

Syllabus from 1<sup>st</sup> to 3<sup>rd</sup> Year  
BA Liberal Arts  
(Sociology)

University School of Liberal Arts  
Guru Gobind Singh Indraprastha University

**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 2024-25 onwards)

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

Scheme and Syllabus for

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

Offered by

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



**Guru Gobind Singh Indraprastha University**  
Sector 16C, Dwarka, Delhi – 110078 [INDIA]  
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**Approval History:**

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

## **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 will constitute 1 credit.

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

## 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 \_\_\_\_\_

Minor specialization shall mean \_\_\_\_\_

Paper / Course shall be treated as synonyms.

Acronyms:

**APC:** Academic programme committee comprising of all faculty of the school and as defined in the implementation rules.

**BOS:** Board of Study of the school

**USLA:** University School of Liberal Arts.

**L:** Number of Lecture hours per week

**T/P:** Number of Tutorial/ Practical Hours per week

**C:** Number of credits assigned to a course/paper

**COE:** Controller of Examinations of the Examinations Division of the University.

**SGPA/CGPA:** Semester/Cumulative Grade Point Average.

**NUES:** No term-end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study.

**DSC:** Discipline-Specific Core Course

**DSE:** Discipline-Specific Elective Course

**OE:** Open Elective Course

**SEC:** Skill Enhancement Course

**AEC:** Ability Enhancement Course

**VAC:** Value Addition Course

**RP:** Research Project

**NOTE:** THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 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 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
- **UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing ... credits and satisfying the minimum credit requirement as given in the table.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in the table.
- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under

the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure ...credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

- UG Degree Programmes with Single Major: A student has to secure a minimum of 50 % DSCs, FCs, 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 96 credits in History from DSCs', FCs' 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 32 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 32 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).

S. No	Broad Category of Courses	Minimum Academic Credits Requirement	
		3- Year UG	4-Year UG
1.	Major (Core)	60	80
2.	Minor Stream	24	32
3.	Inter-Disciplinary	09	09
4.	Skill Enhancement Courses (SEC)	09	09
5.	Ability Enhancement Course (AEC)	08	08
6.	Value Added Courses common for all UG Programmes	08	06-08
7.	Summer Internship	02-04	02-04
8.	Research Project/Dissertation	00	12
	<b>Total</b>	<b>120</b>	<b>160</b>

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 3<sup>rd</sup> 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 AND POLITICAL SCIENCE**

### **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
- Project Work- 10
- Filed Work/Audio-Visual clips, discussion, and participation- 10
- Assignments/Term or Seminar paper- 10

### **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.

**Note:** The course instructor can prescribe additional readings, apart from the syllabus based on the necessity to explain any topic/subtopic.

## 1<sup>st</sup> Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

		<b>First Semester</b>					
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
		<b>Theory</b>					
<b>FC*</b>		BALA HIST101	Cultures and Civilizations	UES	3	1	4
<b>FC</b>		BALA POLS103	Indian Constitution and Governance	UES	3	1	4
<b>FC</b>		BALA SOC105	Society in India	UES	3	1	4
<b>IDC* (Choose Any One)</b>		<b>USLA</b> BALA 101 BALA 103 BALA 105 BALA 107 BALA 109  BALA	Art Appreciation Course <b>OR</b> History and Literature <b>OR</b> Society and Politics <b>OR</b> Society and Culture <b>OR</b> Story of Science*** <b>OR</b> Understanding Literary Criticism **** <b>OR</b> Any IDC from other USS	NUES**  UES	2	1	3
<b>SEC (Choose Any One)</b>		<b>USLA</b> BALA111  BALA113  BALA115  <b>USHSS</b> BAENG105  ICTLA113T	History of Science and Technology in India (IKS) <b>OR</b> Introduction to Indian Knowledge Systems <b>OR</b> Understanding Indian Society Through Cinema <b>OR</b> Communication Skills <b>OR</b> Introduction to Computers <b>OR</b> Choice from other USS	UES	2	1	3

<b>AEC (Choose Any One)</b>		<b>USLA</b>  BALA 117  BALA 119  BALA 121  <b>USHSS</b>  BAENG107  BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	History of Indian Food <b>OR</b> Legislative Management and Support  <b>OR</b>  Reading Folklore  <b>OR</b>  (Any One)***** English Language and Grammar Punjabi-I French-I German-I Japanese-I Spanish- I  <b>OR</b>  Any AEC from other USS	NUES	1	1	2
	<b>Value Addition Course I (VAC-I)</b>		EMES111	Environment Studies Compulsory*****	NUES	3	1
		<b>Total</b>			<b>17</b>	<b>7</b>	<b>24</b>

\*All Foundation, Interdisciplinary Courses, and SEC and AEC mentioned in the scheme will be part of USLA. All Foundation Courses are DSCs. A minimum of 5 students are required to opt for any IDC, SEC, and AEC. Also, Students of BA in Liberal Arts can opt for Foundation Courses of other USS (when they offer the Foundation Courses) if they wish to take a minor specialization in the discipline from outside USLA.

\*\* NUES: Comprehensive evaluation by the concerned teacher out of 100. The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers appointed by the Dean of USLA out of 100. The purpose is to weave in the component of experiential learning in the course of Art Appreciation.

\*\*\*To be taught by the faculty from USBAS

\*\*\*\*To be taught by the faculty of USHSS

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

\*\*\*\*\* To be borrowed from USEM.

**Note:**

1. The School reserves the option to give more SECs, AECs, and IDCs subject to the availability of the faculty.
2. Entrepreneurship Mindset is SEC Compulsory. Students can take this in any of the six semesters.
3. The SEC course titled Indian Knowledge System and the History of Science and Technology will be offered by the discipline of History; Introduction to Indian Knowledge Systems will be offered by the discipline of Political Science, and Understanding Indian Society Through Cinema will be offered by the discipline of Sociology.
4. The AEC courses titled Legislative Management and Support are offered by the Political Science discipline Reading Folklore by the discipline of Sociology; History of Indian Food is offered by the discipline of History.

**Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.**

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
Open Elective		Science and Practice of Happiness**	NUES	1	1	2
SEC	BALA1123	Entrepreneurship Mindset***	UES	2	1	3

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

\*\* Science and Practice of Happiness is an open elective paper of 2 credits. The course can be opted by the students at any time in the first three years of study. The School will announce the availability of the slots at the beginning of each semester, as there will be restrictions on the intake of students on the resources available.

\*\*\* Entrepreneurship Mindset is a skill enhancement compulsory paper of 3 credits. The course can be opted by the students at any time in the first three years of study.

## **FIRST SEMESTER**

### **Foundation Course (FC)**

### **Cultures and Civilizations**

**Nature of the Course: FC**

**Course Code: BALA HIST 101**

**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**

Understand the emergence of human life and its intersection with the natural habitat.

### **Course Outcome:**

After completing this course students will be able to

**CO1 (Knowledge):** Understand how the Human species evolved over the centuries.

**CO2 (Understanding):** Understand the development of civilizations in different regions of the world.

**CO3 (Synthesis):** Find out the similarities, differences and patterns of civilizations.

**CO3 (Application):** Engage with Artifacts and other primary sources used in History and Archaeology.

### **Course Contents**

#### **Unit I: From footprints to genetics: evolution of Homo Sapiens**

- a. Paleolithic age
- b. Mesolithic age
- c. Neolithic age
- d. Origins of the food production economy

#### **Unit II: Sumerian and Mesopotamian Civilization**

- a. Geographical location and ecology
- b. Features of advanced civilizations
- c. Akkadian and Babylonian Empires
- d. Writing, culture, and literature



### Unit III: Egyptian Civilization

- a. Geography and ecology
- b. Technology– papyrus and stonework
- c. Pyramids, material remains and iconography
- d. Culture and Society

### Unit IV: Harappan City-states

- a. Urban features
- b. Traders and artisans
- c. City-states, town planning, and culture
- d. Decline: theories and debates
- e. Recent archaeological findings

### Pedagogy

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analyzing the civilizational patterns.
- Screening documentaries on the layout and archaeological finds of the civilizations.
- Visit to an Archaeological Site.

### Text Books

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. Jain, V.K, *Pre-history and Protohistory of India: An Appraisal – Paleolithic, Non-Harappan, Chalcolithic Cultures*, D.K., Printworld, 2006.
3. Habib, Irfan, *A People’s History – Vol. 1: Pre-History*, Tulika Books, 2001.
4. Farooqui, Amar, *Early Social Formations*, Manak Publications Pvt. Ltd., 2022.

### Recommended Readings

1. Bauer, Susan Wise, *The History of the Ancient World: From the Earliest Account to the Fall of Rome*, W.W. Norton, New York, London, 2007.
2. Childe, V. Gordon, *New Light on the Most Ancient East*, Routledge, 2016.
3. *Sumerians: A Captivating Guide to Ancient Sumerian History, Sumerian Mythology and the Mesopotamian Empire of the Sumer Civilization*, Create Space Independent Publishing Platform, 2018.
4. Wilkinson, Toby, *The Rise and Fall of Ancient Egypt*, Bloomsbury, 2011.
5. Childe, V. Gordon, *What Happened in History*, Popular Book House, 2017.
6. Darwin, Charles, *On the Origin of Species*, Penguin Classics, 2013.
7. Leakey, Mary, *Disclosing the Past: An Autobiography*, McGraw-Hill, 1984.
8. Maisels, Charles Keith, *Early Civilizations of the Old World: The Formative Histories of Egypt, The Levant, Mesopotamia, India and China*, Routledge, 2001.

9. McIntosh, Jane R., Ancient Mesopotamia: New Perspectives, ABC-CLIO, USA and England, 2005.
10. Mitchell, Timothy, Colonising Egypt, University of California Press, 1991.

## **FOUNDATION COURSE (FC)**

### **Indian Constitution and Governance**

**Nature of the Course:** FC

**Course Code:** BALA POLS103

**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 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 and Union and State governments. Students will learn about the party system in India and about different social movements.

### **Course Outcome**

**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 center-state relations, the party system, and different social movements.

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

**CO3 (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**

- 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**

- a. Centre-State Relationship
- b. Decentralisation-Local and Grassroot Governance
- c. Contemporary Trends-Asymmetrical Features of Federalism

### **Unit III: Union and the State Government**

- a. Union and State Legislature- Composition and Functions
- b. Executive: Office of the President, Governor, Prime Minister, Chief Minister, and Council of Ministers

### **Unit IV: Party- System and Social Movements**

- a. Party system in India: National and Regional Parties
- b. Understanding Social movements
- c. Workers, Environmental and Women's movement

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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

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

## FOUNDATION COURSE (FC)

### Society in India

**Nature of the Course:** FC

**Semester:** First (I)

**Course Code:** BALA SOC105

**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

- 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

- 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. Changes in the structure of the family, and marriage in India (Divorce, Live-In Relations, Same Sex Relations)
- e. Caste: Definition, Characteristics and Theories of Origin

### Unit III: Social Issues in India

- 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

- 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

1. Mukherjee, Radha Kumud. Fundamental Unity of India. Orient Blackswan. New Delhi 2004
2. Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004
3. Gupta, Dipankar (Eds). Social Stratification. Oxford University Press. New Delhi. 2007
4. Kundu, Abhijit and Yadav, Nirupama. Sociology of India. Sage. New Delhi. 2021

## Recommended Readings

1. 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
2. Kaul, Vijay Kumar. "India's Diversity: From Conflict to Innovation". World Affairs: The Journal of International Issues, Vol. 19, No.4. pp. 10-43
3. 'Unity in Diversity'? Tensions and Contradictions in Cultivating National Unity. <https://www.epw.in/engage/article/unity-diversity-tensions-and-contradictions-rashtriya-ekta-diwas>
4. Gore, M.S. "Unity in Diversity". Social Scientist, Vol. 24, No. 1/3 (1996), pp. 30-43
5. Berry, John M. "Immigration, Acculturation, and Adaptation". Applied Psychology: An International Review. Vol. 46. Issue. 1 (1997). pp, 5-34
6. Madan, T.N. 'Religions of India'. Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004.
7. Unit 28 Theories of Origin of Caste System. IGNOU Reading Material.
8. Meredith, McGuire. Religion In Social Context. Wadsworth Pub. Co. California. 1997. (Chapter 1).
9. Hick, John. "Religious Pluralism." A Companion to Philosophy of Religion, edited by Quinn and Taliaferro. Wiley-Blackwell, 1997, 607-614.
10. 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
11. Yinger, Milton J. "Pluralism, Religion, and Secularism". Journal for the Scientific Study of Religion, Vol. 6, No. 1 (1967). pp. 17-28
12. Bhushan, Vidya; Sachdeva, D.R. Fundamentals of Sociology. Pearson. Delhi. 2012
13. Relevant IGNOU Material

## INTERDISCIPLINARY COURSE (IDC)

### Arts Appreciation

**Nature of the Course: IDC**

**Mode of Examination: NUES**

**Course Code: BALA HIST 101**

**Course ID:**

**Credits: 3 (L2 T1)**

**Marks: 100**

**Continuous Evaluation**

**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 Outcomes

**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

- 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

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



**Unit-III: Understanding Art**

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

**Unit-IV: Practical Projects**

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

**Pedagogy:**

- Practical exercises
- Project Work through Videos
- Site visits

**Text Books:**

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

**Recommended Readings**

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

## INTERDISCIPLINARY COURSE (IDC)

### History and Literature

**Nature of the Course:** IDC

**Course Code:** BALA 103

**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

**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

- 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

- 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

- 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

- 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

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

### Recommended Readings

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

## INTERDISCIPLINARY COURSE (IDC)

### Society and Politics

**Nature of the Course:** IDC

**Course Code:** BALA 105

**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

**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: Society and Polity

- a. Political Domain and Concepts
- b. Sociological Ideas and Concepts

#### Unit II: State, Nation, and Society

- a. Conceptions of State, Nation, and Society
- b. Contemporary perspectives on state and society dynamics

#### Unit III: Society, Citizenship, and Democracy

- a. Diverse understanding of Democracy
- b. Conceptions of Democracy and Citizenship

## Unit IV: Civil Society, Globalization and Politics

- a. Idea of Civil Society
- b. Globalization and Civil society

### Pedagogy

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

### Text Books

1. Bottomore, Tom. Political Sociology. London: Hutchinson, 1979.
2. Chakrabarty, Bidyut. Indian Politics and Society Since Independence: Events, Processes, and Ideology. Paperback. Taylor and Francis Ltd., 2008.
3. Kohli, Atul, ed. The Success of India's Democracy. Cambridge University Press, 2001.

### Recommended Readings

1. Bardhan, P. The Political Economy of Development in India. Oxford: Blackwell, 1984.
2. Chatterjee, Partha. "Democracy and Economic Transformation in India." EPW, Vol. 43, No. 16 (April 19-25, 2008), pp. 53-62.
3. Fuller, and Beni, eds. Everyday State and Society in Modern India. Delhi: Social Science Press, 2001.
4. 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.
5. Kothari, Rajni. Caste in Indian Politics. Hyderabad: Orient Longman, 1970.
6. Lipset, S.M., ed. Politics and Social Science. New York: OUP, 1969.
7. Macpherson, C.B. The Real World of Democracy. Oxford: Clarendon Press, 1966.
8. Myrdal, Gunnar. Asian Drama: An Inquiry into the Poverty of Nations. London: Allen Lane, 1972.
9. Rudolf, Lloyd, and Rudolf Susan, eds. In Pursuit of Lakshmi: The Political Economy of the Indian State. Chicago: University of Chicago Press, 1987.
10. Sanyal, Kalyan. Rethinking Capitalist Development: Primitive Accumulation, Governability and PostColonial Capitalism. New Delhi: Routledge, 2007.
11. Sen, Amartya. Development as Freedom. New Delhi: OUP, 1999.
12. Sharma, A., & Gupta, A., eds. The Anthropology of State: A Reader. Oxford: Blackwell, 2006.

## INTERDISCIPLINARY COURSE (IDC)

### Society and Culture

**Nature of the Course:** Inter-Disciplinary Course

**Mode of Examination:** UES

**Semester:** First (I)

**Course ID:**

**Course Code:** BALA 107

**Marks:** 100 (40+60)

**Credits:** 3 (L2 T1)

**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

- 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**

- 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**

- 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**

- 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**

1. Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980.
2. Klyukanov, I.G. Principles of Intercultural Communication. Taylor and Francis. 2020.
3. Brandt, Mark J; Rutjens, Bastiaan T. Belief System and Perception of Reality. Routledge. New York. 2019
4. Storey, John. An Introductory Guide to Cultural They and Popular Culture. The University of Georgia Press. Athens. 1993.
5. Williams, Raymond. Keywords. Fontana Press. London. 1983
6. Turner, B. S and Rojek, C. Society and Culture: Scarcity and Solidarity. Sage Publication. London. 2001.

## Recommended Readings

1. 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
2. Duke, Charles R. "Nonverbal Behavior and the Communication Process." *College Composition and Communication* 25, no. 5 (1974): 397–404
3. Burton, Eleanor Q. "Intercultural Communication." *Insight Turkey*, no. 7 (1997): 155–64.
4. Bennett, Milton J. (Eds.) *Basic Concepts of Intercultural Communication: Selected Readings*. Intercultural Press. London. 1998. (pp- 1-52; 173- 190).
5. Philip E. Converse (2006) *The nature of belief systems in mass publics* (1964), *Critical Review*, 18:1-3, 1-74. (Selected Sections).
6. Usó-Doménech, J.L., Nescolarde-Selva, J. What are Belief Systems?. *Found Sci* 21, 147–152 (2016)
7. Sartori, Giovanni. "Politics, Ideology, and Belief Systems." *The American Political Science Review* 63, no. 2 (1969): 398–411.
8. Kennedy, Emmet. "'Ideology' from Destutt De Tracy to Marx." *Journal of the History of Ideas* 40, no. 3 (1979): 353–68.
9. Frank, Jerome D. *Nature and Functions of Belief Systems Humanism and Transcendental Religion*. *American Psychologist*. (1997). pp. 555-559
10. Abelson, Robert P. "Differences Between Belief and Knowledge System". *Cognitive Science*. Vol. 3. (1979). pp. 355-366
11. Harmon, Gary L. "On the Nature and Functions of Popular Culture." *Studies in Popular Culture* 6 (1983): 3–15.
12. 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



## INTERDISCIPLINARY COURSE (IDC)

### Story of Science

**Nature of the Course:** IDC

**Semester:** First (I)

**Course Code:** BALA 109

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objectives:

1. To introduce students to an interesting, imaginative and inspiring tour that covers the beautiful basics of science.
2. The course will be based on Natalie Angier's book "The Canon: A Whirligig Tour of the Beautiful Basics of Science" (2007), an entertaining and informative primer for non-scientists. The book has been described as "a joyride through the major scientific disciplines: physics, chemistry, biology, geology and astronomy."
3. The course will introduce essential science concepts in the above disciplines in a non-technical and easily understandable fashion.

### Course Outcomes:

1. Students with both science and non-science backgrounds will view and respect the vast importance and beauty of the basic sciences as a great human intellectual endeavour
2. Students will learn what entails the scientific enterprise and its fascinating aspects.
3. The course will be a beginning to start a dialogue on bridging the gap between the humanities and the sciences as lamented in C P Snow's reference to the "two cultures"

### Course Content

**Unit I:** Introduction: a review of the present scenario of science and science education in society and the attitudes and misconceptions. An essence of what science is and an overview of the practical and poetic reasons for everybody to familiarise with it.

**Unit II:** Probabilities: The basic concept of probabilities. Learning to think quantitatively. Basic concepts

**Unit III:** Calibration: numbers and scales in the real world. Measurements

**Unit IV:** Physics: What is the enterprise of physics? Matter and forces and laws. From subatomic particles to the Universe

**Unit V:** Chemistry: Molecules and reactions. Chemical bonds and materials. Real-life examples

**Unit VI:** Evolutionary Biology: The evolution and diversity of life forms. Darwinism. DNA-the molecule of life.

**Unit VII:** Molecular Biology: Cells, proteins, DNA, RNA. The genome. Pharmaceuticals

**Unit VIII:** Geology: The Earth and its evolution and composition. Plate tectonics and the geography of the earth

**Unit IX:** Astronomy. The Universe, planets, Stars, Galaxies and how we study them.

**Reference:**

"The Canon: A Whirligig Tour of the Beautiful Basics of Science" Natalie Angier , Faber & Faber.(2007), Offered by USBAS\*

## INTERDISCIPLINARY COURSE (IDC)

### Understanding Literary Criticism

**Nature of the Course:** Inter-Disciplinary Course

**Mode of Examination:** UES

**Semester:** First (I)

**Course ID:**

**Course Code:** BAENG 103

**Marks:** 100 (40+60)

**Credits:** 3 (L2 T1)

**Internal Evaluation:** 40

**External Evaluation:** 60

#### Course Objectives:

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

**Course Outcomes (COs):** After the completion of the program, students will be able to

**CO1 (Knowledge):** Gain knowledge of the basic forms of literature, and artistic nuances.

**CO2 (Understanding):** Have an understanding of all basic forms of literature –Poetry, Drama, Novel and major literary movements;

**CO3 (Analysis):** Will develop the capability to prepare himself/herself to carry out the analysis of literary texts.

**CO4 (Synthesis):** Will develop the capability to use the knowledge of literary studies while studying different courses of the program.

#### Course Content

**Unit I:** Poetic Forms; Diction; Figurative Language; Rhythm; Blank Verse; Free Verse; Poetic Devices - Personification; Metaphor; Simile; Paradox; Metonymy; Synecdoche Novel; Types of Novel; Story; Plot Construction; Characterization; Point of View; Types of Drama; Plot and Action; Characters; Soliloquy, Monologue and Aside; Dialogue; Stage Direction

**Unit II:** A brief introduction to basic approaches to studying literature – Sociological, Historical, Biographical criticism, and Psychological criticism

**Unit III:** Introduction to Classicism, Renaissance, Romanticism, Realism, Naturalism, Modernism

**Unit IV:** Assignments

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

## Works for Reference:

1. William Shakespeare: Sonnet 18
2. John Milton: "On His Twenty-Third Birthday"
3. William Wordsworth: "Upon Westminster Bridge"
4. P.B. Shelley: "England 1819", "Song to the Men of England"
5. Robert Bridges: "Nightingales"
6. Chekhov, Anton. "The Lament"
7. Joyce, James. "Eveline"
8. Munro, H.H. (Saki). "The Storyteller"
9. Hemingway, Ernest. The Old Man and the Sea
10. Sophocles: Oedipus Rex

## Recommended Readings:

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

## **SKILL ENHANCEMENT COURSE (SEC)**

### **History of Science and Technology in India (IKS)**

**Nature of the Course:** SEC

**Course Code:** BALA 111

**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 Outcomes**

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

- a. Astronomy (Surya-Siddhanta, Aryabhata, Varahamihira), Mathematics, Physics and Chemistry, Medicine (Ayurveda).
- b. Shilpa-shastra and Architecture.
- c. Agriculture, metallurgy, textile production, shipbuilding, armaments.
- d. Critical assessment of the attribution of scientific discoveries to Ancient Indians.

#### **Unit II: Science and Technology in India c.1200 CE to 1757 CE**

- a. Geometry, Trigonometry and Algebra, Graeco-Arabic Medicine (Unani-tibb), Astronomy, medicine.
- b. Architecture and horticulture.
- c. Agriculture (Canals and other irrigation systems), textile, arms-making, shipbuilding.

### Unit III: Science in Colonial India: 1757 CE to 1947 CE

- 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

- 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. Digital India (IT Revolution and computerization of Indian Railways), C-DOT, and telecom advancement
- c. 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

1. Bose, D.M., S.N.Sen & B.V. Subbarayappa (eds.), A Concise History of Science in India, New Delhi: Indian National Science Academy, 1971.
2. Arnold, David, The New Cambridge History of India, III, Cambridge: Cambridge University Press, 2004.
3. Basham, A.L., The Wonder That was India, Vol. I, New Delhi: Rupa & Co., 1981.
4. Rizvi, S.A.A., The Wonder That was India, Vol. II, London: Sidgwick & Jackson, 1987.

### Recommended Readings

1. Sarkar, Suvobrata (ed.), History of Science, Technology, Environment and Medicine in India, London and New York: Routledge (Taylor & Francis), 2022.
2. Kumar, Deepak, Science and the Raj: A Study of British India, Oxford Scholarship Online, October 2012.
3. Rama Rao, P., ‘Science and Technology in Independent India: Retrospect and Prospect’, in Current Science, Vol. 74, No.5, 10 March, 1998, pp.418-432.
4. Khan, M.S., ‘Science and Technology in Early Medieval India’, in <https://dergipark.org.tr/tr/download/article-file/688183>.

5. Raina, Dhruv and Irfan S. Habib, *Domesticating Modern Science: A Social History of Science and Culture in Colonial India*, New Delhi, Tulika Books, 2004.
6. Muley, Gunakar, *Bhartiya Vigyan ki Kahani (Hindi)*, Rajkamal Prakashan, 2003.

## **SKILL ENHANCEMENT COURSE (SEC)**

### **Introduction to Indian Knowledge Systems**

**Nature of Course:** SEC

**Course Code:** BALA 113

**Semester:** First (I)

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Total Marks** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

The objective of the course is to introduce Indian Knowledge systems (IKS) to the students. The course aims to provide foundational information on IKS, the sources of IKS, and some of the scholarships that form IKS.

### **Course Outcome**

**CO1 (Knowledge):** The students will be introduced to Indian Knowledge Systems

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

**CO3 (Synthesis):** The students will have a basic analytical understanding of the various scholarships in the fields of Vedic knowledge, mathematics, and statecraft.

**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**

- a. Knowledge transmission, Knowledge tradition and Practical utility
- b. Historical Context and Evolution

#### **Unit II: Philosophical Systems**

- a. Introduction to the Orthodox Schools- Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta
- b. Heterodox Schools- Buddhism, Jainism, Charvaka



### **Unit III: Ancient Indian Scholarship**

- a. Vedic Scholars- Gārgī, Maitreyī
- b. Medicine- Charaka and Sushruta
- c. Mathematics and Astronomy- Bhāskarācārya, Bhaskara, Brahmagupta
- d. State and Statesmanship- Kautilya

### **Unit IV: Indic Knowledge in Contemporary Context**

- a. Relevance to modern science, philosophy, and global issues

### **Pedagogy**

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

### **Text Books:**

1. Basham, A.L. The Wonder That Was India. Delhi: Picador India, 2019.
2. Easwaran, Eknath. Essence of the Upanishads: A Key to Indian Spirituality. Delhi: Nilgiri Press, 2009.
3. Jha, Amit. Traditional Knowledge System in India. Delhi: Atlantic, 2024.
4. Mehta, J.M. Vedic Wisdom. New Delhi: V & S Publishers, 2011.

## SKILL ENHANCEMENT COURSE (SEC)

### Understanding Indian Society Through Cinema

**Nature of the Course:** SEC

**Semester:** First (I)

**Course Code:** BALA 115

**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

- 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

- 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

- 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\*

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

## Pedagogy

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

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\* **Note:** This course is primarily meant to develop a sociological lens among the students by comparing and analyzing 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 analyze will depend upon the course instructor.

## Text Book

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

## Recommended Readings

1. 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
2. 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
3. Deshpande, Anirudh. "Indian Cinema and the Bourgeois Nation State". *Economic and Political Weekly* Vol. 42, No. 50 (2007), pp. 95-101, 103.
4. Datta, Sangeeta. "Globalisation and Representations of Women in Indian Cinema". *Social Scientist* Vol. 28, No. 3/4 (Mar. - Apr., 2000), pp. 71-82
5. Viridi, Jyotika. *The Cinematic ImagiNation [sic]: Indian Popular Films as Social History*. Rutgers University Press. London 2023.
6. 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

**Semester:** First (I)

**Course Code:** BALA 117

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome:

After completing this course, students will be able to

**CO1 (Knowledge):** Form strong foundations for basic entrepreneurial skills

**CO2 (Understanding):** Understand creativity and innovation 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

1. Introduction: The Entrepreneur, theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship;
2. Entrepreneurial mindset-creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, business plan- What is a business plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP Role of government in organizing EDPs.
5. Institutions supporting small business enterprises: Central level, state level, other agencies, industry associations.

6. Practicals:
  - i. Presenting a business plan
  - ii. Project on Start-up India any other Government policy on entrepreneurship
7. Discussion on why Startup fails, the role of MSME, etc.  
Discussion on role of entrepreneur in economic growth  
Discussion on Technology part.
8. Case study discussion on successful Indian entrepreneurs.

**Pedagogy:**

- Lectures
- Discussions and Presentations
- Seminars

**Text Books:**

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

## ABILITY ENHANCEMENT COURSE (AEC)

### History of Indian Food

**Nature of the Course:** AEC

**Course Code:** BALA 117

**Semester:** First (I)

**Credits:** 2

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

#### Course Objective

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

#### Course Outcome

**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 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

- 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

- 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 Islam and change in eating patterns

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

- 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**

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

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

#### **Recommended Readings**

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



## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Legislative Management and Support**

**Nature of Course:** AEC  
**Course Code:** BALA 119  
**Semester:** First (I)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Total Marks:** 100  
**Continuous Evaluation**

### **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**

**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 endeavors.

**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**

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

#### **Unit II: Legislative Procedures**

- a. Framing of a Bill
- b. Amendments to a Bill
- c. Types and roles of different committees

### **Unit III: Reading Budget**

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

### **Unit IV: Media, Communication, and Legislation**

- 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**

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

## ABILITY ENHANCEMENT COURSE (AEC)

### Reading Folklore

**Nature of the Course:** AEC

**Semester:** Second (I)

**Course Code:** BALA 121

**Credits:** 2 (L1 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### 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

- 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

- 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**

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

### **Unit IV: Folklore in Urban Context**

- 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**

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

### **Recommended Readings**

1. Bascom, William R. "Four Functions of Folklore." *The Journal of American Folklore*, 67 (266) (1954): 333-349.
2. 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.
3. Ben Amos, Dan, 1982: "Towards a Definition of Folklore" in *Folklore in Context*, New Delhi: South Asian Publishers.
4. 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.
5. Unit-3 Indian Folklore: Forms, Patterns and Variations. IGNOU. <https://egyankosh.ac.in/bitstream/123456789/48230/1/Unit-3.pdf>
6. UNIT 4 THEORETICAL APPROACHES TO FOLKLORE: Patterns and Variations. IGNOU. <https://egyankosh.ac.in/bitstream/123456789/48229/1/Unit-4.pdf>
7. Laba, Martin. "Urban Folklore: A Behavioural Approach." *Western Folklore* 38, no. 3 (1979): 158–69
8. Simpson, Jacqueline. "Rationalized Motifs in Urban Legends." *Folklore* 92, no. 2 (1981): 203–7

### **SKILL ENHANCEMENT COURSE (SEC)\***

**Nature of the Course: Skill Enhancement Course**

**Course Title: Communication Skills**

**Course Code: USHSS**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Hours: 45**

**Course ID:**

**Marks: 100 (40+60)**

**\*To be Offered by other USS**

### **ABILITY ENHANCEMENT COURSE (AEC)\***

**Nature of the Course: Ability Enhancement Course**

**Subject: Punjabi - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course**

**Course Title: French - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course**

**Course Title: Japanese - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**\*To be offered by USHSS**

## VALUE ADDITION COURSE (VAC) Environmental Studies

**Nature of the Course:** VAC

**Semester:** First (I)

**Course Code:** VAC-I

**Credits-4 (L3, T1)**

**Mode of Examination:** UES

**Course ID:**

**Marks: 100 (60 + 40)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective:**

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

### **Course Outcomes:**

**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:**

**(16 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, SO<sub>x</sub> and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO<sub>2</sub> 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; composting, 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, earth quake, cyclone and landslides

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

- a. Water conservation- rain water 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**

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

**Recommended Readings**

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



## **OPEN ELECTIVE COURSE (OEC)**

### **Science and Practice of Happiness**

**Nature of the Course:** OEC

**Semester:** First (I)

**Course Code:**

**Credits-** 2(L1, T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **Course Objective**

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

### **Course Outcomes**

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

- 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**

- a. Understanding the neuroscience of happiness
- b. Brain 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**

- 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**

- 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**

- 1- A Compass Towards Just and Harmonious Society: 2015. GNH Survey Report (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan.
- 2- Happiness: Transforming the landscape. Center for Bhutan Studies & GNH, Thimpu, 2017.
- 3- Helliwell, J.F. Huang; Wang. S (2017). The Social Foundations of World Happiness. World Happiness Report. 2018.

#### **Reference Books**

- 1- Hanh, Thich Nhat. 2013. Love Letter to the Earth. Kindle Edition
- 2- Hanh, Thich Nhat. 2008. The Miracle of Mindfulness: The Classic Guide to Meditation. (Free Kindle)
- 3- Covey, Stefan F. 2004. Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.

<b>Second Semester</b>							
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
<b>Theory</b>							
FC		BALAHIST102	Connected Histories: India and Asia (700 CE to 1700 CE)	UES	3	1	4
FC		BALAPOLS104	Introduction to Political Science	UES	3	1	4
FC		BALASOC106	Introduction to Sociology	UES	3	1	4
IDC (Choose Any One)		USLA BALA102 BALA 104 BALA106  BALA	Caves to Cinema Hall: Story of Indian Architecture <b>OR</b> The Idea of Power <b>OR</b> Social Interaction in Virtual Environment <b>OR</b> Understanding Films* <b>OR</b> IDC from other USS	UES	2	1	3
SEC (Choose Any One)		USLA BALA 108 BALA 110 BALA 112  USHSS BAENG110	History through Cinema <b>OR</b> Gender and Development <b>OR</b> Fashion and Society <b>OR</b> Writing Skills** <b>OR</b> Choice from other USS <b>OR</b> MOOCS	UES	2	1	3

AEC (Choose Any One)		USLA BALA 114 BALA 116 BALA 118 USHSS BAENG112 BAENG114 BAENG116 BAENG118 BAENG120 BAENG122	Temple Architecture <b>OR</b> Managing Election and Election Campaign <b>OR</b> Academic Research Writing <b>OR</b> English Language and Grammar II <b>OR</b> Punjabi-II French-II German-II Japanese-II Spanish II <b>OR</b> MOOCS <b>OR</b> Choice from Other USS	NUES	1	1	2
	<b>Total</b>	BALA124	Value and Ethics	NUES****	3	1	4
VAC II Value and Ethics** *					17	7	24

\*To be taught by the faculty of USHSS

\*\*To be borrowed from the USHSS/other USS

\*\*\*Compulsory Course

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

**Note:**

1. Major discipline shall have a maximum of 35 percent 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-semester SGPA and choice of the student.
2. The USLA will publish the list of available MS/DSE/Optional courses that will be available in the semester before the beginning of the semester. A minimum of 5 students are required to opt for any IDC, SEC, or AEC.
3. The MS/DSE/Optional Courses will be interchanged every alternative semester and the
4. The SEC course titled Gender and Development is offered by the discipline of Political Science; History through Cinema is offered by the discipline of History; Fashion and Society is offered by Sociology.
5. The AEC paper on Temple Architecture is offered by the discipline of History, the AEC paper on Academic Research Writing is offered by the discipline of Sociology, the paper Managing Election and Election Campaign is offered by the discipline of Political Science

## **SECOND SEMESTER**

### **FOUNDATION COURSE (FC)**

#### **Connected Histories: India and Asia (700 CE to 1700 CE)**

**Nature of the Course: FC**

**Course Code: BALA HIST 102**

**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 Outcomes**

**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**

- 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**

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

#### **Unit III: Court Culture and Imperial Connections**

- 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.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

## Unit IV: The Coming of the Europeans and New Linkages

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

1. Frederick, S., *The Genius of their Age: Ibn Sina, Biruni, and the Lost Enlightenment*, Oxford University Press, 2023.
2. Auer, Blain, and Ingo Strauch, *Encountering Buddhism and Islam in Premodern Central and South Asia*. Walter de Gruyter, 2019.
3. Kennedy, Hugh, *The Great Arab Conquests: How the Spread of Islam Changed the World We Live in*, Da Capo Press, 2008.
4. 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

1. Dale, Stephen F., *The Muslim Empires of the Ottomans, Safavids, and Mughals*, Cambridge University Press, 2010.
2. 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.
3. Harper, Tim and Sunil Amrith, *Sites of Asian Interaction: Ideas, Networks and Mobility*, (Chapters 1,3,5,6), Cambridge University Press, 2014.
4. Subrahmanyam, Sanjay, *Explorations in Connected History: From the Tagus to the Ganges*. Oxford University Press, 2005.
5. Alam, Muzaffar and Sanjay Subrahmanyam, *Indo-Persian Travels in the Age of Discoveries, 1400–1800*, Cambridge University Press, 2007.
6. 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.

## **FOUNDATION COURSE (FC)**

### **Introduction to Political Science**

**Nature of the Course: FC**  
**Course Code: BALA 104**  
**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**

**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**

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

#### **Unit II: Conceptualising Ideology and State**

- a. Ideology and Political Ideologies: Liberalism, Marxism and Feminism
- b. State, Society, and Nation
- c. Diverse perspectives on State (Organic, Social-Contract, Individualist, Welfare, Hindu Theory)

#### **Unit III: Political Concepts**

- a. Liberty
- b. Equality

- c. Justice

#### **Unit IV: Democracy, Media and Crisis of Politics**

- a. Democracy and its Contemporary theories
- b. Media and Politics
- c. Age of New-Politics

#### **Pedagogy**

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

#### **Text Books**

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

#### **Recommended Readings**

1. Bellamy, Richard. "The Demise and Rise of Political Theory." In *Theories and Concepts of Politics*, Manchester University Press, 1993.
2. Chapman, J. "The Feminist Perspective." In *Theory and Methods in Political Science*, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
3. Held, David. *Political Theory and the Modern State*. CA: Stanford University Press, 2015.
4. Heywood, Andrew. *Political Ideas and Concepts: An Introduction*. New York: St. Martin's Press, 1994.
5. Heywood, Andrew. *Political Theory: An Introduction*. New York: Palgrave Macmillan, 2015.
6. Heywood, A. *Political Ideologies, An Introduction*. MacMillan, 1992.
7. Hoffman, John. *Introduction to Political Ideologies*. New Delhi: Pearson, 2010.
8. Kymlicka, Will. *Contemporary Political Philosophy: An Introduction*. Oxford: OUP, 2002.
9. Leopold, David, and Marc Stears. *Political Theory: Methods and Approaches*. OUP, 2008.
10. MacIntyre, Alasdair. "The Indispensability of Political Theory." In *The Nature of Political Theory*, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983.



## FOUNDATION COURSE (FC)

### Introduction to Sociology

**Nature of the Course:** FC  
**Semester:** Second (II)  
**Course Code:** BALA106  
**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 foundational understanding of sociology by exploring its definition, nature, and scope. Students will learn about the rise and growth of sociology as a discipline, its scientific and humanistic orientations, and its relationship with other social sciences. The course will cover key sociological concepts such as society, culture, social structure, and social control, along with an in-depth examination of various social institutions and their interrelationships. Additionally, students will study the mechanisms of social stratification and mobility, including major theoretical perspectives and different forms of stratification.

### Course Outcome

After completing this course students will be able to

**CO1 (Knowledge):** Demonstrate a comprehensive knowledge of the foundational concepts, theories, and historical development of sociology, as well as its relationship with other social sciences.

**CO2 (Understanding):** Understand and explain key sociological concepts such as society, culture, social structure, social institutions, social stratification, and social mobility, along with the major theories that explain these phenomena.

**CO3 (Synthesis):** Synthesize and critically analyze the complex interrelationships between various social institutions and structures, applying theoretical perspectives to contemporary social issues and phenomena.

**CO4 (Application):** Apply sociological theories and concepts to analyze real-world social structures and issues, using sociological imagination to evaluate the influence of societal factors on individual behavior and societal outcomes.

### Course Content

#### Unit I: Definition, Nature, and Scope of Sociology

- a. Rise and Growth of Sociology as a Discipline

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

### **Unit II: Basic Concepts**

- a. Society, Culture and Civilization
- b. Social Structure: Meaning and Definition
- c. Community and Association
- d. Groups – Primary and Secondary
- e. Status and Role
- f. Social Control

### **Unit III: Social Institutions**

- a. Concept of Social Institution
- b. Types of Social Institutions: Family, Marriage, Kinship, Religion, Education, Politics/State, Law, and Economy
- c. Relationship between Social Institutions

### **Unit IV: Social Stratification and Social Mobility**

- a. Meaning, Definition, features and forms of social stratification
- b. Social Distance: Concept
- c. Theories of Social Stratification (Marxist, Weberian, and Functional)
- d. Forms and Type of Social Stratification (Open, Closed; Caste, Class, Gender, Race, Ethnicity, Race)
- e. Concept of Social Mobility: Types and Factors

### **Pedagogy**

- Lectures
- Discussion and Presentations
- Audio-Visual

### **Text Books**

1. Tumin, Melvin M. Social Stratification: The Forms and Functions of Inequality. Prentice-Hall. 1985
2. Dipankar Gupta (Eds). Social Stratification. Oxford University Press. New York.2007
3. Panunzio, Constantine. Major Social Institutions. Macmillan Company. New York.1939

4. Turner, Johnathan. *Human Institutions A Theory of Societal Evolution*. Rowman & Littlefield Publishers. New York. 2003.
5. Horton, Paul B; Hunt, Chester L. *Sociology*. McGraw-Hill. New York. 1980.

### **Recommended Readings**

1. Wendy Bottero; Kenneth Prandy. "Social interaction distance and stratification". *British Journal of Sociology*. Vol. 54, Issue. 2. (2003). pp. 177–197.
2. Judge, Paramjit S. *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action*. Pearson. Delhi. 2012. (Chapters: 1, 2, and 3).
3. Turner, Jonathan H, *Theoretical Sociology 1830 to the Present*. Sage. London. 2013. (Chapters: 1, 2 and 3).
4. Beteille, Andre. "Sociology and Common Sense." *Economic and Political Weekly* 31, no. 35/37 (1996): 2361–65.
5. Mokrzycki, Edmund. "Two Concepts of Humanistic Sociology." *The Polish Sociological Bulletin*, no. 20 (1969): 32–47.
6. Plummer, Kenneth. *Sociology: The Basics*. Routledge. New York. 2010. (Chapters 5 and 8)
7. Giddens, Anthony. *Introduction to Sociology*. Norton Co. New York. 2014 (Chapters; 1, 3, 6, and 8)
8. Weber M (1946). "Class, Status, Party". In H. H. Girth, C. Wright Mills (eds.). *From Max Weber: Essays in Sociology*. New York: Oxford University. pp. 180–95
9. Wrong, Dennis H. "The Functional Theory of Stratification: Some Neglected Considerations." *American Sociological Review* 24, no. 6 (1959): 772–82
10. Unit 4, *Functionalist Theory of Stratification*. IGNOU Reading Material.
11. Sharma, Kanhaiya Lal. *Social Stratification and Mobility*. South Asia Books. New Delhi. 1994.
12. Levine, Rhonda F. (Eds.) *Social Class and Stratification: Classic Statements and Theoretical Debates*. Rowman & Littlefield. New York. 2006. (Chapters; 1, 2, and 5).

## **INTERDISCIPLINARY COURSE (IDC)**

### **Caves to Cinema Halls: Story of Indian Architecture**

**Nature of the Course: IDC**

**Course Code: BALA 102**

**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 focus on the techniques and practices of architectural style from ancient times to the present.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the important role played by visuals and aesthetics in developing architectural sensibilities.

**CO2 (Understanding):** Understanding the differences between the architectural styles of different periods.

**CO3 (Synthesis):** While the focus of the course will be on the history of Indian architecture, there will be continuous references to, and comparisons with, other locations of the world.

**CO4 (Application):** The course will briefly focus on the issues of power, class, and vision in architectural styles.

### **Course Content**

#### **Unit I: History and Theory of Art and Architecture**

- a. Theories of architecture: Ruskin and E.H. Gombrich.
- b. Historiography: Fergusson, Coomaraswamy, Partha Mitter, Senthil Babu.
- c. World architecture: an overview; case studies.

#### **Unit II: Art through Ages**

- a. Stone sculptures.
- b. Frescoes and paintings.
- c. People's art.

### **Unit III: Architecture through the ages**

- a. Sacred architecture – a few case studies.
- b. Imperial architecture.
- c. Everyday architecture.

### **Unit IV: Art through Cinema and Digital Platforms**

- a. Understanding architecture through cinema.
- b. Modern and smart cities.
- c. Secular architecture.

### **Pedagogy**

- Lectures and Discussions
- Case Studies: Bhimbetka Rock Art and others
- Visits to Art Galleries and museums.
- Tie-up with INTACH, Al-Kazi Foundation, Agha Khan Trust.

### **Textbooks**

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

### **Recommended Readings**

1. Le Corbusier, Chandigarh and the Modern City, Mapin Publishing, Ahmedabad, 2009.
2. Fergusson, James, History of Indian and Eastern Architecture, John Murray, London, 1876.
3. Guha-Thakurta, Tapti, Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India, Columbia University Press, NY, 2004.
4. Havell, E.B., The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilization, John Murray, London, 1915.
5. Havell, E.B., Indian Architecture, Its Psychology, Structure and History from the first Muhammedan Invasion to the Present Day, J. Murray, 1913.
6. Metcalf, Thomas R., An Imperial Vision: Indian Architecture and Britain's Raj, Faber and Faber, London, 1989.
7. Mitter, Partha, Much Maligned Monster: A History of European Reactions to Indian Art, Clarendon Press, Oxford, 1977.
8. Tillotson, G.H.R. Paradigms of Indian Architecture: Space and Time in Representation and Design, Routledge, NY, 1997.
9. Asher, Catherine, (ed.). Perceptions of India's Visual Past, AIIS, Delhi, 1994.

10. Koch, Ebba. *Mughal Art and Imperial Ideology*, New Delhi, Oxford University Press, 2001.

## **INTERDISCIPLINARY COURSE (IDC)**

### **The Idea of Power**

**Nature of the Course: IDC**

**Course Code: BALA 104**

**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**

**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**

- 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**

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

### Unit III: Politics and Power

- 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

- 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

1. Bhargava, Rajeev, and Ashok Acharya, eds. *Political Theory: An Introduction*. New Delhi: Pearson Longman, 2008.
2. 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.
3. 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.
4. 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

1. Agamben, Giorgio. *State of Exception*. Chicago: University of Chicago Press, 2005.
2. Beteille, Andre. *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. 3rd ed. New Delhi: Oxford University Press, 2012.
3. 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.
4. Bourdieu, Pierre. *Language and Symbolic Power*. Translated by Gino Raymond. Cambridge: Polity, 1991.



5. Fanon, Frantz. *Black Skin, White Masks*. New York: Perseus Books Group, 2008.
6. 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.
7. Gramsci, Antonio. *Prison Notebooks*. New York: Columbia University Press, 1992.
8. Lukes, Steven. *Power: A Radical View*. 2nd ed. London: Palgrave Macmillan, 2004.
9. Russell, Bertrand. *Power: A New Social Analysis*. London: Allen & Unwin, 1938.
10. Said, Edward. *Orientalism*. New York: Vintage, 1979.
11. 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.
12. Wilkerson, Isabel. *Caste: The Origins of Our Discontents*. New York: Random House, 2020.

## **INTERDISCIPLINARY COURSE (IDC)** **Social Interactions in Virtual Environment**

**Nature of the Course: IDC**  
**Semester: Second (II)**  
**Course Code: BALA 106**  
**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

- 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

- 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

### Unit III: Virtual Environment (VE)

- a. Concept; Comparison of VE with physical environment
- b. Software testing, server consolidation, and application isolation in VE; 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)

- 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:

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

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

## Recommended Readings

1. Bailenson, Jeremy. 2018. *Experience on Demand: What Virtual Reality is, How it Works and What it can Do*. W. W. Norton and Company
2. Jones, Phil and Tess Osborne, 2022. *Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities*. Bristol University Press
3. Johnson, Steven. 1997. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. New York: Basic Books
4. 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](https://doi.org/10.1016/B978-012369425-6/50027-8)
5. Schroeder, Ralph, 1996. *Cyberculture, Cyborg Post- Moderism 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>
6. 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>
7. Opperman, Daniel. 2022. *Virtual Reality in the social Sciences*. <https://www.danieloppermann.com/virtual-reality-in-the-social-sciences/>
8. Bradley, Omar. 2021. *Virtual Worlds: Social Interactions Among Online Gamers Through Voice Chat*. LSU Doctoral dissertations. [https://repository.lsu.edu/gradschool\\_dissertations/5538/](https://repository.lsu.edu/gradschool_dissertations/5538/)
9. Lakkaraju, Kiran, Gita Suthankar, Rolf T. Wigand. 2018. *Social Interactions in Virtual World: An Interdisciplinary Perspective*. Cambridge University Press.
10. 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>
11. 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>
12. Kyriltsias and Despina Michael Grigoriou. 2022. *Social Interaction with Agents and Avatars in Immersive Virtual Environments: A Survey*. *Frontiers in Virtual Reality*. <https://www.frontiersin.org/journal/article/10.3389/fvrt.2022.912341>

## INTERDISCIPLINARY COURSE (IDC)

### Understanding Films

**Nature of the Course: IDC**

**Semester: Second (II)**

**Course Code: BALA**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

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

#### **Course Outcome (COs):**

CO1 (Knowledge): To impart knowledge of the basics of film studies, language of cinema and its various aspects.

CO2 (Understanding): To develop understanding of cinema as an art form, its formalist analysis and different film genres

CO3 (Communication): To enable them to critical discuss films as a cultural text.

CO4 (Research): To give them a foundation to research on sociological, cultural, social and artistic elements of films.

#### **Course Content**

**Unit I: Introduction:** Introduction to film studies, language of cinema, mise-en-scene, montage

**Unit II:** Orson Welles: *Citizen Kane*

De Sicca: *The Bicycle Thieves*

Francis Ford Coppola: *The Godfather*

Sergio Leone: *The Good, the Bad and the Ugly*

**Unit III:** Raj Kapoor: *Awara*

Guru Dutt: *Pyasa*

Sayyajit Ray: *Pathar Panjali*

Kundan Shah: *Jaane Bhi Do Yaaro*

**Unit-IV: Review Writing**

#### **Suggested Films:**

Charlie Chaplin: *The Great Dictator*

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

Sergei Eisenstein: *Battleship Potemkin*

Francois Truffaut: *The 400 Blows*

Alfred Hitchcock: *The Rear Window*

Alfred Hitchcock: *Psycho*

Victor Fleming: *Gone With the Wind*

Sergio Leone: *For a Few Dollars More*

Bimal Roy: *Do Bigha Zameen*

Shyam Benegal: *Manthan*

Shyam Benegal: *Junoon*

### **Suggested Reading List:**

Beaver, Frank Eugene. *A Dictionary of Film Terms: The Aesthetic Companion to Film Art*. Peter Lang, 2006.

Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. McGraw Hill, 2012.

Bazin, Andre. *What is Cinema-Vol. I and Vol II*. University of California Press, 2004.

Hill, John and Pamela C. Gibson. *Oxford Guide to Film Studies*. Oup, 1998.

--*Film studies: Critical Approaches*. OUP,2000.

Monaco, James. *How to Read a Film: Motives, Media, and Beyond*. OUP,2007.

Ray, Satyahit. *Our Films, Their Films*. Oreint Longman, 1976

## **SKILL ENHANCEMENT COURSE (SEC)**

### **History through Cinema**

**Nature of the Course: SEC**

**Course Code: BALA 108**

**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 seeks to understand several themes in history through cinema. Films are documents of their times and as such they reflect the social history of their times. They also create differing conceptions and experiential understanding of the past, sometimes at odds with academic history writing. Using an interdisciplinary approach incorporating history writing, film criticism, film theory, cultural theory and social sciences, this course seeks to understand the myriad ways we make sense of history.

### **Course Outcome**

**CO1 (Knowledge):** Learn how cinema and history are both different ways of representations of the past, and how films and writing approach same questions (social questions, representation) in different ways.

**CO2 (Understanding):** Understand how cinema can be seen as starting point of inquiring about past; and how cinema and history both complement each other in recovering certain events or everyday life.

**CO2 (Synthesis):** Understand how cinema acts as an archive of the past: the moment of films' creation, their audience, and the history of their reception is part of social history

**CO3 (Application):** Conceptualize, analyze, and write about cinema from different contexts.

### **Course Content**

#### **Unit I: Modernism/Capitalism**

The interwar period was, apart from other things, the time of modernism. Formal experiments in film-making came along at the same time as momentous shifts in capitalism and political-social crisis. This unit focuses on this period of crisis via these four major films:

- a. The Metropolis (1927, dir. Fritz Lang)
- b. Un Chien Andalou (1929, dir. Luis Buñuel)
- c. Modern Times (1936, dir. Charlie Chaplin)
- d. La Grande Illusion (1937, dir. Jean Renoir)

## **Unit II: Films of Resistance: Liberation/Decolonisation**

This unit seeks to understand the stories of liberation or decolonization in different parts of the world. Decolonisation did not take place in a single moment; hence it is important to underline several different experiences.

- a. Battle of Algiers (1966, dir. Gillo Pontecorvo)
- b. Memories of Underdevelopment (1968, dir. Tomás Gutiérrez Alea)
- c. Malcolm X (1992, dir. Spike Lee)
- d. Saat Hindustani (1969, dir. Khwaja Ahmad Abbas)
- e. Land and Freedom (1995, dir. Ken Loach)

## **Unit III: Holocaust/Fascism**

This unit is concerned with cinematic depictions of the Holocaust or the experience of Fascism. In this case, cinema acts a visual memory of violence whose scale cannot be overstated.

- a. Rome, Open City (1945, dir. Roberto Rossellini)
- b. Night and Fog (1955, dir. Alain Resnais)
- c. Life is Beautiful (1997, dir. Robert Benigni)
- d. The Conformist (1970, dir. Bernardo Bertolucci)

## **Unit IV: Everyday Life**

Films offer a wonderful medium to document everydayness, which is also the objective of social history. This unit addresses films which address this theme:

- a. Bicycle Thieves (1948, dir. Vittorio De Sica)
- b. La Haine (1995, dir. Mathieu Kassovitz)
- c. Children of Heaven (1997, dir. Majid Majidi)
- d. Where Do We Go Now (2011, dir. Nadine Labaki)
- e. Do Aankhen Barah Haath (1957, dir. V. Shantaram)

## **Pedagogy**

- Classes of 3-hour period would be solicited for this paper.
- Note taking, discussion after the screening of the movies.
- Thorough analysis of the movies, with differing interpretations, followed by social history of the context and subject matters.

## **Textbooks**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.



1. Nowell-Smith, G., *The History of Cinema: A Very Short Introduction*, Oxford University Press, 2017.
2. Ferro, M, *Cinema and History*, Wayne State University Press, 1988.
3. Rosenstone, R. A. (eds.), *Revisioning history: Film and the Construction of a New Past*, Princeton University Press, 2020.
4. Maltby, R, *New Cinema Histories*, *Explorations in New Cinema History: Approaches and case studies*, 3-40, 2011.

### **Recommended Readings**

1. Kerner, A., *Film and the Holocaust: New perspectives on Dramas, Documentaries, and Experimental Films*, A&C Black, 2011.
2. Leavitt IV, C. L., *Italian Neorealism: A Cultural History*, University of Toronto Press, 2020.
3. Jameson, F., *Signatures of the Visible*, Routledge, 2013.
4. Klein, S. W., & M. V. Moses (eds.), *A Modernist Cinema: Film Art from 1914 to 1941*, Oxford University Press, 2021.
5. Andrew, Dudley, *What is Cinema? Vol. 1 and 2*, University of California Press, 2004.
6. Hayward, S., *Cinema Studies: The Key Concepts*, Routledge, 2006.

**SKILL ENHANCEMENT COURSE (SEC)**  
**Gender and Development (SEC)**

**Nature of Course: SEC**  
**Course Code: BALA 110**  
**Semester: Second (II)**  
**Credits: 3**

**Mode of Examination: UES**  
**Course ID:**  
**Total 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**

**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 and Development**

- a. Gender and Development: Definitions and Concepts
- b. Millennium Development Goals and Gender

#### **Unit II: Gender and Health in India**

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

### Unit III: Gender and Economic Policy

- a. Women's Unpaid Labour and Informal Economies
- b. Grameen Bank, SHGs

### Unit IV: Gender and Violence

- a. Gender-Based-Violence and Violence Against Women
- b. Acts, Legislations and Statutory Bodies
- c. Appraisal of Safety and Security Schemes like Mission Sakti: Evaluation

### Pedagogy:

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

### Text Books

1. Agnes, Flavia. Law and Gender Inequality: The Politics of Women's Rights in India. Oxford: Oxford University Press, 2001.
2. Bhatt, Ela R. We Are Poor but So Many: The Story of Self-Employed Women in India. New Delhi: Oxford University Press, 2005.
3. Menon, Nivedita, ed. Gender and Politics in India. New Delhi: Oxford University Press, 1999.

### Recommended Readings

1. 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/>
2. National Health Policy (2017)
3. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, <https://dse.education.gov.in/rte>
4. Where Do the Victims of Gender- Based Violence go?Based Violence go? A Needs Analysis for Women’s Safety Schemes in IndiaA 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>
5. National Commission for Women (NCW) Reports
6. The World Bank - India: Policy Research Working Papers on Gender (Different Years).

## SKILL ENHANCEMENT COURSE (SEC)

### Fashion and Society

**Nature of the Course:** SEC

**Semester:** Second (II)

**Course Code:** BALA112

**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

- 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

- 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

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

### Unit IV: Fashion, Media and Technology

- 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

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

## Recommended Readings

1. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress, and Modern Social Theory*. Polity, 2015.
2. Kaiser, Susan B., and Barbara L. Anderson. "Fashion, Identity, and Social Action." *Sociological Quarterly* 40, no. 2 (1999): 435-55.
3. Davis, Fred. *Fashion, Culture, and Identity*. University of Chicago Press, 1992.
4. Breward, Christopher. *The Culture of Fashion: A New History of Fashionable Dress*. Manchester University Press, 2003.
5. Wilson, Elizabeth. *Adorned in Dreams: Fashion and Modernity*. I.B. Tauris, 2013.
6. Entwistle, Joanne. "The Dressed Body." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
7. 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.
8. Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*. University of Chicago Press, 2000.
9. Polhemus, Ted. *Street Style: From Sidewalk to Catwalk*. Thames & Hudson, 1994.
10. Kawamura, Yuniya. "Fashion-ology: An Introduction to Fashion Studies." *Fashion Theory: The Journal of Dress, Body & Culture* 9, no. 1 (2005): 3-8.
11. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress and Modern Social Theory*. Polity, 2000.
12. Brown, Lesley. "Dress as Communication." *International Journal of Clothing Science and Technology* 18, no. 2 (2006): 76-86.

## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Temple Architecture**

**Nature of the Course:** AEC

**Course Code:** BALA 114

**Semester:** Second (II)

**Credits:** 2

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **Course Objective**

To introduce students to different forms of temple architecture and the understand the reasons for temple construction.

### **Course Outcome**

**CO1 (Knowledge):** Trace the evolution of temple architecture over time and space.

**CO2 (Understanding):** Understand the motives behind temple construction.

**CO3 (Synthesis):** Find out the possible reasons for variation across regions and over time.

**CO4 (Application):** Analyse the role of patrons and what temples tell us about society.

### **Course Content**

#### **Unit-I: Beginnings of Art and Architecture**

- a. Rock cut caves – Barabar, Bhaja, Khandagiri, Udayagiri
- b. Free standing Stupas, Chaityas, Viharas, Toranas – Bharhut, Sanchi, Karle, Kanheri
- c. Materials and methods: Wood and other perishable materials to stone architecture

#### **Unit-II: Early Temples**

- a. Rock-cut temple– Mamallapuram, Kailasa temple
- b. Early free-standing temples– Sanchi, Deogarh, Aihole, Parvati Temple at Nachna-Kuthra, Brick temple at Bhitargaon
- c. Cave temples– Ajanta, Elephanta, Badami, Udaygiri in Madhya Pradesh

#### **Unit-III: Styles of temple construction**

- a. Evolution of regional styles– Nagara, Dravida, Nayaka, Vesara, Hoysala, Vijayanagara, Pala and Sena
- b. Prominent temples in India– Chandelas (Khajuraho), Chola temples, Ganga dynasty (Odisha,) Vijayanagara (Hampi), Karkota dynasty in (Kashmir)

- c. Prominent temples outside India– Angkor Vat (Cambodia), Preah Vihar temple (Cambodia), Pashupatinath temple (Nepal), Munneswaram temple (Sri Lanka), Katas Raj temple (Pakistan), Aditya Sun temple (Pakistan)

#### **Unit-IV: Piety and Patronage**

- a. Guilds
- b. Artisans
- c. Women
- d. Rulers, Priests and Communities

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analysing images of various famous temples.
- Visit to an archaeological temple site.
- Students to write an essay on one temple located outside the borders of modern India.

#### **Textbooks**

1. Huntington, Susan, *The Art of Ancient India: Buddhist, Hindu, Jain*, Motilal Banarasidas, 1985.
2. Chandra, Pramod (ed.), *The Study of Indian Temple Architecture*, , New Delhi: American Institute of Indian Studies, 1975.
3. Daheja, Vidya, *Discourse in Early Buddhist Art: Visual Narratives of India*, New Delhi: Munshiram Manoharlal, 2005.
4. Harle, J.C., *The Art and Architecture of the Indian Subcontinent*, Yale University Press, 1994.

#### **Recommended Readings**

1. Meister, Michael (ed.), *Ananda Coomaraswamy: Essays in Early Indian Architecture*, Delhi: IGNCA and Oxford University Press, 1992.
2. Ray, H.P., *Archaeology and Text: The Temples in South Asia*, Oxford University Press, 2009.
3. Zimmer, Heinrich, *The Art of Indian Asia*, 2 Vols, Princeton, 1954.
4. Desai, Devangana, 'Social dimensions of Indian Art', *Social Scientist Journal*, V.18 No.202, pp.3-32, 1990.
5. Dhaky, M.A., *The Indian Temple Traceries*, New Delhi, D.K.Printworld, 2005.
6. Kramrisch, Stella, *The Hindu Temple*, Vol. I and II, Calcutta: University of Calcutta, 1946.



## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Managing Election and Election Campaign**

**Nature of Course: AEC**  
**Course Code: BALA116**  
**Semester: Second (II)**  
**Credits: 2**

**Mode of Examination: NUES**  
**Course ID:**  
**Total Marks: 100**  
**Continuous Evaluation**

### **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**

**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**

- a. Political Parties in India
- b. Elections in India

**Unit II: Pressure Groups and Election**

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

**Unit III: Introducing Surveys**

- a. Different types of Surveys- Online and offline Surveys
- b. Opinion polls

**Unit IV: Media and Management of Elections**

- a. Role of Media in Elections
- b. Social Media and Management of Elections

**Pedagogy:**

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

**Text Books**

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

## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Academic Research Writing**

**Nature of the Course:** AEC

**Semester:** Second (II)

**Course Code:** BALA 118

**Credits:** 2 (L1 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **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 analyze 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\*** **8 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** **6 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** **6 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**

1. Bailey, S. Academic Writing. London: Routledge. 2005
2. Becker, Howard Saul, and Pamela Richards. Writing for Social Scientists. Chicago: University of Chicago Press. 2007
3. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000

## **Recommended Readings**

1. Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
2. Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. 3/4, pp. 373-378. 1986
3. 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

## **ABILITY ENHANCEMENT SKLL (AEC)\***

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: Punjabi - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: French - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancemenmt Course      Mode of Examination: UES**

**Course Title: German - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: Japanese - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

## VALUE ADDED COURSE (II)

### Value and Ethics

**Nature of the Course:** AEC

**Semester:** Second (II)

**Course Code:** VAC-II

**Credits:** 4 (L3 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### 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

- 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

- 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

- 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

- 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\*

## Pedagogy

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

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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.



## Text Books

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

## Recommended Readings

1. 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
2. Berke, Philip, and Maria Manta. “Defining Sustainable Development.” *Planning for Sustainable Development: Measuring Progress in Plans*. Lincoln Institute of Land Policy, 1999.
3. Daly, Herman E. “Sustainable Development: From Concept and Theory to Operational Principles.” *Population and Development Review* 16 (1990): 25–43
4. Guthrie, William D. “Constitutional Morality”. *The North American Review*. Vol. 196, No. 681 (1912), pp. 154- 173
5. 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.
6. Maharana, Dillip Kumar. “In Defence of Indian Perspective of Multiculturalism”. *The Indian Journal of Political Science* 71, no. 1 (2010): 69–83.
7. “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>
8. 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.
9. 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.
10. 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 Scheme Framework for Sociology Major  
under UGC  
(From 3<sup>rd</sup> to 6<sup>th</sup> Semester)**

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

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

\*\*MS is equivalent to DSE

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

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

**Note:**

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

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

\*Internship during the Summer Vacation

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

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

**Note:**

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

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

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

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

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

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

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

**Note:** At the end of the 6<sup>th</sup> 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 4<sup>th</sup> year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of part 1 of the project shall be a report that should have a review of literature of the area/topic and a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.

## **THIRD SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC)**

#### **Theoretical Perspectives in Sociology**

**Nature of the Course:** DSC

**Semester:** Third (III)

**Course Code:** BALASOC201

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Nature and Scope of Sociological Theory**

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

#### **Unit II: Structural-Functional Perspective**

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



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

### **Unit III: Conflict Perspective**

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

### **Unit IV: Symbolic Interactionism & Phenomenology**

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

### **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

### **Text Books**

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

### **Recommended Readings**

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

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

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **Social Stratification**

**Nature of the Course:** DSC

**Semester:** Third (III)

**Course Code:** BALASOC203

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course, students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Unboxing the Concepts**

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

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

### **Unit II: Caste as a Form of Social Stratification**

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

### **Unit III: Class, Occupation, and Social Stratification**

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

### **Unit IV: Social Stratification: Transformations**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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

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

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **Sociology of Indian Society**

**Nature of the Course:** DSC

**Semester:** Third (III)

**Course Code:** BALASOC 205

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course, students will be able to:

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

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

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

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

### **Course Content**

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

- a. The Colonial-Orientalist Discourse

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

### **Unit II: Social Structure and Institutions- I**

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

### **Unit III: Social Structures and Institutions -II**

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

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

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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

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



## **DSE & MINOR STREAM COURSE (MS)**

### **Ethnicity and Ethnic Identity**

**Nature of the Course:** MS

**Semester:** Third (III)

**Course Code:** BALASOC207

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course Students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Unboxing the Concepts**

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

## Unit II: Theories of Ethnicity

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

## Unit III: Ethnicity: Contemporary Trends and Issues

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

## Unit IV: Ethnicity in the Indian Context

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Social Change and Mobility**

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

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

### **Course Objectives**

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

### **Course Outcomes**

After completing this course Students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Unboxing the Concepts:**

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

#### **Unit II: Theories of Social Change: Concept and Characteristics**

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

### **Unit III: Factors of Social Mobility and Change**

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

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

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Sociology of Development**

**Nature of the Course:** MS

**Semester:** Third (III)

**Course Code:** BALASOC211

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course Students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Unboxing the concept**

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

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

### **Unit II: Theories of Development**

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

### **Unit III: Social Structures and Development**

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

### **Unit IV: India and its Experience of Development**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Reading**

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



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

## INTERDISCIPLINARY COURSE (IDC)

### Society and Humour

**Nature of the Course:** IDC

**Semester:** Third (III)

**Course Code:** BALA203

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course, Students will be able to:

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

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

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

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

### Course Content

#### Unit I: Unboxing the concept: Making Fun and Laughter

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

#### Unit II: Humor, Culture, and Identity

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

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

### Unit III: Humor, Power, and Social Hierarchies

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

### Unit IV: Humour in the Indian Context

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

### Pedagogy

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

### Text Books

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

### Recommended Readings

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

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

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

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

## **SKILL ENHANCEMENT COURSE (SEC)**

### **Conceptualizing Everyday Life**

**Nature of the Course:** SEC

**Semester:** Third (III)

**Course Code:** BALA209

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After Completing this course, students will be able to

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

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

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

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

### **Course Content**

#### **Unit I: “Boring Life”: Unboxing the Concepts**

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

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

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

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

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

### **Unit IV: Pop Criticisms of ‘Everyday Life’**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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

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

## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Introduction to Social Work**

**Nature of the Course:** AEC

**Semester:** Third (III)

**Course Code:** BALA229

**Credits:** 2

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **Course Objective**

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

### **Course Outcome**

After Completing this course, students will be able to

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

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

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

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

### **Course Content**

#### **Unit I: Unboxing the Concepts**

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



## Unit II: Social Problems and Issues in India

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

## Unit III: Social Work Intervention

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

## Unit IV: Field-based Experience

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

## FOURTH SEMESTER

### DISCIPLINE SPECIFIC COURSE (DSC)

#### Key Sociological Thinkers

**Nature of the Course:** DSC

**Semester:** Fourth (IV)

**Course Code:** BALASOC202

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course Students will be able to:

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

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

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

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

### Course Content

#### Unit I: Some Early Sociological Thinkers

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

#### Unit II: Emile Durkheim

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

### **Unit III: Karl Marx:**

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

### **Unit IV: Max Weber:**

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

### **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

### **Text Books**

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

### **Recommended Readings**

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

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

## DISCIPLINE SPECIFIC COURSE (DSC)

### Economic Sociology

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

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

### Course Objective

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

### Course Outcome

After completing this course Students will be able to:

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

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

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

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

### Course Content

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

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

#### Unit II: Forms of Exchange

- a. Unequal exchange
- b. Reciprocity and Gift

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

### **Unit III: Modes of Production, Circulation, and Consumption**

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

### **Unit IV: Contemporary Issues**

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

### **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

### **Text Books**

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

### **Recommended Readings**

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

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

## DISCIPLINE SPECIFIC COURSE (DSC)

### Gender and Society

**Nature of the Course:** DSC

**Semester:** Fourth (IV)

**Course Code:** BALASOC206

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course students will be able to:

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

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

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

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

### Course Content

#### Unit I: Unboxing the Concepts

- a. Sex and Gender: Social Constructionist Approach



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

## **Unit II: Theorizing Patriarchy**

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

## **Unit III: Gender and Society: Issues and Transformations**

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

## **Unit IV: Women in India: The changing profile**

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

## **Pedagogy**

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

## **Text Books**

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

## **Recommended Readings**

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

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Sociology of Marginalized Section**

**Nature of the Course:** MS

**Semester:** Fourth (IV)

**Course Code:** BALASOC208

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objectives**

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

### **Course Outcome**

After completing this course Students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Historical Context of Marginalization**

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

## Unit II: Perspectives on Marginalization

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

## Unit III: Social Welfare and Affirmative Action

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

## Unit IV: Contemporary Debates

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Sociology of Ageing**

**Nature of the Course:** MS

**Semester:** Fourth (IV)

**Course Code:** BALASOC210

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course Students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Unboxing the Concepts**

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

#### **Unit II: Theoretical Approaches**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

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

### **Unit III: Some Aspects of Ageing**

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

### **Unit IV: Adjustments in Later Life**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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

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



## **DSE & MINOR STREAM COURSE (MS)**

### **Religion in South Asia**

**Nature of the Course:** MS

**Semester:** Fourth (IV)

**Course Code:** BALASOC 212

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course Students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: Unboxing the concepts**

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

#### **Unit II: Religion during the Medieval Period**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

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

### **Unit III: Colonialism and Religion**

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

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

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

### **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

### **Text Books**

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

### **Recommended Readings**

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

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

## DISCIPLINE-SPECIFIC ELECTIVE (DSE SEMINAR/WORKSHOP)

### Workshop on Quantitative Data Analysis

**Nature of the Course:** DSC Seminar/Workshop

**Mode of Examination:** NUES

**Semester:** Fourth (IV)

**Course ID:**

**Course Code:** BALA

**Marks:** 100

**Credits:** 2

**Continuous Evaluation**

### Course Objective

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

### Course Outcome

After completing this course, students will be able to

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

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

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

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

### Course Content

#### Unit I: Introduction

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

#### Unit II: Data Collection

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

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

### **Unit III: Data Analysis**

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

### **Unit IV: Digital Tools**

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

### **Pedagogy**

- Lectures
- Workshops
- Seminars

### **Text Books**

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

### **Recommended Readings**

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

## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Introduction Census and NSSO Data**

**Nature of the Course:** AEC

**Semester:** Fourth (IV)

**Course Code:** BALA220

**Credits:** 2 (L1 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course, students will be able to

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

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

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

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

### **Course Content**

Unit I: Introduction to Census and NSSO

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

**Unit II: An Overview of the Census**

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

**Unit III: Types of Surveys Conducted by NSSO**

- a. Socio-Economic Surveys

- b. Enterprise Surveys
- c. Agricultural Surveys

#### Unit IV: Applications of Census and NSSO Data

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

#### Pedagogy

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

#### Textbooks

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

#### Recommended Readings

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

## **FIFTH SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC)**

#### **Contemporary Social Theory**

**Nature of the Course:** DSC

**Semester:** Fifth (V)

**Course Code:** BALASOC301

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objectives**

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

### **Course Outcomes**

After completing this course students will be able to:

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

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

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

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



## Course Content

### Unit I: Mid-20th Century Social Theories

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

### Unit II: Post-Modernism & Post-Structuralism

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

### Unit III: Structure & Agency

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

### Unit IV: Critical Thought

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

## Pedagogy

- Lectures
- Discussion and Presentation
- Project work

## Text Books

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

## Recommended Readings

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

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

## DISCIPLINE SPECIFIC COURSE (DSC)

### Sociology of Religion

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

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

### Course Objective

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

### Course Outcome

After completing this course, students will be able to:

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

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

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

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

### Course Content

#### Unit I: Unboxing the Concepts

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

## Unit II: Classical Theories of Religion

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

## Unit III: Components of Religion

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

## Unit IV: Religion and Society

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

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

## DISCIPLINE SPECIFIC COURSE (DSC) Political Sociology

**Nature of the Course:** DSC

**Semester:** Fifth (V)

**Course Code:** BALASOC305

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course students will be able to

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

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

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

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

### Course Content

#### Unit I: Unboxing the Concepts

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

#### Unit II: Theories of Power

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

- d. Ideology and Politics (Hegemony and ISA)

### **Unit III: State and Society**

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

### **Unit IV: Political Processes in India**

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

### **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

### **Text Books**

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

### **Recommended Readings**

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

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



## DISCIPLINE SPECIFIC COURSE (DSC)

### Indigenous Knowledge Tradition

**Nature of the Course:** DSC

**Semester:** Fifth (V)

**Course Code:** BALASOC307

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course, students will be able to

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

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

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

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

### Course Content

#### Unit I: Introduction to Indigenous Knowledge Systems (IKS)

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

#### Unit II: Indigenous knowledge in sustainable development and disaster management

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

### **Unit III: Introduction to Indian Knowledge Traditions (IKT)**

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

### **Unit IV: IKT and its applications**

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

### **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

### **Text Book**

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

### **Recommended Readings**

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

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Law and Social Transformation**

**Nature of the Course:** MS

**Semester:** Fifth (V)

**Course Code:** BALASOC309

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course students will be able to

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

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

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

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

## Course Content

### Unit I: Unboxing the Concepts

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

### Unit II: Theoretical Perspectives in Sociology of Law

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

### Unit III: Law and Social Change

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

### Unit IV: Law and Social Transformation in India

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Science, Technology, and Society**

**Nature of the Course:** MS

**Semester:** Fifth (V)

**Course Code:** BALASOC311

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objectives**

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

### **Course Outcomes**

After completing this course students will be able to

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

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

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

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

## Course Content

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

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

### Unit II: Science, Technology and Society

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

### Unit III: Contemporary Issues

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

### Unit IV: Trajectory of Science and Technology in India

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

## Pedagogy

- Lectures
- Discussion and Presentation
- Project work

## Text Books

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



## Recommended Readings

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Globalization and Society**

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

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

### **Course Objective**

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

### **Course Outcome**

After completing this course students will be able to

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

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

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

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

## Course Content

### Unit I: Globalization: Unboxing the concepts

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

### Unit II: Globalization and Culture: Issues

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

### Unit III: Globalization: Socio-Economic Consequences

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

### Unit IV: Globalization: The Indian Experience

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

## DISCIPLINE-SPECIFIC ELECTIVE (DSE SEMINAR/ WORKSHOP)

### Visual Anthropology

**Nature of the Course:** DSC Seminar/ Workshop

**Semester:** Fifth (V)

**Course Code:** BALA 319

**Credits:** 2 (L1 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course, students will be able

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

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

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

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

### Course Content

#### Unit I: Introduction to Visual Anthropology

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

## **Unit II: Theoretical Frameworks Topics**

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

## **Unit III: Introduction to Ethnographic Film**

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

## **Unit IV: Applied Visual Anthropology Project**

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

## **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

## **Text Books**

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

## **Recommended Readings**

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

**SEMESTER SIX**  
**DISCIPLINE SPECIFIC COURSE (DSC)**  
**Urban Sociology**

**Nature of the Course:** DSC

**Semester:** Sixth (VI)

**Course Code:** BALASOC302

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course Students will be able to:

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

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

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

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

### Course Content

#### Unit I: Unboxing the context

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

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

### **Unit II: Perspectives in Urban Sociology**

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

### **Unit III: Politics and Culture of Urban Spaces**

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

### **Unit IV: Urban Sociology: Patterns and Challenges**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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



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

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **Indian Sociological Tradition**

**Nature of the Course:** DSC

**Semester:** Sixth (VI)

**Course Code:** BALASOC304

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

### **Course Outcome**

After completing this course Students will be able to:

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

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

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

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

### **Course Content**

#### **Unit I: History and Development of Indian Sociological Traditions**

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

#### **Unit II: Indological and Civilizational Perspective**

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

- c. Surjeet Sinha
- d. AK Saran

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

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

### **Unit IV: Sociology in India: Contemporary Debates**

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

### **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

### **Text Books**

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

### **Recommended Readings**

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

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

## DISCIPLINE SPECIFIC COURSE (DSC)

### Family, Marriage, and Kinship

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

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

### Course Objectives

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

### Course Outcome

After completing this course students will be able to

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

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

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

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

## Course Content

### Unit I: Unboxing the concepts

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

### Unit II: Studying Kinship

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

### Unit III: Kinship and Family: Issues and Emerging Trends

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

### Unit IV: Kinship and Family in India

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Sociology of Environment**

**Nature of the Course:** MS

**Semester:** Sixth (VI)

**Course Code:** BALASOC

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

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

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

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

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

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

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

### **Course Content**

#### **Unit I: Foundations of Environmental Sociology**

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



## Unit II: Environmental Issues

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

## Unit III: Environmental Governance and Sustainability

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

## Unit IV: Social Movements and Environmental Justice in India

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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

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

## DSE & MINOR STREAM COURSE (MS)

### Rural Sociology

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

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

### Course Objective

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

### Course Outcome

After completing this course, students will be able to:

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

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

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

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

### Course Content

#### Unit I: Unboxing the Concepts

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

- d. Peasants vs Farmers: Conceptual differences

### **Unit II: Changes in the Rural Political Economy**

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

### **Unit III: Rural Social Structure**

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

### **Unit IV: Impact of Policies and Social Processes**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

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

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

## DSE & MINOR STREAM COURSE (MS)

### Sociology of Policy

**Nature of the Course:** MS

**Semester:** Sixth (VI)

**Course Code:** BALASOC312

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course students will be able to

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

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

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

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

### Course Content

#### Unit I: Public Policy: Unboxing the Concepts

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

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

- d. Public Policy Analysis: Different Approaches

## **Unit II: State and Public Policy**

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

## **Unit III: Public Policy: Issues**

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

## **Unit IV: Public Policy in India: Praxis**

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

## **Pedagogy**

- Lectures
- Discussion and Presentation
- Project work

## **Text Books**

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

## **Recommended Readings**

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

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