



THE ASSAM
ROYAL GLOBAL UNIVERSITY
— GUWAHATI —

**ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
(RSHSS)**

DEPARTMENT OF SOCIOLOGY

**COURSE STRUCTURE & SYLLABUS
(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR
B.A. IN SOCIOLOGY
(4 YEARS SINGLE MAJOR)**

**W.E.F.
ACADEMIC YEAR: 2025 – 2026**

SYLLABUS FOR 4 YEAR UG PROGRAMME

SCHOOL NAME - RSHSS
DEPARTMENT NAME - SOCIOLOGY

1st Semester

Subject Name: Introduction to Sociology
Subject Code: SOC182M101
L-T-P-C: 2-1-0-3
Credit Units: 3
Level of Course: 100
Scheme of Evaluation: Theory

Course Objective: To introduce the discipline of sociology to the students of diverse trainings and backgrounds and instill a sociological way of thinking among the students.

Course Outcomes: After Successful completion of the course, the students will be able to

CO1	Define necessary and basic understanding of sociology as a subject	BT 1
CO2	Illustrate their ability to think sociologically and exemplify their expertise in ide	BT 2
CO3	Apply sociological imagination to everyday life and they will also garner a fair idea of the implication on what to expect from future courses	BT 3
CO4	Analyze and take part in conceptual understanding of the mechanisms of society and will be able to deconstruct society in its many parts	BT 4

Detailed Syllabus

Modules	Course Contents	Periods
I	Discipline & Perspective – Why study sociology? Introducing classical and modern theories & perspectives, founders of sociology. Micro and macro sociology.	15
II	Sociology and other Social Sciences (relationship, similarities and differences) – Philosophy, Anthropology, History, Political Science, Economics,	15

	Psychology, Ecology, Criminology.	
III	Thinking Sociologically – Sociological imagination. Sociology and commonsense. Science and Commonsense, The sociological context of India, book view and field view. Comparative sociology.	15
IV	Industrial Revolution, French Revolution, Enlightenment. Natural sciences and social sciences. Emergence of Sociology – Introduction to French, British, American Sociology & German Sociology	15
	Total	60

Text Books:

1. Giddens, A. (2009). Sociology. 6th edition (pp. 1-31); Cambridge: Polity Press.
2. Ritzer, George. (1996). Classical Sociological Theory. New York: McGraw Hill.

References:

1. Beteille, André. (2002). Sociology: Essays in Approach & Method; Oxford University Press.
2. Giddens, Anthony et al. (2016). Introduction to Sociology 10th edition. New York: W.W Norton & Company.
3. Malinowski, B. (1922). Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.
4. Berger, L. Peter. (1963). Invitation to Sociology: A Humanistic Perspective. Anchor Books.
5. Inkeles, Alex. (1964). What is Sociology: Introduction to the Discipline and Profession? Prentice Hall India Learning Private Limited (1 January 1979).

Additional Readings:

1. Agger, Ben. (1991). 'Critical Theory, Post- Structuralism, Post-modernism: Their Sociological Relevance 'Annual Review of Sociology 17: 105-131.
2. Connell, R.W. (1997). "Why is Classical Theory Classical?" American Journal of Sociology. 102 (6): 1511-57.
3. Garner, James F. (1994). Politically Correct Bedtime Stories: Modern

Tales for Our Life and Times; Garner. New Jersey: John Wiley & Sons Inc. Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'.

4. Johnson, Allan G. (2008). *The Forest and the Trees: Sociology as Life Practice and Promise*. Philadelphia: Temple University Press.

Subject Name: Sociology of India I

Subject Code: SOC182M102

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 100

Scheme of Evaluation: Theory

Course Objective: This paper introduces the processes and modes of construction of knowledge of India.

It does so by drawing attention to key concepts and institutions along with the changes undergone.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Relate</i> the intensity of doing field work along with the textual understanding	BT1
CO2	<i>Compare</i> Indian society to other South Asian societies	BT2
CO3	<i>Develop</i> a clearer view of their own societies with a better understanding and critical thinking	BT3
CO4	<i>Examine</i> the multiple social groups and their interaction in Indian society	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Religion in India – Hinduism, Islam, Sikhism. Issues in understanding religion in an academic manner. Sects.	15
II	Caste System –Basis of the caste system; Caste system as social fact. Varna & Jati. Dynamics of dominant castes, left hand and right-hand castes, sanskritisation, westernisation, modernisation. Critical views of caste system, impact of the census system. Lingayat Movement, Brahma Samaj. Women in Brahmanical values	15
III	Indian Village – Myth & Reality. Is village a social fact? Munro, Metcalfe, Marx, Maine on Indian village and its criticism. Kings and the Indian village. Village solidarity. Agrarian classes. McKim Marriott: Parochialisation and Universalisation.	15

IV	Tribal Situation in India – Historical and contemporary problems. India’s diversity. Christianity and Hinduism in tribal life. Administration and alienation. Race, language and land. Failure of governmental aids. Nehru’s liberalism.	15
	Total	60

Text Books:

1. Madan, T.N. (1997). Religion in India. OUP Reader.
2. Mencher, J. (1991). The Caste System Upside Down (pp.93-109); in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press.

References:

1. Ambedkar, B.R., Roy, A., & Anand, S. (2014). Annihilation of Caste: The Annotated Critical Edition. Adfo Books.
2. Srinivas, M.N. (1969). The Caste System in India (pp. 265-272); in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books.
3. Haimendorf, C. V. F. (1967). The Position of Tribal Population in India Chapter 9; in P. Mason, India and Ceylon: Unity and Diversity, New York: Oxford University Press.
4. Jodhka, S. S. (2015). Caste in Contemporary India. New Delhi: Routledge.
5. Srinivas, M. N. (1987). The Dominant Caste and Other Essays (pp.20-59); Delhi: Oxford University Press.

Additional Readings:

1. Beteille, A. (1986). The concept of tribe with special reference to India. European Journal of Sociology.
2. Jodhka, S.S. (1998). From “Book-view” to “Field-view”: Social Anthropological Constructions of the Indian Village. Oxford Developmental Studies.
3. Jodhka, S. S. (2002). Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar. Economic and Political Weekly.
4. Srinivas, M.N. (1956). ‘A Note on Sanskritization and Westernization’ (pp. 481-496); The Far Eastern Quarterly, 15(4).
5. Xaxa, V. (2005). Politics of Language, Religion and Identity: Tribes in India. Economic and Political Weekly.

Minor Course

Introduction to Sociology & Basic Concepts

Subject Code: SOC182N101

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 100

Scheme of Evaluation: Theory

Course Objective: To introduce the discipline of Sociology and its basic concepts to students of diverse backgrounds and to infuse a sociological way of thinking among the students.

Course Outcomes: After successful completion of the course, the student will be able to;

CO1	Define the basic understanding of society using various concepts	BT-1
CO2	Illustrate the ways of understanding the social reality in a more scientific Manner	BT-2
CO3	Apply sociological imagination to understand real life social situations	BT-3
CO4	Analyze the various social phenomenon and deconstruct the commonsensical understanding and encourage them to think critically	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Emergence of Sociology – Natural sciences and social sciences. Emergence of Sociology. Sociological Imagination and Sociology and Common Sense. Classical perspectives	15
II	Individual and Group – Definition and classifications. Primary & secondary socialization. Social distance. Primary & secondary groups. In-group & Out- group. Reference groups. Looking glass self. Gemeinschaft and Gessellschaft. Stereotypes. Community, Association, and Institution – Birth of community. Institutions and their development.	15

	Institutionalization. Formal associations and large-scale organizations.	
III	Culture, and Society – Definition. Values, ideas, norms, mores, customs, law, tradition. Acculturation, diffusion, cultural lag, ideal & real culture, cultural relativity, Ethnicity & ethnocentrism. Role, status, prestige, Tribe (India).	15
IV	Social Change – Factors of change. Evolution, social evolution, progress. Evolutionary (Comte, Morgan), cyclical (Spengler, Toynbee, Sorokin) functional (Parsons), and conflict (Simmel, Marx) theories of change.	15
	Total	60

Text Books:

1. Ritzer, George. (1996). Classical Sociological Theory. New York: McGraw Hill.
2. Bhushan, Vidhya, et al. (2012). Fundamentals of Sociology. Pp. 108-110.

Reference:

1. Redfield, Robert. (1956). In Harry L Shapiro (ed.), Man, Culture and Society. New York: Oxford University Press.
2. Bierstedt, Robert. (1974). The Social Order. McGraw Hill.
3. MacIver, Robert M, & Charles Hunt Page. (1949). Society. New York: Rinehart.
4. Horton, Paul B., Chester L. Hunt. (2004). Sociology. New Delhi: Tata McGraw Hill.

Additional Readings:

1. Myneni, SR. (2016) (2nd ed.). *Sociology*. Allahabad Law Agency: Allahabad.

Skill Enhancement Course (SEC)

Subject Name: Data Collection & Analysis

Subject Code: SOC182S121

L-T-P-C- 2-1-0-3

Credit Units: 3

Level of Course: 100

Scheme of Evaluation: Theory & Practical

Course Objective: To introduce the students with the basic skills of research and its application in the real world.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Relate with the process of identifying social problems	BT-1
CO2	Interpret the data from the field through sociological imagination	BT-2
CO3	Experiment with the ideas to reconstruct perspectives for providing a sociological explanation for social issues	BT-3
CO4	Analyze the data in the form of conclusive arguments	BT-4

Detailed Syllabus

Modules	Course Content	Periods
I	Introduction to the course: Meaning and importance of research	15
II	Data Types and Sources: Primary Data and Secondary data	15
III	Methods and Methodologies: Qualitative and Quantitative	15
IV	Use of MS Excel- Tables, Diagrams, Graphs	15
Total		60

Text Books:

1. Bailey, K. (1994). Methods of Social Research (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
2. Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons.

References:

1. Bryman, A. (2008). Social Research Methods (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.
2. Kothari, C.R. (2004). Research Methodology: Methods and Techniques (2nd

- revised edition). New Delhi: New Age International (P) Limited Publishers.
3. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.

Additional Readings:

1. Srinivas, M.N. et al. (2002). (reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.

2nd Semester

Subject Name: Sociological Thinkers-I

Subject Code: SOC182M201

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 100

Scheme of Evaluation: Theory

Course Objective: To introduce the students to classical sociologists whose works have shaped the discipline of Sociology as we know it today.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	<i>Define</i> the main concepts introduced by the classical thinkers in the field of Sociology	BT-1
CO2	<i>Illustrate</i> the theoretical foundations of Sociology	BT-2
CO3	<i>Apply</i> the theoretical foundations in understanding social phenomenon	BT-3
CO4	<i>Analyse</i> the conceptual parameters in the academic platforms	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Auguste Comte, Saint Simon, Herbert Spencer– Theory of social evolution (Comte, Spencer), progress- Social static and dynamic, Positivism.	15
II	Emile Durkheim – Social Facts: material & non-material. Division of Labour: Organic solidarity & mechanical solidarity. Social Currents. Anomie: crime, suicide. Types of suicide.	15
III	Max Weber – Causality. Values. Subjectivity and objectivity. Interpretive Sociology. Verstehen, value neutrality, self-reflexivity. Ideal Types. Social Action: types (means-end rationality, value, affectual, traditional). Bureaucracy, power and authority.	15
IV	Karl Marx – Labour. Historical Materialism: Bourgeoisie & proletariat. Base & superstructure. Surplus. Modes of Production-Means of production & Relations of production, Alienation.	15
TOTAL		60

Text Books:

1. Bottomore, T.B. (2014). *Sociology: A Guide to Problems and Literature*. G B Books.
2. Giddens, A. (2009) *Sociology* (67th edition) (pp. 13-20, 69-85); Polity Press Cambridge.

References:

1. Marks, Karl. & Engels, F. (1848). *Communist Manifesto* (1st & 2nd part). International Publishers.
2. Nisbet, A. Robert. (2004). *The Sociological Tradition*. Rawat Publications.
3. Ritzer, G. (2017). *Sociological Theory* (pp. 39-149, 233-244); New Delhi: McGraw Hill Education Pvt. Ltd.
4. Durkheim, E. (1984). *The Division of Labour in Society* (pp. 149-174); Basingstoke: Macmillan.
5. Durkheim, E. (1951). *Suicide: A Study in Sociology* (pp. 41-56, 145-276); New York: The Free Press
6. Stalin, Joseph, (1940) "Dialectical and historical materialism" PRISM: Political & Rights Issues & Social Movements.
7. Weber, Max, (1978). *Economy & Society: An Outline of Interpretive Sociology*, Vol. 1; University of California Press, Basic Concepts, Pages 4-26.

Additional Readings:

1. Adams, B.N. and Sydie R.A. (2002). *Classical Sociological Theory*. Pine Forge Press, An imprint of Sage Publications, Inc., California.
2. Marx, K. (1990). *Selected writings in Sociology and Social Philosophy* (pp. 88-101); Penguin Books Limited.
3. Parsons, T. & Shils E. (Eds.) (1951). *Towards a General Theory of Action* (pp. 3-29); New York: Harper and Row Publishers.
4. Marx, K. and F. Engels. (1969). *Selected Works Vol. 1*(pp. 13-15, 6-80, 98-106, 142-174, 502-506); Moscow: Progress Publishers.
5. Weber, Max. (1947). *The Theory of Social and Economic Organization* (pp. 87-123); New York: The Free Press.

Subject Name: Sociology of India-II

Subject Code: SOC182M202

L-T-P-C:2-1-0-3

Credit Units: 3

Level of Course: 100

Scheme of Evaluation: Theory

Course Objective: This paper will help the students enhance their idea about the Indiansociety, learning debates, and challenges faced while critically engaging with the multiple socio-political forces and ideologies which shape the nation

Course Outcomes: After successful completion of the course, the student will be able

CO1	Define a refined theoretical and ethnographical hold of certain sensitive issues those are relevant to India	BT-1
CO2	Demonstrate , interpret and compare the point-of-view of marginal social categories such as dalits, peasants, and women, among others	BT-2
CO3	Apply the methodological orientation to know the Indian society in a moreengaged fashion with relevant methodology	BT-3
CO4	Analyze and deconstruct the generally accepted views on Indian society	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Communalism, Secularism, Nationalism. Communalism: Meaning & dimensions. Communalism in India. Communalism and violence. Preventive measures. Secularism: Meaning & Definition. Theories of secularism (liberalplural, orthodox plural, radical socialist). Secularism in India. Nationalism: Meaning & definition. Concept of nation-state. National identity in India. Citizenship & national identity. The relation between secularism, communalism & nationalism in India.	15

II	Gandhi & Ambedkar: Dalit Politics – Caste system & social reform. Dalit identity (Who are the Dalits?). Dalit movement. Politics & social transformation in independent India.	15
III	Peasant & Ethnic Movements – Agrarian societies. Marxist analysis of the peasantry. Peasant classes in the 20 th century India. Satyagraha, Kisan Sabha. Tebhaga Movement. Telangana uprising. Meaning, characteristics, factors of ethnic movements. Assam movement (All Assam Students Union, contest between the state & the movement).	15
IV	Women's Movement: Early feminist campaigns. The movement against dowry. Agitation against rape. Growth and maturing of the movements. Challenges to the movements.	15
Total		60

Text Books:

1. Ahuja, Ram. (2014). Social Problems in India 3rd edition. Rawat Publications, Jaipur.
2. Deshpande, S. (2003). Contemporary India: A Sociological View. New Delhi: PenguinBooks.

References:

1. Ambedkar, B. R., 1971 [1936]. Annihilation of Caste; Jullunder: Bheem Patrika.
2. Nandy, Asish. (1995). An Anti-secularist Manifesto. *India International Centre*. 22(1).
3. Guha, R. (2017). *India after Gandhi*. Picador Publications.
4. Kumar Radha (1993) History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990. New Delhi: Zubaan
5. Baruah, S., (2010). The Assam Movement (pp.191-208); in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press.
6. Madan, T.N. (1997). Modern Myths, Locked Minds. Delhi: Oxford University Press.

Additional Readings:

1. Bailey, F. G. (1969). "Structure and change in Indian society: A review article." *Pacific Affairs* 42 (4): 494–502
2. Nanda Subrat K. (2006) Cultural Nationalism in a Multi-National Context: The Case of India, *Sociological Bulletin*, 55

(1), January-April, Pp. 24-44.

3. Chaudhuri, Maitrayee. (2016). *Indian Women's Movement: Reform and Revival*. NewDelhi: Radiant Publishers.
4. Hardiman, David. (2006). *Histories for the Subordinate*. Permanent Black.
5. Risley, Herbert Hope (1908). *The People of India* (1st ed.). Calcutta: Thacker, Spink & Co.; London: W. Thacker & Co.
6. Menon, N. (ed.) (1999). *Gender and Politics in India*. Delhi: Oxford University Press.
7. Oommen, T. K. (1997). *Citizenship and National Identity: From Colonialism to Globalism* (pp.143-172). New Delhi: Sage Publications.

Minor Course

Subject Name: Introduction to Environmental Sociology

Subject Code: SOC182N201

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 100

Scheme of Evaluation: Theory

Course Objective: *This course aims to provide the students with a comprehensive, conceptual, theoretical and empirical background to the interaction between social and natural world.*

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Define the relation between natural and the social world	BT-1
CO2	Illustrate social inequality and systems of power as they relate to environmental issues	BT-2
CO3	Apply sociological theories and concepts to explain environmental phenomenon	BT-3
CO4	Analyze current theoretical and empirical debate on environmental movements and sustainable resource management practices	BT-4

Detailed Syllabus

Modules	Course Content	Periods
I	Envisioning Environmental Sociology (Nature-Culture Debate).	15
II	Approaches: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	15
III	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming.	15
IV	Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada	15

Total	60
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Text Books:

1. Bell, M. M. (2008). *An Invitation to Environmental Sociology*, Thousand Oaks, CA:Sage.
2. Giddens, A., (2009). *Sociology*. Wiley India, 6th edition. Ch 5. 'The Environment', pp.153- 203.
3. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York,2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
4. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology andDevelopment*. Zed Books. Ch 3. (pp.38-54).

References:

1. Agarwal, Bina, (2007). The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.). *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19, pp. 316-324,342-352.
2. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).
3. Living in the World of Risk Society: A Hobhouse Memorial Public Lecture; Beck, U. 2006, delivered on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.

Additional Readings:

1. White, B. H. (2018). On the Global Economic and Political Order. *EPW*, 53(35).
2. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

Enhancement Course (SEC)

Subject Name: Data Collection & Analysis- II Subject Code: SOC182S221 L-T-P-C: 2-0-1-3 Credit Units: 3 Level of Course: 100 Scheme of Evaluation: Theory & Practical

Course Objective: *To introduce the students with the basic skills of research and its application in the real world.*

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Relate with the process of identifying social problems	BT-1
CO2	Interpret the data from the field through sociological imagination	BT-2
CO3	Experiment with the ideas to reconstruct perspectives for providing a sociological explanation for social issues	BT-3
CO4	Analyze the data in the form of conclusive arguments	BT-4

Modules	Course Contents	Periods
I	Relationship between theory and research: Importance of theory in research	15
II	Meaning, processes and steps of social research and basic research ethics	15
III	Interpretation of data: Basic techniques	15
IV	Alternative forms of summarizing and presenting data-Content analysis and literature review	15
Total		60

Text Books:

1. Bailey, K. (1994). *Methods of Social Research* (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
2. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.

References:

1. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.
2. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd revised edition). New Delhi: New Age International (P) Limited Publishers.
3. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGrawHill. Chapters 5 & 6.

Additional Readings:

1. Srinivas, M.N. et al. (2002). (reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.

Subject Name: Sociological Thinkers - II

Subject Code: SOC182M301

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 200

Scheme of Evaluation: Theory

Course Objective: *This course aims to introduce post classical sociological thinking through original texts. It also aims to enable them to apply sociological theory to their own everyday life experiences.*

Course Outcome: After the completion of the course, the students will be able to:

CO1	Define -how post-classical sociologists attempt to understand the social world	BT1
CO2	Illustrate -the basic methodological approaches of the thinkers	BT2
CO3	Applying -sociological theories to understand society	BT3
CO4	Analyze -the contributions of post-classical thinkers in developing sociology as an academic discipline	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	AR Radcliffe Brown: Structural Functionalism Claude Levi-Strauss: Structuralism, langue and parole. Leach: Unspoken codes synchronic and diachronic study. Talcott Parsons: The structure of Social Action, Voluntaristic Unit Act Theory: action-situation frame of reference, the relationship between the Social System, the Cultural System, the Personality system and the social system.	15
II	Pierre Bourdieu: Power in society. Cultural capital. Education and culture. Theory of practice. Habitus. Linguistics and symbolism. Anthony Giddens: Structuration. Agency and Structure. Globalisation. Modernity and post-modernity.	15
III	G. H. Mead- Chicago School of thought, The study of 'The Act', analysis of 'gestures', development of 'Self' through play stage and game stage, formation of generalized others. Self. Distinction between 'I' and 'Me', idea of the self and interaction process.	15
IV	Peter L. Berger and Thomas Luckmann: 'Social Construction of Reality, Social reality as an object of enquiry, the relationship	15

	between reality and knowledge, sociology of knowledge, the reality of everyday life and knowledge about it, understanding society as objective reality and subjective reality. Edmund Husserl & Alfred Schultz: Phenomenological reduction, Life world, typification	
	TOTAL	60

Text Books:

1. Strauss, L. C. (1993). 'Structure and Dialectics', in Structural Anthropology, Vol. I Harmondsworth: Penguin, pp. 232-242.
2. Parsons, T. 1951. (New edition first published 1991) The Social System. London: Routledge. Ch. 1 & 2. Pp. 1-44

References:

1. Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
2. Berger, P. L. and T. Luckmann. 1991. The Social Construction of Reality. London: Penguin Books, pp. 31-62
3. Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 72-95.
4. Mead, G.H. 1934 (Fourteenth Impression 1967). Mind Self and Society. Chicago: University of Chicago Press. Part III, pp. 135-226 Das, Veena. (2006). *Handbook of Indian Sociology*. OUP Reader.
5. Radcliffe Brown, AR.1952. Structure and Function in primitive Society, Essays and Addresses. Free Press.

Additional Readings:

1. Ritzer, G. 2011 (Fifth Edition). Sociological Theory. New York: McGraw Hill Companies.
2. Black, Max ed. 1961. Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63.

Subject Name: Sociology of Kinship

Subject Code: SOC182M302

L-T-P-C 3-1-0-4

Credit Units:4

Level of Course:200

Scheme of Evaluation: Theory

Course Objective: This course aims to introduce the general principles of kinship by referencing to key terms and theoretical statements substantiated by ethnographies.

Course outcome: After the completion of the course the students will be able to:

CO1	<i>List</i> varied social patterns of kinship ties	BT1
CO2	<i>Compare</i> modern and traditional institutions of kinship.	BT2
CO3	<i>Develop</i> a better understanding of the political economic ground of customary laws in different social setting and thereby it will help them to focus on policies and legal codes related to them	BT3
CO4	<i>Discover</i> how to deconstruct the already above given social meanings of kinship system and to rethink the relational kinship ties	BT4

Detailed Syllabus:

Modules	Topics / Course Content	Periods
I	Kinship Terminology – consanguinity, affinity, agnate, hypergamy (anuloma), hypogamy (pratiloma), gotra, clan, pravara, Kulinism, polygamy, polyandry, polygyny, levirate, sororate, Sapinda rule, daughter exchange, cross-cousin marriage, descent, filiation, incest taboo.	15
II	Family and Household – Differentiating family and household. Changes in Indian family (joint to nuclear). Family system of the Iban of Borneo (Iban Long-house, family apartment, the Bilek family, partition and its process).	15
III	Marriage – Alliance. Moeity system. Sinhalese customary law: marriage, polyandry, and inheritance. The Nayar marriage system: Traditional Nayar marital institutions (notions of fatherhood, legitimacy of children), Nayar marriage in central Kerala. Sex, sacrament and contract in Hindu marriage: Marriage as ‘sacrament’, Marriage as ‘contract’, Change in Hindu marriage law (sacrament to contract).	15

IV	Re-casting Kinship: Relatedness (Malays of Pulau Langkawi). Kinship and Gender: Rajasthani women's songs (<i>Kesyra</i> and <i>Gali</i>), Gender performance. Re-imagining families (reproductive technology, surrogacy, lesbians, gays).	15
Total		60

Text Books:

1. Karve, I. (1994). *The Kinship Map of India*(pp.50-73); in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press.
2. Lévi-Strauss, Claude. (1969). *The Elementary Structures of Kinship* (pp. 3-25); London: Eyre and Spottis woode, Chapters 1 & 2.
3. Radcliffe-Brown, A. R. and D. Forde (eds.). (1950). *African Systems of Kinship and Marriage*(pp.1-39); London: Oxford University Press, Introduction.

References:

1. Das, V. (1994). *Masks and Faces: An Essay on Punjabi Kinship* (pp.198-222); in Patricia Uberoi (ed.), Family, Kinship and Marriage in India, Delhi: Oxford University Press.
2. Dumont, L. (1968). *Marriage Alliance* (pp. 19-23); in D. Shills (ed.), International Encyclopedia of the Social Sciences, U.S.A.: Macmillan and Free Press
3. Evans-Pritchard, E.E. (2004). *The Nuer of Southern Sudan* (pp. 64-78); in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell.
4. Freeman, J. D. (1958). *The Family Systems of the Iban of Borneo* (pp. 15-52); in J. Goody (ed.), The Developmental Cycle in Domestic Groups, Cambridge: Cambridge University Press
5. Gold, Ann Grodzins. (1994). *Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs* (pp. 30-72);in Listen to the Heron's Words: Re-imagining Gender and Kinship in North India by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP
6. Kahn, Susan Martha. (2004). *Eggs and Wombs: The Origins of Jewishness* (pp. 362-77); in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell.
7. Leach, E.R. (1961). *Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law* (pp. 105-113); Rethinking Anthropology, London: The Athlone Press.
8. Shah, A.M. (1998). *Changes in the Indian Family: An Examination of Some Assumption* (pp. 52-63); in The Family in India: Critical Essays, New Delhi:

Orient Longman.

9. Uberoi, Patricia. (1997). *Family, Kinship and Marriage in India*. OUP Reader.
10. Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship* (pp. 103-136); New York: Columbia University Press.

Journals:

1. Carsten, Janet. (1995). 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1
2. Gough, Kathleen E. (1959). *The Nayars and the Definition of Marriage*; in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34.
3. Leach, Edmund. (1962). *On Certain Unconsidered Aspects of Double Descent Systems* (pp. 130-134); *Man*, Vol. 62.
4. Uberoi, Patricia. (1995). *When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage*; *Contributions to Indian Sociology*, 29, 1 & 2: 319-45.

Minor Course

Course: Gender Studies

Code: SOC182N301

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course-200

Scheme of Evaluation: Theory

Course Objectives: *To introduce basic concepts relating to gender and to provide logical understanding of gender roles.*

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Define necessary and basic concepts of gender and sexuality	BT 1
CO2	Illustrate the different types of feminism and feminist theories.	BT 2
CO3	Apply Feminist movement and apply it to global debates of gender discrimination	BT3
CO4	Analyze and take part in understanding of Gender inequality & Empowerment- Gender Disparities	BT4

Detailed Syllabus

Unit	Contents	Periods
I	Introduction to Gender Studies: Gender & Sex Basic concepts, Differences, Gender Role, Gender Socialization, Sexuality-basic concept, debates	15
II	Feminism-Types & Theories: Marxist Feminism, Radical Feminism, Socialist Feminism, Eco-feminism; phases/waves in Feminism, New Feminist Debates-Post Colonial/Post Modern, LGBTQ	15
III	Feminist Movements – Global debates, Women’s Movements in India-Women in Social Reform Movements, Telengana, Anti-Arrack, Chipko, Me too, Emergence of Women’s Studies in India, Women’s M	15
IV	Gender inequality & empowerment, Gender disparities in Education, Labour, Political Representation, gender and violence, Gender mainstreaming, Gender Budgetting.	15
	Total	60

Text Book:

1. Wharton Amy S (2004) *The Sociology of Gender: An Introduction to Theory and Research*. Blackwell Publishing
2. Cornell R W (1995) *Gender*. Cambridge, Polity Press.

Reference Books:

1. Kumar Radha (1993) *History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zubaan
2. Gatens M (1991) *A Critique of the Sex/Gender Distinction* in S. Gunew (ed.) *A Reader in Feminist Knowledge*. London: Routledge
3. Holmes M (2007) *What is Gender*. New Delhi: Sage Publications.
4. Jackson S and Scott S (2002) *Gender: A Sociological Reader*. New York: Routledge

Skill Enhancement Course (SEC)

Course: Techniques of Ethnographic Filmmaking

Code: SOC182S311

LTPC: 2-0-1-3

Credit Units: 3

Level of Course-200

Scheme of Evaluation: Theory

Course Objectives: It introduces students to techniques of anthropological filmmaking as a form and method of description and argument, along with enabling an understanding of the relationship between film and text as distinct ethnographic practices.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Define techniques and methods of using the visuals methods in sociology	BT 1
CO2	Illustrate significance of a sensory research practices	BT 2
CO3	Apply the ethnographic filmmaking to move beyond the textual reading and writing mode.	BT 3
CO4	Analyze the diversity of gender, culture, class, caste, sexuality and religion as they produce films on multiple issues.	BT 4

Detailed Syllabus:

Modules	Contents	Periods
I	Introduction to Anthropological Filmmaking: History of Ethnographic Filmmaking, Anthropology and Filmmaking: The Text and the Image, Different Modes of Filmmaking	15
II	Understanding the use of Camera in Anthropology	15
III	The Filmmaker and the Filmed: Relationship and understanding 'ethics'	15
IV	Editing and Construction of Meaning: Understanding multiple shots and camera movement, Tools for Film Editing	15
	TOTAL	60

Text Books:

1. Barnouw, Erik, (1993). *Documentary: A History of the Non-Fiction Film*, OxfordUniversity Press.
2. 3Barbash, Ilisa, et al. 'Reframing Ethnographic Film: A 'Conversation' with David MacDougall and Judith MacDougall.'" *American Anthropologist*, vol. 98, no. 2, 1996,pp. 371–387.
3. El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82
4. Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly*, April 1984. Pp. 15-17
5. Hastrup, Kirsten. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.
6. Heider, Karl G. 'A History of Ethnographic Film.' In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 15-49.
7. Heider, Karl G. 'The Attributes of Ethnographic Film'. In *Ethnographic Film*, Austin:University of Texas Press, 2006. Pp. 50-109.

Audio Visual Material:

1. *Battleship Potemkin* by Sergei Eisenstein, 69 mins. 1925;
2. *Bowling for Columbine* by Roger Moore, 120 mins, 2002. *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.*Dilli- Mumbai-Dilli* by Saba Dewan, 63 mins, 2006;
3. *Diyas*, Judith MacDougall, 56 mins, 1997/2000. *Etre et Avoit* by Nicholas Philibert's, 105 mins, 2002*New Boys* by David MacDougall, 100 mins, 2003;
4. *Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

Interdisciplinary Course

Subject Name: Criminology Subject Code: SOC182I301 L-T-P-C: 2-1-0-3 Credit Units: 3 Level of Course: 200 Scheme of Evaluation: Theory
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Course Objective: This course aims to enable the students to comprehend different theoretical perceptions about crime and criminology. It will provide the scope to understand etiology of crime, prevention of crime, treatment of offenders, victimology and related areas.

Course outcome: After the completion of the course the students will be able to:

CO1	<i>Define</i> different concepts related to the study of criminology.	BT1
CO2	<i>Illustrate</i> the theoretical approaches to criminology	BT2
CO3	<i>Apply</i> criminological imagination to think about problems of crime and justice in new ways, going beyond everyday understandings.	BT3
CO4	<i>Analyze</i> and interpret the diversity of social experience associated with criminology and social justice issues.	BT4

Detailed Syllabus:

Modules	Topics / Course Content	Periods
I	What is criminology; Growth of criminology; Concept of Crime; Concept of criminal; Classification of criminals; Victim in crime: Science of victimology, role of victim in crime, Methods and techniques in criminology.	15
II	Theories of criminal behavior: Differential association theory, Sub-culture theory, social bond theory, Routine activity theory, biological theories, Classical and neo-classical theories, biological theories, Physiological theories, Economic theory, Geographical theory, Sub-Cultural theory	15
III	Factors in crime: Personal, Environmental, Peer, Movies; Interaction between personal and environmental factors: a conjunctive approach; Causes in crime, Types of crime	15
IV	Punishment: society and social control; Theories of punishment; Theories in variations in punishment; Capital punishment; Prisons; Probation and parole; Crime in India	15

	Total	60
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Text Books:

1. Ahuja, R. (2012). Criminology. New Delhi: Rawat Publications
2. Alexander, K. (2006). Police reforms in India: An analytical study. New Delhi: Discovery Publishing House.
3. Blackburn, R. (2008). The psychology of criminal conduct: Theory, research and practice. Chichester: Wiley.

Additional Readings:

1. Karlsson, J., & Bergman, A. (2017). Methods for social theory: Analytical tools for theorizing and writing. London: Routledge.
2. Marsh, I. (2007). Theories of crime. London: Routledge. Pond, R. (1999). Introduction to Criminology. Winchester: Waterside.
3. McConville, M., & Wilson, G. (2002). Handbook of the criminal justice process. Oxford: Oxford University Press.
4. Renzetti, C. (2013). Feminist Criminology. Routledge.
5. Siegel, L. (2013). Criminology: Theories, patterns, and typologies. Belmont, CA: Wadsworth Cengage Learning.
6. DeKeseredy, W. (2011). Contemporary critical Criminology. London: Routledge.
7. Hollin, C. (2013). Psychology and crime: An introduction to criminological psychology. Hove, East Sussex: Routledge.

4th Semester

Subject Name: Indian Sociological Thinkers
Subject Code: SOC182M401
L-T-P-C: 3-1-0-4
Credit Units: 4
Level of Course: 200
Scheme of Evaluation: Theory

Course Objective: This paper aims at building upon the sociological mind of the students by introducing the students to novel and critical perspectives, especially in the topics of India and the East.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Define</i> knowledge about the multiple sociological perspectives in the context of the Indian society.	BT1
CO2	<i>Illustrate</i> how these perspectives may be complementary or conflictual.	BT2
CO3	<i>Applying</i> the understanding produced after getting to know the prominent Indian sociologists and their contribution in Indian sociology.	BT3
CO4	<i>Analyze</i> and take part in conceptual understanding of the debates that are still relevant in contemporary India surrounding the perspectives in understanding Indian society.	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Indological Perspective – Conceptual understanding of the Indological approach. RK Mukherjee: Indian culture & civilisation. Theory of society. Concept of universal civilisation. Economic transaction & social behaviour. Urban social problems. Social ecology. GS Ghurye: Kinship and tribe (integration v/s isolation debate). Indian culture. National unity & integration.	15
II	Structural Functionalism – Conceptual understanding of the Structural Functional approach. M. N. Srinivas- Book View & Field View, Social Change, Religion and Society. Sanskritization, Dominant Caste. S.C. Dube - theoretical and methodological perspectives, Indian village study. Structure, function, tradition and change. Modernization and development.	15

III	Marxist Perspective – Conceptual understanding of the Marxist approach. D.P. Mukerji: Modern Indian culture. Tradition. Marxism & Indian situations. Role of the new middle class. Modernization. A.R. Desai: Village structure. Transformation of Indian society. Relevance of Marxist approach & analysis of Indian society through Marxist approach. Social background of Indian nationalism.	15
IV	Subaltern Perspective – Conceptual understanding of the subaltern approach. B.R. Ambedkar: Concept of Dalit. Dalit liberation through subaltern approach. Religion. Caste. Untouchability & identity. Constitutional democracy & governance. R. Guha: The idea of subaltern perspectives. Emerging subaltern perspectives.	15
	Total	60

Text Books:

1. Das, Veena. (2006). *Handbook of Indian Sociology*. OUP Reader.
2. Singh, Yogendra. (1986). *Modernisation of Indian Traditions*. Rawat Publication.
3. Nagla, B. K. (2013). *Indian Sociological Thought*. Rawat Publications.

References:

1. Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature* (pp. 29-47); London: Allen and Unwin,
2. Magill, Frank N. (1996). *International Encyclopedia of Sociology*, Volume 1(pp. 690-693); Routledge.
3. Marx, Karl. (1977). *The Grundrisse: Foundations of the Critique of Political Economy*. New York: Random House.
4. Gouldner, Alvin. (1977). *Sociology's Basic Assumptions* (pp. 13-17); in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd.
5. Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162.
6. Chaudhuri, Maitrayee. (2010). *Sociology in India: Intellectual and Institutional Practices*. Rawat Publications.

Additional Readings:

1. Analytical Marxism. Thousand Oaks, Calif: Sage
2. "Mead vs. Blumer." *American Sociological Review* 44:449-467
3. Agger, Ben (1991). 'Critical Theory, Post- Structuralism, Post- modernism: Their Sociological Relevance' *Annual Review of Sociology*. 17:105-131.
4. Buhler, G. (2016) *The Laws of Manu or Manusmriti*, The University of Virginia: Clarendon Press.

Subject Name: Social Stratification

Subject Code: SOC182M402

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 200

Scheme of Evaluation: Theory

Course Objective: To understand the importance of social stratification in understanding the persisting social inequalities and overcome the commonsensical knowledge related to social stratification, difference and inequality.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Define</i> the concept of social stratification and the grounds on which difference and hierarchy exists in society.	BT-1
CO2	<i>Illustrate</i> on the perspectives and debates that surround this branch of sociology.	BT-2
CO3	<i>Apply</i> the concepts in holding a nuanced understanding of the paper.	BT-3
CO4	<i>Analyse</i> the concept of stratification from different theoretical standpoint in undergoing academic activities.	BT-4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Social stratification: Hierarchy and difference, the rigidity of closed and open system of stratification: Caste and Class. Social Mobility: Types of mobility.	15
II	Beteille's understanding of stratification: Caste, Class and Power, Race, Racism and stratification, Caste and Gender stratification.	15
III	Theories of Social Stratification: Functionalist and Marxist perspective: Debates between Davis & Moore and Tumin.	15
IV	Theories of Social Stratification: Marxist and Weberian perspective: Power and class, economy and stratification.	15
	Total	60

Text Books:

1. Giddens, Anthony et al. (2016). *Introduction to Sociology 10th edition*. New York: W.W Norton & Company.
2. Gupta, D. (Ed.). (1991). *Social Stratification*. Oxford University Press, New Delhi.
3. Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill.

References:

1. Weber, M. (1991). Class, Status, Party. In Dipankar Gupta editor, *Social Stratification*. Oxford University Press, New Delhi.
2. Davis, Kingsley, and Wilbert E. Moore. (1945). *Some Principles of Stratification*; *American Sociological Review* 10.2. 242-249.
3. Haralambos, M and Heald, R.M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press, New Delhi.
4. Scott, J. (1994). *Dictionary of Sociology*. Oxford University Press, Oxford.
5. Ambedkar, B. R. (2013). *Annihilation of Caste*. Samyak Prakashan: New Delhi
6. Dumont, L. (1991). Hierarchy, status and power: The caste system and its implications. In Gupta, D., editor, *Social Stratification*. Oxford University Press, New Delhi.
7. Shah, Ghanashyam. (2004). *Social Movements in India*. Sage India.
8. Bose, N.K. (1994). *Structure of Hindu Society*. Orient Blackswan.
9. Jodhka. S.S. (2012). *Caste*. Oxford India.

Additional Readings:

1. Beteille, A. Equality and Universality. *Economic and Political Weekly*. 36 (38).
2. Tumin, M.M. (2003). *Social Stratification: The Forms and Functions of Inequality*. Prentice Hall of India, New Delhi.
3. Tumin, M.M. (1953). Some principles of stratification: a critical analysis. *American Sociological Review*, 18((4): 387-394.
4. Tumin, M.M. (1953). Reply to Kingsley Davis. *American Sociological Review*, 18: 672-673.
5. Movie Scening: *India Untouched* directed by Stalin K (2007) and *Caste on the Menu Card* by Atul Anand, Reetika Revathy Subramanian, Ananyaa Gaur, Vaseem Chaudhary (2015).

Subject Name: Environmental Sociology

Subject Code: SOC182M403

L-T-P-C 3-1-0-4

Credit Units:4

Level of Course:200

Scheme of Evaluation: Theory

Course Objective: This course aims to introduce students to the field of environmental sociology, which interrogates the relationship between society and the environment. It provides an understanding of key theoretical perspectives, debates, topics, and new directions within environmental sociology.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Define</i> the complex relationships between people, nature, and the natural environment.	BT1
CO2	<i>Illustrate</i> on what sociological thinking can contribute to understandings of environmental events, issues.	BT2
CO3	<i>Apply</i> sociological theories and concepts to explain environmental issues.	BT3
CO4	<i>Analyze</i> the connections between bio-physical and socio-cultural systems	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Envisioning and development of Environmental Sociology. Classical thinkers on Environment. Sociology and Environment. Human society and Environment interaction. Environmental Ethics. Realist vs Constructionist debate. Nature-Culture debate. Nature-Nurture debate.	15
II	Approaches: Ecological Modernization Theory. Risk society. Ecofeminism and Feminist Environmentalism.	15
III	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming. Consumerism and environmental damage. Basic principles of sustainable development. Politics of sustainable development. Social impact of environmental issues- water wives and tiger widows.	15
IV	India's green movements. Ecological Conflicts. Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada. New Social Movements.	15

	Total	60
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Text Books:

1. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
2. Bell, M. M. (2008). *An Invitation to Environmental Sociology*, Thousand Oaks, CA: Sage, Chapter 1, 'Environmental problems and Society'. pp. 1-5.

References:

1. Baviskar, Amita. (1995). *In the belly of the river*. Oxford University Press.
2. Mertig, A.G. and Dunlap, R.E. (2001). *Environmentalism, New Social Movements, and the New Class: A Cross-National Investigation*. Rural Sociological Society.
3. White, B. H. (2018). On the Global Economic and Political Order. *EPW*, 53(35).
4. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.
5. Omvedt, Gail. (2015). *India's green movements*. Sage Publications.
6. Harris, J.M. (2000). *Basic Principles of Sustainable Development*. Global Development and Environment Institute.
7. Nayar. K.R. (1994). Politics of 'Sustainable Development.' *Economic and Political weekly*.
8. Gadgil, M. and R. Guha. (1996). *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi: Oxford University Press.
9. Gadgil, M. and R. Guha. (1994). *Ecological Conflicts and the Environmental Movement in India*. Blackwell Publishers.
10. Guha, Ramachandra. (2013). *The Unquiet Woods*. Orient Blackswan Private Limited- New Delhi.
11. Living in the World of Risk Society: A Hobhouse Memorial Public Lecture; Beck, U. 2006, delivered on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.
12. Pattnaik, U. (1996). Export Oriented Agriculture and Food Security in Developing Countries and India. *EPW*, 31, 35, 36, 37.

Additional Readings:

1. Chipko: Social history of an environmental movement; Guha, R., 2002, in Ghanshyam Shah (ed.), 'Social Movements and the State' (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16, Pp. 423-454.
2. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp. 38-54).
3. Giddens, A., (2009). *Sociology*. Wiley India, 6th edition. Ch 5. 'The Environment', pp. 153-203.
4. Dreze, J., & Sen, A. (1991). *The Political Economy of Hunger: Vol 1: Entitlement and well-*

being. London: Oxford University Press.

5. Khangram, S., Rikher, J.V., & Sikkink, K. (2002). 'Restructuring the global politics of development: The case of India's Narmada Valley Dams', in *Restructuring World Politics: Transnational Social Movements, Networks and Norms*, Vol. 14). U of Minnesota Press, pp. 206-30.
6. Agarwal, Bina, (2007). The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.). *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19, pp. 316-324,342-352.

Minor Course

Subject Name: Population Studies
Subject Code: SOC182N401
L-T-P-C: 2-1-0-3
Credit Units: 3
Level of Course: 200
Scheme of Evaluation: Theory

Course Objective: *This paper aims at exploring the entrenched relationship between demography and society*

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Define</i> basic concepts of demographic components and its relevance
CO2	<i>Illustrate</i> the intricate relationship of demography and sociology
CO3	<i>Applying</i> the understanding of population theories and its contribution in building of population policies
CO4	<i>Analyze</i> various complex issues relating to population and its critical assessment

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Demography and society: Concepts and the relationship, Interface between Sociology and Demography, Demographic Components: Fertility, Mortality and Migration, Population Structure and Size.	15
II	Population Theories: Pre-Malthusian Approach (Populationist views), Malthusian Theory of Population and its Critique, Neo- Malthusian Approach to Population, Socialist and Marxist Approach to Population and criticisms.	15
III	Population Theories: Demographic Transition Theory, Optimum Theory of Population, Naturalist/ Biological Approach to Population, Application of Sociological Approach to Population.	15
IV	Introduction to population studies in India, Population Policies: Sociology of population Policy in India, Programs and Initiatives and their critique, National Population Policy	15

Text Books:

1. Haq, E. *Sociology of Population in India*. USA-: MacMillan, 2007.
2. Premi, M.K. *An Introduction to Social Demography*. Delhi: Vikas Publishing House, 1983.

Reference Books:

1. Amonker, R. G. "Demography: A Case Study of India" in *International Review of Modern Sociology*. 4 (2)194-214, 1974.
2. Bongaarts, J. "Human Population Growth and the Demographic Transition" in *Philosophical Transactions: Biological Science*. 364, 1532.
3. Bose, A. "Demographic transition and demographic imbalance in India" in *Health Transition Review*. Supplement.
4. Bose, A. *India's Quest for Population Stabilization*. New Delhi: National Book Trust, 2010.
5. Foucault, M. "Right of Death and Power over Life" in Paul Rabinow (Ed.) *The Foucault Reader: An introduction to Foucault's thought*. London: Penguin, 1984.
6. Pande, R.P, and N.M. Astone. "Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors" in *Population Research and Policy Review*. 26(1) 1-29, 2007.
7. Radhakrishna, R., K.H. Rao, C. Ravi and B. Sambhi Reddy. "Chronic Poverty and Malnutrition" in *Economic and Political Weekly*. 39 (28) 3121-3130, 1990.
8. Saikia, A. *Mortality in Assam*. New Delhi: Purbanchaal Publisher, 2005.
9. Singh, B.P. "North-East India: Demography, Culture and Identity Crisis" in *Modern Asian Studies*. Vol. 21, No. 2, 257-282, Cambridge University Press, 1987.
10. William, L. and P. Rangazas. "Fertility and Development: The Roles of Schooling and Family Production" in *Rangaza Journal of Economic Growth*. 11(3) 229-261, 2006.

Subject Name: Introduction to Sociology of Health & Medicine
Subject Code: SOC182N402
L-T-P-C: 2-1-0-3
Credit Units: 3
Level of Course: 200
Scheme of Evaluation: Theory

Course Objective: This course will help the students to understand the social issues related to health, illness and medicine. It will facilitate the students to understand the healthcare issues from socio-political perspectives.

Course Outcome: After successful completion of the course, the students will be able to:

CO1	<i>Relate</i> the medical knowledge on healing and medicine with its social significance	BT-1
CO2	<i>Illustrate</i> essential social knowledge on health, hygiene and medicine even without belonging to medical science.	BT-2
CO3	<i>Apply</i> perspectives on new age research on sociology as Sociology of Health & Medicine is one of the fastest growing sub-disciplines in Social Science.	BT-3
CO4	<i>Analyse</i> the social and human understanding on the intricacies of healthcare, healthcare industry and medicine.	BT-4

Detailed Syllabus:

Modules	Topics/ Course Contents	Periods
I	Basic concepts & Approaches- Conceptualizing Disease, Illness & Sickness, Healing, Hygiene, Medicalization, Dimensions & Indicators on health, Social Institutions & Health: Role of family in health care	15
II	Theoretical Perspectives on Sociology of Health: Functionalist, Conflict, Interactionist, Post-Modern, Feminist; Social Epidemiology	15

III	State, Health Care & Medicine; Maternal and Child Health; Family Welfare Programs; Drug Policies and Patents; Sanitation, Hospital as a Social Organization (Doctors, Nurses and Patients); Rural Health care Programs; Commercialization of Health Care Services	15
IV	Basics of Medicine & Society: Indigenous Medicine/healthcare systems in Developing societies- Ayurveda, Yunani and Siddha. Systems of Medicine and alternative practices in Rural India, community engagement in medical care & medicine, Future of Medical Sociology	15
	Total	60

Text Books:

1. Annandale, Ellen. (1998). *The Sociology of Health and Medicine: A Critical Introduction*. London: Polity Press
2. Conrad, Peter et al. (2000). *Handbook of Medical Sociology*. New Jersey: Prentice Hall

Reference:

1. Albrecht, G.L., Fitzpatrick, R. and Scrimshaw, S.C. (eds) (2000) *Handbook of Social Studies in Health and Medicine*. London and Thousand Oaks, CA: Sage.
2. Armstrong, D. (2003) *Outline of Sociology as Applied to Medicine*, 5th edn. London: Arnold.
3. Bury, M. (1997). *Health and Illness in a Changing Society*. London: Routledge
4. David, Arnold (1994). *Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India*. New Delhi: Oxford University Press
5. Douglas, Mary. (1966). *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge
6. Elston, M.A. (ed.) (1997) *The Sociology of Medical Science and Technology*. Oxford: Blackwell.
7. Foucault, Michael. (1989). *The Birth of the Clinic: An Archeology of Medical Perception* Paris: Routledge
8. Green, J. and Thorogood, N. (1998) *Analysing Health Policy: A Sociological Approach*. London: Longman.
9. James, V. and Gabe, J. (eds) (1996) *Health and the Sociology of Emotions*. Oxford: Blackwell.
10. Kevin, White. (2009). *An Introduction to the Sociology of Health and Illness*. New Delhi: Sage Publications.

11. Nagle, Madhu. (1988). *Medical Sociology*. Jaipur: Printwell Publishers
12. Nettleton, S. and Watson, J. (1998) *The Body in Everyday Life*. London: Routledge. Parsons, T. (1951) *The Social System*. New York: Free Press.
13. Turner Bryan, (1987). *Medical Power and Social Knowledge*, London; Sage
14. Venkataratnam, R. (1979). *Medical sociology in an Indian setting*, Madras: Macmillan.

Additional Readings:

1. Bodeker G. (1990) Traditional health knowledge and Public policy. *Nature and Resource*. 30(2):5–16
2. Gopichandran V. Satish Kumar Ch. (2012), Mainstreaming AYUSH: an ethical analysis. *Indian J Med Ethics*. 9:272–277.
3. King, Nicholas B. (2002). “Security, Disease, Commerce: Ideologies of Postcolonial Global Health.” *Social Studies of Science* 32:763–89.
4. Koskinen, S. and Martelin, T. (1994) “Why are socioeconomic mortality differences smaller among women than among men?” *Social Science and Medicine*, 38: 1385–96.
5. Kumar D., Raina S.K., Bhardwaj A.K., Chander V. (2012). “Capacity building of AYUSH practitioners to study the feasibility of their involvement in non-communicable disease prevention and control”, *Anc Sci Life*. 32:116–119.
6. Sujatha V and Leena Abraham. (2009). ‘Medicine State and Society’, *Economic and Political Weekly*, XLIV No 16 April
7. Straus, R. (1957). ‘The nature and status of medical sociology’, *American Sociological Review*, 22: 200–4.

5th Semester

Subject Name: Philosophical Foundations of Social Research

Subject Code: SOC182M501

L-T-P-C 3-1-0-4

Credit Units: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: This course aims to enable the students to gain an understanding of the concept of social problem and various social problems affecting the community at large. This paper will introduce the students to the problems of contemporary society in India and enable them to understand these problems from a sociological perspective.

Course outcome: After the completion of the course the students will be able to:

CO1	<i>Define</i> emerging social problems, concepts and issues of development in Indian Society	BT1
CO2	<i>Illustrate</i> the different social issues specially in the context of India	BT2
CO3	<i>Apply</i> sociological theories to understand deviant, delinquent behavior and disorganization and structural problems	BT3
CO4	<i>Analyze</i> the various social problems and development issues in Indian society	BT4

Detailed Syllabus:

Modules	Topics / Course Content	Periods
I	Philosophical Roots of Social Research: Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge, Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn), Positivism and its critique:	15
II	Nature of Social Reality and Approaches to it: Positivism, Phenomenology, Ethnomethodology and Symbolic Interactionism, Inductive and deductive Theory building, Scientific method in social research, Objectivity/value neutrality Hypothesis.	15
III	Qualitative Methodologies: Interview, case study, observation. Quantitative Methodologies: Survey, sampling, questionnaire: (Meaning, uses, types, advantage and disadvantage of each method).	15

IV	Statistical Methods – Why study statistics, Importance of statistics in research. Graphical and diagrammatic presentation of data, its importance in research, advantages and disadvantages. Measure of central tendency (Mean, Median and Mode).	15
	Total	60

Text Books:

1. Bailey, K. (1994). *Methods of Social Research* (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
2. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.

References:

1. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, ‘Social Research Strategies’.
2. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.
3. Nueman, W. Lawrence. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Edition). Boston, MA: Allyn & Bacon.
4. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd revised edition). New Delhi: New Age International (P) Limited Publishers.

Additional Readings:

1. Srinivas, M.N. et al. (2002). (reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.
2. HYTE, W. F. (1955). *Street Corner Society*; Chicago: University of Chicago Press.

Subject Name: Criminology

Subject Code: SOC182M502

L-T-P-C 3-1-0-4

Credit Units: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: This course aims to enable the students to comprehend different theoretical perceptions about crime and criminology. It will provide the scope to understand etiology of crime, prevention of crime, treatment of offenders, victimology and related areas.

Course outcome: After the completion of the course the students will be able to:

CO1	<i>Define</i> different concepts related to the study of criminology.	BT1
CO2	<i>Illustrate</i> the theoretical approaches to criminology	BT2
CO3	<i>Apply</i> criminological imagination to think about problems of crime and justice in new ways, going beyond everyday understandings.	BT3
CO4	<i>Analyze</i> and interpret the diversity of social experience associated with criminology and social justice issues.	BT4

Reading List:

1. Ahuja, R. (2012). Criminology. New Delhi: Rawat Publications
2. Alexander, K. (2006). Police reforms in India: An analytical study. New Delhi: Discovery Publishing House.
3. Blackburn, R. (2008). The psychology of criminal conduct: Theory, research and practice. Chichester: Wiley.
4. DeKeseredy, W. (2011). Contemporary critical Criminology. London: Routledge.
5. Hollin, C. (2013). Psychology and crime: An introduction to criminological psychology. Hove, East Sussex: Routledge.
6. Karlsson, J., & Bergman, A. (2017). Methods for social theory: Analytical tools for theorizing and writing. London: Routledge.
7. Marsh, I. (2007). Theories of crime. London: Routledge. Pond, R. (1999). Introduction to Criminology. Winchester: Waterside.
8. McConville, M., & Wilson, G. (2002). Handbook of the criminal justice process. Oxford: Oxford University Press.
9. Renzetti, C. (2013). Feminist Criminology. Routledge.
10. Siegel, L. (2013). Criminology: Theories, patterns, and typologies. Belmont, CA: Wadsworth Cengage Learning.

Subject Name: Sociology of Gender

Subject Code: SOC182M503

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objectives. This course aims at introducing students to the major concepts and theoretical perspectives of sex-gender systems and practices. It also discusses specific issues concerning gender relations in the Indian context in their structural forms and representations.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Define basic idea on gender and discuss the various issues concerning to gender.	BT 1
CO2	Illustrate the different types of feminism and feminist theories	BT 2
CO3	Apply Feminist movement and apply it to global debates of gender discrimination	BT3
CO4	Analyze and take part in understanding of Gender inequality & Empowerment- Gender Disparities	BT4

Detailed Syllabus

Modules	Contents	Periods
1	Introduction to Basic concepts: terms Sex, Gender and Sexuality, Intersectionality of gender with other aspects of social life, Patriarchy: Ideology and Forms, Contemporary Sexuality Politics, Masculinity	15
2	Feminism as a Concept Origin and Growth of Feminism Feminist perspective: Liberal, Radical, Marxist – Socialist, Feminist methodology: Standpoint theory, Situated knowledge, Third World Women and Politics of Knowledge	15
3	Feminist Movements – Global debates, Women’s Movements in India-Women in Social Reform Movements, Telengana, Anti-Arrack, Chipko, Me too, Emergence of Women’s Studies in India, Women’s M	15
4	Contemporary Women/Gender Issues in India Violence Against Women: Dowry, Rape, Female Foeticide Women and Education Women and Work Women and Health Decision Making Gender and Politics Debate around LGBTQ	15
	Total	60

Texts

1. Textbook(s) Tong, R. (2009). *Feminist Thought*, Colorado: Westview Press. Stevi, J., and Scott, S. (2002). *Gender: A Sociological Reader*, London: Routledge.
2. Tong, R. (2009). *Feminist Thought*, Colorado: Westview Press.
3. Stevi, J., and Scott, S. (2002). *Gender: A Sociological Reader*, London: Routledge

Additional Readings

1. Harding, S. (2004). *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. New York: Routledge
2. Janaki, N. and M. John (1998). *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women.
3. Kumar, P. (2010). *Sanma Told Me: Narratives of Gendered Violence*. *Indian Journal of Gender Studies.*, 17 (3), 403-427.
4. Walby, S. (1989). *Theorizing Patriarchy*. *British Sociological Association*, 23(2), 213-234.

Subject Name: Sociology of Science

Subject Code: SOC182N501

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: The present course aims to focus on the increasing complexities of the interrelationship between science, technology and society. Science and technology policy of twenty-first century is faced by challenges like emerging technology, globalization and environmental movement. Some of the notions like objectivity, rationality, skepticism, systematic investigation, scientific temper requires an understanding of how science emerged as a social institution, what role S&T plays in our society and how socioeconomic structure influence the character of modern science. This course will familiarize undergraduate students about the basic concepts and perspectives on science and technology and explore the emergence and growth of modern science and technology in India. The course will discuss issues concerning both functional and dysfunctional aspects of the impact of science and technology on society and vice versa.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Define</i> science and non-science	BT1
CO2	<i>Illustrate</i> the social and cultural shaping of science and technology	BT2
CO3	<i>Apply</i> the concepts to understand the development of science and technology in the Indian context	BT3
CO4	<i>Analyze</i> the challenges and opportunities of emerging technologies in the globalized world	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Science and Non-Science, Theories of Scientific Knowledge, Scientific Revolution, Social Construction of Scientific Knowledge	15
II	Science as a Social Institution, Science, Technology and Culture, Inequalities in Science: Matthew Effect and Mertonian Paradigm, Science and Religion	15
III	Science and Technology in India, Development of Indian Science and Technology in Colonial and Post Colonial India, Science Policy and Indian Scientific Community	15

IV	Science and Technology in Globalized world: Challenges and opportunities of emerging technologies like Information technology and Bio-technology. TRIPS; Patent Laws and Indigenous Knowledge. Consequences and Implications.	15
	Total	60

Text

1. N. Stehr and V. Meja, eds., Society and Knowledge: Contemporary Perspectives in the Sociology of Knowledge and Science, Revised 2nd edition, Transaction Publishers, 2005.

References

1. T.S. Kuhn, The Structure of Scientific Revolutions. Chicago University Press, 1970.
2. K. Popper, The Logic of Scientific Discovery, Basic Books, 1959.
3. D. Raina and S.I. Habib, Domesticating Modern Science: A Social History of Science and Culture in Colonial India. Tulika Books, 2004.

6th Semester

Subject Name: Political Sociology

Subject Code: SOC182M601

L-T-P-C: 3-1-0-4

Credits: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Define</i> the various conceptual tools to understand state	BT1
CO2	<i>Illustrate</i> the functioning of state society relations	BT2
CO3	<i>Apply</i> the concepts to understand the question of power in the context of the modern states	BT3
CO4	<i>Analyze</i> the political systems of different nations around the world	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Contextualizing Political Sociology: Tom Bottomore, Dipankar Gupta. Concept of Power: Marx, Durkheim, Weber, Foucault: Panopticon, governmentality and biopolitics. Elite theory: Pareto and Mosca. Power Elite: C.W. Mills.	15
II	State, Citizenship and Governance: Everyday State and Local Structures of Power- Panchayati Raj, village councils and Gaon Panchayat. Citizenship: social and political rights. Civil Society: pressure group, interest group	15
III	African political system: societies with state and stateless societies. Totalitarian system: Pattern of governance. Democratic system: the question of caste and tribe in Indian politics	15

IV	Ethnicity and Identity Assertion in North East India: homeland and homelessness: Naga movement, Assam movement, Bodo Movement.	15
	Total	60

Text Books:

1. Mills, C. Wright. (1956). *The Power Elite, New Edition*. OUP.
2. Bottomore, T.B. (1993). *Elites and Society*, 2nd Edition, Routledge.

References:

1. Eisenstadt, S. N. (1971). 'General Introduction: The Scope and Development of Political Sociology' in *Political Sociology: A Reader*. Basic Books, New York Publication, pp. 3-24.
2. Weber, Max. (1978). *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
3. Misra, U. (2014). *India's North-east: Identity Movements, State, and Civil Society*. London: OUP.
4. E.E. Evans-Pritchard. (1940). *African political system*. Oxford University Press.
5. Gupta, Dipankar. (1996). *Political Sociology in India Contemporary Trends*, Orient Longman.
6. Baruah, S. (1999). *India Against Itself: Assam and the Politics of Nationality*. University of Pennsylvania Press. (Chapter 1)
7. Baruah, S. (2007). *Durable disorder: Understanding the politics of Northeast India*. Oxford University Press. (2 essays).
8. Scott, J. C. (2010). *The art of not being governed: An anarchist history of upland Southeast Asia*. Nus Press. (Chapter 1).
9. Misra, U. (2013). *Periphery Strikes Back*. Indian Institute of Advanced Studies.
10. Narzary, C. (2011). *Dream for Udayachal and the History of the Plains Tribes*. N.L Publications.

Additional Readings:

1. Laclau, E. (2012). *Politics and Ideology in Marxist Theory*. London: Verso.
2. Lukes, Steven. (2005). *Power: A Radical View, 2nd Ed., Hampshire: Palgrave*, pp. 14-49.
3. Mitchell, Timothy. (2006). 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, pp. 169-85.
4. Karlsson, B. G. (2003). Anthropology and the 'Indigenous Slot' Claims to and Debates about Indigenous Peoples' Status in India. *Critique of anthropology*, 23(4), 403-42

Subject Name: Sociology of Religion

Subject Code: SOC182M602

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: This paper introduces the sociological perspective to the study of religion. It focuses on the relationship between religion, culture and social structure through a cross-cultural examination of religious beliefs, practices and organizations.

Course Outcome: After the completion of the course, the students will be able to:

CO 1	<i>Define</i> religion as a form of social identity for individuals and groups	BT1
CO2	<i>Illustrate</i> and explain how major sociological perspectives view religion	BT2
CO3	<i>Apply</i> sociological theories like Functionalism, conflict theory, and interactionism, etc. to understand religion	BT3
CO4	<i>Analyze</i> how religion influences society and is influenced by society	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Introduction to Sociology of Religion: The definition of religion: General and sociological– Nature and scope – sociological perspective of religion - sociological methods of studying religion – functions and religion – importance of sociology of religion. Durkheim – The Elementary Forms of Religious Life - Totemism, animism, monotheism, beliefs & rituals, sacred & profane.	15
II	Malinowski – The concepts of magic, science and religion, Ethnography of Trobriand Islanders - Co-operation between magic & science. MN Srinivas’s functionalist view of religion - ethnography of the Coorgs - Okka, village and caste – Madi & Pole - Case study of rituals and auspiciousness.	15

III	Religion and Society: Max Weber; The Protestant Ethic and The Spirit of Capitalism- Religion and economy - religion and capitalism - Protestant ethic, Calvinism - rise of modern capitalism. Ideal types of western capitalism and protestant ethic - Traditional v/s rational capitalism. Western capitalism's compatibility with Confucianism, Judaism, Hinduism.	15
IV	Marx's and religion - Religion as opium. Base and exploitative superstructure. Social conditions that lead to religion - Religion as alienation. Comparison between Marx and Weber.	15
	Total	60

Text Books:

1. Emile Durkheim. (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.
2. Max Weber. (2001). *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

References:

1. Beteille, Andre .2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-200.
2. Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp100-122.
3. Marx, K., & Engels, F. (2008). *On Religion*. New York: Dover Publications.
4. Max Weber. (1978). *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.
5. Dutta, U. (2018, April 24). *The Nagas & the Baptists*. <https://frontline.thehindu.com/books/the-nagas-amp-the-baptists/article8921682.ece>.
6. Nandy, A. (1995). An Anti-secularist Manifesto. *India International Centre Quarterly*, 22(1), 35–64. <http://www.jstor.org/stable/23003710>
7. Pandey, G. (2007). The Secular State and the Limits of Dialogue. In Anuradha D. Needham and Rajeshwari S. Ranjan (Eds.) *The Crises of Secularism in India* (pp. 157-176). Duke University Press.

Additional Readings:

1. Malinowski, Bronislaw. (1948). *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
2. Madan, T.N. (enlarged edition). (1990). *Religion in India*. New Delhi: Oxford. (Introduction).

3. Tambiah, Stanley Jeyaraja. (1990). *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.
4. Van Gennep, A. (1960). *The rites of passage*. Chicago: University of Chicago Press.
5. Thomas, J. (2015). *Evangelizing the nation: religion and the formation of Naga political identity*. Routledge.

Subject Name: Sociology of Media

Subject Code: SOC182M603

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: As individuals of society, our lives have been intertwined, at least since the late nineteenth century, with different media objects, from telephone to cameras, to the internet of things. With it, new sociologically significant questions emerge, and old ones appear anew. This course envisions students receiving an introduction to some of the central debates in the field of Sociology of Media.

Course Outcome: After the completion of the course the students will be able to:

CO1	<i>Define</i> basic concepts – Framing Media Theory and Media Objects.	BT1
CO2	<i>Explain</i> Media Objects, Bodies, Perception.	BT2
CO3	<i>Apply</i> Media Theory to have a nuanced comprehension of the interconnectedness of media, surveillance, and power.	BT3
CO4	<i>Analyze</i> the ‘Digital Object’ and ‘The Internet of Things’	BT4

Detailed Syllabus:

Modules	Topics / Course Content	Periods
I	Introduction to Sociology of Media. Origin and growth of mass media and its sociological implications. Exploring the ‘subject-object’ dichotomy.	15
II	‘Culture industry’, ‘art in the age of mechanical reproduction’, ‘ideological state apparatus’	15
III	Media objects and their relationship with governance, surveillance, and structural inequities of race, caste, class, gender, etc.	15

IV	Exploring the seemingly innocuous existence of the internet of things, present in everyday life — from our mobile phones to wearables to home, transport and healthcare systems.	15
	Total	60

Reading List:

1. Hesmondhalgh, David. “My media studies: A few of my favourite things” in *Television & New Media*, Vol 10, no 1, Jan 2009, pp. 86 - 87.
2. Mitchell, WJT and Hansen, M. “*Critical terms for media studies.*” Chicago: University of Chicago Press, 2010, pp. vii - xxii.
3. Benjamin, W. “[The work of art in the age of mechanical reproduction](#)” in *Illuminations*. Trans. Harry Zorn. London: Pimlico, 1990, pp. 211 - 245.
4. Horkheimer, M and Adorno, T. “*Dialectic of enlightenment: Philosophical fragments.*” Trans. Edmund Jephcott. Stanford: Stanford University Press, 2002, pp. 94 - 136.
5. Herman, E.S. and Chomsky, N. “Manufacturing Consent: The Political Economy of the Mass Media.” New York: Pantheon Books, 1988.
6. Althusser, L. (1971). Ideology and ideological state apparatuses. In L. Althusser (Ed.), *Lenin and philosophy and other essays*. New York: Monthly Review Press.
7. Deleuze, G. “Postscript on the Societies of Control” in *October* Vol 59 (Winter 1992), pp.3-7.
8. Tung-Hui Hu, *The prehistory of the cloud*. Cambridge: MIT Press, 2015

Subject Name: Urban Sociology

Subject Code: SOC182M604

L-T-P-C: 3-1-0-4

Credits: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Define</i> the various concepts related to urban sociology	BT1
CO2	<i>Illustrate</i> how major sociological perspectives view the urban society	BT2
CO3	<i>Apply</i> the major sociological approaches to understand the urban realities	BT3
CO4	<i>Analyze</i> the politics of urban spaces	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Introducing Urban Sociology – Urban, urbanism and the city. Origin and development of urban societies. Some Basic Concepts: urbanization, Rural-Urban Continuum, conurbation, suburbanization, urban neighborhood, ghettoization.	15
II	Perspectives in Urban Sociology –Classical Theories of City: The City- Max Weber; Metropolis and mental life – George Simmel the Chicago School and its critics: Theories of Robert Park, Burgess, Mc Kenzie and Louis Wirth The New Urban Sociology: Henri Lefebvre; David Harvey; Manuel Castells.	15

III	Cities in the Developing World; Urbanization and its consequences in developing countries; Movements and Settlements – Migration, community; Patterns of Urbanization- Northeast context	15
IV	Politics of Urban Space – Caste, class and gender. Urban inequalities: Caste, Class and Ethnic segregation of space. Culture and leisure.	15
	Total	60

Text Books:

1. Mumford, Lewis. (1961). *The City in History: its origins and transformations and its prospects*. Mariner Books, pp 3-29, 94-118.
2. Harvey, David. (1985). *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City, pp.1-35.

References:

1. Ayyar, Varsha. (2013). ‘Caste and Gender in a Mumbai Resettlement Site’, *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, pp. 44-55.
2. Rao, M.S.A. (1981). ‘Some aspects of the sociology of migration’, *Sociological Bulletin*, Vol. 30, 1. Pp 21-38.
3. Lewis, Wirth. (1938). ‘Urbanism as a way of Life’ in *American Journal of Sociology*, Vol. 44, No.1 (July), pp.1-24.
4. Zachariah, K. C., & Rajan, S. I. (2012). *Kerala's Gulf connection, 1998-2011: Economic and social impact of migration*. New Delhi: Orient Blackswan.
5. Gore, A. (2006). *An Inconvenient Truth: The planetary emergency of global warming and what we can do about it*. Rodale.

Additional Readings:

1. Weber, Max 1978. *The City*. The Free Press: New York., pp.65-89.
2. 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.
3. 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.
4. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. pp. 1 –32.
5. 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.

Subject Name: Sociology of Education

Subject Code: SOC182N601

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 300

Scheme of Evaluation: Theory

Course Objective: This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

Course Outcome: After the completion of the course, the students will be able to:

CO1	<i>Relate</i> the education system with the structure, culture and processes	BT1
CO2	<i>Illustrate</i> the connection between education and the social institutions	BT2
CO3	<i>Apply</i> the knowledge of sociological perspectives to understand education in multiple levels of enquiry	BT3
CO4	<i>Analyze</i> the contemporary issues in education systems	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Social structure, culture and educational processes: Family, Community, State.	15
II	Perspectives in the Sociology of Education: Education as Socialization, Education as Social Reproduction, Education and Resistance, Education and Gendered Identities	15
III	Sites of Reproduction and Negotiations of Social Identities: Contexts of Discrimination- caste, class, religion, language and gender. Pedagogical Discourses: Authority and docility, Discrimination and teaching learning process; Texts and Learning	15
IV	Contemporary Issues in Higher Education in India: Student politics, Citizenship education, social welfare and education.	15

	Total	60
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Text Books:

1. Ballantine, J.H. (1997). *The Sociology of Education: A Systematic Analysis* (4th edition). New Jersey: Prentice-Hall.
2. Robinson, P. (1981). *Perspectives on the Sociology of Education*. New York: Routledge & Kegan Paul.

References :

1. Durkheim, Emile. (1977). 'On Education and Society', in Karabel, J. and Halsey A.H. (eds.). *Power and Ideology in Education*. New York: Oxford University Press, pp. 92-104.
2. Parsons, Talcott. (1959/2008). 'The School Class as a Social System', in Ballantine, J.H. and Spade, J.Z. (eds.) *Schools and Society: A Sociological Approach to Education*. 3rd ed. California: Pine Forge Press, pp. 80-85.
3. Bourdieu, Pierre. (1977). 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press, pp. 487- 510.
4. Youdell, Deborah. (2010). 'Recognizing the Subjects of Education: Engagements with Judith Butler' in Apple et al. (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge. London and New York, pp. 132-141.
5. Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA.
6. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. *Indian Educational Review*, 40(1), 3-28.
7. Kumar, K. (2010). Quality in education: Competing concepts. *Contemporary Education Dialogue*, 7(1), 7-18.
1. Mannheim, K. (2013). *Ideology and utopia*. Routledge.
2. Illich, I. (1971). *Deschooling Society*. Harper & Row.

Additional Readings:

1. Thapan, Meenakshi. (2006). 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly*, Sept 30, 4195 - 4203.
2. Froerer, Peggy. (2007). Disciplining the saffron way: Moral education and the Hindu Rashtra. *Modern Asian Studies*, 41, 5, 1033-1071.

3. Apple, Michael. (2013). 'The Other Side of the Hidden Curriculum: Culture as Lived-I' Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. Ch.7, pp. 132-151.
4. Illich, I. (200). *Deschooling Society*. London: Marion Voyars Publishers, 2000.
5. Cote, M., Day, R. J. F., & Peuter, G. D. (2007). *Utopian Pedagogy: Radical Experiments Against Neoliberal Globalization*. Toronto: University of Torontto.

7th Semester

Subject Name: Research Methodology- II

Subject Code: SOC182M701

L-T-P-C: 3-1-0-4

Credit Units: 4

level of Course: 400

Scheme of Evaluation: Theory

Course Objective: To introduce students to the fundamental concepts, tools, and techniques of social research and enable them to understand and apply basic research methods in sociological inquiry.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Define basic concepts, definitions, and types of social research and research methods.	BT-1
CO2	Explain the significance of research in sociology and differentiate between various research designs and approaches.	BT-2
CO3	Apply appropriate research techniques to design simple sociological studies and prepare basic tools like questionnaires or interview guides.	BT-3
CO4	Analyze research data and identify the relationship between theoretical frameworks and empirical findings in sociological studies.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Social Research: Definition, Nature and purpose; Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research	15
II	Methods and Methodologies in Sociological Enquiry, Ethical concerns in Social Research; Research Design – Definition, Functions and Types	15
III	Techniques of Primary Data collection: Observation, Questionnaire, Schedule and Interview guide, Census and Sample Survey Sources of Secondary Data: Archives, Census, Survey Reports, Gazetteers, District handbooks, Film and Visual Artifacts	15
IV	Nature and scope of Qualitative Research Methods; Methodological issues in qualitative research; Methods: Ethnography and Visual Ethnography, Archival Methods, Oral History, Interviews/ Case Studies, Content analysis, Life History, Genealogy; Grounded Theory, Triangulation and Mixed methods: Context and Scope	15
Total		60

Text Books:

Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.

1. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

References:

1. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
2. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). SAGE Publications.
3. Barnes, J. A. (1979). *Who should know what? Social science, privacy and ethics*. Penguin Books.
4. De Vaus, D. A. (1986). *Surveys in social research*. George Allen & Unwin.
5. Punch, K. (1986). *Introduction to social research*. SAGE Publications.

Subject Name: Economic Sociology Subject Code: SOC182M702 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of Course: 400 Scheme of Evaluation: Theory

Course Objective: This course introduces students to social nature of economic phenomena. Through selected texts of major thinkers, the course will highlight the significance of sociological analysis for the study of economic processes in local and global contexts.

Course Outcome: After the completion of the course, the students will be able to:

SN	CO		BT
1	CO1	<i>Define</i> various social concepts for economic phenomenon offered by different social anthropologist or anthropological economist	BT1
2	CO2	<i>Extend</i> the understanding of politico-cultural aspect of economy	BT2
3	CO3	<i>Experiment</i> with the ideas to reconstruct perspectives for providing a sociological explanation for economic activities	BT3
4	CO4	<i>Compare</i> the local economic cultures to global economic models or larger market situations	BT4

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	<p>Perspectives in Economic Sociology: The Sociology of Economic Life; Economy as instituted Process. Richard Swedberg on Karl Polanyi: Major traditions of Economic Sociology: Substantivism: The Problem of Embeddedness;</p> <p>Formalism: Economic Rationalism, Economic Solipsism, The Fallacy of Relative Choice and Scarcity; The Substantive Economy: Interaction and Institutions.</p> <p>Carl Menger: Emergence of ‘subjective theory of value’; Criticism of Classical Economics.</p>	15

II	Conceptualizing Exchange: Reciprocity and Gift: Marcel Mauss and Bronislaw Malinowski: Prestation, Gift and Potlatch; Generosity, honour and money; Kula exchange; Morality and Contract Nexus. Conceptualizing Money: Viviana A. Zelizer: A Utilitarian Approach to Money; R.R. Paul: Role of Money in Capitalist Society and Role of Money in Socialist Society.	15
III	Systems of Production: Circulation and Consumption: Domestic Mode of Production: Marshall Sahlins: Livelihood of Man; Division of Labor, The Primitive Relation between Man and Tool; Production for Livelihood, Peasant: Eric R. Wolf: Peasants and primitives.	15
IV	Contemporary Issues in Economic Sociology: Development: Chris Hann and Keith Hart: The Informal Economy, Globalisation: Fran Tonkiss: Economic globalisation; concept of Core, Periphery, Semi-Periphery.	15
Total		60

Text Books:

1. Bohannan, P. and G. Dalton (eds.). (1962). *Markets in Africa*. Evanston, Illinois, Northwestern University. pp. 1-26.
2. Fligstein, N. (2001). *The architecture of markets: An economic sociology of twenty-first-century capitalist societies*. Princeton, NJ: Princeton University.

References:

1. Collins, Randall. (1979). *Review of the Bankers*, By Martin Mayer. *American Journal of Sociology*. Pp.190-94.
2. Hann, Chris and Keith Hart. (2011). *Economic Anthropology*. Cambridge, UK: Polity Press, pp. 100-119.
3. Swedberg, R., (1991). Major Traditions of Economic Sociology, in *Annual Sociological Review*, Vol.17, pp 251-276.
4. Zelizer, Viviana A. (1989). The Social Meaning of Money: 'Special Monies' in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

Additional Readings:

1. Sahlins, M. (1974). *Stone Age Economics*. London, Tavistock. Ch. 1. 2 & 3.
2. Verdery, Katherine. (1996). *What Was Socialism, and What Comes Next?* Princeton, N.J.: Princeton University Press, chapter 1. pp. 19 – 38.
3. Wolf, Eric R. (1966). *Peasants*. New Jersey, Prentice Hall. Ch. 1.
4. Wallerstein, Immanuel Maurice. (1983). *Historical Capitalism*. London: Verso. Commodification of Everything: Production of Capital. pp. 13 – 43.
5. Karl, Polanyi. (1977). *The Livelihood of Man*. New York: Academic Press. Chapters 1 & 2, The Economistic Fallacy & Two Meanings of Economic, Pp. 5-34.
6. Menger, Carl. (1871). *Principles of Economics (Grundsätze der Volkswirtschaftslehre)*. Austria. Ludwig von Mises institute.

7. Marx, Karl. (1857-58) 1973. *Economic and Philosophic Manuscripts of 1844*. Translated by Martin Milligan. New York: International Publishers.

Subject Name: Sociology of Law

Subject Code: SOC182M703

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 400

Scheme of Evaluation: Theory

Course Objective: *To understand the importance of law in the context of various social dimensions by applying sociological frameworks in the analysis of legal procedures.*

Course Outcome: After the completion of the course, the students will be able to:

CO1	Define how various sociological theories explain the emergence of formal legal systems.	BT-1
CO2	Illustrate the relevance of different legal provisions designed to address various unique needs and circumstances.	BT-2
CO3	Apply different theoretical frameworks to understand real-world socio-legal issues.	BT-3
CO4	Analyse the key assumptions and arguments involving various case laws.	BT-4

Detailed Syllabus:

Modules	Topics / Course Content	Periods
I	Sociology of Law: Marx, Weber and Durkheim. Introduction to Jurisprudence: Legal Positivism and Natural Law theory.	15
II	Colonial legislation: The Government of India Act of 1935. Special provisions in Northeast India: Sixth Schedule, Article 371 A, AFSPA.	15

III	The role of race, sex and class in the working of the judiciary. Critical analysis of select supreme court judgments in India	15
IV	Law and Society in India: Legal Pluralism and Customary law. Panchayati Raj institutions.	15
Total		60

Readings:

1. Michael Clarke 2001 Durkheim's Sociology of Law. In Roger Cotterrell ed. *Sociological Perspectives on Law*. Vol I. 2001 Dartmouth Ashgate.
2. Cotterrell, R. (ed.). 2001. *Sociological Perspectives on Law*. Aldershot: Ashgate. (Vol. I & II, selected chapters).
3. Patterson, Dennis ed. *A Companion to Philosophy of Law and Legal Theory*, 1996, Blackwell. (chaps 14-17) (Natural Law, Legal Positivism, Legal Realism and Critical Legal Studies).
4. Scheppele, Kim Lane 1994 Legal theory and Social Theory. *Annual Review of Sociology* 20: 383-4065.
5. G.W. Paton 1951/1972 *A Textbook of Jurisprudence*. Book I Introduction.
6. Anthony T. Kronman. 1983 *Max Weber*. London: Edwin Arnold. pg 73-94, 118-142 (chapters 4* and 6*).
7. Baxi, Upendra The Pathology of the Indian Legal professions.
8. Nick Robinson, A quantitative analysis of the Indian Supreme Court's Workload (see also Frontline article, The Supreme Court by its Numbers).
9. L. Schmitthener, Samuel: A sketch of the development of the legal profession in India. *Law and Society Review*, Vol 3 (2/3) 1968-69.
10. Geertz, C. 1983. *Local Knowledge: Fact and Law in Comparative Perspective*. In Geertz, *Local Knowledge*. New York: Basic Books.
11. Foucault, M. 1977. *Discipline and Punish: The Birth of the Prison*. Harmondsworth: Penguin.
12. Agamben, G. (2004). *State of Exception*. Chicago: University of Chicago Press. <https://doi.org/10.7208/9780226009261>
13. Hussain, N. (2019). *The jurisprudence of emergency: Colonialism and the rule of law*. University of Michigan press.

Subject Name: Sociology of Northeast India

Subject Code: SOC182M704

Credit Units: 4

Level of Course: 400

L-T-P-C: 3-1-0-4

Scheme of Evaluation: Theory

Course Objectives: This course introduces students to the social, political, and historical processes that have shaped Northeast India, with a focus the diverse communities that inhabit this geographic region. By engaging with both historical contexts and present-day developments, the course aims to provide a comprehensive understanding of contemporary socio-political dynamics and the challenges they pose to the state.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	<i>Define</i> the conceptual contours of Northeast India by identifying its geographic and cultural specificities.	BT 1
CO2	<i>Illustrate</i> the relevance of sociological perspectives in interpreting social structures, cultural diversity, and regional specificities.	BT 2
CO3	<i>Apply</i> sociological theories and frameworks to understand contemporary social issues in the Northeast region.	BT3
CO4	<i>Analyze</i> how theoretical concepts relate to regional realities in understanding the evolving and complex socio-political landscape of Northeast India.	BT4

Detailed Syllabus:

Module	Topics / Course content	Periods
I	Northeast India as a Conceptual Category: Geographic and Cultural Specificities, from frontier to the region, cultural pluralism in Northeast India	15
II	Societies in Northeast: Tribal and Non-tribal/Caste societies, their idiosyncratic features and relationship, Nationality Formation in the region.	15
III	The concept of Illegible spaces, state and non-state actors, state of exception, governmentality, state and citizenship	15

IV	Contemporary Challenges: immigration, Issues of Identity and Ethnicity, Political integration	15
Total		60

Text Books:

1. Weiner, M. *Sons of the Soil*. Delhi: OUP, 1978.
2. Baruah, S. *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University P, 2005.

Reference Books:

1. Baruah, S. *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University P, 1999.
2. Bauman, Zygmunt. (2004). *Identity*. Polity Press, UK.
3. Bordoloi, B.N., Thakur, G.C.S., Saikia, M.C. (1987). *Tribes of Assam, Part-I*, B.N. Bordoloi, Director, Tribal Research Institute, Assam.
4. Brass, P. R. (1974). *Language, Religion and Politics in North India*. Cambridge University Press, London.
5. Das, N.K. (2009). Identity Politics and Social Exclusion in India's Northeast A Critique of Nation-Building and Redistributive Justice. *Anthropos. Bd*, 104 (2): 549-558.
6. Das, S.K. (2007). Conflict and Peace in India's Northeast: The Role of Civil Society. *Policy Studies*, 42.
7. Karlsson, B. G. (2001). Indigenous politics Community formation and indigenous peoples' struggle for self-determination in northeast India. *Identities*, 8(1): 7-45.
8. Misra, U. *The Periphery Strikes Back: Challenges to the Nation-States in Assam and Nagaland*. Shimla: Indian Institute of Advanced Study, 2000.
9. Scott, James. (2011). *The Art of Not Being Governed – An Anarchist History of Upland Southeast Asia*. Yale University Press, US.
10. Sharma, C.K.(2012). The State and the Ethnicisation of Space in Northeast India. In Mahanta, N.G., and Gogoi, D., editors, *Shifting Terrain: Conflict Dynamics in North-East India*. DVS publishers, Guwahati/ Delhi.
11. Sharma, C. K. “The Immigration Issue in Assam and Conflicts around it” in *Asian Ethnicity*. 13 (3), pp. 306-7, 2012.
12. Schendel, W.V. and Irena, Abraham. (2005). *Spaces of Engagement: How Borderlands, Illegal Flows, and Territorial States Interlock*. Indiana University press.

Subject Name: Waste Studies Subject Code: SOC182N701 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 400 Scheme of Evaluation: Theory
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Course Objective: This course introduces the concept of waste, social practices, and application of knowledge of waste management rules to personal and public life.

Course Outcome: After successful completion of the course, the student will be able to:

1	CO1	Classify the concept of waste and list the historical evolution	BT-1
2	CO2	Illustrate the different types of waste and the challenges posed due to presence of waste in the environment	BT-2
3	CO3	Identify different issues of waste in urban setting	BT-3
4	CO4	Examine the role of governance mechanisms and community participation in waste management	BT-4

Modules	Course Contents	Periods
I	Importance of ‘Sociology of Waste’. What is waste? Classical Thinkers on Waste (Marx, Weber, Durkheim). History of consumption and waste	15
II	Cultural notions and social practices. Classification of waste categories. Sources of waste. ‘Conspicuous consumption’ and waste generation. Disposal challenges. Menace of landfills and dumping grounds. Waste as environmental hazard	15
III	Waste and urban planning. Waste pickers, exclusion, and identity making. Waste crisis and protests. Power dynamics in waste and pollution. Informal economy of waste. Waste as resource. Waste to wealth	15
IV	Governance of waste. Solid Waste Management Rules. Economies of recycling. Scientific waste management measures. Community participation in waste handling. Waste and Sustainable Development Goals. Zero waste	15
	TOTAL	60

Texts Books:

1. Doron, A. & Jeffrey, R. (2018). *Waste of a nation: Garbage and Growth in India*. Harvard University Press.
2. Douglas, M. (1966). *Purity and danger: An analysis of the concept of pollution and taboo*. Routledge.
3. Ghosh, D. (2017). *The Trash Diggers*. Oxford University Press.

References:

1. Moore, S.A. (2012). Garbage matters: concepts in new geographies of waste. *Progress in human geography*, 36 (6), 780-799. <https://doi.org/10.1177/0309132512437077>
2. Reno, J. (2015). Waste and waste management. *Annual Review of Anthropology*, 44, 557-572.
3. Dias, S.M. (2016). Waste pickers and cities. *Environment and Urbanisation*, 28(2), 375-390. <https://doi.org/10.1177/0956247816657302>
4. Reno, J.O. (2014). Toward a new theory of waste: From 'matter out of place' to signs of life. *Theory, culture, and society*, 31 (6), 3-27. <https://doi.org/10.1177/0263276413500999>
5. Kumar, N., Singh, A., & Harriss-White, B. (2019). Urban waste and the Human-Animal Interface in Delhi. *Economic and Political Weekly*, 54 (47), 42-47.

Additional Readings

1. Roy, A. (2012). History of consumption and Waste, U.S., Colonial period. In C.A. Zimring and W. Rathje (Eds.), *Encyclopedia of consumption and waste The social science of Garbage*, (pp. 354-356). Sage publication Ltd.
2. Chen, M., & Carre, F. (2020). *The informal economy revisited Examining the past, envisioning the future*. Routledge.
3. Zaman, A., & Ahsan, T. (2019). *Zero-Waste: Reconsidering Waste Management for the Future* (1st ed.). Routledge. <https://doi.org/10.4324/9781315436296>
4. Baviskar A., & Gidwani V. (2019) The lives of waste and pollution. *Economic & Political Weekly*, 54(47), 1-3.
5. Elsheekh, K.M., Kamel, R.R., Elsherif, D.M. *et al.* Achieving sustainable development goals from the perspective of solid waste management plans. *J. Eng. Appl. Sci.* **68**, 9 (2021). <https://doi.org/10.1186/s44147-021-00009-9>

8th Semester

Subject Name: Sociology of Digital Society
Subject Code: SOC182M801
L-T-P-C: 3-1-0-4
Credit Units: 4
Level of Course: 400
Scheme of Evaluation: Theory

Course Objective: To examine how digital technologies are transforming social relations, institutions, and identities, and to develop a sociological understanding of the digital world.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	Define key concepts, theories, and thinkers related to the digital society.	BT-1
CO2	Explain how digital technologies impact social structures, culture, and communication.	BT-2
CO3	Apply sociological perspectives to analyze digital platforms, online behavior, and virtual communities.	BT-3
CO4	Analyse the intersections of technology with power, inequality, and identity in the context of the digital world.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Information Technology and Society: An Introduction, Social Shaping of Technology, Theories of Society and the Internet, Actor-Network Theory	15
II	Theories of Political Economy, Digital Collectives and Digital Commons, Theories of Development, Empowerment and Capabilities, Theories of Information Systems-Management, Globalization and Domestication	15
III	Mobile Phones, the Internet, and Perpetual Contact, The Presentation of Self Online, Social Implications of Online Data, Work & Economic Life Online	15
IV	Microblogging among New and Old Media, The Internet and Democracy, The Knowledge Society	15
Total		60

Text Books:

1. Webster, F. (2006). *Theories of the information society* (3rd ed.). Routledge.

References:

1. Bimber, B. (2003). *Information and American democracy: Technology in the evolution of political power*. Cambridge University Press.
2. Boyd, D. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.
3. Castells, M. (2009). *Communication power*. Oxford University Press.
4. Donner, J. (2015). *After access: Inclusion, development, and a more mobile Internet*. MIT Press.
5. Dutton, W. H. (Ed.). (2013). *The Oxford handbook of Internet studies*. Oxford University Press.
6. Graham, M., & Dutton, W. H. (Eds.). (2014). *Society and the Internet*. Oxford University Press.

Subject Name: Sociology of Music

Subject Code: SOC182M802

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of the Course: 400

Scheme of Evaluation:

Theory

Course Objectives:

This course aims to enable students to critically understand music as a socio-cultural phenomenon by exploring its roles, meanings, and transformations across cultures and societies. It introduces key sociological frameworks and ethnographic approaches to examine how music intersects with identity, power, economy, politics, technology, and social change. Special attention will be given to the Indian context, as well as global influences in shaping musical production, consumption, and dissemination.

Course Outcomes: After successful completion of the course, the student will be able to:

CO1	<i>Define</i> core sociological concepts related to music, such as cultural production, social identity, and symbolic interactionism.	BT1
CO2	<i>Illustrate</i> the role of music in shaping and reflecting social structures, values, and movements in various cultural and historical settings.	BT2
CO3	<i>Apply</i> research methods in sociology and beyond, to study music's function in everyday life, ritual, resistance, media etc.	BT3
CO4	<i>Analyze</i> how factors like caste, class, gender, technology, and globalization affect musical forms, access, and representation.	BT4

Modules	Course Contents	Periods
I	How does music reflect class (Marx), status (Weber), and social cohesion (Durkheim)? Music expresses class, struggle, social status, collective rituals, identity, ideology, and power through its production and consumption	15
II	<i>Folklore and Ethnomusicology:</i> analyze music from multiple angles, examining underlying structures, meanings, social performances, and interpretations. Ethnomusicology's vital role in understanding music's cultural and social significance.	15

III	Forensic Musicology, Copyright, Intellectual Property, and Indigenous Knowledge. Archiving and Musical Heritage, AI and the changing contours of music.	15
IV	Methods in Music Research, Organology and Musical Instrument Documentation. Field Recording and Technical Documentation. Oral History and Testimony, Listening as Methodology	15
	Total	60

References:

1. Adorno, T. W., & Simpson, G. (1941). On popular music. *Zeitschrift für Sozialforschung*, 9(1), 17-48
2. Barz, G. F., & Cooley, T. J. (Eds.). (2008). *Shadows in the field: New perspectives for fieldwork in ethnomusicology*. Oxford University Press.
3. Campbell, J. (2008). The hero with a thousand faces. *New World Library*.
4. Durkheim, E. (2016). The elementary forms of religious life. In *Social theory re-wired* (pp. 52-67). Routledge.
5. Dorson, Richard M (ed). 1980. *Folklore and Folklife: An Introduction*. Chicago: University of Chicago Press.
6. DeNora, T. (2000). *Music in everyday life*. Cambridge University press.
7. Levi Strauss, C. 1978. *Myth and meaning*. London: Routledge and Kegan Paul.
8. Morcom, A. (2013). *Illicit worlds of Indian dance: Cultures of exclusion*. Oxford University Press. Morcom, A. (2017). *Hindi film songs and the cinema*. Routledge.
9. Nettl, Bruno. 1964. *Theory and Method in Ethnomusicology*. London: Macmillan Company.1
10. Propp, V. 1984. *Theory and History of folklore*. Manchester: University of Manchester Press. Propp, V. 1958. *Morphology of folktale*. Austin: University of Texas Press.
11. Ranade, Ashok. 1992. *Indology and Ethnomusicology, Contours of the Indo- British Relationship*. New Delhi: Promilla and Company.

12. Raheja, G. G., & Gold, A. G. (1994). *Listen to the heron's words: Reimagining gender and kinship in North India*. Univ of California Press.
13. Rice, T. (2013). *Ethnomusicology: A very short introduction*. Oxford University Press.
14. Seeger, A. (2004). *Why Suyá sing: A musical anthropology of an Amazonian people*. University of Illinois Press.
15. Small, C. (1998). *Musicking: The meanings of performing and listening*. Wesleyan University Press.
16. Strauss-Levi, Claude. 1963. *Structural Anthropology*. New York: Basic Books.

Minor Syllabus

Paper Name: Social Movements in India

Subject Code:

SOC182N801

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course:400

Course Objectives:

To enable the students to explore the social unrest, motivations, movement culture and desired outcomes that drive collective actions and social change. It also tries to enable the students to look at not only social but new social movements in a sociological way and in more comparative perspectives.

Course Outcomes:

The students will understand and the historical and contemporary landscape of social movements. By the end of the course, they should be able to analyze social movements with nuanced clarity and will appreciate the challenges and opportunities of activism. Essentially, at the end of the course, the students will be able to –

CO1	Recall ‘social movements’ and distinguish it from other forms of collective behaviour.	BT1
CO2	Understand historical development of social movements and its dynamic nature. Students will also be able to demonstrate different stages of social movements.	BT2
CO3	Apply different theoretical frameworks to analyze historical (old) social movements or contemporary (new) social movements from diverse contexts.	BT3
CO4	Analyze the rooted causes (grievances, relative deprivation and political opportunities) or intended/ unintended consequences (social change, policy shifts, cultural impacts, biographical changes of participants etc).	BT4

Detailed Syllabus:

Modules	Topics/ Course Content	Periods
I	Conceptualizing Social Movements: Defining features and dynamics of social movements; Social bases of social movements: class, caste, gender and polity; Ideology, participation and mobilization in social movements; Role of media; New social movements (NSM)	15
II	Contextualizing Social Movements: Recurring questions on social movements; Role of Leaders and masses; Transformation and decline; Reformative, revolutionary, redemptive, alternative and revivalist movements; Regional movements in North-East India	15
III	Theories on Social Movement: Framing theory for social movements; Marxist and Post-Marxist theories on social movements; Network theory; Relative deprivation theory; Resource mobilization theory; Emotion and effect in social movement (wisdom of crowd)	15
IV	Social Movements in India: Peasants' movements; Tribal movements; Religious and New Religious Movements; Nationalist Movements; Women's movements; Environmental movements; New religious movements; Dalit movement; Students' movements Regional movements: Assam movement; Peasant uprisings in Assam's context; Anti CAA and NRC protest;	15
Total		60

Reference Books:

Desai, A.R. (Ed). Peasant Struggles in India. Bombay: Oxford University Press, 1979 Dhanagre, D.N. Peasant Movements in India 1920-1950. Delhi: Oxford University Press, 1987. Frank, Andre Gunder and Fuentes, Marta. 1987. 'Nine Theses on Social Movements', Economic and Political Weekly.

Gough, Kathleen. 1974. 'Indian Peasant Uprising'. Economic and Political weekly.

Gupta, Dipankar. 1985. 'On Altering the Ego in Peasant History: Paradoxes of the Ethnic Opinion.' Peasant Studies, 13(1), Fall.

Hussain, Monirul. 1993. *The Assam Movement: Class, Ideology and Identity*. Manak Publications: Delhi

Le Bon, Gustave. 2007. "The Minds of Crowds."

Rao, M.S.A. *Social Movements in India*, New Delhi: Manohar Publications, 1979
Shah, G. *Social Movements in India: A review of Literature*, New Delhi: SAGE, 2012

Oomen, T.K. *Charisma, Stability and Change: An Analysis of Bhoodan and Gramdan Movement*. India: Thompson Press.

Omvedt, Gail. 2005. "Farmer's Movements and the Debate on poverty and Economic Reforms in India." London: Rowman and Littlefield Publishers, pp. 179-202

Subject Name: Behavioural Sciences -1

UG 1st semester

Course code: BHS982A102

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes: On completion of the course the students will be able to:

CO1: Understand self & process of self-exploration- BT 1

CO2: Learn about strategies for development of a healthy self-esteem- BT 2

CO3: Apply the concepts to build emotional competencies-BT 3

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction to Behavioral Science Definition and need of Behavioral Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self-image: Self Esteem, Johari Window, Erikson's model.	4
II	Foundations of individual behavior Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	4
III	Behaviour and communication. Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	4
IV	Time and Stress Management Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	4
Total		16

Text books

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
- K.Alex, Soft skills; S.Chand.

Subject Name: Behavioural Sciences -II

UG 2nd semester

Course code: BHS982A202

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:

CO 1: Develop an elementary level of understanding of culture and its implications on personality of people-BT 1

CO2: Understand the concept of leadership spirit and to know its impact on performance of employees- BT 2

CO3: Understand and apply the concept of Motivation in real life- BT 3

Modules	Course Contents	Periods
I	Culture and Personality Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	4
III	Motivation Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	4
IV	Leadership Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
Total		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
- Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

Subject Name: Behavioural Sciences -III

UG 3rd semester

Course code: BHS982A302

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations .To enable the students to understand the process of problem solving and creative thinking.

Course outcomes: On completion of the course the students will be able to: CO1:
Understand the process of problem solving and creative thinking- BT 1 CO2:
Develop and enhance of skills required for decision-making- BT 2

Modules	Course Contents	Periods
I	Problem Solving Process Defining problem, the process of problem solving, Barriers to problem solving(Perception, Expression, Emotions, Intellect ,surrounding environment)	4
II	Thinking as a tool for Problem Solving What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	4
III	Creative Thinking - Definition and meaning of creativity, - The nature of creative thinking :Convergent and Divergent thinking, - Idea generation and evaluation (Brain Storming) - Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model	4
IV	Building Emotional Competence Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	4
Total		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Subject Name: Behavioural Sciences -IV

UG 4th semester

Course code: BHS982A402

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:

CO1: Understand the importance of individual differences- BT 1

CO2: Develop a better understanding of self in relation to society and nation- BT2

CO3: Facilitation for a meaningful existence and adjustment in society- BT 3

Modules	Course Contents	Periods
I	Managing Personal Effectiveness Setting goals to maintain focus, Dimensions of personal effectiveness (self-disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
II	Positive Personal Growth Understanding & developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	Handling Diversity Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4
IV	Developing Negotiation Skills Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
Total		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Semester: 1st

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A101

Course Title: CEN I: Introduction to Effective Communication

Total credits: 1 **Course level:** 100; L-T-P 1-0-0

Scheme of Evaluation: Theory and Practical

Course Objective: To understand the four major aspects of communication by closely examining the processes and outlining the most effective ways to communicate with interactive activities.

Course Outcomes: On successful completion of the course the students will be able to

CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	List the elements and processes that make for successful communication and recognise everyday activities that deserve closer attention in order to improve communication skills	BT 1
CO 2	Contrast situations that create barriers to effective communication and relate them to methods that are consciously devised to overcome such hindrance	BT 2
CO 3	Apply language, gestures, and para-language effectively to avoid miscommunication and articulate one's thoughts and build arguments more effectively	BT 3

Detailed Syllabus		
Units	Course Contents	Periods
I	Introduction to Effective Communication <ul style="list-style-type: none">• Listening Skills<ul style="list-style-type: none">○ The Art of Listening○ Factors that affect Listening○ Characteristics of Effective Listening○ Guidelines for improving Listening skills	5
II	<ul style="list-style-type: none">• Speaking Skills<ul style="list-style-type: none">○ The Art of Speaking○ Styles of Speaking○ Guidelines for improving Speaking skills○ Oral Communication: importance, guidelines, and barriers	5

III	<ul style="list-style-type: none"> • Reading Skills <ul style="list-style-type: none"> ○ The Art of Reading ○ Styles of Reading: skimming, surveying, scanning ○ Guidelines for developing Reading skills 	5
IV	<ul style="list-style-type: none"> • Writing Skills <ul style="list-style-type: none"> ○ The Art of Writing ○ Purpose and Clarity in Writing ○ Principles of Effective Writing 	5

Texts:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> - Movie/ Documentary /Podcasts screening - Peer teaching

Semester: 2nd

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A201

Course Title: CEN II: Approaches to Verbal and Non-Verbal Communication

Course level: 100, Credits: 1, L-T-P: 1-0-0, Scheme of Evaluation: Theory and Practical

Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

Course Outcomes

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	List the different types of technical communication, their characteristics, their advantages and disadvantages.	BT 1
CO 2	Explain the barriers to communication and ways to overcome them.	BT 2
CO 3	Identify the means to enhance conversation skills.	BT 3
CO 4	Determine the different types of non-verbal communication and their significance.	BT 4

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Technology Enabled Communication Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organizations Telephone, Teleconferencing, Fax, Email, Instant messaging, Blog, Podcast, Videos, videoconferencing, social media	4
II	Communication Barriers Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, Physiological, Methods to overcome barriers to communication.	4
III	Conversation skills/Verbal Communication Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	4
IV	Non-verbal Communication Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/Modulation, Proxemics, Haptics, Artifacts, Chronemics,	4
	Total	16

Texts:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

Semester: 3rd

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A301

Course Title: CEN III – Fundamentals of Business Communication

Course level: 200, Total Credits: 1, L-T-P-C: 1-0-0

Scheme of Evaluation: Theory and Practical

Course Objective: The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

Course Outcomes: On successful completion of the course the students will be able to:

CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	BT 1
CO 2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	BT 2

CO 3	Apply effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	BT 3
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Detailed Syllabus		
Units	Course Contents	Periods
I	Business Communication: Spoken and Written <ul style="list-style-type: none">• The Role of Business Communication• Classification and Purpose of Business Communication• The Importance of Communication in Management• Communication Training for Managers• Communication Structures in Organizations• Information to be Communicated at the Workplace• Writing Business Letters, Notice, Agenda and Minutes	5

II	<p>Negotiation Skills in Business Communication</p> <ul style="list-style-type: none"> • The Nature and Need for Negotiation <ul style="list-style-type: none"> ○ Situations requiring and not requiring negotiations • Factors Affecting Negotiation <ul style="list-style-type: none"> ○ Location, Timing, Subjective Factors • Stages in the Negotiation Process <ul style="list-style-type: none"> ○ Preparation, Negotiation, Implementation • Negotiation Strategies 	5
III	<p>Ethics in Business Communication</p> <ul style="list-style-type: none"> • Ethical Communication • Values, Ethics and Communication • Ethical Dilemmas Facing Managers • A Strategic Approach to Business Ethics • Ethical Communication on the Internet • Ethics in Advertising 	5
IV	<p>Business Etiquettes and Professionalism</p> <ul style="list-style-type: none"> • Introduction to Business Etiquette • Interview Etiquette • Social Etiquette • Workplace Etiquette • Netiquette 	5

Texts:

1. *Business Communication* by Shalini Verma
2. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
3. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Semester: 4th

Type of Course: AEC (w.e.f. 2023-24) UG Programme

Course Code: CEN982A401

Course Title: CEN IV: Business Communication: Concepts and Skills

Course level: 200, Total Credits: 1, L-T-P-C: 1-0-0, Scheme of Evaluation: Theory and Practical

Course Objectives: This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

Course Outcomes: After the successful completion of the course, the students will be able to

CO Level	Course Outcome	Blooms Taxonomy Level
CO 2	Demonstrate understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	BT 2
CO 3	Develop professional documents to meet the objectives of the workplace	BT 3

CO 3	Identify different life skills and internet competencies required in personal and professional life.	BT 3
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Detailed Syllabus		
Units	Course Contents	Periods
I	Presentation Skills Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	Business Writing Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5

III	<p>Preparing for jobs</p> <p>Employability and Unemployability, Bridging the Industry-Academia Gap Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters</p> <p>Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.</p>	5
IV	<p>Digital Literacy and Life Skills</p> <p>Digital literacy: Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0.</p> <p>Life Skills: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Application of life skills: opening and operating bank accounts, applying for PAN, Passport, online bill payments, ticket booking, gas booking</p>	5

Texts:

1. *Business Communication* by Shalini Verma References:
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> - Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits



ROYAL GLOBAL UNIVERSITY
— GUWAHATI —

THE INDIAN KNOWLEDGE SYSTEM CELL

COURSE STRUCTURE & SYLLABUS
(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM

W.E.F

AY - 2024 – 25

Preamble

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context and in the corpus of the Indian Knowledge System, the following points were taken into consideration while making the syllabus for Indian Knowledge System in UG- level following the UGC guidelines of Learning Outcome Based Curriculum Framework. The Indian Knowledge System (IKS) undergraduate course is designed to achieve a set of comprehensive learning outcomes that equip students with a deep understanding of the diverse intellectual heritage of India. Upon completing the course, students should be able to:

1. **Demonstrate a Holistic Understanding:** Display a comprehensive grasp of the multidimensional aspects of Indian knowledge systems, spanning philosophy, science, arts, literature, mathematics, social sciences, and health sciences and recognize their interconnectedness.
2. **Engage with Primary Texts:** Analyze and interpret primary texts from various historical periods, demonstrating the ability to critically engage with classical Indian texts and their relevance to contemporary contexts.
3. **Contextualize Historical Development:** Describe the evolution of Indian knowledge systems over time, identifying key historical landmarks, influences, and transformations that have shaped India's intellectual landscape.
4. **Synthesize Interdisciplinary Insights:** Apply interdisciplinary approaches to synthesize insights from different branches of Indian knowledge, fostering a holistic perspective that transcends disciplinary boundaries.
5. **Critically Evaluate Concepts and Ideas:** Evaluate key philosophical, scientific, artistic, and social concepts within the Indian context, demonstrating critical thinking and the capacity to assess their cultural, social, and ethical implications.
6. **Explore Cultural Diversity:** Examine the diversity within Indian knowledge systems, recognizing regional, linguistic, and sectarian variations, while appreciating the unity that underlies this diversity.
7. **Articulate Comparative Perspectives:** Compare and contrast Indian knowledge systems with global traditions, identifying similarities, differences, and areas of cross-cultural influence.
8. **Apply Ethical and Moral Insights:** Apply ethical and moral insights derived from Indian knowledge systems to real-world challenges, demonstrating an understanding of their practical relevance.

9. **Contribute to Interdisciplinary Discourse:** Contribute to interdisciplinary academic and public discourse by sharing insights and perspectives that bridge the gap between Indian knowledge systems and other fields of study.
10. **Nurture Lifelong Learning:** Develop a genuine passion for lifelong learning by embracing the rich legacy of Indian knowledge systems, encouraging continuous exploration and discovery beyond the formal course.

By achieving these learning outcomes, students of the IKS undergraduate course will not only gain a deep appreciation for India's intellectual heritage but also be prepared to engage critically, ethically, and thoughtfully with the globalized world and its challenges.

1. Introduction to The Indian Knowledge System

The Indian Knowledge System Syllabus for the Undergraduate Course is designed to provide students with a comprehensive and holistic understanding of the rich and diverse knowledge traditions that have evolved within the Indian subcontinent. This syllabus seeks to explore the multidimensional aspects of India's intellectual heritage, encompassing ancient, medieval, and modern contributions across various disciplines such as philosophy, science, arts, literature, spirituality, and social sciences.

Recognizing the profound influence of India's cultural, philosophical, and scientific legacy on global thought, this syllabus aims to foster a deep appreciation for the indigenous wisdom that has shaped not only the subcontinent's history but also continues to resonate in contemporary times. Through a balanced combination of theoretical study, practical engagement, and critical analysis, this syllabus endeavors to equip students with the tools to engage with and interpret the intricacies of the Indian knowledge system.

By delving into the texts, concepts, practices, and methodologies that have been integral to Indian knowledge traditions, students will gain insights into the interconnectedness of various fields of study. This syllabus also encourages the exploration of the dynamic interactions between tradition and modernity, enabling learners to appreciate the enduring relevance of Indian thought while navigating the complexities of our rapidly changing world.

Furthermore, this syllabus emphasizes the significance of interdisciplinary learning, inviting students to bridge gaps between different domains of knowledge and fostering a holistic understanding of the Indian intellectual landscape. Through a blend of historical perspectives, contemporary interpretations, and interactive learning experiences, students will be empowered to engage in nuanced discussions, critical debates, and innovative inquiries that contribute to a deeper comprehension of the Indian knowledge system.

Ultimately, the Indian Knowledge System Syllabus for the Undergraduate Course aspires to nurture open-mindedness, curiosity, and a lifelong commitment to learning among students. By exploring the multifaceted dimensions of Indian knowledge, this syllabus seeks to instill a sense of cultural pride, intellectual curiosity, and a spirit of inquiry that transcends disciplinary boundaries and enriches the educational journey of each student.

Proposed Course Structure Under IKS

Students of UG programs will study the following courses under IKS:

Indian Knowledge System (IKS)	Nature of the Course	Credits Assigned
Semester – I	Introduction to Indian Knowledge System - I	3
Semester – II	Introduction to Indian Knowledge System - II	3
Semester – III/IV	Major/Core course linked to IKS	4
	Total	10
<i>Note: Minimum Credits to be acquired by the students is 8 by 4th Semester</i>		

Semester – I		
Paper I/Subject Name: Introduction to Indian Knowledge System - I		
Subject Code: IKS992K101	L-T-P-C – 2-1-0-3	
Credit Units: 3	Course Level: 100	
Scheme of Evaluation: Summative Assessment - 70% + Formative Assessment -30%		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	Practical (Hours)	Experiential Learning (Hours)
60	0	30

Course objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes:

On completion of this course students will be able to :

CO	Contents	BT Level
CO ₁	Recall the rich heritage of Indian knowledge systems	BT level 1
CO ₂	Describe the contribution of Indian knowledge systems to the world	BT level 2
CO ₃	Demonstrate knowledge of sociocultural and ethnolinguistic diversity that constitutes the soul of Bharatvarsha	BT level 2
CO ₄	Apply traditional knowledge and techniques in day-to-day life	BT level 3
CO ₅	Distinguish knowledge traditions that originated in the Indian subcontinent	BT level 3

Module	Course Contents	Periods
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I	<p>Introduction to Indian Knowledge Systems (IKS): About Indian Knowledge System; Definition of Indigenous/ Traditional Knowledge; Scope, and Importance of Traditional Knowledge.</p> <p>Ancient India- Bharat Varsha: People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley; Our coastal plains; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate.</p>	15
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Module	Course Contents	Periods
II	<p>Indian Heritage of Knowledge: Ancient Indian Knowledge: The <i>Vedas</i> and its components-the <i>Vedangas</i> Ancient Indian books and treaties: The <i>Sastras</i>.; The Great Indian Epics: The Ramayana and The Mahabharata Epics and religious treaties of ancient Assam: Introduction to Madhav Kandali's <i>Ramayan</i> and Srimanta Sankardev's <i>Dasam Skandha Bhagavat</i> of the Puranas; Ancient Traditional Knowledge-The <i>Agamas</i> ; The ancient Buddhist knowledge: <i>Tripitaka: Vinaya, Sutta</i> and <i>Abhidhamma Pitaka</i></p> <p>Languages and language studies in India: What is linguistics?; Script and Language; Alphabet of the Indian; languages <i>Varnamala</i>: Origin, Evolution, and phonetic features; Languages of India; Important texts of Indian languages: Skills <i>Siksha</i>, Expression/Pronunciation-<i>Nirukta</i>, Grammer-<i>Vyakarana</i>, Poetic rhythm-<i>Chandas</i>;Paninian Grammar: A Brief Introduction</p> <p>Introduction to Fine Arts and Performing Arts of India: Ancient Indian classical music and dance forms: The Science of Dramas-<i>Natyasastra</i> and the Science of Music-<i>Gandharva-Veda</i>; Aesthetics in Indian Art and Culture; Folk music and traditional dance forms of the Northeast.</p>	15
III	<p>Indian Science & Technology: Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; nomenclature of numbers in the Vedas. Zero and Infinity. Sulbasutras. Contribution of Brahmagupta and Sridhar Acharya to Mathematics. Important texts of Indian mathematics.</p> <p>Indian Astronomy: Planetary System. Motion of the Planets; Velocity of Light; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies</p> <p>Indian Metal Works: Mining Techniques. Types of Metals. Tools & Techniques for Metal Smelting with examples. Metalworks in pre-modern India: Special reference to NE India.</p>	15

IV	Contribution of Ancient India to Health Sciences: Traditional Indigenous systems of medicines in India: - <i>Ayurveda</i> and <i>Yoga</i> ; Elements of <i>Ayurveda</i> : <i>Gunas</i> and <i>Doshas</i> , <i>Pancha Mahabhuta</i> and <i>Sapta-dhatu</i> ; Concept of disease in <i>Ayurveda</i> ; Ayurvedic lifestyle practices: <i>Dinacharya</i> and <i>Ritucharya</i> ; Important Ayurvedic Texts; Hospitals in Ancient India; <i>Ayurveda</i> : Gift of India to the modern world.	15
Total		60

Textbooks Books:

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.

Reference Books:

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

The experiential learning sessions may include:

- Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems.
- Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge.
- Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System.
- Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems.
- Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.

Semester – II		
Paper II/Subject Name: Introduction to Indian Knowledge System - II		
Subject Code: IKS992K201	L-T-P-C – 2-1-0-3	
Credit Units: 3	Course Level: 100	
Scheme of Evaluation: Summative Assessment - 70% + Formative Assessment -30%		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	Practical (Hours)	Experiential Learning (Hours)
60	0	30

Course objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes:

On completion of this course, students will be expected to –

CO	Contents	BT Level
CO₁	Recall traditional Indian knowledge traditions constituting Indian culture	BT level 1
CO₂	Summarize differences between classical literature in Sanskrit and other Indian languages	BT level 2
CO₃	Compare knowledge traditions originating in NE India	BT level 2
CO₄	Appreciate the contribution of Indian Knowledge Systems to the world	BT level 3

Module	Course Contents	Periods

I	<p>Indian Classical Literature Indian Classical Literature: A Brief Introduction; Ancient Indian Spritual Poetics-<i>Kavya</i>: Contribution of Kalidasa</p> <p>Diversity and Indian Culture: Diversity and Indian Culture; Indigenous Faith and Religion; Preservation of culture and indigenous knowledge</p> <p>The Purpose of Knowledge: Understanding Self-Awareness and Spirituality; Indian concept and purpose of Knowledge and Education; Understanding Spirituality and Materialism: <i>Para</i> and <i>Apara Vidya</i></p>	15
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Module	Course Contents	Periods
II	<p>Methodology of Indian Knowledge System: <i>Shruti</i> and <i>Smriti</i> traditions; Intoduction to <i>Shastras</i>; Manuscriptology: The art and science of documenting knowledge; Repositories of ancient manuscripts with special reference to the Northeast India.</p> <p>Indian Architecture and Town Planning: Introduction ancient Indian architecture; <i>Sthapatya-Veda</i>: An Introduction; Indigenous tools & techniques for town planning & Temple Architecture. Lothal, Mohan Jo Daro; Temple Art: Lepakshi Temple, Jagannath Puri Temple, Konark Sun Temple; Vernacular architecture of Assam: Special reference to Brahmaputra Valley</p>	15
III	<p>Indian Agriculture: Agriculture: Significance in Human Civilization; Sustainable Agriculture; Historical significance of agriculture and sustainable farming in India; Step Cultivation of India: Special reference to Northeast India; Wet rice cultivation of Assam.</p> <p>Indian Textiles: What is Textile?; Tradition of cotton and silk textiles in India; The historical contribution of textile and weaving to the Indian economy; Varieties of textiles and dyes developed in different regions of India with special reference to Northeast India</p>	15
IV	<p>Indian Polity and Economy: Understanding Kingdom and Chiefdom; Role of a king; The Indian idea of a well-organized polity and flourishing economy; The <i>Chakravarti</i> System: Administrative System of Ancient Bharatvarsha; Village administrative system: Northeast India; <i>Arthashastra</i>: Brief synopsis</p> <p>The outreach of Indian Knowledge System across Geographical Boundaries: Indian Languages; Scripts; Linguistics; Ayurveda; Yoga and Meditation; Textile; Decimal value place system-based arithmetic, Algebra and Astronomy</p>	15
Total		60

Textbooks Books:

2. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
3. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

Reference Books:

6. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
7. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
8. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
9. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
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- Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems.
- Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge.
- Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System.
- Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems.
- Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.

