

Postgraduate NEP Syllabus Structure, Sociology, WBSU (Semester wise Course, Credit and Marks Distribution)

Two-Year NEP Sociology PG Structure

Semester	Type of course	Course code – Course Name	Credit	Marks	Total
I	Departmental 1 Core	SOC2PCOR01T - Sociological Perspectives, Paradigms and Core Concepts	4	50	Marks: 300 Credits: 22
	Departmental 2 Core	SOC2PCOR02T - Foundations of Sociological Thought	4	50	
	Departmental 3 Core	SOC2PCOR03T – Post-Classical Sociological Theory	4	50	
	Departmental 4 Core	SOC2PCOR04T – Development of Indian Social Thought: From Reform to Resistance	4	50	
	Departmental 5 Core	SOC2PCOR05T – Conceptualizing Identity and Exclusion	4	50	
	AEC	SOC2PAEC01M – Environment and Society	2	50	
II	Departmental 6 Core	SOC2PCOR06T - Indian Sociology: Trends and Perspectives	4	50	Marks: 250 Credits: 20
	Departmental 7 Core	SOC2PCOR07T – Critical Perspectives on Subject, Power and Language	4	50	
	Departmental 8 Core	SOC2PCOR08T – Contemporary Media and Representation	4	50	
	Departmental 9 Core	SOC2PCOR09T –Religious Dynamics in India: Culture and Movements	4	50	
	Departmental 10 Core	SOC2PCOR10T – Post Independence Social Movements in India	4	50	
III	Departmental 11 DSE	SOC2PDSE01T – Gendered Realities: Perspectives and Challenges 1 Or SOC2PDSE01T – Sociology of Rural India	4	50	Marks: 300 Credits: 22
	Departmental 12 DSE	SOC2PDSE02T - Gendered Realities: Perspectives and Challenges 2 Or SOC2PDSE02T – Sociology of Urban India	4	50	
	Departmental 13 Core	SOC2PCOR11T – Indian Society: Structures, Transitions and Challenges	4	50	
	Departmental 14 Core	SOC2PCOR12T – Methods of Sociological Inquiry 1	4	50	
	Departmental 15 Core	SOC2PCOR13T –Contemporary Social Theory: Post-Modern and Post-Colonial Turns	4	50	
	SEC	SOC2PSEC01M – Sociology of Law	2	50	
IV	Departmental 16 DSE	SOC2PDSE03T – Society in Bengal 1 Or SOC2PDSE03T – Development and Indian Society 1	4	50	Marks: 300 Credits: 24
	Departmental 17 DSE	SOC2PDSE04T – Society in Bengal 2 Or SOC2PDSE04T – Development and Indian Society 2	4	50	
	Departmental 18 Core	SOC2PCOR14T – The Feminist Critique	4	50	
	Departmental 19 Core	SOC2PCOR15T – Methods of Sociological Inquiry 2	4	50	
	Departmental 20 Core	SOC2PCOR16M – Social Research Project: Dissertation	4	50	
	Departmental 21 Core	SOC2PCOR17M – Social Research Project: Presentation	4	50	

Department of Sociology
PG 2-Year NEP Course Syllabus, 2026

Semester -I

CORE COURSE -1

**Course Title: SOCIOLOGICAL PERSPECTIVES, PARADIGMS AND CORE CONCEPTS
(SOC2PCOR01T)**

Course Specific Objective:

This course introduces students to the foundational conceptual vocabulary and analytical perspectives through which sociology examines the relationship between individuals, institutions and social structures. It develops the sociological imagination by distinguishing systematic sociological inquiry from common-sense understandings of society and by examining institutions, groups, culture, ideology, social structure and solidarity. The course extends this conceptual grounding to questions of space, non-space, thirdspace, power, discourse, authority, the public sphere and civil society. It also considers contemporary transformations through globalization, the network society, knowledge society, surveillance capitalism and risk society. Questions of identity, ethnicity, diaspora, modernity, postmodernity and new social movements are examined to connect foundational sociological concepts with changing forms of social life.

Course Outline:

Module I

1. Freedom and Dependence: Individual in Society and Society in Individual
2. Sociological Imagination; Sociology and Common Sense
3. Social Institutions and Groups; The Idea of Social Structure, Space, non-space and third-space
4. Culture and its Elements; Culture as Ideology; Sources of Social Solidarity: Classification Boundaries and Rituals, Community, Imagined Community

Module II

5. Rationalization, Power, Discourse, Authority versus Power; Public Sphere, Civil Society
6. Global Village, Knowledge Society, Network Society, The Digital Turn, Surveillance
Capitalism and the Algorithmic Public Sphere, Risk Society
7. Identity, Ethnicity, Sub-Culture, Diaspora
8. Modernity, Post-modern Conditions, McDonaldization, New Social Movements

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Identify and explain the core concepts and paradigms used in sociological analysis
- Distinguish sociological interpretations of social life from common-sense explanations
- Analyze the relationship between culture, ideology, power, institutions and social structure
- Critically examine contemporary phenomena such as digitalization, surveillance, globalization, identity formation and new social movements through sociological concepts
- Translate foundational sociological reasoning into the diagnosis of institutional and social problems, establishing an analytical base for research, public policy, administration, development and organizational work

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Bauman, Z. & May, T. (2001). *Thinking Sociologically* (2nd Ed.) Wiley-Blackwell
- Berger, P.L. (1963) *Invitation to Sociology*. Anchor
- Best, S., & Kellner, D. (1991). *Postmodern theory: Critical Interrogations*. Macmillan
- Braham, P. (2013). *Key Concepts in Sociology*. Sage

- Bucher, T. (2018). Neither black nor box: (Un)knowing algorithms. In *If...then: Algorithmic power and politics* (pp. 41–65). Oxford University Press
- Edgell, S. (1993). *Class: Key Concept in Sociology*. Routledge
- Giddens, A. (2000). *Runaway world: How Globalisation is Re-shaping our Lives*. London, UK: Profile Books.
- Giddens, A. & Sutton, P.W. (2017). *Essential Concepts in Sociology* (2nd Ed.). Polity
- Haralambos, M. & Holborn, M. (2008). *Sociology: Themes and Perspectives* (8th Ed.) UK, Harper-Collins.
- John, S. (2006). *Sociology: The Key Concepts*. Routledge
- Kivisto, P. (2011). *Key Ideas in Sociology* (3rd Ed.). Sage.
- Grenfell, M. (2014). *Pierre Bourdieu: Key Concepts*. Routledge
- Macionis, J.J. & Plummer K. (2012). *Sociology: A Global Introduction*. (4th Ed.) Prentice Hall.
- Marc Auge (1992; English trans. 1995) *Non-Places: Introduction to an Anthropology of Supermodernity*
- Mills, C. W. (2000). *The Sociological Imagination*. Oxford England New York: Oxford University Press.
- Painter, E. & Zarifi, E. (2013) *Sociology (Collins Key Concepts)*. Harper Collins
- Shilling, C. (2003). *The Body and Social Theory*. London, Thousand Oaks, New Delhi: Sage Publications.
- Slattery, M. (2003). *Key Ideas in Sociology*. Nelson Thornes.
- Soja, E. W. (1996). Exploring the spaces that difference makes: Notes on the margin. In *Thirdspace: Journeys to Los Angeles and other real-and-imagined places* (pp. 82–144). Blackwell.
- Sturken, M. C., Lisa. (2004). *Practices of Looking: An Introduction to Visual Culture*. Oxford: Oxford University Press
- Beck, U. (1992). *Risk society: Towards a new modernity* (M. Ritter, Trans.). Sage Publications. (Original work published 1986)
- Zuboff, S. (2019). Home or exile in the digital future. In *The age of surveillance capitalism: The fight for a human future at the new frontier of power* (pp. 3–25). Public Affairs

CORE COURSE -2

Course Title: FOUNDATIONS OF SOCIOLOGICAL THOUGHT (SOC2PCOR02T)

Course Specific Objective:

This course provides a systematic introduction to the foundations of sociological thought through close engagement with major classical thinkers and their distinctive accounts of social order, conflict, integration and modernity. It examines Durkheim's concern with morality and social solidarity, Marx's analysis of alienation, class and class conflict, and Weber's treatment of rationality and disenchantment. The course broadens the classical canon through Harriet Martineau, W.E.B. Du Bois, Vilfredo Pareto, Georg Simmel and Charlotte Perkins Gilman, bringing questions of race, gender, family, elites and social differentiation into view. By locating these thinkers within their intellectual and historical contexts, the course enables students to compare competing explanations of social structure and change and to recognize the continuing analytical significance of classical sociological thought.

Course Outline:

Module I

1. Emile Durkheim: Morality and Integration in Society
2. Karl Marx: Alienation, Class and Class Conflict
3. Max Weber: Rationality and Disenchantment
4. Harriet Martineau: Death and Dying

Module II

5. W.E.B. DuBois: Philosophy of Race
6. Vilfredo Pareto: Theory of Elites
7. Georg Simmel: Formal Sociology
8. Charlotte Perkins Gilman: Families, Marriages, and Children

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain the central concepts and arguments of major classical sociological thinkers
- Compare Durkheimian, Marxian, Weberian and other classical approaches to social structure and social change
- Critically evaluate classical theories of class, race, gender, rationality, integration and social differentiation
- Apply classical sociological concepts to the interpretation of contemporary social institutions and inequalities
- Use classical sociological concepts to construct historically grounded interpretations of social structure and change, strengthening the reasoning required in research, teaching, policy analysis and public administration

Basic Readings

- Collins, R. (1994). *Four Sociological Traditions*. New York: Oxford University Press.
- Copleston, F. (2003). *A History of Philosophy* 1950 (Vol. 11: Logical Positivism and Existentialism), London and New York: Continuum
- Coser, L. (1996) *Masters of Sociological Thought*, Rawat, Jaipur.
- Du Bois, W. E. B. (2014). The conservation of races (1897). In N. D. Chandler (Ed.), *The problem of the colour line at the turn of the twentieth century: The essential early essays* (pp. 51–66). Fordham University Press. De Gruyter Brill (Original work published 1897)
- Durkheim, E. (1982) *The Rules of Sociological Method*, New York, Free Press
- Frisby, D. (1992) *Simmel and Since: Essays on Georg Simmel's Social Theory*. London: Routledge
- Gilman, C. P. (2011). *Families, marriages, and children* (M. R. Hill, Ed.). Transaction Publishers. (Original work published 1890–1915). Taylor & Francis
- Longhofer, W. & Winchester, D. (ed). (2012) *Social Theory Re-Wired: New Connections to Classical and Contemporary Perspectives*. New York: Routledge.
- Martineau, H. (1989). *How to observe morals and manners* (M. R. Hill, Ed.). Transaction Publishers. (Original work published 1838). Taylor & Francis
- Martineau, H. (2003). *Life in the sick-room* (M. Frawley, Ed.). Broadview Press. (Original work published 1844)
- Marx, K. 1974. *Capital* Vol. I. Moscow: Progress Publishers. (Part I and chapter 7)
- Marx, K. 1963. 'Alienated Labour' in T.B. Bottomore (ed.): *Karl Marx: Early Writings*. New York: McGraw Hill
- Marx, K. "Alienation and Social Classes," in Robert Tucker (ed.), *The Marx-Engels Reader* (pp. 133-135)

- Marx, K.& Engels, F. (1947), *The German Ideology* New York: International Publishers Co. Inc
- Marx & Engles (1967) *The Communist Manifesto*, Penguin: Harmondsworth
- Mills, C.W. (1959) *Sociological Imagination*. New York: Oxford University Press
- Pareto, V.(1991) *The Rise and Fall of Elites: An Application of Theoretical Sociology*, Transaction Publishers
- Ritzer, G. (2007). *The Blackwell Encyclopedia of Sociology*. Oxford: Blackwell Publishing. (Select Entries)
- Simmel, G. (1972) On Individuality and Social Forms. Edited by D. Levine. Chicago, IL: University of Chicago Press.
- Simmel, G. (1990) *The Philosophy of Money*, London: Routledge
- Weber, M. (1978). *Economy and Society: An outline interpretative sociology* (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
- Weber, M. (1930) *The Protestant Ethic and the Spirit of Capitalism*, Allen and Unwin
- Weber, M. (2015) "Bureaucracy" in *Weber, Max. Weber's Rationalism and Modern Society: New translations on Politics, Bureaucracy, and Social Stratification*. Edited and translated by Tony Waters and Dagmar Waters, Palgrave Macmillan
- Weber, M. (1904) 1949, “‘Objectivity’ in Social Science and Social Policy”, *The Methodology of the Social Sciences*. New York:The Free Press, pp. 49-112
- Zeitlin, I. (2000). *Ideology and the Development of Sociological Theory* (7th Ed.) Toronto: Pearson

CORE COURSE -3

Course Title: POST CLASSICAL SOCIOLOGICAL THEORY (SOC2PCOR03T)

Course Specific Objective:

This course introduces major post-classical developments in sociological theory through approaches to knowledge, science, structure, interaction, phenomenology, exchange and rational action. It examines the sociology and philosophy of knowledge and science through Mannheim, Scheler, Popper, Kuhn, Merton, Latour, Longino and Harding, followed by structural and systemic approaches associated with Parsons, Merton, Alexander and Lévi-Strauss. Interactionist and phenomenological traditions are explored through Blumer, Husserl, Schutz, Goffman, Garfinkel and Berger and Luckmann. The course concludes with theories of reciprocity, social exchange, network exchange and bounded rationality, alongside feminist critiques of rationality. Its central concern is

the theoretical diversification of sociology beyond classical formulations and the development of an ability to read social action, institutions and everyday interaction through distinct analytical lenses.

Course Outline:

Module I

1. Knowledge and Science
 - a. Mannheim, Scheler: Sociology of Knowledge
 - b. Popper, Kuhn: Study of Science
 - c. Merton, Latour: Sociology of Science
 - d. Longino, H. E. and S. Harding: Science and Feminism
2. System and Structure
 - a. Talcott Parsons: Functionalism
 - b. Robert K Merton: Middle Range Theory
 - c. J C Alexander: Neo-Functionalism
 - d. Levi Strauss: Structural Anthropology

Module II

3. Interaction and Everyday
 - a. Blumer: Symbolic Interactionism
 - b. Husserl and Schutz: Phenomenological Approach
 - c. Erving Goffman: Dramaturgical Approach
 - d. Harold Garfinkle: Ethnomethodology
 - e. Berger and Luckman: Social construction of Reality
4. Exchange and Rational Choice
 - a. James Frazer, Malinowski and Marcel Mauss: Anthropological Tradition
 - b. George C Homans and Peter M Blau: Behaviouristic and Dialectical Exchange
 - c. Richard Emerson and K.S. Cook: Exchange Networks
 - d. James S. Coleman and R.C. Brubaker: Rational Choice Theory, Bounded Rationality
 - e. Genevieve Lloyd: Feminist Critique of Rationality

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Identify the major theoretical developments in post-classical sociology

- Compare structural, interactionist, phenomenological, exchange and rational-choice perspectives
- Critically assess different sociological approaches to knowledge, science, rationality and social action
- Apply post-classical theoretical frameworks to the analysis of social interaction, institutions and everyday life
- Synthesize contrasting theoretical approaches when framing complex social questions, cultivating conceptual flexibility useful in research institutions, consultancy, policy analysis and advanced academic study

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Alexander, J. C. Ed. (1985). *Neo-functionalism*. London: Sage.
- Appelrouth, S. & Edles, D. (2008). *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press
- Berger, P. and Luckmann, T. (1966) *Social Construction of Reality*, Garden City, New York: Anchor Books
- Blau, P. (1964). *Exchange and Power in Social Life*. New York: Wiley
- Brubaker, R. (1984). *The limits of rationality: An essay on the social and moral thought of Max Weber*. Routledge
- Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. New Jersey, Prentice-Hall
- Bruno, L. & Woolgar, S. (1979). *Laboratory life: The Social Construction of Scientific Facts*, Princeton: Princeton University Press.
- Bruno, L. (1993). *We have Never Been Modern*. (1st Ed.) New York: Harvester Wheatsheaf
- Coleman, J. S. (1990). *Foundations of social theory*. Harvard University Press.
- Cook, K. S.; Emerson, R. M. (1978) "Power, Equity and Commitment in Exchange Networks" *American Sociological Review*. 43 (5), 721–739
- Garfinkel, H. (1984). *Studies in Ethnomethodology*. Cambridge: Polity Press (Chapter 1, 2)
- Giddens, A. & Turner, J. H. Ed. (1987). *Social Theory Today*. Cambridge: Polity Press
- Goffman, E. (1958). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh, Social Sciences Research Centre.

- Goffman, E. (1961). *Asylums*. New York: Doubleday
- Haraway, D. (2001). 'Situated Knowledges: The Science Question in Feminism and the Privileges of Partial Perspective' in Muriel Lederman and Ingrid Bartsch (ed.) *Gender and Science Reader*. (pp.169-188) London. Routledge.
- Harding, S. (1986). *The science question in feminism*. Cornell University Press
- Homans, G. C. (1958). "Social Behaviour as Exchange". *American Journal of Sociology* 63 (6): 597–606
- Lloyd, G. (1984). *The Man of Reason: "Male" and "Female" in Western Philosophy*. University of Minnesota Press
- Longino, H. E. (1996). Cognitive and non-cognitive values in science: Rethinking the dichotomy. In L. H. Nelson & J. Nelson (Eds.), *Feminism, science, and the philosophy of science* (pp. 39–58). Kluwer Academic Publishers.
- Kuhn, T.S. (1970). *The Structure of Scientific Revolutions*. (2nd ed.), Chicago: University of Chicago Press.
- Levi-Strauss. (1973). 'Structure and Form: Reflections on a Work by Vladimir Propp', in C. Levi-Strauss (ed.) *Structural Anthropology* Vol. 2 (115-145). Harmondsworth: Penguin Books
- Levi-Strauss. (1986). *The Raw and the Cooked Introduction to a Science of Mythology*. Middlesex: Penguin Books
- Levi-Strauss, C. (1963). 'Do Dual Organisations Exist?' in C. Levi-Strauss (ed.) *Structural Anthropology* (132-166). Middlesex: Penguin
- Levi-Strauss, C. (1978). *Totemism*. Harmondsworth: Penguin
- Luckmann, T. (ed.). (1978). *Phenomenology and Sociology*. Middlesex: Penguin Books. (Chapters 1, 12 and 17)
- Mannheim, K. & Kecskemeti, P.(1952).*Essays on the Sociology of Knowledge*. London. Routledge & Kegan Paul
- Malinowski, B. (1920). *Kula: The Circulating Exchange of Valuables in the Archipelagos of Eastern New Guinea*. *Man* 20: 97-105
- Mauss, M. (1967). *The Gift: Forms and Functions of Exchange in Archaic Societies*. New York: Norton
- Mead, G.H. (1964). *Social Psychology*. Chicago: University of Chicago Press Mannheim, K. (1954), *Ideology and Utopia*, London, Routledge and Kegan Paul Ltd
- Mead, G. H. (1913). "The Social Self" in *The Journal of Philosophy, Psychology and Scientific Methods*. Vol. 10, No. 14, (Jul. 3, 1913), pp. 374-380.
- Mead, George H. (1934). *Mind, Self and Society*. Chicago: University of Chicago Press.
- Merton, R. K. (1968). *Social Theory and Social Structure*. New York: Free Press
- Merton, R. K. (1973). *The Sociology of Science*. Chicago: University of Chicago Press. (Chapters 5, 13, 14, and 21)

- Parsons, T. (1982). *On Institutions and Social Evolution*. Chicago: University of Chicago Press. (Selected chapters)
- Popper, K. (2002). *Conjectures and Refutations: The Growth of Scientific Knowledge*, London & New York: Routledge.
- Radcliffe-Brown, A.R. (1971). *Structure and Function in Primitive Society*. London: Cohen and West. (Chapters 9, 10)
- Saussure, F.D. (1966). *Course in General Linguistics*. New York: McGraw Hill (selected chapters)
- Sen Chaudhuri, R. (2025). Feminisms and the questions concerning rationality. In S. Patra & T. Paltasingh (Eds.), *Sociology of rationality: Critiques and creative conversations* (pp. 83–96). Routledge
- Schutz, A. (1970). *On Phenomenology and Social Relation* (72-78). Chicago: University of Chicago Press
- Seidman, S. and Alexander, J. C. Ed. (2001). *New Social Theory Reader: Contemporary Debates*. London: Routledge

CORE COURSE -4

Course Title: DEVELOPMENT OF INDIAN SOCIAL THOUGHT: FROM REFORM TO RESISTANCE (SOC2PCOR04T)

Course Specific Objective:

This course examines the development of Indian social thought through intellectual traditions of reform, nationalism, social critique and resistance. It introduces students to Eastern epistemological perspectives and considers the contributions of Rammohan Roy, Vidyasagar, Vivekananda and Rabindranath Tagore to debates on society and reform. Gandhi, Nehru and Ambedkar are studied in relation to competing visions of social transformation, nationhood and equality. The course then traces the institutional development of sociology in India through the Bombay and Lucknow Schools and considers debates surrounding the possibility of an Indian sociology. Field-based approaches to agrarian relations, Subaltern Studies and feminist critiques further complicate established accounts of Indian society. The course thereby situates sociological knowledge in relation to caste, gender, power, colonialism, nationalism and struggles over social transformation.

Course Outline:

Module I

1. Eastern Epistemologies: Frameworks and Classifications
2. Contribution of Rammohan, Vidyasagar, Vivekananda and Rabindranath towards understanding of Indian Society
3. Contribution of Gandhi, Nehru and Ambedkar towards understanding of Indian Society
4. The Emergence of Sociology in India: Bombay School, Lucknow School

Module II

5. For a Sociology of India – the Debate
6. Field Views: Power dynamics and Agrarian change
7. Subaltern Studies: marginalized histories, autonomous peasant consciousness, and fragmented subaltern voices
8. Feminist Critiques of Indian Sociology: Iravati Karve, Mary John

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Identify major traditions and thinkers associated with the development of Indian social thought
- Compare reformist, nationalist, anti-caste, subaltern and feminist approaches to Indian society
- Critically evaluate debates concerning the nature and distinctiveness of Indian sociology
- Analyze questions of caste, agrarian power, marginality and social transformation through Indian sociological perspectives

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Atal, Y. (2009). *Sociology & Social Anthropology in India*. Pearson Education India
- Beteille, A. (1974), *Six Essays in Comparative Sociology*, Oxford: Oxford University Press.
- Chadha, G., & Joseph, M. T. (Eds.). (2020). *Re-imagining sociology in India: Feminist perspectives*. Routledge.
- Rege provides a comprehensive critique of the "androcentric" foundations of Indian sociology and proposes a "Dalit Feminist Standpoint".
- Dhanagare, D N. (1998). *Themes & Perspectives in Indian Sociology*. Rawat
- Dube, S.C. (1990). *Indian Society*. New Delhi: National Book Trust, Pp: 1-46
- Dumont, L. (1966). *Homo Hierarchicus*. University of Chicago Press
- Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. SAGE Publications.
- Illiah, K. (1996). *Why I am not a Hindu*. Sage
- Madan, T. N. (1996). *Pathways: Approaches to the Study of Society in India*. OUP.
- Marriott, M. (1990). *India through Hindu Categories*. Sage
- Modi, I. (2014). *Pioneers of Indian Sociology*. Sage
- Nandy, A. (2007). *The Romance of the State and the Fate of Dissent in the Tropics*, OUP India
- Oommen, T.K. & Mukherjee, P.N.(eds.) (1986) *Indian Sociology: Reflections and Introspections*, Popular Prakashan, Bombay.
- Rege, S. (2003). *Sociology of gender: The challenge of feminist sociological knowledge*. SAGE Publications.
- Singer, M. & Cohn, B.(eds.) (1968). *Structure and Change in Indian Society*, Aldine Publishing Company.
- Singh, K.S. (1992). *The People of India: An Introduction*, Seagull Books
- Singh, Y. (1973). *Modernization of Indian Tradition*. Thomson Press
- Srinivas, M.N. (1960). *India's Villages*, Asia Publishing House.
- Thorner, D. (1964). *Agricultural Cooperatives in India*. Asia Publishing House
- Quigley, D. (1995). *The Interpretation of Caste*, OUP India

CORE COURSE -5

Course Title: CONCEPTUALIZING IDENTITY AND EXCLUSION (SOC2PCOR05T)

Course Specific Objective:

This course examines identity and exclusion as sociological processes produced through institutions, social hierarchies, cultural classifications and material inequalities. It introduces social exclusion,

marginality, Othering and intersectionality, with particular attention to caste, tribe, ethnicity and religious minorities in India. Gendered and queer exclusions, disability, regional and linguistic marginalities, migration, refugeehood and internal displacement are examined as interconnected forms of differentiated social experience. The course considers constitutional rights and affirmative action alongside the tension between formal equality and substantive inclusion. Labour-market exclusion, informalization and precarious employment are related to caste- and gender-based divisions of labour. Finally, globalization, digital inequality, urban gentrification and neoliberal restructuring are examined as contemporary sources of marginality. The course seeks to develop a relational understanding of identity and exclusion rather than treating them as isolated attributes of individuals or groups.

Course Outline:

Module I

1. The Architecture of Exclusion: Conceptualizing Social Exclusion, Marginality, and the construction of the Other
2. Structural Axes of Inequality: Intersectionality in India—Caste (Dalit/OBC), Tribe (Adivasi), Ethnicity, and Religious Minorities.
3. Othering and Identity: Gendered exclusions, Queer perspectives, and the Sociology of Disability.
4. Spatial and Linguistic Margins: The Politics of Region and Language; the exclusion of Migrants, Refugees, and Internally Displaced Persons (IDPs).

Module II

5. The legal promise: constitutional vision and inclusive policy, affirmative action (reservations)
6. The Politics of Intra-Group Equity: the creamy layer debate, and the gap between de jure rights and de facto exclusion.
7. The Political Economy of Labor & Caste: Exclusion in the Labor Market—Informalization of work, precarious employment, and the gendered/caste-based division of labour.
8. Globalization and the New Margins: Digital divide, urban gentrification, and the impact of neo-liberalism on marginalized communities.

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain the sociological concepts of identity, exclusion, marginality, othering and intersectionality
- Analyze the intersecting effects of caste, gender, ethnicity, religion, disability, sexuality and migration on social exclusion
- Critically evaluate affirmative action, constitutional rights and the distinction between de jure inclusion and de facto exclusion
- Examine contemporary forms of exclusion associated with labour informalization, neo-liberalism, digital inequality and urban transformation
- Assess differentiated experiences of exclusion in order to contribute to inclusion-oriented research, welfare initiatives, diversity programmes, advocacy and social-impact assessment

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Athreya, V. B., & Chunkath, S. R. (1996). *Literacy and Empowerment*. Sage Publications.
- Baxi, U. (2013). *The Future of Human Rights*. Oxford University Press.
- Beteille, A. (1981). *The Backward Classes and the New Social Order*. Oxford University Press.
- Byrne, D. (2008). *Social Exclusion* (2nd ed.). Rawat Publications.
- Chakravarti, U. (2003). *Gendering Caste: Through a Feminist Lens*. Stree.
- Chowdhury, N. (2022). *The Routledge Handbook of Refugees in India*. Routledge India.
- Danda, A. K. (1991). *Ethnicity in India*. Inter-India Publications.
- Doron, A., & Jeffrey, R. (2018). *Waste of a Nation: Garbage and Growth in India*. Harvard University Press.
- Ghai, A. (2015). *Rethinking Disability in India*. Routledge.
- Hasnain, N. (1991). *Tribal India Today* (2nd ed.). Harnam Publications.
- Hills, J., Le Grand, J., & Piachaud, D. (Eds.). (2002). *Understanding Social Exclusion*. Oxford University Press.

- Jordan, B. (1996). *A Theory of Poverty and Social Exclusion*. Polity Press.
- Khare, R. (Ed.). (2009). *Caste, Hierarchy, and Individualism: Indian Critiques of Louis Dumont's Contributions*. Oxford University Press.
- Larson, G. J. (1995). *India's Agony over Religion*. SUNY Press.
- Levitas, R. (2005). "Three Discourses of Social Exclusion." In *The Inclusive Society?* Palgrave Macmillan.
- Madan, T. N. (1992). *Religion in India*. Oxford University Press India.
- Madan, T. N. (2009). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Oxford University Press India.
- Rege, S. (2006). *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan.
- Robinson, R. (2004). *Sociology of Religion of India*. Sage Publications.
- Samaddar, R. (2020). *The Postcolonial Age of Migration*. Routledge.
- Sen, A. (1997). *Inequality Re-examined*. Oxford University Press.
- Sen, A. (1999). *Commodities & Capabilities*. Oxford University Press.
- Sen, A., & Dreze, J. (1998). *The Amartya Sen and Jean Dreze Omnibus*. Oxford University Press.
- Sen, S., & Biswas, R. (Eds.). (2010). *Intimate Others: Marriage and Sexualities in India*. Stree.
- Sharma, K. L. (1997). *Social Stratification in India: Issues and Themes*. Sage Publications.
- Sharma, K. L. (2006). *Social Stratification and Mobility*. International Specialized Book Service Incorporated.
- Sharma, K. L., & Singh, Y. (Eds.). (1995). *Social Inequality in India: Profiles of Caste, Class, Power, and Social Mobility*. Rawat Publications.
- Singh, A., & Rajan, S. (2015). *Politics of Migration: Indian Emigration in a Globalized World*. Routledge.
- Singh, S. Y., & Dalapati, T. K. (Eds.). (2015). *Development and Discontent in Tribal India*. Rawat Publications.
- Singh, Y. (1989). *Social Stratification and Change in India*. Manohar Publications.
- Srinivas, M. N. (Ed.). (1996). *Caste: Its Twentieth Century Avatar*. Penguin Random House.
- Standing, G. (2011). *The Precariat: The New Dangerous Class*. Bloomsbury Academic.
- Thapar, R. (Ed.). (1977). *Tribe, Caste and Religion*. Macmillan.
- Thorat, S., & Kumar, N. (2009). *B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies*. Oxford University Press.
- Thorat, S., & Newman, K. S. (2010/2012). *Blocked by Caste: Economic Discrimination in Modern India*. Oxford University Press.
- Tumin, M. (1999). *Social Stratification: The Forms and Functions of Inequality*. PHI Learning.

- Waghmare, N. C., & Gandhi, S. J. (2012). *Human Rights and Social Exclusion in Globalized India*. Manas Publishers.
- Welshman, J. (2007). *From Transmitted Deprivation to Social Exclusion: Policy, Poverty, and Parenting*. Polity Press.
- Wilkinson, R., & Pickett, K. (2009). *The Spirit Level: Why More Equal Societies Almost Always Do Better*. Allen Lane.
- Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-Colonial India*. Pearson Education India.
- Young, I. M. (2011). *Justice and the Politics of Difference*. Princeton University Press.

AECC (Ability Enhancement Course) - 1

Course Title: ENVIRONMENT AND SOCIETY (SOC2PAEC01M)

Course Specific Objective:

This course introduces the sociological study of the relationship between society and the natural environment through foundational debates in environmental sociology. It examines the Human Exemptionalism Paradigm and the New Ecological Paradigm and revisits Marx, Durkheim and Weber from ecological perspectives. The sociology of risk is developed through ideas of manufactured uncertainty and the democratization of risk, with attention to how environmental hazards and resources are socially distributed. Caste, Adivasi rights, environmentalism of the poor and conflicts over land, forests and water are examined through Indian cases, including the Forest Rights Act, mining struggles and inter-state water disputes. The course thus treats environmental questions not simply as ecological problems but as questions of inequality, power, livelihood, rights and social organization.

Course Outline:

Module I

Foundations of Environmental Sociology

- a. The transition from the Human Exemptionalism Paradigm (HEP) to the New Ecological Paradigm (NEP)
- b. Classical Sociological Traditions and the Environment: Re-reading Marx, Durkheim, and Weber in ecological terms
- c. Risk Society: Modernity, manufactured uncertainty, and the democratization of risk

Module II

Structural Inequalities and Resource Conflicts

- a. Caste and Environment: The 'Environmentalism of the Poor' vs. 'Bourgeois Environmentalism'
- b. Adivasi Rights: The Forest Rights Act (2006) and the struggle over mining (e.g., Niyamgiri/Vedanta).
- c. Water Politics: Inter-state water disputes, privatization of water, and rural-urban water divides.

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain the major concepts and paradigmatic shifts within environmental sociology
- Analyze the relationship between social structures, environmental risks and ecological change
- Critically examine caste, Adivasi rights and class inequalities in environmental conflicts
- Interpret contemporary struggles over forests, mining and water through sociological perspectives on environmental justice
- Interpret environmental conflicts through the social distribution of risk, resources and rights, providing an analytical foundation for sustainability work, environmental governance, development practice and ecological research

Basic Readings

- Gadgil, M., & Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. Routledge.
- Catton, W. R., & Dunlap, R. E. (1978). "Environmental Sociology: A New Paradigm". *The American Sociologist*, 13(1), 41-49.
- Dunlap, R. E., & Catton, W. R. (1979). "Environmental Sociology". *Annual Review of Sociology*, 5, 243-273.
- Buttel, Frederick. H. (1987). "New Directions in Environmental Sociology." *Annual Review of Sociology* 13: 465-488.
- Arnold, David. & Guha Ramachandra. 1997. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, Delhi: OUP.

- Bullard, R. D. (Ed.). (1994). *Unequal Protection: Environmental Justice and Communities of Color*. Sierra Club Books.
- Dunlap, R. E., Van Liere, K. D., Mertig, A. G., & Jones, R. E. (2000). "New Trends in Measuring Environmental Attitudes: Measuring Endorsement of the New Ecological Paradigm". *Journal of Social Issues*, 56(3), 425-442.
- Catton, W. R. (2002). "Durkheim's Problem in the Context of the 21st Century". *Journal of Classical Sociology*.
- Buttel, F. H. (1986). "Sociology and the Environment: The Case of Durkheim". *Free Inquiry in Creative Sociology*.
- Max Weber & Rationalization of Nature Murphy, R. (1994). *Sociology and Nature: Social Action in Context*. Sage.
- Goldblatt, D. (1996). *Social Theory and the Environment*. Polity Press.
- Foster, J. B., & Holleman, H. (2012). "Weber and the Environment: Classical Foundations for a Postexemptionalist Sociology". *American Journal of Sociology*.
- Foster, J. B. (1999). "Marx's Theory of Metabolic Rift: Classical Foundations for Environmental Sociology". *American Journal of Sociology*, 105(2), 366-405.
- Saito, K. (2017) *Karl Marx's Eco socialism: Capital, nature, and the unfinished critique of political economy*. New York: Monthly Review Press.
- Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. OUP.
- Baviskar, A. (2008). *Contested Grounds: Essays on Nature, Culture and Power*. OUP: Delhi.
- Roger, C. Field. (1997). "Risk and Justice: Capitalist production and environment." *Capitalism, Nature and Socialism* 8(2): 69-94.
- Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage.
- Gadgil, M., & Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. Routledge.
- Guha, R. (2000). *Environmentalism: A Global History*. Longman.
- Hannigan, J. (2014). *Environmental Sociology*. Routledge.
- Mies, M., & Shiva, V. (1993). *Ecofeminism*. Zed Books.
- Pellow, D. N. (2007). *Resisting Global Toxics: Transnational Movements for Environmental Justice*. MIT Press.
- Shiva, V. (1988). *Staying Alive: Women, Ecology and Development*. Kali for Women.
- Plant, J. (1989). *Healing the Wounds: the promise of eco-feminism*.
- Agarwal, B. (1998). "Environmental, management, equity and eco-feminism: Debating India's Experience." *Journal of Peasant Studies* 25(4):55-95.

Semester -II

CORE COURSE -6

Course Title: INDIAN SOCIOLOGY: TRENDS AND PERSPECTIVES (SOC2PCOR06T)

Course Specific Objective:

This course familiarizes students with the major theoretical trends and contemporary debates that have shaped Indian sociology from the late nineteenth century to the present. It examines caste as both a sociological category and a lived reality through village studies, dalit critiques, and historical reinterpretations of hierarchy. The course also explores processes of social change and development by engaging with the contributions of leading Indian sociologists and examining the evolving relationship between state, society, and citizenship. By bringing together debates on governance, everyday state practices, and feminist interventions, the course encourages a historically grounded understanding of continuity and transformation in Indian society.

Course Outline:

Module I

1. Caste in India
 - a. M.N.Srinivas, M. Marriot, A.R. Desai
 - b. Kathleen Gough, D. Thorner, Dipankar Gupta
 - c. L. Dumont, Declan Quigley, Nicholas Dirks
2. The Dalit Critique:
 - a. Gail Omvedt and Sharmila Rege
 - b. Kancha Illiah and E. Zelliot
 - c. Gopal Guru and Sundar Sarukkai

Module II

3. Social Change in India
 - a. D.P Mukherji, M.N.Srinivas, Ram Krishna Mukherjee
 - b. Yogendra Singh, Andre Béteille,
4. State and Development in India
 - a. T. N. Madan, AshisNandy, Partha Chatterjee
 - b. T.K. Oommen, Veena Das, Nivedita Menon

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to—

- Critically evaluate the major theoretical approaches to caste, social change, and development in India
- Compare classical and contemporary interpretations of Indian society across different sociological traditions
- Analyse the changing relationship between state, society, and citizenship in contemporary India
- Apply Indian sociological perspectives to interpret contemporary social realities and public debates develop analytical competencies relevant for careers in social research, public policy, development organizations, and academic institutions

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Chatterjee, P. (2004). *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. Columbia University Press.
- Das, V. (Ed.). (2006). *Handbook of Indian sociology*. Oxford University Press.
- Das, V. (2004). The signature of the state: The paradox of illegibility. In V. Das & D. Poole (Eds.), *Anthropology in the margins of the state* (pp. 225–252). School of American Research Press.
- Desai, A. R. (1948). *Social background of Indian nationalism*. Popular Prakashan.
- Dirks, N. B. (2001). *Castes of mind: Colonialism and the making of modern India*. Princeton University Press.
- Dumont, L. (1970). *Homo Hierarchicus: The caste system and its implications*. University of Chicago Press.
- Ghosh, B. (2019). *Globalisation and social transformation: Yogendra Singh on culture change in contemporary India*. [Publisher details usually required, e.g., Rawat Publications].
- Gough, K. (1960). Caste in a Tanjore village. In E. R. Leach (Ed.), *Aspects of caste in South India, Ceylon and North-West Pakistan* (pp. 11–60). Cambridge University Press.
- Gupta, D. (2000). *Interrogating caste: Understanding hierarchy and difference in Indian society*. Penguin Books.

- Gupta, D. (2005). Caste and politics: Identity over system. *Annual Review of Anthropology*. 34. 409-427.
- Hastrup, K. (2013). *A passage to anthropology: Between experience and theory*. Routledge.
- Karve, I. (1961). *Hindu society: An introduction*. Deccan College.
- Madan, G. R. (1990). *India's developing villages* (pp. 3–28). Allied Publishers.
- Marriott, M. (Ed.). (1955). *Village India: Studies in the little community*. University of Chicago Press.
- Mayaram, S., Pandian, M. S. S., & Skaria, A. (Eds.). (2005). *Subaltern studies XII: Muslims, Dalits and the Fabrications of History*. Permanent Black and Ravi Dayal Publisher.
- Menon, N. (2004). *Recovering Subversion: Feminist Politics Beyond the Law*. Permanent Black.
- Mukherji, P. (2006). Sociology for What? Rethinking Sociology in an Era of Transformatory Changes. *Sociological Bulletin*. 55. 172-200.
- Mukherjee, R. K. (1958). *Six Villages of Bengal*. Popular Prakashan.
- Mukherjee, R. K. (1979). *Sociology of Indian Sociology*. Allied.
- Mukherjee, R. K. (1973). Indian Sociology: Historical Development and Present Problems. *Sociological Bulletin*. 22. 29-58.
- Mukherji, D. P. (1958). *Diversities*. People's Publishing House.
- Oommen, T. K. (2013). *Knowledge and Society: Situating Sociology and Social Anthropology Collected Essays*. Oxford University Press.
- Patel, S. (Ed.). (2016). *Doing Sociology in India: Genealogies, locations, and practices*. Oxford University Press.
- Quigley, D. (1993). *The Interpretation of Caste*. Oxford University Press.
- Rege, S. (2006). *Writing Caste/Writing Gender: Narrating Dalit women's testimonios*. Zubaan.
- Singh, K. S. (1992). *The People of India: An Introduction*. Seagull Books.
- Singh, Yogendra. (2009). Social Praxis, Conceptual Categories, and Social Change: Observations from a Village Study. *Sociological Bulletin*. 58. 178-195.
- Srinivas, M. N. (1966). *Social Change in Modern India*. University of California Press.

CORE COURSE -7

**Course Title: CRITICAL PERSPECTIVES ON SUBJECT, POWER AND LANGUAGE
(SOC2PCOR07T)**

Course Specific Objective:

This course examines the interconnected questions of power, language, embodiment, and subject formation through contemporary critical theory. It traces the development of critical perspectives from Marxist and structural traditions to post-structural and post-humanist approaches by engaging

with thinkers such as Gramsci, Althusser, Arendt, Agamben, Foucault, Butler, Haraway, and Barad. The course investigates how discourse, culture, and corporeality participate in the production of social realities while exploring ethical, performative, and technological forms of subjectivity. It equips students to engage with advanced theoretical debates that illuminate contemporary questions of governance, identity, and human–technology relations.

Course Outline:

Module I

1. Power
 - a. Althusser: Ideological State Apparatus
 - b. Gramsci: Hegemony, State and Civil Society
 - c. Hannah Arendt: Totalitarianism
 - d. Giorgio Agamben: State of Exception
2. Culture and Language
 - a. Saussure: General Linguistics
 - b. Barthes: Elements of Semiology
 - c. Adorno and Horkheimer: Culture Industry
 - d. Raymond Williams: Cultural Forms

Module II

3. Corporeality and Lived Experience
 - a. Merleau-Ponty: The Phenomenological Body
 - b. Pierre Bourdieu: The Inscribed Body
 - c. Emmanuel Levinas: The Ethical Body
 - d. Elizabeth Grosz: The Volatile Bodies
4. Discursive and Post-human Subjects
 - a. Michel Foucault: Technologies of the Self
 - b. Judith Butler: Performative Subject
 - c. Donna Haraway: Cyborg Subjectivity
 - d. Karen Barad: Post humanist Performativity and Intra-action

Course Outcome (Knowledge & Understanding, and Skills):

By the end of the course the student will be able to—

- Engage critically with major contemporary theoretical perspectives on power and subjectivity
- Distinguish between structural, discursive, ethical, and post-human approaches to understanding society

- Analyse the relationship between language, culture, embodiment, and social power
- Apply critical theoretical concepts to interpret contemporary social and political issues
- Develop conceptual skills valuable for careers in higher education, policy analysis, media research, and critical social inquiry

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment 10 Marks

Mid-Term Examination 10 marks

[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]

End Semester Examination 40 Marks

Basic Readings

- Adorno, T. W. & Bernstein, J. M. (2001). *The Culture Industry: Selected Essays on Mass Culture*. London. Routledge
- Agamben, G. (2005). *State of Exception* (K. Attell, Trans.). University of Chicago Press.
- Althusser, L. (2001). "Ideology and Ideological State Apparatuses" in *Lenin and Philosophy and other Essays*. Monthly Review Press
- Arendt, H. (2017). *The origins of totalitarianism*. Penguin Classics.
- Barad, K. (2003). Post humanist performativity: Toward an understanding of how matter comes to matter. *Signs: Journal of Women in Culture and Society*, 28(3), 801–831.
- Barthes, R. (1967). *Elements of Semiology*. New York: Hill & Wang.
- Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.
- Butler, J. (1993). *Bodies that Matter*. London: Routledge
- Foucault, M. (1991). "Governmentality" in *The Foucault Effect: Studies in Governmentality*, ed., Graham Burchell, Colin Gordon and Peter Miller, 87-104. London, Toronto, Sydney, Tokyo, Singapore: Harvester Wheatsheaf.
- Foucault, M. (1971). *The Archaeology of Knowledge*. New York: Pantheon Books.
- Foucault, M. (1980). *Power-Knowledge. Selected interviews and other writings, 1972-1977*. Edited by Colin Gordon. Essex. Prentice Hall
- Foucault, M. (1988). Technologies of the self. In L. H. Martin, H. Gutman, & P. H. Hutton (Eds.), *Technologies of the self: A seminar with Michel Foucault* (pp. 16–49). University of Massachusetts Press.
- Gramsci, A. (1992). *Selections from the Prison Books*. International Publishers.
- Grosz, E. (1994). *Volatile bodies: Toward a corporeal feminism*. Indiana University Press.

- Haraway, D. J. (1991). A cyborg manifesto... In *Simians, cyborgs, and women* (pp. 149-181). Routledge.
- Levinas, E. (1998). *Otherwise than being, or beyond essence* (A. Lingis, Trans.). Duquesne University Press. (Original work published 1974)
- Levinas, E. (1989). Ethics as first philosophy (S. Hand & M. Temple, Trans.). In S. Hand (Ed.), *The Levinas reader* (pp. 75–87). Blackwell. (Original work published 1984)
- Merleau-Ponty, M. (2012) *Phenomenology of Perception*, New York: Routledge.
- Saussure, F.D. (1966). *Course in General Linguistics*. New York: McGraw Hill (selected chapters)
- Williams, R. (2005). ‘Culture and Masses’ in *Popular Culture: A Reader* Eds. Raiford A Guins and Omayra Zaragoza Cruz. London: Sage Publications.

CORE COURSE -8

Course Title: CONTEMPORARY MEDIA AND REPRESENTATION (SOC2PCOR08T)

Course Specific Objective:

This course examines media as a social institution shaped by cultural, political, technological, and economic transformations. It introduces students to contemporary theories of communication, representation, audiences, and visual culture while tracing the evolution of Indian media from print and broadcasting to digital and networked platforms. Particular attention is given to ideology, hyper-reality, misinformation, digital surveillance, and the changing landscapes of cinema, advertising, and social media. Through the analysis of media texts and communication practices, the course develops the capacity to interpret how media participates in the production of democratic life, cultural identities, and social inequalities.

Course Outline:

Module I

1. Understanding the Language of Media: Media as a ‘text’, Visual methodology, Syntax, Phenomenological understanding of media Culture & Class
2. Theorizing Media: The Impact of New Media, Hyper-reality, Production and Consumption of ‘Texts’, Ideology, Politics of Representation and Feminism
3. Media and Society: Understanding Audiences, Media as the Fourth Estate of Democracy, Ethics & Abuses (fake News, misinformation, and the ethics of digital surveillance)

Module II

4. Press & Democracy: Evolution of Indian newspapers (freedom struggle to regional journalism), the Rise of TV & Radio (from *Doordarshan* to the private satellite networks)
5. Cinema & Advertising: Contemporary Film Trends (the shift from traditional Bollywood to OTT- driven cinema), Ad Evolution (from traditional print/radio spots to social-cause marketing)
6. Digital Media: Social Media Usage (Analysis of patterns and challenges), Networked Individualism (Manuel Castells)

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to—

- Interpret media as a social, cultural, and political institution
- Critically analyse representations across print, broadcast, cinematic, and digital media
- Evaluate the implications of new media technologies for democracy, identity, and everyday life
- Apply visual and textual analytical techniques to examine contemporary media content
- Acquire competencies relevant for careers in journalism, media research, communication consultancy, digital content analysis, and public communication

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Appadurai, A. (1986). *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press.
- Appadurai, A. (1996). *Modernity at Large: The Cultural Dimensions of Globalisation*. Oxford University Press.
- Athique, A. (2011). "From cinema hall to multiplex: A public history." *South Asian Popular Culture*, 9(02), 147-160.
- Benjamin, W. (1969). "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations*. Schocken.

- Branston, G., & Roy, S. (2010). *The Media Student's Book*. Routledge. (Chapters 4, 5 & 6).
- Branston, G., & Stafford, R. (2010). *The Media Student's Book*. Routledge. (Chapters 4, 5 & 6).
- Briggs, A., & Burke, P. (2005). *A Social History of the Media*. Polity Press.
- Castells, M. (2001). *The Internet Galaxy: Reflections on the Internet, Business, and Society*. Oxford University Press.
- Chanda, I. (2000). "Displaying the Modern Woman: Feminism in the Labyrinths of Media Culture." *Social Scientist*, 28(3/4), 40-60.
- Croteau, D. R., & Hoynes, W. (2002). *Media/Society: Industries, Images, and Audiences* (3rd ed.). Sage Publications.
- Desai, A. R. (1948). "The Role of the Press in the Development of Indian Nationalism." In *Social Background of Indian Nationalism*. Popular Prakashan.
- Durham, M. G., & Kellner, D. M. (Eds.). (2012). *Media and Cultural Studies: Keywords*. Wiley-Blackwell.
- Hall, S. (Ed.). (1997). *Representation: Cultural Representation and Signifying Practices*. Sage Publications.
- Hall, S. (Ed.). (2001). *Representation*. Sage Publications.
- Herman, E. S., & Chomsky, N. (1988). *Manufacturing Consent: The Political Economy of Mass Media*. Pantheon Books.
- Inglis, D. (2005). *Culture and Everyday Life*. Routledge.
- Jeffrey, R. (2000). *India's Newspaper Revolution: Capitalism, Politics, and the Indian-Language Press, 1977–1999*. C. Hurst & Co. / St. Martin's Press.
- Kohli-Khandekar, V. (2008). *The Indian Media Business*. Sage Publications India. (Chapters 1, 2 & 5).
- Kumar, K. J. (2010). *Mass Communication in India*. Jaico Publishing House.
- Kumar, S. (2006). *Gandhi Meets Prime Time: Globalization and Nationalism on Indian Television*. University of Illinois Press.
- Kumar, S. (2010). "Globalization, media privatization, and the redefinition of the "public" in Indian television." *BioScope: South Asian Screen Studies*, 1(1), 21-25.
- Lelyveld, D. (1994). "Upon the Subdominant: Administering Music on All-India Radio." *Social Text*.
- Long, E. (Ed.). (1997). *From Sociology to Cultural Studies*. Blackwells.
- Mehta, N. (2008). *Television in India: Satellites, Politics and Cultural Change*. Routledge.
- Mehta, S. (2020). "Storytelling evolution in Indian cinema: A response to OTT." *Journal of Cultural Media Studies*, 14(2), 87–104.
- Moitra, M. (1955). *A History of Indian Journalism*. National Book Agency.
- Monaco, J. (2009). *How to Read a Film* (4th ed.). Oxford University Press.
- Mulder, A. (2006). "Media." *Theory, Culture & Society*, 23(2–3), 289–296.

- Munshi, S. (1998). "Wife/mother/daughter-in-law: Multiple avatars of homemaker in 1990s Indian advertising." *Media, Culture & Society*, 20(4), 573-591.
- Ninan, S. (2007). *Headlines from the Heartland: Reinventing the Hindi Public Sphere*. Sage Publications.
- Noronha, F. (2000). "Who's Afraid of Radio in India?" *Economic and Political Weekly*, 3385-3387.
- Prasad, M. (1998). *Ideology of Hindi Film: A Historical Construction*. Oxford University Press.
- Prasad, M. (2003). "This Thing Called Bollywood." *Seminar*, 525. Retrieved from <http://www.india-seminar.com>
- Rainie, L., & Wellman, B. (2012). *Networked: The new social operating system*. MIT Press.
- Rao, S. (2010). "'I need an Indian touch': Glocalization and Bollywood films." *Journal of International and Intercultural Communication*, 3(1), 1-19.
- Roy, A. (2005). "The Apparatus and its Constituencies: On India's encounters with Television." *Journal of the Moving Image*, 4.
- Roy, A. (2024). "Rights of the Hindustani Humans: Media and Its Publics in Hindi Films." *Indian Cinema and Human Rights*.
- Roy, A., & Roy Chowdhury, S. (Eds.). (2014). *Channelling Cultures: Television Studies from India*. Oxford University Press.
- Sen, B. (2014). "A new kind of radio: FM broadcasting in India." *Media, Culture & Society*, 36(8), 1084-1099.
- Sinclair, J., & Harrison, M. (2004). "Globalization, nation, and television in Asia: The cases of India and China." *Television & New Media*, 5(1), 41-54.
- Timke, E., & O'Barr, W. M. (2017). "Representations of masculinity and femininity in advertising." *Advertising & Society Review*, 17(3).
- Uberoi, P. (2006). *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press.
- Viridi, J. (2003). *The Cinematic Imagination: Indian Popular Films as Social History*. Permanent Black.
- Williams, R. (1962). *Communications*. Penguin: Harmondsworth.
- Williams, R. (1974). *Television: Technology and Cultural Form*. Fontana.

CORE COURSE – 9

Course Title: RELIGIOUS DYNAMICS IN INDIA: CULTURE AND DYNAMICS (SOC2PCOR09T)

Course Specific Objective:

This course provides a sociological understanding of religion as a historically constructed and culturally embedded social phenomenon in India. It examines competing epistemologies of religion alongside classical and contemporary sociological frameworks for interpreting religious life. The course explores questions of syncretism, heterodoxy, ritual, sectarian formations, communalism, gender, caste, and state power while examining how religious movements are reshaped by modernization, media expansion, and digitalization. In doing so, it situates faith, identity, and conflict within wider processes of social and political transformation.

Course Outline:

Module I

1. Epistemologies of Religion: Formations and Constructivism
Interrogating western-centric definitions of religion versus South Asian categories; religion as a cultural system; the construction of the "sacred" and "profane" in the Indian milieu.
2. Sociological Interventions: Theorizing Lived Traditions
Classical and contemporary sociological frameworks on Indian religious life; structural-functionalist, Marxist, and subaltern approaches to understanding belief systems.
3. Syncretism, Heterodoxy, and the Religious Spectrum
The sociological matrix of plurality: Brahmanical hegemony and heterodox challenges (Buddhism, Jainism); the socio-cultural evolution of Islamic, Christian, and Sikh traditions in India.
4. The Biopolitics of Faith: Power, Gender, and Marginality
the institutional operation of power; religious patriarchies, gender codes, and feminist critiques; subaltern reclamation of religious spaces; caste-based exclusions and conversions.

Module II

5. The Materiality of Belief: Rituals, Myths, and Sacred Texts
the performative and structural role of rituals; social functions of myths; textual authority versus everyday popular practices; the political economy of religious shrines and pilgrimages.

6. Making of Traditions: Sects, Cults, and Lived Religiosity
History of religious transitions; the institutionalization of sects and cults; popular folk religion, syncretic shrines, and the fluid boundaries of vernacular piety.
7. Polarity, Fracture, and Social Conflict
The historical and contemporary sociology of communalism; religious divisions, spatial segregation, and identity politics; the state, secularism debates, and institutionalized violence.
8. Revitalization and Modernity: Religious Movements and Digitization
Sociological analysis of religious reform and revivalist movements; expressions of contemporary public religiosity; the intersection of media, digital subcultures, and consumer capitalism with faith.

Course Outcome (Knowledge & Understanding, and Skills):

By the end of the course the student will be able to—

- Examine religion through major sociological concepts and theoretical traditions
- Analyse the relationship between religion, caste, gender, power, and identity in India
- Interpret the social significance of rituals, sects, religious movements, and communal conflicts
- Critically evaluate the changing role of religion in contemporary public life and digital culture
- Apply sociological understanding of religion in careers related to community development, policy research, conflict resolution, and cultural institutions

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Ahmad, I. (Ed.). (1981). *Ritual and religion among Muslims in India*. Manohar.
- Alexander, J. C. (Ed.). (1990). *Durkheimian sociology: Cultural studies*. Cambridge University Press.

- Almond, G., Appleby, S., & Emmanuel, S. (2003). *Strong religion: The rise of fundamentalisms around the world*. University of Chicago Press.
- Aloysius, G. (1998). *Religion as a critique of power: An essay on the independent social thought of Mahatma Jyotirao Phule*. Critical Quest.
- Ambedkar, B. R. (2014). *The Buddha and his Dhamma*. In Dr. Babasaheb Ambedkar: *Writings and speeches* (Vol. 11). Dr. Ambedkar Foundation. (Original work published 1957).
- Appleby, S. R. (2000). *The ambivalence of the sacred: Religion, violence, and reconciliation*. Rowman & Littlefield Publishers.
- Asad, T. (1993). *Genealogies of religion: Discipline and reasons of power in Christianity and Islam*. Johns Hopkins University Press.
- Banchoff, T. (Ed.). (2008). *Religious pluralism, globalization, and world politics*. Oxford University Press.
- Banerjee, S. (2002). *Logic in a popular form: Essays on popular religion in Bengal*. Seagull Books.
- Bataille, G. (1989). *Theory of religion*. Zone Books.
- Beckford, J. A., & Demerath, J. (Eds.). (2007). *The Sage handbook of the sociology of religion*. Sage Publications.
- Berger, P. (1969). *The sacred canopy*. Anchor Books.
- Beyer, P. (2006). *Religion in global society*. Routledge.
- Bhargava, R. (Ed.). (1998). *Secularism and its critics*. Oxford University Press.
- Brosius, C. (2010). *India's middle class: new forms of urban leisure, consumption and prosperity*. Routledge.
- Durkheim, É. (1995). *The elementary forms of religious life* (K. E. Fields, Trans.). Free Press. (Original work published 1912).
- Eaton, R. M. (1993). *The rise of Islam and the Bengal frontier, 1204–1760*. University of California Press.
- Fitzgerald, T. (2000). *The ideology of religious studies*. Oxford University Press.
- Fuller, C. J. (2004). *The camphor flame: Popular Hinduism and society in India* (Rev. ed.). Princeton University Press.

- Geertz, C. (1973). Religion as a cultural system. In *The interpretation of cultures* (pp. 87-125). Basic Books.
- Gold, A. G. (1988). *Fruitful journeys: The ways of Rajasthani pilgrims*. University of California Press.
- Hansen, T. B. (1999). *The saffron wave: Democracy and Hindu nationalism in modern India*. Princeton University Press.
- Ilaiah, K. (1996). *Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy*. Samya.
- Jones, K. W. (1989). *Socio-religious reform movements in British India*. Cambridge University Press.
- King, R. (1999). *Orientalism and religion: Postcolonial theory, India and "The Mystic East"*. Routledge.
- Madan, T. N. (Ed.). (1992). *Religion in India*. Oxford University Press.
- Mahmood, S. (2005). *Politics of piety: The Islamic revival and the feminist subject*. Princeton University Press.
- Nandy, A. (1988). An anti-secularist manifesto. *India International Centre Quarterly*, 15(1), 35-48.
- Pandey, G. (1990). *The construction of communalism in colonial North India*. Oxford University Press.
- Rajagopal, A. (2001). *Politics after television: Hindu nationalism and the reshaping of the public in India*. Cambridge University Press.
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- Sanyal, H. (1989). *Bangla kirtaneritihis (History of the Bengali Kirtan)*. K. P. Bagchi.
- Sarkar, T. (2001). *Hindu wife, Hindu nation: Community, religion, and cultural nationalism*. Permanent Black.
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- Srinivas, T. (2018). *The cow in the elevator: An anthropology of wonder and religion in Delhi*. Duke University Press.
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- Turner, V. (1969). *The ritual process: Structure and anti-structure*. Aldine Publishing.
- Uberoi, J. P. S. (1996). *Religion, civil society and the state: A study of Sikhism*. Oxford University Press.
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- Weber, M. (1958). *The religion of India: The sociology of Hinduism and Buddhism* (H. H. Gerth & D. Martindale, Trans.). Free Press. (Original work published 1916).
- Bloch, E., Keppens, M., & Hegde, R. (Eds.). (2009). *Rethinking Religion in India: The Colonial Construction of Hinduism*. Routledge.
- Baird, R.D. (1995). *Religion in Modern India* (3rd edition). Manohar
- Cavanaugh, W. (2009). *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. OUP
- Clarke, S. (1998). *Dalits and Christianity: Subaltern Religion and Liberation Theology In India*. OUP
- Davie, G. (2013). *The Sociology of Religion: A Critical Agenda*. Sage.
- Dressler, M. & Mandair, A. (2011). *Secularism and Religion-Making*. OUP.
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- Fenn, R. K. (Ed.). (2001). *The Blackwell Companion to Sociology of Religion*. Oxford: Blackwell Publishers.
- Geertz, C. (1973). *The Interpretation of Cultures*. Basic Books.
- Hinnells, J. R. (Ed.). (2005). *The Routledge Companion to the Study of Religion*. Psychology Press.
- Hoover, S. M., & Lundby, K. (Eds.). (1997). *Rethinking Media, Religion, and Culture* (Vol. 23). Sage.
- Hunt, S. (2013). *Religion and Everyday Life*. Routledge.
- Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking of World Order*. Touchstone
- Jacobsen, K. A. (Ed.). (2008). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. Routledge.

- Johnstone, R. L. (1975). *Religion and Society in Interaction: The Sociology Of Religion*. Prentice Hall.
- Jondhale, S., & Beltz, J. (Eds.). (2004). *Reconstructing the World: BR Ambedkar and Buddhism in India*. OUP.
- Juergensmeyer, M. (Ed.). (2005). *Religion in Global Civil Society*. OUP.
- King, R. (2013). *Orientalism and Religion: Post-Colonial Theory, India and "The Mystic East"*. Routledge.
- Kinnvall, C. (2007). *Globalization and Religious Nationalism In India: The Search For Ontological Security*. Routledge.
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- Luckmann, T. (1967). *The Invisible Religion*. Macmillan.
- Madan, T. N. (2009). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Oxford University Press.
- Madan, T. N. (1992). *Religion in India*. Oxford University Press, USA.
- Muzumdar, H.T. (1996) *India's Religious Heritage*. Allied
- Mannheim, Karl. (1963). *Ideology and Utopia*. Harcourt, Brace and World.
- Marriott, M. (Ed.). (1990). *India through Hindu Categories*. Sage.
- Morris, P. (Ed.). (1998). *Religion, Modernity, and Postmodernity*. Blackwell Pub
- Pickering, W. S. F. (2009). *Durkheim's Sociology of Religion: Themes and Theories*. Casemate Publishers.
- Robertson, R. (1970). *The Sociological Interpretation of Religion*, Blackwell.
- Robinson, R. (Ed.). (2004). *Sociology of Religion in India*. SAGE.
- Roof, W. C. (1999). *Spiritual Marketplace*. Princeton.
- Smith, C. (Ed.). (1996). *Disruptive Religion*. Routledge.
- Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Asia Publishing House

- Thapar, R. (Ed.). (1977). *Tribe, Caste, and Religion in India*. Macmillan.
- Timothy, D., & Olsen, D. (Eds.). (2006). *Tourism, Religion and Spiritual Journeys*. Routledge.
- Weber, M. (2000). *The Religion of India: The Sociology of Hinduism and Buddhism*. MunshiramManoharlal Publishers
- Wuthnow, R. (1994). *Producing the Sacred*. Illinois.
- Young, L. A. (2016). *Rational Choice Theory and Religion: Summary and Assessment*. Routledge.

CORE COURSE - 10

Course Title: POST-INDEPENDENCE SOCIAL MOVEMENTS IN INDIA (SOC2PCOR10T)

Course Specific Objective:

This course examines the emergence, evolution, and transformation of social movements in post-independence India. It explores diverse forms of collective action, including peasant, tribal, environmental, women's, dalit, labour, and regional movements, alongside competing theoretical approaches to mobilization and resistance. The course investigates how these movements engage with questions of citizenship, democracy, identity, development, and state power across changing historical contexts. By connecting theoretical debates with empirical struggles, it enables students to understand collective action as a significant force in shaping contemporary Indian society.

Course Outline:

Module I

1. Approaches to the Study of Social Movements (Structural Strain Theory, Resource Mobilization Theory, New Social Movements Theory)
2. Resistance in Everyday Life
3. Social movement and its relationship with state and civil society (Jan Lokpal Bill)
4. Globalization and its discontents

Module II

5. Tribal and Peasant Movements
6. Ethnic Movements

7. Labour, Trade Union and Farmers' Movements
8. Environmental Movements (Narmada Bachao Andolan, MP; Silent Valley Movement, Kerala; Anti Tehri Dam Movement, Uttarakhand; Jungle Bachao Andolan, Singhbhum; Plachimada Water Struggle, Kerala)

Course Outcome (Knowledge & Understanding, and Skills):

By the end of the course the student will be able to—

- Identify the major social movements that have shaped post-independence India
- Compare different theoretical explanations of collective action and social protest
- Analyse the relationship between movements, democracy, development, and state institutions
- Apply sociological perspectives to understand contemporary forms of resistance and mobilization
- Develop practical insights relevant for careers in civil society organizations, policy advocacy, social development agencies, and research institutions

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Bagguley, P. (1992). Social change, the middle class and the emergence of “new social movements”: A critical analysis. *The Sociological Review* 40.1: 26-48
- Bagguley, P. (1997). Beyond political sociology? Developments in the sociology of social movements. *The Sociological Review* 45.1: 147-61
- Banks, J.A. (1972). *The Sociology of Social Movements*. London: Macmillan.
- Bates, C. & Shah, A. (eds.). (2014). *Savage Attack: Tribal Insurgency in India*. New Delhi: Social Science Press.
- Bhatia, N. (2004). *Acts of Authority/Acts of Resistance: Theatre and Politics in Colonial and Postcolonial India*. Ann Arbor: University of Michigan Press
- Brueck, L. R. (2014). *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. New York: Columbia University Press
- Buechler, S. (1995). New Social Movement Theories, *The Sociological Quarterly*, Vol.

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- Chaudhury, N., Hviid, P., Marsico, G. & Viiladsen, J.W. (eds.) (2017). *Resistance in Everyday Life: Constructing Cultural Experiences*. Singapore: Springer.
- Desai, A.R. (ed.). (1986). *Agrarian Struggle in India after Independence*. Delhi: Oxford University Press.
- Foweraker, J. (1995). *Theorising Social Movements*, Pluto Press, London,
- Katzenstein, R. *Social Movements in India*, OUP, 2005.
- Melucci, A. (1989). *Nomads of the present: Social movements and individual needs in contemporary society*. Temple University Press.
- M.E. Sharpe. Shiva, V. (2016). *The violence of the green revolution: Third world agriculture, ecology, and politics*. University Press.
- Merton, R. K. (1968). *Social theory and social structure* (Enl. ed.). Free Press.
- McCarthy, J. D., & Zald, M. N. (1977). Resource mobilization and social movements: A partial theory. *American Journal of Sociology*, 82(6), 1212–1241
- Omvedt, G. (1993). *Reinventing Revolution: New Social Movements and the Social Tradition in India*. London: Sharpe.
- Oommen, T.K. (1972). *Charisma, Stability and Change*. Delhi: Sage.
- Oommen, T.K (ed.). (2009). *Social Movements: Concerns of Equity and Security*. New Delhi: Oxford University Press.
- Oommen, T.K (ed.). (2009). *Social Movements: Issues in Identity*. New Delhi: Oxford University Press.
- Petras, J., & Vettmeyer, H. (2005). *Social Movements and State Power*, Pluto Press, London.
- Pickett, B. L. (1996). Foucault and the Politics of Resistance, *Polity*, 28(4)
- Rao, M.S.A. (ed.). (1979). *Social Movements in India* (Vol. I & II). New Delhi: Manohar Publication.
- Shah, G. (ed.). (2001). *Dalit Identity and Politics*. New Delhi: Sage.
- Shah, G. (ed.). (2002). *Social Movements and the State*. New Delhi: Sage.
- Sharma, S. (1985). *Social Movements and Social Change*. New Delhi: Vikas Publication.
- Singh, R. (2006). *Social Movements: Old and New*. New Delhi: Sage.
- Singha, R. K. (2004). *Peasant Movements in Post Colonial India*. New Delhi: Sage.
- Smelser, N. J. (1962). *Theory of Collective Behavior*. Free Press.
- Scott, J. C. (1985). *Weapons of the weak: Everyday forms of peasant resistance*. Yale University Press.
- Scott, J. C. (1990). *Domination and the arts of resistance: Hidden transcripts*. Yale University Press.
- Touraine, A. (1971). *The post-industrial society: Tomorrow's social history: Classes, conflicts and culture in the programmed society* (L. F. X. Mayhew, Trans.). Random House.
- Touraine, A. (1981). *The voice and the eye: An analysis of social movements* (A. Duff, Trans.). Cambridge University Press.

- Vivienne (2013). *Resistance as the Claim to Politics in Post Colonial Subject: Claiming Politics/ governing others in Late Modernity*. Oxon: Routledge.
- Wallerstein, I. (1990). *Anti-systemic Movements: History and Dilemmas in Transforming the Revolution: Social Movements and the World System*, Samir Amin, Giovanni Arrighi, Andre Gunder Frank and Immanuel Wallerstein. New York: Monthly Review Press.

Semester -III

Discipline Specific Elective (DSE) - 1

Course Title: GENDERED REALITIES: PERSPECTIVES AND CHALLENGES – 1(SOC2PDSE01T)

Course Specific Objective:

This course approaches gender as a lived and contested field of social relations, moving from the structures of patriarchy and intimate life to the wider worlds of the state, environment, technology and social exclusion. Drawing on feminist scholarship, it enables students to examine how masculinities, violence, sexuality and reproduction are organized through institutions and cultural practices, while also asking how gender becomes entangled with caste, class and other intersecting locations of disadvantage. The course further opens questions about the politics of knowledge through the distinction between Women's Studies and Gender Studies in India and about the changing terrain of gender in an increasingly digitized and surveilled world. Its broader aim is to cultivate in students the capacity to read gender not merely as an abstract category, but as a lived terrain of power, inequality and negotiation, enabling them to identify, interrogate and articulate gendered concerns across academic, professional and everyday social worlds.

Course Outline:

Module I

1. Patriarchy and Construction of Masculinities
2. Gender Based Violence
3. Ideologies of the Intimate: Family, Heteronormativity, and the Regulation of Sexuality
4. Reproductive Technologies, surrogacy and the politics of the womb

Module II

5. Gender, State and Environment
6. Cartographies of Exclusion: Intersecting Marginalities
7. Women Vs Gender studies in India
8. Gendered Digital Frontiers: Techno-capitalism and the Virtual Panopticon

Course Outcome (Knowledge & Understanding, and Skills):

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

- Situate gender within wider relations of power and examine how the state and environmental conditions differently shape women's and other gendered lives
- Trace the intersections of gender with caste, class, sexuality, ethnicity and other axes of difference, recognizing how marginalities overlap and produce uneven experiences of exclusion
- Critically engage with the emergence of Women's Studies and Gender Studies in India, and reflect on the intellectual and political questions that distinguish and connect the two fields
- Connect older, material structures of exclusion with newer forms of digital and technological power, recognizing how inequalities persist and mutate through the changing social dynamics of spaces and practices
- Develop the ability to apply gender-sensitive perspectives across research, policy, advocacy, social sectors and other professional settings, which will enable them to identify and interpret gendered inequalities in their work with social data, and to formulate context-sensitive responses to questions of inclusion and equity

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Agnes, F. et. al. (2004). *Women and Law in India*. New Delhi: OUP.
- Amrute, S. (2019). Testing the future: Gender and techno-capitalism in start-up India. *Feminist Review*, 123(1), 108–125
- Bennett, L. (1983). *Dangerous Wives and Sacred Sisters: Social and Symbolic Role of High Caste Women in Nepal*. Columbia: Columbia University Press.
- Bhagwat, V. (2004). *Feminist Social Thought*. Jaipur: Rawat.
- Bhattacharya, A. (1994). “The Bhutia -Lepcha Women in Sikkim: Tradition and Response to Change” in M. P. Lama (ed.). *Sikkim: Society, Polity, Economy, Environment*. New Delhi: Indus Publishing Company.
- Chaudhuri, M. (Ed.). (2004). *Feminism in India*. Kali for Women
- Chen, M. A. (1998). *Widows In India: Social Neglect and Public Action*. New Delhi: Sage.
- Chopra, R., Osella, C., & Osella, F. (Eds.). (2004). *South Asian masculinities: Context of change, sites of continuity*. Kali for Women.
- Chowdhry, P. (1997). ‘Enforcing Cultural Codes: Gender and Violence in Northern India’, *Economic and Political Weekly*, 32(19):10119-28
- Chowdhry, P. (2007). *Political economy of romance: pre-marital relations, marriage and violence in contemporary Northern India*. State University of New York Press.
- Desai, N. & Krishnaraj, M. (1987). *Women and Society in India*. Delhi: Ajanta
- De Souza, A. (1987). *Women in Contemporary India*. (ed.) Delhi: Ajanta
- Devgan, A. (2008). *Crime Against Women and Children: An Emerging Social Problem*. New Delhi: Cyber Tech.
- Diana, Y. P. (1979). *Women in Buddhism*. California: Horner.
- Dube, L. (ed). (2001). *Anthropological Explorations in Gender*. Delhi: Sage.
- Dutta, A. (2019). Mobile homelands: Transgender expressions in West Bengal, India. *South Asia: Journal of South Asian Studies*, 42(2), 346–363
- Everelt, J. M. (1981). *Women and Social Change in India*. New Delhi: Heritage Publishers.
- Firestone, S. (1975). *The Dialectic of Sex*. New York: Morrow.

- Gatso, T. R. & Bagdass, B.B.(1998). *Health Status in Sikkim*. Gangtok: Department of Health and Family Welfare, Government of Sikkim.
- Geetha, V. (2002). *Gender in Theorizing Feminism Series*, Stree, Calcutta
- Goonesekere, S. (Ed) (2004). *Violence, Law and Women's Rights in South Asia*. New Delhi: Sage.
- Goswami, S. (2007). *Female Infanticide and Child Marriage*. Jaipur: Rawat.
- Gupta, B. K. D. (1978). *Tribal Women in North East India, Tribal Women in India*. Calcutta: Indian Anthropological Society.
- Gurumurthy, A., Chami, N., & Alemany, C. (2019). *Gender equality in the digital economy: Emerging issues* (Feminist Digital Justice Issue Paper 1). DAWN Feminist & IT for Change.
- Horner, I.B. (1975). *Women under Primitive Buddhism*. Delhi: Motilal Banarsi Dass.
- Jain, D. & Rajput, P. (1942). *Narratives From the Women's Studies Family: Recreating Knowledge*. New Delhi: Sage.
- John, M. E. (1996). Gender and Development in India 1970-1990s: Some Reflection on the Constitutive Role of Contexts", *Economic and Political Weekly*. vol 31, No. 47.
- John, M. E., & Nair, J. (Eds.). (1998). *A question of silence? The sexual economies of modern India*. Kali for Women.
- John, M. E. (2013). The future of women's studies: Reflections on the present. *Indian Journal of Gender Studies*, 20(3), 469–477.
- Khullar, M. (2005). *Writing the Women's Movement: A Reader*(ed.) New Delhi: Zubaan,
- Krishnaraj, M. et-al. (eds.). (1989). *Gender and the Household Domain*. New Delhi: Sage.
- Majumdar, A. (2017). *Transnational Commercial Surrogacy and the (un)making of Kin in India*. Oxford University Press.
- Majumdar, V. (1978). "Towards Equality: The Status of Women in India" in U. Phadnis, and Malini (ed.). *Woman of the World: Illusion and Reality*. Delhi: Vikas Publication.
- March, K. S. (1984). "Weaving, Writing, and Gender: Metaphors of Continuity and Change", *Man* (N.S.) 18 (4):729-744
- Mazumdar, V. & Sharma, K. (1990). 'Sexual Division of Labour and the Subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): *Persistent Inequalities* (185- 97). New York: Oxford University Press
- Menon, N. (2012). *Seeing like a feminist*. Penguin Books India.

- Mies, M. (1980). *Indian Women and Patriarchy*. Delhi: Concept.
- Mohanty, M (ed.) (2006) *Class, Caste & Gender*, Sage, New Delhi
- Mukherjee, R. (1999). *Women, Law and Free Legal Aid*. New Delhi: Deep and Deep, 1999.
- Nagla, B. K. (1991). *Women, Crime and Law*. Rawat: New Delhi.
- Nanda, B.R. (1976). *Indian Women: From Purdah to Modernity*. Delhi: Vikas.
- Oberoi, P. (1993). *Family, Kinship and Marriage in India*, New Delhi: OUP
- Omvedt, G. (1990). *Violence against Women: New Movements and New Theories in India*: New Delhi.
- Palriwala, R. (2000). 'Family: Power Relations and Power Structures', in C. Kramarae and D. Spender (eds.): *International Encyclopaedia of Women: Global Women's Issues and Knowledge* (Vo1.2: 669-74). London: Routledge
- Rege. S. (ed.) (2003) *Sociology of Gender*, Sage, New Delhi
- Sahai, S. (1986). *Social Legislation and Status of Hindu Women*. Jaipur: Rawat.
- Saxena, S. (1999). *Crime against Women and Protective Laws*. New Delhi: Deep and Deep.
- Singh, A. (1991). *Women in Muslim Personal Law*. Jaipur: Rawat.
- Srinivas, M.N. (1998). *Village, Caste, Gender and Method: Essays in Indian Social Anthropology*. Delhi: OUP.
- Srivastava, S. (2007). *Passionate modernity: Sexuality, class, and consumption in India*. Routledge.
- Vanita, R. (2005). *Love's rite: Same-sex marriage in India and the West*. Palgrave Macmillan.
- Vasanth & Kannabiran. K. (2003). 'Caste and Gender: Understanding Dynamics of Power and Violence', in Anupama Rao (ed.): *Gender & Caste* (249-60). Delhi: Kali for Women

OR

Discipline Specific Elective (DSE) - 1

Course Title: SOCIOLOGY OF RURAL INDIA (SOC2PDSE01T)

Course Specific Objective:

This course explores rural India as a complex social world shaped by agrarian relations, caste, class, kinship, religion, land, labour and changing forms of political and economic power. Moving beyond the idea of the rural as a static or traditional space, it examines how legislation, agrarian movements, migration, poverty and landlessness have continually transformed rural social relations, while planned development, local governance and globalization have introduced new possibilities as well as new forms of vulnerability. It ultimately asks what happens to rural life when the conditions that sustain it—land, labour, livelihood and community—are themselves transforming, and how different social groups negotiate, resist or accommodate these changes.

Course Outline:

Module I

1. Rural Society in India as agrarian and peasant social structure: Basic Characteristics; Debates on mode of production and agrarian relation – land, labour and social classes
2. Family, caste, religions, habitat and settlement in Rural India
3. Agrarian legislation and Indian rural social structure

Module II

4. Rural poverty, emigration, landless labour in India; Major Agrarian Movements in India – A critical analysis
5. Planned Change for Rural India, local self-governance and community in India; Rural Development strategies of India;
6. Globalization and its Impact on Indian Agriculture

Course Outcome (Knowledge & Understanding, and Skills):

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

- Analyze how caste, class, family, religion, settlement and habitat shape rural social life, while critically engaging with debates on agrarian relations, modes of production, land and labour

- Assess the significance of agrarian legislation in reshaping rural property relations, class structures and social inequalities, and analyze poverty, landlessness and migration as interconnected processes
- Critically engage with major agrarian movements in India, examining the social conditions, demands and forms of mobilization that produced them
- Critically assess the possibilities and limitations of local governance, planned change and rural development strategies in reshaping rural livelihoods, institutions and social relations amid globalization and neo-liberalization
- Translate sociological understanding of rural life into practical forms of inquiry and engagement by identifying local needs, mapping social and institutional constraints, and contributing to research, development initiatives, policy processes and community-oriented interventions concerned with rural livelihood

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Berch, B. (1992).(Ed) *Class, State and Development in India*. Sage
- Béteille, A. (1974). *Studies in Agrarian Social Structure*. OUP
- Bettle A. (1974).*Six Essays in Comparative Sociology*, OUP.
- Brass, T. (2014). *New Farmers' Movements in India*. Routledge.
- Curtis, K.J. (2012). (Ed.)*International Handbook of Rural Demography*. Springer.
- Desai, A. R. (1994). *Rural Sociology in India*. Popular Prakashan.
- Desai, A. R. (2005). *Rural India in Transition*. Popular Prakashan.
- Desai, A.R. (1980).(ed.).*Agrarian Struggles in India after Independence*, OUP
- Dhanagare, D. N. (1988).*Peasant Movements in India*, OUP
- Fukunaga, M. (1993). *Society, Caste and Factional Politics: Conflict and Continuity in Rural India*. Manohar Publications.

- Gough, K. (2008). *Rural Society in Southeast India* (Vol. 38). Cambridge UP.
- Himanshu, H., Jha, P., & Rodgers, G. (2016). *The Changing Village in India: Insights from Longitudinal Research*. OUP.
- Kapadia, K. (1995). *Siva and her Sisters: Gender, Caste, and Class in Rural South India*. Westview Press
- Lal, P. C. (1932/2018). *Revival: Reconstruction and Education in Rural India*. Routledge.
- Mencher J.P., (1983): *Social Anthropology of Peasantry* Part III, OUP
- Nandy, A. (1999). *Ambiguous Journey to the City*, OUP
- Sarkar, G. K. (1995). *Agriculture and Rural Transformation in India*. OUP
- Singh, S. K., Pandey, P. K., & Goswami, D. K. (Eds.). (2018). *Rural Development of India*. Bharti Publications.
- Thorner, D. & Alice, T. (1962). *Land and Labour in India*, Asia Publications.

Discipline Specific Elective (DSE) – 2

Course Title: GENDERED REALITIES: PERSPECTIVES AND CHALLENGES – 2
(SOC2PDSE02T)

Course Specific Objective:

This course asks how gender is negotiated through the shifting terrains of development, work, law, conflict and political struggle. It examines how global development agendas and economic arrangements shape gendered opportunities and inequalities, while bringing questions of property, labour, violence and peace-building into conversation with the legal and political struggles for rights. By engaging with women's and transgender rights, decriminalization and the histories of women's and LGBT movements in India, the course treats rights not as settled accomplishments but as outcomes of continuing social and political contestation. It thereby enables students to connect institutional frameworks with lived experiences and to understand how gendered power is reproduced, challenged and reconfigured across different social locations.

Course Outline:

Module I

1. Post-colonialism, Globalization and Gender Development Policies (UN Conventions, Convention of Discrimination against Women CEDAW, shift from the Millennium Development Goals (MDGs) to the Sustainable Development Goals (SDGs).
2. Gendered Nature of Work and Property Challenges
3. Gender, Conflict, and Peace building

Module II

4. Women and Law (Fundamental Rights, Protective Legislation for Women in the Indian Constitution – Anti Dowry, Anti Rape, SITA, PNDT, Domestic Violence Prevention Act, Uniform Civil Code debates, POSH, Medical Termination of Pregnancy (MTP) Amendment Act, Surrogacy (Regulation) Act, NITI Aayog)
5. Transgender Rights and Decriminalisation
6. Women's and LGBT Movements

Course Outcome (Knowledge & Understanding, and Skills):

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

- Critically engage with debates on gender, development, work and property, and examine their contradictions within global and post-colonial social formations
- Analyze the relationship between gender and law in India, and examine the possibilities and limitations of legal and policy interventions
- Critically examine struggles around women's rights, transgender rights and decriminalization, recognizing the tensions between formal rights, social norms and lived realities
- Trace the changing forms of women's and LGBT mobilization and assess how social movements challenge established relations of power and expand the meaning of rights and justice
- Apply gender-sensitive perspectives in research, policy, advocacy and other professional settings

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Agarwal, B. (1998). "Environment, Management, Equity and Eco-feminism: Debating India's Experience." *Journal of Peasant Studies* 25(4):55-95
- Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. Delhi: Oxford University Press
- Agnes, F. (2001). *Law & Gender Inequality*, Oxford University Press, New Delhi
- Anwar, M. A., & Graham, M. (2022). *The Digital Continent: Placing the Gig Economy of the Global South*. Oxford University Press.
- Baxi, P. (2014). *Public Secrets of Law: Rape Trials in India*. Oxford University Press.
- Folbre, N. (2021). *The Rise and Decline of Patriarchal Capitalism*. Verso Books.
- Geraldine, F. (1998). *Woman in Modern India*, Cambridge University Press
- Ghosh, A. (2007) *Behind the Veil: Resistance, Women and the Everyday in Colonial South Asia*. Ranikhet: Permanent Black
- Kapur, R. (ed.). (1996). *Feminist Terrains in Legal Domains*. New Delhi: Kali for Women. (Chapter 4)
- Kumar, R. (2001). From Chipko to Sati: The Contemporary Indian Women's Movement. In Nivedita Menon (ed.), *Gender and Politics in India*. Delhi: Oxford University Press.
- Kumar, R. (2006), *The History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zuban, an imprint of Kali for Women.
- Manchanda, R. (2017). *Women and Peacebuilding: Chapters from Northeast India*. Sage Publications.
- Menon, N. (2000). Elusive Woman: Feminism and Women's Reservation Bill in EPW, 28 October 2000

- Niranjana, S. (2000). *Transitions and Reorientations: On the Women's Movements in India* in P.R. Desouza *Contemporary India- Transitions*, New Delhi, Sage Publication
- Oberoi, P. (1993). *Family, Kinship and Marriage in India*, New Delhi: OUP
- Parashar, S. (2014). *Women and Militant Wars: The Politics of Injury*. Routledge.
- Shekhawat, S. (2014). *Gender, Conflict and Peace in Kashmir: Invisible Stakeholders*. Cambridge University Press.
- Shiva, V. (1988). *Staying Alive Woman: Ecology and Survival in India*, New Delhi: Kali for Women Press, pp.1-37, 218-228

OR

Discipline Specific Elective (DSE) – 2

Course Title: SOCIOLOGY OF URBAN INDIA (SOC2PDSE02T)

Course Specific Objective:

This course explores the Indian city as a distinctive social formation where mobility, work, inequality, culture and everyday life converge. Beginning with classical and contemporary sociological approaches to urbanity and urbanism, it examines the making of cities through industrialization, migration, changing occupations and expanding urban economies, while tracing their consequences for class, caste, gender and family relations. It further turns to the lived contradictions of urban growth—housing, slums, poverty, health, ecology and the challenges of planning and management—to ask how cities distribute opportunities, risks and quality of life. The course ultimately enables students to read the city not merely through its built environment, but through the social relations, aspirations and inequalities that give urban life its particular character.

Course Outline:

Module I

1. Emerging Centrality of City in Sociology of India; Understanding Urban India in the Theoretical Backdrop of Durkheim, Weber, Tonnies, Simmel, Robert Park, Louis Wirth, Manuel Castles and David Harvey

2. Emerging trends in urbanization, Factors of urbanization, Sociological dimensions of urbanization, social consequences of urbanization; Urbanity and Urbanism
3. Classification of urban centres, cities and towns, City industrial urban-base, its growth and special features, Industry centred developments

Module II

4. Changing occupational structure in Urban India, and its impact on social stratification—class, caste, Gender, family;
5. Indian City and its growth, migration, problems of housing, slum development, urban ecology, urban poverty, and Health; Urban planning and problems of urban management in India.
6. Individual and Group in Urban India, Quality of Life in Urban India

Course Outcome (Knowledge & Understanding, and Skills):

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

- Engage with major sociological perspectives on urbanity and urbanism and use them to understand the evolution of cities in India
- Analyze the processes and consequences of urbanization
- Critically examine how the urban condition reorganizes established forms of sociality and stratification
- Critically assess urban problems such as housing, slums, poverty, health and ecological stress, alongside the challenges of planning, governance and urban management
- Apply sociological approaches to urban research, planning, development and community-oriented practices

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Abrahamson, M. (1976). *Urban Sociology*, Prentice Hall
- Bharadwaj, R.K. (1974). *Urban Development in India*, National Publishing House.
- Bose, A. (1978). *Studies in India Urbanisation 1901-1971*, Tata McGraw Hill.
- Castells, M. (1977). *The Urban Question*, Edward Arnold
- Colling, W. J. B. (1972). *Problems of Urban Society* VOL. 2, George and Unwin
- Desai, A. R. & Pillai, S. D. (Ed) (1970). *Slums and Urbanisation*, Popular Prakashan
- De Souza. A. (1979). *The Indian City; Poverty, Ecology and Urban Development*, Manohar
- Gold, H. (1982). *Sociology of Urban Life*. Prentice Hall
- Grover, S. (2017). *Marriage, Love, Caste and Kinship Support: Lived Experiences of the Urban Poor in India*. Routledge.
- Harvey, D., & Harvey, D. (1989). *The Urban Experience* (p. 173). Baltimore: Johns Hopkins University Press.
- Jaffrelot, C., & Veer, V.D. (Eds.). (2008). *Patterns of middle-class consumption in India and China*. Sage Publications India.
- Johnson, E. H. (1973). *Social Problems of Urban Man*. Dorsey Press.
- Nan, E. (1996). *Post Modern Urbanisim*, OUP.
- Pickwance, C. G. (Ed) (1976). *Urban Sociology: Critical Essays*, Methuen.
- Quinn. J. A. (1955). *Urban Sociology*, S Chand & Co
- Ramachandran, R. (1991). *Urbanisation and Urban Systems in India*, OUP.
- Rao, M. S. A., Bhat, C., & Kadekar, L. N. (Eds.). (1991). *A Reader in Urban Sociology*. Advent Books Division.
- Ronnan, P. (2001). *Handbook of Urban Studies*. Sage
- Saunders, P. (1981). *Social Theory and Urban Question*, Hutchinson.
- Soja, E.W. (2000). *Post Metropolis; Critical Studies of Cities and Regions*. Oxford Blackwell.

- Sylvia, F.F. (1968). *New Urbanism in World Perspectives – A Reader*. T.Y. Cowell
- Waibel, M. (2016). *Urban Informalities: Reflections on the Formal and Informal*. Routledge.
- Wheeler, S. M., & Beatley, T. (Eds.). (2014). *Sustainable Urban Development Reader*. Routledge.

CORE COURSE - 11

Course Title: INDIAN SOCIETY: STRUCTURES, TRANSITIONS, AND CHALLENGES (SOC2PCOR11T)

Course Specific Objective:

This course provides a comprehensive sociological examination of the structures, transformations and contemporary challenges of Indian society. It introduces processes such as indigenization, Sanskritization, modernization, industrialization and globalization and considers their implications for social and cultural transformation. The course examines Indian politics through nationalism, nation-building, democracy, polity and civil society, while also engaging with the sociological dimensions of corruption and crime. The institutional foundations of family, marriage and kinship are analysed alongside transformations in tribal societies. Particular attention is given to caste and class, their relationship with violence and mobility, and the changing patterns of social inequality. The course also addresses demographic transitions and ageing, enabling students to understand how changes in population structure intersect with institutions, social relations and systems of dependency. The overall objective is to provide an integrated sociological understanding of contemporary Indian society and its structural continuities and transformations.

Course Outline:

Module I

1. Indigenization and Sanskritization, Modernization, Industrialization and Globalization
2. Dynamics of Indian Politics, Nationalism and Nation Building
3. Democracy in Post-colonial India, Polity and Civil Society
4. State of Corruption and Crime

Module II

5. Marriage, Family and Kinship
6. Indian Tribes in Transition
7. Caste and Class, violence and mobility
8. Demographic Transitions and the Dynamics of Aging

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Identify major structures and processes shaping contemporary Indian society
- Analyse the effects of modernization, industrialization, globalization and political transformation on Indian social institutions
- Critically evaluate caste, class, tribal transition, family, kinship and demographic change
- Interpret contemporary issues of democracy, civil society, corruption, crime, violence, mobility and ageing through sociological perspectives
- Develop broad sociological competencies applicable to public administration, policy research, development programmes, civil services preparation, social research and organizational work

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Beteille, A. (1992). *Society and Politics in India*. New Delhi, OUP.
- Beteille, A. (1996). *Caste, Class and Power*. OUP.
- Beteille, A. (2000). *Chronicles of our Time*. New Delhi, New Delhi, India: Penguin Books India.

- Brosius, C. (2012). *India's Middle Class: New Forms of Urban Leisure, Consumption and Prosperity*. Routledge, India.
- Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). *Contemporary India: Economy, Society, Politics*. Pearson Education India.
- Chandra, B., & Mahajan, S. (2007). *Composite Culture in a Multicultural Society*. Pearson Education India.
- Das, V. (2006). *Hand Book of Indian Sociology*. OUP India
- Desai, A. R. (1984). *India's path of Development*. Popular Prakashan; Bombay.
- Desai, A. R. (Ed.). (1986). *Violation of Democratic Rights in India*. Popular Prakashan.
- Desai, A. R. (2005). *Social Background of Indian Nationalism* (6th Ed.). Popular Prakashan.
- Dreze, J., & Sen, A. (1991). *Public Action for Social Security: Foundations and Strategy*. Oxford University Press.
- Fuller, C. J., & Benei, V. (2009). *The Everyday State and Society in Modern India*. Social Science Press.
- Galanter, M. (1990) *Law and Society in Modern India*. OUP
- Gupta, A., & Sivaramakrishnan, K. (2010). *The State in India after Liberalization*. Routledge.
- Gupta, D. (1991) *Social Stratification*. OUP India
- Gupta, G. R. (Ed.). (1976). *Family and Social Change in Modern India* (No. 2). Vikas Publishing House
- Jayaram, N. (Ed.). (2005). *On Civil Society: Issues and Perspectives*. Sage.
- Kuppuswamy, B. (1972) *Social Change in India*: Vikas Publications
- Lamb, S. (2000). *White saris and sweet mangoes: Aging, gender, and body in North India*. University of California Press.
- Oommen, T. K. (1990). *Protest and Change: Studies in Social Movements*. Sage Publications.
- Oommen, T. K. (2005). *Crisis and Contention in Indian Society*. Sage
- Rajan, S. I. (Ed.). (2018). *Sociology of ageing: A South Asia perspective*. Orient BlackSwan.

- Rao, M. S. A. (1972). *Tradition, Rationality, and Change: Essays in Sociology of Economic Development and Social Change*. Bombay: Popular Prakashan.
- Sharma, R. K. (2004). *Indian Society: Institutions and Change*: Atlantic Publishers
- Singh, Y. (1973) *Modernization of Indian Tradition*. Thomson Press
- Singh, Y. (2000). *Culture Change in India*. Jaipur: Rawat Publications.
- Uberoi, P. (1993) *Family, Kinship and Marriage in India*. OUP India
- Unnithan, T. K. K. N., Deva, I., & Singh, Y. (Eds.). (1965). *Towards a Sociology of Culture in India: Essays in Honour of Professor DP Mukerji*. Prentice-Hall of India.
- Vanaik, A. (1997). *The Furies of Indian Communalism: Religion, Modernity, and Secularization*. Verso.
- Vanaik, A., & Bhargava, R. (Eds.). (2010). *Understanding Contemporary India: Critical Perspectives*: Orient Blackswan.
- Vatuk, S. (1990). To be a burden on others: Dependency and old age in an Indian town. In O. M. Lynch (Ed.), *Divine passions: The social construction of emotion in India* (pp. 64–88). University of California Press.

CORE COURSE – 12

Course Title: METHODS OF SOCIOLOGICAL INQUIRY 1 (SOC2PCOR12T)

Course Specific Objective:

This course introduces students to the philosophical, epistemological and methodological foundations of sociological inquiry, with particular emphasis on qualitative research. It examines the relationship between methodology and epistemology, the philosophy of social science, scientific approaches to social research and debates surrounding objectivity, value neutrality and positivism. Hermeneutic approaches are introduced alongside critical questions concerning power, domination and ethics in the research process. The course subsequently examines the major stages of social research and provides detailed engagement with qualitative techniques including participant observation, ethnography, visual ethnography, case study, content and discourse analysis, oral history, narrative research and archival studies. It also introduces approaches to qualitative data processing and analysis and considers issues of validity, reliability and methodological reflexivity. The course aims to develop the conceptual and practical competence required to formulate, conduct

and critically assess qualitative sociological research while recognizing the ethical and epistemological dilemmas inherent in field-based inquiry.

Course Outline:

Module I

1. Methodology and Epistemology, Philosophy of social science
2. Scientific method in social research; Objectivity/value neutrality; Positivism and its critique; Hermeneutic analysis
3. Issues of power and domination in Social Research; Ethics in Social Research
4. Stages of Social Research

Module II

5. Qualitative Research Techniques (Participant observation, Ethnography, Visual Ethnography, Case study, Content and Discourse analysis, Oral history, Narrative Study and Archival studies)
6. Qualitative data processing and analysis
7. Validity and reliability in qualitative research
8. Methodological dilemmas and issues in qualitative research

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain the epistemological and methodological foundations of sociological research
- Identify and apply appropriate qualitative research techniques to sociological problems
- Analyse qualitative data using relevant interpretive, narrative, visual and discourse-based approaches
- Critically evaluate questions of ethics, validity, reliability, reflexivity, power and positionality in sociological research
- Design and conduct qualitative sociological research using appropriate fieldwork, interview, ethnographic, visual, archival and interpretive techniques, thereby developing research competencies directly applicable to academic research, policy studies, NGOs, market and social research and programme evaluation

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment field report	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Anzul, M., Ely, M., Freidman, T., et al. (2003). *Doing Qualitative Research: Circles within Circles*. Routledge.
- Barnes, J. A. (1979). *Who Should Know What? Social Science, Privacy and Ethics*. Harmondsworth: Penguin.
- Beteille, A. & Madan, T.N. (1975). *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bleicher, M. (1988). *The Hermeneutic Imagination*. London: Routledge and Kegan Paul (Introduction only).
- Bose, P. K. (1995). *Research Methodology*. New Delhi: ICSSR.
- Brannen, J. (2017). *Mixing Methods: Qualitative and Quantitative Research*. Routledge.
- Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman.
- Bryman, A., & Burgess, B. (Eds.). (2002). *Analyzing Qualitative Data*. Routledge.
- Coffey, A., & Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. Sage.
- Davies, J. & Spencer, D. (2010). *Emotions in the Field: The Psychology and Anthropology of Fieldwork Experience*. Stanford: Stanford University Press.
- Denzin, N. K., & Lincoln, Y. S. (2008). *The Landscape of Qualitative Research* (Vol. 1). Sage.
- Denzin, N. & Lincoln, Y. (2011). *The Sage Handbook of Qualitative Research*. Los Angeles: Sage Publications.
- Dewalt, K., Dewalt, B. & Wayland, C. (1998). "Participant Observation" in Bernard, R. (ed.) *Handbook of Methods in Cultural Anthropology*. Walnut Creek: Alta Mira Press.
- Dionne, P. S., April, L. F., and Marlo, R. A. (2003). "Sister-to-Sister Talk: Transcending Boundaries and Challenges in Qualitative Research with Black Women". *Family Relations*, Vol. 52, No. 3.
- Fayeraband, P. (1975). *Against Method: Outline of an Anarchistic Theory of Knowledge*. London: Humanities Press.
- Glesne, C., & Peshkin, A. (1991). *Becoming Qualitative Researchers*. Longman.

- Hammersley, M. & Atkinson, P. (2007). *Ethnography: Principles in Practice*. USA: Routledge.
- Hawthorne, G. (1976). *Enlightenment and Despair: A History of Sociology*. Cambridge: Cambridge University.
- Hughes, J. (1987). *The Philosophy of Social Research*. London: Longman.
- Irvine, J., Miles, I. & Evans, J. (eds.) (1979). *Demystifying Social Statistics*. London: Pluto Press.
- Jeffrey, S. S., Antonius, C. G. M. & Robben, V. A. (2011). *Fieldwork in Cultural Anthropology: An Introduction Ethnographic Fieldwork in Anthropological Reader*, 2nd. ed. USA: Wiley Blackwell.
- Karri, A. H. and Julia, C. (2009). "Rethinking Texts: Narrative and the Construction of Qualitative Research". *Educational Researcher*, Vol. 38, No. 9.
- Knowles, J. G., & Cole, A. L. (2008). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Sage.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. London: The University of Chicago Press.
- Madge, J. (1970). *The Origins of Scientific Sociology*. London: Tavistock.
- Marsh, C. (1988). *Exploring Data*. Cambridge: Polity Press.
- May, T. (2001). *Social Research: Issues Methods and Processes*. Buckingham: Open University Press.
- Merchant, B. & Willis, A. (Eds) (2000). *Multiple and Intersecting Identities in Qualitative Research*. Psychology Press.
- Miller, T., Birch, M., Mauthner, M., & Jessop, J. (Eds.). (2012). *Ethics in Qualitative Research*. Sage.
- Mukherjee, P.N. (eds.) (2000). *Methodology in Social Research: Dilemmas and Perspective*. Sage.
- Narayan, K. (1993). "How Native Is a 'Native' Anthropologist?". *American Anthropologist*, New Series, Vol. 95, No. 3.
- Newman, I., Benz, C. R., & Ridenour, C. S. (1998). *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*. SIU Press.
- Popper, K. (1999). *The Logic of Scientific Discovery*. Routledge.
- Smelser, N. J. (2013). *Comparative Methods in the Social Sciences*. Quid Pro Books.
- Spencer, D & Davies, J. (2010). *Anthropological Fieldwork: A Relational Process*. Cambridge: Cambridge Scholars Publishing.
- Srinivas, M.N. & Shah, A.M. (1979). *Field Worker and the Field*. New Delhi: Oxford.
- Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to Qualitative Research Methods: A Guidebook and Resource*. John Wiley & Sons.
- Vaus, de. D.A. (1986). *Surveys in Social Research*. London: George Relen and Unwin.

CORE COURSE - 13

Course Title: CONTEMPORARY SOCIAL THEORY: POST-MODERN AND POST-COLONIAL TURNS (SOC2PCOR13T)

Course Specific Objective:

This course examines major transformations in contemporary social theory associated with post-structural, post-modern, post-colonial and decolonial thought. The first part introduces theoretical interventions by Althusser, Giddens, Baudrillard, Derrida, Deleuze and Bauman, focusing on concepts such as overdetermination, structuration, simulacra, deconstruction, rhizomatic organization and postmodern ethics. The second part examines post-colonial and decolonial critiques through Fanon, Edward Said, Homi Bhabha, Gayatri Chakravorty Spivak, Walter Mignolo and Achille Mbembe. Particular attention is given to colonial knowledge, representation, hybridity, subalternity, decolonization and the epistemological consequences of colonial power. The course seeks to develop an advanced theoretical vocabulary for analysing contemporary social relations while encouraging students to recognize the limitations of Universalist and Eurocentric formulations of social theory. It situates contemporary sociological thought within broader debates concerning modernity, coloniality, difference and power.

Course Outline:

Module I

1. Post-Structural and Post-modern Turns

- a. Louis Althusser: Overdetermination
- b. Anthony Giddens: Structuration
- c. Jean Baudrillard: Simulacra and Simulation
- d. Jacques Derrida: Deconstruction
- e. Gilles Deleuze: Rhizomatism
- f. Zygmunt Bauman: Postmodern Ethics

Module II

2. Post-colonial and de-colonial Turns

- a. Franz Fanon: Dying Colonialism
- b. Edward Said: Orientalism
- c. Homi Bhabha: Hybridity

- d. Gayatri Chakravorty Spivak: Post-Colonial Critique
- e. Walter D. Mignolo: Decoloniality
- f. Achille Mbembe: Decolonisation

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain major concepts associated with post-modern, post-structural, post-colonial and decolonial theory
- Compare different theoretical approaches to subjectivity, representation, modernity and social power
- Critically evaluate Eurocentric assumptions embedded in conventional social theory
- Apply post-colonial and decolonial concepts to contemporary questions of culture, identity, power and social difference
- Develop advanced analytical and interpretive competencies relevant to research, policy, cultural analysis, advocacy and higher academic study

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Baudrillard, J. (1994). *Simulacra and Simulation*. Ann Arbor: University of Michigan Press
- Bauman, Z. (2001). 'The Uniqueness and Normality of the Holocaust', in *Organisation Studies: Critical Perspectives in Business and Management*, edited by Warwick Organizational Behaviour Staff. Vol. IV. London: Routledge
- Bauman, Z. (1993). *Postmodern ethics*. Blackwell.
- Bhabha, H. (1994). *Location of Culture*. London and New York: Routledge.
- Deleuze, G., & Guattari, F. (1987). *A thousand plateaus: Capitalism and schizophrenia* (B. Massumi, Trans.). University of Minnesota Press.

- Derrida, J. (1978). *Writing and Difference*, London & New York: Routledge
- Fanon, F. (1991). *Black Skin, White Masks*. New York: Grove Weidenfeld
- Fanon, F. (1965). *A dying colonialism* (H. Chevalier, Trans.). Grove Press.
- Foucault, M. (1984). The Subject and Power. In H. L. Dreyfus and P. Rabinow, Michel *Foucault: Beyond Structuralism and Hermeneutics*. Chicago: University of Chicago Press, 2nd Edition.
- Giddens, A. (1979). *Central Problems in Sociological Theory: Action, Structure and Contradiction in Social Analysis*. California: University Press
- Giddens A. (1984). *Constitution of Society: Outline of the Theory of Structuration*. New York: Vintage
- Mbembe, A. (2021). *Out of the dark night: Essays on decolonization*. Columbia University Press.
- Mignolo, W. D., & Walsh, C. E. (2018). *On decoloniality: Concepts, analytics, praxis*. Duke University Press.
- Said, E. W. (1978). *Orientalism*. Pantheon Books.
- Said, E. W. (1985). Orientalism reconsidered. *Cultural Critique*, (1), 89–107.
- Seidman, S. (Ed.) (1994). *The Postmodern turn: New Perspective on Social Theory*. Cambridge: Cambridge University Press
- Spivak, G. C. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Calcutta: Seagull Books
- Young, R. (1981). *Untying the text: A Post-Structuralist Reader*, London: Routledge
- Walter D. (2018) Mignolo and Catherine E. Walsh on *Decoloniality: Concepts, Analytics, and Praxis* Durham: Duke University Press

Skill Enhancement Course (SEC) - 1

Course Title: SOCIOLOGY OF LAW (SOC2PSEC01M)

Course Specific Objective:

This course examines law as a social institution and explores its relationship with power, justice, social control and social change. It introduces classical sociological perspectives on law through Durkheim, Weber, Marx and Bourdieu and examines competing conceptions of social justice, including libertarian, utilitarian, egalitarian, distributive and capability-based approaches. The course considers the relationship between law and justice and examines legal culture and the role of law in regulating social relations. Particular attention is given to the Indian Constitution, its philosophical foundations and its application within contemporary society. The course then examines major issues in Indian law, access to justice and legal aid. Through a broad range of rights-related concerns involving property, employment, marriage, gender violence, children, sexuality, cyber law, consumer rights and family relations, the course connects legal frameworks with lived social inequalities and develops a sociological understanding of rights, institutions and legal consciousness.

Course Outline:

Module I

1. Sociology of Law: Durkheim, Weber, Marx, Bourdieu
2. Social Justice: Libertarianism, Utilitarianism, Egalitarianism, and Distributive Justice, Capabilities Approach to Justice
3. Relationship between Law and Justice; law as an instrument of social control and social change; legal culture
4. Indian Constitution: Philosophy, Interpretation and Application

Module II

5. Law in India: Issues, Challenges and Recent trends
6. Access to justice and Legal Aid
7. 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), Cyber Law, Juvenile Rights, LGBT Rights, Child Support, Spousal Support, Custody and Visitation, Consumer, Foster Care for Aged and Child

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain the sociological nature and functions of law through classical and contemporary perspectives
- Analyse the relationship between law, justice, social control, power and social change
- Critically evaluate issues of legal access, rights, discrimination and institutional inequality in India
- Apply sociological perspectives to contemporary legal problems involving gender, caste, family, labour, children, sexuality and marginalized communities
- Apply sociological perspectives to the analysis of law, rights, justice and legal institutions, developing competencies relevant to policy research, legal research and support services, social advocacy, rights-based organizations, governance and public administration

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Agnes, F. (2005). *Law and Gender Inequality. Writing the Women's Movement: A Reader*, OUP
- Baxi, U. (1982). *The Crisis of Indian Legal System*, Vikas Publication.
- Baxi, U. (1988) (Ed). *Law and Poverty: Critical Essays*. Bombay: N M Tripathi.
- Black, D. J. (1972). The Boundaries of Legal Sociology. *The Yale Law Journal*, 81(6), 1086-1100.
- Chakma, N. D. (2015) Access to Justice for Dalits in India, Equity Watch, New Delhi: National Dalit Movement for Justice
- Cohen, G. A. (1997). Where the action is: On the site of distributive justice. *Philosophy & public affairs*, 26(1), 3-30.
- D'Sami, B. (2010). Indian Legal System and its Relevance for Marginalized and Disadvantaged Groups. *Social Work Intervention with Individuals and Groups*, 282.
- D'Amato, A. (1992). On the connection between law and justice. *UC Davis L. Rev.*, 26, 527.

- Deshta, S. & Deshta, K. (2000). *Law and Menace of Child Labour*, Anmol Publications
- Duncan, D. (1999). *The State, Religion and Law in India*. OUP
- 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.
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- Gunasekhare, S. (1997). *Children, Law and Justice*, Sage
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- Kruttschnitt, C. (2016). The Politics, and Place, of Gender in Research on Crime. *Criminology*, 54(1):8–29
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- Meagher, R. F. (2015). *Law and Social Change Indo-American Reflections*. Indian Law Institute, New Delhi.
- Mitra, S. K. (2007). *The Puzzle of India's Governance: Culture, Context and Comparative Theory*. Routledge.
- Mukherjee, D. (2005). *Women and Urban Crimes*. Gyan Books.
- National Institute of Open Schooling TEXT. Concept of Law Etc.
- NCERT TEXT. Historical Evolution of the Indian Legal System
- NCERT TEXT. Legal Studies
- Oommen, T. K., & Venugopal, C. N. (1988). *Sociology for Law Students*. Eastern Book Company.
- Ovichegan, S. K. (2015). *Faces of Discrimination in Higher Education in India: Quota Policy, Social Justice and the Dalits*. Routledge.
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- Sankaran, K. & Singh, U. K. (2008) (Ed) *Towards Legal Literacy: An Introduction to Law in India*, OUP

- Sehgal, R. (2010). Social Ideals of Indian Constitution. Social Work and Social Development, 276.
- Sharma, A. (2011). Specifying citizenship: Subaltern politics of rights and justice in contemporary India. Citizenship Studies, 15(8), 965-980.
- Singh, M.P. (2008). *Constitution of India*. (11th Ed.) Lucknow: Eastern Book Co.,
- Singh, R. et.al. (Ed.). (2012). Access to Legal Information & Research in Digital Age. National Law University.
- Smart, C. (2002). *Feminism and the Power of Law*. Routledge.
- Trevino, A. J. (2017). *The Sociology of Law: Classical and Contemporary Perspectives*. Routledge.



Semester -IV

Discipline Specific Elective (DSE) - 3

Course Title: SOCIETY IN BENGAL 1(SOC2PDSE03T)

Course Specific Objective:

This course examines modern Bengal through sociological perspectives on colonial modernity, social reform, identity formation, political rupture and displacement. It interrogates conventional accounts of the Bengal Renaissance by considering class hierarchy, subaltern exclusions and changing forms of personhood. Colonial transformations of domesticity, gender, parenting and childhood are examined alongside medicalization, public health, sexuality and bodily regulation. The course also considers changes in religious institutions and practices before turning to major political and social ruptures: the 1905 Partition and Swadeshi movement, communalization, the Bengal famine of 1943–45 and the Partition of 1947. Particular attention is given to agrarian disruption, institutional violence, borders, fractured citizenship, memory and gendered displacement. Bengal is thereby approached as a historically layered social formation in which colonialism, nationalism, class, caste, gender and political violence intersect

Course Outline:

Module I

The Anatomy of Colonial Modernity: Reform, Body Politics, and Identity

- 1) The Interrogation of Personhood: Social stratification and the critique of the "Bengal Renaissance"; internal class hegemony and subaltern exclusions.
- 2) Gender, Domesticity, and Power: The reconstitution of the private sphere; nationalist redefinitions of the "ideal woman"; regulatory regimes of parenting and childhood.
- 3) Biopolitics, Sexuality, and Sacred Landscapes: Colonial medicalization, public health, and social policing of body habits; shifts in religious institutionalization and reformist/orthodox divides

Module II

The Sociology of Ruptures: Partitions, Famines, and Borderlands

- 4) The 1905 Fracture and Communalization: Class underpinnings of the Swadeshi movement; spatial politics of territory; polarization of communal identities.



- 5) Political Economy of Catastrophe (1943–1945): The Great Bengal Famine as institutional violence; breakdown of rural social fabrics and agrarian moral economies.
- 6) The 1947 Partition and Transnational Ruptures: Structural violence of borders; memory, fractured citizenship, and gendered displacement.

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain major sociological transformations associated with colonial modernity in Bengal
- Analyze the relationship between class, caste, gender, body, religion and colonial institutions
- Critically examine the Swadeshi movement, Bengal famine and Partition as processes of social rupture
- Interpret displacement, fractured citizenship, memory and communalization through the sociological history of Bengal
- Analyse historical and contemporary transformations in Bengal through sociological perspectives on colonialism, caste, gender, communalism, famine, displacement and citizenship, developing regionally grounded research competencies relevant to social research, heritage and cultural institutions, development organizations, journalism and public policy

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Bagchi, A. K. (1995). *Sanskriti, Samaj, Arthaniti (Culture, Society, Economy)*. Anustup.
- Bandyopadhyay, S. (1994). Producing and re-producing the new women: A note on the prefix "re". *Social Scientist*, 22(1-2), 19-39.



- Bandyopadhyay, S. (2002). *Bangla Upanyase Ora*. Papyrus.
- Bandyopadhyay, S. (2004). *From Plassey to partition: A history of modern India*. Orient Blackswan.
- Bandyopadhyay, S., & Sarkar, T. (Eds.). (2020). *Caste in Bengal: Histories of hierarchy, exclusion and resistance*. Routledge.
- Banerjee, P. (2006). *Politics of time: 'Primitives' and history-writing in a colonial society*. Oxford University Press.
- Banerjee, S. (1989). *The parlour and the street: Elite and popular culture in nineteenth century Calcutta*. Seagull Books.
- Banerjee, S. (2002). *Logic in a popular form: Essays on popular religion in Bengal*. Seagull Books.
- Banerjee, S. M. (2006). Child, mother, and servant: Motherhood and domestic ideology in colonial Bengal. In A. A. Powell & S. Lambert-Hurley (Eds.), *Rhetoric and reality: Gender and the colonial experience in South Asia*. Oxford University Press.
- Bhadra, G., & Chatterjee, P. (Eds.). (1997). *Nimnabarger Itihas (The History of the Subaltern Classes)*. Ananda Publishers.
- Bhattacharya, T. (2024). *Ghostly past, capitalist presence: A social history of fear in colonial Bengal*. Duke University Press.
- Bose, P. K. (1996). Sons of the nation: Child rearing in the new family. In P. Chatterjee (Ed.), *Texts of power: Emerging disciplines in colonial Bengal*. Samya and Centre for Studies in Social Sciences.
- Bose, P. K. (Ed.). (1998). *Samayiki (The Periodical)*. Ananda Publishers.
- Bose, P. K. (1999). The discourse on the urban family in colonial Bengal. *Enreca Occasional Paper Series. Urban Culture and Democracy: Family and Gender*. Centre for Studies in Social Sciences.
- Bose, P. K. (Ed.). (2000). *Refugees in West Bengal: Institutional practices and contested identities*. Calcutta Research Group.
- Bose, P. K. (2005). *Health and society in Bengal: A selection from late 19th century Bengali periodicals*. Calcutta Research Group.
- Chakrabarti, D. (1989). *Rethinking working-class history: Bengal 1890-1940*. Princeton University Press.
- Chakraborty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton University Press.



- Chatterjee, P. (1985). *Bengal 1920-1947: The land question*. K. P. Bagchi.
- Chatterjee, P. (1986). *Nationalist thought and the colonial world*. Zed Books.
- Chatterjee, P. (1989). The nationalist resolution of women's question. In K. Sangari & S. Vaid (Eds.), *Recasting women: Essays in colonial history*. Kali for Women.
- Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton University Press.
- Chatterjee, P. (Ed.). (1995). *Texts of power: Emerging disciplines in colonial Bengal*. University of Minnesota Press.
- Chatterjee, P. (Ed.). (1996). *Texts of power: Emerging disciplines in colonial Bengal*. Samya and Centre for Studies in Social Sciences.
- Chatterjee, P. (1997). *The present history of West Bengal*. Oxford University Press.
- Chatterjee, P. (Ed.). (1997). *State and politics in India*. Oxford University Press.
- Chatterjee, P. (2002). *Itihasar Uttaradhikar*. Ananda Publishers.
- Chatterjee, P., & Ghosh, A. (Eds.). (2002). *History and the present*. Permanent Black.
- Chatterji, J. (2007). *The spoils of partition: Bengal and India, 1947–1967*. Cambridge University Press.
- Chaudhuri, R. (2002). *Gentlemen poets in colonial Bengal: Imagined nationalism and the orientalist project*. Seagull Books.
- Cohn, B. (1996). *Colonialism and its forms of knowledge*. Princeton University Press.
- Das, V. (2007). *Life and words: Violence and the descent into the ordinary*. University of California Press.
- Dutta, B. N. (1945). *Baishnaba Sahitye Samajatattva*.
- Dutta, B. N. (1983a). *Bharatera Dvitiya Svadhinatara Samgrama: Aprakasita Rajanitik Itihas*.
- Dutta, B. N. (1983b). *Bharatiya Samaja-Paddhati*.
- Greenough, P. R. (1982). *Prosperity and misery in modern Bengal: The famine of 1943-1944*. Oxford University Press.
- Guha Thakurta, T. (1992). *The making of a new 'Indian' art: Artists, aesthetics and nationalism in Bengal, 1850-1920*. Cambridge University Press.
- Guha Thakurta, T. (2000). *Dharmanarayan Dasgupta, 1939 - 1997: Representing the Bengali modern*. Galerie 88.



- Guha Thakurta, T. (2002). *Visual worlds of modern Bengal*. Seagull Books.
- Kumar, N. (Ed.). (1995). *Women as subjects*. University of Virginia Press.
- Mallick, R. (1999). Refugee resettlement in forest reserves: West Bengal's Marichjhapi affair. *The Journal of Asian Studies*, 58(1), 104-125.
- Mehta, U. S. (1999). *Liberalism and empire*. University of Chicago Press.
- Ray, R., & Joshi, V. C. (Eds.). (1975). *Rammohun Roy and the process of modernization in India*. Vikas.
- Roy, D. (1978). *Rabindranath O tar Adi Godya (Rabindranath and his early prose)*. Riddhi.
- Roy, D. (1990). *Upanibeshar samaj O Bangla Sangbadik godya (Colonial society and the prose of Bengali journalism)*. Papyrus.
- Roy, D. (1991). *Upanyas Niye (On the novel)*. Dey's.
- Sanyal, H. (1981). *Social mobility in Bengal*. Papyrus.
- Sanyal, H. (1989). *Bangla Kirtaner Itihas (History of the Bengali Kirtan)*. K. P. Bagchi.
- Sarkar, S. (1973). *The Swadeshi movement in Bengal: 1903-1908*. People's Publishing House
- Sarkar, S. (1983). *Modern India 1885-1947*. Macmillan.
- Sarkar, T. (2001a). *Adhunikatar du ekdik: Dharma sahitya O rajniti*. Camp.
- Sarkar, T. (2001b). *Hindu wife, Hindu nation: Community, religion, and cultural nationalism*. Permanent Black.
- Sen, A. (1977). *Iswarchandra Vidyasagar and his elusive milestones*. Riddhi.
- Sen, A., Chatterjee, P., & Mukherji, S. (1982). *Three studies on agrarian structure in Bengal 1850-1947*. Oxford University Press.
- Thakur, A. N. (1943). *Banglar brata*. Visva Bharati.
- Thakur, R. N. (1995). *Nationalism*. Macmillan India Limited. (Original work published 1917).
- Van Schendel, W. (2005). *The Bengal borderland: Beyond state and nation in South Asia*. Anthem Press.

OR



Discipline Specific Elective (DSE) – 3

Course Title: DEVELOPMENT AND INDIAN SOCIETY 1(SOC2PDSE03T)

Course Specific Objective:

This course introduces major sociological theories of development and examines their implications for understanding social transformation in India. It begins with modernization approaches and critical perspectives centred on centre-periphery relations, dependency, world-systems and unequal exchange. Globalization is examined as a transformation of spatial and temporal relations through Roland Robertson, Anthony Giddens and Arjun Appadurai. Ecological, Marxian, cultural and post-development critiques are then used to question conventional assumptions about progress and modernization. The course turns to India's development experience through the welfare model, the Green Revolution, women and development and sustainable development. Throughout, attention is given to the uneven distribution of development's benefits and costs. The course therefore treats development as a contested social and political process rather than as a purely economic trajectory.

Course Outline:

Module I

1. Theories of Development and Underdevelopment: modernization theories, centre-periphery, world-systems, unequal exchange
2. Theories of Globalization: Globalization as compression of the world: Roland Robertson; Reflexivity and time-space distancing: Anthony Giddens; Disjuncture and difference in global cultural economy; Arjun Appadurai

Module II

3. Critical Perspectives on Development: Ecological, Marxian, Cultural critique of Development, Post Development
4. Indian Experience of Development, Sociological appraisal of: Welfare Model, Green Revolution; Women and Development; Sustainable Development



Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain major sociological theories of development, underdevelopment and globalization
- Compare modernization, dependency, world-systems, Marxian, ecological and post-development perspectives
- Critically evaluate development processes in India in relation to inequality, gender, ecology and political economy
- Analyze the Green Revolution, welfare policies, sustainable development and globalization through sociological frameworks
- Develop competencies relevant to development research, policy analysis, programme planning, sustainability initiatives, NGOs and public-sector development institutions

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings

- Appadurai, A. (1997) *Modernity at Large: Cultural Dimensions of Globalization*.
- Bardhan, P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press.
- Deshpande, S. (1997). 'From Development to Adjustment: Economic Ideologies, the Middle Class and 50 Years of Independence'; in Review of Development and Change,
- Escobar, A. (1995). *Encountering Development: The Making and Unmarking of the Third World*, Princeton: Princeton University Press
- Frank, A.G. (1998). *Re-Orient: Global Economy in the Asian Age*. Berkeley: University of California Press. 4th printing 2002
- Frans J. S. (ed) (2001) *Globalization and Development Studies*, New Delhi: Vistaar Publication.
- Gadgil, M. & Guha, R. (1995). *Ecology and Equity: Use and Abuse of Nature*.



- Gupta, A. (1998). *Postcolonial Developments: Agriculture in the Making of Modern India*. Delhi: Oxford University Press. (selected chapters).
- Kabeer, N. (1995) *Empowerment from Below: Learning from the Grassroots in Naila Kabeer Reversed Realities: Gender Hierarchies in Development Thought*, New Delhi Kali for Women, (pp223-265)
- Lucas & Papanek (1989). *The Indian Economy*, Oxford P.W. Preston, Development Theory, Oxford Blackwell
- Ludden, D. (1992). 'India's Development Regime' in N. Dirks (ed.): *Colonialism and Culture*, Ann Arbor: University of Michigan Press.
- Nussbaum, M. C. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press.
- Pieterse, J.N. (2001). *Development Theory: Deconstruction/ Reconstruction*. Sage Publication
- Sharma, S. L. (1998): Sustainable Development: Socio-cultural Imperatives in Y. G. Joshi and D. K. Verma (eds) *Social Environment for Sustainable Development*. Jaipur: Rawat Publications
- Smelser, N.J. (1987). *Sociology of Economic Life*, Prentice Hall Publisher
- Stights, J. (2003). *Globalization and its Discontents*. New Delhi, Penguin Books (p) Ltd.
- So, A.Y. (1999). *Social Change and Development*, Sage Publications

Discipline Specific Elective (DSE) -4

Course Title: SOCIETY IN BENGAL 2 (SOC2PDSE04T)

Course Specific Objective:

This course examines post-colonial Bengal through the sociological themes of dissent, state power, displacement, marginalization, migration and changing regional identities. It considers the post-colonial state's constitutional commitments alongside continuing forms of discrimination structured by caste, class, gender and minority status. Agrarian radicalism is explored through the Tebhaga movement, Naxalbari and mobilization under Left Front rule, followed by contemporary conflicts over land, resources and state authority. The refugee question is examined through Namasudra displacement, Dandakaranya and Marichjhapi, while famine, food insecurity, ecological and economic migration and informal urbanization are considered as interconnected forms of precarity. The course concludes with a globalizing



Bengal marked by tensions between elite cosmopolitanism, vernacular localism, neoliberal consumption, digital cultures and diasporic identities.

Course Outline:

Module I

The Post-Colonial State and the Matrix of Dissent

1. The Post-Colony and Institutional Discriminations: Constitutional promises versus structural realities; persistent exclusions across caste, class, gender, and minority statuses.
2. Agrarian Radicalism and the Sociology of Dissent: The Tebhaga movement; the Naxalbari uprising; institutionalized mobilization under the Left Front rule.
3. State Violence and Civic Resistance: Contemporary peasant resistance; resource extraction politics; state-citizen conflict.

Module II

Displacement, Marginalization, and Transnational Bengal

4. The Refugee Question and Caste Marginalization: Spatial stratification of rehabilitation; Namasudra displacement and institutional apathy; the Dandakaranya and Marichjhapi massacres.
5. Famine, Migration, and Precarity: Post-colonial food insecurity, patterns of ecological and economic migration, and the growth of informal urban spaces.
6. Global Bengal and Shifting *Bangaliana*: Elite cosmopolitanism versus vernacular localism; consumption patterns under neoliberalism; digital subcultures and transnational diasporic subjectivities.

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain major sociological processes shaping post-colonial Bengal
- Analyze agrarian movements, state violence, displacement and caste marginalization in Bengal
- Critically examine refugee rehabilitation, migration, precarity and informal urbanization
- Interpret contemporary transformations in Bengali identity through globalization, neoliberalism, digital cultures and diaspora



- Develop competencies relevant to regional research, journalism, policy analysis, civil-society organizations, development practice and cultural institutions

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings:

- Bagchi, A. K. (1995). *Samskriti, Samaj, Arthaniti (Culture, Society, Economy)*. Anustup.
- Bandyopadhyay, S. (2002). *Bangla Upanyase Ora*. Papyrus.
- Bandyopadhyay, S., & Sarkar, T. (Eds.). (2020). *Caste in Bengal: Histories of hierarchy, exclusion and resistance*. Routledge.
- Banerjee, M. (2014). *Why India votes?* Routledge.
- Bhadra, G., & Chatterjee, P. (Eds.). (1997). *Nimnabarger Itihas (The History of the Subaltern Classes)*. Ananda Publishers.
- Bhattacharya, T. (2024). *Ghostly past, capitalist presence: A social history of fear in colonial Bengal*. Duke University Press.
- Bose, P. K. (Ed.). (2000). *Refugees in West Bengal: Institutional practices and contested identities*. Calcutta Research Group.
- Chakrabarti, D. (1989). *Rethinking working-class history: Bengal 1890-1940*. Princeton University Press.
- Chakraborty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton University Press.
- Chatterjee, P. (1985). *Bengal 1920-1947: The land question*. K. P. Bagchi.
- Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton University Press.
- Chatterjee, P. (1997). *The present history of West Bengal*. Oxford University Press.
- Chatterjee, P. (Ed.). (1997). *State and politics in India*. Oxford University Press.



- Chatterjee, P., & Ghosh, A. (Eds.). (2002). *History and the present*. Permanent Black.
- Chatterji, J. (2007). *The spoils of partition: Bengal and India, 1947–1967*. Cambridge University Press.
- Das, V. (2007). *Life and words: Violence and the descent into the ordinary*. University of California Press.
- Greenough, P. R. (1982). *Prosperity and misery in modern Bengal: The famine of 1943-1944*. Oxford University Press.
- Guha Thakurta, T. (2002). *Visual worlds of modern Bengal*. Seagull Books.
- Mallick, R. (1999). Refugee resettlement in forest reserves: West Bengal's Marichjhapi affair. *The Journal of Asian Studies*, 58(1), 104-125.
- Mukherji, P. N. (1978). Naxalbari movement: A sociological study in myth and reality. In M. S. A. Rao (Ed.), *Social movements in India* (Vol. 1, pp. 17-90). Manohar.
- Ray, R. (1999). *Fields of protest: Women's movements in India*. University of Minnesota Press.
- Ruud, A. E. (2003). *Poetics of village politics: The myth of agrarian populism in West Bengal*. Oxford University Press.
- Sanyal, H. (1981). *Social mobility in Bengal*. Papyrus.
- Sanyal, K. (2007). *Rethinking capitalist development: Primitive accumulation, marginality and commodity production*. Routledge.
- Sen, A., Chatterjee, P., & Mukherji, S. (1982). *Three studies on agrarian structure in Bengal 1850-1947*. Oxford University Press.
- Van Schendel, W. (2005). *The Bengal borderland: Beyond state and nation in South Asia*. Anthem Press.

OR



Discipline Specific Elective (DSE) – 4

Course Title: DEVELOPMENT AND INDIAN SOCIETY 2(SOC2PDSE04T)

Course Specific Objective:

This course examines the sociological consequences of economic reform, globalization and technological transformation in India, with particular attention to their cultural and structural effects. It analyses the information-technology revolution and the changing organization of social and economic life, while asking how culture can function both as a resource for and a constraint upon development. Development-induced displacement, transformations of tradition and the resurgence of ethnic identities are examined as dimensions of uneven change. The course also considers persistent socioeconomic disparities within Indian social structure and their implications for development. Alternative approaches are explored through Amartya Sen's capability perspective and Amit Bhaduri's critique of conventional development. The course encourages students to assess development through questions of opportunity, inequality, employment, dignity, technological change and social justice rather than through aggregate economic indicators alone.

Course Outline:

Module I

1. Indian Experience of Economic Reforms, Socio-cultural repercussions of Globalization, Info-tech revolution
2. Culture and Development: culture as an aid/impediment to development, development and displacement of tradition, development and upsurge of ethnicity

Module II

3. Embedded Socio-economic disparities in Indian Social Structure and Development
4. Paths and Partners of Development: Major Critiques – Amartya Sen, Amit Bhaduri

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain the sociological implications of economic reforms, globalization and technological transformation in India
- Analyze the relationship between culture, development, displacement, ethnicity and social inequality



- Critically evaluate embedded socioeconomic disparities within Indian social structures
- Compare alternative approaches to development through the perspectives of Amartya Sen and Amit Bhaduri
- Assess the social consequences of economic reform, globalization, technological change and development interventions, developing analytical competencies relevant to policy research, development consultancy, CSR, social-impact assessment, NGOs and public-sector programmes

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings:

- Bardhan, P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press.
- Bhaduri, A. (2005). *Development with Dignity: A Case for Full Employment*, National Book Trust
- Byres, T. (1981). 'The New Technology, Class Formation and Class Action in the Indian Countryside' in *Journal of Peasant Studies*, 8(4).
- Dreze, J. & Sen, A. (1995). *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.
- Escobar, A. (1995). *Encountering Development: The Making and Unmarking of the Third World*, Princeton: Princeton University Press
- Ludden, D. (1992). 'India's Development Regime' in N. Dirks (ed.): *Colonialism and Culture*, Ann Arbor: University of Michigan Press.
- Sen, A. (2000). *Development as Freedom*. New Delhi: Oxford University Press
- Sharma, S. L. (1998): *Sustainable Development: Socio-cultural Imperatives* in Y. G. Joshi and D. K. Verma (eds) *Social Environment for Sustainable Development*. Jaipur: Rawat Publications



- Stights, J. (2003). *Globalization and its Discontents* New Delhi, Penguin Books (p) Ltd.

CORE COURSE - 14

Course Title: THE FEMINIST CRITIQUE (SOC2PCOR14T)

Course Specific Objective:

This course introduces feminism as a sustained critique of social institutions, sociological knowledge and dominant forms of theorizing. It examines patriarchy as ideology and social practice and develops the distinction between sex and gender as an analytical problem. Gender is considered in relation to sexuality, class, caste, religion, nationality and post-colonial location, while the public-private distinction is interrogated as a foundational division in social theory. The course then examines feminist critiques of established sociological theories and methodologies before tracing diverse feminist traditions, including liberal, radical, Marxist-socialist, Black, Third-world, French, queer and eco-feminist approaches. Feminist epistemologies, standpoint theory and the sociology of knowledge are subsequently connected to post-human debates. The course thus asks how gendered power shapes not only social institutions but also the categories through which society itself is known.

Course Outline:

Module I

1. Patriarchy as ideology and practice
2. Sex-gender system
3. Intersectionality of gender-sexuality – class, religion, caste, nationality and post-colonialism
4. Public – Private Debate

Module II

5. Feminist critiques of sociological theories
6. Feminist methodology as critique of sociological methods/methodology
7. Genealogies of Feminism: Waves (first, second, third waves and post-feminisms) and Conceptual Classifications (Liberal Feminism, Radical Feminism, Marxist-SocialistFeminism, BlackFeminism, Third-worldFeminism, FrenchFeminism, QueerFeminism and Eco Feminisms)
8. Feminist Epistemologies: Standpoint Theory, Science and the Posthuman Turn



Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain major feminist concepts concerning patriarchy, gender, sexuality, intersectionality and the public-private divide
- Compare diverse feminist traditions and their critiques of society, power and knowledge
- Critically evaluate conventional sociological theories and methodologies from feminist perspectives
- Analyze feminist epistemologies, standpoint theory and posthuman approaches to questions of knowledge and subjectivity
- Provide substantive preparation for gender research, development programming, diversity and inclusion initiatives, advocacy and policy work

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination (10+10=20/2=10 marks)]	
End Semester Examination	40 Marks

Basic Readings:

- Alsop, R. F. &Lennon, K. (2002) *Theorizing Gender*. Cambridge: Polity.
- Barrett, M. (1980). *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, 6)
- Beauvoir, S. (1972). *The Second Sex*, Harmondsworth: Penguin.
- Braidotti, R. (2019). *Posthuman Knowledge*. Polity Press.
- Bulbeck, C. (1998) *Re-orienting Western Feminisms: Women's Diversity in a Post-Colonial World*. Cambridge: Cambridge University Press.
- Butler, J. (1988). "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" in *Theatre Journal*, Vol. 40, No. 4. (Dec.), pp. 519-531.
- Butler, J. (1990) *Gender Trouble*. London: Routledge
- Butler, J. (1993). *Bodies that Matter*. New York & London: Routledge



- Chanter, T. (2000). Gender Aporias in Signs, Feminisms at a Millennium (Summer), Vol. 25, No. 4, pp. 1237-1241
- Connell, R. (1995) *Masculinities*. Berkeley: University of California Press.
- Davis, A. Y. (1981) *Women, Race and Class*. London: Women's Press.
- Dworkin, A. (1974). *Woman Hating: A Radical Look At Sexuality* Dutton: New York
- Engels, F. (2010). *The Origin of the Family, Private Property and the State*. Penguin Classics
- Haraway, D. J. (2016). *Staying with the trouble: Making kin in the Chthulucene*. Duke University Press.
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- Tharu, S. & Niranjana, T. (1996) “Problems for a Contemporary Theory of Gender” in *Subaltern Studies IX* ed. Shahid Amin and Dipesh Chakrabarty. Delhi: Oxford University Press.
- Tong, R. (1998) *Feminist Thought* (2nd Ed.) Boulder: Westview Press.

CORE COURSE – 15

Course Title: METHODS OF SOCIOLOGICAL INQUIRY 2 (SOC2PCOR15T)

Course Specific Objective:

This course develops competence in quantitative approaches to sociological research, emphasizing the relationship between conceptualization, measurement and empirical evidence. It examines the epistemological assumptions of quantification and the stages of quantitative research design, including operationalization, sampling and structured data collection through questionnaires, interviews and observation. Measurement and scaling are considered alongside reliability, validity and triangulation, with attention to the limitations of numerical approaches. The course then introduces descriptive statistics through measures of central tendency and dispersion and develops foundational understanding of correlation, tests



of significance, covariance and regression. The aim is not merely to teach statistical procedures but to enable students to understand how sociological concepts become measurable variables, how evidence is generated, and how statistical findings should be interpreted within the limits of a research design.

Course Outline:

Module I

1. Assumptions of quantification and measurement
2. Operationalization and Quantitative Research design
3. Sampling
4. Methods of data collection (structured questionnaire, interview, observation)
5. Methods of data analysis (Measurement and Scaling)
6. Reliability and Validity, Limitations of quantitative Methods
7. Triangulation

Module II

8. Statistics in social research
9. Measures of central tendency: Mean, Median, Mode
10. Measures of Dispersion: Standard/Quartile Deviation
11. Correlation Analysis: Tests of Significance and Covariance
12. Regression Analysis

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Explain the assumptions and procedures underlying quantitative sociological research
- Design basic quantitative research instruments through operationalization, sampling and measurement
- Apply descriptive and inferential statistical techniques to sociological data
- Critically evaluate reliability, validity, triangulation and the limitations of quantitative methods
- Design, execute and interpret quantitative sociological research using appropriate sampling, measurement and statistical techniques, developing data-analysis



competencies relevant to survey research, market research, policy analysis, programme evaluation, research organizations and social statistics

Evaluation (Total = 50 marks):

Internal (Continuous) Assessment	10 Marks
Mid-Term Examination	10 marks
[Weightage of Internal Assessment and Mid-Term Examination ($10+10=20/2=10$ marks)]	
End Semester Examination	40 Marks

Basic Readings

- Babbie, E. R. (2012). *The Practice of Social Research*, Wadsworth Publishing, 13th edition
- Bajaj & Gupta. (1972). *Elements of Statistics*. S. Chand and Co.
- Bergman, M. M. (Ed.). (2008). *Advances in Mixed Methods Research: Theories and Applications*. Sage.
- Beteille, A. & Madan, T.N. (1975). *Encounter and Experience: Personal Accounts of Fieldwork*. Vikas Publishing House.
- Bryman, A., & Cramer, D. (1997). *Quantitative Data Analysis with SPSS for Windows: A Guide for Social Scientists*. Routledge.
- Bryman, A. (1988). *Quality and Quantity in Social Research*. Unwin Hyman.
- De Vaus, Delpont, A.S., Fouché, C.S.L. & Strydom, H. (2011). *Research At Grass Roots: A Primer for the Social Science and Human Professions*. Van Schaik Publishers.
- Jayaram, N. (1989). *Sociology: Methods and Theory*. MacMillan.
- Kothari, C.R. (1989). *Research Methodology: Methods and Techniques*, Wiley Eastern.
- Panter, A. T., & Sterba, S. K. (Eds.). (2011). *Handbook of Ethics in Quantitative Methodology*. Taylor & Francis.
- Punch, K. (1996). *Introduction to Social Research*. Sage.
- Shipman, M. (1988). *The Limitations of Social Research*. Sage.



- Srinivas, M.N. & Shah, A.M. (1979). *Fieldworker and the Field*. OUP.
- Vogt, W. P. (2007). *Quantitative Research Methods for Professionals*, Pearson/ Allyn and Bacon
- Williams, W., & Elmore, R. F. (Eds.). (2014). *Social Program Implementation: Quantitative Studies in Social Relations*. Academic Press
- Young, P.V. (1988). *Scientific Social Surveys and Research*. PHI LEARNING

CORE COURSE - 16

Course Title: SOCIAL RESEARCH PROJECT: DISSERTATION (SOC2PCOR16M)

Course Specific Objective:

This course enables students to undertake an independent sociological research project under academic supervision and to integrate theoretical, conceptual and methodological training in a sustained empirical study. The dissertation process encompasses preparation of a research synopsis, review of relevant literature, formulation of research questions, construction of a research design, empirical data collection, analysis and scholarly writing. Attention is given to the coherence between research objectives, theoretical orientation, methodological choices and analytical procedures. Students are expected to demonstrate increasing independence in fieldwork and interpretation while observing appropriate standards of citation, research ethics and academic presentation. The dissertation therefore serves as a culminating exercise in sociological inquiry, requiring students to move from a researchable problem to an evidence-based argument that is theoretically informed, methodologically defensible and empirically grounded.

Course Outline:

The dissertation takes the shape of independent research under the guidance of a supervisor. The module is organized into the following five stages and each stage supports the drafting of different parts or chapters of the dissertation.

- Stage 1 - Preparing a research synopsis which is effectively the plan for the research project. It provides the rationale for the research, the research objectives, and the proposed methods for data collection, its logic of selection and recording formats and modes of data analysis
- Stage 2 - Reviewing the literature and refining the research ideas and question(s)
- Stage 3 - Research Design: charting out the research approach and methods



- Stage 4 - Carrying out research: collecting and analyzing data
- Stage 5 - Completion: writing up the dissertation (maintaining proper style and citation).

Each stage includes learning material that will support the carrying out of the research and the writing of the dissertation. Some stages provide detailed material, while others require greater independent work and are shorter in learning content. Stage 2 and 3 are the two stages that provide the largest volume of taught material. Greater independence and self-study are expected in Stages 4 and 5.

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Formulate a coherent sociological research problem, objectives, questions and research design
- Conduct a systematic literature review and establish an appropriate theoretical and methodological framework
- Collect, organize and analyse empirical data using suitable sociological research methods
- Produce a theoretically informed, methodologically rigorous and academically documented dissertation
- Independently formulate, conduct and document a sociological research project, demonstrating competencies in research design, literature review, empirical investigation, data analysis and academic reporting that are directly transferable to research institutes, think tanks, policy organizations, NGOs and doctoral or academic careers

Evaluation:

Assessment of Dissertation (Internal and External Examiner):

50 Marks

Basic Readings:

- Blaxter, L. (2010). *How to Research*. McGraw-Hill Education
- Denscombe, M. (2012). *Research proposals: A Practical Guide*. McGraw-Hill Education
- Garson, G. D. (2001). *Guide to Writing Empirical Papers, Theses, and Dissertations*. CRC Press.
- Hofmann, A. H. (2014). *Scientific Writing and Communication: Papers, Proposals, and Presentations*. OUP.



- Maree, K., & Van der Westhuizen, C. N. (2009). *Head Start in Designing Research Proposals in the Social Sciences*. Juta and Company Ltd.
- Miller, D. C., & Salkind, N. J. (2002). *Handbook of Research Design and Social Measurement*. Sage.
- Nesi, H., & Gardner, S. (2012). *Genres across the Disciplines: Student Writing in Higher Education*. Cambridge University Press.
- Panter, A. T., & Sterba, S. K. (Eds.). (2011). *Handbook of Ethics in Quantitative Methodology*. Taylor & Francis.
- Piaw, C. Y. (2012). *Mastering Research Methods*. McGraw-Hill.
- Punch, K. (2000). *Developing Effective Research Proposals*. Sage.
- Smith, N. L., & Krathwohl, D. R. (2005). How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioural sciences. Syracuse University Press.
- Thomas, R. M. (2003). *Blending Qualitative and Quantitative Research Methods in Theses and Dissertations*. Corwin Press.
- Verschuren, P., Doorewaard, H., & Mellion, M. (2010). *Designing a Research Project* (Vol. 2) Eleven International Publishing.
- Weissberg, R., & Buker, S. (1990). *Writing up Research*. Prentice Hall.
- Wolcott, H. F. (2008). *Writing up Qualitative Research*. Sage Publications

CORE COURSE - 17

Course Title: SOCIAL RESEARCH PROJECT: PRESENTATION (SOC2PCOR17M)

Course Specific Objective:

This course develops students' ability to present, communicate and defend sociological research before an academic audience. It focuses on the oral presentation of the dissertation and requires students to articulate the research problem, conceptual and theoretical framework, literature review, methodological design, empirical findings and significance of the study. Particular emphasis is placed on explaining the rationale behind methodological and analytical choices and on relating empirical findings to the wider sociological literature. The course also develops academic communication through concise organization of material, effective use of presentation techniques and clear articulation of evidence-based arguments. The question-and-answer component is treated as an important scholarly exercise through



which students demonstrate conceptual command, methodological reflexivity and the capacity to engage critically with alternative interpretations of their research.

Course Outline:

It focuses on the presentation and defence of the dissertation in an open seminar. It deals with the best practices and layouts specifically designed to help the students present and defend the thesis in oral presentations.

- The purpose of the Dissertation Presentation is to assess the merit of the research project, test its scholarly validity and the articulation skills of the student.
- The course tends to introduce the students to sound presentation skills. As with any presentation, it is important to speak clearly and concisely. And it often depends on the degree of knowledge and clarity; one has, about the topic of research. If the students have kept pace with their reading assignments and practical work, they remain equipped to face the questions posed to them.
- The students must be meticulous about: Theoretical foundation – knowing how and why the specific theory/theories relate to the dissertation; Conceptual framework – clearly conceptualizing the key concepts/categories used; Methodological orientation –justifying the deployment of the specific research methods; Literature review – giving detail information to make it clear that student has an understanding of the field; Relevance of the study – knowing how might the research impact the field of study, how could it impact the work of the student as a professional, what is the practical significance of the study.

Course Outcome (Knowledge & Understanding, and Skills):

At the end of the course the students will be able to –

- Clearly articulate the theoretical, conceptual and empirical foundations of their sociological research
- Justify the methodological choices and analytical procedures employed in the dissertation
- Communicate research findings coherently through an academically structured oral presentation
- Critically respond to scholarly questions and defend the validity, relevance and significance of their research
- Communicate and defend sociological research clearly before academic and professional audiences, developing competencies in analytical presentation, research reporting, evidence-based argumentation and stakeholder communication relevant to research

Evaluation:

Presentation (to be evaluated by an External Expert):

50 marks