

**CURRICULUM AND CREDIT
FRAMEWORK FOR
POST GRADUATE PROGRAMME
IN
SOCIOLOGY**



**Approved in the 40th Academic Council Meeting
(23rd May 2025)**

Department of Sociology Nagaland University

COURSE CONTENT

Core Course (C)	:	5 credits
Elective Course (E)	:	5 credits
SWAYAM	:	5 credits
Internship (I)	:	2 credits
Research (R)	:	18 credits

Paper Code	Course Code	Title of the paper	Total Credit
Semester-I			
C-1	SOC/C-1	Contemporary Sociological Theories	5
C-2	SOC/C-2	Perspectives on Indian Society	5
C-3	SOC/C-3	Social Stratification	5
C-4	SOC/C-4	Social Movements in India	5
Semester-II			
C-5	SOC/C-5	Methodology of Social Research	5
C-6	SOC/C-6	Political Sociology	5
C-7	SOC/C-7	Family, Marriage and Kinship	5
E-1	SOC/E-1	Sociology of Change and Development	5
E-2	SOC/E-2	The Study of Indian Diaspora	5
E-3	SOC/E-3	Sociology of Education	5
E-4	SOC/E-4	Crime and Society	5
Semester-III			
C-8	SOC/C-8	Sociology of Gender	5
C-9	SOC/C-9	Sociology of North-East India	5
C-10	SOC/C-10	Sociology of Religion	5
E-5	SOC/E-5	Sociology of Health	5
E-6	SOC/E-6	Environment and Society	5
E-7	SOC/E-7	Urban Society in India	5
E-8	SOC/E-8	Sociology of Entrepreneurship Development	5
Note: One compulsory course as SWAYAM paper			
Semester-IV			
I-1	SOC/I	Internship	2
R-1	SOC/R	Research Foundation	18

Note: Each Semester would carry a total of 20 Credit.

Course Code: SOC/C-1
CONTEMPORARY SOCIOLOGICAL THEORIES

Course Objectives:

- To provide a comprehensive understanding of key sociological theories in the contemporary era.
- To explore the contributions of major sociologists and theorists in shaping sociological thought.
- To critically engage with functionalist, Marxist, interactionist, structuralist, post-structuralist, and post-colonial theories.
- To develop analytical skills to understand contemporary societal issues through various theoretical lenses.

Course Outcomes:

- Upon successful completion of the course, students will:
- Gain in-depth knowledge of prominent sociological theories and their applications.
- Develop critical thinking skills to analyze contemporary societal phenomena.
- Understand the interdisciplinary nature of sociological theories and their overlaps with other social sciences.
- Be equipped to critique and apply theoretical concepts to sociological research and discourse.

1. Functionalist Theories:

- a) Emile Durkheim
- b) Talcott Parsons
- c) Robert K. Merton
- d) Radcliffe Brown

2. Marxist Theories:

- a) Karl Marx
- b) Louis Althusser
- c) Herbert Marcuse
- d) Antonio Gramsci

3. Interactionist Theories:

- a) Max Weber
- b) G H Mead
- c) Herbert Blumer
- d) Erving Goffman

4. Structuralist and Post-Structuralist Theories:

- a) Levis Strauss
- b) Michel Foucault
- c) Judith Butler
- d) Noam Chomsky

5. Post Colonial Theories:

- a) Franz Fanon,
- b) Edwards Said
- c) Ania Loomba
- d) Homi K Bhabha

Suggested Readings:

- Durkheim, E. *The Division of Labor in Society*. (1893). Translated by W. D. Halls, 1984. New York: Free Press.
- Durkheim, E. *The Rules of Sociological Method*. (1895). Translated by W. D. Halls, 1982. New York: Free Press.
- Weber, M. *Economy and Society: An Outline of Interpretive Sociology*. (1922). Edited by Guenther Roth and Claus Wittich, 1968. Berkeley, CA: University of California Press.
- Mead, G. H. *Mind, Self, and Society: From the Standpoint of a Social Behaviorist*. (1934). Edited by Charles W. Morris. Chicago: University of Chicago Press.
- Symbolic Interactionism: Perspective and Method*. (1969). Englewood Cliffs, NJ: Prentice-Hall.
- Parsons, T. *The Social System*. (1951). Glencoe, IL: Free Press.
- Marx, K. *The German Ideology*. (1845-46). Co-authored with Friedrich Engels. Moscow: Progress Publishers, 1976 edition.
- Strauss, L. *Structural Anthropology*. (1958). Translated by Claire Jacobson and Brooke Schoepf, 1963. New York: Basic Books.
- The Archaeology of Knowledge*. (1969). Translated by A. M. Sheridan Smith, 1972. New York: Pantheon Books.
- Gender Trouble: Feminism and the Subversion of Identity*. (1990). New York: Routledge.
- Marcuse, H. *One-Dimensional Man*. (1964). Boston: Beacon Press.
- Fanon, F. *Black Skin, White Masks*. (1952). Translated by Charles Lam Markmann, 1967. New York: Grove Press.
- Loomba, A. *Colonialism/Postcolonialism*. (1998). New York: Routledge
- Said, E. *Culture and Imperialism*. (1993). New York: Alfred A. Knopf.
- Gramsci, A. *Selections from the Prison Notebooks*. (1971). Edited and translated by Quintin Hoare and Geoffrey Nowell Smith. New York: International Publishers.
- Calhoun, Craig, et al. *Classical Sociological Theory*. (2007). 2nd Edition. Malden, MA: Wiley-Blackwell.
- Ritzer, George. *Modern Sociological Theory*. (2019). 9th Edition. Thousand Oaks, CA: SAGE Publications.
- Belsey, Catherine. *Poststructuralism: A Very Short Introduction*. (2002). Oxford: Oxford University Press.
- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin (Eds.). *The Post-Colonial Studies Reader*. (1995). London: Routledge. (2nd Edition published in 2006).

Course code: SOC/C-2
PERSPECTIVES ON INDIAN SOCIETY

Objectives:

This course aims to introduce the nature of Indian society prior to the development of sociology in the country. The paper moves on to the growth of sociology in India featuring key theoretical perspectives. Important aspects of politics and society in contemporary India and emerging issues are to be discussed in this course.

Course Learning Outcomes:

- To understand core aspects of Indian society, including caste, tribe and village.
- To study the history of the development of sociology as a discipline in India.
- To gain knowledge on different theoretical orientations in Indian society.
- To be aware of contemporary social and political issues in India.
- To understand the recent developments in the sociology of India.

Course outline:

1. Conceptualization

- a) Magnitude of Cultural Diversity
- b) Village as the Nucleus of Indian society
- c) Caste
- d) Tribe

2. The Colonial Context

- a) Development of Sociology and Social Anthropology in India
- b) Bombay School of Sociology
- c) Lucknow School of Sociology
- d) Relevance of Sociology in India

3. Theoretical Perspective

- a) Indological/ Textual (G.S Ghurye, Louis Dumont)
- b) Structural – Functionalism (M.N. Srinivas, S.C. Dube)
- c) Marxist approach (A.R. Desai, D.P. Mukerjee)
- d) Subaltern Perspective (B.R. Ambedkar, Ranajit Guha)

4. Aspects of Politics and Society in contemporary India

- a) Nationalism, and Regionalism
- b) Secularism and Communalism
- c) Reservations and Social Justice
- d) Women in Indian Society

5. Current Debates

- a) Contextualization
- b) Indigenization
- c) Continuity and Change: Tradition and Modernity
- d) Crisis in Sociology in India

Suggested Readings:

- Desouza, P.R (ed), 2000. *Contemporary India – Translation*, New Delhi: Sage
- Dhanaghare, D.N 1993; *Themes and Perspective in Indian Sociology*, Jaipur: Rawat
- Dube, S.C. 1967: *The Indian Village*; London: Routledge
- Karve, Irawati 1961. *Hindu Society: An Interpretation*, Poona: Deccan College
- Mukherjee, D.P. 1958. *Diversities*, Delhi: People's Publishing House
- Oommen, T.K. and P.N. Mukerjee(ed) 1986; *Indian sociology: Reflection and Introspection*, Bombay: Popular Prakashan
- Sigh, Y. 1973; *Modernization of Indian Tradition*, Delhi: Thomson Press
- Srinivas,M.N. 1960: *India's Village*, Bombay: Asia Publishing House
- Srinivas, M.N. and M.N Panini. 1973; *The Development of Sociology and Social Anthropology in India*, Sociological Bulletin 22(2): 179-215
- Rao, M.S.A 1974; 'Introduction' in *Indian Council of Social Research, Review of Research in sociology and Social Anthropology. Vol. 1 : Bombay: Popular Prakashan.*
- Cohn, B.s. 1987: *An Anthropologist Among Historians*. Delhi: Oxford University Press.
- Ghurye, G.S. 1963, *The Scheduled Tribes*. Bombay Popular Prokashan.
- Bose, N.K. 1975. *The Structure of Hindu Society*. Delhi: Orient Longman
- Beteille , A. 1986. "The Concept of Tribe with Special Reference to India", *European Journal of Sociology*. 27: 297-318
- Dumont, L. 1980. *Homo Hierarchicus*. University of Chicago Press
- Shah, A.M. and I.P. Desai, 1988: *Division and Hierarchy: An Overview of Caste Gujarat*. Delhi: Hindustan Publishing Corporation.
- Marriott, M.(eds) 1961; *Village India: Studies in the Little Community*. Delhi: Asia Publishing House.
- Srinivas, M.N. 1987: *The Dominant Caste and Other Essays*. Delhi: Oxford University press.
- Gough, K. 1981. *Rural Society in South East India*. Cambridge University press
- Dumont, L. 1957: *Hierarchy and Marriage Alliance in South Indian Kinship*. London: Royal anthropological Institute.
- Ghurye, G.S. 1953: *The Indian Sadhus*. Bombay: Popular Prakashan
- Dumont, L. 1970. *Religion, Politics and History in India*. Paris/ The Hague: Mouton.
- Frykenberg R.E. (eds) 1969: *Land Control and Social Structure in Indian History*. Madison: University of Wisconsin Press.
- Shah, A.M. 1988: 'The Rural – Urban Networks in India', *South Asia (N.S)*11(2):1-2.
- Rao, M.S.A (ed). 1974. *Urban Sociology in India. A Reader and Source Book*. New Delhi: Orient Longman.
- Srinivas,M.N. 1976. *Nation-Building in Independent India*. Delhi: Oxford University.
- Ray, N.R. 1973: *Nationalism in Indian*. Aligarh Muslim University
- Beteille, A. 1981: *Backward Classes and the New Social Order*. Delhi Oxford University press.
- Madan, T.N. 1987. 'Secularism in Its Place'. *Journal of Asian Studies*, 46(40): 747-759.
- Srinivas, M.N. 1966: *Social Change in Modern India*. Bombay: Allied Publishers.

Course code: SOC/C-3
SOCIAL STRATIFICATION

Course objectives:

This course examines the concept of social stratification; its theoretical and empirical foundations in sociology. The course aims to familiarize students with critical issues related to varied features of social stratification across societies and to related developments in the discipline over a period. The course is weaved upon the central axis of stratification like class, gender, caste, race, ethnicity, sexuality etc. While examining the intersection of these categories in the making of stratification in society, questions would be raised about the relevance of applying theory and methods for studying social stratification in contemporary India.

Course Outcome:

- After the completion of this course, students will gain a comprehensive understanding of the theoretical frameworks underpinning social stratification, including classical and contemporary perspectives from sociology. This involves critically analyzing the works of key sociologists and evaluating the applicability of various theories to diverse social contexts.
- They will be familiar with the empirical evidence of social stratification across different societies, with a particular focus on India. Students will develop the ability to assess the impact of various social factors such as class, gender, caste, race, ethnicity, and sexuality on the formation and perpetuation of stratification systems, using both quantitative and qualitative research methods.
- They will be able to engage in critical discussions regarding the intersections of social categories in shaping stratification dynamics, particularly within the context of contemporary India. Through case studies and interdisciplinary perspectives, students will interrogate the complexities of stratification and consider the relevance of theoretical frameworks and methodological approaches in addressing current social inequalities and challenges.

Course outline:

1. Social Stratification: Concepts

- a) Social Inequality
- b) Vertical and Horizontal Stratification
- c) Difference, Equality and Hierarchy
- d) Social Exclusion

2. Theories on Stratification

- a) Functionalist perspectives on stratification
- b) Marxist perspectives on stratification
- c) Weberian perspectives on stratification
- d) Feminist perspectives on stratification

3. Axes of Stratification

- a) Caste, Class, Gender
- b) Race and Ethnicity
- c) Intersectionality
- d) Language & Region

4. Social Reproduction of Inequality and Consequences

- a) Education
- b) Health
- c) Labour Market
- d) Family & Culture

5. Social Mobility & Its Dimensions

- a) Westernization, Globalization
- b) Deviance
- c) Violence & conflict
- d) Migration

Suggested readings:

- Grusky, D. B. (2008). *Social Stratification: Class, Race and Gender in Sociological Perspective*. New York. Routledge.
- Gupta, D. (1991). Hierarchy and Difference: An Introduction. In *Social Stratification*. New Delhi. Oxford University Press.
- Barth, F. (1998). Introduction. In *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*. Long Grove, IL: Waveland Press, Inc.
- Beteille, A. (1983). Harmonic and Disharmonic Social Systems. In *The Idea of Natural Inequality and Other Essays*. New Delhi: Oxford University Press. (Chapter)
- Bourdieu, P (1986). *Distinction: A Social Critique of the Judgment of Taste*. London: Routledge and Kegan Paul.
- Byrne, D. (2005). Conceptualizing social exclusion: the language and social science of social exclusion. In *Social Exclusion*. Open University Press. Chapter 1 & 2
- Chakravarty, U. (2003). *Gendering Caste: Through a Feminist Lens*. Calcutta: Stree.
- Collin, J. (2009). Social Reproduction in Classrooms and Schools. *Annual Review of Anthropology*. 38, 33-48.
- Collins, P. H. (2015). 'Intersectionality's Definitional Dilemmas'. *Annual Review of Sociology*. 41.
- Crompton, R. (2013). *Class and Stratification*. (Indian Reprint). Jaipur: Rawat Publications.
- Landry, B. (2006). *Race, Gender and Class: Theory and Methods of Analysis*. Pearson/Prentice-Hall: Upper Saddle River, NJ.
- Lucas, S. R. (2017). An Archaeology of Effectively Maintained Inequality Theory. *American Behavioral Scientist*. 61, 132-160.
- Marx, K. and F, Engels. (1848). *The communist Manifesto*, Progress Publishers.
- Mazumdar, D. and Sarkar, S. (2008). *Globalization, Labor Markets and Inequality in India*. Routledge, IDRC.
- Ramachandran, V. (2018). *Inside Indian Schools: The Enigma of Equity and Quality*. Routledge: Oxon.
- Rao, A. (2003). (Ed.) *Gender and Caste*. New Delhi: Kali for Women.
- Sen, A. (1995). *Inequality Re-examined*. Oxford University Press.
- Srivastava, S. (2007). *Passionate Modernity: Sexuality, Class, and Consumption in India*. Routledge: Oxon
- Srivastava, S. (2013). (Ed.) *Sexuality Studies*. Oxford University Press.
- Subramanian S.V. et al. (2008). Health Inequalities in India: The Axes of Stratification. *Brown Journal of World Affairs*. 14 (2), 127-138.
- Veblen, T. (1899). *The Theory of the Leisure Class*. CreateSpace Publishing Platform.
- Weber, M. (1946). Class, Status, Party. In H. Gerth and C.W. Mills. (Eds.). *From Max Weber: Essays in Sociology*. New York. Oxford University Press.
- Walby, S. "Gender, Class and Stratification" R. Crompton and M. Mann (Ed.) *Gender and Stratification*. Polity Press, 2002.
- J.H. Goldthorpe (Ed.) *Social Mobility and Class Structure in Modern Britain*. Oxford: Clarendon Press, 1980.

Course code: SOC/C-4
SOCIAL MOVEMENTS IN INDIA

Course Objectives:

The objective of this course is to sensitize post-graduate students to the variety and dynamics of social movements and their role in the social transformation. The course will be hopefully enable the students to look at social movements in a sociological and comparative perspectives.

Course Outcomes:

- To learn basic concepts and definitions of social movement.
- To understand various social movements like peasant, tribal and national.
- To familiarise oneself with case studies of different new social movements.
- To gain knowledge on various ethnic movements in northeast India.
- To be updated on emerging trends and issues of social movements.

Course outline:

1. Introduction

- a) Meaning And Concept: Conceptual Problems In The Study Of Social Movements
- b) New Social Movements in India
- c) Structural- Functional And Marxist Theories Of Social Movements
- d) Social Movement and Social Change

2. Social Movements In India

- a) Peasant Movement: Case Study of Telangana Insurrection
- b) Tribal Movement: Case Study of Santhal Movement
- c) Jharkhand Movement
- d) Nationalist Movements; Case Study of Quit India Movement

3. New Social Movements in India

- a) Dalit Movements: Case Study of Ambedkar's Dalit Movement Dalit Panthers
- b) Women's Movement: Case Study of Meira Paibi Movement In Manipur
- c) Ecological And Environmental Movement: Case Study of Chipko Movement

4. Ethnic Movements in North East India

- a) Assam
- b) Manipur
- c) Mizoram
- d) Nagaland

5. Emerging Issues and Trends

- a) Ethnicity and ethnic movement
- b) Politicization of Ethnic Movement
- c) Institutionalization of Ethnic Movement
- d) Ethnic Movements and Social Transformation

Essential reading:

- Banks, J.A 1972- *The Sociology of Movements*. London Macmillan
- Desai A.R. 1979- *Peasant Struggles*
- Dhanagare, D.N. 1983: *Peasant movements in India 1920-50*, Delhi : Oxford University Press.
- Gore, M.S. 1993: *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage.
- Oommen,T.K. 1990: *Protest and Change: Studies and Social Movements*. Delhi: Sage.
- Rao, M.S.A 1979- *Social Movements in India*. New Delhi: Manohar.
- Rao, M.S.A 1979- *Social Movements and Social Transformation*. Delhi: Macmillan.
- Singh K.S. 1982- *Tribal Movements in India*. New Delhi. Manohar.
- Seliot,Elenor,1995: *From Untouchable to Dalit; Essays on the Ambedkar Movement*. New Delhi.
- Ao.L. Lanunungsang,2002: *From Phizo to Muivah: The Naga National Question in the North East India*, New Delhi : Mittal Publication.
- Kshetri Rajendra 2006- *The Emergence of Meitei Nationalism*: Mittal Publication, New Delhi.
- Goulder, A.W.1950 ed., *Studies in Leadership*. New York: Harper and Brothers.
- Oommen T.K. 1972- *Charisma, Stability and Change: An analysis of Bhodan Grandan Movement*. New Delhi: Thomas Press.
- Shah, Ghanshya, 1977 - *Protest Movements in two Indian States*. New Delhi: Ajanta
- Shah, Ghanshyam 1990- *Social Movement in India: a review of literature* . Delhi: Sage
- Shah, Nandita, 1992 - *The Issue of State. Theory and Practice in the contemporary Women's Movements in India*. New Delhi: Kali for Women.
- Shiva,Vandana, 1991- *Ecology and the Politics of Survival*. New Delhi: Sage

Course Code: SOC/C-5
METHODOLOGY OF SOCIAL RESEARCH

Course Objective:

This course aims to equip students with theoretical and practical foundations for sociological research. It covers the principles, methods, and ethical considerations in research, with a balanced emphasis on both quantitative and qualitative methodologies. The course also focuses on applying these methods in the context of Northeast India.

Course Outcome:

- By the end of the subject students who complete this course will be able to understand and comprehend the basics in research methodology and should be able to:
- Demonstrate the ability to choose methods appropriate to research aims and objectives
- Understand the limitations of particular research methods
- Develop skills in qualitative and quantitative data analysis and presentation
- Develop advanced critical thinking skills
- Demonstrate enhanced writing skills

Course outline:

1. Foundations of Social Research

- a) Research in Sociology: Nature, Scope, and Steps of Research
- b) Scientific Method and Sociology: Positivism and Interpretivism
- c) Formulating Research Problems, Objectives and Research Questions.
- d) Paradigms in Social Research: Positivist, Constructivist, and Critical Paradigms

2. Research Design and Sampling

- a) Types of Research: Descriptive, Exploratory, Explanatory, and Experimental
- b) Research Design: Features and Types
- c) Sampling Methods: Probability and Non-Probability Sampling
- d) Case Study Method: Applications in Sociology

3. Quantitative Research Methods

- a) Introduction to Quantitative Research: Features and Applications
- b) Survey Method: Questionnaire Design and Data Collection
- c) Statistical Analysis: Descriptive and Inferential Statistics, Correlation
- d) Applications of Computers in Social Research

4. Qualitative Research Methods

- a) Introduction to Qualitative Research: Features and Significance
- b) Methods of Data Collection: Participant Observation, In-depth Interviews, Focus Groups
- c) Mixed Methods Research: Integration of Quantitative and Qualitative Approaches
- d) Digital Methods: Social Media and Online Content Analysis

5. Applied Social Research and Research Writing

- a) Applications of Computers in Social Research
- b) Action (Applied) Research, Participatory Research: Participatory Rural Appraisal (PRA)
- c) Data Processing and Analysis
- d) Interpretation and Report Writing

Suggested Reading:

- Babbie, E. R. (2020). *The Practice of Social Research*. Cengage Learning.
- Ahuja, Ram; 2009; *Research Methods*; Jaipur; Rawat Publications.
- Bailey, Kenneth D.; 1978; *Methods of Social Research*; New York; The Free Press.
- Barnes, John A.; 1979; *Who Should Know What? Social Science, Privacy and Ethics*;
- Beteille, A. & T.N. Madan; 1975; *Encounter and Experience: Personal Accounts of Fieldwork*; New Delhi; Vikas Publishing House.
- Black, J.A. and D.J. Champion; 1976; *Methods and Issues in Social Research*; New York; John Wiley.
- Blalock, H.; 1960; *Social Statistics*; New York; McGraw Hill.
- Bose, Pradip Kumar; 1995; *Research Methodology*; New Delhi; ICSSR.
- Boudon, R; 1974; *The Logic of Scientific Explanation*; Harmondsworth; Penguin.
- Bryman, A. (2016). *Social Research Methods*. Oxford University Press.
- Bryman, Alan; 1988; *Quality and Quantity in Social Research*; London; Unwin Hyman.
- Burton, Dawn (Ed.); 2000; *Research Training for Social Scientists*; New Delhi; Sage.
- David; 2007; *Social Research Methods (Fourth Edition)*; New Delhi; Prentice-Hall of India Pvt. Ltd.
- Goldthorpe, John H.; 2000; *On Sociology: Numbers, Narratives and the Integration of Research and Theory*; Oxford; Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The SAGE Handbook of Qualitative Research*. SAGE Publications.
- Goode, W. & P. Hatt; 1987; *Methods in Social Research*; New York; McGraw Hill.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. McGraw-Hill.
- Hughes, J.; 1987; *The Philosophy of Social Research*; London; Longman.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Kothari, C.R; 2005; *Research Methodology: Methods and Techniques*; New Delhi; New Age International (P) Limited.
- Kuhn, T.S.; 1970; *The Structure of Scientific Revolutions*; London; University of Chicago Press.
- Madge, John; 1970; *The Origins of Scientific Sociology*; London; Tavistock.
- March, Catherine; 1988; *Exploring Data*; Cambridge; Polity Press.
- Mukherji, P.N. (Ed.); 2000; *Methodology in Social Research: Dilemmas and Perspectives*; New Delhi; Sage.
- Narayanasamy, N.; 2009; *Participatory Rural Appraisal: Principles, Methods and Application*; New Delhi; Sage.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.
- Payne, Geoff et.al; 1989; *Sociology and Social Research*; London; Routledge.
- Popper, K.; 1999; *The Logic of Scientific Discovery*; London; Routledge.
- Punch, Keith F; 2005; *Introduction to Social Research: Quantitative and Qualitative Approaches (Second Edition)*; New Delhi; Sage Publications.
- Rosaldo, Renato; 1991; *Culture and Truth: The Remaking of Social Analysis*; Boston; Beacon Press.
- Sarantakos, S. (2013). *Social Research*. Palgrave Macmillan.
- Sarma, K.V.S.; 2003; *Statistics Made Simple: Do It Yourself on PC*; New Delhi; Prentice Hall of India Pvt. Ltd.
- Srinivas, M.N. & M.N. Shah; 1979; *Fieldworker and the Field*; Delhi; Oxford University Press.
- Yin, R.K.; 1984; *Case Study Research: Design and Methods*; Beverly Hills, California; Sage.
- Young, Pauline V; 1996; *Scientific Social Surveys and Research (Fourth Edition)*; New Delhi; Prentice-Hall of India Pvt. Ltd.

Course Code: SOC/C-6
POLITICAL SOCIOLOGY

Objectives:

The major objective of this course is to acquaint the students with the nature and functioning of the political processes, generate awareness of their status and role as citizens of the state, to make the students aware of the prerequisites of sound democratic political system and its vulnerability.

Course Outcome:

- Familiarized with the conceptual and subject matter of the paper.
- Understand the relationship of society and political system in the real world.
- Understand and relate to the core idea of power.
- Understand the working of public opinion, pressure groups, and party system in democracy.

Course outline:

1. Introduction and Theoretical Approach

- a) Conceptual Meaning and Definition
- b) Emergence of Political Sociology
- c) Subject Matter of Political Sociology
- d) Distinctive Approach in Sociology

2. Political system and concepts

- a) Interrelationship between Political System and Society
- b) Political Culture: Meaning and Significance.
- c) Political Socialization: Meaning and Significance
- d) Agencies of Political Socialisation

3. Elite Theories of Power and Bureaucracy

- a) Concept and Meaning of Power
- b) Elite theories of distribution of Powers in Society with reference to Mosca, Pareto and C.W. Mills
- c) Bureaucracy: Its Characteristics and Significance
- d) Indian Bureaucratic Culture

4. Intellectuals, Pressure Groups and Interest Groups

- a) Intellectual: Meaning and Concept; Different Connotation
- b) Intellectual: Role of Intellectual in the Socio-Economic and Political Development in the Country (with special reference to North East India) and its Significance.
- c) Pressure Groups and Interest Groups: Nature, Bases and Political Significance
- d) Impact of Pressure Groups and Interest Group in Society

5. Political parties, Public Opinion and Political Process in India

- a) Political parties: Characteristics, Classification and Functions.
- b) Public Opinion: Meaning Definition and role of public opinion in modern democracy.
- c) Political Process in India: Role of Caste, Religion in Indian politics
- d) Role of Regionalism and Language in Indian Politics

Suggested Readings:

- Dowse R.E & Hughes, 1971 – *Political Sociology*, New York, Basic Book.
- Horowitz, Irving,L. 1972 – *Foundation of Political sociology*, New York, Harper and Row.
- Runciman W.G, 1965 – *Social Science and Political Theory*, Cambridge University Press, London.
- Eisenstadt, S.N (eds) 1971 – *Political Sociology*, New York Basic Book
- Kornhauser, W. 1971 -*The Politics of Mass Society*, Penguin.
- Kothari R. 1979 –*Politics in India*, Orient Longmans, Ltd
- Merton R.K (ed) 1952- *Reader in Bureaucracy*, Glenco. The Free Press.
- Key. V.O. 1964 – *Politics, Parties and Pressure groups*, Cromwell, New York.
- Mills C.W & Hans Gerth 1964 – *Essays in Sociology*, Oxford, New York.
- Samuel O. Huntington, 1969 – *Political Order in Changing Society*, Yale University Press, New Haven.
- Almond A Gabriel Et.al 1973- *Crises, choice and change: Historical Studies of Political Development*, Boston.
- P. Blau, 1956 –*Bureaucracy in Modern Society*, Random House, New York.
- Lipset S.M. 1956 – *Political Man*, H.E.B.
- William Riker et.al. 1973- *An Introduction to Positive Political Theory*, EnglewoodCliff.
- Robert Mitchels 1949 - *Political Parties*, Glenco Free Press.
- Benedict Anderson, 1983 – *Imagined Communities: Reflection on the Origin and Spread of Nationalism*, Bescos, London.
- Dipti Kumar Biswas, 1989 –*Political Sociology*, Firman KLM Private, Calcutta.
- Kothari, R. (ed) 1973 – *Caste in Indian Politics*, Orient Longmans Ltd.
- Barrington Moore Jr. 1958 – *Political Power and Social Theory*. Cambridge
- Mitra, Subratha K. 1992 – *Power Protest and Participation – Local elite and the Politics of development in India*, Routledge.
- Marris, Jones W.H – 1982, *Government and Politics in India*, Cambridge.
- Jangam R.T 1980 - *Text Book of Political Sociology*. Oxford and IBM Publishing Company, New Delhi.

Course Code: SOC/C-7
FAMILY, MARRIAGE AND KINSHIP

Course Objective:

This course introduces the students to the universally acknowledged social importance of family and kinship. This course will familiarize the students with different approaches, issues and debates in kinship studies which will enable the student to understand the social structure of different societies. This course will also look at the changing contemporary nature of kinship relations in the modern world.

Course Outcome:

- Comprehensive Understanding of Kinship Studies: By the end of the course, students will demonstrate a comprehensive understanding of various theoretical approaches, issues, and debates in kinship studies. They will be able to analyze and evaluate the social structures of different societies through the lens of family and kinship, thereby gaining insight into the diversity of human social organization.
- Critical Analysis of Contemporary Marriage and Kinship Dynamics in Indian contexts: Upon completion of the course, students will be equipped with the analytical tools necessary to critically examine the evolving nature of marriage and kinship relations in modern India.
- Application of Theoretical Concepts to Real-World Contexts: Through coursework and assignments, students will develop the ability to apply theoretical concepts and frameworks from kinship studies to real-world scenarios.

1. Family and Marriage

- a) Nature versus culture debate
- b) Family: definition, types, changing forms & discourses
- c) Marriage: definition, types, changing forms & discourses
- d) Gendering Family and Marriage

2. Approaches to the study of Kinship

- a) Kinship: definition, basic concepts, recent theorizations and their implications
- b) Historical, Structural-Functional and Cultural approaches to Kinship
- c) Descent Theory: Types of Descent, Rules of Residence
- d) Alliance Theory: Incest and Exogamy; Restricted Exchange and Generalised Exchange

3. Cultural Account of Kinship

- a) Euro-American Kinship
- b) Kinship as Practice: Marriage Strategies
- c) Kinship and Genetics
- d) Fictive Kinship

4. Family, Marriage and Kinship in India

- a) Dravidian Kinship
- b) Family- Joint Family, Extended Family
- c) Family and Household, Marriage transactions
- d) Family and Kinship models in Northeast India

5. Contemporary Issues in Family, Marriage, Kinship

- a) New Reproductive Technology and Surrogacy
- b) Gay - Lesbian perspectives on family & kinship
- c) Live-In Relations, Single Parenting
- d) Divorce, Separation and Break-ups

Suggested Readings:

- Parkin, R. & L. Stone. (ed.) (2000). *Kinship and family: an anthropological reader*. New York. Blackwell.
- Uberoi, P. (1997). *Family, kinship and marriage in India*. Delhi: Oxford University Press.
- Barnes, J.A. (1961). 'Physical and social Kinship', *Philosophy of Sciences*. 28:296.
- Bhandari, J.S. (ed.). (1996). *Family and kinship in northeast-East India*. Delhi: Vedam Books.
- Bourdieu, P. (1977). *Outline of a theory of practice*. Cambridge: Cambridge University Press.
- Daniel, E.V. (1984). *Fluid signs: being a person the Tamil way*, Berkeley. University of California Press.
- Franklin, S. and S. McKinnon. (2001). *Relative values: reconfiguring kinship studies*. Durham:Duke University Press
- Fortes, M. (1953). The structure of unilineal descent groups. In *American Anthropological Association*. 55(1): 17-41.
- Goody, J. (ed). (1958). *Developmental cycle in domestic groups*. Cambridge: Cambridge University Press.
- Howell, S. and M. Melhuus. (1993). The study of kinship; the study of person; a study of gender'. In T. Valle (Ed.) *Gendered Anthropology* London: Routledge.
- Kahn, S. M. (2000). *Reproducing jews: A cultural account of assisted conception in Israel*. Durham: Duke University Press.
- Kolenda, P. (1987). *Regional differences in family structure in India*. Jaipur: Rawat Publications.
- Levi-Strauss, C. (1958). *The elementary structures of kinship*. London. Beacon Press.
- Marriott, M. and R. B. Inden. (1977) Towards an ethno-sociology of south Asian caste systems in K. David (Ed.) *The New wind: changing identities in south Asia*, Paris/The Hague. Mouton Radcliffe-Brown, A. R. (ed). (1950). *African systems of kinship and marriage*. London. Oxford University Press. (Introduction).
- Schneider, D. M. (1968). *American kinship: a cultural account*. New Jersey: Prentice-Hall.
- Shah, A. M. (1973). *Household dimensions of the family in India*. New Delhi: Orient Longman.
- Strathern, M. (1992) *Reproducing the future: essays on anthropology, kinship and the new reproductive technologies*. Manchester: Manchester University Press.
- Trautmann, T.R. (1981). *Dravidian kinship*. Cambridge: Cambridge University Press

Course Code: SOC/E-1
SOCIOLOGY OF CHANGE AND DEVELOPMENT

Course Objectives:

- To provide conceptual and theoretical understanding of social change & processes of development
- To get acquainted with debates, issues and problems in different models of transformations and development.
- To critically assess Indian experience of social change, development along with the regional dimensions.

Course outcomes:

- On completion of the course, students are expected to
- Comprehend the way development is conceptualized and contested,
- Critically evaluate major shift in development discourse and relate with empirical situations.
- Assess the economic, social-cultural, political and ecological implication of development in Indian context

Course Outline:

1. Understanding Change & Development

- a) Concept of social change
- b) Concept of development
- c) Sources and Dimensions of Change
- d) Development: Ecological, Social, Human, Sustainable

2. Theories of Social Change & Development

- a) Modernization Theories
- b) Functional, Social-Psychological and Evolutionary
- c) Colonialism, Dependency & World-System Theory
- d) Alternative Models & Critiques: Feminist, Subaltern, Ecological

3. Models of Development

- a) Capitalist models & Neoliberal Model: US & Europe
- b) Imperialism & Underdevelopment: Latin America & Africa
- c) Socialist models: USSR, China & Cuba
- d) South Asian Path: India

4. Processes of Change and Development in India

- a) Sanskritization, Westernization, Modernization
- b) Agrarian Crisis, Migration, Gendered Labour market
- c) Development and Displacement: SEZ
- d) Regional Inequalities in Development

5. Development Dynamics in Northeast India

- a) Politics of Insurgency and Underdevelopment
- b) Agencies of Development: State, NGOs, Self-Help Groups and Christian Missionaries
- c) Infrastructure, Land and Constraints of Development
- d) Corruption and Challenges of Development

Suggested Readings:

- Anthony D. Smith. (2010). *The Concept of Social Change: A Critique of the Functionalist Theory of Social Change*. London: Routledge.
- McMichael, P. (2017). *Development and Social Change*, 6th Edition. Sage Publications.
- Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- David Harrison. (2005). *The Sociology of Modernization and Development*. London: Routledge.
- Alavi, H. (1975), 'India and the colonial mode of production', in R. Miliband and J. Savile (eds), *The Socialist Register* (London: Merlin), pp. 160–97.
- Amin, S. (1976), *Unequal Development: An Essay on the Social Formulation of Peripheral Capitalism* (Hassocks: Harvester).
- Baran, P. (1973), *The Political Economy of Growth*, with an introduction by R.B. Sutcliffe (Harmondsworth: Penguin). New York: Monthly Review Press.
- Bernstein, H. (ed) (1976), *Underdevelopment and Development: The Third World Today*, 2nd edition (Harmondsworth: Penguin).
- B. B. Mohanty. (2018). *Agrarian Transformation in Western India: Economic Gains and Social Costs*. New Delhi: Routledge.
- Sumi Krishna. (2016). *Agriculture and a Changing Environment in Northeastern India*. New Delhi: Routledge.
- Clarinda Still. (2015). *Dalits in Neoliberal India: Mobility or Marginalisation*. New Delhi: Routledge.
- Foster-Carter, A (1976), 'From Rostow to Gunder Frank: conflicting paradigms in the analysis of underdevelopment', *World Development*, 4, (3), March, pp. 167–80.
- Rowstow, W.W. (1960). Five stages of Economic Growth. *The Economic History Review*. 12(1): 1-16.
- Randolph, L.I., and Randolph, S.H. (1967), *The Modernity of Tradition* (Chicago, Ill.: University of Chicago Press).
- Darley Jose Kjosavik, Nadarajah Shanmugaratnam. (2015). *Political Economy of Development in India: Indigeneity in Transition in the State of Kerala*. New Delhi: Routledge.
- Komol Singha; M. Amarjeet Singh. (2015). *Identity, Contestation and Development in Northeast India*. New Delhi: Routledge.
- Manisha Desai. (2015). *Subaltern Movements in India: Gendered Geographies of Struggle Against Neoliberal Development*. New Delhi: Routledge.
- Kenneth Nielsen, Patrik Oskarsson. (2016). *Industrialising Rural India: Land, Policy and Resistance*. London: Routledge.
- Sumi Krishna (ed.) (2016). *Agriculture and a Changing Environment in Northeastern India*. New Delhi: Routledge.
- Nitya Rao. (2017). 'Good Women Do Not Inherit Land': Politics of Land and Gender in India. New Delhi: Routledge.
- N. Jayaram; Vibha Arora. (2017). *Democratisation in the Himalayas : interests, conflicts, and negotiations*. London: Routledge.
- Potter, David (1993): 'Democratisation of Asia' in David Held (ed) *Prospects for Democracy: North, South, East, West*, Stanford University Press.
- Akhil Gupta. (2015). An Anthropology of Electricity from the Global South. *Cultural Anthropology*, Vol. 30, Issue 4, pp. 555–568, DOI: 10.14506/ca30.4.04
- Barbara Harriss-White, Judith Heyer (ed.). (2018). *Indian Capitalism in Development*. London: Routledge.
- Sakarama Somayaji; Smrithi Talwar. (2017). *Development-induced Displacement, Rehabilitation and Resettlement in India: Current Issues and Challenges*. New Delhi: Routledge.
- Preeti Sampat. (2008). Special Economic Zones in India, *Economic and Political Weekly*, Vol. 43, No. 28, pp. 25-27, 29.

- Bhagat Oinam & Dhiren A. Sadokpam (eds.). (2018). *Northeast India: A Reader*. New Delhi: Routledge.
- Singh, Yogendra. (1990). *Modernization of the Indian Tradition*. Jaipur: Rawat. Vago, Steven. (2000)- *Social Change*. New Jersey: Prentice –Hall, Inc.
- Srinivas, M.N (1966). *Social Change in Modern India*, Berkeley : University of Berkeley.
- Sunil Ray, Neetu Choudhary, Rajeev K. Kumar. (2019). *Theorizing Cohesive Development: An Alternative Paradigm*. New Delhi: Routledge.
- Partha Chatterjee. (2008). Democracy and Economic Transformation in India. *Economic and Political Weekly*, Vol. 43, No. 16, pp. 53-62.
- Bardhan P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press.
- Ranabir Samaddar; Anita Sengupta. (2019). *Global Governance and India's North-East: Logistics, Infrastructure and Society*. London: Routledge.
- Vanita Viswanath. (2019). *Ngos and Women's Development in Rural South India: A Comparative Analysis*. New Delhi: Routledge.
- Alf Gunvald Nilsen. (2010). *Dispossession and Resistance in India: The River and the Rage*. London: Routledge.
- Aradhana Sharma. (2008). *Logics of Empowerment: Development, Gender, and Governance in Neoliberal India*. London: University of Minnesota Press.
- Omvedt Gail. (2005). *Capitalism and Globalization, Dalits and Adivasis*, EPW, November 19.
- Raile Rocky Ziipao. (2022). *Infrastructure of Injustice State and Politics in Manipur and Northeast India*. New Delhi: Routledge.
- Akhil Gupta, Kalyanakrishnan Sivaramakrishnan. (2010). *The State in India after Liberalization: Interdisciplinary Perspectives*. New York: Routledge.
- Prerna Singh. (2015). *How Solidarity Works for Welfare Sub nationalism and Social Development in India*. New York: Cambridge University Press.
- Kedilezo Kikhi, Dharma Rakshit Gautam. (2021). *Comprehending Equity: Contextualising India's North-East*. New Delhi: Routledge.
- Dolly Kikon; Duncan McDuie-Ra. (2020). *Ceasefire City: Militarism, Capitalism, and Urbanism in Dimapur*. New Delhi: OUP
- Bitopi Dutta. (2022). *Mining, Displacement, and Matriliney in Meghalaya: Gendered Transitions*. New Delhi: Routledge.
- Deepak K. Mishra, Vandana Upadhyay, Atul Sarma. (2012). *Unfolding Crisis in Assam's Tea Plantations: Employment and Occupational Mobility*. New Delhi: Routledge.
- Seyed Hossein Zarhani. (2020). *Governance and Development in India: A Comparative Study on Andhra Pradesh and Bihar After Liberalization*. London: Routledge.
- Sujata Patel, D. Parthasarathy & George Rose. (eds.) (2022). *Mumbai / Bombay, Majoritarian Neoliberalism, Informality, Resistance, and Wellbeing*. Introduction. Pp. 1 – 24. George Jose. London: Routledge.
- Surinder S. Jodhka. (1994). Agrarian Changes and Attached Labour: Emerging Patterns in Haryana Agriculture. *Economic and Political Weekly*, Vol. 29, No. 39, pp. A102-A106
- Sebastian Morris and Ajay Pandey. (2007). Towards Reform of Land Acquisition Framework in India, *Economic and Political Weekly*, Vol. 42, No. 22, pp. 2083-2090.
- Sobin George, Manohar Yadav, Anand Inbanathan (ed.) (2020). *Change and Mobility in Contemporary India, Thinking M. N. Srinivas Today*. New Delhi: Routledge.

Course Code: SOC/E-2
THE STUDY OF INDIAN DIASPORA

Objectives:

The process of people scattering and settlement in different countries has become a phenomenon. This is an alarming situation that draws the attention of the social scientists. Therefore, this special paper aims to examine the socio-historical background of the diasporas in the light of other countries. It shall also critically analyze the magnitude in the global level and that impact in society.

Course Outcome:

- By the end of the subject students who complete this course will be able to
- Exposure to meanings and concepts of Indian diaspora and global perspective to apply it at the local level with varied interpretations.
- Enhance further understanding of home and its varied interpretations which will unfold different aspects and case studies on Indian communities in different locations across the globe

Course outline

1. Introduction: Understanding Diaspora and Indian Diaspora

- a) Basic concepts
- b) Scope of Indian Diaspora
- c) Perspectives on Indians abroad
- d) Transnationalism

2. Making and Mapping of Indian Diaspora

- a) Historical background of Indian diaspora
- b) The colonial phase: indentured, kangani and maistry labour emigration
- c) The post-colonial phase: brain and skill drain
- d) Brain gain and brain circulation: return migration

3. Case studies of the Indian Diaspora

- a) Trinidad and Tobago
- b) Fiji
- c) USA
- d) Middle East

4. Theorizing Home and Homeland

- a) Home in the context of the diaspora
- b) Creating new homes and communities
- c) Relating to old and new homes
- d) Diaspora at home

5. India's relationship with the Overseas Indians

- a) Earlier phase-Forging an emotional bond
- b) Later phase-disengaging from the diaspora
- c) Policy issues-Indian government policy towards the diaspora
- d) Remittances: Social and Economic

Suggested readings:

- Brij V. Lal. 2003. (eds) *Encyclopedia of the Indian Diaspora*, Oxford University Press, New Delhi.
- Jayaram, N. 2004. (ed) *The Indian Diaspora: Dynamics of migration*, Sage publications, New Delhi.
- Lal, Vinay. 2008. *The Other Indians: A political and cultural history of South Asians in America*, HarperCollins Publishers India, New Delhi.
- Lall, MC. 2001. *India's Missed Opportunity: India's relationship with the Non-Resident Indians*, Ashgate publishing limited, England.
- Cohen, Robin. 2010. *Global Diasporas: An Introduction*, Routledge, New York.
- Brown, Judith M. 2007. *Global South Asians: Introducing the Modern Diaspora*, Cambridge University Press, New Delhi.
- Jain, Ravindra K. 2010. *Nation, Diaspora, Trans-nation: Reflections from India*, Routledge, New Delhi.
- Sahoo, Ajaya Kumar and Brij Maharaj (eds). 2007. *Sociology of Diaspora: A Reader: Volume I & II*, Rawat Publications, Jaipur.

Course Code: SOC/E-3
SOCIOLOGY OF EDUCATION

Course Objective:

This course aims to develop an understanding of the institutions and practices of education in their wider social context. This course introduces the students to the theoretical perspectives on sociology of education, changing organisational structure and practices of schools, and the situated contexts of knowledge production. The course also explores the linkages of social structure and culture with educational institutions in Indian context.

Course Outcome:

- Critically analyze the theoretical perspectives within the sociology of education, examining how various sociological theories contribute to our understanding of the role of education in society. Through case studies and discussions, students will develop the ability to apply sociological concepts to analyze the changing organizational structures and practices of schools within their broader social and cultural contexts.
- Evaluate the interplay between social structure, culture, and educational institutions in the Indian context, exploring how societal factors such as caste, class, gender, and ethnicity influence access to and experiences within educational systems. By examining empirical research and historical developments, students will gain insights into the complex dynamics of educational inequality and social mobility in India.
- Engage in critical reflections on the situated contexts of knowledge production within educational settings, considering how knowledge is constructed, transmitted, and contested within different sociocultural contexts. Through interdisciplinary perspectives and engagement with diverse educational practices, students will develop a nuanced understanding of the role of education in shaping individual identities, social relations, and societal change.

1. The Idea of Education

- a) Basic Education
- b) Education as Liberation
- c) Education as Socialization
- d) Democracy and Education

2. Approaches to Sociology of Education

- a) Functionalist
- b) Marxist & Critical Pedagogy
- c) Feminist
- d) Alternative Models: Homeschooling, Montessori, De-schooling

3. Educational Organizations and Processes

- a) Classroom, Pedagogy, and Learning
- b) Politics of Knowledge
- c) School Culture and Hidden Curriculum
- d) Counter-School Culture

4. Power, Inequality and Policies

- a) Class, Caste and Gender Dimensions
- b) Debates on Merit and Equity
- c) Evolution of Education Policies in India
- d) Agency & Resistance

5. Education in the Era of Globalization

- a) Education as Commodity
- b) Right to Education
- c) State, Market and Justice
- d) Digital/Online education & its challenges

Suggested Readings:

- Blackledge, D. A., and Hunt, B. D. (1985). *Sociological Interpretations of Education*, London: Routledge.
- Thapan, M. (2015). *Education and Society: Themes, Perspectives, Practices*, New Delhi: Oxford University Press.
- Apple, M. (1990). *Ideology and Curriculum*, London: Routledge.
- Apple, M.W., Ball, B.J., and Gandin, L.A. (2011). *Routledge International Handbooks of Sociology of Education*, London: Routledge.
- Ball, S. J. (2012). *The Micro-Politics of the School: Towards a Theory of School Organization*, Routledge, London.
- Ballantine, J. H. (1997). The School as an Organization In *The Sociology of Education: A Systematic Analysis*, NJ: Prentice-Hall.
- Chanana, K. (1988). *Education, Socialisation and Gender*, New Delhi: Sangam.
- Freire, P. (1970). *Pedagogy of the Oppressed*, New York: Continuum.
- Goswami, N. (2015). Costs, Security and Discipline: Gendering the Debate on School Choice in India. *Indian Journal of Gender Studies*, 22(2), 243-264.
- Goswami, N. (2017). *Legitimising Standard Languages*, New Delhi: Sage
- Halsey, A.H., Lauder, H., and Brown, P. (1997). *Education Economy and Society: A Reader in the Sociology of Education*, New York: The Free Press.
- Madan, A. (2007). Socialising Merit *Economic and Political Weekly*, 42(29), 3044-3050.
- Nambissan, G. B., and Rao, S. (2013). *Sociology of Education in India: Changing Contours and Emerging Contours*, New Delhi: Oxford University Press.
- Reay, D. (1998). Engendering Social Reproduction: mothers in the educational marketplace *British Journal of Sociology of Education*, 19 (2), 195-209.
- Rege, S. (2010). Education as "Trutiya Ratna": Towards Phule-Ambedkarite Feminist Pedagogical Practice. *Economic and Political Weekly*, 45(44/45): 88-98.
- Sarangapani, M. P. (2003). Indigenising Curriculum: Questions posed by Baiga vidya. *Comparative Education*. 39(2): 199-209.
- Woods, P. (1983). *Sociology and the School*, London: Routledge.

Course Code: SOC/E-4
CRIME AND SOCIETY

Objectives:

The course is designed to acquaint the students with the changing profile of crime and criminals and prepare them for professional roles of correctional agents in agencies of criminal justice administration system, particularly in prison and other reformatory institutions. Students are advised to pay visit to prison institution for a firsthand observation of the prisoners.

Learning outcome:

- Introduces the students on crime and criminal behaviour.
- It will enable the students to garner knowledge on the various approaches of understanding crime.
- It will impart knowledge on the various types of crime and its causes.
- It will prepare the students for criminal justice system and reformatory institutions.

Course Outline:

1. Introductory Concepts

- a) Meaning and concept of Crime, Criminal
- b) Scope of Crime Studies
- c) Classification and factors of Crime
- d) IPC and CrPC, BNS

2. Approaches to the Study of Crime

- a) Classical
- b) Positivist & Functionalist
- c) Marxist & Feminist
- d) Legal

3. Types of Crime

- a) Violent Crime & Property Crime
- b) White-Collar and Corporate Crime
- c) Crime against women
- d) Organized Crime: trafficking

4. Crime and Punishment

- a) Concept and Types of Punishment
- b) Theories of Punishment: Reformatory, Deterrent, Retributive, Traditional
- c) Agencies of Punishment: legal, social, customary
- d) Discourse on Punishment: Michel Foucault, Bryan Turner

5. Corrective Measures

- a) Concept of Correction, types: Prison, Probation
- b) Correction Programs: educational, vocational, Meditative, psychiatric
- c) Alternatives: Open prison, social service, aftercare
- d) Emerging paradigms

Suggested Readings:

- Ahuja, Ram (2004). *Social problems in India*, New Delhi; Rawat Publishers.
- Bedi, Kiran (1998). *It is always*. New Delhi; Sterling Publishing Pvt. Ltd.
- Gill, S.S (1998). *The Pathology of Corruption*. New Delhi, Harper Collins Publishers
- Longkumer, M.Temjen (2013). *Crime in Nagaland: A Sociological investigation (1st ed)*. Dimapur: Nagaland Institute of Development Studies.
- Merton, R.K. (1972). *Social Theory and Social structure*; New Delhi, Emerind Publishing.
- Ministry of Home Affairs. (1998) *Crime in India*. New Delhi, Government of India.
- Parsonage, William H (1979) *Perspective on Criminology*. London Sage Publication.
- Reid. Suetitus (1976) *Crime and Criminology*: Illinois; Deyden Press.
- Sutherland Edwin. H. and Donald R. Cressy (1968) *Principles of criminology*. Bombay; Times of India Press.
- Teeters, Nerlegy and Harry Elnar Barnes (1959) *New Horizons of Criminology*. New Delhi; Pentice Hali of India.
- Temjensosang (2013). *Self-Governing Institutions of Nagas*, New Delhi; Akansha Publishing House,
- William. Frank P. And Marlyn D. Meshere (1998) *Criminology Theory*. New Delhi
- Williamson Herald E (1990) *The Correction Profession*. New Delhi; Sage Publication.

Course Code: SOC/C-8
SOCIOLOGY OF GENDER

Objectives:

The objective of this course is to trace the emergence of gender as a category of social analysis. How are gender identities socially constructed? How is gender shaped by family, education, politics, economic religion etc? These are some questions which would be addressed from a sociological perspective. The course aims to be a catalyst for moving beyond the roles of participant or passive observer toward active sociological analysis of gender processes.

Course Outcome:

- Help the students to problematize the concepts of 'sex' and 'gender' and to critically understand the social construction of gender and examine the ideology of patriarchy that influences one's perception of differences between masculinity and femininity, as well as gender relations.
- Understand the historical underpinnings of feminist thought, women's movement and the sociological theories of feminism and its contribution to understanding social processes.
- Inculcate a critical understanding of the intersection of gender and politics, economy and other vital human institutions.
- Develop the ability to analyze how social structure and culture shape gendered identities and experiences through an interrogation of personal laws of different communities in the country. The students will develop a critical cross-cultural understanding of the historical and cultural specificity of gender.
- Analysis of the sociological interface between gender and education, property rights, violence and health will raise critical questions on women's position and rights.

Course outline

1. Introduction to Sociology of Gender

- a) Social Construction of Gender
- b) Socialization: Gender Identity and Gender Roles
- c) Division of Labour: Production and Reproduction
- d) Patriarchy, Private and Public Dichotomy

2. Feminism: Concept and Approach

- a) Socio-historical background
- b) Liberal approach
- c) Radical approach
- d) Socialist approach

3. Gender and Development

- a) Perspectives on Gender and Development: Welfarist, Development, Empowerment
- b) Women and Economy
- c) Women and Politics
- d) Women's Movement

4. Women in India

- a) Women and Personal Laws: Muslim Personal Law and Christian Personal Law
- b) Hindu Code Bill
- c) Customary Law and Tribal Women
- d) Eco- Feminism

5. Issues affecting the Quality of Life of Women

- a) Health
- b) Education
- c) Property Rights
- d) Violence

Suggested Readings:

- Altekar A.S. 1983. *The Position of Women in Hindu Civilization*, Delhi: Motilal Banarasidass, 2nd Edition: P5th reprint.
- Chodrow, Nancy, 1978- *The Reproduction of Mothering Berkely*: University of California Press.
- Desai, Neera and M. Krishnaraj 1987- *Women and Society in India*. Delhi Ajanta publication.
- Dube, Leela et. al (eds) 1986- *Visibility and Power: Essays on Women in Society and Development*. New Delhi OUP
- Forbes, G, 1998: *Women in Modern India*, New Delhi Cambridge University Press
- India, Government of India, 1974- *Towards Equality: Report of the Committee on the Status of Women*.
- Maccoby, Eleanor and Carol Jacklin, 1975- *The psychology of Sex Differences*, Stanford University Press.
- McCormack, C. and M. Strathern (ed) 1980- *Nature, Culture and Gender*. Cambridge, Cambridge University press.
- Myers, Kristen Anderson et.al (eds) 1980- *Feminist Foundations: Towards Transforming Sociology*, New Delhi; Sage.
- Oakley, Ann 1972 *Sex, Gender and Society*. New York : Harper and Row.
- Sharma, Ursula 1983- *Women, Work and Property in Northwest India*, London: Tavistock.
- Shumatz, Reinharz and Lynn Davidson, 1991- *Feminist Research Methods*. New York Oxford university Press.
- Srinivas, M.N. Caste: *Its Modern Avatar*. New Delhi: Penguin (Leela Duba's article on caste and Women)
- Vaid, S. and K. Sanngari 1989- *Recasting Women: Essays in Colonial History*, New Delhi: Kali for women.
- Baghawat, Vidyut: *Feminist Social Thoughts- An introduction to six key thinkers*. Rawat Publication Jaipur, 2009.
- Bryson, Valerie: *Feminist Political Theory: An Introduction*, MacMillan London 1992
- Kramer, Laure: *The Sociology of Gender: A Brief Introduction*, Rawat Publication New Delhi. 2004
- Kumba, M. Bahati: *Gender and Social Movements*, Rawat Publications 2003.
- Wharton, Amy S- *The Sociology of Gender: An Introduction to theory and research*. Blackwell Publishing 2006.
- Rege, Sharmila – *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage, 2003

Course Code: SOC/C-9
SOCIOLOGY OF NORTH-EAST INDIA

Course Objective:

This course seeks to introduce the students to the social and political processes in the Northeast region of India. It historicises the concept of northeast India and the processes of political and socio-cultural formations of the region. It explains the traditional land relations in northeast India, the main axis of traditional social organisation in the region. It also discusses the changes in the traditional land relations and the emerging social consequences. The course aims to acquaint the students with the contemporary socio-political processes and the challenges they pose to the state.

Course Outcome:

- Students will get to know about the concept, classification, culture, beliefs, religion, customs, and institutions related to Northeast tribe of India.
- It will also enable the students to develop an understanding of the demographic status of tribes in North East together with the policies and other legal provisions for tribes in Northeast India.
- Students will also develop a comprehensive understanding of the socio-cultural setting of tribes and its emerging trends in Northeast India.
- The course will also enable the students to appreciate the contemporary issues and challenges that tribes face in India and the Northeast, by engaging in field-based exposure.

Course Outline:

1. Northeast India as a Conceptual Category

- a) Conceptualizing Northeast India: Historicising 'Northeast', Frontier, Region, Borderlands
- b) Colonial interventions on Northeast India: Social and Politico-Administrative Discourses
- c) Organization and Re-organizations of States in North-East India
- d) Demographic Mapping and Cultural Dynamics

2. Social and Political Institutions in Northeast India

- a) Tribe, Caste, Family and their interface
- b) Traditional Governing Institutions
- c) Economy
- d) Religion

3. Land and Power Relations in Northeast India

- a) Traditional Land Ownership Systems
- b) Modern Land Revenue Systems: Post-colonial Policies
- c) Land alienation and Conflicts
- d) Gender and Land: emerging trends

4. Identity Politics in Northeast India

- a) Autonomy, Assertion and Homeland
- b) Politics of Indigeneity
- c) Politics of 'Other'
- d) Region versus National Question

5. Infrastructure, Development and Livelihoods

- a) Communication, Water, Education, Health
- b) Developmental Challenges: Unemployment and Insurgency
- c) Act East Policy and New Developmental Initiatives.
- d) Role of Ministry of DONER and NEC in Development of Northeast

Suggested readings:

- Baruah, Sanjib. 2005. *Durable Disorder: Understanding the Politics of Northeast India*, New Delhi: Oxford University Press
- Bhowmik, Subir. 2009. *Troubled Periphery: Crisis of India's Northeast*, New Delhi: Sage Publications
- Dutta, B.B. *Land Relations in Northeast India*. Delhi: People's Publishing House, 1987
- Guha, Amalendu. 1991. *Medieval and Early Colonial Assam: Society, Polity, Economy*, Calcutta: CSSS.
- Guha, Amalendu. 2014. *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*, New Delhi: Tulika Books (Chapter 1)
- Karna, M. N. *Agrarian Structure and Land Reforms in Assam*. Delhi: Regency, 2004.
- Aloysious, G. 2013. *Conceptualizing the Region*, New Delhi: Critical Quest
- Barpujari, H. K. 1990. *The Comprehensive History of Assam: From the Pre-Historic Times to Twelfth Century, A.D. (Vol. 1-5)*, Publication Board: Guwahati (Selected Chapters)
- Baruah, S. *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press, 1999 Sage Publications (Chapter 1)
- Chaube, S. K. 1973(1999). *Hill Politics in Northeast India*, New Delhi: Orient Longman
- Guha, Amalendu. (1991.) *Medieval and Early Colonial Assam: Society, Polity, Economy*. C.S.S.S. Misra, Udayan. (2000.) *Periphery Strikes Back: The Challenges to the Nation State in Assam*, Shimla: IAS. (Introduction) Nag, Sajal. (2002.) *Contesting Marginality: Ethnicity, Insurgency, and Sub nationalism in Northeast India*, New Delhi: Manohar Books
- Nongbri, Tiplut. (1988.) "Gender and Khasi Family Structure: Some Implication of the Meghalaya Succession to Self-Acquired Property Act, 1984", *Sociological Bulletin*, Vol. 37, No. 1/2 (March-September, 1988), pp. 71-82
- Nuh, V. K. (2016.) *The Naga Chronicle*, New Delhi: Astral Publications
- Ray, Datta & S. P. Agrawal. (2012.) *Reorganization of Northeast India since 1947*, New Delhi: Concept Publications.
- Scot, James. (2010.) *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Delhi: Orient Black swan (Chapter 1)
- Sharma, C. K. (2012.) "The Immigration Issue in Assam and Conflicts around it" in *Asian Ethnicity*. 13 (3), pp. 306-7
- Sharma, C.K. (2010.) "Religion and Social Change: Neo-vaishnavism vis-à-vis the Tribal Groups in the Brahmaputra Valley" in *Religion and Society in North East India*. Ed. D. Nath. Guwahati/Delhi: DVS Publishers
- Van Schendel, Willem. (2005.) *The Bengal Borderland: Beyond State and Nation in South Asia*, London: Anthem Press. (Chapter 1)
- Verghese, B. G. (1996.) *India's Northeast Resurgent: Ethnicity, Insurgency, Governance, Development*, New Delhi: Konark Publishers (Selected Chapters)
- Zou, David Vamlulian and Satish Kumar. (2011.) "Mapping A Colonial Borderland: Objectifying the Geo-Body of Northeast India", *The Journal of Asian Studies*, Vol. 70. No.1. (February): pp. 140-170

Course Code: SOC/C-10
SOCIOLOGY OF RELIGION

Course Objective:

This course seeks to equip the students with the conceptual and theoretical understanding of the relationship between religion and society. It presents the basic social philosophies of different institutional and non-institutional religions and discusses their changing nature in the contemporary times with special reference to India. This course critically looks at various religious practices and issues in the context of their relation with different social forces.

Course Outcome:

- By the end of the subject students who complete this course will be able to
- Use the sociological imagination to apply sociological perspectives to the study of religion and spirituality.
- To understand how religion interacts with different aspects of society, as well as people's social identities and relations.
- Describe cross-cultural differences in religious organizations.
- Explain religion as a form of social identity for individuals and groups.

Course Contents:

1. Basic Aspects of Religion

- a) Defining Religion, the Scope of Sociology of Religion
- b) Religion, magic and science
- c) Religious experiences: beliefs, practices, myths, mysticism,
- d) Religious organisations: church, sect, cult

2. Sociological perspectives on religion

- a) Emile Durkheim
- b) Max Weber
- c) Malinowski
- d) Clifford Geertz

3. Unit III: Religion and Religiosity in India

- a) Religion and Ideology- Pluralism, Secularism,
- b) Religion and change- Revivalism, Proselytization
- c) Religion and politics- Fundamentalism, Communalism
- d) Indigenous Religions: North East India

4. Religion and Science

- a) Religion, rationality and irrationality
- b) Religion and Secularisation
- c) Science and Indigenous Knowledge systems
- d) Critique of Religion: Karl Marx and Sigmund Freud

5. Contemporary Debates on Religion

- a) Religion and institutions: civil society, media, education
- b) Religion and violence – persecution, sacrifice, mutilation
- c) New religious movement: Gurus, Wellness Coaches and para-churches
- d) Religion and Globalization

Suggestive readings:

- Roberts, K. A., & Yamane, D. (2016). *Religion in sociological perspective* (6th ed.) Thousand Oaks, CA: Sage Publications.
- Turner, B. (1991). *Religion and social theory*. California: Sage
- Brass, P. (2006). Indian secularism in practise. In *Indian Journal of Secularism* . 9(1), 115-132
- Durkheim, E. (2001). *The elementary forms of religious life* translated by Carol Cosman. Oxford: Oxford University Press.
- Eller, J.D. (2007). *Introducing anthropology of religion: Culture to the ultimate*. New York: Routledge
- Geertz, C. (1973). Religion as a cultural system. In *The interpretation of cultures*. New York: Basic Books.
- Freud, S. (1961). *The future of an illusion*. New York: W.W. Norton & Company
- Madan, T.N. (2004) (Ed.) *India's religions: Perspectives from sociology and history*. New Delhi: OUP
- Pandya, S. (2015). New strategies of new religious movements: The case of Art of Living Foundation. In *Sociological Bulletin*. 64(3), 287-304.
- Raines, J. (2002) (Ed.). *Marx on religion*. Philadelphia: Temple University Press
- Robinson, R.(2005). Sociology of Christianity, conversion and secularism in India: Some Reflections. In *Sociological Bulletin*.54(3),473-495
- Saliba, J. (2003). Introduction. In *Understanding new religious movement*. California: Altamira Press.
- Tambiah, S.J. (1990). *Magic, science and religion and the scope of rationality*. Cambridge: Cambridge University Press.
- Upadhyay, S.P and Robinson, R. (2012). Revisiting communalism and fundamentalism in India. In *Economic and Political Weekly*, 47(36), 35-57
- Van Gennep, A. (1960). Introduction. In *The Rites of Passage*. London: Routledge & Kegan Paul.
- Weber, M. (1964). *The sociology of religion*. translated by Ephraim Fischhoff. Boston: Beacon Press
- Jamir, Purchila & Longkumer M. T.(2024) *Indigenous Religion and Baptist Christianity: A comparative study of the Aos*. Chumoukedima: Nagaland Institute of Development Studies, Kohima: NVS Press.

Course Code: SOC/E-5
SOCIOLOGY OF HEALTH

Course objectives:

This course introduces the students to the conceptual and theoretical perspectives to understand the ways in which the medical practice, the medical profession, and medical technology are rooted in society and culture. They will be exposed to the ideas of health and illness of individuals as well as communities with reference to different cultural contexts. This course seeks to familiarize the students with the issues of politics of health in the global context.

Course Outcome:

- Analyze the socio-cultural foundations of medical practice, the medical profession, and medical technology, contextualizing them within broader societal structures and cultural norms. By examining key theoretical perspectives, students will develop a nuanced understanding of how health systems are shaped by social, economic, and political factors.
- Evaluate diverse conceptions of health and illness across different cultural contexts, recognizing the influence of sociocultural beliefs, values, and practices on individual and community health outcomes. Through case studies and comparative analysis, students will gain insight into the ways in which cultural frameworks shape perceptions of health, illness, and healthcare delivery.
- Critically assess the politics of health within the global arena, exploring issues of power, inequality, and social justice in healthcare systems. Students will engage with debates surrounding access to healthcare, healthcare policy, and the role of multinational actors in shaping health outcomes worldwide, drawing on sociological theories and empirical research to interrogate dominant narratives and advocate for equitable healthcare practices.

Course Outline:

1. Conceptualizing Health and Illness

- a) Disease, illness and sickness
- b) Illness narratives
- c) Culture and disease
- d) Medicalisation and de-medicalisation

2. Theoretical Perspectives

- a) Functionalist, Marxist, Feminist
- b) Medicine and Knowledge
- c) Medical Pluralism
- d) Health and Sociology of Body

3. Health Policies and Programmes

- a) Public Health and Community health
- b) Reproductive Health, Mental Health
- c) Disability and Ageism
- d) Epidemic & Immunization

4. Medicine and Medical Systems

- a) Allopathy
- b) Homeopathy
- c) Naturopathy
- d) Indigenous Medicine

5. Debates on Health and Politics in India

- a) Politics of Vaccination & Health Insurance
- b) Pharmaceutical Industries & Marketing
- c) Health as Commodity & Privatization
- d) Universal Health Care

Suggested Readings:

- Cockerham, W.C. (2009). *The New Blackwell Companion to Medical Sociology*. Willey: Blackwell.
- Sujatha, V. (2014) *Sociology of Health and Medicine*, New Delhi, Oxford University Press
- Conrad, P. (1996). Medicalization and Social Control. In *Perspectives in Medical Sociology* (Second Edition), edited by P. Brown. Illinois: Waveland Press.
- Deborah, L. (1997). "Foucault and the Medicalization Critique". In *Foucault, Health and Medicine*, edited by A. Petersen and R. Bunton. New York: Routledge.
- Deborah, L. (2012). *Medicine as Culture: Illness, Disease and the Body*. London: Sage.
- Martin, E. (1987). *The Woman in the Body*. Boston: Beacon Press.
- Scheper-Hughes, N. and L. Wacquant, (eds). (2002). *Commodifying Bodies*. London: Sage.
- Sontag, S. (1990). *Illness, and its Metaphors*. London: Penguin.
- Turner, B. (1992). *Regulating Bodies: Essays in Medical Sociology*. pp. 177-95. New York: Routledge Press.
- Zola, I. (1972). Medicine as an Institution of Social Control. *The Sociological Review*. Vol. 20, No. 4, pp. 487-504.
- Davar, B. (1999). *Mental Health of Indian Women: A Feminist Agenda*. Sage
- Nichter, M. (2008). *Global Health: Why cultural perceptions, social representations and biopolitics matter*. Tucson: University of Arizona Press.
- Quadeer, I. (1988). Reproductive Health: A Public Health perspective. *Economic and Political Weekly*. Vol.33, No.41, pp.2675-84.
- Bode, M. (2008). *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000*. Delhi: Orient Blackswan.
- Foucault, M. (1975). *The Birth of the Clinic: Archaeology of Medical Perception*. New York. Vintage Books.
- Kleinman, A. (1981). *Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology and Medicine*. Berkely. University of California Press
- Turner, B.S. (2000). *The History of the Changing Concepts of Health and Sociology: Social Forms of Health and Illness*. New York. Norton.
- Quaiser, Neshat. (2012). "Tension, Placation, Complaint: Unani and Post-Colonial Medical Communalism in V. Sujatha and Leena Abraham (eds) *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan

Course Code: SOC/E-6
ENVIRONMENT AND SOCIETY

Course Objectives:

It is understood that the focus of environmental studies has moved from sociology of environment to environmental sociology. The course is therefore, designed to focused on the environmental issues in the perspectives of environmental sociology. The course plan aims to provide knowledge and scholarship of sociological basis of environmental concerns in order to understand the human sufferings.

Course Outcome:

- Develop an understanding of the classical sociological thoughts on the interface between environment and society, and the ecological concerns of classical sociologists.
- Analyze current theoretical and empirical paradigms and debates within environmental sociology.
- Critical understanding of contemporary socio-environmental concerns.
- Develop a proper awareness of current policies and practices concerning environmental governance and sustainable development.
- Contextual understanding and examination of critical environmental issues in the northeast region of the country which would empower them to advocate for environment sustainability through research and advocacy.

Course outline:

1. Classical Sociological Thought and Environmental Concerns
 - a) Karl Marx
 - b) Emile Durkhiem
 - c) Max Weber
 - d) The Rise, Decline and Resurgence of Environmental Sociology
2. Contemporary Theoretical parameters in Environmental Sociology.
 - a) Dunlop and Catton
 - b) Ramachadra Guha
 - c) Patrick Geddes
 - d) Synthesis of Society and Environmental Dialectic
3. Socio Environmental concern
 - a) Environment and Population
 - b) Water, Sanitation and Pollution
 - c) Development and Displacement
 - d) Environment and Technology
4. Global Environmentalism
 - a) Global Environmentalism
 - b) Social Impact Assessment of Environmental Issues
 - c) Environmental Justice, Policy and Action
 - d) Sustainable Development
5. Emerging Concerns: Environmental issues in North East India
 - a) Population Immigration and Environmental Issues
 - b) Development- Induced Environmental Problems: Mining, Pollution, Waste Management, etc.
 - c) Deforestation and Problem of Biodiversity Conservation
 - d) Debate on Jhum Cultivation and Commercial Farming

Suggested Readings:

- Gadgil, Madhav and Ramachandra Guha, 1996 – *Ecology and Equity: The use and Abuse of nature and Contemporary India*, New Delhi: OUP.
- Giddens Anthony 1996 – “Global Problems and Ecological Crisis” In *Introduction to Sociology*, 2nd edition. New York: W.W. Norton and Co.
- Michal Redclift, 1984 – *Development and the Environmental Crisis*, Meeheun Co.Ltd. New York.
- Munish, India, 2000- ‘Environment’ in *Sociological Theory*” *Sociological Bulletin* Vol:49 No 2.
- O.L. Riordan 1981 – *Environmentalism*, Pion.
- Schnaiberg Allan, 1980 – *The Environment*, Oxford University Press, New York.
- Sharma, S. I. 1994 – “Perspective on Sustainable Development in South Asia in Shanmad (ed) *Perspective on Sustainable Development in Asia*, Kuala Lumpur, ADIPA.
- Buttle, Frederick II 1987 – *Annual Review of Sociology*, 13, pp 465- 488.
- Catton Williams, Jr and Dunlap Riley E. 1980 – *American Sociologist*, 13, pp 41-49, *American Behavioral Scientist*, 1980, 24 (1) pp 5-30.
- Frederberg, Williams R and Gramling Robert, 1989 – *Sociological Enquiry*, 59 (4) pp 439-453; *Sociological Spectrum*, 1996(16) pp 347-370.
- Krongmann, Naomi T. Darlington, Hoanne Derouen, 1996 – *American Sociologist*. 1996, 27 (3) pp 39-55.
- Arnold, David and Guha Ramachandran, 1995 – *Nature, Culture, Imperialism*. Oxford University Press
- South Commission, 1989 – *The need to reorient development strategies and development the environment*. Oxford University Press.
- UNDP, *Sustainable Development* New York; Oxford University Press.
- World Commission on Environment and Development, 1987 – *Our Common Future*. Brundtland Report, New Delhi; Oxford University press.

Course Code: SOC/E-7
URBAN SOCIETY IN INDIA

Course Objective:

This course introduces the important sociological studies on the concept of urban and the urbanisation process. These studies have been judiciously chosen to encompass the entire range of urban development and studies on its various dimensions in the present day India. The objective of this course is to contribute to the conceptual and applied development of competent human capital on a variety of urban life and urbanization-related issues.

Course Outcome:

- To acquiring proficiency in concepts, theories and methods prevalent in a vast array of urban research
- Trained to conduct professional research in social, economic and ecological dimensions of urban studies,
- Trained for consulting, government and non-government agencies on urban design, urban social form and urban policy

Course Outline:

1. Conceptualizing Urban

- a) Defining city, town, sub-urban
- b) Urbanity, urbanization and urbanism
- c) Urban networks, Metropolitan lives
- d) European and Asian typologies

2. Theoretical Approaches

- a) Louis Wirth, Max Weber & Georg Simmel and Culture of Cities: Histories, Mental life
- b) Robert Park and Urban Ecology: environment, air, parks
- c) Lefebvre & Harvey and Political Economy of City: Markets, Power, Exploitation
- d) Du Bois & Wacquant and Urban Spatiality: ghettos, traffic and sprawl

3. The Under life of Cities

- a) The underclass in cities
- b) Sexual geography of cities
- c) Urban street cultures
- d) Crimes and violence

4. Urban Social Structure and Change

- a) Family, Caste, Religion and Ethnicity
- b) Stratification and Mobility
- c) Voluntary Associations: Resident Welfare Associations, Market Welfare Associations
- d) Urban neighbourhoods, gated communities

5. Urban Experiences in India

- a) South Asian Contexts
- b) Indian: Delhi & Mumbai
- c) North-East Region: Guwahati & Shillong
- d) Nagaland: Dimapur, Kohima and Mokokchung

Suggested Readings:

- Setha M Low. 1996. 'The Anthropology of Cities: Imagining and Theorizing the City', *Annual Review of Anthropology*, Vol. 25, pp. 383 – 409.
- K. A. Cagney et al. 2020. 'Urban Mobility and Activity Space', *Annual Review of Sociology*, Vol. 46, pp. 623 – 648.
- Wacquant, Loic. 1997. Three Pernicious Premises in the Study of the American Ghetto.
- Richard LeGates & F. Stout. 2020. *The City Reader*. London: Routledge.
- Lefebvre, Henri. (1991). 'Chapter 2: Social Space'. In *The Production of Space*. Oxford: Basil Blackwell Ltd.
- Park, Robert E., Ernest W. Burgess and Roderick D. McKenzie (Eds). (2019). *The City*. Chicago: University of Chicago Press.
- Redfield, Robert and Milton B. Singer. (1954). 'The Cultural Role of Cities'. In *Economic Development and Cultural Change*, 3 (1), 53-73.
- Simmel, Georg. (1903). 'The Metropolis and Mental Life'. In *The Blackwell City Reader* 2002.
- Ed. Gary Bridge and Sophie Watson. Wiley-Blackwell: Blackwell Publishing Ltd.
- Mumford, L. (2009). *The city in history: Its origins, its transformations, and its prospects*. San Diego, Calif: Harcourt.
- Coelho, K. & Ashima Sood. 2022. 'Urban Studies in India across the millennial turn', *Urban Studies Journal*, Vol. 59, No. 13, pp. 2613 – 1637.
- Patel, S. & Deb, K. (Eds.). (2006). *Urban Studies*. Oxford India Paperbacks. New Delhi
- Sujata Patel. 2022. *Neoliberalism, Urbanization and Aspirations in Contemporary India*. Oxford: Oxford University Press.
- Sharon Zukin. 1980. 'A Decade of the New Urban Sociology', *Theory and Society*, Vol. 9, No. 4 (Jul., 1980), pp. 575-601.
- B. Robert Owens. 2012. Mapping the City: Innovation and Continuity in the Chicago School of Sociology, 1920–1934, *The American Sociologist*, September 2012, Vol. 43, No. 3 (September 2012), pp. 264-293.
- N Jayaram. 2010. Revisiting the City: The Relevance of Urban Sociology Today. *Economic and Political Weekly*, Vol. 45, No. 35. pp. 50-57
- Marie-Hélène Zerah. 2017. *Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns*. New Delhi: Springer
- Karen Coelho, Lalitha Kamath & M. Vijayabaskar. 2013. *Participolis: Consent and Contention in Neoliberal Urban India*. New Delhi: Routledge.
- Janaki Nair. 2007. *The Promise of Metropolis: Bangalore*. New Delhi: Oxford University Press.
- Dolly Kikon; Duncan McDuie-Ra. 2020. *Ceasefire City: Militarism, Capitalism, and Urbanism in Dimapur*. New Delhi: OUP
- Sutapa Sengupta & Bibhash Dhar. 2004. Shillong: A Tribal Town in Transition. Reliance Publishing House. NEICSSR.
- Daisy das. 2008. Urban Quality of Life: A Case Study of Guwahati. *Social Indicators Research*. Vol. 88, No. 2, pp. 297 – 310.
- Duncan McDuie-Ra. 2016. *Borderland City in New India*. Amsterdam: Amsterdam University Press.
- Alan Harding & Talja Blokland. 2014. *Urban Theory: A critical introduction to power, cities and urbanism in the 21st century*. London: Sage.
- Harvey, David. (2012). 'The Right to the City'. In *Rebel Cities: From the Right to the City to the Urban Revolution*. Verso: New Left Books.
- R B Bhagat. 2011. Emerging Pattern of Urbanisation in India. *Economic and Political Weekly*, Vol. 46, No. 34. pp. 10-12
- M. Amarjeet Singh and Komol Singha. 2020. *Understanding Urbanisation In Northeast India: Issues and Challenges*. London: Routledge.
- S. Janakarajan, Marie Llorente, Marie-Hélène Zerah. 2006. Urban water conflicts in Indian cities: Man-made scarcity as a critical factor. Barraque B. Tejada Guibert A. (eds)

- Urban water conflicts”, an analysis of the origins and nature of water-related unrest and conflicts in the urban setting.* UNESCO Working series SC-2006/WS/19, 2006.
- Anil Kumar Vaddiraju. 2016. *Urban Governance and Right to the City.* Economic & Political Weekly EPW AUGUST 6, 2016 Vol II no 32. Pp. 21-24.
- Tom Barnes. 2015. *Informal Labour in Urban India: Three cities, three journeys.* London: Routledge.
- Tommaso Bobbio. 2015. *Urbanisation, Citizenship and Conflict in India: Ahmedabad 1900-2000.* London: Routledge.
- Virginus Xaxa, Debdulal Saha, Rajdeep Singha. 2018. *Employment and Labour Market in North-East India: Interrogating Structural Changes.* New Delhi: Routledge.
- Pablo Shiladitya Bose. 2018. *Urban Development in India: Global Indians in the Remaking of Kolkata.* New Delhi: Routledge.
- Binti Singh, Manoj Parmar. 2019. *Smart City in India: Urban Laboratory, Paradigm or Trajectory.* London: Routledge.
- Gavin Shatkin. 2013. *Contesting the Indian City: Global Visions and the Politics of the Local.* West Sussex: John Wiley & Sons-Wiley Blackwell.
- Awadhendra Sharan. 2014. *In the City, Out of Place.* New Delhi: OUP. Annapurna Shaw. 2012. *Indian Cities.* New Delhi: OUP
- Anil Kumar Vaddiraju. 2021. *Urban Governance and Local Democracy in South India.* New Delhi: Routledge.
- R. Ramachandran. 1990. *Urbanization and Urban Systems in India.* Delhi: OUP.
- Indra Munshi. 2022. *Patrick Geddes Contribution to Sociology and Urban Planning: Vision of a City.* New Delhi: Routledge.
- N. munoth, T. Zumu & S. H. Gajbhiye. 2022. ‘City of the Indigenous people: a study of Kohima City, Nagaland’, in Uday Chatterjee, Anil Kashyap and D. Mahata. (eds.) *Indigenous People and Nature*, pp. 61 – 81. Elsevier
- Sadan Jha. 2022. *Social City: Urban Experience and Belonging in Surat.* New Delhi: Routledge. Ravi Kalia. 1990. *Chandigarh: The Making of an Indian City.* New Delhi: OUP.
- Sanjay Srivastava. 2022. *Masculinity, Consumerism and the Post-National Indian City: Streets, Neighbourhoods, Home.* Oxford: Cambridge University Press.
- Amita Baviskar. 2020. *Uncivil City: Ecology, Equity and the Commons in Delhi.* Delhi: Sage.
- Rashmi Sadana . 2022. *The Moving City: Scenes from the Delhi Metro and the Social Life of Infrastructure.* Oakland: University of California Press.
- Nikhil Anand. 2017. *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai.* Durham & London: Duke University Press.

Course Code: SOC/E-8
SOCIOLOGY OF ENTREPRENEURSHIP DEVELOPMENT

Course Objective:

This course seeks to map the prospects and challenges of entrepreneurship in the context of a tri-partite perspective of economic capital, social capital, and human capital. This course across its various units attempts to understand and grasp the multiplicity of factors in entrepreneurship development, namely, theoretical foundations, managerial requisites, fields of application, governance mechanisms, scope for technology and innovations, successful models, ethical perimeter, and future possibilities.

Course Outcome:

- By the end of the subject students who complete this course will be able to
- Understand the nuances of different terms and concepts in entrepreneurship
- Equipped with the knowledge of varied aspects of entrepreneurship, the issues and challenges and ways to mitigate those concerns.

Course Outline

1. Introduction to Entrepreneurship

- a) Entrepreneurship: Concepts and Issues
- b) Theoretical Foundations of Entrepreneurship
- c) Entrepreneurship Development in the Global Perspective
- d) Entrepreneurship Development in the East: An Indian Perspective

2. Project Management

- a) Nature and Roles
- b) Functions and Levels in Management
- c) Planning and Decision- Making in Organization
- d) Leadership in Organization: Coordination, Direction, Communication, and Control

3. Social Entrepreneurship

- a) Theory and Practice
- b) Social Entrepreneurship and Social Capital
- c) Dynamics of Leadership
- d) Social Entrepreneurship and Value Creation

4. Women Entrepreneurship

- a) Importance of Women entrepreneurship
- b) Constraints and Barrier/Challenges for the development of Women entrepreneurship
- c) Promotion and process of Women entrepreneurship
- d) Schemes for Women entrepreneurship

5. Entrepreneurship in India: Issues and Challenges

- a) Micro and Small Enterprises (MSEs)
- b) Entrepreneurship: Case Studies of North-East India
- c) Rural Entrepreneurship: Case study of Nagaland
- d) Challenges of Entrepreneurship: Crises of Management, Ethics, Accountability, and Transparency

Suggested Readings:

- Bhargava, Shivganesh (Ed.). 2007. *Developmental Aspects of Entrepreneurship*. Los Angeles, London, New Delhi, Singapore: Response, Business Books from Sage.
- Bhargava, Shivganesh (Ed.). 2008. *Entrepreneurial Management*. Los Angeles, London, New Delhi, Singapore: Response, Business Books from Sage.
- Carayannis, Elias G. and Sipp, Caroline M. 2006. *E-Development toward the Knowledge Economy: Leveraging Technology, Innovation and Entrepreneurship for "Smart" Development*. London and New York: Palgrave Macmillan.
- Fayolle, Alain. 2007. *Entrepreneurship and New Value Creation: The Dynamic of the Entrepreneurial Process*. Cambridge: Cambridge University Press.
- Keilbach, Max; Tamvada, Jagannadha Pawan; and Audretsch, David B. (Eds.). 2009. *Sustaining Entrepreneurship and Economic Growth: Lessons in Policy and Industry Innovations from Germany and India*. Berlin and Heidelberg: Springer-Verlag.
- Kidd, John B. and Richter, Frank-Jürgen. 2006. *Development Models, Globalization and Economies: A Search for the Holy Grail?* London and New York: Palgrave Macmillan.
- Mathur, Krishna Mohan; Kumar, Pragya Mathur; Mathur, Shiv Shubhang; and Mathur, Nandita Narayan. 2010. *New Horizons in Indian Management*. Delhi: Kalpaz Publications.
- Morck, Randall K. (Ed.). 2007. *A History of Corporate Governance around the World: Family Business Groups to Professional Managers*. Chicago and London: The University of Chicago Press.
- Naudé, Wim (Ed.). 2011. *Entrepreneurship and Economic Development*. London and New York: Palgrave Macmillan in association with the United Nations University – World Institute for Development Economics Research.
- Parker, Simon C. 2009. *The Economics of Entrepreneurship*. Cambridge: Cambridge University Press.
- Phan, Philip H.; Venkataraman, Sankaran; and Velamuri, S. Ramakrishna (Eds.). 2008. *Entrepreneurship in Emerging Regions Around the World: Theory, Evidence and Implications*. Cheltenham, UK; Northampton, MA, USA: Edward Elgar.
- Praszkier, Ryszard, and Nowak, Andrzej. 2012. *Social Entrepreneurship: Theory and Practice*. Cambridge: Cambridge University Press.
- Shionoya, Yuichi, and Nishizawa, Tamotsu (Eds.). 2008. *Marshall and Schumpeter on Evolution: Economic Sociology of Capitalist Development*. Cheltenham, UK; Northampton, MA, USA: Edward Elgar.
- Tomlinson, B. R. 2008 (First Published in 1993). *The New Cambridge History of India: Volume III: The Economy of Modern India, 1860-1970*. Cambridge: Cambridge University Press.
- Urban, Boris (Ed.). 2010. *Frontiers in Entrepreneurship*. Berlin and Heidelberg: Springer-Verlag.

Course Code: SOC/R
RESEARCH PROJECT (18 CREDIT)

Learning Outcomes:

By the end of the course, students will be capable of-

- Independently conducting sociological research.
- Demonstrate proficiency in qualitative and quantitative research methods.
- Produce a rigorous and original dissertation aligned with academic standards.
- Present and defend their research effectively.

SOC/R: Module-I
Research Foundation (3 Credit)

Topics:

- Research Design: Exploratory, Descriptive, and Explanatory
- Sampling Techniques: Probability and Non-Probability Sampling
- Data Collection Methods:
 - Surveys, Interviews, Focus Groups, Ethnography, Participant Observation
- Data Analysis Techniques:
 - Quantitative: Statistical Tools (SPSS, Excel)
 - Qualitative: Thematic Analysis, Content Analysis, Grounded Theory
- Ethical Considerations in Research

SOC/R: Module-II
Research Proposal (2 Credit)

Topics:

- Identifying Research Problems
- Literature Review and Research Gap Analysis
- Defining Research Objectives and Hypotheses
- Formulating Research Questions
- Writing a Research Proposal

Outcome: Submission of a research proposal (3,000–5,000 words).

SOC/R: Module-III
Theoretical Frameworks and Literature Review (2 Credit)

Topics:

- Formulating a Theoretical framework by Selecting Relevant Sociological Theories
- Conceptual Framework
- Writing a Critical and Analytical Literature Review

Outcome: Submission of a literature review (3,000–4,000 words).

SOC/R: Module- IV
Fieldwork and Data Collection (3 Credit)

Topics:

- Planning and Executing Fieldwork
- Challenges in Data Collection: Reflexivity, Positionality, and Bias
- Techniques for Recording and Managing Data
- Utilizing Secondary Data Sources

Outcome: Fieldwork report and submission of raw data (transcripts, notes, datasets).

SOC/R: Module-V
Data Analysis and Interpretation (2 Credit)

Topics:

- Coding and Categorizing Data
- Using Analytical Software (NVivo, SPSS, R)
- Statistical Analysis and Visualization
- Qualitative Data Interpretation: Narratives, Patterns, Themes
- Linking Data to Theoretical Frameworks

Outcome: Analytical report based on collected data (3,000–4,000 words).

SOC/R: Module-VI (5 Credit)
Writing the Dissertation

Topics:

- Structuring the Dissertation: Introduction, Methodology, Results, Discussion, Conclusion
- Writing Style: Clarity, Consistency, and Academic Integrity
- Referencing and Citation (APA, MLA, Chicago)
- Editing and Proofreading Techniques

Outcome: Submission of the final dissertation (Font size-12, Font style- Times New Roman, Spacing 1.5, Word Count- 12,000–15,000 words).

SOC/R: Module-VII
Viva-Voce and Presentation (1 Credit)

Creating Effective Presentations
Viva-voce (defence of Dissertation)