computing Machinery and Morgan and Claypool.


**Recommended Readings**


- Bailenson, Jeremy. 2018. Experience on Demand: What Virtual Reality is, How it Works and What it can Do. W. W. Norton and Company
- Jones, Phil and Tess Osborne, 2022. Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities. Bristol University Press
- Johnson, Steven. 1997. Interface Culture: How New Technology Transforms the Way We Create and Communicate. New York: Basic Books
- Shayo, Conard et al. 2007. The Virtual Society: Its Driving Forces, Arrangements, Practices and Implications. In Jayne Gackenbach (ed) Psychology and the Internet: Intrapersonal, Interpersonal and Transpersonal Implications. Pp 187-219. DOI:10.1016/B978-012369425-6/50027-8
- Schroeder, Ralph, 1996. Cyberculture, Cyborg Post- Modernism and the Sociology of Virtual Reality Technologies: Surfing the Soul in the Information Age. Futures. 26 (5): 519-528. https://cuttlefish.org/seanclark2020/uploads/schroeder-sociology-of-virtual-reality.pdf
- Schroeder, R. 1997. Networked Worlds: Social Aspects of Multi- User Virtual Reality Technology. Sociological Research Online. 2 (4) Pp 89-99. https://doi.org/10.5153/sro.291
- Opperman, Daniel. 2022. Virtual Reality in the social Sciences. https://www.danieloppermann.com/virtual-reality-in-the-social-sciences/
- Bradley, Omar. 2021. Virtual Worlds: Social Interactions Among Online Gamers Through Voice Chat. LSU Doctoral dissertations. https://repository.lsu.edu/gradschool_dissertations/5538/
- Lakkaraju, Kiran, Gita Suthankar, Rolf T. Wigand. 2018. Social Interactions in Virtual World: An Interdisciplinary Perspective. Cambridge University Press.
- Mantymaki, Matti and Kai Riemer 2014. Digital Natives in Social Virtual Worlds: A Multi-Methods Study of Gratifications and Social Influences in Habbo Hotel. International Journal of Information Management. 34 (2): 210-220. https://www.sciencedirect.com/science/article/pii/S0268401213001679
- Bujic, Mila et al. 2022. Playing with Embodies Social Interaction: A thematic Review of Experiments on Social Aspects in Gameful Virtual World. Interaction with Computers. 33 (6): 583-595. https://doi.org/10.1093/iwc/iwac012
- Kyrlitsias and Despina Michael Grigoriou. 2022. Social Interaction with Agents and Avatars in Immersive Virtual Environments: A Survey. Frontiers in Virtual Reality. Social Interaction With Agents and Avatars in Immersive Virtual Environments: A Survey | Semantic Scholar

## SKILL ENHANCEMENT COURSE (SEC)

## INDIAN HERITAGE AND CULTURE

**Nature of the Course: SEC**
**Course Code: BALAC118**
**Semester: Second (II)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

To familiarize students with various aspects of Indian culture.

**Course Outcome**

After completing this course students will be able to:

**CO1 (Knowledge):** Learn about India's rich cultural traditions, literature, art and architecture.

**CO2 (Understanding):** Understand the philosophy and socio-cultural milieu behind different artistic traditions.

**CO3 (Synthesis):** Analyze how different artistic traditions interacted with each other.

**CO4 (Application):** Learn about regional traditions and how they relate to larger sub-continental trends.

**Course Content**

**UNIT-I: Languages and Literature** **(10 Hours)**

a. Heritage and Culture: Definition, concept, and constitution.
b. Sanskrit: Kavya – Kalidas' Ritusambhara: Prakrit: Gatha Saptasati, development of vernacular language and literature.
c. Indo-Persian Literature: Amir Khusrau's works; Urdu poetry and prose: Ghalib.

**UNIT-II. Performing Arts** **(12 Hours)**

a. Hindustani music.
b. Carnatic music.
c. Devotional music: Bhakti and Sufi.
d. Classical and folk dance, classical and folk theatre.

**UNIT-III: Architecture: meanings, form and function** **(12 Hours)**

a. Rock-cut temple at Mamallapuram.
b. Structural temple architecture: Khajuraho complex and Tanjavur temple.
c. Fort of Daulatabad or Chittor forts.

d. Palace-dargah at Fatehpur Sikri.
e. Lutyens' Delhi.

**UNIT-IV: Sculptures and Painting** **(11 Hours)**

a. Silpashastras and normative tradition.
b. Narrative art and mural fresco paintings, Ajanta and Ellora.
c. Mughal paintings, painters and illustrated texts.
d. Modern and Company school, Ravi Varma, Bengal School, Amrita Sher-Gil and Progressive Artists.

**Pedagogy:**

- Classroom lectures/project work.
- Field trips to various sites in Delhi – National Museum, National Art Gallery
- Screening documentaries on Indian art and culture.

**Textbooks:**


- Asher, Catherine, (ed.)., Perceptions of India's Visual Past, AIIS, Delhi, 1994.
- Brown, Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956.
- Mitter, Partha, Art and Nationalism in Colonial India, OUP, Delhi, 1994.
- Koch, Ebba,. Mughal Art and Imperial Ideology, New Delhi, Oxford University Press, 2001.


**Recommended Readings:**


- Asher, Catherine,. Architecture of Mughal India, Cambridge University Press, 1992.
- Basham, A.L., The Wonder that was India, New Delhi, 1954.
- Deva, B.C., An Introduction to Indian Music, Delhi, 1973.

## SKILL ENHANCEMENT COURSE (SEC)

## POLITICS AND INDIAN KNOWLEDGE SYSTEMS (IKS)

**Nature of the Course: SEC**
**Course Code: BALAC122**
**Semester: Second (II)**
**Credits: 3 (L2:T1)**

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

### Course Objective

The objective of the course is to introduce the dynamics between Politics and Indian Knowledge systems (IKS) to the students. The course aims to provide foundational information on IKS, Indian philosophical tradition and its relevance in Indian governance and policy making.

### Course Outcome

After completing this course students will be able to:

**CO1 (Knowledge):** The students will be introduced to Indian Knowledge Systems and its dynamic relationship with politics and governance.

**CO2 (Understanding):** The students will have an understanding of IKS, sources, and the various philosophical traditions.

**CO3 (Synthesis):** The students will have a basic analytical understanding of the various scholarships in the fields of politics, governance and the key ideas like dharma and danda.

**CO4 (Application):** The students will have analytical tools to understand the contemporary relevance of IKS.

### Course Content

**Unit I: Bhāratīya Jñāna Paramparā Vibhāga/ Indian Knowledge Systems (10 Hours)**

a. Conceptualising Indian Knowledge Systems
b. Sources of Indian Knowledge Systems- Chaturdas Vidyasthanas
c. Indian School of Thought- Heterodox and Orthodox Schools

**Unit II: Political Philosophy in Indian Tradition I (12 Hours)**

a. Dharma and Politics: Concepts from Manusmriti, Mahabharata.
b. Arthashastra and Rajadharma: Kautilya's ideas on governance, diplomacy, and economy

**Unit III: Political Philosophy in Indian Tradition II (12 Hours)**

a. Buddhist and Jain perspectives on statecraft and non-violence
b. Influence of Bhakti and Sufi movements on socio-political thought

**Unit IV: Challenges and Prospects** **(11 Hours)**

a. Globalization and India's soft power: Yoga, Ayurveda, and Indic philosophies
b. Policymaking and IKS integration in governance

**Pedagogy**

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

**Text Books:**


- Mahadevan, B., Vinayak Rajat Bhat, and Nagendra Pavana. *Introduction to Indian Knowledge System: Concepts and Applications.* New Delhi: PHI Learning, 2022.
- Roy, Himanshu, and M. P. Singh. *Indian Political Thought: Themes and Thinkers.* New Delhi: Pearson, 2017.


**Recommended Readings:**


- Basham, A.L. The Wonder That Was India. Delhi: Picador India, 2019.
- Brown, D.M. The White Umbrella: Indian Political Thought from Manu to Gandhi. Germany: University of California Press, 2023.
- Easwaran, Eknath. Essence of the Upanishads: A Key to Indian Spirituality. Delhi: Nilgiri Press, 2009.
- Jha, Amit. Traditional Knowledge System in India. Delhi: Atlantic, 2024.
- Mehta, J.M. Vedic Wisdom. New Delhi: V & S Publishers, 2011.
- Chaturvedi, B. "Dharma-The Foundation of Raja-Dharma, Law and Governance." In The Mahabharata: An Inquiry in the Human Condition. Delhi: Orient Longman, 2006.
- Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'." Journal of Indian Philosophy 37 (2009), pp. 533-542.

# SKILL ENHANCEMENT COURSE (SEC)
# FASHION AND SOCIETY

**Nature of the Course: SEC**
**Course Code: BALAC124**
**Semester: Second (II)**
**Credits: 3 (L2: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 multifaceted relationship between fashion and society. Students will explore the concept and definition of fashion, trace its evolution through historical eras, and examine key fashion movements and their cultural significance. By engaging with theoretical perspectives from notable scholars and analyzing the social dimensions of fashion, learners will gain insights into the industry's impact on personal identity, gender norms, social class, and cultural diversity. Additionally, the course will delve into the role of traditional and digital media in fashion dissemination, the influence of globalization, and the emerging trends in technological fashion.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Students will gain a foundational understanding of the concept of fashion, including its definition and historical evolution, enabling them to identify and describe key fashion movements and their cultural significance.

**CO2 (Understanding):** Students will develop an understanding of the theoretical perspectives on fashion, and will be able to explain the social dimensions of fashion, including conformity, deviance, and the role of subcultures.

**CO3 (Synthesis):** Students will integrate knowledge of fashion's impact on identity, gender norms, social class, race, and ethnicity, synthesizing these elements to analyze how fashion reflects and shapes social structures and cultural identities.

**CO4 (Application):** Students will apply their knowledge by critically examining the role of media and technology in the fashion industry, assessing the impact of globalization, and exploring the influence of digital media and wearable technology on contemporary fashion trends.

**Course Content**

**Unit I: Unboxing the Concepts: Introduction to Fashion and Society (10 Hours)**

a. What is Fashion? Concept and Definition

b. Fashion through historical eras
c. Key Fashion movements and their cultural significance
d. Overview of Fashion Industry: Designers, Brands and Retailers

**Unit II: Fashion: Theoretical Perspectives and Social Dimensions (12 Hours)**

a. Theories of Fashion: George Simmel, Thorstein Veblen, Pierre Bourdieu
b. Fashion: Social Conformity and Deviance
c. Fashion and Subcultures: Creating and maintaining group identities
d. Fashion Industry and Labour

**Unit III: Fashion, Identity, and Social Structures (12 Hours)**

a. Fashion and Personal Identity
b. Fashion and Gender Norms: Impact of Feminism and LGBQ+ movements on Fashion
c. Fashion and Social Class
d. Race, Ethnicity, and Fashion

**Unit IV: Fashion, Media and Technology (11 Hours)**

a. Globalization and Fashion: Cross-cultural exchanges
b. Fashion and Traditional Media: Role of Fashion Magazine, television, and advertisement in Dissemination
c. Digital Media and Fashion: Impact of social media on fashion dissemination. Rise of Fashion Influencers
d. Technological Fashion: Wearable Tech and Gadgets

**Pedagogy**

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

**Text Books**


- Simmel, Georg. On Individuality and Social Forms: Selected Writings. Edited and with an introduction by Donald N. Levine. Chicago: University of Chicago Press, 1971.
- Bendoni, Wendy K. Social Media and Fashion: Influence, Impact and Innovation. London: Bloomsbury Publishing, 2017.
- Barnard, Malcolm. Fashion as Communication. 2nd ed. Routledge, 2002.
- Veblen, Thorstein. *The Theory of the Leisure Class: An Economic Study of Institutions*. New York: Macmillan, 1899.

**Recommended Readings**


- Entwistle, Joanne. *The Fashioned Body: Fashion, Dress, and Modern Social Theory*. Polity, 2015.
- Kaiser, Susan B., and Barbara L. Anderson. "Fashion, Identity, and Social Action." *Sociological Quarterly* 40, no. 2 (1999): 435-55.
- Davis, Fred. *Fashion, Culture, and Identity*. University of Chicago Press, 1992.
- Breward, Christopher. *The Culture of Fashion: A New History of Fashionable Dress*. Manchester University Press, 2003.
- Wilson, Elizabeth. *Adorned in Dreams: Fashion and Modernity*. I.B. Tauris, 2013.
- Entwistle, Joanne. "The Dressed Body." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
- Entwistle, Joanne. "The Fashioned Body: Fashion, Dress and Modern Social Theory." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
- Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*. University of Chicago Press, 2000.
- Polhemus, Ted. *Street Style: From Sidewalk to Catwalk*. Thames & Hudson, 1994.
- Kawamura, Yuniya. "Fashion-ology: An Introduction to Fashion Studies." *Fashion Theory: The Journal of Dress, Body & Culture* 9, no. 1 (2005): 3-8.
- Entwistle, Joanne. *The Fashioned Body: Fashion, Dress and Modern Social Theory*. Polity, 2000.
- Brown, Lesley. "Dress as Communication." *International Journal of Clothing Science and Technology* 18, no. 2 (2006): 76-86.

# ABILITY ENHANCEMENT COURSE (AEC)
## UNDERSTANDING SPORTS IN HISTORY

**Nature of the Course: AEC**
**Course Code: BALAC128**
**Semester: Second (II)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

The course aims to study the history of sports and various dynamics involved in the activity and organization of sports.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Know the emergence of sports

**CO2 (Understanding):** Understand how society and sports reflect each other

**CO3 (Synthesis):** Relate how the growth trajectory of a few popular sports

**C04 (Application):** Write paper based on this knowledge and understanding

**Course Content**

**Unit -I: Sports in History** **(10 Hours)**

a. Origin of sports in history
b. Industrial Revolution, leisure time and sport
c. Sports in Indian history

**Unit -II: Industrial Revolution, Nationalism and Global Capitalism in the Making of Sports** **(10 Hours)**

a. Football: working class origins of football, contemporary sociology
b. Olympics: history, politics (national organization of Olympics, Interwar Olympics and nationalism, Workers' Olympics)

**Unit -III: Gender, Caste and Sports** **(10 Hours)**

a. Sports history through the lens of feminism; power, body, politics
b. Race and sports history
c. Indian society and sports: cricket, hockey, kabaddi, kushti (any 2)

**Pedagogy**

- Lectures

- Discussion and Presentation
- Assignments and Project work
- Films/Videos/Documentaries / Field Visit

**Textbooks:**


- Papakonstantinou, Zinon, ed. *Sport in the Cultures of the Ancient World*. Taylor & Francis, 2009.
- Guttmann, Allen. *Sports: The First Five Millennia*. University of Massachusetts Press, 2004.
- Boykoff, Jules. 2016. *Power games: A political history of the Olympics*. Verso books.
- Collins, Tony. *Sport in capitalist society: A short history*. Routledge, 2013.
- Guttmann, Allen. *Women's sports. A history*. Columbia University Press, 1991.


**Recommended Readings:**


- Chakrabarty, Dipesh. 2004. "Introduction: The Fall and Rise of Indian Sports History." *The International Journal of the History of Sport* 21 (3–4): 337–43. doi:10.1080/09523360409510543.
- Craig, Peter. "Sport and modernity: an introduction to the sociology of." *Sport Sociology* (2010): 11.
- O'Hanlon, Rosalind. "Military sports and the history of the martial body in India." *Journal of the Economic and Social History of the Orient* 50, no. 4 (2007): 490-523.
- Baker, William J. "The making of a working-class football culture in Victorian England." *Journal of Social History* 13, no. 2 (1979): 241-251.
- Burke, Peter. "Workplace Football, Working-Class Culture and the Labour Movement in Victoria, 1910-20." *Labour History: A Journal of Labour and Social History* 89 (2005): 179-196.
- Guttmann, Allen. "The most controversial Olympics." *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup* (2012): 65-82.
- Riordan, James. "The worker sports movement." In *The International Politics of Sport in the Twentieth Century*, pp. 115-128. Routledge, 2002.
- Bhattacharya, Nikhilesh. 2024. "Priests, Bearers, Schoolboys, Sailors: Pioneering Indian Field Hockey Players from Bengal in the 1890s." *The International Journal of the History of Sport*, November, 1–21.
- Guha, Ramachandra. "Cricket, caste, community, colonialism: the politics of a great game." (1997): 174-183.
- Alter, Joseph S. *The Wrestler's body: Identity and Ideology in North India*. Univ of California Press, 1992.
- Sen, Satadru. "Schools, athletes and confrontation: The student body in colonial India." *Confronting the Body: The Politics of Physicality in Colonial and Post-colonial India* (2004): 58-79.

# ABILITY ENHANCEMENT COURSE (AEC)
# MANAGING ELECTION AND ELECTION CAMPAIGN

**Nature of the Course: AEC**
**Course Code: BALAC130**
**Semester: Second (II)**
**Credits: 2 (L1:T1)**

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

## Course Objective

India is the largest democracy, and election is the key to maintaining the democratic process of the country. This course introduces campaigns in elections to the students. Furthermore, the course aims to give the students the analytical tools to build a comprehensive election management campaign.

The course will provide the empirical outline of the administrative mechanisms (like election commission) in the different elections -Panchayat, legislative assembly, and parliamentary elections- of India. Besides, the course will also introduce the idea of pressure groups to the students and their roles in Indian democratic processes like the election agenda. The course will teach students how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications, and conduct an opinion poll to help design the election campaign strategy.

## Course Outcome

After completing this course students will be able to:

**CO1 (Knowledge):** At the end of the course, the students will be equipped with technical and professional tools to oversee election campaigns.

**CO2 (Understanding):** The students will have an analytical and empirical understanding of elections in India and the campaign strategy.

**CO3 (Synthesis):** The students will have the technical and professional tools to design and implement surveys to gather data on public opinion and electoral trends, employing best practices in survey research to manage elections through modern tools and metrics.

**CO4 (Application):** The students will have a foundational idea of how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications conduct an opinion poll, and design the election campaign strategy.

## Course Content

**Unit I: Political Processes: Introduction** **(7 Hours)**

a. Political Parties in India

b. Elections in India

**Unit II: Pressure Groups and Election** **(8 Hours)**

a. Pressure Groups and its role in Election Manifestos and Campaign

**Unit III: Introducing Surveys** **(8 Hours)**

- Different types of Surveys- Online and offline Surveys
- Opinion polls

**Unit IV: Media and Management of Elections** **(7 Hours)**

- Role of Media in Elections
- Social Media and Management of Elections

**Pedagogy**

- Class lecture, Discussions
- Field visits
- Workshop
- Project designing survey/election campaigns.

**Text Books**


- Devi, V.S. Rama, and S.K. Mendiratta. How India Votes–Election Laws, Practice and Procedure, 4th Edition. Delhi: LexisNexis, 2017.
- Kapur, Dr. Samir, and Jaishri Jethwaney. When India Votes: The Dynamics of Successful Election Campaigning. Delhi: Rupa Publications India, 2019.
- Malhotra, Manav. Singhal's Law of Elections in India by Manav Malhotra Edition 2023-24. Delhi: Singhal Law Publications, 2024.
- Quraishi, S.Y. India's Experiment with Democracy: The Life of a Nation Through its Elections. Delhi: Harper Collins, 2023.

# ABILITY ENHANCEMENT COURSE (AEC)
## ACADEMIC RESEARCH WRITING

**Nature of the Course: AEC**
**Course Code: BALAC132**
**Semester: Second (II)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

The objective of this course is to equip students with the skills necessary to critically read and understand academic texts and to develop their ability to write coherent, well-structured academic papers. Through a series of assignments and discussions, students will learn to analyse the architecture of arguments, identify key passages, and contextualize texts for deeper comprehension. The course emphasizes the importance of structure in academic writing, guiding students through the process of organizing their ideas into sections, paragraphs, and sentences. Additionally, ethical considerations such as avoiding plagiarism and properly citing sources are covered, along with technical skills like proofreading and engaging in peer review to refine their work

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Demonstrate an understanding of the fundamental principles of reading and analyzing academic texts, including the structure and key components of arguments.

**CO2 (Understanding):** Critically evaluate and interpret academic texts, identifying main ideas, subsidiary arguments, and significant passages within the context of the text.

**CO3 (Synthesis):** Integrate insights from various readings and discussions to construct well-organized, original academic writings that reflect a thorough comprehension of the subject matter.

**CO4 (Application):** Apply ethical and technical writing practices, such as proper citation, avoiding plagiarism, and engaging in peer review, to produce polished, academically rigorous work.

**Course Content**

**Unit I: Introduction: Basics of Readings and Understanding (7 Hours)**

a. Reading and Academic-Text: Critical Approach

b. Assignment 1: Reading an article/chapter and writing a summary in one or two paragraphs without prior guidance from the course instructor
c. Assignment 2: Re-reading the same article/book chapter and re-writing summary after group discussion
d. Assignment 3: Re-read the same text and re-write in light of the instructions of the course instructor

**Unit II: Understanding the Academic Text (8 Hours)**

a. Taking Texts Apart: Beginning, Middle and Conclusion
b. Understanding the architecture of arguments: Main, Subsidiary, Minor
c. Identifying important passages and sentences
d. Contextualizing texts for understanding: readings reviews; summaries and discussions with the instructor.

**Unit IV: Writing an Academic Text (8 Hours)**

a. Conceptualizing the structure
b. Architecture of arguments: Main, Subsidiary, and Minor: Distribution of emphasis
c. Working with blocks: Sections, Paragraphs, Sentences How many sections?
d. Paragraphs as key building blocks of academic prose. Sentences and punctuation; length, balance, continuity

**Unit IV: Ethical and Technical Issues in Writing (7 Hours)**

a. The problem of Plagiarism and how to avoid it; The difference between paraphrasing and plagiarism
b. Citation, Quoting, and Citation styles
c. Proof Readings
d. Peer Review Process (Students will read and comment on each other's work)

**Pedagogy**

- Lectures
- Discussion and Presentation
- Project Work

***The choice of article/book chapter will be decided by the course instructor at the beginning of the course.**

**Text Books**


- Bailey, S. Academic Writing. London: Routledge. 2005
- Becker, Howard Saul, and Pamela Richards. Writing for Social Scientists. Chicago: University of Chicago Press. 2007

- Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000


**Recommended Readings**


- Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
- Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. ¾.pp. 373-378. 1986
- Troia, Gary A; Olinghouse, Natalie G; Mo, Yo; Wilson, Joshua; Stewart, Kelly. Academic Standards for Writing. The Elementary School Journal Vol. 116, No. 2. pp. 291-321. 2015

# VALUE ADDED COURSE (VAC)-(II)

## VALUE AND ETHICS

**Nature of the Course: VAC**
**Course Code: BALA136**
**Semester: Second (II)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

The objective of this course is to understand the importance of value education and universal human values in today's world. It explores whether values are absolute or relative, through Indian and Western ethical debates. The course promotes harmony in human relationships and with nature, encouraging respect, trust, and sustainability. It also examines constitutional morality, emphasizing diversity, pluralism, multiculturalism, and secularism. Practical projects will help students apply these principles in real-life scenarios.

**Course Outcome**
After completing this course students will be able to:

**CO1 (Knowledge):** Recognize the significance of value education and universal human values in contemporary society.

**CO2 (Understanding):** Differentiate between absolute and relative values through the analysis of Indian and Western ethical debates.

**CO3 (Synthesis):** Integrate concepts of harmony, respect, trust, and sustainability into personal and community relationships, as well as human-nature interactions.

**CO4 (Application):** Apply principles of constitutional morality, appreciating and upholding diversity, pluralism, multiculturalism, and secularism in real-life scenarios through practical project work

**Course Content**

**Unit I: Introduction to Value Education** **(7 Hours)**

a. The need for value education in the contemporary world
b. Are Values absolute or relative?
c. Indian and Western debates on Value and Ethics
d. Need for Universal Human Values

**Unit II: Harmony in Human-Human Relationship (8 Hours)**

a. Harmonious co-existence within the self, thoughts (mental process), action
b. Harmonious coexistence of self with others
c. Fostering concepts like difference, respect, trust, and co-existence
d. Project Work*

**Unit III: Harmony in Human-Nature Relationship (8 Hours)**

a. Human-Nature relations
b. Harmony with Nature: Environmental Justice; Ecological Justice
c. Non-Western epistemologies on the Human-Nature relationship
d. Sustainable existence and Sustainable development goals
e. Project Work*

**Unit IV: Constitutional Morality (7 Hours)**

a. What is constitutional morality? History of the concept
b. Appreciating diversity as laid in the constitution- lingual, socio-cultural, regional, and religious
c. Pluralism, Multi-culturalism and Secularism
d. Project Work*[1]

**Pedagogy**

- Lectures
- Discussion and Presentation
- Project work
- Audio-Visual Resources

**Text Books**

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***Note**: Project or Field Work/Case Study/Workshop- The students will form teams of 4-5 and may carry 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 causes such as Energy conservation, Mental health, Gender-related, Human Rights, Health Cases, Swachta Mission, Biodiversity and Conservation, Financial literacy, Social Justice/Injustice, Caste/Class-based Issues, Law, and society. Literature/Film and Human Values or any other related subject with the approval of the 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.

- Gaur, R.R; Sangal, R; Bagaria, G.P. A Foundation Course in Human Values and Professional Ethics. Excel Books. New Delhi. 2019
- Tripathy, A.N. Human Values. New Age International Publishers. New Delhi. 2004
- Shashi, Motilal. "An Alliance Beyond the Human Realm for Ecological Justice". Ethique-Economique. Vol. 16. Number 1. (2019). pp. 46-56
- Sinha, Jadhu Nath. A manual of Ethics, New Central Book Agency, Calcutta,2003


**Recommended Readings**


- Okereke, C., Charlesworth, M. Environmental and Ecological Justice. In: Betsill, M.M., Hochstetler, K., Stevis, D. (eds) Advances in International Environmental Politics. Palgrave Macmillan, London. 2014
- Berke, Philip, and Maria Manta. "Defining Sustainable Development." Planning for Sustainable Development: Measuring Progress in Plans. Lincoln Institute of Land Policy, 1999.
- Daly, Herman E. "Sustainable Development: From Concept and Theory to Operational Principles." Population and Development Review 16 (1990): 25–43
- Guthrie, William D. "Constitutional Morality". The North American Review. Vol. 196, No. 681 (1912), pp. 154- 173
- Mack, Jane Barnes. "Cultural Pluralism and Multiculturalism: E Pluribus Unum Or Ex Uno Plura?" Hitotsubashi Journal of Social Studies 26, no. 2 (1994): 63–72.
- Maharana, Dillip Kumar. "In Defence of Indian Perspective of Multiculturalism". The Indian Journal of Political Science 71, no. 1 (2010): 69–83.
- "Universal Human Values Handout 2 Understanding Harmony in the Nature and Existence". AICTE. https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%205-Harmony%20in%20the%20Nature%20and%20Existence.pdf
- Zalasiewicz, Jan, Mark Williams, Alan Haywood, and Michael Ellis. "Introduction: The Anthropocene: A New Epoch of Geological Time?" Philosophical Transactions: Mathematical, Physical and Engineering Sciences 369, no. 1938 (2011): 835–41.
- Meetei, Nameirakpam Bijen. "Cultural Diversity, Multiculturalism and Challenges in India's North-East". The Indian Journal of Political Science 75, no. 4 (2014): 655–66.
- Vining, Joanne, Melinda S. Merrick, and Emily A. Price. "The Distinction between Humans and Nature: Human Perceptions of Connectedness to Nature and Elements of the Natural and Unnatural." Human Ecology Review 15, no. 1 (2008): 1–11.

**DETAILED CURRICULUM FOR 3rd TO 8th SEMESTER OF B.A. LIBERAL ARTS (2025-2026 ONWARDS)**

## THIRD SEMESTER

## DISCIPLINE SPECIFIC CORE (DSC)
## INTRODUCTION TO SOCIOLOGY

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

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

### Course Objective

The course aims to provide a comprehensive understanding of sociological theory, covering its nature, scope, and major perspectives. Students will delve into the philosophical underpinnings of theory, distinguishing between positivist and interpretative approaches. They will explore macro, micro, and middle-range theories, analysing 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: Definition, Nature, and Scope of Sociology** **(15 Hours)**

a. Rise and Growth of Sociology as a Discipline
b. Sociology and Common Sense, Sociology as a Science
c. Relationship with other Social Sciences (History, Political Science, Economics, Psychology, Anthropology)
d. Sociological Imagination: Individual and Society

**Unit II: 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 III: Structural-Functional Perspective and Symbolic Interactionist Perspective** **(15 Hours)**

a. Functionalism -Radcliff Brown and Bronislaw Malinowski
b. Structural Functionalism, AGIL -Talcott Parsons
c. Robert. K Merton- Manifest & Latent Function
d. Background to the emergence of Symbolic Interactionism
e. George Herbert Mead - Mind, Self & Society

**Unit IV: 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

**Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

**Text Books**


- Ritzer, George. Sociological Theory. McGraw-Hill. New York, 1992
- Giddens, Anthony. Sociology. Polity Press. Cambridge. 2009.
- Allan, Kenneth. The Social Lens: An Invitation to Social and Sociological Theory. 2007. Pine Forge Press.
- Turner, Jonathan H. 2014. Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories. Sage Publication, Los Angeles
- Aron, Raymond. (1967). Main Currents in Sociological Thought (Volume 2). London: Penguin Books. Bendix, Reinhard. (1960).
- Max Weber: An Intellectual Portrait. New York: Anchor.
- Mills, C. Wright. 1959. Sociological Imagination. Oxford University Press. New York


**Recommended Readings**


- Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, New York: Free Press Chapter 9 & 10, Pp. 178-204.

- 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).
- Ritzer, George. Sociological Theory. McGraw-Hill. New York, 1992. Chapters 6 (pp. 181- 209); Chapter 7 (pp. 229-252); Chapter 10 (pp. 337-356)
- Coser, Lewis. Masters of Sociological Thought: Ideas in Historical and Social Context. Rawat Publications. Jaipur. 2012. Chapters, 8 and 9 (pp. 304- 356).
- Cooley, Charles Horton. Human Nature and the Social Order. C. Scribner's Sons. New York. 1912. Chapter 5.
- 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
- Turner, J.H. 1987. Structure of Sociological Theory. Rawat Publications: Jaipur. Chapters, 1, 2, 3, 4, 6, 7, 8, 14.
- 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).
- Mathur, Nita. Unit 4: Class and Class Struggle. Block 1. BSOC-111 Sociological Thinkers-1. IGNOU, New Delhi. 2021.
- England, Paula. The Impact of Feminist Thought on Sociology. Contemporary Sociology Vol. 28, No. 3. Pp. 263-268. 1999
- 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
- Blumer, Herbert. 1962. "Society as Symbolic Interaction." In *Human Behaviour and Social Process: An Interactionist Approach*, edited by Arnold M. Rose. Houghton-Mifflin.
- Blumer, Herbert. 1971. "Social Problems as Collective Behavior." *Journal of Economics and Sociology.*
- Mann, Douglass. *Understanding Society: A Survey of Modern Social Theory*. Oxford University Press. 2008
- Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980
- Beteille, Andre. "Sociology and Common Sense." Economic and Political Weekly 31, no. 35/37 (1996): 2361–65.

# DISCIPLINE SPECIFIC CORE (DSC)
# SOCIOLOGY OF INDIAN SOCIETY

**Nature of the Course: DSC**
**Course Code: BALAS203**
**Semester: Third (III)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: India as an object of knowledge** **(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**


- Sahu, D.R. 2013. (Eds.) Studies in Indian Sociology: Sociology of Social Movement. Sage. New Delhi
- Ambedkar, B. R. 2015. Annihilation of Caste: The Annotated Critical Edition. Delhi: Navayana Publication.
- Kundu, Abhijit; Yadav, Nupurnima. 2021. Sociology of India. Sage. New Delhi
- 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**


- Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press, pp. 136-171.
- Inden, Ronald. 1986. 'Orientalist Constructions of India'. Modern Asian Studies Vol. 20, No. 3. pp. 401-446
- Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black, Pp.85- 126.
- Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8.

- Jodhka, S. S. (1998). From “book view” to “field view”: Social anthropological constructions of the Indian village. Oxford Development Studies, 26(3), 311-331.
- Oommen, T.K. 1990. Protest and Change: Studies in Social Movement. Sage. New Delhi (Chapters; 8 and 9).
- Beteille, Andre. 1996. 'Varna and Jati'. Sociological Bulletin Vol. 45, No. 1. pp. 15-27
- Gupta, Namrata; Sharan, Raka. 2004. 'Industrial Workers and the Formation of 'Working-Class Consciousness' In India'. Sociological Bulletin. Vol. 53, No. 2. pp. 238-250.
- Mukherjee, Ramakrishna. 1999. ‘Caste in Itself, Caste and Class, or Caste in Class’ Economic and Political Weekly Vol. 34, No. 27. pp. 1759-1761
- Sharma, K.L. 1988. Caste and Class in India: Some Conceptual Problems. Sociological Bulletin Vol. 33, No. ½. pp. 1-28
- Deshpande, Satish. 2003. Contemporary India: A Sociological View. Penguin. New Delhi. (Chapters; 5 and 6).
- 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)
# FOUNDATIONS OF SOCIOLOGY

**Nature of the Course: MS**
**Course Code: BALAS205**
**Semester: Third (III)**
**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 students to the fundamental concepts, theories, and perspectives of sociology, fostering an understanding of human interactions, social structures, and institutions. It explores the discipline's emergence, the distinction between sociology and common sense, and the application of sociological imagination. Students will examine core concepts like socialization, status, and community, alongside key institutions such as family, education, politics, and religion. The course also introduces major sociological perspectives-functionalism, conflict theory, Marxism, and feminism-enabling students to analyze social phenomena critically.

## Course Outcome

After completing this course students will be able to:

**CO1 (Knowledge):** Understand the foundational concepts, emergence, and evolution of sociology as a discipline, distinguishing sociological inquiry from common sense and other social sciences.

**CO2 (Understanding):** Develop a deeper understanding of the relationship between individuals and society, exploring how socialization, roles, and group dynamics shape human behavior and societal outcomes

**CO3 (Synthesis):** Analyze and integrate key sociological perspectives to interpret social structures, institutions, and interactions, fostering a critical understanding of societal dynamics.
**CO4 (Application):** Apply sociological concepts and theories to real-life scenarios, enabling informed analysis of social issues, relationships, and institutional influences on individual and collective experiences.

## Course Content

**Unit I: Foundations of Sociology** **(15 Hours)**

a. Emergence of Sociology as a Discipline
b. Sociology and Common Sense
c. Sociological Imagination
d. Sociology and other Social Sciences

**Unit II: Basic Sociological Concepts** **(15 Hours)**

a. Individual and Society
b. Groups and Community
c. Status and Role
d. Socialization

**Unit III: Social Institutions** **(15 Hours)**

a. Family and Marriage
b. Politics and Economics
c. Education
d. Religion

**Unit IV: Sociological Perspectives** **(15 Hours)**

a. Functionalist Perspective
b. Conflict Perspective
c. Marxist Perspective
d. Feminist Perspective

**Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

**Text Books**


- Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
- Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press
- Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.
- Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
- Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.
- Schaefer, Richard T. and Robert P. Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill


**Recommended Readings**


- Beteille, A. 2009. *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press.
- Mills, C.W. 1959. *Sociological Imagination*. New York: Oxford University Press
- Hamilton, Peter. 1992. 'Enlightenment and the birth of social science' in Hall, Stuart and Bram Gieben (eds.) *Formations of Modernity*. Cambridge: Polity Press, (Pages 17-71)

- Radcliffe Brown, A.R. 1976. *Structure and Function in Primitive Society*. New York: Free Press (Pages 178-204)
- Weber, Max. 1978. *Economy & Society: An outline of Interpretive Sociology Vol. 1*. Berkeley: University of California Press. (Basic Concepts, Pages 4-26)
- Giddens, Anthony. 2009. Introduction to Sociology. Polity Press. New York

# MINOR STREAM COURSE (MS)

## SOCIAL CHANGE AND MOBILITY

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

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

**Course Objectives**

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

**Course Outcome**

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 (15 Hours)**

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 (15 Hours)**

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 (15 Hours)**

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**


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


**Recommended Readings**


- McGuire, Carson. 1950. 'Social Stratification and Mobility Patterns'. American Sociological Review Vol. 15, No. 2, pp. 195-204
- Corak, M. 2013. "Income Inequality, Equality of Opportunity, and Intergenerational Mobility." Journal of Economic Perspectives, 27 (3): 79-102

- Strasser, Hermann. 1981. An introduction to theories of social change. Routledge. London. (Chapters: Introduction, 1, 2, 3, and 4).
- Schneider, Louis. Classical theories of social change. General Learning Press. New Jersey. (Chapters, 1, 6, 9 and 10).
- Weinstein, Jay A. 2010. Social change. Rowman & Littlefield Publishers. Maryland (Part 1, 2 and 3).
- Krishna, Anirudh. 2019. 'Obstacles to Social Mobility in India-And the Way Forward'. Current History Vol. 118, No. 807. pp. 123-129.
- Sen, Amartya. 1999. Development as Freedom. Oxford University Press. New Delhi (Chapter 1).
- Singh, Yogendra. 1996. Modernization of Indian Tradition. Jaipur: Rawat Publication.
- 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
- Rudolph, Lloyd L; Rudolph, Susanne. The Modernity of Tradition: Political Development in India. University of Chicago Press. London. 1967. (Chapters; 1 and 3).
- 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
- Kothari, Rajni. Democratic and Social Change in India: Crisis and Opportunities. Allied Publishers. Bombay. 1977. (Selected Chapters)

# MINOR SRTREAM COURSE (MS)
# SOCIOLOGY OF DEVELOPMENT

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

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the concept** **(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**


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

**Recommended Reading**


- Bernstein, Henry. Underdevelopment and Development. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 -28.
- Rist, Gilbert. The History of Development. London: Zed, 2008. Pp. 8 -46
- Harrison, David. The Sociology of Modernization and Development. London: Routledge, 1991. Chapters 1 &2. Pp. 1 -54
- Bardhan, Pranab. 1992.The Political Economy of Development in India. Oxford. Delhi Pp. 1-60
- Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India'. Economic and Political Weekly, Vol. 43, No. 16. pp. 53-62
- Sharma, Aradhana. 2008. Logics of Empowerment: Development, Gender and Governance in Neoliberal India. University of Minnesota Press, Minneapolis. Chapters. (Introduction, Chapter 4 and Conclusion)
- Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma. 1997. (Eds). The Women, Gender and Development Reader. Zubaan Delhi, pp 33-54
- Baviskar, Amita 1997. "Ecology and Development in India: A Field and its Future", Sociological Bulletin. Vol. 46, No. 2, September, pp. 193-207
- Esteva Gustavo 1997. "Development" In W. Sachs (ed.) The Development Dictionary: A Guide to Knowledge as Power. Zed Books: London
- 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
- Frank, A.G. 1973. "The Development of Underdevelopment". In James D. Cockcroft et al (eds.) Dependence and Underdevelopment. Anchor Books: New York
- 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)

# MULTI DISCIPLINARY COURSE (MDC)
## SOCIETY AND HUMOUR

**Nature of the Course: MDC**
**Course Code: BALAC215**
**Semester: Third (III)**
**Credits: 3 (L2:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the concept: Making Fun and Laughter (10 Hours)**

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

**Unit II: Humor, Culture, and Society (12 Hours)**

a. Humor in Cross Cultural Perspective
b. Humor and Literature
c. Humor and Society: Joking Relationships

d. Humour in the digital age: Memes, reels, GIFs, etc in Internet culture

**Readings**

- Mckeown, Gary. 2017. "Is there such a thing as a national sense of humour?". The Conversation. https://theconversation.com/is-there-such-a-thing-as-a-national-sense-of-humour-76814
- Jackson G. Lu, Ashley E. Martin, Anastasia Usova, Adam D. Galinsky. 2019. "Creativity and Humor Across Cultures: Where Aha Meets Haha," In Eds. (Sarah R. Luria, John Baer, James C. Kaufman). *Explorations in Creativity Research*. Academic Press. San Diego.
- Apte, Mahadev L. 1985. Humor and Laughter: An Anthropological Approach. Cornell University Press. New York (Chapter 1, 4)

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

a. Subversive Humour: Speaking Truth to Power
b. Disparaging Humor: "It's [Not] just a Joke!" (Ethnicity, Gender, Race and Caste)
c. Humor in social movements and collective action
d. Humor in Workplace

**Readings**

- Weaver, S. (2010). The "other" laughs back: Humour and resistance in anti-racist comedy. Sociology, 44(1), 31–48.
- Hart, Marjolein 't. "Humour and Social Protest: An Introduction." International Review of Social History, vol. 52, 2007: 1–20
- Greenbaum, A. (1999). Stand-up comedy as rhetorical argument: An investigation of comic culture. Humor-International Journal of Humor Research, 12(1), 33–46.
- Eric J. Romero, and Kevin W. Cruthirds. "The Use of Humor in the Workplace." *Academy of Management Perspectives* 20, no. 2 (2006): 58–69.
- Yarwood, Dean L. "Humor and Administration: A Serious Inquiry into Unofficial Organizational Communication." *Public Administration Review* 55, no. 1 (1995): 81–90.

**Unit IV: Humour in the Indian Context (11 Hours)**

a. Indian Tradition of Humor. (Hasya Rasa, Vidushaka, folk cultures)
b. Humor in Literature and Cinema
c. Standup comedies, Sitcoms and plays
d. Humor and Protest in India

**Readings**

- Sharma, Har Durr. 1941. श्रीशिव: शरणं मम: HĀSYA AS A RASA IN SANSKRIT RHETORIC AND LITERATURE. Annals of the Bhandarkar Oriental Research Institute, Vol. 22, No. 1/2 (1941), pp. 103- 115

- Bhat, G.K. 1959. The Vidushaka. The New Order Book Co. Ahmedabad. (Relevant Chapters)
- Zubin Miller (2020): Stand-up Comedy and Young India: The Expression and Construction of Identity. Changing English. Pp. 1-14
- Akshaya Kumar (2014) Laughter and Liberalization: Cultural Economy of TV. Humor in India, South Asian Review, 35:2, 195-212
- Bhargava, Rashi; Chilana, Richa. 2024. (Eds.) Politics of Recognition and Representation in Indian Stand-Up Comedy. Palgrave MacMillan. Gewerbestrasse. (5, 6 and 9)
- Sundar, P. (1989). Protest through theatre: The Indian experience. India International Centre Quarterly, 16(2), 123-138
- Pathak, Dev Nath; Perera, Shashanka. 2022. Humor and Performance of Power in South Asia: Anxiety, Laughter and Politics in Unstable Times. Routledge. New York. (1, 4, 5 and 9).


**Pedagogy**

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

**Text Books**


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


**Recommended Readings**


- Meyer, J. C. 2000. Humor as a Double-Edged Sword: Four Functions of Humor in Communication. Communication Theory, 10(3), 310–331
- 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/
- Dadlez, E.M. 2011. 'Truly Funny: Humour, Irony, and Satire as Moral Criticism'. The Journal of Aesthetic Education Vol. 45, No. 1. pp. 1-17.
- Zekavat, Massih. 2017. Satire, Humor and the Construction of Identities. John Benjamins Publishing Company. Philadelphia
- Triezenberg, Katrina E. "Humor in Literature" in Raskin, Victor (Eds.). 2008. The Primer of Humor Research. De Gruyter. Berlin.

- Mintz, Lawrence E. “Humor and popular culture” in Raskin, Victor (Eds.). 2008. The Primer of Humor Research. De Gruyter. Berlin.
- Harshvardhan, Vignesh; Wilson D, David; Kumar, Mallika Vijaya. 2019. "Humour Discourse in Internet Memes: An Aid in ESL Classrooms" In Asia Pacific Media Educator 29(1) 41–53
- Speier, Hans. 1998. "Wit and Politics: An Essay on Laughter and Power". American Journal of Sociology Vol. 103, No. 5. pp. 1352-1401
- Goldstein, Jeffrey H; McGhee, Paul E. 1983. Handbook of Humor Research: Vol. 1. Springer-Verlag. New York. (Chapter, 5)
- Mintz, Lawrence E. 1985. Stand-up Comedy as Social and Cultural Mediation. American Quarterly Vol. 37, No. 1. pp. 71-80.
- Koziski, Stephanie. 1984. 'The Standup Comedian as Anthropologist: Intentional Culture Critic'. The Journal of Popular Culture. Volume18, Issue 2. pp 57-76
- 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: BALAC223**
**Semester: Third (III)**
**Credits: 3 (L2:T1)**

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

## Course Objective

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

## Course Outcome

After completing this course students will be able to:

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

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

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

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

## Course Content

**Unit I: "Boring Life": Unboxing the Concepts** **(10 Hours)**

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

**Unit II: "Let's Take a Break": The Idea of Leisure (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**


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


**Recommended Readings**


- 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.
- Poster, Mark. "Everyday (Virtual) Life." New Literary History 33, no. 4 (2002): 743–60.
- Manovich, Lev. "The Practice of Everyday (Media) Life: From Mass Consumption to Mass Cultural Production?." Critical Inquiry 35. 2009

- Williams, J. Patrick, and Dennis D. Waskul. “Mundane Life in a Media Age.” Symbolic Interaction 30, no. 4 (2007): 627–36.
- Brissett, Dennis, and Robert P. Snow. “Boredom: Where the Future Isn’t.” Symbolic Interaction 16, no. 3 (1993): 237–56.
- Weinerman, Jason, and Cari Kenner. “Boredom: That Which Shall Not Be Named.” Journal of Developmental Education 40, no. 1 (2016): 18–23.
- 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
- Life under capitalism is monotonous/ repetitive to deprive us of time & drive emotional numbness. https://wokescientist.substack.com/p/life-under-capitalism-is-structured
- Seligman, Ben B. “On Work, Alienation, and Leisure.” The American Journal of Economics and Sociology 24, no. 4 (1965): 337–60
- 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
- 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.

# SKILL ENHANCEMENT COURSE (SEC)
# INTRODUCTION TO DIGITAL TOOLS

**Nature of the Course: SEC**
**Course Code: BALAC223**
**Semester: Third (III)**
**Credits: 3 (L2:T1)**

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

## Course Objective

This course introduces students to digital methods used in the humanities and social sciences. It covers data visualisation, digital archiving, textual and sentiment analysis, and the use of AI tools, using free browser-based platforms that require no programming background.

## Course Outcome

After completing this course students will be able to:

**CO1 (Knowledge):** Students will identify the key features and appropriate uses of tools for data visualisation, digital archiving, textual analysis, sentiment analysis, and AI-assisted research.

**CO2 (Understanding):** Students will understand how each digital method works, what kinds of questions it can answer, and where its outputs may be limited or misleading.

**CO3 (Synthesis):** Students will connect digital methods to sources and research questions from their own disciplinary fields in history, sociology, political science, or psychology.

**CO4 (Application):** Students will produce original digital outputs - visualisations, archives, text analyses, and AI-assisted research tasks - using the methods and tools taught in the course.

## Course Content

### Unit I - Data Visualisation (10 Hours)

a. Purpose and principles of data visualisation
b. Visual clarity: labels, colour, hierarchy, and accessibility
c. Narrative visualisation
d. Critical reading of visualisations; public data sources

### Unit II - Digitisation and Digital Archives (12 Hours)

a. What is digitisation? An overview of major digital repositories
b. Metadata: types, importance, and the Dublin Core schema
c. Building a digital collection in Omeka: entries, organisation, and access
d. Evaluating digital sources using the SIFT method; ethics of digitisation

**Unit III - Textual and Sentiment Analysis** **(12 Hours)**

a. From close reading to distant reading: treating text as data; building a corpus
b. Voyant Tools: word frequency, keyword-in-context, and trends over time
c. Sentiment analysis: positive, negative, and neutral classification
d. Interpreting and critically evaluating tool outputs

**Unit IV - AI and LLM Tools for Research** **(11 Hours)**

(NotebookLM; ChatGPT / Claude)

a. What Large Language Models are and how they work; overview of key tools
b. Prompting strategies
c. Using AI for research tasks: summarising, translating, outlining, and drafting
d. Hallucination, bias, and verification; academic integrity and ethical use of AI

**Pedagogy**

- Hands-on lab sessions with structured tool demonstrations
- Discipline-linked exercises connecting each method to history, sociology, political science, or psychology
- Assignment-based continuous assessment throughout the semester
- Short in-class tests to assess conceptual understanding

**Recommended Readings**

**Books**


1. Drucker, Johanna. The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship. Routledge. 2021.
2. Karsdorp, Folgert, Kestemont, Mike, and Riddell, Allen. Humanities Data Analysis: Case Studies with Python. Princeton University Press. 2021.
3. Schreibman, Susan, Siemens, Ray, and Unsworth, John (eds.). A Companion to Digital Humanities. Blackwell. 2004.
4. Healy, Kieran. Data Visualization: A Practical Introduction. Princeton University Press. 2018. Owens, Trevor. The Theory and Craft of Digital Preservation. Johns Hopkins University Press. 2018.
5. Underwood, Ted. Distant Horizons: Digital Evidence and Literary Change. University of Chicago Press. 2019.
6. Cairo, Alberto. The Functional Art: An Introduction to Information Graphics and Visualization. New Riders. 2012.
7. Moretti, Franco. Distant Reading. Verso Books. 2013.
8. Kaplan, Frédéric. 'A Map for Big Data Research in Digital Humanities.' Frontiers in Digital Humanities. 2015. https://doi.org/10.3389/fdigh.2015.00001
9. Berry, David M. 'AI, Ethics, and Digital Humanities.' In O'Sullivan, James (ed.), The Bloomsbury Handbook of the Digital Humanities. Bloomsbury. 2023.
10. Jaillant, Lise and Rees, Arran. 'Applying AI to Digital Archives: Trust, Collaboration and Shared Professional Ethics.' Digital Scholarship in the Humanities. Vol. 38. No. 2. 2023. pp. 571–585. https://doi.org/10.1093/llc/fqac073

**Online Documentation**


- The Programming Historian https://programminghistorian.org
- Datawrapper Academy https://academy.datawrapper.de
- Omeka Documentation https://omeka.net/documentation
- Voyant Tools https://voyant-tools.org
- MonkeyLearn Text Analysis https://monkeylearn.com
- NotebookLM https://notebooklm.google.com
- National Archives of India Digital Repository https://nationalarchives.nic.in
- Digital Library of India https://dli.gov.in
- Caulfield, Mike. Web Literacy for Student Fact-Checkers. Pressbooks. 2017. https://webliteracy.pressbooks.com

# ABILITY ENHANCEMENT COURSE (AEC)
# INTRODUCTION TO SOCIAL WORK

**Nature of the Course: AEC**
**Course Code: BALAC231**
**Semester: Third (III)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

The objective of this course is to provide students with a comprehensive understanding of 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**


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


**Recommended Readings**


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

# VALUE ADDED COURSE (VAC)-I

## HAPPINESS AND WELL BEING

**Nature of the Course: VAC**
**Course Code: BALA237**
**Semester: Third (III)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

The course aims to instil a sense of positivity and happiness through various workshops and activities.

**Course Outcome**

After completing this course students will be able to:

**CO1 (Knowledge):** Exploring various aspects of human consciousness with focus on happiness in everyday lives

**CO2 (Understanding):** Create an understanding of harmonizing human creativity with the challenges of modernity.

**CO3 (Synthesis):** Providing work-life balance.

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

**Course Content**

**Unit I.: Understanding Emotions** **(7 Hours)**

a. The importance of different emotions
b. Why stay happy
c. Emotion contagion
d. Introducing the different perspectives of happiness

**Unit II: Science of Happiness and Wellbeing** **(8 Hours)**

a. Understanding the neuroscience of happiness
b. Rain behavior relationship in happiness
c. Why do we need to measure happiness
d. Role of technology
e. Importance of empathy, gratitude, kindness
f. Understanding employee happiness
g. Designing a happy workplace
h. Role of humour in workplace

**Unit III: Practice of Happiness** **(8 Hours)**

a. Introduction to different practices that help calm the mind and foster happiness
b. Self-awareness
c. Self-motivation
d. Sharing examples, cases, and practices that have been implemented and which have yielded results in spreading happiness
e. The emotional impact of a team leader on its members
f. Sensitivity training
g. Creativity Vs Routine
h. Importance of Intuition
i. Nurturing Relationship
j. Importance of networking

**Unit IV.: Career, Life, and Happiness** **(7 Hours)**

a. Understanding the importance of a career and its limits
b. Work-Life balance
c. Achieving personal and professional success
d. Engaging the sense to keep oneself and others happy
e. Resilience in times of uncertainty and stress
f. Nurturing skills, values, perception, and mindset for resilience

**Practical Exercise for Evaluation**

- Projects
- Workshop, Experiential Learning

**Text Books**


- A Compass Towards Just and Harmonious Society: 2015. GNH Survey Report (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan.
- Happiness: Transforming the landscape. Center for Bhutan Studies & GNH, Thimpu, 2017.
- Helliwell, J.F. Huang; Wang. S (2017). The Social Foundations of World Happiness. World Happiness Report. 2018.


**Reference Books**


- Hanh, Thich Nhat. 2013. Love Letter to the Earth. Kindle Edition
- Hanh, Thich Nhat. 2008. The Miracle of Mindfulness: The Classic Guide to Mediation. (Free Kindle)
- Covery, Stefan F. 2004. Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.

# FOURTH SEMESTER

## DISCIPLINE SPECIFIC CORE (DSC)
## FAMILY, MARRIAGE, AND KINSHIP

**Nature of the Course: DSC**
**Course Code: BALAS202**
**Semester: Fourth (IV)**
**Credits: 4 (L3:T1)**

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

### Course Objectives

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

### Course Outcome

After completing this course students will be able to:

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

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

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

**CO4 (Application):** Apply understanding of kinship and family theories to real-world scenarios, addressing issues such as migration, divorce, and the experiences of same-sex kinship. They will evaluate changes and continuities in kinship and family structures in India,

proposing informed solutions to dysfunctions in marriage and family life, and assessing the impact of cultural and social transformations on kinship relations.

**Course Content**

**Unit I: Unboxing the concepts** **(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**


- Levi-Strauss, C. 1969. The Elementary Structures of Kinship. United Kingdom: Beacon Press.
- Parkin, Robert. 1997. Kinship: An Introduction to Basic Concepts. Blackwell Publishers. Oxford
- Fox, Robin. 1967. Kinship and Marriage; Anthropological Perspectives. Cambridge University Press. Cambridge

- Patel, Tulsi. 2005 (ed.). The Family in India: Structure and Practice. New Delhi: Sage Publication.


**Recommended Readings**


- Trautmann, Thomas R. 2000. 'India and the Study of Kinship Terminologies' in L'Homme No. 154/155, Question de parenté. pp. 559-571
- Edmonson, Munro S. 1957. 'Kinship Terms and Kinship Concepts' in American Anthropologist New Series, Vol. 59, No. 3, pp. 393-433
- Shimizu, Akitoshi. 1991. 'On the Notion of Kinship' In Man New Series, Vol. 26, No. 3, pp. 377-403
- 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.
- Dumont, L. 1961. 'Descent, Filiation and Affinity', in Man 61, II, pp. 24-25.
- Strathern, Marilyn. 2014. 'Kinship as a Relation' In L'Homme No. 210, pp. 43-61
- 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.
- Rajaraman, Indira. 1983. 'Economics of Bride-Price and Dowry' In Economic and Political Weekly Vol. 18, No. 8 (Feb. 19, 1983), pp. 275-279
- Kaur, Ravinder. Across-Region Marriages: Poverty, Female Migration and the Sex Ratio. Economic and Political Weekly Vol. 39, No. 25. pp. 2595-2603. 2004.
- Uberoi. Patricia. 1993. Family, Marriage, and Kinship in India. New Delhi: OUP. (Introduction)
- 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.
- 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

# DISCIPLINE SPECIFIC CORE (DSC)

## SOCIAL STRATIFICATION

**Nature of the Course: DSC**
**Course Code: BALAS204**
**Semester: Fourth (IV)**
**Credits: 4 L3:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the Concepts** **(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**


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


**Recommended Readings**


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

- Gupta, Dipankar. “Hierarchy and Difference” In Gupta, Dipankar. 1991. (Eds.) Social Stratification. Oxford University Press. New Delhi
- Beteille, Andre. “Caste in a South Indian Village”. In Gupta, Dipankar. 1991. (Eds.) Social Stratification. Oxford University Press. New Delhi
- Singh, Yogendra. 1968. “Caste and Class: Some Aspects of Continuity and Change”. Sociological Bulletin Vol. 17, No. 2. pp. 165-186
- Jaffrelot, Christopher. 2010. “Caste and Politics”. India International Centre Quarterly Vol. 37, No. 2. pp. 94-116
- Tumin, Melvin M. 1953. “Some Principles of Stratification: A Critical Analysis”. American Sociological Review 18.4 (1953): 387-394
- 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
- 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.
- Standing. Guy. The Precariat: The New Dangerous Class. Bloomsbury Academic. New York. 2016
- 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

# MINOR STREAM COURSE (MS)
# KEY SOCIOLOGICAL THINKERS

**Nature of the Course: MS**
**Course Code: BALAS206**
**Semester: Fourth (IV)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Some Early Sociological Thinkers** **(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**


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


**Recommended Readings**


- Durkheim, Emile. 1982, The Rules of Sociological Method, New York. Free Press. Chapter 1, What is a Social Fact? Pp. 50 -59.
- 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
- 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.
- Gerth, H.H. and C. Wright Mills (eds.) 1948. From Max Weber: Essays in Sociology. London: Routledge and Kegan Paul, Introduction.
- Durkheim, E. 1951. Suicide: A Study in Sociology. New York. The Free Press. pp. 41-56, 145- 151.

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

# MINOR STREAM COURSE (MS)
# SOCIOLOGY OF MARGINALIZED SECTION

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

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

## Course Objectives

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

## Course Outcome

After completing this course students will be able to:

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

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

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

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

## Course Content

**Unit I: Historical Context of Marginalization** **(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**


- Edward Royce. 2008. Poverty and Power: The Problem of Structural Inequality. Rowman & Littlefield Publishers, Inc. New York.
- Gupta, Dipankar.1991. Social Stratification, New Delhi, Oxford University, Press.
- Hasnain, Nadeem. 2021. Sociology of Marginalized Communities and Weaker Sections. Sage. New Delhi
- 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**


- Rege Sharmila, 2010, Education as Trutiya Ratna: Towards Phule Ambedkarite Feminist Pedagogical Practice, EPW, Vol.45, No. 44/45.
- 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
- 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.

- 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.
- Mrudula, Anne, Callahan, Jamie and Kang, Hyonjou. 2013.Gender and caste intersectionality in the Indian context. Human Resource Management, 2013 (6). Pp. 31-48
- Begari, Jagannatham. 2010. 'Jyotirao Phule: A Revolutionary Social Reformer'. The Indian Journal of Political Science, Vol. 71, No. 2. Pp. 399- 412
- 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
- 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.
- 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).
- Sharma, K.L. 2001. Reconceptualizing caste, class, and tribe. Rawat. Jaipur
- Poverty and Social Exclusion in India. The World Bank
- Mahajan, Gurpreet. 1998.Democracy, Difference and Social Justice. Oxford University Press. New Delhi.

# MINOR STREAM COURSE (MS)
# RELIGION IN SOUTH ASIA

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

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the concepts** **(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**


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


**Recommended Readings**


- 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).
- Mittal, Sushil; Thrusby, Gene. 2006. (Eds.) Religions of South Asia: An Introduction. Routledge. New York. (Chapters: 1, 2, 3, 4, 7, 8 and 10)
- Hirst, Jacqueline Suthren; Zavos, John. 2001. (Eds.) Religious Traditions in Modern South Asia. Routledge. Oxon. (Chapters: 1, 7B, 8 and 9).
- Khan, Rasheeduddin. 1995. 'Fundamentalism and Communalism in South Asia'. India International Centre Quarterly Vol. 22, No. 1. pp. 65-78

- Veer, Peter Van Der. 2002. 'Religion in South Asia'. Annual Review of Anthropology Vol. 31, pp. 173-187
- Smith, Donald Eugene. South Asian Politics and Religion. Princeton University Press. New Jersey. (Chapters; 1, 2, 7, 12, 14, 18, and 23)
- Smith, Bradwell L. 1976. (Eds.) Religion and Social Conflict in South Asia. (Chapters; 1, 4, and 5) Brill. Leiden.
- Pillai, P. Govinda. 2023.The Bhakti Movement: Renaissance or Revivalism? Routledge. Oxon. (Chapters; 1,2,3,4,5,6,7,8,8 and 23).
- Lele, Jayant. 1981. Tradition and modernity in Bhakti movements. Brill. Leiden (Chapters; 1, and 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
- 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
- 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)
## ART APPRECIATION

**Nature of the Course: DSC (W)**
**Course Code: BALAC212**
**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 course aims at providing a comprehensive understanding 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 Outcome**
After completing this course students will be able to:

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

**CO2 (Understanding):** Provide an understanding of space, line, form, color and color 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 dissimilarities 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** **(7 Hours)**

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: Characteristic and Stylistic Features of Different Periods** **(8 Hours)**

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** **(8 Hours)**

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** **(7 Hours)**

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

**Pedagogy:**

- Practical exercises
- Project Work through Videos
- Site visits

**Text Books:**

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

**Recommended Readings**

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

# ABILITY ENHANCEMENT COURSE (AEC)
## INTRODUCING CENSUS AND NSSO DATA

**Nature of the Course: AEC**
**Course Code: BALAC218**
**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 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
d. NFHS data and its importance

**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
d. Analysis of Data from the above surveys

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

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

**Pedagogy**

- Continuous Assessments (Quizzes, Mid-Terms, Finals)
- Assignments and Project Work
- Workshops and Practical Sessions
- Basic tools and techniques of data analysis

**Textbooks**


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


**Recommended Readings**


- Vemuri, Murali Dhar. "Data Collection in Census: A Survey of Census Enumerators." Economic and Political Weekly 29, no. 51/52 (1994): 3240–48
- 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
- Drop-in Article on Census-No.5 available at: www.censusindia.gov.in/AdCampaign/drop-in-articles/05-History of-Census-in-India.pdf
- Unit 4 Collection Of Demographic Data From Secondary Sources*. IGNOU. https://egyankosh.ac.in/bitstream/123456789/73700/1/Unit-4.pdf
- Unit 8 National Statistical System. https://egyankosh.ac.in/bitstream/123456789/18711/3/Unit-8.pdf

# FIFTH SEMESTER

## DISCIPLINE SPECIFIC CORE (DSC)
## SOCIOLOGY OF RELIGION

**Nature of the Course: DSC**
**Course Code: BALAS301**
**Semester: Fifth (V)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the Concepts** **(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 Radcliffe 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**


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


**Recommended Readings**


- Beteille, Andre. 1992. "Religion as a Subject for Sociology" In Economic and Political Weekly Vol. 27, No. 35. Pp. 1865-1870
- 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.
- Lidz, Victor. 2010. "The Functional Theory of Religion". In Turner, Bryan S. 2010.
- Achcar, Gilbert. "Marx and Religion". 2020. In Musto, Marcello, (ed.), The Marx Revival. Cambridge: Cambridge University Press, pp. 320-337.

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

# DISCIPLINE SPECIFIC CORE (DSC)
# POLITICAL SOCIOLOGY

**Nature of the Course: DSC**
**Course Code: BALAS303**
**Semester: Fifth (V)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

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

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

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

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

**Course Content**

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

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**


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


**Recommended Readings**


- 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
- 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)
- Althusser, L. 2001. 'Ideology and the Ideological State Apparatuses' in Lenin and Philosophy and Other Essays. New York: Monthly Review Press.
- Foucault, M. 2006. 'Governmentality' in Akhil Gupta and Aradhana Sharma (eds.), The Anthropology of the State: A Reader. Blackwell: Oxford

- Bates, Thomas R. “Gramsci and the Theory of Hegemony”. Journal of the History of Ideas Vol. 36, No. 2 (1975), pp. 351-366
- Barkley, Raymond. “The Theory of the Elite and the Mythology of Power”. Science & Society Vol. 19, No. 2 (1955), pp. 97-106
- Schmitter, Philippe C. and Todor, Arpad. “Varieties of Capitalism and Types of Democracy”. Stato e mercato No. 100 (1) (2014), pp. 87-115.
- Rosenberg, A. 2012. ‘Fascism as a Mass-Movement,’ tr. by Jairus Banaji, in Historical Materialism. Vol. 20. No.1. (144-189).
- Gupta, Sikha. “New Media in the Political Spheres”. The Indian Journal of Political Science Vol. 75, No. 3 (2014), pp. 515-520
- Neyazi, T. A., & Schroeder, R. (2021). Was the 2019 Indian election won by digital media? The Communication Review, 24(2), 87–106.
- Krishna, Anirudh. “Poverty and Democratic Participation Reconsidered: Evidence from the Local Level in India”. Comparative Politics Vol. 38, No. 4 (2006), pp. 439-458
- 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 CORE (DSC)
# SOCIOLOGY OF ENVIRONMENT

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

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

## Course Objective

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

## Course Outcome

After completing this course students will be able to:

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

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

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

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

## Course Content

**Unit I: Foundations of Environmental Sociology** **(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**


- King, L., & McCarthy Auriffeille, D. Environmental Sociology: From Analysis to Action. Rowman & Littlefield Publishers, 2008.
- Mies, Maria, and Vandana Shiva. Ecofeminism. Zed Books, 1993.
- 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.
- Pathak, S. The Chipko Movement: A Decade of Grassroots Environmental Action. Natraj Publishers, 1994.


**Recommended Readings**


- Dunlap, R. E., & Buttel, F. H. "What is Environmental Sociology?" Annual Review of Sociology 18 (1992): 161-185.
- Hannigan, John A. Environmental Sociology: A Social Constructionist Perspective. Routledge, 1995.

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

# MINOR STREAM COURSE (MS)
# CONTEMPORARY SOCIOLOGICAL THEORY

**Nature of the Course: MS**
**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 Outcome

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**


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


**Recommended Readings**


- Wallace, R. & Wolf, A. 1995. Contemporary Sociological Theory: Continuing the Classical Tradition. New Jersey: Prentice Hall. (Chapter 4).

- Handel, Warren H. 1993. Contemporary Sociological Theory. Prentice Hall. New Jersey. (Chapter 9)
- Elliott, A. 2009. Contemporary Social Theory: An Introduction. London & New York: Routledge (Chapters; 2, 4, 5, and 9)
- Elliott, A. (Ed.). 2010. The Routledge Companion to Social Theory. London & New York: Routledge (Chapters 5)
- Ritzer, George; Stepnisky, Jeffrey. 2018. Modern Sociological Theory. Sage. London (Chapters; 14 and 17)
- Elliott, A. (2009). Contemporary Social Theory: An Introduction. London & New York: Routledge (Chapter 6)
- Bourdieu, Pierre. 1994. "Structure, Habitus, Practices" (CST)
- Elliott, Anthony. Contemporary Social Theory: An Introduction. London & New York: Routledge, 2009.
- Ritzer, George, and Jeffrey Stepnisky. Modern Sociological Theory. London: Sage, 2018.
- Lukacs, Georg. History and Class Consciousness. New Delhi: Aakar Books, 1967.
- Bates, Thomas R. "Gramsci and the Theory of Hegemony." Journal of the History of Ideas 36, no. 2 (1975): 351-366.

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

**Nature of the Course: MS**
**Course Code: BALAS309**
**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 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 Outcome**

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**


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

**Recommended Readings**


- McGinn, Robert E.1991. Science, Technology, and Society. Prentice Hall. New Jersey (Chapters; 1, 2,3, and 4)
- Webster, Andrew.1991. Science, Technology, and Society: New Directions. Rutgers University Press. New Jersey. (Chapters 1 and 2)
- Herlea, Alexandre &Weber, Wolfhard. 2002. 'Globalisation and Technology Transfer' In Icon Vol. 8. pp. 25-32
- 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
- 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
- Franklin, Sarah. 1995. 'Science as Culture, Cultures of Science' In Annual Review of Anthropology Vol. 24 (1995), pp. 163-184
- 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
- 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
- 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
- Bagchi, Amiya Kumar. 2019. 'Marx, the Digital Divide, and Hegemony'. In Social Scientist Vol. 47, No. 5/6. pp. 31-44
- Ede, Andrew. Technology and Society: A World History. Cambridge University Press. New York. (Chapters; 7, 9, 10 and 11)

# MINOR STREAM COURSE (MS)
# LAW AND SOCIAL TRANSFORMATION

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

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

## Course Objective

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

## Course Outcome

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the Concepts** **(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**


- Sarat, Austin; Ewick, Patricia. 2015.The Handbook of Law and Society. Wiley Blackwell. Oxford
- Niumai, Ajailiu; Chauhan, Abha. (Eds.) Gender, Law and Social Transformation in India. Springer Nature. Singapore
- Chriss. James J. Law and Society: A Sociological Approach.

- Rokumoto, Kahei. 1994.Sociological Theories of Law. New York University Press. New York


**Recommended Readings**


- Anleu, Sharyn L Roach. Law and Social Change. Sage Publication. New Delhi. 2010. (Chapter 1).
- Cotterrell, Roger. "The Sociological Concept of Law". Journal of Law and Society Vol. 10, No. 2 (1983). pp. 241-255.
- Iyer, V.R. Krishna. "Law and the People' Deva, Indra. (Eds.). Sociology of Law. Oxford University Press. New Delhi.2005. pp. 73- 81.
- 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.
- Baxi, Upendra. Towards A Sociology of Indian Law. Satvahan Publication. New Delhi.1986. (Chapter 7).
- Martin, Michael. "Roscoe Pound's Philosophy of Law". Archives for Philosophy of Law and Social Philosophy Vol. 51 (1965), pp. 37-55.
- 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.
- 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.
- 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.
- Baxi, Upendra. 1986. Towards A Sociology of Indian Law. Satvahan Publication. New Delhi. (Chapters 2 and 3).
- 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.
- Galanter, Marc. 2005. 'Pursuing Equality in the Land Hierarchy'. In Deva, Indra. (Eds.). Sociology of Law. Oxford University Press. New Delhi. pp. 232- 249.

## DISCIPLINE SPECIFIC CORE (DSC) (SEMINAR/WORKSHOP)
## (CHOOSE ANYONE)

### WORKSHOP ON QUANTITATIVE DATA ANALYSIS

**Nature of the Course: DSC(W)**
**Course Code: BALAS315**
**Semester: Fifth (V)**
**Credits: 2 (L1:T1)**

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

### ARCHIVES AND ARCHAEOLOGY

**Nature of the Course: DSC(W)**
**Course Code: BALAS313**
**Semester: Fifth (V)**
**Credits: 2 (L1:T1)**

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

### HISTORY THROUGH EVERYDAY OBJECTS

**Nature of the Course: DSC(W)**
**Course Code: BALAS317**
**Semester: Fifth (V)**
**Credits: 2 (L1:T1)**

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

### GENDER AND VIOLENCE IN CONFLICT: INTERNATIONAL GUIDELINES AND TOOLKITS

**Nature of the Course: DSC(W)**
**Course Code: BALAS319**
**Semester: Fifth (V)**
**Credits: 2 (L1:T1)**

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

### GOVERNANCE AND PUBLIC POLICY LAB

**Nature of the Course: DSC(W)**
**Course Code: BALAS321**
**Semester: Fifth (V)**
**Credits: 2 (L1:T1)**

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

### VISUAL ANTHROPOLOGY

**Nature of the Course: DSC(W)**
**Course Code: BALAS323**
**Semester: Fifth (V)**
**Credits: 2 (L1:T1)**

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

## DISCIPLINE SPECIFIC CORE (DSC) (SEMINAR/WORKSHOP)
## WORKSHOP ON QUANTITATIVE DATA ANALYSIS

**Nature of the Course: DSC(W)**
**Course Code: BALAS315**
**Semester: Fifth (V)**
**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 Visualization
b. Analyzing 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**


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


**Recommended Readings**


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

# DISCIPLINE SPECIFIC CORE (DSC) (SEMINAR/WORKSHOP)
# VISUAL ANTHROPOLOGY

**Nature of the Course: DSC(W)**
**Course Code: BALAS323**
**Semester: Fifth (V)**
**Credits: 2 (L1:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course students will be able to:

**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** **(7 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** **(8 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** **(8 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** **(7 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**


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


**Recommended Readings**


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

- 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 CORE (DSC)
## URBAN SOCIOLOGY

**Nature of the Course: DSC**
**Course Code: BALAS302**
**Semester: Sixth (VI)**
**Credits: 4 (L3:T1)**

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

### Course Objective

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

### Course Outcome

After completing this course Students will be able to:

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

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

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

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

**Course Content**

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

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**


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

**Recommended Readings**


- 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
- Brown, Alison. 2017. “Urban Planning and Violence: Cause or Catalyst for Change?” Economic and Political Weekly Vol. 52, No. 7. pp. 83-90
- 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
- Williams, Stephen Wyn. 1997. “The Brown Agenda': Urban Environmental Problems and Policies in the Developing World”. Geography Vol. 82, No. 1. pp. 17-26
- Kundu, Amitabh; Saraswati, Lopamudra Ray. Migration and Exclusionary Urbanisation in India. EPW Vol. 47, No. 26/27. pp. 219-227. 2012
- Akbar, Prottoy, Victor Couture, Gilles Duranton, and Adam Storeygard. "Mobility and Congestion in Urban India." American Economic Review, 113 (4): 1083-1111. 2023
- 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)
- Dhanagare, D N. 1969. "Urbanism and Crime". Economic and Political Weekly Vol. 4, No. 28/30. pp. 1239-1242
- 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
- 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
- Vaughan, Laura; Arbaci, Sonia. The Challenges of Understanding Urban Segregation. Built Environment. Vol. 37, No. 2, Perspectives on Urban Segregation. pp. 128-138. 2011
- Urban, Florian. Mumbai’s suburban mass housing. Urban History Vol. 39, No. 1 (February 2012), pp. 128-148. 2012

# DISCIPLINE SPECIFIC CORE (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:**
**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**


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


**Recommended Readings**


- Sociological Bulletin. 2013. Special Issue on The Bombay School of Sociology: The Stalwarts and Their Legacies. May-August, 62 (2): 193-366.
- Srinivas, M.N. and M.N. Panini. 1973. 'The Development of Sociology and Social Anthropology in India', Sociological Bulletin, 22 (2): 179-215
- BSOE-142 Indian Sociological Traditions. IGNOU. New Delhi
- Srivastava, H, C. 'Concept of Tradition in Indian Sociological Thought'. Social Scientist Vol. 3, No. 3 (Oct., 1974), pp. 17-25

- Nagla, B.K; Choudhary, Kameshwar (Eds.) Indian Sociology: Theories, Domains and Emerging Concerns. Springer. 2023. Chapters, Introduction, 1, 2, 3, 4 and 7.
- 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
- Mucha, Janusz. 2012. 'Sociology of India, Sociology in India, Indian Sociology'. Polish Sociological Review No. 178 (2012), pp. 145-150.
- 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).
- Oommen, T.K. 1983. 'Sociology in India: A Plea for Contextualization'. Sociological Bulletin Vol. 32, No. 2, pp. 111-136.
- Jha, Hetukar. 2005. 'Indian Sociology in Crisis: The Need for Regional Orientation'. Sociological Bulletin Vol. 54, No. 3. pp. 396-411
- Mukherji, Partha. N. 2005. 'Sociology in South Asia: Indigenisation as Universalising Social Science'. Sociological Bulletin Vol. 54, No. 3. pp. 311-324
- Damle, Y.B. 1966. 'For A Theory of Indian Sociology'. Bulletin of the Deccan College Post-Graduate and Research Institute Vol. 25. pp. 149-162

# DISCIPLINE SPECIFIC CORE (DSC)
# ECONOMIC SOCIOLOGY

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

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

## Course Objective

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

## Course Outcome

After completing this course Students will be able to:

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

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

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

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

## Course Content

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


- Russell, James W. 1986. Modes of production in world history. Routledge. New York
- 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
- 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.
- Swedberg, Richard. 2003. Principles of Economic Sociology. Princeton University Press. New Jersey


**Recommended Readings**


- Weber Max. 1947. The Theories of Economic and Social Organisation. New York: The Free Press. (Chapter 3, Weber's 'Economic Sociology').
- Polanyi, K. 1975. The Great Transformation. New York: Octagon Press. (Chapters 5, 6, 14 and 15).
- Granovetter, M. 1985. 'Economic action and social structure: The problem of embeddedness', American Journal of Sociology, 91: 481-510

- 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).
- Calhoun, Craig; Gerteis, Joseph; Moody, James; Pfaff, Steven; Virk, Indermohan; (Eds.). Contemporary Sociological Theory. 4th Edition. Wiley Blackwell. New York. 2022 Chapters 10.
- Kalpagam, U. 1986. "Gender in Economics: The Indian Experience". Economic and Political Weekly. Vol. 21, No. 43, pp. WS59-WS61+WS63-WS66.
- Munshi, Kaivan. 2019. "Caste and the Indian Economy". Journal of Economic Literature Vol. 57, No. 4. Pp. 781-834
- 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
- Surie, Aditi. 2017. "Tech in Work: Organising Informal Work in India". Economic and Political Weekly Vol. 52, No. 20. Pp. 12-15
- 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
- Sharma, Shalendra D. 2014. "India Rising' and the Mixed Blessings of Globalisation". India Quarterly Vol. 70, No. 4. Pp. 283-297
- Mauss, Marcel 2002 (1954). *The Gift: The Form and the Reason for Exchange in Archaic Societies*. London and New York: Routledge.

# DISCIPLINE SPECIFIC CORE (DSC)
# GENDER AND SOCIETY

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

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

## Course Objective

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

## Course Outcome

After completing this course students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the Concepts** **(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**


- Altekar, A.S. 1983. The Position of Women in Hindu Civilization. Motilal Banarsidas. Delhi
- Menon, N. 2012. Seeing Like a Feminist. Penguin. London

- Rege, S. 2013. Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies. Delhi: Zubaan Publisher.
- Kramer, Laura. 2004. The Sociology of Gender. Rawat Publications. Jaipur


**Recommended Readings**


- Chafez, Janet Saltzman.2006. (Eds.) Handbook of the sociology of Gender. Springer. New York (Chapters; 15 and17)
- Farrell, Susan A; Lorber, Judith. 1991 (Eds.)The Social Construction of Gender. Sage. London. (Chapter 2, )
- Lindsey, Linda L. 2021. Gender: Sociological Perspective (7th Edition). Routledge. London. (Chapters: 10 and 14)
- Forbes, G. 1999. Women in Modern India. Cambridge: Cambridge University Press
- Momsen, Janet. 2004. Gender and Development. Routledge. New York
- Visvanathan, Nalini; Duggan, Lynn; Wiegersma, Nan; Nisonoff, Laurie. 2011. (Eds.) The Women, Gender and Development Reader. Zed Books. New York
- Chakraborty, Uma. 2003. Gendering Caste Through a Feminist Lens. STREE. Kolkata.
- Misra, Jugal Kishore. 2006. 'Empowerment of Women in India' In The Indian Journal of Political Science. Vol. 67. No. 4, pp. 867-878.
- 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
- 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
- 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
- Chatterjee, P. 1989. 'Colonialism, Nationalism and Colonized Women: The Contest in India', in American Ethnologist, 16(4): 622-633.

# MINOR STREAM COURSE (MS)
# INDIGENOUS KNOWLEDGE TRADITION (IKS)

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

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

## Course Objective

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

## Course Outcome

After completing this course, students will be able to:

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

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

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

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

## Course Content

**Unit I: Introduction to Indigenous Knowledge Systems (IKS) (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**


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


**Recommended Readings**


- 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

- 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
- Sengupta, Mayuri. “Obstacles to the use of Indigenous Knowledge”. Development in Practice Vol. 25, No. 6 (2015), pp. 880-894
- Maguire, Gerard. “Human Erosion: Indigenous Peoples and Well-Being in the Anthropocene”. Irish Studies in International Affairs Vol. 31 (2020), pp. 113-130
- Venkateshwar, Sita and Gibson, Hannah. “Anthropological Engagement with the Anthropocene”. Environment and Society Vol. 6 (2015), pp. 5-27
- 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.”
- 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)
- Biodiversity Conservation and Indigenous Knowledge Systems. EPW. 2023 Curated by Tiya Singh
- Jha, Amit. Traditional Knowledge System in India. Atlantic publishers. New Delhi. 2002
- J. K. Bajaj and M. D. Srinivas, Timeless India Resurgent India, Centre for Policy Studies, Chennai, 2001
- Radha Kumud Chatterjee (1947) Ancient Indian Education: Brahmanical and Buddhist

# MINOR STREAM COURSE (MS)
# RURAL SOCIOLOGY

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

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

## Course Objective

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

## Course Outcome

After completing this course, students will be able to:

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

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

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

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

## Course Content

### Unit I: Unboxing the Concepts (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**


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


**Recommended Readings**


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

- Ohlin, R. WTO, and Indian Agriculture. New Delhi: Global Research Publications, 2010.
- Nayak, S. Globalization and the Indian Economy: Roadmap to a Convertible Rupee. Routledge, 2009.
- Deshpande, R. Agrarian Crisis and Farmer Suicides. Sage India, 2010
- Redfield, Robert. The Little community and Peasant Society and Culture. University of Chicago Press, 1989.
- Sihag, B. S. India's Rural Development: Policies and Performance. Sage Publications India, 2016.
- 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 AGEING

**Nature of the Course: MS**
**Course Code: BALAS314**
**Semester: Sixth (VI)**
**Credits: 4 (L3:T1)**

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

**Course Objective**

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

**Course Outcome**

After completing this course Students will be able to:

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

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

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

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

**Course Content**

**Unit I: Unboxing the Concepts** **(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**


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

**Recommended Readings**


- Vinod Kumar (1996) (ed.); Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences.
- Proceedings of the United Nations Round Table on the "Ageing of Asian Populations". Bangkok,1994
- Alfred de Soza; Walter Fernandes (1982) (eds.); Ageing in South Asia: Theoretical Issues and Policy Implications: New Delhi: Indian Social Institute.
- Indira Jai Prakash (1991) (ed.); Quality Aging: Collected papers Varanasi: Association of Gerontology.
- P. K. Dhillon (1992) Psycho-Social Aspects of Ageing in India, New Delhi: Concept Publishing Company.
- Added Years of Life in Asia (1996): Current Situation and Future Challenges, New York: United Nations.
- P. C. Bhatla (2000) (ed.); Lecture-Series in Geriatrics, New Delhi: National Institute of Primary Health.
- 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
- S. K. Biswas (1987) (ed.); Ageing in Contemporary India Calcutta: Indian Anthropological Society (Occasional Papers)
- E. Palmore (1993) (ed.); Developments and Research on Aging, Westport: Greenwood Press.
- S. K. Choudhary (1992) (ed.); Problems of the Aged and of Old Age Homes Bombay: Akshar Prathi Roop Limited.
- Alam, Moneer.2006. Aging in India: Socio-Economic and Health Dimensions. Academic Foundation, New Delhi.

# MINOR STREAM COURSE (MS)
# SOCIOLOGY OF POLICY

**Nature of the Course: MS**
**Course Code: BALAS316**
**Semester: Sixth (VI)**
**Credits: 4 (L3:T1)**

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

## Course Objective

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

## Course Outcome

After completing this course students will be able to:

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

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

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

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

## Course Content

### Unit I: Public Policy: Unboxing the Concepts (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**


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


**Recommended Readings**


- 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).

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

**Readings**

- Thompson, John B. 'The Rise of Mediated Interaction' In The Media and Modernity: A Social Theory of the Media, Stanford, CA: Stanford UP, 1995.

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

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

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

**Readings**

- 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.
- 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
- Thompson, John B. 'The Rise of Mediated Interaction' In The Media and Modernity: A Social Theory of the Media. Stanford, CA: Stanford UP, 1995.
- Barthes, Roland. 'The Photographic Message' In Image, Music and Text Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.
- 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: 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

**Readings**

- 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.
- Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In On Television. New York: The New Press. Pp. 39-67.
- Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In The Culture Industry: Selected Essays in Mass Culture. London: Routledge. Pp. 98-106.

- 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.
- Naficy, Hamid. 'Ideological and Spectatorial Formations' In A Social History of 159 Iranian Cinema. Durham [N.C.]: Duke UP, 2011. pp. 71-140
- 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).
- 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
- Palmer, John R. "Theories of Social Change and the Mass Media." *Journal of Aesthetic Education* 5, no. 4 (1971): 127–49
- 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
- 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: 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

**Readings**


- Zizek, Salvoj. The Pervert's Guide to Ideology (Documentary).
- Anjaria, Ulka. (2021). Understanding Bollywood: The Grammar of Hindi Cinema. Routledge. New York. (Chapter 6).
- Datta, Sangeeta. "Globalisation and Representations of Women in Indian Cinema." *Social Scientist* 28, no. 3/4 (2000): 71–82.
- Deshpande, Anirudh. "Indian Cinema and the Bourgeois Nation State." *Economic and Political Weekly* 42, no. 50 (2007): 95–103.
- 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.
- 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)


**Text Books**


- Lindner, Andrew M and Barnard, Stephen R. (2020). *All Media Are Social: Sociological Perspectives on Mass Media*. Routledge. New York.

- Moores, S. (2000). *Media and Everyday Life in Modern Society*. Edinburgh University Press.
- Briggs, Asa & Peter Burke. A Social History of the Media: From Gutenberg to the Internet. Cambridge: Polity. 2002.
- Wayne, Mike. *Marxism and Media Studies: Key Concepts and Contemporary Trends*. Pluto Press, 2003.
- Jackson, John D. (2011). *Mediated society : A Critical Sociology of Media.* Oxford University Press. Toronto.
- Pavlik, John V. *Media in the Digital Age*. Columbia University Press, 2008.
- Prasad, Mahdava M. (1998). Ideology of the Hindi Film: A Historical Construction. Oxford University Press. New Delhi.


**Pedagogy**

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

# 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 Outcome

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**


- Good, B. 1994. *Medicine, Rationality, and Experience*: *An Anthropological Perspective.* Cambridge: Cambridge University Press.
- 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.
- Leslie and Young .1992. *Paths to Asian medical knowledge*: Comparative studies of health systems and medical care. Berkeley-University of California Press.
- Rao (2004). '*The unheard scream: reproductive health and women's lives in India*'.Zubaan and PanosInstitute:N. Delhi.
- V Sujatha. 2014, *Sociology of Health and Medicine: New Perspective*. Oxford University Press
- Das, V. 2015. *Affliction. Health, Disease, Poverty*. New York: Fordham University Press.


**Recommended Readings**


- Mattingly, C. and L. C. Garro. (eds.). 2001. *Narrative and the Cultural Construction of Illness and Healing.* Berkley: University of California Press.

- Cohen, L. 2000. *No Aging in India. Alzheimers', the Bad Family and Other Modern Things*. Delhi, Oxford University Press.
- Mol, A. 2002. *The Body Multiple: Ontology of Medical Practice*. Durham: Duke University Press.
- Bode, M. 2008. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000.* Delhi: Orient Blackswan.
- Linclon c chen, Arthur Kleinman, Ed., 1994, *Health and social change in international perspective*. Harvard School of Public health.
- Banerjee Madhulika (2000). *Power, culture and medicine: Ayurveda pharmaceuticals in the modern market'* contribution to Indian Sociology, 36: 435
- 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.
- Sujatha V and Leena Abaraham (ed.)' *Medical Pluralism in contemporary India*. New Delhi: Orient black Swam.
- Pradhan Queeny, (2017). Hygeia, Disease, Municipal order: A Paradox in the Dill. Oxford University Press.
- 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.
- Bryson (1999). *Feminist debates, issues of theory and political practice*. 68-69, London: McMillan Press, Business Week 1993, An Ultrasound Foothold in Asia. BusinessWeek.
- 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.
- Clarke and Virgina (1999). *Revisioning women, health and healing; feminist, cultural and techno science perspectives*. New York: Routledge.
- Conrad and Peter (2007).The Medicalization of Society: *On the Transformation of Human Conditions into Treatable Disorder*s, Baltimore: The Johns Hopkins University Press.
- Doyal, Leslie (1995). *What makes women sick: gender and the political economy of health.* New Jersey: Rutgers University Press.
- 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 labors in the contemporary period. The course addresses key issues in industrial culture, investigates the dimensions of work concerning alienation, gender, caste, and child labor, and analyzes contemporary transformations in work, such as the gig economy, technological advancements, unemployment, and social security.

## Course Outcome

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**


- Edgell, Stephen. 2012. The Sociology of Work: Continuity and Change in Paid and Unpaid Work. Sage. London.
- Edgell, Stephen, Heidi Gottfried, and Edward Granter. 2015. *The SAGE Handbook of the Sociology of Work and Employment*. *SAGE Publications Ltd eBooks*
- Parry, Jonathan P., Jan Breman, and Karin Kapadia. 1999. *The Worlds of Indian Industrial Labour*. *SAGE Publications*


**Readings:**

**Unit 1**


- Engels, Frederick. 1950. *The part played by labour in the transition from ape to man*. International Publishers. New York.
- Marx, Karl. 1948. Capital Vol. 1. Progress Publisher. Moscow. (Chapter 7, Section I)

- Grint, Keith. 2005. 'Classical Approaches to Work: Marx, Durkheim and Weber' in The Sociology of Work: An Introduction. Cambridge: Polity Press. (Pages 90-112)
- 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
- 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.
- Grint, Keith. 2015. The Sociology of Work. Malden. Polity Press. (Chapters: 1, 2, and 3)
- J. A. Barnes. "Durkheim's Division of Labour in Society." Man 1, no. 2 (1966): 158–75. https://doi.org/10.2307/2796343.
- 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.
- 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
- 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.
- 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**


- Bell, Daniel. 1976, The Coming of Post-Industrial Society, London: Heineman, Introduction, Pp.12-45
- Kumar, Krishan.1973, Prophecy and Progress, London: Allen Lane, Ch. 6, Pp. 185-240
- Wood, Stephen. "The Deskilling Debate, New Technology and Work Organization." *Acta Sociologica* 30, no. 1 (1987): 3–24.
- Ramaswamy E. A. and Uma Ramaswamy. 1981, Industry and Labour, New Delhi: Oxford University Press, Chapter 3, Pp.33-65.


**Unit 3**


- Marx, Karl. 1977. *Economic and Philosophical Manuscript*. Progress Publishers. Moscow. (Section on Estranged Labour).
- 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)
- 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.
- Taylor, Steve. 1998. 'Emotional Labour and the new Workplace' in Thompson and Walhurst (eds.) Workplace of the Future. London: Macmillan. (Pages 84-100)

- 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.
- 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.
- 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.
- 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.
- 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**


- Standing, Guy. 2011. The Precariat: The New Dangerous Class. Bloomsbury. New York (Chapters 1 to 5).
- Husw, Ursula. *Labor in the Global Digital Economy: The Cybertariat Comes of Age*. NYU Press, 2014.
- Dorschel, R. (2022) Reconsidering digital labour: bringing tech workers into the debate. *New Technology, Work and Employment*, 37, 288–307.
- Tyson, Laura D., and John Zysman. "Automation, AI & Work." *Daedalus* 151, no. 2 (2022): 256–71.
- 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.
- S. Mahendra Dev, and Vijay Mahajan. "Employment and Unemployment." *Economic and Political Weekly* 38, no. 12/13 (2003): 1252–61
- 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 Outcome

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

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

a. Positivist Methodology in Sociology
b. The School of Logical Positivism
c. 'Rules of Sociological Method' in Emile Durkheim's functionalism
d. Positivism in Marx's approach to knowledge: Historical materialism
e. 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:
    - Methods of Quantitative Research I: Survey
    - Methods of Quantitative Research II: Statistical analyses
    - Methods of Qualitative Research I: Observation and Participant Observation
    - Methods of Qualitative Research II: Interviews, Focussed 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**

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

**Readings**

**Unit 1**

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

**Unit 2**

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

**Unit 3**

- P. Alasuutari, L. Bickman and J. Brannen. Ed. 2008. *The SAGE Handbook of Social Research Methods*.
- Goode, W. and Hatt, P. 1952. *Methods of Social Research*. McGraw Hill, New York.

**Unit 4**

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

- 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 Outcome

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

**Recommended Readings**

- Morrish, Ivor. 1976. The Sociology of Education: An Introduction. Ruskin House. London. (Chapter 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
- Nawani, Disha. "Caste among Schoolchildren." *Economic and Political Weekly* 49, no. 36 (2014): 67–69.
- 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
- 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: 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

**Recommended Readings**

- 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.
- 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
- Berman, Edward H. "STATE HEGEMONY AND THE SCHOOLING PROCESS." *The Journal of Education* 166, no. 3 (1984): 239–53.
- Illich, Ivan. 1971. Deschooling Society. Harper and Row. New Yok (Selected Chapters).
- Pathak, Avijit. 2002. Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers. Delhi. (Chapter 4)

**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

**Recommended Readings**

- Neelsen, John P. "Education and Social Mobility." Comparative Education Review 19, no. 1 (1975): 129–43

- 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.
- 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
- 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
- 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
- Freire, Paulo. (1970/1993). Pedagogy of the Oppressed. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67
- 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: 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

**Readings**


- Patnaik, Prabhat. "Education and Globalisation." *Social Scientist* 33, no. 9/10 (2005): 100–111. http://www.jstor.org/stable/3518095.
- Das, Suranjan. "The Higher Education in India and the Challenge of Globalisation." *Social Scientist* 35, no. 3/4 (2007): 47–67.
- 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.
- 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.
- AIFRTE (All India Forum for the Right to Education). 2010. Neoliberal Assault on Higher Education: An Agenda for Putting India on Sale. Bengaluru: AIFRTE.
- Vivanki, V. 2014. "Teach for India and Education Reform: Some Preliminary Reflections." Contemporary Education Dialogue 11 (1): 137–47.
- Thapliyal, Nisha. 2018. "We Shall Fight, We Shall Win: An Activist History of Mass Education in India". *Education As Change* 22 (2).

**Text Books**


- Jayaram, N. 2015. Sociology of Education in India. Rawat Publications. New Delhi
- Kumar, Krishna. 2004. What is Worth Teaching. New Delhi: Orient Longman
- Pathak, Avijit. 2021. Ten Lectures on Education: Pedagogic and Sociology Sensibilities. Routledge. New Delhi
- Morrish, Ivor. 1976. The Sociology of Education: An Introduction. Ruskin House. London.
- Chopra, R., and P. Jeffery, eds. 2005. Educational Regimes in Contemporary India. New Delhi: Sage Publications.
- Nambissan, Geetha B., and Srinivasa Rao (eds). 2012. Sociology of Education in India: Changing Contours and Emerging Concerns. Oxford University Press. Delhi


**Pedagogy**

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

# MINOR STREAM COURSE (MS)
# GLOBALIZATION AND SOCIETY

**Nature of the Course: MS**
**Course Code: BALAS411**
**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

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**


- Pathak, Avijit. Modernity, Globalization and Identity: A Reflexive Quest. Aakar Books. New Delhi. 2006
- Singh, Yogendra. Culture Change in India: Identity and Globalization. Rawat. Jaipur. 2006
- Appadurai, Arjun. Modernity at Large: Cultural Dimensions of Globalization. Oxford University Press. Delhi. 1997.

- Joseph E. Stiglitz. Globalization & its Discontents. Norton & Company. New York. 2002.


**Recommended Readings**


- Gokulsing, K. Moti; Dissanayake, Wimal. (Eds.) Popular Culture in a Globalised India. Routledge. New York. 2009
- Goodman, Douglas J. 2007 'Globalization and Consumer Culture' In Ritzer, George (Eds.). The Blackwell Companion to Globalization. Blackwell Publishing. Malden. pp. 330- 351
- Srinivasan, T.N. "The Costs of Hesitant and Reluctant Globalization: India". Indian Economic Review New Series, Vol. 38, No. 2. pp. 131-155
- 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
- Naidu, Y. Gurappa. 2006. "Globalisation and Its Impact on Indian Society". The Indian Journal of Political Science. Vol. 67, No. 1. pp. 65-76
- Kumar, Vivek. 2001. "Globalisation and Empowerment of Dalits in India". Indian Anthropologist Vol. 31, No. 2 (December 2001), pp. 15-25
- 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
- Gupta, Suman; Basu, Tapan; Chattarji, Subarno. Globalization in India: Contents and Discontents. Pearson. Delhi (Chapters: 1, 6, 8, and 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
- 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
- Fuller, Chris; Assayag, Jackie. 2005. (Eds.) Globalizing India: Perspectives from Below. Anthem Press. London. (Chapters; 1, 2, 8, 9 and 10).
- Pierce, Clayton; Kellner, Douglas. 2007. 'Media and Globalization' In Ritzer, George (Eds.). The Blackwell Companion to Globalization. Blackwell Publishing. Malden. pp. 367-382

# MINOR STREAM COURSE (MS)
# SOCIOLOGY OF INDIAN DIASPORA

**Nature of the Course: MS**
**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 Outcome**

After completing this course students will be able to:

**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.

***Selected Readings***


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


***Extended Readings***


- Jayaram, N. ed. (2011). *Diversities in the Indian Diaspora: Nature, Implications, Responses.* OUP: New Delhi. (chapters 1 and 14)
- Jain, R. (1993). *Indian Communities Abroad: Themes and Literature*. Manohar Publishers & Distributors: Delhi.
- Sinha, J. and Sur, A. (2017). 'South Asians Beyond South Asia: Issues in Diaspora,' in Pathak D.N. (ed.), *Another South Asia!* Primus Books: Delhi.
- Markovits, C. (2000). *The Global World of Indian Merchants: Traders of Sind from Bukara to Panama.* Cambridge University Press: New York.
- Khilnani, S. (1999). *The Idea of India*. Farrar, Straus and Giroux: New York.


**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.

***Selected Readings***


- Feldhaus, A. (2003). *Connected Places: Region, Pilgrimage, and Geographical Imagination in India.* Palgrave Macmillan: New York.
- 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).

- Yarshater, E. (1983, reprint 1996). 'Buddhism Among Iranian peoples.' *The Cambridge History of Iran, Vol. 3(2).* Cambridge University Press.
- Jain, P. C. (1989). 'Emigration and Settlement of Indians Abroad.' *Sociological Bulletin*, *38*(1), 155–168. http://www.jstor.org/stable/23619921
- 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
- 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)
- 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)
- Gandhi, M.K. (1940). *An Autobiography: The Story of My Experiments With Truth*. Navajivan Publishing House: Ahmedabad.
- Desai, R. (1963). *Indian Immigrants in Britain*. London: Oxford University Press.


***Extended Readings***


- UNDP Human Development Report 2009, Palgrave Macmillan: New York. (chapter 2). Report available at https://hdr.undp.org/system/files/documents/human-development-report-2009-english.human-development-report-2009-english
- Kaur, M. and Isa M. (2020). *Between the Bay of Bengal and the Java Sea: Trade Routes, Ancient Ports & Cultural Commonalities in Southeast Asia.* Marshall Cavendish International (Asia).
- Salguero, C. P. (2009). 'The Buddhist Medicine King in Literary Context: Reconsidering an early Medieval Example of Indian Influence on Chinese Medicine and Surgery.' *History of Religions, February, Vol. 48, No.3.*
- Lal, B.V. (1992) Broken Waves: A History of the Fiji Islands in the Twentieth Century. University of Hawaii Press.
- Françoise De Bel-Air. (2024) 'As the Gulf Region Seeks a Pivot, Reforms to Its Oft-Criticized Immigration Policies Remain a Work in Progress,' *Migration Policy Institute.* Available at https://www.migrationpolicy.org/article/gulf-region-gcc-migration-kafala-reforms


**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.***

***Selected Readings***


- Kapur, D. (2010). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton University Press: Princeton and Oxford.
- Desai, M. (2020). *The United States of India: Anticolonial Literature and Transnational Refraction.* Philadelphia: Temple University Press. (chapter 4)
- Sukhatame, S.P. and Mahadevan, I. (1988). 'Brain Drain and the IIT Graduate.' *Economic and Political Weekly 23, No. 25 (June 18): 1285–93*.
- Khadria, B. (1999). *The Migration of Knowledge Workers: Second-Generation Effects of India's Brain Drain.* Sage Publications: New Delhi
- Kessinger, T. (1974). *Vilayatpur 1848-1968: Social and Economic Change in a North Indian Village*. University of California Press: Berkeley.
- 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*.
- Rai, S. (2023). *Networked Bollywood: How Star Power Globalised Hindi Cinema.* Cambridge University Press: UK.
- Mehta, R.B. and Pandharipande, R.V. (2011). *Bollywood and Globalisation: Indian Popular Cinema, Nation, and Diaspora.* Anthem Press: London, New York, Delhi.


***Extended Readings***


- Srinivas, M.N. (1995). *Social Change in Modern India.* Orient Longman: Delhi.
- Khatkhate, D. (1971). 'Brain Drain as a Social Safety Valve.' *Finance and Development 18, no. 1: 34–39.*
- Khadria, B. (1999). 'Of Dreams, Drain, and Dams: Metaphors in the Indian Emigration of Talent.' *India International Center Quarterly 26, no. 3: 79–90*.
- Kapur, D. and McHale, J. (2005). *The Global War for Talent: Implications and Policy Response for Developing Countries.* Center for Global Development: Washington, DC.
- Bhagwati, J. (1983). International Factor Mobility. MIT Press: Cambridge, MA.
- Weiner, M., Katzenstein, M.F. and Rao, K.V.N. (1981). *India's Preferential Policies: Migrants, the Middle Classes, and Ethnic Equality.* University of Chicago Press: Chicago.
- Mohan, C.R. 'Indian Diaspora and "Soft Power".' *The Hindu*, 6 January 2003.
- Kaur, R. and Sinha, A.J. (2005). *Bollywood: Popular Indian Cinema Through a Transnational Lens.* Sage: New Delhi.
- Juluri, V. (2013). *Bollywood Nation: India Through Its Cinema.* Penguin Books: Delhi.


**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.***

***Selected Readings***


- 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
- 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
- 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
- Harris, K. (2019). *The Truths We Hold: An American Journey*. Penguin Books.
- Ashcroft, M. (2020). *Going for Broke: The Rise of Rishi Sunak*. Biteback Publishing.
- 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/
- 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*.
- 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
- Soundararajan, T. (2022). *The Trauma of Caste: A Dalit Feminist Meditation on Survivorship, Healing, and Abolition*. North Atlantic Books.


***Extended Readings***


- Bald, V. (2013). *Bengali Harlem and the Lost Histories of South Asian America.* Harvard University Press: Cambridge.
- Banerjee, P. (2022). *The OpportUnity Trap: High-Skilled Workers, Indian Families, and the Failures of the Dependent Visa Program.* NYU Press: New York.
- Davé, S. 2012. 'Matchmakers and Cultural Compatibility: Arranged Marriage, South Asians, and American Television.' South Asian Popular *Culture 10(2): 167-182.*
- Shankar, S. (2008). *Desi Land: Teen Culture, Class, and Success in Silicon Valley*. Duke University Press: Durham.
- Burton, A. (2016). *Africa in the Indian Imagination: Race and the Politics of Postcolonial Citation*. Durham: Duke University Press. (chapter 2)
- Nandy, A. (2004). 'The Changing Popular Culture of Indian Food: Preliminary Notes.' *South Asia Research, 24(1), 9-19.* Available at https://doi.org/10.1177/0262728004042760
- Bahadur, G. (2014). *Coolie Women: The Odyssey of Indenture.* University of Chicago Press: Chicago.
- Persard, S. (2022). 'Archives in Drag: Performing Nachaniya Towards a Queer Theory of Indenture.' *Journal of Indentureship and its Legacies 2(1): 15-36*.

**Pedagogy**

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

# 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 Outcome

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 Labor
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**


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


**Recommended Readings**


- Chafez, Janet Saltzman.2006. (Eds.) Handbook of the sociology of Gender. Springer. New York (Chapters; 15 and17).
- Farrell, Susan A; Lorber, Judith. 1991 (Eds.) The Social Construction of Gender. Sage. London. (Chapter 2).

- Lindsey, Linda L. 2021. Gender: Sociological Perspective (7th Edition). Routledge. London. (Chapters: 10 and 14).
- Forbes, G. 1999. Women in Modern India. Cambridge: Cambridge University Press
- Momsen, Janet. 2004. Gender and Development. Routledge. New York.
- Visvanathan, Nalini; Duggan, Lynn; Wiegersma, Nan; Nisonoff, Laurie. 2011. (Eds.) The Women, Gender and Development Reader. Zed Books. New Yor.
- Chakraborty, Uma. 2003. Gendering Caste Through a Feminist Lens. STREE. Kolkata.
- Misra, Jugal Kishore. 2006. 'Empowerment of Women in India' In The Indian Journal of Political Science. Vol. 67. No. 4, pp. 867-878.
- 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.
- 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.
- 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.
- 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 Outcome

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
    - Free Market - Invisible hand: Classical Liberalism
    - State Controlled Market: Keynesian Model
    - State and market: Marxist theories of the capitalist state
    - Neoliberalism: government through the market

**Recommended Readings**

- Lie, John. "Sociology of Markets." *Annual Review of Sociology* 23 (1997): 341–60
- Polanyi, K., 2001, The Great Transformation. The political and economic origins of our time, Boston, Beacon Press, 317 p. -Chapter 4 to 6.
- Beckert, J., 2009, "The social order of markets", Theory and Society, 38 (3), p. 245-269.
- 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
- Beckert, Jens. "Postscript: Fields and Markets: Sociological and Historical Perspectives." *Historical Social Research / Historische Sozialforschung* 36, no. 3 (137) (2011): 223–34.
- Datta, R. (1999). From Medieval to Colonial: Markets, Territoriality and the Transition in Eighteenth Century Bengal. *The Medieval History Journal*, *2*(1), 143-167
- Mohanty, Pramod Kr. "Bazar as a contesting public space: Its differening 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:**

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

- Riain, Sean O. “States and Markets in an Era of Globalization.” Annual Review of Sociology 26 (2000): 187–213.
- Ravenhill, John. “Entrepreneurial States: A Conceptual Overview.” *International Journal* 73, no. 4 (2018): 501–17
- 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
- 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**

- Filgstein, Neil; McAdam, Doug. 2019. "States, social movements and markets". In Socio-Economic Review. Volume 17, Issue 1. pp 1–6
- Nadeau, R., Daoust, J. F., & Arel-Bundock, V. (2019). The market, the state and satisfaction with democracy. *West European Politics*, *43*(1), 250–259.
- 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)
- Haddorff, David W. 2000. "Religion and the Market: Opposition, Absorption, or Ambiguity?" In Review of Social Economy. Vol. 58, No. 4. pp. 483-504
- 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).
- Fligstein, Neil. “Markets as Politics: A Political-Cultural Approach to Market Institutions.” *American Sociological Review* 61, no. 4 (1996): 656–73
- 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)
- V. S. Vyas. “Ensuring Food Security: The State, Market and Civil Society.” *Economic and Political Weekly* 35, no. 50 (2000): 4402–7.
- 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**

- 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)
- Rangarajan, C. "State, Market and the Economy: The Shifting Frontiers." *Economic and Political Weekly* 35, no. 16 (2000): 1386–90.
- Prakash, Aseem. 2020. Dalit Capital: State, Markets and Civil Society in Urban India. Routledge. New Delhi (Chapters: 1, 4, and 7)
- 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**

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

**Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

# DISCIPLINE SPECIFIC CORE (DSC)
# ETHNOGRAPHIC 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 Outcome

After Completing this course students will be able to:

**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:**


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


**Readings:**

**Unit I**


- Gobo, Giampietro. (2008). Doing Ethnography. Sage. London (Chapters: 1, 2, 5, and 7).
- Amit, Vered. (2003). Constructing the Field: Ethnographic Fieldwork in the Contemporary World. Routledge. (Chapters: 1).
- Wardle, Huon; Blasco, Paloma Gay y. (2007). How to Read Ethnography. Routledge. New York. (Relevant Chapters).

- 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).
- O'Reilly, Karen. (2005). Ethnographic Methods. Routledge. New York. (Relevant Chapters).


**Unit II**


- van den Scott, L.-J. K. (2018). Visual Methods in Ethnography. Journal of Contemporary Ethnography, 47(6), 719-728
- Heider, K. G. (2006) "The Attributes of Ethnographic Film". In Ethnographic film. Austin: University of Texas Press. pp. 50-109.
- Kumar, Rathees. (2022). Sound Subjects and Hearing Cultures: Towards an Acoustic Ethnography. Studies in Indian Politics, 10(1), 138-144.
- Bauman, Richard, and Joel Sherzer. "The Ethnography of Speaking." An Annual Review of Anthropology 4 (1975): 95–119
- Cohen, Sara. "Ethnography and Popular Music Studies." Popular Music 12, no. 2 (1993): 123–38.
- Hine, Christine. (2000). Virtual Ethnography. Sage Publications. London. (Chapters: 1, 2, 3 and 4).
- 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).
- 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**


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


**Unit IV**


- Taylor, T.L; Pearce, Celia; Nardi, Bonnie; Boellstroff, Tom. (2012). Ethnography And Virtual Words: A Handbook of Method. Princeton University Press. Princeton. (Chapter: 3)
- Clifford, James and George Marcus. 1986. Writing Culture: The Poetics and Politics of Ethnography. London: University of California Press

- Archer, M., & Souleles, D. (2021). Introduction: Ethnographies of power and the powerful. Critique of Anthropology, 41(3), 195-205.
- Gobo, Giampietro. (2008). Doing Ethnography. Sage. London (Chapter 8).
- 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 Outcome

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**


- 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 Publishings. Oxford

- 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**


- 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**


- 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**


- 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**


- 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.

# 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 Outcome

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**


- Strinati, Dominic, *An Introduction to Theories of Popular Culture*, London: Routledge, 1995.
- Fiske, John, *Reading the Popular*, London: Unwin Hyman. 1989.
- Kakar, Shalini. 2023. Devotional Fanscapes: Bollywood Star Deities, Devotee-Fans, and Cultural Politics in India and Beyond. Lexington Books. London
- 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**


- Storey, John. 2012. "What is popular culture?" Pp. 1-5 in Cultural theory and popular culture: An introduction. Harlow: Pearson.
- Grindstaff, Laura. 2008. "Culture and Popular Culture: A Case for Sociology." American Academy of Political and Social Science 619: 206-222.
- Oscar Handlin, "Comments on Mass and Popular Culture," in Norman Jacobs (ed.), *Mass Media in Modern Society*, Routledge: New York. 1992.
- Mukerji, Chandra and Michael Schudson (eds), *Rethinking Popular Culture,* Berkeley: University of California Press, 1991.
- Strinati, Dominic, *An Introduction to Theories of Popular Culture*, London: Routledge, 1995.
- Fiske, John, *Reading the Popular*, London: Unwin Hyman. 1989.
- Goodall, Peter, *High Culture, Popular Culture: The Long Debate*, St. Leonards: Allen & Unwin, 1995.


**Unit 2**


- Dev Nath Pathak and Sasanka Perera, *Culture and Politics in South Asia: Performative Communication*, Taylor and Francis: 2018.
- Abhishek Borah, *Mine Your Language*, Penguin Random House India: 2024. Chapter 17, 'A crash course on charism from Barack Obama and Mahatma Gandhi.'
- 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.
- 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.'
- Kakar, Shalini. 2023. Devotional Fanscapes: Bollywood Star Deities, Devotee-Fans, and Cultural Politics in India and Beyond. Lexington Books. London. (Chapter 1)
- 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**


- 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.

- 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.
- 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.
- Nandy, Ashis. (2004). The Changing Popular Culture of Indian Food: Preliminary Notes. South Asia Research, 24(1), 9–19.
- 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.
- 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.
- 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-111603594249081.html
- 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.'
- 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.
- 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.
- Kidambi, Prashant (2011). "Hero, celebrity and icon: Sachin Tendulkar and Indian public culture". The Cambridge Companion to Cricket. pp. 187–202


**Unit 4:**


- Nancy Armstrong and Leonard Tennenhouse (ed.), *Violence of Representation*, Routledge: London, 1989 (latest edition in 2014).
- Chakravarty, Sumita S. "Reflections on the Body Beautiful in Indian Popular Culture." *Social Research* 78, no. 2 (2011): 395–416
- Singh, Santosh K. "The Caste Question and Songs of Protest in Punjab." *Economic and Political Weekly* 52, no. 34 (2017): 33–37
- Sharmila Rege. "Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra." *Economic and Political Weekly 37, no. 11 (2002): 1038–47*.
- Jacqueline Bobo, *Black Feminist Cultural Criticism*, Blackwell Publishers: New York, 2001.
- Wiggins, B.E. (2019). *The Discursive Power of Memes in Digital Culture: Ideology, Semiotics, and Intertextuality.* Routledge.

- 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**


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


- Becker, H. S. (2018). Outsiders: Studies in Sociology of Deviance. United Kingdom: Free Press.

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


**Pedagogy**

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

# MINOR STREAM COURSE (MS)
# ECONOMY AND SOCIETY

**Nature of the Course: MS**
**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 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**


- Russell, James W. 1986. Modes of production in world history. Routledge. New York
- 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
- 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.
- Swedberg, Richard. 2003. Principles of Economic Sociology. Princeton University Press. New Jersey


**Recommended Readings**


- Weber Max. 1947. The Theories of Economic and Social Organisation. New York: The Free Press. (Chapter 3, Weber's 'Economic Sociology').
- Polanyi, K. 1975. The Great Transformation. New York: Octagon Press. (Chapters 5, 6, 14 and 15).

- Granovetter, M. 1985. 'Economic action and social structure: The problem of embeddedness', American Journal of Sociology, 91: 481-510
- 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).
- Calhoun, Craig; Gerteis, Joseph; Moody, James; Pfaff, Steven; Virk, Indermohan; (Eds.). Contemporary Sociological Theory. 4th Edition. Wiley Blackwell. New York. 2022 Chapters 10.
- Kalpagam, U. 1986. "Gender in Economics: The Indian Experience". Economic and Political Weekly. Vol. 21, No. 43, pp. WS59-WS61+WS63-WS66.
- Munshi, Kaivan. 2019. "Caste and the Indian Economy". Journal of Economic Literature Vol. 57, No. 4. Pp. 781-834
- 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
- Surie, Aditi. 2017. "Tech in Work: Organising Informal Work in India". Economic and Political Weekly Vol. 52, No. 20. Pp. 12-15
- 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
- Sharma, Shalendra D. 2014. "India Rising' and the Mixed Blessings of Globalisation". India Quarterly Vol. 70, No. 4. Pp. 283-297
- Mauss, Marcel 2002 (1954). *The Gift: The Form and the Reason for Exchange in Archaic Societies*. London and New York: Routledge.

# MINOR STREAM COURSE (MS)
# ETHNIC IDENTITY AND ETHNICITY

**Nature of the Course: MS**
**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 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
c. Case of Nagaland
d. Ethnic conflicts and their management; ethnic(sub-national) movements
e. Case of Assam and Jharkhand

**Pedagogy**

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

**Text Books**


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


**Recommended Readings**


- 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.

- Agnew, Vijay. 2005. (Eds.) Diaspora, Memory, and Identity: A Search for Home. University of Toronto Press. Introduction and Chapter 1 (pp. 3-22).
- "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
- 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.
- 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
- Baruah, Sanjib. 1986. 'Immigration, Ethnic Conflict, and Political Turmoil--Assam, 1979-1985'. Asian Survey. Vol. 26, No. 11; pp. 1184-1206
- 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
- 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
- Brubaker, Rogers. 'Ethnicity, Race, and Nationalism'. Annual Review of Sociology Vol. 35 (2009), pp. 21-42.
- Noel, Donald L. 1968. 'A Theory of the Origin of Ethnic Stratification'. Social Problems Vol. 16, No. 2, pp. 157-172.
- Fittante, Daniel. 2023. 'Diasporic multiculturalism'. Current Sociology. https://doi.org/10.1177/00113921231194090
- 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.