THE UNIVERSITY OF BURDWAN

SYLLABUS OF TWO-YEAR POSTGRADUATE PROGRAMME IN

SOCIOLOGY

Under

Curriculum and Credit Framework for Postgraduate Programme (CCFPP), as per N.E.P 2020

w.e.f 2026-2027

2-year PG Programme

Semesterwise and Coursewise Distribution of Credit and Marks under CCFPP as per NEP, 2020

Semester	Course Type	Code & Level	Name of the Course	Credit	L-T-P	Marks	Marks Dist. Th.-Pr.-IA
I	Major/Core Course	PG2SOCI1011 (400-499)	Research Methodology	6	5-1-0	75	Th-60, IA- 15
	Major/Core Course	PG2SOCI1012 (400-499)	Revisiting Classical Sociological Theory in the 21st Century	6	5-1-0	75	Th -60, IA- 15
	Major/Core Course	PG2SOCI1013 (400-499)	Sociologies of Development and State	6	5-1-0	75	Th- 60, IA- 15
	Major/Core Course	PG2SOCI1014 (400-499)	Medical Sociology and Biopolitics	6	5-1-0	75	Th.-60, IA 15
	Minor Course	PG2SOCI1021 (300-399)	Cultural Studies and Everyday Life	4	3-1-0	75	Th-60, IA 15
	Total			**28**		**375**	

Semester	Course Type	Code & Level	Name of the Course	Credit	L-T-P	Marks	Marks Dist. Th.-Pr.-IA
II	Major/Core Course	PG2SOCI2011 (400-499)	Advanced Sociological Theory	6	5-1-0	75	Th-60, IA- 15
	Major/Core Course	PG2SOCI2012 (400-499)	Indian Knowledge System: Tradition and Critique	4	3-1-0	75	Th-60 IA 15
	Major/Core Course	PG2SOCI2013 (400-499)	Society and Culture in Bengal	4	3-1-0	75	Th-60 IA 15
	Major/Core Course	PG2SOCI2014 (400-499)	Work, Industry and Entrepreneurship	4	3-1-0	75	Th-60 IA 15
	Minor Course	PG2SOCI2021 (300-399)	Sociology of Margin	4	3-1-0	75	Th-60 IA 15
	Total			**22**		**375**	

<u>OPTION-I</u>: Course-work in the 3rd Semester & Research Thesis/Project in the 4th Semester

Semester	Course Type	Code & Level	Name of the Course	Credit	L-T-P	Marks	Marks Dist. Th.-Pr.-IA
III	Major/Core Course	PG2SOCI3011 (500-599)	Sociology of Culture and Everyday Life	4	3-1-0	50	Th-40 IA- 10
	Major/Core Course	PG2SOCI3012 (500-599)	Sociology of Periphery, Resistances and Inclusion	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI013 (500-599)	Rural Transformation, Urbanization and Small Town Dynamics	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI3014 (500-599)	Crime and Society	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI3015 (500-599)	Sociology of Ageing	4	3-1-0	50	Th-40 IA 10
	Total			**20**		**250**	
IV	Research Thesis/ Project	PG2SOCI4031 (500-599)	Research Thesis/Project	20	0-0-20	250	0-250-0 Seminar Presentation, Preparation & Submission of Research Thesis/ Project/ Document-150 + Viva-100
	Two Credit Compulsory Course	PG2SOCI4041 (500-599)	Community Engagement	**This shall not be taken into consideration in the calculation of SGPA and CGPA**			
	Total			**20**		**250**	

OR

<u>OPTION-II</u>: Only Course-work in 3rd & 4th Semesters

Semester	Course Type	Code & Level	Name of the Course	Credit	L-T-P	Marks	Marks Dist. Th.-Pr.-IA
III	Major/Core Course	PG2SOCI3011 (500-599)	Sociology of Culture and Everyday Life	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI3012 (500-599)	Sociology of Periphery, Resistances and Inclusion	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI3013 (500-599)	Rural Transformation, Urbanization and Small Town Dynamics	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI3014 (500-599)	Crime and Society	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI3015 (500-599)	Sociology of Ageing	4	3-1-0	50	Th-40 IA 10
	Total			**20**		**250**	
IV	Major/Core Course	PG2SOCI4011 (500-599)	Social Psychology	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2 SOCI 4012 (500-599)	Society, Culture and Counselling	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI4013 (500-599)	Sociology of Sports	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI4014 (500-599)	Applied Sociology	4	3-1-0	50	Th-40 IA 10
	Major/Core Course	PG2SOCI4015 (500-599)	Sociology of Law and Justice	4	3-1-0	50	Th-40 IA 10
	Two Credit Compulsory Course	PG2SOCI4041 (500-599)	Community Engagement	This shall not be taken into consideration in the calculation of SGPA and CGPA			
	Total			**20**		**250**	

OR

<u>OPTION-III</u>: Only Research Thesis/Project/ in 3rd & 4th Semesters

Semester	Course Type	Code & Level	Name of the Course	Credit	L-T-P	Marks	Marks Dist. Th.-Pr.-IA
III	Research Thesis/ Project	PG2SOCI3031 (500-599)	Research Thesis/ Project	20	0-0-20	250	0-250-0 Seminar Presentation, Preparation & Submission of Research Thesis/ Project-150 + Viva-100
IV	Research Thesis/ Project	PG2 SOCI 4031 (500-599)	Research Thesis/ Project	20	0-0-20	250	0-250-0 Seminar Presentation, Preparation & Submission of Research Thesis/ Project-150 + Viva-100
	Two Credit Compulsory Course	PG2SOCI4041 (500-599)	Community Engagement	This shall not be taken into consideration in the calculation of SGPA and CGPA			
	Total			**40**		**500**	

SEMESTER I

RESEARCH METHODOLOGY Code PG2SOCI1011

Credits 6 (Total Classes: 90)

Course Objective:

The course "Research Methodology" equips students with a strong theoretical and practical foundation in social science research, enabling them to design, conduct, and critically evaluate empirical studies. It introduces key philosophical debates (Popper, Kuhn, Feyerabend) and core epistemological and ontological perspectives, including positivism, interpretivism, feminist methodology, and postmodern approaches. The course develops clarity on fact, concept, theory, and the logics of deduction, induction, and grounded theory, while covering research design, hypothesis formulation, sampling, measurement, validity, and reliability. It trains students in qualitative and quantitative methods—ethnography, surveys, historical and comparative, participatory and action research—along with data collection, analysis, research ethics, reflexivity, and academic writing to foster competent and socially responsible researchers.

Unit I: Philosophical Foundations of Social Science Research

Philosophy of social science: Popper, Kuhn, Feyerabend; epistemology and ontology; positivism, interpretivism, feminist methodology, postmodern research; objectivity and reflexivity (10 classes)

Unit II: Logic of Scientific Inquiry and Theory Building

Fact, concept, and theory; deductive and inductive methods; grounded theory (10 classes)

Unit III: Research Approaches and Methods in Social Science

Qualitative and quantitative research; ethnography; survey; historical and comparative methods (15 classes) Participatory and Applied Research MethodsParticipatory Rural Appraisal, action research, and social impact analysis (25 classes)

Unit IV: Research Design and Methodological Rigor

Hypotheses, research design, measurement and scaling, validity, reliability, and sampling, Techniques of Data CollectionObservation, interview, FGD, life history, questionnaire, content analysis, official statistics, and visual data (25 classes)

Unit V: Data Processing and Statistical Analysis

Statistics, graphs, measures of central tendency and dispersion, correlation, regression, and chi-square (10 classes)

Unit VI: Ethics, Politics and Writing of Social Research

Ethical issues, power, and politics of knowledge production; Publications Ethics: Definition, introduction and importance; Publication misconduct and complaints; Academic Writing and Research Dissemination,Report writing, referencing, and project proposal writing (10 classes)

Course Outcome: The students learn the basic philosophies and tools of research so as to undertake research work.

Readings:

1. Popper, K. (1959). The logic of scientific discovery. Routledge.
2. Kuhn, T. S. (1962). The structure of scientific revolutions. Universityj.
3. Feyerabend, P. (1975). Against method. Verso.
4. Harding, S. (1987). Feminism and methodology: Social science issues. Indiana University Press.
5. Goode, W. J., & Hatt, P. K. (1952). Methods in social research. McGraw-Hill.
6. Blumer, H. (1969). Symbolic interactionism: Perspective and method. Prentice-Hall.
7. Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. Aldine.
8. Merton, R. K. (1968). Social theory and social structure. Free Press.
9. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches(5th ed.). Sage.
10. Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press.
11. Hammersley, M., & Atkinson, P. (2007). Ethnography: Principles in practice (3rd ed.). Routledge.
12. Skocpol, T. (1979). States and social revolutions: A comparative analysis of France, Russia, and China. Cambridge University Press.
13. Chambers, R. (1994). Participatory rural appraisal (PRA): Analysis of experience. World Development, 22(9), 1253–1268.
14. Whyte, W. F. (1991). Participatory action research. Sage.
15. Freire, P. (1970). Pedagogy of the oppressed. Continuum.
16. Vanclay, F. (2003). International principles for social impact assessment. Impact Assessment and Project Appraisal, 21(1), 5–12.
17. Kerlinger, F. N., & Lee, H. B. (2000). Foundations of behavioral research (4th ed.). Harcourt.
18. Babbie, E. (2016). The practice of social research (14th ed.). Cengage Learning
19. DeVellis, R. F. (2016). Scale development: Theory and applications (4th ed.). Sage.
20. Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd ed.). New Age International.
21. Kvale, S., & Brinkmann, S. (2009). Inter Views: Learning the craft of qualitative research interviewing (2nd ed.). Sage.
22. Morgan, D. L. (1997). Focus groups as qualitative research (2nd ed.). Sage.
23. Rose, G. (2016). Visual methodologies: An introduction to researching with visual materials

24. (4th ed.). Sage.
25. Krippendorff, K. (2018). Content analysis: An introduction to its methodology (4th ed.). Sage.
26. Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). Sage.
27. Agresti, A. (2018). Statistical methods for the social sciences (5th ed.). Pearson.
28. Healey, J. F. (2014). Statistics: A tool for social research (9th ed.). Cengage Learning.
29. Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). Sage.
30. Israel, M., & Hay, I. (2006). Research ethics for social scientists. Sage.
31. Beauchamp, T. L., & Childress, J. F. (2019). Principles of biomedical ethics (8th ed.). Oxford University Press.
32. Denzin, N. K., & Lincoln, Y. S. (2018). The Sage handbook of qualitative research (5th ed.). Sage.
33. Punch, K. F. (2014). Introduction to social research: Quantitative and qualitative approaches
34. (3rd ed.). Sage.
35. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The craft of research (4th ed.). University of Chicago Press.
36. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). APA.
37. Turabian, K. L. (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.
38. Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.).

RE-VISITING CLASSICAL SOCIOLOGICAL THEORY IN THE 21st CENTURY Code PG2 S0CI 1012

Credits: 6 (Total Classes: 90)

Course Objective:

The course "Re-Visiting Classical Sociological Theory in the 21st Century" critically re-engages with the ideas of Karl Marx, Max Weber, and Émile Durkheim to examine their relevance in understanding contemporary global and digital societies. It connects classical concepts with present-day issues such as neoliberal capitalism, digital labour, platform economies, and networked social life, while questioning the Eurocentric foundations of the sociological canon. By incorporating feminist, postcolonial, and Global South perspectives, the course encourages reinterpretation of ideas like exploitation, bureaucracy, anomie, and solidarity in the context of globalization, identity politics, and knowledge decolonization, fostering advanced theoretical reflexivity and critical application of classical theory to 21st-century realities.

Unit-I: Modernity, and Its Critiques (15 classes)

Modernity, capitalism, and industrial society

Limits of Eurocentrism

Unit-II: Karl Marx (20 classes)

Capital, labour, and exploitation

Global capitalism and neoliberal restructuring

Digital economy through Marxist Lens

Unit-III: Max Weber (20 classes)

Religion after disenchantment: Secularization and religious revival

Bureaucracy & Iron cage revisited: Freedom, domination and modern subjectivity

Unit-IV: Émile Durkheim (20 classes)

Division of labour and solidarity in late modernity

Anomie in digital societies, Collective effervescence and digital public

Civil religion, nationalism and virtual communities

Unit-V Global South perspectives (15 classes)

Colonialism & modernity

Multiple modernities

Rethinking modernity beyond Eurocentric frameworks

Course Outcome: The students understand cotemporary reality in the light of theories of the classical thinkers as well as perspective from the global South

Reading List:

1. Bhambra, G. K. (2007). Rethinking modernity: Postcolonialism and the sociological imagination. Palgrave Macmillan.
2. Bhambra, G. K. (2014). Connected sociologies. Bloomsbury Academic.
3. Craib, I. (1992). Modern social theory: From Parsons to Habermas (2nd ed.). Harvester Wheatsheaf. Ritzer, G. (2011). Contemporary sociological theory and its classical roots (3rd ed.). McGraw-Hill.

4. Fanon, F. (1961). The wretched of the earth. Grove Press. Fuchs, C. (2014). Digital labour and Karl Marx. Routledge. Harvey, D. (2003). The new imperialism. Oxford University Press.
5. Harvey, D. (2005). A brief history of neoliberalism. Oxford University Press. Marx, K. (1867/1976). Capital: A critique of political economy (Vol. 1). Penguin.
6. Marx, K. (1844/1975). Economic and philosophic manuscripts of 1844. International Publishers. Marx, K., & Engels, F. (1848/2002). The communist manifesto. Penguin.
7. Scholz, T. (2016). Uberworked and underpaid: How workers are disrupting the digital economy. Polity Press.
8. Srnicek, N. (2017). Platform capitalism. Polity Press.
9. Standing, G. (2011). The precariat: The new dangerous class. Bloomsbury Academic. Wright, E. O. (1985). Classes. Verso.
10. Zuboff, S. (2019). The age of surveillance capitalism. PublicAffairs.
11. Asad, T. (2003). Formations of the secular: Christianity, Islam, modernity. Stanford University Press. Casanova, J. (1994). Public religions in the modern world. University of Chicago Press.
12. Giddens, A. (1990). The consequences of modernity. Stanford University Press.
13. Noble, S. U. (2018). Algorithms of oppression: How search engines reinforce racism. NYU Press. Ritzer, G. (1993). The McDonaldization of society. Pine Forge Press.
14. Weber, M. (1905/2002). The Protestant ethic and the spirit of capitalism. Penguin. Weber, M. (1922/1978). Economy and society. University of California Press.
15. Weber, M. (1919/2004). Science as a vocation. Hackett Publishing
16. Castells, M. (2012). Networks of outrage and hope: Social movements in the Internet age. Polity Press.
17. Durkheim, É. (1893/2014). The division of labour in society. Free Press. Durkheim, É. (1897/2002). Suicide: A study in sociology. Routledge.
18. Durkheim, É. (1912/2008). The elementary forms of religious life. Oxford University Press. Lasch, C. (1979). The culture of narcissism. W. W. Norton.
19. Turkle, S. (2011). Alone together: Why we expect more from technology and less from each other. Basic Books.
20. Bhambra, G. K. (2007). Rethinking modernity: Postcolonialism and the sociological imagination. Palgrave Macmillan.
21. Chakrabarty, D. (2000). Provincializing Europe: Postcolonial thought and historical difference. Princeton University Press.
22. Connell, R. (2007). Southern theory: The global dynamics of knowledge in social science. Polity Press. de Sousa Santos, B. (2014). Epistemologies of the South: Justice against epistemicide. Routledge.
23. Escobar, A. (2011). Encountering development: The making and unmaking of the Third World. Princeton University Press.
24. Ghosh, J. (2016). Informalization and the conditions of work in the Global South. Global Labour Journal, 7(1), 1–15.
25. Nederveen Pieterse, J. (2010). Development theory: Deconstructions/reconstructions (2nd ed.). Sage.
26. Quijano, A. (2007). Coloniality and modernity/rationality. Cultural Studies, 21(2–3), 168–178.

27. Santos, B. de S. (2018). The end of the cognitive empire: The coming of age of epistemologies of the South. Duke University Press.

SOCIOLOGIES OF DEVELOPMENT AND STATE

Code: PG2 SOCI 1013

(Total Credit: 6 | Marks 75(TH.-60+IA-15) | Total Classes: 90)

Course Objective:

The course 'Sociology of Development and the State' aims to provide students with a comprehensive understanding of the meaning, evolution, and sociological dimensions of development, while critically examining the nature and functions of the state in shaping development processes. It introduces major theoretical paradigms—Marxist and neo-Marxist perspectives, Dependency and World-System theories, Modernization and Liberal approaches, Human Capability, Sustainable, Alternative, and Post-development critiques—to enable comparative and critical analysis. The course further explores different models of development, including the developmental state, state-led and market-led strategies, and participatory planning at the grassroots level. By engaging with issues of governance and the politics of development in India, the course seeks to cultivate analytical skills, theoretical clarity, and a critical understanding of contemporary debates in development and state-society relations.

Unit-I: Conceptual Foundations of Development and the State (20 classes)

Sociology of development—evolution, scope and approaches; concept, nature, and functions of the state;

Unit-II: Theories and Paradigms of Development (25 classes)

Dependency Theory, World-System Theory, Modernization Theory, Liberalism and Neo-liberalism, Human Capability Approach, Sustainable, Alternative: Tagore & Gandhi, and Post-development critiques

Unit-III: Models of Development and Planning Processes (20 classes)

Developmental state; state-led vs market-led development

Unit-IV: State, Politics and Development in Contemporary Contexts (25 classes)

State, power and development; politics of development in India

Course Outcome: The students become conversant with the issues of development, alternative development and the basic role and functions of the state in relation to development.

Reading List:

1. Desai, V., & Potter, R. B. (Eds.). (2014). The companion to development studies (3rd ed.). Routledge. Heywood, A. (2013). Politics (4th ed.). Palgrave Macmillan.
2. Preston, P. W. (1996). Development theory: An introduction. Blackwell.
3. Tilly, C. (1990). Coercion, capital, and European states, AD 990–1990. Blackwell.
4. Frank, A. G. (1967). Capitalism and underdevelopment in Latin America. Monthly Review Press.
5. o. Cambridge University Press.
6. Sen, A. (1999). Development as freedom. Oxford University Press. Wallerstein, I. (1974). The modern world-system I. Academic Press. Escobar, A. (2011). Encountering development. Princeton University Press.
7. Chambers, R. (1997). Whose reality counts? Putting the first last. Intermediate Technology Publications.
8. Evans, P. (1995). Embedded autonomy: States and industrial transformation. Princeton University Press.
9. Johnson, C. (1982). MITI and the Japanese miracle. Stanford University Press. Kohli, A. (2004). State-directed development. Cambridge University Press.
10. Corbridge, S., Harriss, J., & Jeffrey, C. (2013). India today: Economy, politics and society. Polity Press.
11. Drèze, J., & Sen, A. (2013). An uncertain glory: India and its contradictions. Princeton University Press. Leftwich, A. (1994). Governance, the state and the politics of development. Development and Change, 25(2), 363–386

MEDICAL SOCIOLOGY AND BIOPOLITICS

PG2 SOCI 1014

(Credits: 6 | Marks 75 (TH.-60+IA-15) | Total Classes: 90)

Course Objective:

The course "Medical Sociology and Biopolitics" aims to develop a critical and interdisciplinary understanding of health, illness, and medicine as socially constructed and politically governed phenomena. Drawing on key perspectives in medical sociology and the concept of biopolitics, particularly the works of Michel Foucault, Erving Goffman, and Ivan Illich, the course examines how power, knowledge, and institutions shape medical practices, health discourses, and processes of medicalization. It moves beyond biomedical reductionism by focusing on social determinants of health, stigma, illness narratives, surveillance, and risk governance, while addressing contemporary issues such as vaccine politics, mental health, reproductive technologies, and gendered health inequalities. Overall, the course seeks to foster theoretical

clarity, ethical sensitivity, and critical analytical skills to understand the intersections of medicine, governance, and society in the 21st century.

Unit I: Foundations of Medical Sociology (30 classes)

Health, illness and disease as social constructs

Social determinants of health

Medicalization and demedicalization

Illness narratives and stigma

Unit II: Biopolitics and Governmentality (30 classes)

Biopower and panopticism

Health surveillance and population control

Risk and normalization

Global health governance

Unit III: Pharmaceuticalization and Global Health (30 classes)

Pharma regimes and drug regulation; Vaccine politics and access

Mental health, Counselling and neoliberal care

Reproductive technologies and gender

Health activism, ethics and patient rights

Course Outcome: The students become conversant with the intricate relations between medicine and society.

Reading List:

1. Conrad, P. (2007). The medicalization of society: On the transformation of human conditions into treatable disorders. Johns Hopkins University Press
2. Foucault, M. (1973). The birth of the clinic: An archaeology of medical perception. Vintage Books. Foucault, M. (1978). The history of sexuality, Volume 1: An introduction. Pantheon Books.
3. Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. Prentice-Hall. Illich, I. (1976). Medical nemesis: The expropriation of health. Pantheon Books.
4. Agamben, G. (1998). Homo sacer: Sovereign power and bare life. Stanford University Press.
5. Foucault, M. (2007). Security, territory, population: Lectures at the Collège de France, 1977–1978. Palgrave Macmillan.

6. Foucault, M. (2008). The birth of biopolitics: Lectures at the Collège de France, 1978–1979. Palgrave Macmillan.
7. Rose, N. (2007). The politics of life itself: Biomedicine, power, and subjectivity in the twenty-first century. Princeton University Press.
8. Biehl, J. (2007). Will to live: AIDS therapies and the politics of survival. Princeton University Press.
9. Dumit, J. (2012). Drugs for life: How pharmaceutical companies define our health. Duke University Press.
10. (TH.-60+IA-15) Nguyen, V.-K. (2010). The republic of therapy: Triage and sovereignty in West Africa's time of AIDS. Duke University Press.
11. Petryna, A. (2009). When experiments travel: Clinical trials and the global search for human subjects. Princeton University Press.
12. Rose, N., & Novas, C. (2005). Biological citizenship. In A. Ong & S. J. Collier (Eds.), Global assemblages: Technology, politics, and ethics as anthropological problems (pp. 439–463). Blackwell Publishing.
13. Sunder Rajan, K. (2006). Biocapital: The constitution of postgenomic life. Duke University Press.

CULTURAL STUDIES AND EVERYDAY LIFE

Code PG2 SOCI 1021

(Total Credit: 4 Total Classes: 60)

Unit 1. Cultural Studies: An introduction, Theoretical Perspectives of Birmingham School, Stuart Hall, Raymond Williams; Globalisation and Localisation, Nationalism and Multiculturalism, Indian thoughts on Culture : Tagore, Gandhi: Views on Western civilization and education (Class 10)

Unit 2. Popular Culture and the Indian context: Films and Music, Role of Media (Class 5)

Unit 3. Culture and Identity: Bratachari Movement; Folk Dances of Bengal, Gaudiya Nritya, Sports, Education and nation building (Class 5)

Unit 4. Religion: Pilgrimage, Religious tourism, religion and economy, Durga Pujo; new religious movements; rituals, beliefs, and practices; commodification of rituals (Class 10)

Unit 5. Sociology of everyday life: Significance, How to study Everyday Life? Everyday Life and Theorising: Erving Goffman ('The presentation of self in everyday life'); Peter Berger and Thomas Luckmann ('The Social construction of reality'); C. Wright Mills ('The sociological imagination'), Garfinkel (Ethnomethodology), Lefebvre (rhythmanalysis) (Class 15)

Unit 6. Interactions in everyday life: Identity and Social Differentiation, Social Relationship and Interaction, Communication technology and social interactions in everyday life' Consumption and everyday life, emotions in everyday life, Key Sites of Everyday Life; Objects and Everyday Life (Class 15)

Readings:

1.Banerjee, Anirban 2013. Explorations in Sociology, Burdwan, The University of Burdwan.

2.Barker, Chris. 2000. Cultural Studies: Theory and Practice. Sage Publications: London.

3.Bennett, Andy.2005. Culture and Everyday Life. London: Sage.

4.Berger, Peter and Thomas Luckmann. The Social Construction of Reality: A Treatise in the Sociology of Knowledge. London: 1971.

5.Berger, Peter L. 1963. Invitation to Sociology: A Humanistic Perspective. Harmondsworth, Middlesex: Penguin.

6.Brooker, Peter. 2003. A Glossary of Cultural Theory. London: Arnold.

7.Certeau, Michel de, Luce Giard and Pierre Mayol. 1998. The Practice of Everyday Life (Vol. 2: Living and Cooking). Minneapolis: University of Minnesota Press.

8.Certeau, Michel de. 1984. The Practice of Everyday Life. Berkeley: University of California Press.

9.Choudhuri , Srabanti and Chandan Basu eds. 2017Caste, Gender and Media: Significant Sociological Trends in India :An Open distance Paradigm,Kolkata Netaji Subhas Open University.

10.Corrigan, Peter. 1997. The Sociology of Consumption: An Introduction. Sage Publications: London.

11.Corrigan, Peter. 1997. The Sociology of Consumption: An Introduction. New Delhi: Sage.

12.Davis, Kingsley. 1981. Human Society. Delhi: Surjeet Publications.

13.Douglas, Jack D (ed.). 1970. Everyday Life: Toward the Reconstruction of Sociological Knowledge. Chicago: Aldine Publishing Company.

14.Gardinar, Michael E. 2000. Critiques of Everyday Life. London: Routledge.

15.Giddens, Anthony. 1986. Sociology: A Brief but Critical Introduction. London: Macmillan.

16.Giddens, Anthony. 200 Sociology (6th Edition). Cambridge: Polity Press.

17.Goffman, Erving. 1956. Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh Social Science Research Centre (Monograph No. 2).

18.Goffman, Erving. 1963. Behavior in Public Places: Notes on the social Organization of the Gatherings. New York: The Free Press.

19.Goffman, Erving. 1971. Relations in Public: Microstudies of the Public Order. New York: Basic Books.

20.Harlambos, M. and R. M. Heald, 1980. Sociology: Themes and Perspectives. Delhi: Oxford University Press.

21.Highmore, Ben. 2002. Everyday Life and Cultural Theory: An Introduction. London: Routledge.

22.Holmes, Mary. 2009. Gender and Everyday Life (The New Sociology). London: Routledge.

23.Inglis, David. 2005. Culture and Everyday Life. London: Routledge.

24.Livingstone, Sonia. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User', in Angharad N. Valdivia (ed.): A Companion to Media Studies. Malden, MA: Blackwell Publishing.

25.Mills, C. Wright. 2000. The Sociological Imagination. Oxford: Oxford University Press.

26.Smith, Greg. 2006. Erving Goffman. London: Routledge.

27.Truzzi, Marcello (ed.). 1968. Sociology and Everyday Life. Englewood Cliffs, New Jersey: Prentice-Hall.

28.Williams, Raymond. 1981. Culture. London: Fontana Press.

29.Mukhopadhyay, Mahua (2000) Gadiya Nritya: Pracheen Benglar Sastneeyo Nrityadhara, The Asiatic Society.

30.Dutt, Gurusaday (2023) Folk Dances of Bengal, Sumith Enterprises.

31.Bandopadhyay, Kaushik (2011) Scoring Off the Field: Football Culture in Bengal, 1911-80, Routledge, Delhi.

32.Watson, C.W. (2002) Multiculturalism, Viva Books Private Limited, New Delhi

SEMESTER 2

ADVANCED SOCIOLOGICAL THEORY

Code PG2 SOCI 2011

(Total Credit: 6 Total Classes: 90)

Course Objective:

The course "Advanced Sociological Theory" offers an in-depth engagement with major contemporary theoretical paradigms shaping late 20th- and 21st-century sociology. It examines power, discourse, and biopolitics through Michel Foucault; colonial discourse and representation through Edward Said; interpretive culture via Clifford Geertz; and practice theory (habitus, field, capital) through Pierre Bourdieu. It further analyzes modernity and globalization with Anthony Giddens and critical theory and democratic communication through Jürgen Habermas. The course aims to build advanced theoretical competence and the ability to apply complex frameworks to contemporary social transformations, identity politics, and knowledge production.

Unit-I: Michel Foucault (15 classes)

Power/Knowledge; Discourse; Discipline; Biopower; Genealogy

Unit-II: Edward Said (15 classes)

Orientalism; Colonial discourse; Cultural imperialism

Unit-III: Clifford Geertz (15 classes)

Interpretive anthropology; Culture as text; Thick description

Unit-IV: Pierre Bourdieu (15 classes)

Habitus; Field; Forms of capital; Social reproduction

Unit-V: Anthony Giddens (15 classes)

Structuration; Modernity; Reflexivity; Globalization

Unit-VI: Jürgen Habermas (15 classes)

Communicative rationality; Lifeworld & system; Deliberative democracy; Critical theory

Course Outcome: The students become acquainted with the latest development in sociological theory

Reading List:

1. Foucault, M. (1972). The archaeology of knowledge. Pantheon Books.
2. Foucault, M. (1977). Discipline and punish: The birth of the prison. Pantheon Books
3. Foucault, M. (1978). The history of sexuality, Volume 1: An introduction. Pantheon Books.
4. Foucault, M. (1980). Power/knowledge: Selected interviews and other writings, 1972–1977. Pantheon Books.
5. Said, E. W. (1978). Orientalism. Pantheon Books. Said, E. W. (1993). Culture and imperialism. Knopf.
6. Geertz, C. (1973). The interpretation of cultures. Basic Books.
7. Geertz, C. (1983). Local knowledge: Further essays in interpretive anthropology. Basic Books.
8. Bourdieu, P. (1977). Outline of a theory of practice. Cambridge University Press.
9. Bourdieu, P. (1984). Distinction: A social critique of the judgement of taste. Harvard University Press.
10. Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), Handbook of theory and research for the sociology of education (pp. 241–258). Greenwood.

11. Bourdieu, P., & Passeron, J.-C. (1990). Reproduction in education, society and culture (2nd ed.). Sage Publications.
12. Giddens, A. (1984). The constitution of society: Outline of the theory of structuration. University of California Press.
13. Giddens, A. (1990). The consequences of modernity. Stanford University Press. Giddens, A. (1991). Modernity and self-identity. Stanford University Press.
14. Habermas, J. (1984). The theory of communicative action, Volume 1: Reason and the rationalization of society. Beacon Press.
15. Habermas, J. (1987). The theory of communicative action, Volume 2: Lifeworld and system: A critique of functionalist reason. Beacon Press.
16. Habermas, J. (1989). The structural transformation of the public sphere. MIT Press.
17. Habermas, J. (1996). Between facts and norms: Contributions to a discourse theory of law and democracy. MIT Press

INDIAN KNOWLEDGE SYSTEM: TRADITION AND CRITIQUE

Code PG2 SOCI 2012

(Total Credit: 4 Total Classes: 60)

Course Objective:

The course aims to introduce students to Indian Knowledge Systems (IKS) as a civilizational and intellectual tradition rooted in textual and oral knowledge. It examines the intersections of indigenous knowledge with economy, state, education, environment, and social reform traditions, while critically engaging with themes such as Orientalism, invention of tradition, Sanskritization, and vernacular processes. The course further explores the relationship between indigenous knowledge and modern science, and analyses the role of IKS in shaping nationalism and alternative modernities, fostering critical and contextual understanding of knowledge, culture, and society in India.

Unit I: Foundations of Indian Knowledge Systems (IKS) (10 classes)

Concept & Significance of IKS; textual and oral traditions

Unit II: IKS as Civilizational Discourse (10 classes)

Indian intellectual traditions on economy, state, education, and environment

Unit III: Colonial Knowledge, Orientalism, and the Invention of Tradition (15 classes)

Orientalism and construction of Indian traditions

Unit IV: Social Hierarchies and Cultural Processes in Indian Society (10 classes)

Sanskritization and vernacularization

Unit V: Indigenous Reform Traditions and Social Critique (10 classes)

Lokayata, Bhakti movements, and Dalit traditions

Unit VI: Indigenous Knowledge and Modern Science (5 classes)

Interface, tensions, and complementarities between IKS and modern scientific knowledge

Course Outcome: The students become acquainted with the knowledge system as an alternative vision to the Western paradigm.

Reading List

1. Altekar, A. S. (1958). Education in ancient India. Nand Kishore & Bros. Radhakrishnan, S. (1923). Indian philosophy (Vol. 1). Oxford University Press. Sharma, A. (2001). Classical Hindu thought: An introduction. Oxford University Press
2. Kaviraj, S. (2010). The trajectories of the Indian state: Politics and ideas. Permanent Black.
3. Nandy, A. (1983). The intimate enemy: Loss and recovery of self under colonialism. Oxford University Press.
4. Sen, A. (2005). The argumentative Indian: Writings on Indian history, culture and identity. Farrar, Straus and Giroux.
5. Hobsbawm, E., & Ranger, T. (Eds.). (1983). The invention of tradition. Cambridge University Press.
6. Inden, R. (1990). Imagining India. Basil Blackwell. Said, E. W. (1978). Orientalism. Pantheon Books.
7. Trautmann, T. R. (1997). Aryans and British India. University of California Press.
8. Dirks, N. B. (2001). Castes of mind: Colonialism and the making of modern India. Princeton University Press.
9. Srinivas, M. N. (1966). Social change in modern India. University of California Press.
10. Ambedkar, B. R. (1936/2014). Annihilation of caste. Navayana. Omvedt, G. (1994). Dalits and the democratic revolution. Sage Publications. Ramanujan, A. K. (1973). Speaking of Śiva. Penguin Classics.
11. Rege, S. (2006). Writing caste/writing gender: Narrating Dalit women's testimonios. Zubaan. Thapar, R. (1988). Ancient Indian social history: Some interpretations. Orient Longman.
12. Harding, S. (1998). Is science multicultural? Postcolonialisms, feminisms, and epistemologies. Indiana University Press.
13. Shiva, V. (1993). Monocultures of the mind: Perspectives on biodiversity and biotechnology. Zed Books.

14. Visvanathan, S. (1997). A carnival for science: Essays on science, technology and development. Oxford University Press.
15. Chatterjee, P. (1993). The nation and its fragments: Colonial and postcolonial histories. Princeton University Press.
16. Chakrabarty, D. (2000). Provincializing Europe: Postcolonial thought and historical difference. Princeton University Press.
17. Eisenstadt, S. N. (2000). Multiple modernities. Daedalus, 129(1), 1–29. Nehru, J. (1946). The discovery of India. Oxford University Press

SOCIETY AND CULTURE IN BENGAL

Code: PG2 SOCI 2013

(Total Credit: 4, Total Classes: 60)

Course Objective:

The course aims to provide a sociological understanding of Bengal society by examining its historical formation, social institutions, gender relations, cultural practices, and political movements. It explores how traditions, popular culture, and modernity have shaped identities and social change in Bengal, enabling students to critically analyse regional society within broader debates on history, culture, and contemporary transformations.

Unit I: Historical Formation of Bengal Society (10 classes)

Making of Bengal society: space, plurality, and historical processes

Unit II: Social Institutions in Bengal (10 classes)

Economy, family, kinship, caste, religion; social mobility

Unit III: Gender Relations and Social Change in Bengal (10 classes)

Gender roles, patriarchy, and transformations

Unit IV: Culture, Rituals, Festivals, Sports and the question of identity in Bengal (10 classes)

Cultural practices, folk traditions, sports, films, everyday life

Unit V: Social and Political Movements in Bengal (10 classes)

Reform movements, political mobilizations, social change

Unit VI: Modernity and Contemporary Transformations in Bengal (10 classes)

Modernity, urbanization, identity, and cultural change

Course Outcome: The students develop a comprehensive idea of Bengal society and culture and the life-world in which they are embedded

Reading List

1. Chatterjee, P. (1993). The nation and its fragments: Colonial and postcolonial histories. Princeton University Press.
2. Sarkar, S. (2002). Bengal 1928–1934: The politics of protest. Oxford University Press. Raychaudhuri, T., & Habib, I. (Eds.). (1982). The Cambridge economic history of India, Vol. 2. Cambridge University Press.
3. Beteille, A. (1996). Caste, class and power. Oxford University Press. Karve, I. (1961). Kinship organization in India. Asia Publishing House. Bose, A. (1993). The Indian family in transition. Sage Publications
4. Chatterjee, P. (1993). The nationalist resolution of the women's question. In The nation and its fragments. Princeton University Press.
5. Forbes,G. (1996).Women in modern India. Cambridge University Press.
6. Sangari, K., & Vaid, S. (Eds.). (1989). Recasting women: Essays in Indian colonial history. Kali for Women.
7. Banerjee, S. (1989). The parlour and the streets: Elite and popular culture in nineteenth century Calcutta. Seagull Books.
8. Appadurai, A. (1996). Modernity at large: Cultural dimensions of globalization. University of Minnesota Press.
9. Datta, P. (2002). Carving bluestone: Hindu idols and the cultural politics of Bengal. Oxford University Press.
10. Chandra, B. (2004). In the name of democracy: JP movement and the emergency. Penguin. Basu, S. (2010).Naxalite movement in India.
11. Routledge. Sen, S. (2015). Women and labour in late colonial India: The Bengal jute industry. Cambridge University Press.
12. Bhattacharya, D. (2005). The cultures of economic liberalisation in India. Oxford University Press. Chakrabarty, D. (2000). Provincializing Europe: Postcolonial thought and historical difference. Princeton University Press.
13. Corbridge, S., Harriss, J., & Jeffrey, C. (2013). India today: Economy, politics and society. Polity Press.

WORK, INDUSTRY AND ENTREPRENEURSHIP

Code: PG2 SOCI 2014

(Total Credit: 4 Total Classes: 60)

Course Objective:

This course aims to provide a comprehensive sociological understanding of industrial and post-industrial society by examining the nature of work, workplace relations, and labour processes in changing economic contexts. It seeks to familiarize students with the processes of industrialization and their impact on social change, while introducing key theoretical perspectives on organization, bureaucracy, and corporate social responsibility. The course further focuses on the implications of globalization for labour markets, informalization, and shifting work structures, and develops conceptual clarity regarding entrepreneurship, human resource management, industrial relations, and trade unions in contemporary industrial and organizational settings.

Unit I: Industrial and Post-Industrial Society (10 classes)

Industrial and post-industrial transformations and their social implications

Unit II: Sociology of Work and Workplace Relations (10 classes)

Sociology of work; scientific management; human relations approach

Unit III: Organization and Corporate Social Responsibility (15 classes)

Organization theory: Weber's theory of Bureaucracy; Braverman's Approach, Sociotechnical System & Ahmedabad Experiments; CSR and organizational ethics.

Unit IV: Globalization and the Labour Market (10 classes)

Globalization, labour mobility, informalization

Unit V: Entrepreneurship, HRM, and Industrial Relations (15 classes)

Entrepreneurs, human resource management, industrial relations, and trade unions

Course Outcome: The students become equipped with the knowledge of industrial dynamics and the significance of entrepreneurship.

Reading List:

1. Bell, D. (1973). The coming of post-industrial society: A venture in social forecasting. Basic Books. Kumar, K. (2005). From post-industrial to post-modern society (2nd ed.). Blackwell. Giddens, A. (2009). Sociology (6th ed.). Polity Press.
2. Braverman, H. (1974). Labor and monopoly capital: The degradation of work in the twentieth century. Monthly Review Press. Taylor, F. W. (1911). The principles of scientific management. Harper & Brothers. Mayo, E. (1933). The human problems of an industrial civilization. Macmillan
3. Smelser, N. J. (1959). Social change in the industrial revolution. University of Chicago Press. Moore, W.E. (1963). Social change. Prentice Hall. Kerr, C., Dunlop, J. T., Harbison, F., & Myers, C. A. (1973). Industrialism and industrial man. Penguin.
4. Weber, M. (1978). Economy and society (G. Roth & C. Wittich, Eds.). University of California Press. Scott, W. R. (2003). Organizations: Rational, natural, and open systems (5th ed.). Prentice Hall. Carroll, A. B. (1999). Corporate social responsibility: Evolution of a definitional construct. Business & Society, 38(3), 268–295.
5. Castells, M. (2010). The rise of the network society (2nd ed.). Wiley-Blackwell. Standing, G. (2011). The precariat: The new dangerous class. Bloomsbury Academic. Sassen, S. (2007). A sociology of globalization. W. W. Norton.
6. Schumpeter, J. A. (1934). The theory of economic development. Harvard University Press. Armstrong, M. (2014). Armstrong's handbook of human resource management practice (13th ed.). Kogan Page.
7. Hyman, R. (1975). Industrial relations: A Marxist introduction. Macmillan.

SOCIOLOGY OF MARGINS

Code PG2 SOCI 2021

(Total Credit: 4 Total Classes: 60)

Course Objective:

The course 'Sociology of the Margins' aims to develop a critical sociological understanding of marginalization, inequality, and social exclusion across diverse social contexts. It examines the structural, cultural, and political dimensions of marginality by focusing on Dalits, tribes, cultural minorities, marginalized gender and sexual identities, and persons with disabilities and mental health challenges. Drawing on the ideas of B. R. Ambedkar, Gayatri Chakravorty Spivak, and Judith Butler, the course explores intersections of caste, ethnicity, gender, sexuality, disability, and mental health in producing layered exclusion and stigma. It also analyses the role of state policies, civil society, and social movements in promoting inclusion, rights, and social justice, fostering ethical sensitivity and a critical perspective on democracy, human rights, and inclusive development.

Unit I: Conceptual Foundations of Marginality and Social Exclusion (5 classes)

Conceptual issues of marginality, exclusion, inequality, and social justice

Unit II: Caste, Dalits, and Social Exclusion (10 classes)

Historical and contemporary marginalization of Dalits

Unit III: Tribes, Indigeneity, and Developmental Marginality (10 classes)

Tribal communities, displacement, identity, and inclusion

Unit IV: Cultural Minorities and Identity Politics (10 classes)

Cultural marginalization, ethnicity, and minority rights

Unit V: Gender, Sexuality, and Intersectional Exclusion (10 classes)

Marginalized gender and sexual identities; stigma and recognition

Unit VI: Disability, Mental Health, and Social Stigma (5 classes)

Disability, mental health, accessibility, and social inclusion

Unit VII: Social Movements, Resistance, and Social Justice (10 classes)

Identity-based movements, rights, recognition, and resistance

Course Outcome: The students understand the process of marginalization in Indian society and the resistances of those who are thrown into the margins

Reading List:

1. Silver, H. (1994). Social exclusion and social solidarity: Three paradigms. International Labour Review, 133(5–6), 531–578.
2. Young, I. M. (1990). Justice and the politics of difference. Princeton University Press. Sen, A. (1999). Development as freedom. Oxford University Press.
3. Ambedkar, B. R. (1936). Annihilation of caste. Navayana.
4. Guru, G., & Sarukkai, S. (2012). The cracked mirror: An Indian debate on experience and theory. Oxford University Press.
5. Omvedt, G. (1994). Dalits and the democratic revolution. Sage.
6. Xaxa, V. (2008). State, society, and tribes: Issues in post-colonial India. Pearson.

7. Baviskar, A. (2005). In the belly of the river: Tribal conflicts over development in the Narmada Valley. Oxford University Press.
8. Guha, R. (1999). Savaging the civilised: Verrier Elwin, his tribals, and India. Oxford University Press.
9. Kymlicka, W. (1995). Multicultural citizenship. Oxford University Press.
10. Taylor, C. (1994). The politics of recognition. In A. Gutmann (Ed.), Multiculturalism (pp. 25–73). Princeton University Press.
11. Bhargava, R. (Ed.). (1998). Secularism and its critics. Oxford University Press.
12. Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge.
13. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241–1299.
14. Menon, N. (2012). Seeing like a feminist. Zubaan Books. New Delhi.
15. Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. Prentice-Hall. Oliver, M. (1990). The politics of disablement. Macmillan.
16. Thomas, C. (2007). Sociologies of disability and illness. Palgrave Macmillan.
17. Tilly, C. (2004). Social movements, 1768–2004. Paradigm Publishers.
18. Touraine, A. (1981). The voice and the eye: An analysis of social movements. Cambridge University Press.
19. Jenkins, J. C. (1983). Resource mobilization theory and the study of social movements. Annual Review of Sociology, 9, 527–553

SEMESTER III

SOCIOLOGY OF CULTURE AND EVERYDAY LIFE

Code PG2 SOCI 3011

(Total Credit: 4 Total Classes: 60)

Unit 1. Cultural Studies: An introduction, Theoretical Perspectives of Birmingham School, Stuart Hall, Raymond Williams; Globalisation and Localisation, Nationalism and Multiculturalism, Indian thoughts on Culture : Tagore, Gandhi: Views on Western civilization and education (Class 10)

Unit 2. Popular Culture and the Indian context: Films and Music, Role of Media (Class 5)

Unit 3. Culture and Identity: Bratachari Movement; Folk Dances of Bengal, Gaudiya Nritya, Sports, Education and nation building (Class 5)

Unit 4. Religion: Pilgrimage, Religious tourism, religion and economy, Durga Pujo; new religious movements; rituals, beliefs, and practices; commodification of rituals (Class 10)

Unit 5. Sociology of everyday life: Significance, How to study Everyday Life? Everyday Life and Theorising: Erving Goffman (‘The presentation of self in everyday life’); Peter Berger and

Thomas Luckmann ('The Social construction of reality'); C. Wright Mills ('The sociological imagination'), Garfinkel (Ethnomethodology), Lefebvre (rhythmanalysis) (Class 15)

Unit 6. Interactions in everyday life: Identity and Social Differentiation, Social Relationship and Interaction, Communication technology and social interactions in everyday life' Consumption and everyday life, emotions in everyday life, Key Sites of Everyday Life; Objects and Everyday Life (Class 15)

Readings:

1.Banerjee, Anirban 2013. Explorations in Sociology, Burdwan, The University of Burdwan.

2.Barker, Chris. 2000. Cultural Studies: Theory and Practice. Sage Publications: London.

3.Bennett, Andy.2005. Culture and Everyday Life. London: Sage.

4.Berger, Peter and Thomas Luckmann. The Social Construction of Reality: A Treatise in the Sociology of Knowledge. London: 1971.

5.Berger, Peter L. 1963. Invitation to Sociology: A Humanistic Perspective. Harmondsworth, Middlesex: Penguin.

6.Brooker, Peter. 2003. A Glossary of Cultural Theory. London: Arnold.

7.Certeau, Michel de, Luce Giard and Pierre Mayol. 1998. The Practice of Everyday Life (Vol. 2: Living and Cooking). Minneapolis: University of Minnesota Press.

8.Certeau, Michel de. 1984. The Practice of Everyday Life. Berkeley: University of California Press.

9.Choudhuri , Srabanti and Chandan Basu eds. 2017Caste, Gender and Media: Significant Sociological Trends in India :An Open distance Paradigm,Kolkata Netaji Subhas Open University.

10.Corrigan, Peter. 1997. The Sociology of Consumption: An Introduction. Sage Publications: London.

11.Corrigan, Peter. 1997. The Sociology of Consumption: An Introduction. New Delhi: Sage.

12.Davis, Kingsley. 1981. Human Society. Delhi: Surjeet Publications.

13.Douglas, Jack D (ed.). 1970. Everyday Life: Toward the Reconstruction of Sociological Knowledge. Chicago: Aldine Publishing Company.

14.Gardinar, Michael E. 2000. Critiques of Everyday Life. London: Routledge.

15.Giddens, Anthony. 1986. Sociology: A Brief but Critical Introduction. London: Macmillan.

16.Giddens, Anthony. 200 Sociology (6th Edition). Cambridge: Polity Press.

17.Goffman, Erving. 1956. Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh Social Science Research Centre (Monograph No. 2).

18.Goffman, Erving. 1963. Behavior in Public Places: Notes on the social Organization of the Gatherings. New York: The Free Press.

19.Goffman, Erving. 1971. Relations in Public: Microstudies of the Public Order. New York: Basic Books.

20.Harlambos, M. and R. M. Heald, 1980. Sociology: Themes and Perspectives. Delhi: Oxford University Press.

21.Highmore, Ben. 2002. Everyday Life and Cultural Theory: An Introduction. London: Routledge.

22.Holmes, Mary. 2009. Gender and Everyday Life (The New Sociology). London: Routledge.

23.Inglis, David. 2005. Culture and Everyday Life. London: Routledge.

24.Livingstone, Sonia. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User', in Angharad N. Valdivia (ed.): A Companion to Media Studies. Malden, MA: Blackwell Publishing.

25.Mills, C. Wright. 2000. The Sociological Imagination. Oxford: Oxford University Press.

26.Smith, Greg. 2006. Erving Goffman. London: Routledge.

27.Truzzi, Marcello (ed.). 1968. Sociology and Everyday Life. Englewood Cliffs, New Jersey: Prentice-Hall.

28.Williams, Raymond. 1981. Culture. London: Fontana Press.

29.Mukhopadhyay, Mahua (2000) Gadiya Nritya: Pracheen Benglar Sastneeyo Nrityadhara, The Asiatic Society.

30.Dutt, Gurusaday (2023) Folk Dances of Bengal, Sumith Enterprises.

31.Bandopadhyay, Kaushik (2011) Scoring Off the Field: Football Culture in Bengal, 1911-80, Routledge, Delhi.

32.Watson, C.W. (2002) Multiculturalism, Viva Books Private Limited, New Delhi

SOCIOLOGY OF PERIPHERY, RESISTANCE AND INCLUSION

Code PG2 SOCI 3012

(Total Credit: 4 Total Classes: 60)

Course Objective:

The course 'Sociology of the Margins' aims to develop a critical sociological understanding of marginalization, inequality, and social exclusion across diverse social contexts. It examines the structural, cultural, and political dimensions of marginality by focusing on Dalits, tribes,

cultural minorities, marginalized gender and sexual identities, and persons with disabilities and mental health challenges. Drawing on the ideas of B. R. Ambedkar, Gayatri Chakravorty Spivak, and Judith Butler, the course explores intersections of caste, ethnicity, gender, sexuality, disability, and mental health in producing layered exclusion and stigma. It also analyses the role of state policies, civil society, and social movements in promoting inclusion, rights, and social justice, fostering ethical sensitivity and a critical perspective on democracy, human rights, and inclusive development.

Unit 1: Conceptual Foundations of Marginality and Social Exclusion (5 classes)

Conceptual issues of marginality, exclusion, inequality, and social justice

Unit 2: Caste, Tribe, and Marginality (15 classes)

Historical and contemporary marginalization of Dalits, protest movements and efforts for inclusion; Tribes, Indigeneity, and Developmental Marginality (10 classes)

Tribal communities, displacement, identity, and inclusion

Unit 3: Cultural Minorities and Identity Politics (10 classes)

Cultural marginalization, ethnicity, and minority rights

Unit 4: Gender, Sexuality, and Intersectional Exclusion (10 classes)

Marginalized gender and sexual identities; stigma and recognition

Unit 5: Disability, Mental Health, and Social Stigma (5 classes)

Disability, mental health, accessibility, and social inclusion

Unit 6: Social Movements, Resistance, and Social Justice (15 classes)

Identity-based movements, rights, recognition, and resistance; Consequences of partition of India, refugee crisis, movement for ‘West Bengal’

Course Outcome: The students understand the process of marginalization in Indian society and the resistances of those who are thrown into the margins

Reading List:

1. Silver, H. (1994). Social exclusion and social solidarity: Three paradigms. International Labour Review, 133(5–6), 531–578.
2. Young, I. M. (1990). Justice and the politics of difference. Princeton University Press. Sen, A. (1999). Development as freedom. Oxford University Press.
3. Ambedkar, B. R. (1936). Annihilation of caste. Navayana.
4. Guru, G., & Sarukkai, S. (2012). The cracked mirror: An Indian debate on experience and theory. Oxford University Press.
5. Omvedt, G. (1994). Dalits and the democratic revolution. Sage.
6. Xaxa, V. (2008). State, society, and tribes: Issues in post-colonial India. Pearson.
7. Baviskar, A. (2005). In the belly of the river: Tribal conflicts over development in the Narmada Valley. Oxford University Press.
8. Guha, R. (1999). Savaging the civilised: Verrier Elwin, his tribals, and India. Oxford University Press.
9. Kymlicka, W. (1995). Multicultural citizenship. Oxford University Press.
10. Taylor, C. (1994). The politics of recognition. In A. Gutmann (Ed.), Multiculturalism (pp. 25–73). Princeton University Press.
11. Bhargava, R. (Ed.). (1998). Secularism and its critics. Oxford University Press.
12. Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge.
13. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241–1299.
14. Menon, N. (2012). Seeing like a feminist. Zubaan.
15. Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. Prentice-Hall. Oliver, M. (1990). The politics of disablement. Macmillan.
16. Thomas, C. (2007). Sociologies of disability and illness. Palgrave Macmillan.
17. Tilly, C. (2004). Social movements, 1768–2004. Paradigm Publishers.
18. Touraine, A. (1981). The voice and the eye: An analysis of social movements. Cambridge University Press.
19. Jenkins, J. C. (1983). Resource mobilization theory and the study of social movements. Annual Review of Sociology, 9, 527–553.

RURAL TRANSFORMATION, URBANIZATION AND SMALL TOWN DYNAMICS

Code PG2 SOCI 3013

(Total Credit: 4 Total Classes: 60)

Course Objective

The objective of this paper is to focus on the rapid transformations in rural life, the fast pace and novel forms of urbanisation and specifically the dynamics of the small towns.

Unit 1. Understanding Village: Village studies in India from different perspectives in different times; Caste-Tribe settlements (Class 10)

Unit 2. Colonial rule and rural India: Education, Economy; Efforts to change Rural life: Gandhi and Tagore, Rural Development initiatives from the colonial period, (Class 10)

Unit 3. Changes in Rural Society: Agriculture and Non-farm Economy; Land reform, Green Revolution; Agrarian relations, agrarian social structure and emergent class relations, Village cooperatives , Changing rural society: Panchayats, Changing Social Life in villages, De-peasantisation, migration (Class 10)

Unit 4. Understanding urban life: different perspectives: Urban Ecology, Urbanism, Urbanity, Right to City, Cities in the world system, Ordinary city, Gender and urbanization, Urban middle class, Urban movements and violence (Class 10)

Unit 5. Urban space and Urban Planning: Defining the Urban in India, Town, Cities and Megacities; Trends of urbanization in India and West Bengal, Slums and Ethnic enclaves, Gated communities; Urban planning: Past and present (Class 10)

Unit 6. Small Town and Metropolis, Urban Decentralisation, Small town: culture, economy, governance (Class 10)

Course Outcome

The students get a thorough understanding of the contemporary rural society and its transformation, urbanisation and its complexity and a nuanced understanding of the small towns, which is often underemphasised in sociological discourse.

Reading List:

1. Baviskar, Amita & Allwood, J. (1995). Finding the Middle Path: The Political Economy of Cooperation in Rural India. Sage.
2. Bercegol, Remi de (2019) Small Towns and Decentralisation in India: Urban Local Bodies in the making, Springer
3. Beteille, Andre (1974). Studies in Agrarian Social Structure. Oxford University Press.
4. Bhattacharya, Neeladri (2019). The Great Agrarian Conquest: The Colonial Reshaping of a Rural World. Permanent Black.
5. Desai, A.R. (1987). Rural Sociology in India. Popular Prakashan.
6. Dharampal (1983) The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century, Rashtnotthana Sahitya, Bengaluru.
7. Doshi, S.L. & Jain, P.C. (2002). Rural Sociology. Rawat Publications.
8. Gupta, Dipankar (1996). “Whither the Indian Village.” Economic and Political Weekly, Feb 19: 751–758.
9. Jayapalan, N. (2022). Urban Sociology. Primemax Books.
10. Jodhka, Surinder S. (ed.) (2018). A Handbook of Rural India. Orient Blackswan.
11. Jodhka, Surinder S. & Simpson, Edward (2019). India’s Villages in the 21st Century: Revisits and Revisions. Oxford University Press.
12. Lefebvre, Henri (1991). The Production of Space. Wiley-Blackwell.

13. Patel, Sujata & Omita Goyal (2020). India's Contemporary Urban Conundrum. Routledge, Taylor & Francis. Routledge India
14. Patel, Sujata & Deb, Kushal (eds.) (2006). Urban Studies in India. Oxford University Press.
15. Paul, B.K., Chakraborty, K., Samanta, G. (2023). Inside the Rice Bowl: Agrarian Crisis and the Rising Distress of Farmers in West Bengal, Rajesh Publications
16. Ramachandran, R. (1989). Urbanization and Urban Systems in India. Oxford University Press.
17. Rao, M.S.A.; Bhat, C. & Kadekar, L.N. (eds.) (1991). A Reader in Urban Sociology. Orient Longman.
18. Sivaramakrishnan, K.C.; Kundu, Amitava & Singh, B.N. (2008). Handbook of Urbanization in India (2nd Edition). Oxford University Press.
19. Taylor, P.J. & Derudder, B., Saey, P; Frank, W. (eds) (2013). Cities in Globalization: Practice, Policies and Theories. Rawat Publications.

CRIME AND SOCIETY

Code PG2 SOCI 3014

(Total Credit: 4 Total Classes: 60)

OBJECTIVES:

Acquainting the learners with the history and development of knowledge of criminology To grasp the subject matter of crime, its causes and consequences To comprehend the relationship of criminology with other social sciences To know about legislations on crime and their implementation in India To understand the importance of studying criminal behaviour, penology and victimology

Unit-I Criminology: Definition and Subject matter, Relationship between Sociology and Criminology, Crime and society, Sociology of Deviant Behaviour, Critical Criminology (12 classes)

Unit-II Crime: Concept, Types, Causes of Crime; Sociological Theories: Durkheim, Merton, Sutherland (12 classes)

Unit-III Incidence of Crime: Organised Crime, White Collar Crime, Juvenile Delinquency and Justice, Witchcraft and Witch hunting, Gambling, Alcoholism and Drug addiction, Prostitution and Cyber Crime (12 classes)

Unit-IV Penology and victimology Concept, History of Prison Reforms in India, Prison Conditions in India, Probation, Parole and Furlough, Victimology: Concept and Types of Victim, Victim's Basic Rights, Victims of war, Victims of Terrorism, (12 classes)

Unit-V: Crime and society in India Types, causes & consequences, digitalization and Changing criminal behaviour, Control of crime. (12 classes)

Course Outcome:

At the end of the teaching of the course the students should be able to understand crime and criminality in society from sociological point of view, to develop interest in career orientation towards penology and job prospectus as probation and parole officer and prism welfare officer and to contribute to academic knowledge in criminology.

READING LIST:

1. Ahuja, Ram (2000) Criminology, Rawat Publications, Jaipur. Konch, Karabi.(2017). Crime and Society, Notion Press.
2. Merton, Robert (1957). Social Theory and Social Structure. Free Press.
3. Mike Maguire, et al. (2007), The Oxford Handbook of Criminology, Oxford University Press, 14 th Ed. Mohanty, RK and S Mohanty (2012) Criminology, Penology and Victimology, Mumbai, Himalaya Publishing
4. O'Brien,Martin & Majid Yar.(2008). Criminology: The Key Concepts, Routledge.
5. Paranjape, N.V. (2017). Criminology, Penology, Victimology, Central Law Publications.
6. Siddiqui, Ahmad (2003) Criminology – Problems and Perspectives, Eastern Book Co., Fourth Edition.
7. Srivastava, S.S. (2002) Criminology and Criminal Administration, Central Law Agency, Second Edition.
8. Siddique, Ahmad. (2016). Criminology Penology and Victimology, 7th edition, Eastern Book Company. Williams,Katherine.S. (2012). Text book on criminology, oxford university press.

SOCIOLOGY OF AGEING

Code PG2 SOCI 3015

(Total Credit: 4 Total Classes: 60)

Course Objective:

This paper tries to focus on the key social aspects related to ageing, age related discrimination and ageing in the specific context of India.

Unit I : Understanding Sociology of Ageing (12 classes)

Unit II: Ageing: Individual, Family and Society; Interplay between societal responses to ageing and the lived experiences of the individuals within the context of family. (12 classes)

Unit III: Ageing and Social Processes: Age-based discrimination and its intersection with other dimensions of inequality like class, caste and gender (12 classes)

Unit IV: Ageing: Challenges and Responses: challenges of ageing and the responses through different policy programs. (12 classes)

Unit V: Ageing in India: Societal Context, Cultural specificity, Particular Challenges and Public Policy (12 classes)

Course Outcome

The students get a fair understanding of the social context that influences ageing, leading to growth of awareness and sensitivity about the elder members of the family and the nation.

Readings:

1. S Raju. 2014. 'Studies on Ageing in India: A Review' in G.Girdhar, K.M.Satyanarayana, Sanjay Kumar, K.S.James and Moneer Alam(eds.), Population Ageing in India. Cambridge University Press. Chapter 7. Pp.180-224.
2. Achenbaum, W. Andrew. 2020. 'Past as Prologue: Toward a Global History of Ageing' in D.Dannefer and C.Philipson (eds.) The Sage Handbook of Social Gerontology. Sage Publications. Chapter 2. Pp. 20-32.
3. Woodward, Janis and Culbert, Brandan. 2019. 'AAGE and Age: A Conversation with Dr. Christine L. Fry, Founding President of AAGE' in Anthropology and Ageing. Vol 40, No. 2. Pp. 72-75.
4. Harper, Sarah. 2006. 'Understanding Age and Ageing' in Ageing Societies: Myths, Challenges and Opportunities. Hodder Arnold. Chapter 3. Pp. 66-92.
5. Gangopadhay, Jagriti. 2020. 'Examining the Lived Experiences of Ageing Among Older Adults Living Alone in India' in M.K.Shankardass (eds.) Ageing Issues and Responses in India. Chapter 13. Springer Publications. Pp. 207-220.
6. Lamb, Sarah. 2007. 'Lives Outside The Family: Gender And The Rise Of Elderly Residences In India' in International Journal of Sociology of the Family. Vol. 33, No. 1, Aging in Asia. Pp.43-61.
7. Biswas, K. Ashok., Leshabari, Kelvin. and Gebuis, P.A. Edward. 2015. ' Living with Family at Old Age' in The International Journal of Collaborative Research on Internal Medicine and Public Health. Vol.7, No.10. Pp. 186-195.
8. Gopal, Meena. 2006. 'Gender, Ageing and Social Security' in Economic and Political Weekly. Vol. 41, No. 42. Pp. 4477-4486. Soletti, B. Asha. and Laavanya, P.V. 2020. 'Revered or Abused: Exploring Reasons for Abuse Within Family from the Narratives of Three Elderly Women in Chennai' in M.K.Shankardass (eds.) Ageing Issues and Responses in India. Springer Publications. Chapter 14. Pp. 221-234.
9. Previtali,Federica., Keskinen, Katri Keskinen., Niska, Miira and Nikander, Pirjo. 2022. 'Ageism in Working Life: A Scoping Review on Discursive Approaches' in Gerontologist. Vol 62, No. 2. Pp. 97-111.
10. Katz, Stephen. 2020. 'Sociocultural Perspectives on Ageing Bodies' in D.Dannefer and C.Philipson (eds.) The Sage Handbook of Social Gerontology. Sage Publications. Chapter 27. Pp. 357-366.
11. Ranjan, Alok and V R, Muraleedharan. 2020. 'Higher Disease Burden in India's Elderly' in Economic and Political Weekly. Vol. lV, No. 35. Pp. 13-16.
12. Mathur, Arvind. 2023. 'Geriatric Co-Management' in The Journal of the Indian Academy of Geriatrics. Vol 19. Issue 1. Pp. 1-2. McCreadie, Claudine. 2020.

'Technology and Older People' in D.Dannefer and C.Philipson (eds.) The Sage Handbook of Social Gerontology. Chapter 47. Pp. 607-617.
13. Gupta, Sandhya. 2020. 'Institutional Care For Elderly' in M.K.Shankardass (eds.) Ageing Issues and Responses in India. Springer Publications. Chapter 9. Pp.143-155.
14. . Kapur, Sarita. 2020. 'Senior Citizens – Protections in Laws, an Overview' in M.K.Shankardass (eds.) Ageing Issues and Responses in India. Chapter 9. Springer Publications. Pp.171-184
15. . Alam, Moneer and Karan, Anup. 2011. Elderly Health in India: Dimension, Differentials and Determinants, BKPAI Working Paper No. 3, United Nations Population Fund (UNFPA), New Delhi
16. Alam, Moneer. 2006. Ageing in India: Socio-Economic and Health Dimensions. Academic Foundations. Sharma, K.L. 2009. Dimensions of Ageing: Indian Studies. Rawat Publications.
17. Vatuk, S. 1990. 'To Be a Burden on Others: Dependency Anxiety Among the Elderly in India', in O.M. Lynch (eds). Divine Passions: The Social Construction of Emotion in India. University of California Press. Pp.64–88.
18. Dannefer, Dale. 2021. Age and the Reach of Sociological Imagination Power, Ideology and the Life Course. Routledge. Montgomery, J. V. Rhonda. 1984. 'Teaching Social Gerontology' in Teaching Sociology. Vol 11, No. 4. Pp. 455-468 411
19. Dominguez, Marti and Pina, Tatiana. 2020. 'Aging through Cartoons: The Unbearable Lightness of Old People Stereotypes' in Vincent Salvador and Agnese Sampietro (eds.). Understanding the Discourse of Aging: A Multifaceted Perspective. Cambridge Scholars Publishing. Chapter 16. Pp. 307-324.
20. Amado, Abarrategui Lucía, Villas-Boas, Susana and Espinilla, Pascual Sergiin Vincent Salvador and Agnese Sampietro. 2020. 'How do Adolescents See their Grandparents and Older People? A Discursive Approach to Gender and Age Stereotypes by means of the Radio Editorial', in Vincent Salvador and Agnese Sampietro (eds.). Understanding the Discourse of Aging: A Multifaceted Perspective. Cambridge Scholars Publishing. Chapter 17. Pp. 325-339.
21. Angouri, Jo. 2012. 'The Older I Get the Less I Trust people: Constructing Age Identities in the Workplace' in Pragmatics. Vol. 22, No. 2. Pp. 255-277.
22. Gangopadhyay, Jagriti and He, Longtao. 2022. Eldercare Issues in China and India. Routledge.
23. Formosa, Marvin and Higgs, Paula. 2015. Social Class in Later Life: Power, Identity and Lifestyle. Policy Press.
24. Wanka, A. and Gallistl, V. 2018. 'Doing Age in a Digitized World—A Material Praxeology of Aging With Technology', in Frontiers in Sociology. Vol 3. Article 6. Pp. 1-16.
25. Tyagi, R. and Paltasingh T. 2015. Caring for the Elderly: Social Gerontology in the Indian Context. Sage Publications.

SEMESTER IV

SOCIAL PSYCHOLOGY

Code PG2 SOCI 4011

(Total Credit: 4 Total Classes: 60)

Course Objective

The study of Social Psychology is very much necessary in Sociological Research. A large part of sociological research consists of attitudinal studies. Without a groundwork in Social Psychology, it will be very difficult for a student to properly carry out attitudinal studies. Moreover, nowadays there is increasing demand for counsellors.a student with a grounding in Social Psychology stands a better chance of being selected for the post of a counsellor than a student who had no such grounding. Our aim is to offer an introductory course in Social Psychology which will meet both these requirements.

Unit 1. The nature and scope of Social Psychology, Origin, Research Methods (10 classes)

Unit 2. Social perception, Impression management, Social cognition, Attitudes (10 classes)

Unit 3. Identity, Prejudice and discrimination (10 classes)

Unit 4. Social Influence, Group and individual, conformity and obedience, Leadership. (10 classes)

Unit 5. Interpersonal attractions, Aggression (10 classes)

Unit 6. Applications of Social Psychology (10 classes)

Course Outcome:

The students get equipped with an understanding of the interface between society and psyche, group behaviour and attitudinal studies and the applications of social psychology, for example in counselling.

READING LIST

1. Kimball Young :Handbook of Social Psychology, Routledge & Kegan Paul, London, 1957.
2. David Krech, Richard S. Crutchfield, and Egerton L.Ballachey :Individual in Society: A Textbook of Social Psychology, International Student Edition, Mc Graw Hill Kogakusha . Ltd.,Tokyo, Dusseldorf, Johannesberg, London, etc.1962.
3. Robert A.Baron & Donn Byrne : Social Psychology: Understanding Human Interactions, 7th Edition,Prentice Hall of India Private Limited, 1995.
4. R.M.MacIver & Charles H.Page :Society :An Introductory Analysis ,Macmillan & Co.London, 1961

5. Social Psychology:: Sociological Perspectives 3rd Edition (David E. Rohall, Jeffrey W. Lucas, Melissa A. Milkie,) , Publisher: Pearson.(2013)
6. Social Psychology 8th Edition (Elliot Aronson, Timothy D. Wilson, Robin M. Akert), Publisher: Pearson.(2012)
7. Social Psychology Individuals, Groups, Societies 1st Edition (J.W.Harari, Herbert, McDavid), Publisher: Harper and Row (1968)
8. Exploring Social Psychology (David G Myers, J.M.Twenge, Publisher: McGraw-Hill Education(2017)
9. Social Psychology Fourteenth Edition (Nyla R. Branscombe, Robert A. Baron, Preeti Kapur), Publisher: Pearson.(2017)
10. Applied Social Psychology: Understanding and Addressing Social and Practical Problems (Frank.W.Schneider, J.A.Gruman, L.M.Couts) Publisher: SAGE SOUTH ASIA, Second Edition, 2012

SOCIETY, CULTURE AND COUNSELLING

Code PG2 SOCI 4012

(Total Credit: 4 Total Classes: 60)

(Total Credit – 5; Total Classes: 60 Minimum)

Course Objective

This paper works at the interface of society, culture and counselling and directly contributes the field of counselling which is in high demand today.

Unit 1Man as a Social Being: Role of Culture, Society and Group Life, Social & Cultural Changes in the World Today, Need and Challenges of Counselling Today. Definition, Objective & Scope of Counselling, Steps & Stages in Counselling, Difference between Guidance, Counselling & Psychotherapy, Dimensions & dynamics of counselling relationships, client expectations. (20 classes)

Unit 2. Approaches to Counselling: Freud's Psychoanalysis, Lacanian Psychoanalysis, Adlerian, Person-cantered, Existential & Gestalt therapies & techniques, Action Oriented Techniques BB Integrative and Spiritual Approaches to counselling. (20 classes)

Unit 3.Skills required in counselling & counsellor's qualities, Codes of professional ethics & ethical principles, Guides for successful living, Social significance of counselling and guidance. Techniques of collecting information about the individual for guidance and counselling. (15 classes)

Unit 4.Case Work; Individual, Family & Group Counselling. (5 classes)

Course Outcome

Understand the role of culture, society, and group life in shaping human behavior and the contemporary need for counselling.

Learn the definition, objectives, scope, and key stages of counselling, and differentiate between counselling, guidance, and psychotherapy.

Gain theoretical grounding in major counselling approaches including psychoanalysis (Freud & Lacan), Adlerian, person-centered, existential, Gestalt, action-oriented, integrative, and spiritual techniques.

Develop essential counselling skills, understand ethical principles, and recognize the social relevance of guidance and counselling.

Learn techniques for gathering client information and conducting individual, family, and group counselling through case work methods.

Readings:

1. Introduction to Counseling and Guidance by Robert L. Gibson and Marianne H. Mitchell (Clearly differentiates between Guidance, Counselling, and Psychotherapy). [2, 3]
2. The Counselling Process: A Practical Guide by Elizabeth Reynolds Welfel and Lewis E. Patterson (Covers the exact steps, stages, and client expectations). [4, 5, 6, 7]
3. Counseling the Culturally Diverse: Theory and Practice by Derald Wing Sue and David Sue (Crucial for understanding how culture shapes behavior and the modern challenges of counseling).
4. Theory and Practice of Counseling and Psychotherapy by Gerald Corey (The absolute gold standard textbook covering Adlerian, Person-Centered, Existential, Gestalt, and Integrative approaches).
5. Freud and Beyond: A History of Modern Psychoanalytic Thought by Stephen A. Mitchell and Margaret J. Black. [8, 9] Introducing Lacanian Psychoanalysis by Bruce Fink (An accessible breakdown of Lacan's complex theories on the unconscious and language).
6. S Integrating Spirituality and Religion into Counseling by Craig S. Cashwell and J. Scott Young
7. Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society by Allen E. Ivey, Mary Bradford Ivey, and Carlos P. Zalaquett (Essential for learning specific info-collecting and listening techniques). Ethics in Counseling and Psychotherapy by Elizabeth Reynolds Welfel.
8. Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures by Danica G. Hays. [12, 13, 14, 15, 16] Family Therapy: Concepts and Methods by Michael P. Nichols and Sean Davis.
9. Theory and Practice of Group Counseling by Gerald Corey. [17, 18, 19, 20]

SOCIOLOGY OF SPORTS

Code PG2 SOCI 4013

(Total Credit: 4 Total Classes: 60)

Course Objective

1. To constitute play, games, and sports as objects of sociological inquiry.

2. To examine the interrelationship between sports and other social spheres like work, culture, and gender, and global historical processes.

3. To explore the distinctive issues in the sociology of sports in Indian history and political economy.

Unit I: Games, Play, and Sports; Sociological study of Sports, Sports: Definition and Classification (10 classes)

Unit II: Sports in Classical Social Theory b. Sports in Contemporary Social Theory (10 classes)

Unit III: Issues in the Sociology of Sports, Sports and Gender, Class,Ccaste and Sports. Relationship between sports and colonialism, globalization, consumption and media, Culture of Sports (20 classes)

Unit IV: Sports in India: Sports and Colonial Modernity; Sports, Infrastructures and Identity, From Colonialism to Globalisation (20 classes)

Course outcome

By the end of the course, students will be able to:

1. Critically analyse the ways in which sport, games, and play are embedded in society, culture and economy.

2. Evaluate the interrelationship between sports and broader political and cultural processes.

3. Examine the significance of symbolic and practical representations of sport in society.

Reading List :

1. Niko, et al. The Anthropology of Sport: Bodies, Borders, Biopolitics. United States, University of California Press, 2018. Ch. 2 Sport, Colonialism, and Imperialism Pp. 39-70.

2. Richard, Giulianotti, and Roland Robertson. Sport and Globalization, in David L. Andrews and Ben Carrington eds. Blackwell Companion to Sport. Wiley Blackwell, 2013. Pp. 41-56. b.
3. Cultures of Sports Chris Gaffney and John Bale. Sensing the Stadium, in Vertinsky, Patricia Anne and John Bale. Sites of Sport: Space, Place, Experience Routledge, 2004. Pp. 25-38.
4. Giulianotti, Richard. Supporters, Followers, Fans, and Flaneurs: A Taxonomy of Spectator Identities in Football. Journal of Sport and Social Issues, 26(1), 2002. Pp. 25-42.
5. Rowe, David. The Sport/Media Complex: Formation, Flowering, and Future in David L. Andrews and Ben Carrington eds. Blackwell Companion to Sport. Wiley Blackwell, 2013. Pp. 61-74. Unit IV.
6. Sports and Colonial Modernity Mills, James and Paul Dimeo 'When Gold is Fired It Shines': Sport, the Imagination and the Body in Colonial and Postcolonial India. In John Bale and Mike Cronin eds. Sport and Postcolonialism. Berg, 2020. Ch7. Pp. 107-122. b. Sports, Infrastructures and Identity
7. Gopal, Meena. Padma Prakash. Sports Studies in India: Expanding the Field. India: Oxford University Press, 2022. Pp. 1-32
8. Nirbed Ray and Projit Bihari Mukharji. Sedentary Games and the Nationalist Project: A Silent Rigauer, Bero. Sport and Work. Columbia University Press, 1981.
9. Appadurai, Arjun. The Decolonization of Indian Cricket.in Carol Breckenridge, ed. Consuming Modernity: Public Culture in a South Asian World. University of Minnesota Press, 1995. Pp. 23-46.
10. Bose, Mihir. The Magic of Indian cricket: Cricket and Society in India. Routledge, 2006.
11. Bourdieu, P. Sport and Social Class. Social Science Information, 17(6), 1978, Pp. 819-840. 87 EC (1275) - 23.05.2025 Dimeo, Paul and James Mills. Soccer in South Asia: Empire, Nation, Diaspora. United Kingdom: Routledge, 2001. Donnelly, Peter, and Kevin Young. "The Construction and Confirmation of Identity in Sport Subcultures." Sociology of Sport Journal, 5 (3), 1988. Pp. 223–40.
12. Elias, Norbert. and Dunning, Eric. Quest for Excitement: Sport and Leisure in the Civilising Process, Oxford: Basil Blackwell 1986.
13. Farred, Grant. "What's My Name? Muhammad Ali, Postcolonial Pugilist." Dispositio, vol. 20, no. 47, 1995, Pp. 37–58. Hargreaves, Jennifer. Sporting Females: Critical Issues in the History and Sociology of Women's Sport. Taylor & Francis, 2002.
14. Henne, Kathryn E. Testing for Athlete Citizenship: Regulating Doping and Sex in Sport. Rutgers University Press, 2015. Hoberman, John. Sport and Political Ideology. United States: University of Texas Press, 2014.
15. Huizinga, Johan. Homo Ludens: A Study of the Play-Element in Culture. Angelico Press, 2016.
16. MacAloon, John J. "An Observer's View of Sport Sociology." Sociology Of Sport Journal, 1987, 4, 103-115. Magrath, Rory. Athlete Activism: Contemporary Perspectives. Taylor & Francis, 2021.
17. Markovits, Andrei S., and Rensmann, Lars. Gaming the World: How Sports Are Reshaping Global Politics and Culture. Princeton University Press, 2010.

18. Oates, Joyce Carol. On Boxing. United States, HarperCollins, 2009. Poli, Raffaele. (2007). The Denationalization of Sport: De-ethnicization of the Nation and Identity Deterritorialization. Sport in Society, 10(4), 646–661.
19. Ransom, Amy J. "Bollywood Goes to the Stadium: Gender, National Identity, and Sport Film in Hindi." Journal of Film and Video, 66, no. 4 (2014): 34–49.
20. Smart, Barry. The Sport Star: Modern Sport and the Cultural Economy of Sporting Celebrity. United Kingdom: SAGE Publications, OC- 404B (Major Elective)

APPLIED SOCIOLOGY

Code PG2 SOCI 4014

(Total Credit: 4 Total Classes: 60)

Course Objective

1. To help students develop clear understanding of key concepts in classical and contemporary sociology and how these concepts relate to some of the perennial themes in the discipline

2. To develop an appreciation of the link between sociological theory and practice

3. To help students master the art of explaining abstract material in clear, precise ways that can be easily understood even by a lay man.

Unit- I Sociological Imagination-Understanding clients -communications – Research – Interpersonal skills, Critical thinking. (10 classes)

Unit- II Sociologists' work,-What is Human services-Industries –Private Organizations – Public Agencies – NGO's (10 classes)

Unit- III Applied Sociologists – Man Made Disasters – Translational Role-communicating knowledge- General business skills – attention to detail – specialist knowledge in technical – commercial, industrial (or) scientific areas – Consultancy -Natural Disasters (10 classes)

Unit-IV Distinguishing Academic and Applied Sociology-Creative Collaboration – Productive partnerships – Professional Dent (10 classes)

Unit- V Sociological practices -Clinical Sociology, Social Engineering, Public Sociology, Jobs in Applied Sociology (10 classes)

Unit VI: Application of Sociological knowledge in Social work; Methods of Social Work, NGO management (10 classes)

Course Outcome

The students learn the huge potential of sociology, not merely as a theoretical discipline, but its applied side, that have direct, practical bearings on society.

.

READING LIST

C. Wright Mills (1959)The Sociological Imagination. London: Oxford University Press.

Stephen F. Steele and Jammie Price (2004) Applied Sociology: Terms, Topics, Tools and Tasks.Pennsylvania Thomson /Wadsworth

Eileen Gambrill (2011) Critical Thinking in Clinical Practice. London: John Wiley

Duane R. Monette, Thomas J. Sullivan, and R. DeJong.(2008) Applied Social Research: A Tool for the Human Services . California Thomson/Wadsworth

Marianne Woodside and Tricia McClam (2015) An Introduction to Human Services. Stamford: Gengage

J. Worth (2024) Nonprofit Management: Principles and Practice. London: Sage

Barry Glassner (1979) The Practice of Clinical Sociology. London: Longman

Elaine Wethington and Rachel Dunifon (2012) Research for the Public Good. New York: APA

David Shoemaker (2008) The Sociological Edge: Applied Sociology in Everyday Life. New York: Cornell University Press.

John Glass (1981) Clinical Sociology: Origins and Development. In *Clinical Sociology Review 1 (1)*

Michael Burawoy (2021) Public Sociology: Interventions in an Unjust World. California: California University Press.

– David Lewis (2017) Voluntary Agencies: Challenges of Organisation and Management. London: Bloomsbury Publishing.

SOCIOLOGY OF LAW AND JUSTICE

Code PG2 SOCI 4015

(Total Credit: 4 Total Classes: 60)

Course Objective:

The ability enhancing compulsory course on sociology of law studies the law and legal institutions as social relationships. The course inquiries into how laws are constituted through a wide range of political, economic and cultural practices. It also studies the means through which law organises the social life in general.

Unit 1. Sociology of Law: Durkheim, Weber, Marx, Bourdieu (8 classes)

Unit 2. Social Justice: Libertarianism, Utilitarianism, Egalitarianism, and Distributive Justice, Capability Approach to Justice; Relationship between Law and Justice; law as an instrument of social control and social change; legal culture (12 classes)

Unit 3. Indian Constitution: Philosophy, Interpretation and Application ; Law in India: Issues, Challenges and Recent trends; Main features of Bharatiya Nyay Samhita, Access to justice and Legal Aid (10 classes)

Unit 6. Know Your Rights: Property and Succession Rights, Tenancy, Unemployment Insurance, Employment Rights, Marriage and Divorce, Violence Against Women (Domestic Violence, Rape, Dowry, Child-Marriage, Trafficking, Sexual Harassment at Workplace, Teasing), (20 classes)

Unit 7. Cyber Law, Juvenile Rights, LGBT Rights, Child Support, Child labour, Spousal Support, Custody and Visitation, Consumer, Foster Care for Aged and Child; Laws to protect environment (10 classes)

Course Outcome

The students understand the social foundations of law, the relations between law and society and become aware of the significance of rights and justice in contemporary world.

Readings:

1. Agnes, F. (2005). Law and Gender Inequality. Writing the Women's Movement: A Reader, OUP
2. Baxi, U. (1982). The Crisis of Indian Legal System, Vikas Publication.
3. Baxi, U. (1988) (Ed). Law and Poverty: Critical Essays. Bombay: N M Tripathi.
4. Black, D. J. (1972). The Boundaries of Legal Sociology. The Yale Law Journal, 81(6), 1086-1100.
5. Chakma, N. D. (2015) Access to Justice for Dalits in India, Equity Watch, New Delhi: National Dalit Movement for Justice
6. Cohen, G. A. (1997). Where the action is: On the site of distributive justice. Philosophy & public affairs, 26(1), 3-30.
7. D'Sami, B. (2010). Indian Legal System and its Relevance for Marginalized and Disadvantaged Groups. Social Work Intervention with Individuals and Groups, 282.
8. D'Amato, A. (1992). On the connection between law and justice. UC Davis L. Rev., 26, 527.
9. Deshta, S.& Deshta, K. (2000).Law and Menace of Child Labour, Anmol Publications
10. Duncan, D. (1999).The State, Religion and Law in India. OUP
11. Ericson, R. V., Baranek, P. M., & Chan, J. B. (1991). Representing Order: Crime, Law, and Justice in the News Media (pp. 3-4). Milton Keynes: Open University Press.
12. Galanter, M. (1997) (Ed). Law and Society in Modern India. OUP
13. Ghosh, B., & Choudhuri, T. (2011). Legal Protection against Domestic Violence in India: Scope and Limitations. Journal of family violence, 26(4), 319-330.
14. Gunasekhare, S. (1997).Children, Law and Justice, Sage
15. Jain, M. P. (2017). Outlines of Indian Legal History. NM Tripathi Private Ltd.
16. Kruttschnitt, C. (2016). The Politics, and Place, of Gender in Research on Crime. Criminology, 54(1):8–29

17. Kumar, C. R. (2013). Legal education, globalization, and institutional excellence: challenges for the rule of law and access to justice in India. Indiana Journal of Global Legal Studies, 20(1), 221-252.
18. Mayo, M., Koessl, G., Scott, M. and Slater, I. (2014) Access to Justice for Disadvantaged Communities. Bristol: Policy Press
19. Meagher, R. F. (2015). Law and Social Change Indo-American Reflections. Indian Law Institute, New Delhi.
20. Mitra, S. K. (2007). The Puzzle of India's Governance: Culture, Context and Comparative Theory. Routledge.
21. Mukherjee, D. (2005). Women and Urban Crimes. Gyan Books.
22. National Institute of Open Schooling TEXT. Concept of Law Etc.
23. NCERT TEXT. Historical Evolution of the Indian Legal System
24. NCERT TEXT. Legal Studies
25. Oommen, T. K., &Venugopal, C. N. (1988). Sociology for Law Students. Eastern Book
26. Company. Ovichegan, S. K. (2015). Faces of Discrimination in Higher Education in India: Quota Policy, Social Justice and the Dalits. Routledge.
27. Papa, M., & Wilkins, D. B. (2011). Globalization, Lawyers and India: Toward A Theoretical Synthesis of Globalization Studies and the Sociology of the Legal Profession. International Journal of the Legal Profession, 18(3), 175-209.
28. Sankaran, Kamala. & Singh, Ujjwal Kumar. (2008) (Ed) Towards Legal Literacy: An Introduction to Law in India, OUP
29. Sehgal, R. (2010). Social Ideals of Indian Constitution. Social Work and Social Development, 276.
30. Sharma, A. (2011). Specifying citizenship: Subaltern politics of rights and justice in contemporary India. Citizenship Studies, 15(8), 965-980.
31. Singh, M.P.(2008). Constitution of India. (11th Ed.) Lucknow: Eastern Book Co.,
32. Singh, R. et.al. (Ed.). (2012). Access to Legal Information & Research in Digital Age. National Law University.
33. Smart, C. (2002). Feminism and the Power of Law. Routledge.
34. Trevino, A. (2017). The Sociology of Law: Classical and Contemporary Perspectives. Routledge.

Instructions for Course Codes PG2 SOCI 3031 and PG2 SOCI 4031

Here are six structured points to guide preparation and execution of a sociology master's dissertation:

1. Research methodology

2. Literature review

3. Plagiarism check

4. APA citation (for English)

5. Word length: Aim for 8,000–12,000 words, including references and appendices.

6. Timeline and structure; Seek regular feedback from your supervisor to stay aligned with academic expectations.