



**Darrang College
(Autonomous),
Tezpur-784001**

Syllabus for FYUGP

Subject: SOCIOLOGY

Course Type: MAJOR

Approved by:

Board of Studies meeting held on 22-12-2025

&

Academic Council vide Resolution no. 2, dated- 29-12-2025

Programme Name – FYUGP in Sociology (MAJOR)

Introduction:

The Four Year Undergraduate Programme (FYUGP) is based on the National Educational Policy (NEP), 2020 framework. The Major, Minor courses are introduced with a vision to articulate between the conceptual, theoretical and empirical social reality. It will further enhance critical thinking of the learners through the use of sociological imagination.

Aims of FYUGP in Sociology –

- To introduce students to the field of sociology and its basic concepts.
- To provide an understanding of the historical development of the discipline of Sociology.
- To introduce the students to a sociological way of thinking.
- To provide a foundation for specialized courses in Sociology.

Programme Outcomes –

- The programme will enable to comprehend social reality through sociological concepts and analysis.
- The programme will enable to assist students for higher studies, competitive exams and sociological research aptitude.
- The programme is designed to develop critical analyses of various societal phenomena by applying a theoretical perspective.
- The programme will be useful for understanding the culture, process of social change of different societies.
- The programme aims to equip to understand the social differences, inequality and its various forms such as Gender, Caste, Class etc. and also about differences in social behavior and human actions.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.

- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement)

Course Structure -

Detail syllabus of 1st semester

Title of the Course	Introduction to Sociology (Major)
Course Code	SOC-MJ-01014
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 (Assignment/ seminar/ Group Discussion) + 20 (sessional examination)+ 06 (sudden test) + 04 (attendance).

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Sociology and Society	10	05	00	15
Unit 2	Sociology discipline and Perspective	10	05	00	15
Unit 3	Basic Concepts	10	05	00	15
Unit 4	Culture and Society	10	05	00	15

Detailed Syllabus Unit wise
Introduction to Sociology (Major)
Paper Code – SOC-MJ-01014

SEMESTER 1

Course Objective:

The course intends to familiarize the students with the origin and concepts of the discipline of Sociology.

Course Outcomes:

- a) Acquire knowledge about the field of sociology and its basic concepts.
- b) Understand the historical trajectory of the discipline of sociology
- c) The course will help the students to enhance their thinking in a sociological way.
- d) To provide a foundation for other more detailed and specialised course in sociology.

Unit 1: Sociology: Origin, Nature and Scope

- a) Thinking Sociologically
- b) Meaning, nature, scope of Sociology
- c) Sociology as a Science (Comte, Marx, Weber, Durkheim)
- d) Emergence of Sociology and Social Anthropology

Unit 2: Sociology and other Social Sciences

- a) Sociology and Anthropology
- b) Sociology and Philosophy
- c) Sociology and Psychology
- d) Sociology and Economics
- e) Sociology and History

Unit 3: Basic Concepts

- a) Society – meaning, definition and characteristics

- b) Social Groups – meaning, features and types
- c) Socialization, Social Control, Status and Role, Community, Association and Institution
- d) Social Change- meaning, nature and factor

Unit 4: Culture and Society

- a) Culture and Society – meaning and types
- b) Ethnocentrism, Cultural Relativism, Cultural Pluralism, Diversity
- c) Approaches to study culture
- d) Process of culture – diffusion, assimilation, acculturation, enculturation, cultural lag.

Reference

- Bottomore, T.B. (1972). *Sociology: A Guide to Problems and Literature*. Bombay: George Allen and Unwin (India).
- Giddens, Anthony. (2010). *Sociology*. Cambridge: Pility Press.
- Harlambos, M. (1998). *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
- Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall.
- Johnson, Allan G. (2008). *The Forest and the Trees: Sociology as Life Practice and Promise*. Philadelphia: Temple University Press. Introduction and Chapter 1, 'The Forest, the Trees and One Thing', (pp. 1-36).
- Beteille, Andre. (2009). *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press. Chapter 1, 'Sociology and Common Sense', (pp.13-27).
- Garner, James Finn. (1994). *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*. New Jersey: John Wiley & Sons Inc. Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'
- Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill. Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', (pp.13-46).
- Beteille, Andre. (1985). *Six Essays in Comparative Sociology*. New Delhi: Oxford University Press. Chapter 1, 'Sociology and Social Anthropology', (pp.1-20).
- Beteille, Andre. (2002). *Sociology: Essays in Approach & Method*. New Delhi: Oxford University Press. Chapter 2, 'Sociology and Social Anthropology', (pp.28-54).
- Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*. London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', (pp.65-80).
- Beattie, J. (1964). *Other Cultures: Aims, Methods and Achievements in Social Anthropology*. London: Routledge & Kegan Paul Ltd. Chapter 2, 'Social Anthropology and Some Other Sciences of Man', (pp. 25-29).
- Burke, Peter. (1980). *Sociology and History*. London: George Allen and Unwin. Chapter 1, 'Sociologists and Historians', (pp.13-30).

- MacIver, Robert M and Page, Charles Hunt. (1949). *Society*. New York: Rinehart. Chapter 10, 'Types of Social Groups', (pp.213-237).
- Horton, Paul B. and Hunt, Chester L. (2004). *Sociology*. New Delhi: Tata McGraw-Hill. Chapter 8, (pp.185-209).
- Horton, Paul B. and Hunt, Chester L. (2004). *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, (pp.210-229).
- Firth, Raymond. (1956). *Human Types*. Thomas Nelson & Sons. Chapter 3, 'Work and Wealth of Primitive Communities', (pp.71-97).
- Bierstedt, Robert. (1974). *The Social Order*. New York: McGraw Hill Book Company. Part 3, Chapter 5, 'The Meaning of Culture', (pp.125-151), Chapter 6, 'The Content of Culture', (pp.152-187), Chapter 7, 'The Acquisition of Culture', (pp.188-212).
- Redfield, Robert. (1956). *How Human Society Operates*. In Harry L. Shapiro (Ed.) *Man, Culture and Society* (pp.345-368). New York: Oxford University Press.
- Bierstedt, Robert. (1974). *The Social Order*. McGraw Hill. Chapter 20, 'The Problem of Social Change' (pp.527-567).
- Ritzer, George. (2004). *The McDonaldisation of Society*. Pine Forge Press. Chapter 1, 'An Introduction to McDonaldisation', (pp.1-20), Chapter 2, 'McDonaldisation and Its Precursors' (pp.21-39), Chapter 9, 'McDonaldisation in a Changing World', (pp.167-199).

Course Name – Understanding Society in India (Major)

Course Code – SOC-MJ-02024

SEMESTER 2

Course Objectives-

- To understand India as an object of Sociological study and knowledge
- To understand the existing and evolving discourses and ideologies on Indian society.
- To understand key concepts and institutions which are useful for understanding of Indian society.

Course Outcomes –

- The course will enable students to have an understanding on when, how and in what context sociology as an academic discipline has emerged in India.
- The course will enable students to acquire broad overview on various issues, concerns and overall social situations of Indian society by looking at diverse concern of sociologist of India since the time of its inception as an academic discipline.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Title of the Course	Introduction to Sociology (Major)
Course Code	SOC-MJ-02024
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 (Assignment/ seminar/ Group Discussion) + 20 (sessional examination)+ 06 (sudden test) + 04 (attendance).

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	India an object of Knowledge	10	05	00	15
Unit 2	Indian Society-Concepts	10	05	00	15
Unit 3	Indian Society	10	05	00	15
Unit 4	India Society: Institutions	10	05	00	15

Detailed Syllabus Unit Wise

Unit 1: India an object of Knowledge

- a) The Colonial Discourse
- b) The Nationalist Discourse
- c) The Subaltern Approach

Unit 2: Indian Society-Concepts

- a) Caste and Class
- b) Tribe
- c) Gender

Unit 3: Indian Society: Types

- a) Rural Society

- b) Urban Society
- c) Industrial Society

Unit 4: Indian Society: Institutions

- a) Kinship
- b) Family and Marriage
- c) Religion

Reference:

- Cohn, B.S. (1990). *An Anthropologist among the Historian and other Essays*. Delhi: Oxford University Press. (Pp.136-171).
- Kaviraj, S. (2010). *The Imaginary Institution of India*. Ranikhet: Permanent Black. (pp. 85-126).
- Guha, R. (1982). *Subaltern Studies, Volume I*. Delhi: Oxford University Press. (pp.1-8).
- Srinivas, M.N. (1969). *The Caste System in India*. In A. Béteille (Ed.), *Social Inequality: Selected Readings* (pp.265-272). Harmondsworth: Penguin Books.
- Mencher, J. (1991). *The Caste System Upside Down*. In D. Gupta (Ed.), *Social Stratification* (pp.93-109). Delhi: Oxford University Press.
- Dhanagare, D.N. (1991). *The Model of Agrarian Classes in India*. In D.Gupta (Ed.), *Social Stratification* (pp. 271-275). Delhi: Oxford University Press.
- Breman, J. (1999). *The Study of Industrial Labour in Post-Colonial India: The Formal Sector*. *Contributions to Indian Sociology*, 33(1&2),pp.1-41.
- Haimendorf, C. V. F. (1967). *The Position of Tribal Population in India*. In P. Mason, *India and Ceylon: Unity and Diversity*. New York: Oxford University Press. Chapter 9
- *Village: Structure and Change* (Week10) Srinvas, M. N. (1987). *The Dominant Caste and Other Essays*. Delhi: Oxford University Press. (pp. 20-59).
- *Kinship: Principle and Pattern* (Week11) Karve, I. (1994). *The Kinship Map of India*. In P. Uberoi (Ed.), *Family, Kinship and Marriage in India* (pp.50-73). Delhi: Oxford University Press.

Course Name – Classical Sociological Theory

Course Code – SOC-MJ-03034

SEMESTER 3

Course Objectives-

- The course will introduce the students to the historical and intellectual context that led to the emergence of Sociological theory.
- This course encourages comparative understanding of different theoretical traditions within classical Sociology.
- This course will help the students to understand the major theoretical framework developed by these thinkers and their relevance to modern sociology.

Course Outcomes–

- Ability to comprehend the emergence of sociology as a distinct discipline in response to social change and development.
- Ability to comprehend social reality through the application of sociological theories.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.

- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement).

Course Structure -

Detail syllabus of 3rd semester

Title of the Course	Classical Sociological Theory
Course Code	SOC-MJ-03034
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Emergence of Sociological Theory	10	05	00	15
Unit 2	Karl Marx	10	05	00	15
Unit 3	Emile Durkheim	10	05	00	15
Unit 4	Max Weber	10	05	00	15

Unit 1 : Emergence of Sociological Theory

- a) Historical and intellectual context
 - i) The Enlightenment – The Intellectual origin
 - ii) Two revolutions – Industrial and French Revolution.

- b) Auguste Comte and Positivism
- c) Herbert Spencer and organic analogy

Unit 2 : Karl Marx

- a) Historical Materialism
- b) Class and class struggle
- c) Capital and surplus value
- d) Mode of production
- e) Alienation

Unit 3: Emile Durkheim

- a) Rules of Sociological method
- b) Collective conscience and solidarity
- c) Suicide
- d) Religion
- e) Division of labour

Unit 4: Max Weber

- a) Verstehen
- b) Ideal type
- c) Social action.
- d) Power, authority, bureaucracy
- e) The protestant ethics and the spirit of capitalism.

Readings:

*Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*. London: Allen and Unwin, Chapter 4, 'The Social Sciences, History and Philosophy', (Pp.65-80).

• Maciver, Robert M and Page, Charles Hunt. (1949). *Society*. New York: Rinehart. Chapter 10, 'Types of Social Groups, (pp. 213-237).

• Horton, Paul B. and Hunt, Chester L. (2004). *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, (pp. 185-209).

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• Firth, Raymond. (1956). *Human Types*. Thomas Nelson & Sons. Chapter 3, 'Work and Wealth of Primitive Communities, (pp.71-97).

- Bierstedt, Robert. (1974). *The Social Order*. McGraw Hill. Chapter 20, *The Problem of Social change* (pp.527-567)

- Ritzer, George. (2004). *The McDonaldisation of Society*. Pine Forge Press. Chapter 1, 'An Introduction to McDonaldisation', (pp. 1-20), Chapter 2, *McDonaldisation and Its Precursors*' (pp. 21- 39), Chapter 9, 'McDonaldisation in a Changing World', (pp. 167- 199). Unit 3 *Culture and Society*

- Bierstedt, Robert. (1974). *The Social Order*. New York: McGraw Hill Book Company. Part 3, Chapter 5, 'The Meaning of Culture', (pp. 125-151), Chapter 6, 'The Content of Culture', (pp. 152-187), Chapter 7, 'The Acquisition of Culture', (pp.188-212).

- Redfield, Robert. (1956). *How Human Society Operates*. In Harry L. Shapiro (Ed.) *Man, Culture and Society* (pp.345-368). New York: Oxford University Press.

- Sumner, W.G. (2007). *Folkways: A Study of Mores, manners, Customs and Morals*. India. Cosimo Classics

- Ogburn, W.F. and M.F. Nimkoff (1940) *Sociology*, California, University of California

Unit 4. Max Weber

- Gerth, H.H. and Mills, C. Wright. (Eds.).(1948). *From Max Weber: Essays in Sociology*. London: Routledge and Kegan Paul. Introduction.

- Aron, R. (1967). *Main Currents in Sociological Thought*. London: Weidenfeld and Nicholson. Vol. 2. (pp.177-252).

- Calhoun, J. Craig.(2007). *Classical Sociological Theory* (2nd Ed.). West Sussex: Blackwell. (pp.205-274).

- Jayapalan, N. (2001). *Sociological Theories*. New Delhi: Atlantic Publisher.(pp.97-115).

Semester 3

Paper Name - Social Stratification

Paper Code – SOC-MJ-03044

Course Objectives-

- To acquaint the students with the meaning of social stratification.
- To acquaint the students with the theoretical perspective on social inequality.

Course Outcomes–

- Ability to understand the meaning and forms of stratification.
- Ability to comprehend the theoretical perspectives on social stratification and their applications in the study of forms of social inequality, mobility and reproduction.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 3rd semester

Title of the Course	Social Stratification
Course Code	SOC-MJ-03044
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introducing Stratification	10	05	00	15
Unit 2	Theories of Stratification	10	05	00	15
Unit 3	Identities and Inequalities	10	05	00	15
Unit 4	Mobility and Reproduction	10	05	00	15

Unit 1: Introducing Stratification

- a) Meaning and nature, Scope of stratification
- b) Forms of social stratification

Unit 2: Theories of Stratification

- a) Marxist, Weberian approach
- b) Functionalism

Unit 3: Identities and Inequalities

- a) Caste, Class, Race and Ethnicity
- b) Gender and Disability

Unit 4: Mobility and Reproduction

- a) Social mobility and its types
- b) Social Reproduction

READING LIST

- Beteille, André. (1977). *Inequality among Men*. London: Blackwell. Chapter 1, (pp. 1-22).
 - Tawney, R. H. (1964). *Equality*. London: Unwin Books. Chapter 1, (pp. 33-56).
 - Worsley, Peter. (1970). *Introducing Sociology* (2nd Ed.). Harmondsworth: Penguin Books. Chapter 8, (pp. 395 - 408).
 - Bendix, Reinhard. (1974). *Inequality and Social Structure: A Comparison of Marx and Weber* *American Sociological Review*, 39(2), pp. 149-161.
 - Bottomore, T. B. (1966). *Classes in Modern Society*. New York: Pantheon Books. Chapters. 2 & 3, (pp.9-75).
 - McLellan, David. (1995). *The Thought of Karl Marx*. London: Papermac. Part 2, Chapter 6, (pp. 182-194).
 - Weber, Max, Gerth, Hans Heinrich and Mills, C. Wright. (1946). *From Max Weber*. New York: Oxford University Press. Chapter VII, (pp. 180-195).
- Davis, Kingsley, and Moore, Wilbert E. (1945). *Some Principles of Stratification*. *American Sociological Review*, 10(2), pp. 242-249.
- Davis, Kingsley & Moore, Wilbert E. (1953). *Some Principles of Stratification: Critical Analysis: Reply*. *American Sociological Review*, 18(4), pp. 394-397.
 - Stinchcombe, Arthur L. (1963). *Some Empirical Consequences of the Davis-Moore Theory of Stratification*. *American Sociological Review*, 28(5), pp. 805-808.
 - Tumin, Melvin M. (1953). *Some Principles of Stratification: A Critical Analysis*. *American Sociological Review*, 18(4), pp. 387-394.
 - Wrong, Dennis H. (1959). *The Functional Theory of Stratification: Some Neglected Considerations*. *American Sociological Review*, 24(6), pp. 772-782.

- Bailey, F.G. (1963). Closed Social Stratification in India. *European Journal of Sociology*, 4(1), pp. 107-124.
- Jain, Ravindra K. (1996). Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh. *Economic and Political Weekly*, 31(4), pp. 215-223.
- Omi, Michael & Winant, Howard. (1986). *Racial Formation in the United States*. New York: Routledge & Kegan Paul. Chapters 1 & 4, (pp. 14-24, 57-69).
- Pitt-Rivers Julian Alfred. (1967). *Race Color and Class in Central America and the Andes*. *Daedalus*, 96(2), pp. 542-559.
- Acker, Joan. (1973). Women and Social Stratification: A Case of Intellectual Sexism. *American Journal of Sociology*, 78(4), pp. 936-944.
- Collins, Patricia Hill. (1993). Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. *Race, Sex & Class*, 1(1), pp. 25-45.
- Mitchell, Juliet. (1971). *Woman's Estate*. Harmondsworth: Penguin. Chapter 5, (pp. 99-122).
- Bottero, Wendy. (2005). *Stratification*. London: Routledge. Chapters 12 & 14, (pp. 205-223 & 246-258).
- (1973). *Cultural Reproduction and Social Reproduction*.

<https://edu301s2011.files.wordpress.com/2011/02/cultural-reproduction-and-social-reproduction.pdf>

Semester 4

Paper Name - Sociological Research Method

Paper Code – SOC-MJ-04054

Course Objectives–

- To identify the underline characteristics of sociological analysis
- To distinguish a sociological perspective from other perspective.

Course Outcomes–

- To familiarize the students with different tools and techniques of social research
- To apply the methods of good research in the study of social phenomena

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 4th semester

Title of the Course	Sociological Research Method
Course Code	SOC-MJ-04054
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	The philosophy of Research Methodology	10	05	00	15
Unit 2	Methodological Perspectives	10	05	00	15
Unit 3	Modes of Enquiry	10	05	00	15
Unit 4	Data analysis and report writing	10	05	00	15

Unit 1: The philosophy of Research Methodology

- a) Epistemology and ontology
- b) Positivism and Hermeneutics
- c) Objectivity and subjectivity in social science

Unit 2: Methodological Perspectives

- a) Comparative Method

- b) Feminist Method
- c) Ethnography

Unit 3: Modes of Enquiry

- a) Qualitative and Quantitative
- b) Observation method and its types
- c) Interview and questionnaire

Unit 4: Data analysis and report writing

- a) Ethical issues in data collection and analysis
- b) Visual representation of data (table, graph etc.)
- c) Citation, Reference and Bibliography

Readings:

1. Bailey, Kenneth. D. (1978). *Methods of Social Research*. New York: Free Press.
2. Beteille, A. & Madan, T.N. (1975). *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House.
3. Bryman, Alan. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman.
4. Claire, S. et al. (1962). *Research Methods in Social Relations*. New York: Molt, Reinchart and Whinstone
5. Dominwski, R.L. (1980). *Research Methods*. New Jersey: Prentice Hall.
6. Goode, W.J. & Hatt, P.K. (1952). *Methods in Social Research*. New York: McGraw Hill.
7. Geertz, Clifford. (1973). *Interpretation of Cultures*. New York: Basic Books, Ch.I.
8. Gupta, Akhil & Ferguson, James. (1997). *Anthropological Locations*. Berkeley: University of California Press, pp. 1-46.
9. Gupta, S. P. (1990). *Elementary Statistical Methods*. New Delhi: Sultan Chand.
10. Merton, R. K. (1972). *Social Theory and Social Structure*. Delhi: Arvind Publishing House, Chapters 4 & 5.
11. Morgan, David L. (1996). Focus Groups. *Annual Review of Sociology*, Vol. 22, pp: 29-52.
12. Moser, C. A. & Kalton, G. (1971). *Survey Methods in Social Investigations*. London: Heinemann Educational Books, Chapters 1-4.
13. Punch, Keith. (1996). *Introduction to Social Research*. London: Sage.

14. Seltiz, Claise et al. (1959). Research Methods in Social Relation. New York: Henry Holt and Co.
15. Shipman, Martin. (1988). The Limitations of Social Research. London: Sage.
16. Srinivas, M.N. & Shah, A.M. (1979). Fieldworker and the Field. Delhi: Oxford University Press.
17. Wampold, B.E. and Drew, D.J. (1990). Theory and Application of Statistics. McGraw Hill.
18. Young, P.V. (1988). Scientific Social Survey and Research. New Delhi: Prentice Hall.

Semester 4

Course Name - Rural Sociology in India

Course Code – SOC-MJ-04044

Course Objectives-

- Rural sociology studies the various components of rural social structure such as village community, family, caste etc.
- It also analysis the effect of religion, custom and tradition on rural social structure.

Course Outcomes–

- Ability to understand the meaning of rural social organization, its structure, function and objective tendencies of development.
- Ability to critically evaluate the village conditions and developmental programs and policies.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.

- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 4th semester

Title of the Course	Rural Sociology in India
Course Code	SOC-MJ-04044
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introducing rural sociology	10	05	00	15
Unit 2	Rural agrarian social structure	10	05	00	15
Unit 3	Rural institution	10	05	00	15
Unit 4	Rural India In Transition	10	05	00	15

Unit 1: Introducing rural sociology

- a) Meaning, definition, nature and scope of Rural Sociology.

- b) Perspectives of rural sociology.
- c) Rural – Urban differences and the types of Indian village communities.

Unit 2: Rural agrarian social structure

- a) Agrarian social structure- Caste and Class
- b) Agrarian unrest and farmers movement in India and North – East India.
- c) Rural poverty in India: conditions and problems of the agricultural labourers.

Unit 3: Rural institution

- a) Rural social institution – Family, Caste, Jajmani relation
- b) Rural economy – land ownership and types
- c) Rural politics – Democratic Decentralization, Panchayati raj institution: structure and function, power to women and weaker section.

Unit 4: Rural India in transition

- a) Trends in rural change: nature and dimension, agents of change (corporate initiatives in agriculture and its implications) and globalization and its impact on rural society.
- b) Programs of rural development
- c) Process of change in rural society – green revolution, migration, mobility.

Readings:

1. Bhattacharya, Vivek R. (1983). *The New Strategies of Development in Village India. Metropolitan.*
2. Berch, Berberogue. (Ed.) (1992). *Class, State and Development in India.* New Delhi: Sage.
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19. Maheshwari, S.R. (1985). *Rural Development in India*. New Delhi: Sage Publication.
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Semester 4

Course Name - Sociology of Religion

Course Code – SOC-MJ-04064

Course Objectives-

- The course aims to make the students understand religion and various religious aspects.
- To understand the relation between religion and society.

Course Outcomes–

- Ability to understand religion as a belief system and as a social institution.
- Ability to theorize and critically analysis religion and its various contemporary issues.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 4th semester

Title of the Course	Sociology of Religion
Course Code	SOC-MJ-04064
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Understanding sociology of religion	10	05	00	15
Unit 2	Theorizing Religion	10	05	00	15
Unit 3	Major religions of India	10	05	00	15
Unit 4	Religion and Society	10	05	00	15

Unit 1: Understanding sociology of religion

- a) Definition, Nature and Scope
- b) Religion as a social institution
- c) Basic concepts – Myth, Ritual and Belief system

Unit 2: Theorizing Religion

- a) Emile Durkheim
- b) Max Weber and Karl Marx
- c) B. Malinowski

Unit 3: Major religions of India

- a) Hinduism
- b) Islam
- c) Christianity and Buddhism
- d) Jainism

Unit 4: Religion and Society

- a) Fundamentalism, Secularism and Communalism: Issues and Challenges
- b) Religion and social Change
- c) New forms of religion – Bhakti movement, Osho, Iskon, Jainism- Social movement

Readings:

1. Bêteille, A. 2002. Sociology: Essays on Approach and Method. OUP: New Delhi, pp134-150.
2. Beauvoir Simone De, The Second Sex (2010). RHUK.
3. Durkheim Emile. (1995). The Elementary Forms of Religious Life (Translated by Karen E. Fields) New York: The Free Press. Book one and Conclusion, (pp. 21-39, 418-440).
4. Failinger Marie A., Elizabeth Schiltz, Susan J. Stabile (2016). Feminism, Law, and Religion, Routledge
5. Genep A. V, 1960. Rites of Passage. London: Routledge and Kegan and Paul, pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130-135&141-16
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7. Johnstone, Ronald L. Religion in society: A sociology of religion. Routledge, 2015.
8. Karl Marx & Friedrich Engels. (2008). On Religion. New York. Dover Publications. .
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10. Madan T.N. (2004), India's Religions. India, OUP.
11. Mauss, Marcel. (2008 [2003]). On prayer. USA: Berghahn Books. (pp. 19-58)
12. Malinowski, Bronislaw. (1948). Magic, Science and Religion and Other Essays. Boston: The Free Press. (pp.37-50).
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16. Tylor Edward Burnett, (2019) Religion and Culture. (edited by Paul-François Tremlett, Graham Harvey, Liam T. Sutherland). London, Bloomsbury Academic.
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Semester 4

Course Name - Sociology of Family, Marriage and Kinship

Course Code - SOC-MJ-04074

Course Objectives-

- To elaborate and compare the family, marriage and kinship as a social institution, its development as a subject of sociological study.
- To analysis socio-cultural, economic and political forces that shapes family, marriage and kinship.

Course Outcomes–

- Ability to conceptualize and theorize the social institution of family, marriage and kinship.
- Ability to understand the changes in the institution family, marriage and kinship in contemporary period.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.

- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement).

Course Structure -

Detail syllabus of 4th semester

Title of the Course	Sociology of Family, Marriage and Kinship
Course Code	SOC-MJ-04074
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Conceptualizing Marriage	10	05	00	15
Unit 2	Family and Household	10	05	00	15
Unit 3	Kinship system	10	05	00	15
Unit 4	Contemporary Issues	10	05	00	15

Unit 1: Conceptualizing Marriage

- a) Marriage as a social institution

- b) Rules of Marriage – endogamy, exogamy, prescriptive and preferential marriage, monogamy, polygamy, levirate, sororate, hypogamy, hypergamy, rules given by Robin Fox
- c) Marriage as sacrament
- d) Marriage as contract

Unit 2: Family and Household

- a) Family and Household
- b) Functions and types of family
- c) Theoretical perspective of family

Unit 3: Kinship System

- a) Meaning, definition and types of Kinship
- b) Theoretical perspective of Kinship – Louis Dumont, Leela Dube, Irawati Karve
- c) Kinship terminology and usages

Unit 4: Contemporary Issues

- a) Changes in the Family, Marriage and Kinship system
- b) Divorce and Dowry
- c) New Reproductive Technologies

Readings:

• Carsten, Janet. (Ed.). (2000). *Cultures of Relatedness: New Approaches to the Study of Kinship*.

Cambridge: Cambridge University Press, Introduction.

• Collier, Jane F. & Yanagisako, Sylvia J. (Ed.). (1987). *Gender and Kinship: Essays Towards a Unified Analysis*. Stanford: Stanford University Press, Introduction.

• Dabe, Leela. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South East Asia*. New Delhi: Sage Publications.

- Fortes, M. (1970). *Time and Social Structure and Other Essays*. University of London: The Athlone Press, Ch. 3.
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- Madan, T.N. (1965). *Family and Kinship: A Study of the Pandits of Rural Kashmir*. Bombay: Asia Publishing House.
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- Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press, Ch.5.

Semester 5 (MAJOR)

Course Name – Sociological Theories

Course Code – SOC-MJ-05054

Course Objective-

- To enable the students to compare the theories of the classical and contemporary sociology.
- To generate new ideas and perspective in context of sociological theorization.
- To critically apply the concepts in explaining socio-historical change.

Course Outcomes –

- Ability to grasp major sociological theories.
- Ability to cultivate perception of reality by adopting various sociological perspectives.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 5th semester

Title of the Course	Sociological Theories
Course Code	SOC-MJ-05054
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Structural Functionalism	10	05	00	15
Unit 2	Structuralism and Post Structuralism	10	05	00	15
Unit 3	Interactionism	10	05	00	15
Unit 4	Conflict Theory	10	05	00	15
Unit 5	Critical Theory	10	05	00	15

Unit 1: Structural Functionalism and Neo Functionalism

- a) Talcott Parsons : Social Action and Social System
- b) R.K Merton: Reformulation of Functional Analysis
- c) Jeffrey C. Alexander: Neo Functionalism

Unit 2: Interactionism

- a) G.H Mead and Blumer: Symbolic Interactionism
- b) Harold Garfinkel: Ethnomethodology and Phenomenology
- c) Erving Goffman : Dramaturgy

Unit 3: Conflict Theory

- a) C.W Mills : Power Elite
- b) Ralph Dahrendorf : Dialectical Conflict
- c) Lewis Coser: Functional Conflict Analysis

Unit 4: Critical Theory

- a) Jurgen Habermas: Public Sphere and life world
- b) Louis Althusser: Structural Marxism
- c) Antonio Gramsci : Hegemony and Civil Society

Unit 5: Structuralism and Post Structuralism

- a) Claude Levistrauss: Myth and Binary Structures.
- b) Michele Foucault: Structuralism and post structuralism
- c) Jean-Francois Lyotard : Post modern condition

Unit 5: Critical Theory

- d) Jurgen Habermas: Public Sphere and life world
- e) Louis Althusser: Structural Marxism
- f) Antonio Gramsci : Hegemony and Civil Society

Readings:

• Alexander, Jeffrey C. (1987). Twenty Lectures: Sociological Theory since World War II. New York: Columbia

University Press.

• Calhoun, Craig. (Ed.). (2012). Contemporary Sociological Theory. John Wiley & Sons.

• Craib, Ian. (1992). Modern Social Theory: From Parsons to Habermas. London: Harvester Press.

• Dahrendorf, R. (1959). Class and Class Conflict in Industrial Society. Stanford: Stanford University Press. Foucault, Michel. (1977). Discipline and Punish. London: Allen Lane.

• Foucault, Michel. (1980). Power/Knowledge. Brighton: Harvester Press.

• Giddens, Anthony (1987). Social Theory and Modern Sociology. Stanford: Stanford University Press.

- Habermas, J. (1991). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Cambridge: MIT Press.
- Lévi-Strauss, C. (1963). *Structural Anthropology* (vol-1 & 2). Basic Books.
- Lévi-Strauss, C. (1963). *Totemism*. Beacon Press.
- Lévi-Strauss, C. (1969). *The Elementary Structures of Kinship*. Beacon Press.
- Merton, R.K. (1936). *On Social Structure and Science*. Chicago: University of Chicago Press.
- Mills, C. W. (1956). *The Power Elite*. Oxford: OUP.
- Parsons, T. (1951). *Social System*. London: Routledge.
- Radcliffe-Brown, A.R. (1959). *Structure and Function in Primitive Society: Essays and Addresses*. Cohen & Wes.
- Ritzer, George. (1992). *Sociological Theory*. New York: McGraw Hill.
- Ritzer G. and Barry Smart.(Ed.). (2001). *Handbook of Social Theory*. London: Sage Publication.
- Sturrock, Jon. (Ed.). (1979). *Structuralism: From Levi Strauss to Derrida*. Oxford: OUP.
- Turner, Jonathan H. (1995). *The Structure of Sociological Theory* (4th edition). Jaipur: Rawat Publication.
- Zeitlin, Irving M. (1998) . *Rethinking Sociology*. Jaipur: Rawat.

Semester 5 (MAJOR)

Course Name - Urban Sociology in India

Course Code – SOC-MJ-05064

Course Objectives-

- The course aims to focus on the significance and scope of urban Sociology.
- To analyze a specific understanding of the urban communities and structures of social organization through sociological knowledge.

Course Outcomes–

- Ability to understand the basic sociological aspects on urban societies.
- Ability to develop an understanding of urban society and change, social processes of urban society and to critically evaluate the developmental policies of urban society.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 5th semester

Title of the Course	Urban Sociology in India
Course Code	SOC-MJ-05064
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introducing Urban Sociology	10	05	00	15
Unit 2	Perspectives in Urban Sociology	10	05	00	15
Unit 3	Movements and Settlement	10	05	00	15
Unit 4	Urban Space and Problems with reference to India	10	05	00	15

Unit 1: Introducing Urban Sociology

- a) Meaning, Nature and Scope of Urban Sociology
- b) Development and importance of Urban sociology
- c) Urban, Urbanism and Urbanisation

Unit 2: Perspectives in Urban Sociology

- a) Ecology
- b) Political Economy
- c) Network

Unit 3: Movements and Settlement

- a) Migration
- b) Community
- c) The City

Unit 4: Urban Space and Problems with reference to India

- a) Housing and Slum
- b) Urban Planning and Poverty
- c) Crime and Juvenile Delinquency

Readings:

1. Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) Urbanization in India. Sage: New Delhi. Pp. 232-246
2. Appadurai, Arjun. (1997). Modernity at large: Cultural dimensions of Globalisation. Delhi: Oxford University Press, Ch. 5.

3. Ayyar, Varsha, 2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55
4. Benjamin S, 2004, "Urban Land Transformation for Pro-Poor Economies", *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197
5. Crawford, Margaret. "The World is a Shopping Mall, From Malcolm Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139
6. D' Souza, Alfred. (1978). *The Indian City: Poverty, Ecology and Urban Development*. New Delhi: Manohar.
7. Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul.
8. Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917.
9. Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58.
10. Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35.
11. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1-32
12. Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. Social Theory, Urban Movements and Social Change. Pp. 193 – 215.
13. Kumar, Nita, 1988. *The Artisans of Banaras. Popular Culture and Identity, 1880-1986*, Princeton: Princeton University Press.
14. Kamath, Lalitha and Vijayabaskar, M, 2009 "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 – 376.
15. Lewis, Wirth 1938 "Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24.
16. Manuel, Castells 2002. *Conceptualising the city in the information age*, in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13
17. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

18. Naidu, Ratna. 1990. Old cities and New predicaments: A Study of Hyderabad. New Delhi: Sage
19. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 – 26
20. Rao, M.S.A. (1974). Urban Sociology in India. New Delhi: Orient Longman.
21. Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). Urban Sociology. New Delhi: Orient Longman, pp.179-208, 305-364.
22. Rao, M.S.A, 1981, Some aspects of the sociology of migration, Sociological Bulletin, Vol. 30, 1. Pp21-38
23. Redfield, Robert & Singer, Milton. (1954). The cultural role of cities. Economic Development and Cultural Change, Vol. 3.
24. Simmel, George, 1903, Metropolis and the Mental Life in Gary Bridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell, 2002.
25. Weber ,Max 1978. The City. The Free Press: New York . Pp 65-89

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Semester 5 (MAJOR)

Course Name – Sociology of Health and Illness

Course Code – SOC-MJ-05074

Course Objectives-

- To elaborate and compare the concepts of health and its development as a subject of sociological study.
- To analysis socio-cultural, economic and political forces that shapes the idea of health.

Course Outcome –

- Ability to conceptualize and theories health as a social institution.
- Ability to grasp the inter relationship between social life and health.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.

- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 5th semester

Title of the Course	Sociology of Health and Illness
Course Code	SOC-MJ-05074
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Basic Concepts and Approaches to Sociology of Health	10	05	00	15
Unit 2	Theoretical Perspectives	10	05	00	15
Unit 3	Health and Society	10	05	00	15
Unit 4	Indigenous knowledge system of Health	10	05	00	15

Unit 1: Basic Concepts and Approaches to Sociology of Health

- a) Conceptualizing Health and Illness
- b) Medicalization and De medicalization
- c) Health and Social Institution :Family and Hospital

Unit 2: Theoretical Perspectives

- a) Functionalist
- b) Conflict
- c) Feminist

Unit 3: Health and Society

- a) Culture and Health
- b) Society, Stigma and Health
- c) Mental Health

Unit 4: Indigenous knowledge system of health

- a) System of medicine and alternative practices
- b) Community and public health
- c) Welfare programmes and policies

Readings:

- Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257-285
 - Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press
 - Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into treatable Disorders, Baltimore, John Hopkins University Press
 - David. Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi,
 - Douglas Mary 1966. Purity and Danger: An Analysis of Concepts of Pollution and Taboo. Routledge
 - Kevin White 2009. An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.
 - Nagle Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur
 - Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1-86
 - Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage
 - Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press
 - D Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakasan
 - Foucault, Michael, 1989. The Birth of the Clinic: An Archeology of Medical Perception Routledge
 - Gunatillake, G. 1984. Inter-sectoral Linkages and Health Development: Case Studies in India (Kerala), Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO
 - Surbrigg 1984. Rekku Story: Structures of Illhealth and Source of Change, New Delhi
 - Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.
 - Cockerham, William C. 1997. Medical Sociology. New Jersey: Prentice Hall.
 - Michael Bury, Jonathan Gabe, 2004. The Sociology of Health and Illness: A Reader, London: Routledge
 - Nandy and S. Visvanathan, 1990. 'Modern Medicine and its Non-Modern Critics', in A. Marglin and S. Marglin, Dominating Knowledge: Development, Culture and Resistance, Clarendon Press, Oxford,
 - Bidwai Praful 1995. One Step Forward, Many Steps Back- Dismemberment of India's National Drug Policy. Development Dialogue, 1, pp 193-222,
 - Dak, T.M. Ed. 1991. Sociology of Health, Rawat Publications, New Delhi,
 - Madhulika Banerji, 2000. 'Wither Indian System of Medicine' www.india-seminar.com

- P. Brass, 1972. 'The Politics of Ayurvedic Education: A Case Study of Revivalism and Modernisation in India', in L.I. Rudolph and S.H. Rudolph, Politics and Education in India, Harvard University Press, Cambridge
- QuadeerImrana 1988. Reproductive Health: A Public Health Perspective Economic and Political Weekly Vol 33, No.41, pp 2675-2684.
- Sujatha V and Leena Abraham. 2009. 'Medicine State and Society' Economic and Political Weekly XLIV No 16 April

Semester 5 (MAJOR)

Course Name – Sociology of Tribes

Course Code – SOC-MJ-05084

Course Objectives-

- To provide students with a comprehensive profile and understanding of the tribal communities in India.
- To provide knowledge about tribal societies in India in terms of their distribution, concentration, demography, feature, social structure, cultural pattern.
- To develop an understanding about the changes and challenges in development perspective of the tribal societies in India.

Course Outcomes –

- Ability to gain a comprehensive knowledge and understanding of tribal societies in India.
- Ability to critically analyse, explain and describe tribal societies in India from a broader perspective.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.

- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 5th semester

Title of the Course	Sociology of Tribes
Course Code	SOC-MJ-05084
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ semi Group Discussion + 20 sessi examination+ 06 sudden test + attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introduction to Tribal Studies	10	05	00	15
Unit 2	Theoretical Perspective	10	05	00	15
Unit 3	Cultural and Post Colonial Policies	10	05	00	15
Unit 4	Tribal Issues	10	05	00	15

Unit 1: Introduction to Tribal Studies

- a) Tribe and Indigenous group
- b) Tribe – Caste continuum
- c) Territoriality and Nation

Unit 2: Theoretical Perspective

- a) A. R. Radcliffe Brown
- b) Andre Beteille
- c) G.S Ghurye and Robert Ezra Park

Unit 3: Cultural and Post Colonial Policies

- a) Impact of colonial rule on Tribal society
- b) Government policies related to tribes in India
- c) Environment and Tribal society

Unit 4: Tribal Issues

- a) Social problems of Tribes (Poverty, Land alienation, Unemployment)
- b) Identity assertion and social movements
- c) Media And Tribes

Readings:

• Haimendorf, C.V.F. (1967). The Position of Tribal Population in India. In Philip Mason (Ed.). India and Ceylon: Unity and Diversity. New York: Oxford University Press.

Chapter 9.

• Hasnain, Nadeem. (1983). Tribal India Today. New Delhi: Harnam Publications.

Chapter Problems with Concept and Definition of Tribe.

• Singh, K.S. (1997). The Emerging Tribal Scenario. India International Centre Quarterly, 24 (1), pp. 85-91. Christoph von Fürer. (1982). Tribes of India: The Struggle for Survival. Berkley: University of California Press. Introduction.

*Singh. (1978). Colonial Transformation of Tribal Society in Middle India. Economic & Political Weekly, 13(30), pp. 1221+1223+1225-1232.

• Das Gupta, Sanjukta. (2019). Imagining the 'Tribe' in Colonial and Post-Independence India. Politeja, 2(59), pp. 107-121. (2004). Verrier Elwin Ethnography India. New Delhi: Orient Longman. Chapter 3, (pp.27-40).

*Verrier Xaxa, Virginius. (2011). Tribes and Social Exclusion. Delhi: University of Delhi.

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• Das Gupta, Sanjukta. (2019). Imagining the 'Tribe' in Colonial and Post-Independence India . Politeja ,2 (59)

• Haimendorf, Christoph von Fürer. (1982). Tribes of India: The Struggle for Survival.

Berkley: University of California Press. Chapter 1, 2 & 3.

• Singh, K.S. (1995). The Scheduled Tribes. New Delhi: Oxford University Press.

• Desai, A.R. (1969). Tribes in Transition. In A.R.Desai. Rural Sociology in India (5th Ed.). Bombay: Popular Prakashan. (pp.221-231). Haimendorf, Christoph Survival Berkey: Unversiy of Califormia Press Chapet 6 8c. Tribes of India:

• Mishra, Kamal K. & Jayaprakashan, G. (Ed.). (2012). Visions of Dr. K.S. Singh. New Delhi: Manohar. Chapter 8.

- Students have to undertake an internship program of 120 hours in different organizations which is mandatory for their final evaluation.

CREDIT – 04

Semester 6

Course Name – Political Sociology

Course Code – SOC-MJ-06064

Course Objectives –

- This course introduces the students to some major theoretical debates and concepts in political sociology.
- This course also aims to understand the political relationship through themes such as power, governance, state.

Course Outcomes –

- The ability to comprehend the concepts and theoretical perspectives related to power in the context of social relations.
- The ability to examine these concepts in the specific context of Indian society

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.
- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 6th semester

Title of the Course	Political Sociology
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Course Code	SOC-MJ-06064
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Introducing Political Sociology	10	05	00	15
Unit 2	Approaches to study political sociology	10	05	00	15
Unit 3	State and Society	10	05	00	15
Unit 4	Contemporary trends in politics of India	10	05	00	15

Unit 1: Introducing Political Sociology

- a) Meaning, nature and scope
- b) Power, Authority
- c) Governance and citizenship

Unit 2: Approaches to study political sociology

- a) Marx
- b) Weber
- c) Merton

Unit 3: State and Society

- a) Segmentary
- b) Totalitarian
- c) Feudalism and Socialism

Unit 4: Contemporary trends in politics of India

- a) Capitalism, elite and ruling class
- b) Social inequality, institution and power relation
- c) Political participation of subaltern groups

Readings:

*Bottomore, T. B, Political Sociology (Introduction)

Martin, Roderick, The Sociology of Power: Problems of Definition and Measurement, Delhi: Ambika, 1978 (esp.

Lipset, S. M, Political Man: Social Bases of Politics, 1960 (Chapter 1)

b) Sociology of Power: Marx, Weber, Parsons and Foucault

Foucault, M., 'The Subject and Power', in K. Nash ed. Readings in Contemporary political Sociology, Oxford:

Blackwell Publishers, 2000, pp. 8-26

Weber, Max, The Theory of social and Economic Organization, New York: The Free press, 1947 (pp. 324-33, 341-

45 and 358-63).

Nordlinger, Eric. A, 'Political sociology: Marx and Weber' in Nordlinger ed. Politics and Society, New Jersey:

Prentice Hall, 1970

Jessop, B. 'Marxist Approaches to Power in K. Nash and A. Scott, eds, Blackwell Companion to Political Sociology,

Oxford: Blackwell, 8-16.

Wallenstein, Sven-Olov, 'Foucault, Biopolitics and Governmentality (Introduction)', Soderton University, 2013

Anderson, Benedict, Imagined Communities (intro)

Gellner, E. Nations and Nationalism (Intro)

Oommen, T.K, Nationality, Ethnicity and Citizenship, London: Polity, 1997 (introduction)

□ T.H Marshall, Citizenship and social Class in J. Manza and M. Sauder ed. Inequality and Society, New York: W.W

Norton, 2009

□ Charles Taylor, Politics of recognition, in Amy Gutman ed, Multiculturalism and the Politics of Recognition,

Princeton Univ Press, 1992.

□ Nancy Fraser, From Recognition to Redistribution? Dilemmas of Justice in a 'Post-socialist' Age, New Left Review

212: 68–93

* Gaventa, John, Power and Powerlessness: Quintessence and Rebellion in an Appalachian Valley, Chicago:

University of Illinois Press, 1980 (Chpt 1: Power and Participation)

□ Skocpol, Theda: State and Revolution: Old Regimes and Revolutionary Crises in France, Russia, and China,

Theory and Society, Vol. 7, No. ½

□ A.G Frank and M. Fuentes, Nine thesis on Social movements, EPW, Aug 29, 1987

□ Scott, James C., Weapon's of the Weak: Everyday forms of Resistance, Yale Univ. Press, 1990

a. Political Economy of the Indian State: Colonial History; Developmental State; Neo-liberal turn:

□ Pantham, 'The Indian nation-state: From Pre-colonial Beginnings to Post-colonial reconstructions' in Veena Das

ed. The Oxford India Companion to Sociology and Social Anthropology vol II, Delhi: OUP, 2003, pp. 1413-47

□ Bardhan, P., The Political Economy of Development in India, Oxford: Blackwell, 1984

□ L. Rudolph & S. Rudolph, In Pursuit of Lakshmi: The Political Economy of the Indian State Chicago University

Press, 1987.

□ Kohli, Atul, 'Politics of Economic Growth in India, 1980-2005, Part II: The 1990s and Beyond', Economic and

Political Weekly, XLI(14), pp. 1361-70, 2006

□ Corbridge, Stuart et. al., Seeing the State: Governance and Governmentality in India (esp. Section 1: The State

and the Poor), Cambridge: Cambridge Univ. Press, 2005

□ Hansen, T.B., 'Governance and Myths of State in Mumbai', in Fuller, C.J & V. Benei, Everyday state and Society in

Modern India, Delhi: Social Science Press, 2000, pp. 31-67

□ Fuller, C.J & John Harriss, 'For An Anthropology of the Modern Indian State' in Fuller and Benei eds., Everyday

state and Society in Modern India, Delhi: Social Science Press, 2000

* Kaviraj, Sudipta, 'Modernity and Politics in India', Daedalus, Vol. 129, No. 1, Multiple Modernities (Winter, 2000),

pp. 137-162

□ Kothari, Rajni, 'Introduction', Caste in Indian Politics, Hyderabad: Orient Longman, 1970 (rep. 2004)

□ Nandy, Ashis, Politics of Secularism and the Recovery of Religious Tolerance, Alternatives, XIII (1988), pp.177-94

□ Bhargava, Rajeev, Secularism and Its Critics: Themes in Politics, Delhi: OUP, 1999.

□ Fazal, Tanweer, Nation-state and Minority Rights in India, London: Routledge, 2015 (esp. Chapter 2)

Semester 6

Course Name – Sociology of North East India

Course Code – SOC-MJ-06084

Course Objectives –

- To introduce the students to the societies North East India and the people
- To understand the historical trajectory of North Est India.

Course Outcomes–

- Ability to conceptualize North East India as a category.
- To provide the historical trajectory of social processes of North East India.
- Ability to critically analyses the various aspects of societies of North East India.

Teaching Learning Process –

- Teaching learning through delivery of new knowledge using lectures, discussions, demonstration etc.
- Encouraged interaction through questioning, dialogue, group work, feedback etc.

- Students are encouraged to go for field work to observe the reality of society and create a connection between classroom knowledge and reality.

Teaching learning tools –

- Visual models such as use of blackboard.
- Digital tools.
- Multimedia etc.

Evaluation and Assessment –

- Continuous assessment through weekly sudden classroom tests.
- Final evaluation through end term examination, sessional examination, projects, Group discussion, seminar etc.
- Feedback (suggestion for improvement for both teacher and students, retests are conducted for better improvement.

Course Structure -

Detail syllabus of 6th semester

Title of the Course	Sociology of North East India
Course Code	SOC-MJ-06084
Course Credit	04
Contact Hours	60 hours
Distribution of Marks	60 (Theory) 40 (Internal) – 10 Assignment/ seminar/ Group Discussion + 20 sessional examination+ 06 sudden test + 04 attendance.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Unit 1	Conceptualizing North East India	10	05	00	15
Unit 2	Traditional Society, Polity and Economy of North East India	10	05	00	15
Unit 3	Social Change in North East India	10	05	00	15
Unit 4	North East India and neighbouring countries	10	05	00	15

Unit 1: Conceptualizing North East India

- a) Evolution and emergence of the term North East India
- b) Demographic profile of North East India
- c) Colonial interventions and state formation

Unit 2: Traditional Society, Polity and Economy of North East India

- a) Culture: Religious practices
- b) Traditional family and kinship system
- c) Traditional political and economic system

Unit 3: Social Change in North East India

- a) Religion and Social Change: impact of Christianity and Neo-Vaishnavism
- b) Issues of identity and socio- cultural changes
- c) Development policies towards North East India

Unit 4: North East India and neighbouring countries

- a) Border of North East India and Migration
- b) Look (act) East Policy and North East India
- c) A Region in Conflict: violence and militarization

Readings:

Bhattacharjee. J.B. (2018). The Northeast: The evolution of the idea of a region. *Studies in People's History*, 5 65-71. SAGE Journals.

<https://journals.sagepub.com/doi/10.1177/2348448918759869>

Ministry of Development of North Eastern Region (2008). *Northeastern Region: Vision 2020* (pp 4-7). Link:

https://mdoner.gov.in/contentimages/files/Vision_2020.pdf

Misra, Udayon (2013). *The Periphery Strikes Back : Challenges to the Nation-State in Assam and Nagaland* (pp 1-14). Indian Institute of Advanced Study, Shimla.

Nath, D. (Ed.) (2011). *Religion and Society in Northeast India*. DVS Publishers, Guwahati.

Saikia, A. and Sen, S. (2013). *Society in North East India- A Socio Economic and Historical Perspectives*. Brahmaputra Offset, Assam.

Vergheese, B.G. (1996). *India's Northeast Resurgent*. Konark Publishers, Delhi

Unit 2 Traditional Society, Polity and Economy of Northeast India

Barpujari, H. K. (1990). *Comprehensive History of Assam (Vol 1)*. Publication Board, Assam.

Das, S.T. (1986). *Tribal life of North Eastern India*. Gian Publishing House, Delhi.

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- Sharma, C.K. (2011). "Religion and Social Change: Neo-Vaishnavism vis-à-vis Tribal Groups in Assam Valley" in Nath, D.(ed), *Religion and Society in Northeast India*. DVS Publishers, Guwahati.
- Xaxa. V. (1999). Transformation of tribes in India: terms of discourse. *Economic and Political Weekly*. Vol. 34 (24): 1519-1524.
- Baruah, S. (2001). *India Against Itself: Assam and the Politics of Nationality*. Oxford University Press, New Delhi.
- Baruah, S. (2007). *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press, New Delhi.
- Biswas, P., & Suklabaidya, C. (2008). *Ethnic Life-worlds in Northeast India: An Analysis*. Sage, New Delhi.
- Debbarma R.K. (2017). "Celebrating a New 'New Year' in Tripura: Space, Place and Identity Politics" in Saikia, Y., & Baishya, A. R (ed), *Northeast India: A Place of Relations*, (pp201-217). Cambridge University Press.
- Guha, A. (1982). "The Indian National Question: A Conceptual Frame". *Economic and Political Weekly*, 17(31), PE2-PE12. Retrieved from www.jstor.org/stable/4371179
- Ramesh, J. (2005). *Northeast India in a New Asia*. *Seminar*, (550). Retrieved from <https://www.india-seminar.com/2005/550/550>
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