BODOLAND UNIVERSITY NEP SYLLABUS

DEPARTMENT OF SOCIOLOGY

2023

SEMESTER-I			
Paper Code	**Course Title**	**Credit**	
SOCMAJ 1014	Introduction to Sociology	4	
SOCMIN 1014	Introduction to Sociology	4	
SOCIDC 1013	Sociology of Education	3	
SOCSEC 1013	Reading, Writing and Reasoning for Sociology	3	
SOCVAC 1014	Society and Culture	4	
SEMESTER-II			
SOCMAJ 1024	Sociology of India	4	
SOCMIN 1024	Sociology of India	4	
SOCIDC 1023	Sociology of Media	3	
SOCSEC 1023	Techniques of Ethnographic Film Making	3	
SOCVAC 1024	Society and Issues of the North-East India	4	
SEMESTER-III			
SOCMAJ 2034	Classical Sociological Thinkers	4	
SOCMAJ 2034	Sociological Theoretical Perspective	4	
SOCMIN 2034	Classical Sociological Thinkers	4	
SOCIDC 2033	Environmental Sociology	3	
SOCSEC 2033	Sociology of Farming & Food Grain Management	3	
SEMESTER-IV			
SOCMAJ 2054	Indian Sociological Thinkers	4	
SOCMAJ 2064	Rural Sociology in India	4	
SOCMAJ 2074	Urban Sociology in India	4	
SOCMIN 2044	Indian Sociological Thinkers	4	
SOCINT 2012	Internship		
SEMESTER-V		4	
SOCMAJ 3084	Political Sociology	4	
SOCMAJ 3094	Economic Sociology	4	
SOCMAJ 3104	Sociology of Gender	4	
SOCMAJ 3114	Sociology of Kinship	4	
SOCMIN 3064	Sociology of Gender	4	

	SEMESTER-VI		
SOCMAJ 3124	Industrial Sociology	4	
SOCMAJ 3134	Social Stratification	4	
SOCMAJ 3144	Sociology of Religion	4	
SOCMAJ 3154	Social Demography	4	
SOCMIN 3064	Social Stratification	4	
	SEMESTER-VII		
SOCMAJ 4164	Contemporary Sociological Thinkers	4	
SOCMAJ 4174	Sociology of Social Movements	4	
SOCMAJ 4184	Sociology of Health and Medicine	4	
SOCMAJ 4194	Sociology of Development	4	
SOCMIN 4074	Contemporary Sociological Thinkers	4	
	SEMESTER-VIII		
SOCMAJ 4204 OR SOCMAJ 4214	Post Modern Social Theories OR Sociological Research Methods	4	
SOCMIN4084	Sociology of Kinship	4	
SOCADL4014 *or*	Dissertation	4	
SOCADL 4024	Statistical Methods of Analysis	4	
SOCADL4034	Qualitative Method of Analysis	4	
SOCADL 4044	Review of Literature and Research Publication	4	

INTRODUCTION TO SOCIOLOGY
Credit: 4

Course Objective:

1. The mandate of the course is to introduce the discipline of Sociology to students from diverse training and capabilities.

2. The course is intended to introduce the students to a sociological way of thinking.

3. This course also provides a foundation for the other more detailed and specialized courses in sociology.

Course Outcomes:

1. This paper will help students to have a general understanding of the discipline and perspective of Sociology.

2. The students will be able to think sociologically and apply sociological concepts in the real world.

3. A strong foundation will be gained by students which would enable the learner to develop keen insights to distinguish between common-sense knowledge and Sociological knowledge.

Course Outline:

UNIT 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

1.2 Emergence of Sociology

UNIT 2. Sociology and Other Social Sciences

2.1 Sociology and Social Anthropology

2.2 Sociology & Psychology

2.3 Sociology & History

UNIT 3. Basic Concepts

3.1 Individual and Group

3.2 Associations and Institutions

3.3 Culture and Society

3.4 Social Change

UNIT 4. Sociological Perspective

4.1 Functionalism

4.2 Interpretive Perspective

4.3 Conflict Perspective

4.4 Structuralism

4.5 Interactionism

Course Contents and Itinerary:

UNIT 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

1.1.1 Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

1.1.2 Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

1.1.3 Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.2 Emergence of Sociology

1.2.1 Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

UNIT 2. Sociology and Other Social Sciences

2.1 Sociology and Social Anthropology

2.1.1 Beteille, André, 2002, Sociology: Essays in Approach & Method, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

2.2 Sociology & Psychology

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

2.2.2 Beattie, J., 1966, Other Cultures, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29

2.3 Sociology & History

2.3.1 Bourdieu, P., Chartier, R., 2015, The Sociologist and the Historian. Germany: Polity Press.

UNIT 3. Basic Concepts

3.1 Individual and Group

3.1.1 Cooley, C. H., 1929, Social Organization. United States: Transaction Publishers.

3.1.2 Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

3.2 Associations and Institutions

3.2.1 Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229

3.2.2 Firth, Raymond, 1956, Human Types, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

3.3 Culture and Society

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

3.3.2 Billington, R., Strawbridge, S., Greensides, L., Fitzsimons, A. (1991). Culture and Society: Sociology of Culture. United Kingdom: Bloomsbury Publishing.

3.4 Social Change

3.4.1 Bierstedt, Robert 1974, The Social Order, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567

3.4.2 Ritzer, George, 2004, The McDonaldisation of Society, Pine Forge Press, Chapter 1, 'An introduction to McDonaldisation', Pp. 1-20, Chapter 2, McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

UNIT 4. Sociological Perspective

Haralambos, M., & Heald, R. M., 2009, Sociology, themes and perspectives. Oxford University Press.

Abraham, M. F. (1983). Modern Sociological Theory: An Introduction. India: Oxford University Press.

4.1 Functionalism

Durkheim, mile, 1984, The Division of Labour in Society, Basingstoke: Macmillan. Pp. 149-174

Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press Chapter 9 & 10, Pp. 178-204

4.2 Interpretive Perspective

Weber, Max, 1978, Economy & Society: An outline of Interpretive Sociology, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

4.3 Conflict Perspective

Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150

4.4 Structuralism

Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David Structuralism: An introduction, 1st ed., Oxford: Clarendon Press, 37-56

4.5 Interactionism

Magill, Frank N., 1996, International Encyclopedia of Sociology, Volume 1, Routledge, Pp. 690-693

Giddens, Anthony, 2010, Sociology, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

PAPER- SOCMIN 1014

INTRODUCTION TO SOCIOLOGY

Credit: 4

Course Objective:

1. This course intends to give a broad introduction to the discipline of sociology.

2. It familiarizes the students with some of the fundamental concepts and concerns of the discipline.

Course Outcomes:

1. This paper will help students to have a general understanding of the discipline and perspective of Sociology.

2. The course will enable students to comprehend social reality through sociological concepts.

Course Outline:

UNIT 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

1.2 Emergence of Sociology

UNIT 2. Relationship of Sociology with Other Social Sciences

2.1 Sociology and Anthropology

2.2 Sociology and Psychology

2.3 Sociology and History

UNIT 3. Sociological Concepts

3.1 Status and Role

3.2 Groups

3.3 Culture

3.4 Socialization

3.5 Structure and Function

3.6 Social Control and Change

UNIT 4. Sociological Perspective

4.1 Functionalism

4.2 Interpretive Perspective

4.3 Conflict Perspective

4.4 Structuralism

4.5 Interactionism

Course Contents and Itinerary:

UNIT 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

1.1.1 Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

1.1.2 Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

1.1.3 Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.2 Emergence of Sociology

1.2.1 Giddens, A., 2006 (5th ed.), Sociology, London: Oxford University Press, Chapter 1, pp. 2-29.

UNIT 2. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.

Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp. 16-34.

UNIT 3. Sociological Concepts

3.1 Status and Role

3.1.1 Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 9, pp. 250-279.

3.1.2 Linton, R., 1936, The Study of Man, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

3.2 Groups

3.2.1 Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 10, pp. 280-309.

3.3 Culture

3.3.1 Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 5 & 6, pp. 125-187.

3.4 Socialization

3.4.1 Horton, P.B. and C.L. Hunt, 1985, Sociology, New York: McGraw Hill, Chapter 4, pp. 79-103.

3.5 Structure and Function

3.5.1 Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London: Cohen and West, Chapter 9 & 10, pp. 178-204.

3.6 Social Control and Change

3.6.1 Horton, P.B. and C.L. Hunt, 1985, Sociology, New York: McGraw Hill, Chapter 7 & 20, pp. 154-181, 509-540.

UNIT 4. Sociological Perspective

Haralambos, M., & Heald, R. M., 2009, Sociology, themes and perspectives. Oxford University Press.

Abraham, M. F. (1983). Modern Sociological Theory: An Introduction. India: Oxford University Press.

4.1 Functionalism

Durkheim, E., 1984, The Division of Labour in Society, Basingstoke: Macmillan. Pp. 149-174

Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press Chapter 9 & 10, Pp. 178-204

4.2 Interpretive Perspective

Weber, Max, 1978, Economy & Society: An outline of Interpretive Sociology, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

4.3 Conflict Perspective

Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150

4.4 Structuralism

Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David Structuralism: An introduction, 1st ed., Oxford: Clarendon Press, 37-56

4.5 Interactionism

Magill, Frank N., 1996, International Encyclopedia of Sociology, Volume 1, Routledge, Pp. 690-693

Giddens, Anthony, 2010, Sociology, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

SEMESTER-I
PAPER- SOCIDC 1013
SOCIOLOGY OF EDUCATION
Credit: 3

Course Objective:

1. The course aims to present a conceptually clear picture of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities.

2. The course also intends to understand the concept of equality and help identify inequalities and injustices prevalent in the education system to gain a clear idea of the present education scenario.

Course Outcomes:

1. The students will attain an understanding of the social dimensions of education which includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work.

2. The students will develop an appreciation of the importance of cross-cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education. They will also be able to identify the inequalities and injustices prevalent in the education system and address them.

Course Outline:

UNIT 1. Introduction: Conceptual clarity

1.1 Relationship between Society and Education

1.2 Education and Development.

UNIT 2. Socialization and Education

2.1 Relations between Socialization and Education

2.2 Agencies of Socialization and Education: Family, Peer Groups, School and Media

UNIT 3. Education, Inequalities and Social Justice

3.1 Concept of Equality of Educational Opportunity

3.2 Education and Disparities: Caste. Class, Tribe, Gender, Rural-urban, Education and Social mobility

Course Contents and Itinerary:

UNIT 1. Introduction: Conceptual clarity

1.1 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

1.2 Mathur, S. S. 1966. A Sociological Approach to Indian Education. India: Vinod Pustak Mandir.

1.3 Kumar, Krishna. 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

1.4 Aggarwal, J. C. 2010. Theory & Principles of Education, 13th Edition. India: Vikas.

UNIT 2. Socialization and Education

2.1 Sarangapani, Padma. 2003. 'The End of Childhood' in Construction of School Knowledge. New Delhi: Sage. Pp 72-101.

2.2 Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. The Crisis of Elementary Education in India. New Delhi: Sage. pp. 200-223

2.3 Woods, Peter. 1983. Sociology and the School. An Interactionist Perspective. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

2.4 Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in Economic and Political Weekly. Vol. 41, No. 39. Pp. .4195-4203

UNIT 3. Education, Inequalities and Social Justice

3.1 Macleod, Jay. 2009. Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood. 3rd ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135

3.2 Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. pp. 132-151

3.3 Kumar, Krishna.1989. 'Learning to be Backward' in Social Character of Learning. New Delhi: Sage. pp. 59-77

3.4 Dharampal. 2002. The Beautiful Tree: Indigenous Education in the Eighteenth Century. Dharmapal Collected Writings. Volume III. Goa: Other India Press. Pp 7-21, 81-86

3.5 Deshpande, Satish and Apoorvanand. 2018 .'Exclusion in Indian Higher Education Today' in India Exclusion Report. New Delhi:Yoda Press. pp. 191-218

3.6 Freire, Paulo. (1970/1993). Pedagogy of the Oppressed. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67

SEMESTER - I

Paper- SOCSEC 1013

READING, WRITING AND REASONING FOR SOCIOLOGY

Credit: 3

Course Objective:

1. This course aims at providing techniques for developing literacy in academic language.

2. It is intended to provide graded series of reading and writing exercises using 'real' texts from the social sciences that will enable students to tackle text-related tasks with confidence.

Course Outcomes:

1. By the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively. They will be able to identify standard elements of writing and different genres of writing from personal essays to academic writing. The students will also be able to develop critical thinking by reflecting on various texts consciously and not taking anything for granted in the analyses of the social world.

2. The students will be able to read academic texts and identify the central argument(s) and grasp the content of the texts, the organization of ideas, the structure of the arguments, the style and tone of the author and author biases and identify general conclusions from specific details in texts. They will be

equipped to express themselves in different genres of writing such as summaries, critical reviews and essays, and

be able to conceptualize and plan a research paper. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

Course Outline:

UNIT 1. Introduction: The virtues of repetition

UNIT 2. Techniques for reading academic texts

 2.1 Grasping the whole: How to get an overview

 2.2 Divide and conquer: Taking texts apart

 2.3 Getting outside help: Recruiting extra resources

UNIT 3. How to begin writing academic prose

 3.1 Building a structure: What do you want to say?

 3.2 Working with blocks: Sections, Paras, Sentences

 3.3 Borrowing material: Paraphrasing, Quoting, Citing

 3.4 Peer reviewing

Course Contents and Itinerary:

UNIT 1. Introduction: The virtues of repetition

Academic reading and writing are all about re-reading and rewriting – about repeatedly re-working a text until some provisional goal is achieved.

1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)

1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

UNIT 2. Techniques for reading academic texts

2.1 Grasping the whole: How to get an overview

2.1.2 Titles as the shortest summary of a text

2.1.3 Good and bad titles

2.1.4 Section headings (where present)

2.1.5 Introductions and Conclusions

2.1.6 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

2.2.1 Beginning, middle and conclusion – stages of argument

2.2.2 The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias

2.3.2 Contextualising texts with quick background research

2.3.3 Productive ways of asking for help from teachers/tutors

UNIT 3. Techniques for writing academic prose

3.1 Building a structure: What do you want to say?

3.1.1 Beginning, middle and conclusion – stages of argument

3.1.2 The architecture of arguments: main, subsidiary, minor

3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences

3.2.1 How many sections? Job descriptions for each section

3.2.2 Paragraphs as key building blocks of academic prose

3.2.3 Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing

3.3.1 The difference between paraphrasing and plagiarism

3.3.2 Quotations: When? Why? How?

3.3.3 Citation styles

3.3.4 Productive ways of asking for help from teachers/tutors

3.4. Final sessions: peer reviewing

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

3.4.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on a semester-long experience of student abilities and interests.

3.4.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates a discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

3.4.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

SEMESTER – I

PAPER- SOCVAC 1014

INDIAN SOCIETY AND CULTURE

Credit: 4

Course Objective:

1. The purpose of this course is to expose students to different aspects of Indian society and culture.

 2. This course aims at helping students to develop an understanding of societal and cultural dimensions of the dynamic nature of society and the environment in which they will live and work as social scientists, professionals and entrepreneurs.

Course Outcomes:

1. This course will help students to develop an understanding of social and cultural environments.

2. It will prod students to understand the linkages among social, cultural and professional environments. They will get an appreciation of how societal and cultural issues interface with different professions in the context of the overall development of the country.

Course Outline:

UNIT 1. Introduction to Indian Society

1.1 Social Institutions in Indian Society: Family, Religion and Education

1.2 Social Structure: Rural and Urban Contexts

1.3 Caste, Tribe, Dalits and Other Excluded Groups

1.4 Power and Conflicts

UNIT 2. Introduction to Culture in Indian Society

2.1 Expressions of Culture in India: Dance forms, Music, Art and Architecture, Handloom and Weaving techniques

2.2 Languages and Literature in India

2.3 Cultural Change and its Impact on Indian Society

UNIT 3. Social Issues in Modern India

3.1 Poverty – multidimensional aspects

3.2 Gender issues in modern India

3.3 Slums; Child rights; Differently abled.

UNIT 4. Science, Technology and Society

4.1 Appropriate Technology

4.2 Science, Technology and Development Linkage

4.3 Science and Technology Policy in India

Course Contents and Itinerary:

UNIT 1. Introduction to Indian Society

1.1 Social Institutions in Indian Society: Family, religion and education

1.1.1 Sharma, R. K. 2004. Indian Society, Institutions and Change. India: Atlantic.

1.1.2 Jayapalan, N. 2001. Indian Society and Social Institutions. India: Atlantic Publishers and Distributors.

1.2 Social Structure – Rural and Urban Contexts

1.2.1 Gihar, P. 2003. Social Structure in Urban India. India: Discovery Publishing House.

1.2.2 Rao, M.S.A. 1974. Urban Sociology in India: Reader and Source Book. California: Orient Longman.

1.2.3 Srinivas, M.N. 1980. India: Social Structure. India: Hindustan Publishing Corporation.

1.3 Caste, Tribe, Dalits and Other Excluded Groups

1.3.1 Krishnan, P. S. 2017. Social Exclusion and Justice in India. India: Taylor & Francis.

1.3.2 Bhattacharyya, A; Basu, S. 2017. Marginalities in India: Themes and Perspectives. Singapore: Springer Nature Singapore.

1.3.3 Naik, A. K., Sabharwal, N. S., Diwakar, D. G., Borooah, V. K., Mishra, V. K. 2015. Caste, Discrimination, and Exclusion in Modern India. India: SAGE Publications.

1.4 Power and Conflicts

1.4.1 Weiner, M. 2015. Sons of the Soil: Migration and Ethnic Conflict in India. United States: Princeton University Press.

UNIT 2. Introduction to Culture in Indian Society

2.1 Expressions of culture in India: Dance forms, music, art and architecture, handloom and weaving techniques

2.1.1 Kuiper, K. 2010. The Culture of India. United States: Britannica Educational Publishing.

2.1.2 Kutty, P. V. V. G. 2002. National experiences with the protection of expressions of folklore/traditional cultural expressions: India, Indonesia and the Philippines. Switzerland: WIPO.

2.1.3 Kumar, A. 2016. Indian Art & Culture (E). India: Arihant Publication India Limited.

2.2 Languages and Literature in India

2.2.1 Chatterji, S. K. 1963. Languages and Literatures of Modern India. India: Bengal Publishers.

2.3 Culture Change and its Impact on Indian Society

2.3.1 Ḥasanain, N. 2011. Indian Society and Culture: Continuity and Change. India: New Royal Book.

2.3.2 Srinivas, M. N. 1995. Social Change in Modern India. India: Orient BlackSwan.

UNIT 3. Social Issues in Modern India

3.1 Poverty – multidimensional aspects

3.1.1 Naoroji, D. 1878. Poverty of India. United Kingdom: Vincent Brooks, Day and Son.

3.1.2 Rao, K. N. 2005. Poverty in India: Global and Regional Dimensions. India: Deep & Deep Publications, published.

3.2 Gender issues in development

3.2.1 Mathu, A. 2008. Gender and Development in India: The Indian Scenario. India: Kalpaz Publications.

3.2.2 Spary, C. 2019. Gender, Development, and the State in India. United States: Taylor & Francis.

3.2.3 Vlassoff, C. 2013. Gender Equality and Inequality in Rural India: Blessed with a Son. United Kingdom: Palgrave Macmillan.

3.3 Slums; Child rights; Differently abled.

3.3.1 Tabassum, H. 2011. Slums in India. India: ABD Publishers.

3.3.2 Dash, B. M. 2011. Child Labour in Informal Sector. India: Discovery Publishing House Pvt Limited.

3.3.3 Bajpai, A. 2018. Child Rights in India: Law, Policy, and Practice. India: OUP India.

3.3.4 Artiles, A.J., Christopher J. 2019. The SAGE Handbook of Inclusion and Diversity in Education. United Kingdom: SAGE Publications.

3.3.5 Ghosh, N. 2016. Interrogating Disability in India: Theory and Practice. India: Springer India.

UNIT 4. Science, Technology and Society

4.1 Dunn, P. D. (1979). Appropriate technology: technology with a human face. New York: Schocken Books.

4.2 Raj, B., Chidambaran G, et.al. 2016. Science, Technology and Indian Society: An Anthology of Perspectives. India: National Institute of Advanced Studies.

4.3 Segaert, B., Vandermoere, F, et.al. 2017. Imagined Futures in Science, Technology and Society. United Kingdom: Taylor & Francis.

SEMESTER – II
PAPER- SOCMAJ 1024
SOCIOLOGY OF INDIA
Credit: 4

Course Objective:

1. This course aims to introduce the processes and modes of construction of knowledge of India.

2. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

Course Outcomes:

1. Through this course the students will attain the foundation of viewing images and ideas of India through a sociological lens. They will be further able to investigate sociological concepts and institutions in the Indian context.

2. Through informed interrogation of images, ideas, concepts and institutions of India, the students will develop critical and analytical thinking.

Course Outline:

UNIT 1. India: An Object of Knowledge

1.1 The Colonial Discourse

1.2 The Nationalist Discourse

1.3 The Subaltern Critique

UNIT 2. Indian Society: Concepts and Institutions

2.1 Caste: Concept and Critique

2.2 Agrarian Classes

2.3 Tribe: Profile and Location

2.4 Kinship: Principle and Pattern

2.5 Religion and Society

UNIT 3. Ideas of India

3.1 Gandhi and Ambedkar

3.2 Indological Approaches

UNIT 4. Challenges to Civilization, State and Society

4.1 Communalism

4.2 Secularism

4.3 Nationalism

Course Contents and Itinerary:

UNIT 1. India: An Object of Knowledge

1.1 The Colonial Discourse

1.1.1 Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays, Delhi: Oxford University Press, Pp.136-171

1.2 The Nationalist Discourse

1.2.1 Kaviraj, S., 2010, The Imaginary Institution of India, Ranikhet: Permanent Black, Pp.85-126

1.3 The Subaltern Critique

1.3.1 Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8

UNIT 2. Indian Society: Concepts and Institutions

2.1 Caste: Concept and Critique

2.1.1 Ghurye, G. S. 1969. Caste and Race in India. India: Popular Prakashan.

2.1.2 Ambedkar, B. 2021. Castes in India. India. Prabhat Prakashan.

2.1 Agrarian Classes

2.1.1 Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp. 271-275

2.2 Tribe: Profile and Location

2.2.1 Haimendorf, C. V. F., 1967, "The Position of Tribal Population in India", in P. Mason India and Ceylon: Unity and Diversity, New York: Oxford University Press,

2.3 Kinship: Principle and Pattern

2.3.1 Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press, Pp.50-73

2.4 Religion and Society

2.4.1 Srinivas, M.N. and A. M. Shah, 1968, "Hinduism", in D. L. Sills (ed.) The International Encyclopaedia of Social Sciences, Volume 6, New York: Macmillan, Pp.358-366

2.4.2 Momin, A.R., 1977, "The Indo Islamic Tradition", Sociological Bulletin, 26, Pp.242-258

2.4.3 Uberoi, J.P.S., 1997, "The Five Symbols of Sikhism", in T.N. Madan (ed.) Religion in India, Delhi: Oxford University Press, Pp. 320-332

UNIT 3. Ideas of India

3.1. Gandhi and Ambedkar

3.1.1. Ambedkar, B. R., 1971 [1936], Annihilation of Caste, Jullunder: Bheem Patrika

3.2. Indological Approaches

3.2.1. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', Contributions to Indian Sociology, 1, Pp.7-22

UNIT 4. Challenges to Civilization, State and Society

4.1. Communalism

4.1.1 Dumont, L., 1997, Religion, Politics and History in India, Paris: Mouton, Pp.98-110

4.2. Secularism

4.2.1. Sinha, V. K. 1968. Secularism in India. India: Lalvani Publishing House.

4.2.2 Madan, T.N., 1997, Modern Myths, Locked Minds, Delhi: Oxford University Press, Pp.233- 265

4.3. Nationalism

4.3.1. Oommen, T. K., 1997, Citizenship and National identity: From Colonialism to Globalism. New Delhi: Sage Publications, pp.143-172.

Additional Instruction:

The students are required to explore contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Additional Reading:

Ray, N.R., 1973, Nationalism in India: A Historical Analysis of its Stresses and Strains, Aligarh: Aligarh Muslim University Press.

SEMESTER – II
PAPER- SOCMIN 1024
SOCIOLOGY OF INDIA
Credit: 4

Course Objective:

1. This paper aims to provide an outline of the institutions and processes of Indian society.
2. The central objective is to encourage students to view Indian reality through a sociological lens.

Course Outcomes:

1. The students will acquire a familiarity with ideas of India in their social and historical context and will be acquainted with key institutions and processes of Indian society.
2. The students will gain the ability to understand social institutions with sociological imagination and with a critical and comparative spirit. There will be a preliminary understanding of sociological discourse on Indian society.

Course Outline:
UNIT 1. India as a Plural Society
UNIT 2. Social Institutions and Practices
 2.1 Caste
 2.2 Tribe
 2.3 Class
 2.4 Village
 2.5 Family and Kinship
UNIT 3. Identities and Change
3.1 Dalits' Movement
3.2 Women's Movement
UNIT 4. Challenges to State and Society
4.1 Communalism
4.2 Secularism

COURSE CONTENTS AND ITINERARY

UNIT 1. India as a Plural Society

1.1 Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction.

1.2 Stern, Robert W. 2003. Changing India. Cambridge: CUP. Introduction. Change, societies of India and Indian Society. pp. 1 – 31.

UNIT 2. Social Institutions and Practices

2.1 Caste

2.1.1 Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) Social Inequality: Selected Readings. Harmondsworth: Penguin Books, pp.265-272.

2.1.2 Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, Volume 15, No. 4, pp 481-496.

2.1.3 Alavi, Hamaza and John Harriss (eds.) 1989. Sociology of 'Developing Societies': South Asia. London: Macmillan. John Harriss, "The Formation of Indian society: Ideology and Power". pp. 126 – 133.

2.2 Tribe

2.2.1 Haimendorf, C.V.F., 1967, "The Position of Tribal Population in India", in Philip Mason (ed.), India and Ceylon: Unity and Diversity, New York: Oxford University Press, Chapter 9.

2.3 Class

2.3.1 Thorner, Daniel, 1992. "Agrarian Structure" in Dipankar Gupta (ed.), Social Stratification in India, New Delhi: Oxford University Press, pp. 261-270.

2.3.2 Deshpande, Satish, 2003, Contemporary India: A Sociological View. New Delhi; Viking, pp. 125-150.

2.4 Village

2.4.1 Srinivas, M.N., 1987, The Dominant Caste and Other Essays, Delhi: Oxford University Press, pp.20-59.

2.5 Family and Kinship

2.5.1 Shah, A. M., 1998, The Family in India: Critical Essays. New Delhi: Orient Longman, pp.52-63.

2.5.2 Karve, Iravati. 1994, „The Kinship map of India", in Patricia Uberoi(ed.) Family, kinship and marriage in India. Delhi: Oxford University Press, pp.50-73.

UNIT 3. Identities and Change

3.1 Shah, Ghanshyam. 2001, Dalit identity and politics. Delhi: Sage Publications, Chapter 1 and 7.

3.2 Kumar, Radha. 1999, "From Chipko to sati: The Contemporary women's movement", in Nivedita Menon (ed.) Gender and Politics in India. Delhi: Oxford University Press, pp. 342-369.

UNIT 4. Challenges to State and Society

4.1 Madan, T.N., 1997, Modern Myths and Locked Minds. Delhi: Oxford University Press, Chapter 8.

4.2 Dumont, L. 1997, Religion, Politics and History in India. Paris: Mouton, Chapter

PAPER- SOCIDC 1023
SOCIOLOGY OF MEDIA
Credit: 3

Course Objectives:

1. The course aims to introduce the students to certain major themes of outlining the interconnections between media and society.

2. This course intends to familiarize students with important theories in the sociology of media.

3. This course also aims to bring about an understanding of the process of production, control and reception of media and its representations critically from a sociological perspective.

Course Outcomes:

1. The students will be able to develop an appreciation of the mediatized character of social existence and its history.

2. The students will get an acquaintance with history, concepts and various theoretical strands in the sociology of media.

3. The students will acquire an understanding of social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects.

Course Outline:

UNIT 1. Mass Society and Mass Media

UNIT 2. Theoretical Approaches

2.1 Neo-Marxist

2.2 Feminist

2.3 Semiotic

2.4 Interactionist

UNIT 3. Media Processes

3.1 Production, Control and Challenges by New Media

3.2 Media Representation

3.3 Audience Reception

COURSE CONTENTS AND ITINERARY

UNIT 1. Mass Society and Mass Media

1.1 McLuhan, Marshall. 1964, Understanding Media: Extensions of Man. Cambridge: The MIT Press. Pp. 07-21.

1.2 Jacobs, Norman. 1960, 'Mass Culture and Mass Media' & 'Culture and Society' In Daedalus Vol. 89, No. 2, Spring, 1960. Pp. 273-287.

UNIT 2. Theoretical Approaches

2.1 Neo-Marxist

2.1.1 Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In The Culture Industry: Selected Essays in Mass Culture. London: Routledge. Pp. 98-106.

2.1.2 Benjamin, W. 1968. 'The Work of Art in the Age of Mechanical Reproduction' in Hannah Arendt (eds) Zohn (Trans.), Illuminations: Essays and Reflections (pp. 217-252). New York: Schocken Books.

2.2 Feminist

2.2.1 Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In Film Theory and Criticism: Introductory Readings. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

2.2.2 McRobbie, Angela, 'Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime' In The Aftermath of Feminism: Gender, Culture and Social Change, Sage Publication Ltd. 2009:11-22.

2.3 Semiotic

2.3.1 Barthes, Roland. 'The Photographic Message' In Image, Music and Text Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.

2.3.2 Hall, Stuart. "Encoding/Decoding," In Critical Visions in Film Theory. Ed. Timothy Corrigan, P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87.

2.4 Interactionist

2.4.1 Thompson, John B. 'The Rise of Mediated Interaction' In The Media and Modernity: A Social Theory of the Media. Stanford, CA: Stanford UP, 1995.

UNIT 3. Media Processes

3.1 Production and Control in Old and New Media

3.1.1 Herman, Edward S., and Noam Chomsky. 'A Propaganda Model' In Manufacturing Consent: The Political Economy of the Mass Media. New York: Pantheon, 1988. Pp. 1-35.

3.1.2 Kaur, Raminder, and William Mazzarella. 'Between Sedition and Seduction Thinking Censorship in South Asia' In Censorship in South Asia: Cultural Regulation from Sedition to Seduction. Bloomington: Indiana UP, 2009.

3.1.3 Eko, Lyombe, 2012. 'New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the "Arab Spring" of 2011 in North Africa' In New Media, Old Regimes: Case Studies in Comparative Communication Law and Policy. Boulder: Lexington Books. Pp. 129-160.

3.2 Media Representations

3.2.1 Dyer, Richard. 2012, 'Stereotyping', In Meenakshi Durham and Douglas M. Kellner (eds.) Media and Cultural Studies: Keyworks, Oxford: Blackwell. Pp. 275-282.

3.2.2 Sorenson, John. 1991, 'Mass Media and Discourse on Famine in the Horn of Africa' In Discourse & Society, Sage: London 1991; Vol 2(2); 223-242.

3.3 Audience Reception

3.3.1 Livingstone, Soina. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed.) A Companion to Media Studies. Malden, MA: Blackwell Pub.

3.3.2 Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In On Television. New York: The New Press. Pp. 39-67.

3.3.3 Naficy, Hamid. 'Ideological and Spectatorial Formations' In A Social History of Iranian Cinema. Durham [N.C.]: Duke UP, 2011. pp. 71-140.

SEMESTER – II
PAPER- SOCSEC 1023
TECHNIQUE OF ETHNOGRAPHIC FILMMAKING
Credit: 3

Course Objectives:

1. This course focuses on doing sociology through forms other than the written; in particular, the oral, aural, and the visual.

2. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode of ethnography.

Course Outcomes:

1. This course will prepare the students for the challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.

2. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of the diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues. Through teamwork and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning.

Course Outline:

UNIT 1. Introduction to Ethnographic Filmmaking

1.1 Ethnography and Filmmaking: The Text and the Image

1.2 Different Modes of Filmmaking

1.3 Understanding the Use of Camera in Ethnography

1.4. The Filmmaker and the Filmed: Relationship and understanding 'ethics'

UNIT 2. Editing and Construction of Meaning

2.1 Understanding multiple shots and camera movement

2.2 Tools for Film Editing

2.3 Filming Oral Testimonies, Interviews and Interactions

UNIT 3. Final Film Projects

Course Contents and Itinerary:

UNIT 1. Introduction to Ethnographic Filmmaking

1.1 Ethnography and Filmmaking: The Text and the Image

1.1.1 Rouch, Jean, 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, Cine-Ethnography. University of Minnesota Press, 2003. Pp. 147-187

1.1.2 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.

1.1.3 Suggested Screening of Film Scenes/Sequences, Trance and Dance in Bali by Margaret Mead and Gregory Bateson, 22 mins.

1.2 Different Modes of Filmmaking

1.2.1 Nichols, Bill. 'What types of Documentary are there?' In Introduction to Documentary. Bloomington: Indiana University Press, 2001. Pp. 99-137.

1.2.2 Suggested Screening of Film Scenes/Sequences: Etre et Avoit by Nicholas Philibert's, 105 mins, 2002; New Boys by David MacDougall, 100 mins, 2003; Dilli- Mumbai-Dilli by Saba Dewan, 63 mins, 2006; Bowling for Columbine by Roger Moore, 120 mins, 2002.

1.2.3 Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

1.2.4 Practical Work for Week 1/2 - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

1.3 Understanding the Use of Camera in Ethnography

1.3.1 El Guindi, Fadwa. 'For God's Sake Margaret' In Visual Anthropology: Essential Method and Theory, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

1.3.2. Suggested Screening of Film Scenes/Sequences: Diyas, Judith MacDougall, 56 mins, 1997/2000.

1.3.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand-held cameras, Understanding light; Filmmaker's Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

1.3.4. Practical Work for Week 3 – Camera mounting on a tripod; handheld camera practices.

1.4. Filmmaker and the Filmed: Relationship and understanding 'ethics'.

1.4.1 Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in The. Independent Film and Video Monthly April 1984. Pp. 15-17

1.4.2 MacDougall, 'Whose Story is it?' In Visual Anthropology Review, Volume 7, Issue 2, Pp. 2–10, September 1991

1.4.3 Suggested topics for discussion: Dimensions of the relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

1.4.4 By this point, students should start thinking about topics and groups for their final film.

1.4.5 Practical Work for Week 4-5: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. A tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

1.4.6 Viewing of assignments and discussions.

2. Editing and Construction of Meaning

2.1 Understanding multiple shots and camera movement

2.1.1 Suggested topics for technical discussion: Multiple shots, understanding point-of-view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

2.1.2 By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

2.1.3 Suggested Screening of Film Scenes/Sequences: Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925; Strangers on a Train by Alfred Hitchcock, 101 min, 1951.

2.2 Tools for Film Editing

2.2.1 Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie Maker); Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

2.2.2 Practical Work for Week 6-9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

2.2.3. Viewing of assignments and discussions.

2.3 Filming Oral Testimonies, Interviews and Interactions

2.3.1 Suggested Screening of Film Scenes/Sequences: Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961.

2.3.2 Suggested topics for technical discussion: Sound and audio equipment.

2.3.3 Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

2.3.4 Viewing of assignments and discussions.

3. Final Film Projects

3.0.1 Film length limited to 5 - 8 mins.

3.0.2 Viewing of projects and discussion.

Note: This course will require a special budget for the purchase/hiring of equipment and honorarium to technical resource persons.

Suggested Readings:

Heider, Karl G. 2006. Ethnographic Film, Austin: Universityof Texas Press.

MacDougall, David. 'Ethnographic Film: Failure and Promise', Annual Review of Anthropology Vol. 7, pp. 405-425

SEMESTER – II
PAPER- SOCVAC 1024
SOCIETY AND ISSUES OF THE NORTH-EAST INDIA
Credit: 4

Course Objective:

1. The course aims to acquaint students with vital issues and dimensions of the complex society of North-East India.

2. To provide students with a comprehensive understanding of facts and figures about the nature and structure of the region's historical trajectories.

Course Outcomes:

1. This paper will help the students to understand the social, cultural, political and economic background of the North-east region. The students will be able to conceptualise and understand the various issues about this region.

2. The course will help students to critically analyze and understand the genesis of problems in the region and will enable students help to suggest viable measures to address/redress the issues and problems for an all-around, inclusive development and change in Northeast society.

Course Outline:

UNIT 1. Conceptualising Northeast India

1.1 Geography: Hills- Valleys- Rivers, Climate, Vegetation

1.2 History: Written and Oral Traditions, Myths and Legends

1.3 Culture: Religious practices, Languages, Festivals

1.4 Polity: State formation, Chieftainship, Colonial interventions

UNIT 2. Northeast India After Independence

2.1 Sixth Schedule to the Constitution and Autonomy Provisions

2.2 Reorganisation of Assam and Emergence of New States

2.3 Movements for Self Determination: (Naga Movement, Bodo Movement, Mizo Movement)

UNIT 3- Developmental Politics in Northeast India

3.1 Traditional Economic Practices (e.g., Jhum) and Challenges

3.2 Constitutional Vision of Development of NER

3.3 Emerging Paradigms of Development

UNIT 4- North East India and Neighbouring Countries

4.1 Borders of Northeast India and Migration across Borders

4.2 Shared History of Northeast India with bordering countries

4.3 Look (Act) East Policy and Northeast India

Course Contents and Itinerary:

UNIT 1. Conceptualising Northeast India

1.1 Baruah Apurba K. 2003. Tribal Traditions and crises of Governance in North East India, With Special Reference to Meghalaya. Destine, LSE, London: Cabridge University Press.

1.2 Baruah, Apurba K. 1991. Social Tensions in Assam: Middle Class Politics in Assam. Guwahati: Purbanchal Prakash.

1.3 Baruah, Kanak Lal. 1973. Studies in the Early History of Assam. Jorhat: Kanaklal Baruah Birth Centenary Committee [on behalf of] Asam Sahitya Sabha.

1.4 Baruah, Sanjib. 2005. Durable disorder: understanding the politics of northeast India. New Delhi: Oxford University Press.

1.5 Baruah, Sanjib. 1999. India against itself: Assam and the politics of nationality. New Delhi: Oxford University Press.

1.6 Brara, N. Vijaylakshmi. 1998. Politics, society and cosmology in India's north east. Delhi: Oxford University Press.

1.7 Chatterji, Suniti Kumar. 1991 (1955). The Place of Assam in the History and Civilisation of India. Guwahati: University Publication Department, Gauhati University.

1.8 Chaube, S.K. 1973. Hill Politics in Northeast India, New Delhi: Orient Longman Limited.

1.9 Elwin, Verrier. 1964. A Philosophy for NEFA. Itanagar: P.C. Dutta On Behalf of Arunachal Pradesh.

1.10 Ganguli, J B. 2006. An Economic History of Northeast India: 1826-1947. New Delhi: Akansha Publishing House.

1.11 Ghurye, Gobind Sadashiv. 1980. The Burning Caldron of Northeast India. New Delhi: Popular Prakashan.

1.12 Guha, A. 1991. Medieval and Early Colonial Assam: Society, Polity, Economy. Kolkata: K.P Bagchi & Company.

1.13 Guha, A. 2006. Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947. New Delhi: Tulika Books.

1.14 Gunnel, C. 2013. Founding an Empire on India's North-Eastern Frontiers, 1790 – 1840: Climate, Commerce, Polity. New Delhi: Oxford University Press.

1.15 Hassan, M. S. 2008. Building Legitimacy: Exploring State-Society Relations in Northeast India. NewDelhi: Oxford University Press.

1.16 Karlsson, B.G. 2011. Unruly Hills: Nature and Nation in India's Northeast. New Delhi: Orient BlackSwan.

1.17 Lal Dena. 1991. (ed.) History of modern Manipur 1826-1949. New Delhi: Orbit Publishers-Distributors.

1.18 Ludden, David. 2004. Where is Assam? Using Geographical History to Locate Current Social Realities (Ceniseas Paper 1). Guwahati: Centre for Northeast India, South and Southeast Asian Studies, Omeo Kumar Das Institute of Social Change and Development.

UNIT 2. Northeast India after Independence

2.1 Das Samir Kumar. 2013. Governing India's Northeast: Essays on Insurgency, Development and the Culture of Peace. New Delhi: Springer.

2.2 Datta, P.S. 1995. (ed.) North east and the Indian state: paradoxes of a periphery. New Delhi: Vikas Publishing House.

2.3 Ao, Lanunungsang A. 2002. From Phizo to Muivah: the Naga national question in north-east India. New Delhi: Mittal Publications.

2.4 Baruah A K. 1997. Reorganization of Composite Assam and Linguistic Chauvinism of Asomiyas. Proceedings of the NEIHA, Aizawl Session, Shillong.

2.5 Baruah Apurba K. 2004. Ethnic Conflicts and Traditional Self-Governing Institutions: A Sudy of Laitumukhrah Dorbar. London: Destine LSE [Also available in, www.crisisstates.com].

2.6 Baruah, A. K. 2002. Student Power in NE India: Understanding Student Movements. New Delhi: Regency Publications.

2.7 Baruah, Sanjib. 2009. (ed). Beyond Counter-insurgency: Breaking the Impasse in Northeast India. New Delhi: Oxford University Press

2.8 Chatterjee, Suhas. 1994. Making of Mizoram: role of Laldenga. Volumes 1 & 2. New Delhi: M.D. Publications.

2.9 Misra, Udoyan. 2000. The Periphery Strikes Back: Challenges to the Nation State in Assam and Nagaland. Shimla: Indian Institute of Advanced Studies.

2.10 Nag, S. 2002. Contesting Marginalinality: Ethnicity, Insurgency and Subnationalism in Northeast India. Delhi: Manohar Publishers.

2.11 Prabhakara, MS. 2011. Looking Back into the Future: Identity and Insurgency in Northeast India. Routledge: New Delhi.

2.12 Scott, James C. 2010. The Art of Not Being Governed: An anarchist History of Upland Southeast Asia. New Delhi: Orient Blackswan.

UNIT 3- Developmental Politics in Northeast India

3.1 Ministry for Development of Northeast India. 2008. Northeastern Region: Vision 2020. Shillong: Northeastern Council.

3.2 Misra, B.P. 1976. Socio-economic Adjustments of Tribals: Case-study of Tripura Jhumias. New Delhi: Peoples Publishing House.

3.3 Sharma Manorama. 2004. Critically Assessing Traditions: The Case of Meghalaya. London: Destine, LSE Cabridge University Press 9.

3.4 Sharma, Manorama. 1990. Social and Economic Change in Assam: Middle Class Hegemony. New Delhi: Ajanta Publications.

UNIT 4- North East India and Neighbouring Countries

4.1 Ayoob, M. 1990. India and Southeast Asia: Indian perceptions and policies. London and New York: Routledge.

4.2 Banerjee, Dipankar. 1997. Myanmar and North East India. New Delhi: Delhi Policy Group.

4.3 Baruah, Sanjib. 2004. Between South and Southeast Asia: Northeast India and Look East Policy (Ceniseas Paper 4). Guwahati: Centre for Northeast India, South and Southeast Asia Studies, Omeo Kumar Das Institute of Social Change and Development.

4.4 Grare, Frederic and Amitabh Mattoo. 2001. (eds.) India and ASEAN: the politics of India's look east policy. New Delhi: Manohar Publications.

4.5 Lintner, B. 2012. Great Game East: India, China and the struggle for Asia's most volatile frontier, Noida: Harper Collins.

4.6 Lintner, Bertil. 1996. Land of jade: a journey from India through northern Burma to China. Bangkok: White Orchid Press.

4.7 Sarma, Atul and Saswati Choudhury. 2017. (eds.) Mainstreaming the Northeast in India's Look and Act East Policy. Singapore: Palgrave Macmillan.