

**M.A. SOCIOLOGY  
PROGRAMME PROJECT REPORT (PPR)**

**1. General Objectives:**

**Relevance of Programme to the Institution Mission and Goals:**

Introducing a post-graduate programme in Sociology in the *Centre for Distance and Online Education (CDOE)*, Rajiv Gandhi University would enable imparting higher educational opportunities to those who were unable to continue their higher studies due to financial constraints, remoteness and for those who are in-service. Arunachal being one of the tribal states of India, Sociology is one of the very relevant and important subjects, and the demand for its introduction in Master's degree is gaining among the students. Therefore, the courses in Sociology will help fulfil the demand of those distance learners in providing quality education at the doorstep of the learners. Its objective is also to improve gross enrollment ratio in higher education and to promote research and innovative ideas among the students. Hence, the programme is relevant to the HEI's mission and goal.

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognised for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aims at nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

**Objectives of the programme:**

- Sociology is a science based on the study of humans and culture. It refers to the social behaviour, society, patterns of social relationships, social interaction, and culture that surround everyday life.
- The subject paves the way for social scientists, thinkers and activists in understanding society. It helps them in improving the quality of life of the people living in the society.
- Studying it is beneficial both for the individual and for the society. By studying the subject, people learn how to think critically about social issues and problems that confront our day-to-day society.
- The study also enriches students' lives and prepares them for careers in an increasingly diverse world.

**2 Outcomes: Course-wise objectives and outcomes**

### **MASOC-401: Classical Sociological Thinkers (Part I)**

**Objective:** The objective of this paper is to introduce students to the major classical sociological thinkers and their contributions to the development of sociology. It aims to develop a critical understanding of their theories, concepts, and methodologies, enabling students to analyse social structures, institutions, and contemporary social issues from classical sociological perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major classical sociological thinkers and explain their contributions to the emergence and development of sociology as a scientific discipline.

**CO2:** Analyse and critically evaluate the key concepts, theories, and methodological approaches of classical sociologists, and relate them to social institutions, social structures, and patterns of social change.

**CO3:** Apply the perspectives of classical sociological thinkers to interpret and analyse contemporary social issues, inequalities, and transformations in local, national, and global contexts.

**CO4:** Develop critical thinking, analytical reasoning, and academic writing skills by comparing classical sociological theories and assessing their relevance to modern sociological research and practice.

### **MASOC-402: Perspectives on Indian Society (Part I)**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the major sociological perspectives on Indian society. It aims to examine the historical, cultural, social, and institutional foundations of Indian society while developing students' ability to critically analyse its diversity, continuity, change, and contemporary social issues through sociological perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Explain the major sociological perspectives and theoretical approaches to understanding the historical evolution, cultural diversity, and social structure of Indian society.

**CO2:** Analyse the key institutions of Indian society, including caste, class, tribe, family, religion, and regional diversity, using classical and contemporary sociological perspectives.

**CO3:** Critically examine the processes of social change, modernization, globalization, and development, and evaluate their impact on the social, cultural, economic, and political life of India.

**CO4:** Apply sociological concepts and perspectives to interpret contemporary issues and challenges in Indian society, thereby developing analytical, critical thinking, and research skills for academic and professional practice.

### **MASOC-403: Methodology of Social Research (Part I)**

**Objective:** The objective of this paper is to introduce students to the fundamental principles, concepts, and methods of social research. It aims to develop scientific inquiry, critical thinking, and methodological skills by enabling students to understand research design, data collection techniques, sampling, ethics, and the application of research methods in social science studies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Explain the fundamental concepts, principles, and significance of social research, and distinguish between qualitative and quantitative research approaches.

**CO2:** Demonstrate knowledge of the various stages of the research process, including problem identification, research design, hypothesis formulation, sampling techniques, and data collection methods.

**CO3:** Apply appropriate research methodologies, tools, and ethical principles in designing and conducting social science research to address sociological issues and problems.

**CO4:** Analyse, interpret, and present research findings using scientific methods, thereby developing critical thinking, analytical abilities, and academic writing skills for independent research and evidence-based decision-making.

### **MASOC-404: Rural Sociology**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of rural society, its social structure, institutions, and processes of change. It aims to develop analytical skills to examine rural communities, agrarian relations, rural development, governance, and contemporary challenges using sociological concepts, theories, and research perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Explain the fundamental concepts, scope, and significance of Rural Sociology, and analyse the social structure, culture, institutions, and dynamics of rural communities.

**CO2:** Examine rural social institutions, agrarian relations, land ownership patterns, rural governance, and the processes of social change and development from sociological perspectives.

**CO3:** Critically evaluate contemporary rural issues such as poverty, unemployment, migration, gender inequality, agricultural transformation, rural development programmes, and environmental sustainability.

**CO4:** Apply sociological theories and research methods to investigate rural problems, formulate evidence-based solutions, and contribute to rural planning, community development, and public policy initiatives.

## **SECOND SEMESTER**

### **MASOC-405: Classical Sociological Thinkers (Part II)**

**Objective:** The objective of this paper is to provide students with an advanced understanding of the major classical sociological thinkers and their theoretical contributions. It aims to develop critical and comparative perspectives on classical sociological theories, enabling students to analyse social institutions, social change, and contemporary societal issues through foundational sociological frameworks.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate an advanced understanding of the major classical sociological thinkers and critically explain their theories, concepts, and contributions to the development of sociological thought.

**CO2:** Compare and evaluate the perspectives of different classical sociologists on social structure, social action, social change, power, inequality, and institutions using analytical and theoretical approaches.

**CO3:** Apply classical sociological theories to interpret contemporary social issues and analyse the relevance of classical thought in understanding modern societies, globalization, and social transformation.

**CO4:** Develop critical thinking, theoretical reasoning, and academic research skills by interpreting, comparing, and synthesizing classical sociological ideas for scholarly discussions and sociological inquiry.

### **MASOC-406: Methodology of Social Research (Part II)**

**Objective:** The objective of this paper is to develop advanced knowledge and practical skills in social research methodology. It aims to equip students with the ability to design research projects, apply qualitative and quantitative methods, analyse and interpret data, uphold research ethics, and conduct independent, scientifically rigorous sociological research.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Design and execute sociological research by selecting appropriate research designs, sampling techniques, data collection tools, and qualitative and quantitative methods relevant to social science inquiries.

**CO2:** Analyse, interpret, and present research data using appropriate statistical and qualitative analytical techniques while ensuring accuracy, validity, reliability, and ethical standards in research.

**CO3:** Critically evaluate research literature, formulate research proposals, and apply scientific methods to investigate contemporary social issues and generate evidence-based conclusions.

**CO4:** Demonstrate competence in preparing research reports, dissertations, and academic publications by integrating methodological knowledge, analytical reasoning, ethical practices, and effective scholarly communication.

#### **MASOC-407: Perspectives on Indian Society (Part II)**

**Objective:** The objective of this paper is to provide students with an advanced understanding of the major sociological perspectives on Indian society. It aims to critically examine contemporary social institutions, processes of change, development, inequality, diversity, and emerging issues, enabling students to analyse India's evolving social realities through sociological theories and empirical perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Critically analyse contemporary social institutions, processes, and transformations in Indian society using classical and contemporary sociological perspectives.

**CO2:** Evaluate the nature and impact of social stratification, gender, ethnicity, regional diversity, globalization, urbanization, and development on the changing structure of Indian society.

**CO3:** Apply sociological theories and empirical approaches to interpret current social issues, public policies, and developmental challenges affecting diverse communities in India.

**CO4:** Develop advanced analytical, research, and critical thinking skills to assess emerging social trends, formulate evidence-based arguments, and contribute effectively to academic research, policymaking, and community development.

## **MASOC-408: Rural Sociology (Part II)**

**Objective:** The objective of this paper is to develop an advanced understanding of rural society, agrarian systems, rural governance, and development processes. It aims to equip students with the ability to critically analyse rural transformation, policy interventions, sustainable development, and emerging challenges using sociological theories, research methods, and empirical perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Critically analyse the processes of rural transformation, agrarian change, rural governance, and sustainable development using contemporary sociological theories and empirical approaches.

**CO2:** Evaluate the impact of rural development policies, decentralization, poverty alleviation programmes, agricultural modernization, migration, and environmental changes on rural communities.

**CO3:** Apply sociological concepts and research methodologies to investigate rural issues, assess development interventions, and propose evidence-based solutions for inclusive and sustainable rural development.

**CO4:** Develop advanced analytical, research, and problem-solving skills to examine emerging challenges in rural society and contribute effectively to policy formulation, community development, and rural planning initiatives.

## **THIRD SEMESTER**

### **MASOC 501: Modern Classical Thinkers**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the major modern sociological thinkers and their theoretical contributions. It aims to develop critical and analytical skills to examine contemporary social structures, institutions, inequality, globalization, and social change through modern sociological perspectives and empirical inquiry.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major modern sociological thinkers and critically explain their theories, concepts, and contributions to contemporary sociological thought.

**CO2:** Compare and evaluate the perspectives of modern sociologists on social structure, power, inequality, culture, identity, globalization, and social change using theoretical and empirical approaches.

**CO3:** Apply the ideas of modern sociological thinkers to analyse contemporary social issues, public policies, and emerging challenges at local, national, and global levels.

**CO4:** Develop advanced critical thinking, theoretical reasoning, research competence, and academic writing skills by interpreting, comparing, and applying modern sociological theories in scholarly inquiry and professional practice.

### **MASOC 502: Sociology of Northeast India**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the social, cultural, economic, and political dynamics of Northeast India. It aims to develop critical perspectives on tribal societies, ethnicity, identity, social change, development, migration, and contemporary regional issues through sociological theories and empirical studies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the social, cultural, economic, and political organization of the societies of Northeast India, with particular emphasis on tribal communities, ethnicity, identity, and regional diversity.

**CO2:** Critically analyse the processes of social change, development, migration, globalization, conflict, governance, and state policies affecting the societies of Northeast India using sociological theories and empirical perspectives.

**CO3:** Apply sociological concepts and research methods to examine contemporary issues such as indigenous rights, gender, environmental sustainability, border dynamics, urbanization, and cultural transformation in the region.

**CO4:** Develop advanced analytical, research, and problem-solving skills to evaluate public policies, formulate evidence-based recommendations, and contribute effectively to community development, social justice, and sustainable development initiatives in Northeast India.

### **MASOC 503: Urban Sociology**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of urban society, its structure, institutions, and processes of change. It aims to develop critical and analytical skills to examine urbanization, migration, urban governance, planning, social inequalities, environmental challenges, and sustainable urban development through sociological theories and empirical research.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the concepts, theories, and processes of urbanization, urban social structure, and the organization of urban communities from sociological perspectives.

**CO2:** Critically analyse major urban issues, including migration, housing, slums, poverty, unemployment, environmental degradation, urban governance, and sustainable city development using sociological theories and empirical evidence.

**CO3:** Apply sociological concepts and research methods to examine contemporary urban challenges, evaluate urban development policies and programmes, and propose evidence-based solutions for inclusive and sustainable urban development.

**CO4:** Develop advanced analytical, research, and problem-solving skills to assess the impact of urbanization, globalization, technological change, and public policy on urban society, contributing effectively to urban planning, governance, and community development.

#### **MASOC 504: Sociology of Development**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the sociological dimensions of development. It aims to examine major theories of development, processes of social and economic transformation, public policies, globalization, sustainability, and inclusive development, enabling students to critically analyse development issues from sociological perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major theories, concepts, and paradigms of development, and explain their relevance to social, economic, political, and cultural transformation.

**CO2:** Critically analyse development processes, public policies, planning strategies, globalization, sustainable development, and their impact on inequality, social justice, and human well-being from sociological perspectives.

**CO3:** Apply sociological theories and research methods to evaluate development programmes, assess contemporary developmental challenges, and formulate evidence-based recommendations for inclusive and sustainable development.

**CO4:** Develop advanced analytical, research, and policy evaluation skills to examine national and global development issues, contributing effectively to academic research, development planning, public administration, and community development initiatives.

## FOURTH SEMESTER

### **MASOC-505: Modern Sociological Thinkers**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the major modern sociological thinkers and their theoretical contributions. It aims to develop critical and analytical skills to evaluate contemporary sociological theories and apply them to the study of social institutions, inequality, culture, globalization, identity, and social change in diverse societies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major modern sociological thinkers and critically explain their theories, concepts, and contributions to contemporary sociological thought.

**CO2:** Compare and critically evaluate the perspectives of modern sociologists on social structure, power, culture, identity, inequality, globalization, gender, and social change using theoretical and empirical approaches.

**CO3:** Apply modern sociological theories to analyse contemporary social issues, public policies, and emerging challenges in local, national, and global contexts, thereby strengthening sociological inquiry and problem-solving abilities.

**CO4:** Develop advanced critical thinking, analytical reasoning, research competence, and academic writing skills by interpreting, comparing, and applying modern sociological perspectives in scholarly research, policy analysis, and professional practice.

### **MASOC 506: Sociology of Northeast India**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the sociological dimensions of Northeast India. It aims to examine the region's tribal societies, ethnicity, culture, identity, social institutions, development, governance, migration, and contemporary challenges, enabling students to critically analyse regional diversity through sociological theories and empirical perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the historical, social, cultural, economic, and political characteristics of Northeast India, with particular emphasis on tribal societies, ethnicity, identity, and regional diversity.

**CO2:** Critically analyse the social institutions, customary practices, governance systems, migration, border dynamics, development processes, and contemporary challenges affecting the societies of Northeast India from sociological perspectives.

**CO3:** Apply sociological theories and research methodologies to examine issues relating to indigenous communities, social change, conflict, gender, environmental sustainability, and public policy in the Northeast region.

**CO4:** Develop advanced analytical, research, and policy evaluation skills to assess regional development initiatives, promote social inclusion, preserve cultural heritage, and contribute effectively to sustainable development and community empowerment in Northeast India.

### **MASOC 507: Urban Sociology**

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of urban society and the processes of urbanization. It aims to develop critical and analytical skills to examine urban social structures, institutions, governance, migration, housing, environmental issues, and sustainable urban development through sociological theories, research methods, and empirical studies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the concepts, theories, and processes of urbanization, urban social structure, urban ecology, and the organization of urban communities from sociological perspectives.

**CO2:** Critically analyse major urban issues such as migration, urban poverty, housing, slums, unemployment, environmental degradation, urban governance, smart cities, and sustainable urban development using sociological theories and empirical evidence.

**CO3:** Apply sociological concepts, research methods, and analytical tools to investigate contemporary urban problems, evaluate urban policies and development programmes, and formulate evidence-based solutions for inclusive urban growth.

**CO4:** Develop advanced critical thinking, research competence, and policy evaluation skills to assess the social consequences of urbanization, globalization, technological change, and public policy, contributing effectively to urban planning, governance, and community development.

### **MASOC 508: Sociology of Development**

**Objective:** The objective of this paper is to enable students to understand the sociological dimensions of development by examining major development theories, planning strategies, globalization, public policies, sustainability, and social transformation. It aims to develop critical, analytical, and research skills for evaluating development processes, challenges, and inclusive development initiatives in contemporary societies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major concepts, theories, and paradigms of development, including modernization, dependency, world-systems, sustainable development, and human development approaches.

**CO2:** Critically analyse the processes of social, economic, political, and cultural development, and evaluate the impact of planning, globalization, liberalization, privatization, and public policies on society.

**CO3:** Assess contemporary developmental challenges such as poverty, inequality, unemployment, gender disparities, environmental degradation, displacement, and social exclusion using sociological perspectives and empirical evidence.

**CO4:** Apply sociological theories, research methods, and policy analysis to evaluate development programmes and formulate evidence-based recommendations for inclusive, participatory, and sustainable development.

**CO5:** Develop advanced critical thinking, research competence, and policy evaluation skills to contribute effectively to development planning, social welfare, community empowerment, governance, and academic research at local, national, and global levels.

#### **4. Nature of prospective target group learners:**

The programme intends to cater to those learners and dropout students who are desirous and aspire to obtain higher education in Sociology as a major subject, but could not access it due to various socio-economic conditions, inaccessibility of the geographical location and other unavoidable circumstances. The program will also be helpful for unemployed youth, promotion for in-service learners (such as police personnel and Group C and D employees, etc.). The subject also targets those working in the NGO sector particularly those working for society. The aspirants for the APPSCE and other competitive examinations also choose Sociology as one of the optional papers for their exam. So the above are the target groups of the program.

#### **5 Appropriateness of open and distance learning mode for acquiring specific competence or skills**

Open and Distance Learning mode provides quality higher education to the interested learners who left regular mode because of various reasons. The Open and Distance Learning mode helps them to acquire competencies and skills in the concerned discipline by providing instruction through counseling, study materials, advice and support. Hence, it is the appropriate mode for acquiring competencies and skills. Sociology course in *Centre for Distance and Online Education (CDOE)*, is prepared in such a manner to make self-sufficient for the learners besides providing other relevant materials. Since there are many affiliating colleges in the state, the CDOE also ensures and made self-sufficient the provision of conducting counseling classes at different study centers. It also imparts in areas such as skill development programmers, vocational and continuing education, etc. After graduating a masters' program in Sociology, the learners become eligible to appear NET exam leading to becoming Assistant Professor.

They also can become eligible to get themselves enrolled and undergo research for their Doctoral Program. Since the subject is related to studying about the various aspects society and their role (specifically topic related to gender, Medicinal and various sociological Theories, etc.).

## **6 Instructional Designs**

**Duration:** The course is of two-year duration with four semesters in any case the course is to be completed within four years.

**Faculty and support staff requirements :** In order to run the contact and counselling programme effectively, there are full time working counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource person in the programme and assignment evaluation. The learners can also contact them for clarifying their difficulties.

### **Instructional delivery mechanism:**

The duration of programme for post-graduate is a 2 (Two) years program with 4 semesters (having 16 papers). The Passing Marks for each paper is 40%. The faculty support is provided by the Department of Sociology, Rajiv Gandhi University while other staff support are provided by the CDOE. The institute also receives supporting staff from the University. The programme is imparted with the help of suitably designed syllabus which is at par the regular mode. The syllabi are developed and framed by the members of the BPGS for the post-graduate course. It is worth mentioning that the instructions to the learners are generally provided by conducting counseling for 10 days taking eight hours daily for each semester. The counseling to the learners is usually provided by the invited experts in the concerned discipline. Identification of media and student support service systems are done through

counseling, discussion, Interactions with the experts through Video Conferencing and WhatsApp.

**Identification of media and students support service system:** This will be done through counseling, discussion, Interactions with the experts. The information and other communication would be done through WhatsApp, Facebook, Google meet etc.

**Procedure for admission :** Prospectus with admission form is available at CDOE, RGU and its respective study centers. The students during the admission should submit their original registration card and migration certificate with all the other required documents mentioned in the prospectus within a specific period.

**Curriculum transaction and evaluation :** The course curriculum involves contact and counselling programme at the institution. The learners are given assignment which is compulsory. The learner will have to submit the assignment in order to be eligible for appearing the final examination. The examination will be conducted semester wise. The assignment will carry 30% and the written examination will carry 70%. Evaluation of the assignment will be done at respective study center (if resource persons are available) of CDOE, RGU. The evaluators of the assignment will give their feedback on the quality and further scope for improvement of performance of the examinee

**Laboratory support required for the programme :** Laboratory support is required for papers like educational psychology. In educational psychology paper, the practical papers are conducted by the regular education department with the coordination of CDOE, RGU.

**Library resources :** There is provision for the institutional library of CDOE which functions within CDOE building. Besides the institutional library, learners can also visit the central library of the University next to the CDOE building.

**Financial involvement :**

- a. Cost of estimate of the programme and the provisions therefore: common annual budget is sanctioned every year for the current financial year for expenses against all courses. This allocation is allocated in following heads
  1. Development of course material
  2. Student support services
  3. Self-training and development
  4. Technology support
  5. Library
  6. Research and Development

8 Amount assigned for programme development, delivery and maintenance as shown below

Details	MA 1st Semester	MA 2nd Semester	MA 3rd Semester	MA 4th Semester
Course Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Admission Fee	₹ 500.00	₹ 500.00	₹ 500.00	₹ 500.00
Registration Fee	₹ 450.00			
Central Examination Fee	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self Learning Material	₹ 3,500.00		₹ 3,500.00	
Assignment Evaluation Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Counselling Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Continuation Fee		₹ 500.00	₹ 500.00	₹ 500.00
Assignment Response Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Centre Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Library Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
	₹ 8,750.00	₹ 5,300.00	₹ 8,800.00	₹ 5,300.00

### 9. Quality assurance mechanism:

- i) Centre for Distance and Online Education uploads all its policy decision on the website of the HEI, so that interested learners may know about the programme in detail before enrolled.
- ii) Further, counseling is provided during the admission.
- iii) As the learner enrolled in a programme, the Centre for Distance and Online Education provides Self-Learning Materials.
- iv) Centre for Distance and Online Education shares all the information to the learners through E-mail and Postal. In recent times, social media like Facebook and WhatsApp have become an integral part of the dissemination of information on quality assurance.
- v) In every academic session, the Centre for Distance and Online Education provides 10 (ten) days counseling programme to the learners.
- vi) Above these, the academic staffs of the Centre for Distance and Online Education takes thereby address all the grievances of the learners during working hours.

### 10. Expected programme outcomes

The programme is designed to provide higher education to students. It will help learners to acquire knowledge and skills and promote human resources development. By the completion of the M.A. Sociology programme, a student will be able to:

- a. Think, analyze and understand the past and present critically and rationally.
- b. Understand the emergence of evolution of societal issues and will be able to apply and analyze the contemporary situation in it light.
- c. Able to reflect the onward move of society from the everyday experience.

- d. Demonstrate comprehensive knowledge of sociological theories, concepts, and perspectives to understand and analyse contemporary social structures, institutions, and processes.
- e. Design, conduct, and interpret sociological research using appropriate qualitative and quantitative methods while adhering to ethical research practices.
- f. Critically examine social issues, inequalities, and development challenges, and formulate evidence-based solutions for policymaking and social intervention.
- g. Communicate sociological knowledge effectively through academic writing, presentations, teamwork, and the use of digital technologies in professional and research settings.
- h. Uphold ethical values, social justice, and cultural diversity while demonstrating leadership, community engagement, and a commitment to lifelong learning and professional development.

**a. Curriculum and detailed syllabi of the programme**

**FIRST SEMESTER**

**MASOC-401**

**CLASSICAL SOCIOLOGICAL THINKERS (Part I)**

**Objective:** The objective of this paper is to introduce students to the major classical sociological thinkers and their contributions to the development of sociology. It aims to develop a critical understanding of their theories, concepts, and methodologies, enabling students to analyse social structures, institutions, and contemporary social issues from classical sociological perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major classical sociological thinkers and explain their contributions to the emergence and development of sociology as a scientific discipline.

**CO2:** Analyse and critically evaluate the key concepts, theories, and methodological approaches of classical sociologists, and relate them to social institutions, social structures, and patterns of social change.

**CO3:** Apply the perspectives of classical sociological thinkers to interpret and analyse contemporary social issues, inequalities, and transformations in local, national, and global contexts.

**CO4:** Develop critical thinking, analytical reasoning, and academic writing skills by comparing classical sociological theories and assessing their relevance to modern sociological research and practice.

## Unit-I Development of Classical Sociology

Emergence and Development of Sociology: Socio-Economic Force, Intellectual context.

## Unit-II Auguste Comte

Law of three stages, Positivism,

## Unit-III Auguste Comte

Hierarchy of sciences and its critical analysis

## Unit-IV Karl Marx

Dialectical Materialism, Materialistic conception of history, Alienation

## Unit-V Karl Marx

Theory of class struggle, Theory of Capitalism

### Suggested Reading:

Durkheim, E. 1964a. *Division of Labour in Society*. New York: Free Press.

Durkheim, E. 1964b. *The Rules of Sociological Method*. New York: Free Press.

Durkheim, E. 1966. *Suicide*. New York: Free Press.

Marx, K. 1982. *German Ideology*. London: Lawrence and Wishart. Marx,

K. 1867. *Capital*. Vol. 1. Harmondsworth: Penguin. (PP:1-55)

Marx, K. 1961. *Economic and Philosophical Manuscript*. Moscow: Foreign Languages Publishing House.

Weber, M. 1978. *Economy and Society*. Berkeley: University of California Press. Weber,

M. 1958 *The Protestant Ethics and Spirit of Capitalism*. New York: Charles Berger, Peter

L. *An Invitation to Sociology*,

Haralambos, M. 1998. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.

Inkeles, Alex. 1987. *What is sociology?* New Delhi: Prentice-Hall.

## PERSPECTIVES ON INDIAN SOCIETY (Part I)

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the major sociological perspectives on Indian society. It aims to examine the historical, cultural, social, and institutional foundations of Indian society while developing students' ability to critically analyse its diversity, continuity, change, and contemporary social issues through sociological perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Explain the major sociological perspectives and theoretical approaches to understanding the historical evolution, cultural diversity, and social structure of Indian society.

**CO2:** Analyse the key institutions of Indian society, including caste, class, tribe, family, religion, and regional diversity, using classical and contemporary sociological perspectives.

**CO3:** Critically examine the processes of social change, modernization, globalization, and development, and evaluate their impact on the social, cultural, economic, and political life of India.

**CO4:** Apply sociological concepts and perspectives to interpret contemporary issues and challenges in Indian society, thereby developing analytical, critical thinking, and research skills for academic and professional practice.

### Unit I: Colonial context

Emergence and development of Social Anthropology and Sociology in India.

### Unit II: Indian Society

Indian Society as fragmentary and static in colonial ethnography

### Unit III: Colonial context

Colonial legacy in sociological and social anthropology in post-independence period

### Unit IV: Indological/textual Perspective

G.5. Ghurye  
Louis Dumont

### Unit V: Structural-Functional Perspective

M.N. Srinivas  
S.C. Dube

### Suggested Reading:

- Ambedkar, B.R., 1916, *Castes in India: Their Mechanism, Genesis and Development*, Jullundur, Patrika Publications
- Cohn, Bernard S, 1996, *Colonialism and its Forms of Knowledge: The British in India*, Princeton, Princeton University Press.
- Desai, A.R., 1948, *Social Background of Indian Nationalism*, Mumbai, Popular Prakashan
- Desai, A.R., 1975, *State and Society in India*, Mumbai, Popular Prakashan
- Dhanagane, D.N. 1993-*Themes and Perspectives in Indian Sociology*, Jaipur, Rawat.
- Dube, S.C. 1967 - *The Indian Village*, London: Routledge, 1955.
- Dube, S.C.1973 - *Social Sciences in Changing Society*, Lucknow University Press. Dumont
- Lonis, 1970-*Homo Hierarchies: the Caste System & its Implication*, New Delhi. Ghurye , G.S., 2008, *Caste and Race in India*, Popular Prakashan, Mumbai
- Hardiman, David, 1989-*The coming of the Devi: Adivasi Assertion in Western India*, OUP.
- Hardiman, David, 1996- *Feeding the Bania: Peasants and Usurers in Western India*, Oxford University Press.
- Karve, Irawati, 1961- *Hindu Society: An Interpretation*, Puna: Deccan College.
- Kosambi, D.d. *The culture and Civilization of Ancient India in Historical Perspective*, New Delhi, Vikas Publishing House, 1982.
- Lannoy, Richard 1971- *the Speaking Tree, A Study \_ of Indian culture & society*, London, OUP.
- Marriott, Mckim, 1990 -*Indian Though Hindu Categories*, sage, Delhi.
- Oommen, T.K. and P.N. Mukherjee, (eds.), 1986- *Indian Sociology: Reflection and Introspection*, Popular Prakashan , Bombay.
- Mukherjee. D.P. 1958, *Diversities*, Peoples Publishing House, Delhi.
- Mukherjee, Ramkrishna, 1974, *The Rise and Fall of the East India Company: A Sociological Appraisal*, London, Monthly Review Press
- Oommen, T.K. and P.N. Mukherjee, (eds.), 1986 -*Indian sociology: Reflection and Introspection*, Popular Prakashan, Bombay.
- P.N. Prabhu- *Hindu Social Organisation*-Popular Prakashan, Bombay, 1963. RanjitGuha, *Subaltern Studies, Vol. I*, OUP, New Delhi, 1991.
- Singer, Milton and Bernard S Cohn (eds.), 1968- *Structure and Change in Indian Society*, Chicago: Aldine Publishing Company.
- Singer, Milton, 1972 - *When a great tradition modernizes*, Delhi, Vileas. ,
- Singh, K.S. 1992 - *The people of India: An Introduction* Seagul Books, Calcutta.
- Singh, V, 1973. *Modernization of Indian tradition*, Delhi, Thomson Press.
- Singh, Y. 1986- *Indian sociology: social Conditioning and Emerging concern*, Delhi, vistaar.
- Srinivas, M.N. 2002. *Collected Essays*, Oxford University Press Srinlvas,
- M.N. 1960 -*India's' Villages*, Asia Publishing House" Bombay

## METHODOLOGY OF SOCIAL RESEARCH (Part I)

**Objective:** The objective of this paper is to introduce students to the fundamental principles, concepts, and methods of social research. It aims to develop scientific inquiry, critical thinking, and methodological skills by enabling students to understand research design, data collection techniques, sampling, ethics, and the application of research methods in social science studies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Explain the fundamental concepts, principles, and significance of social research, and distinguish between qualitative and quantitative research approaches.

**CO2:** Demonstrate knowledge of the various stages of the research process, including problem identification, research design, hypothesis formulation, sampling techniques, and data collection methods.

**CO3:** Apply appropriate research methodologies, tools, and ethical principles in designing and conducting social science research to address sociological issues and problems.

**CO4:** Analyse, interpret, and present research findings using scientific methods, thereby developing critical thinking, analytical abilities, and academic writing skills for independent research and evidence-based decision-making.

### Unit I: Scientific Research: Characteristics, Types and Method (Part I)

Meaning, Characteristics and objective of Scientific Research, Aims of Social Research

### Unit II: Scientific Research: Characteristics, Types and Method (Part II)

Types of Social research, Major Steps in Social Research, Hypothesis

### Unit III: Concept, Theory and Fact (Part I)

Concept, Theory and Fact, Relationship between Theory and Fact, Inductive and deductive reasoning

### Unit IV: Concept, Theory and Fact (Part II)

Theory building, Objectivity -subjectivity debate.

### Unit V: Concept, Theory and Fact (Part II)

Value Neutrality, Validity and Reliability

## Suggested Readings

- Goode, J. William and K. Hatt, Paul, 1987: *Methods in Social Research*, New York, McGraw-Hill Book Company.
- Hughes, John 1987: *The Philosophy of Social Research*, London, Longman.
- Kuhn. T.S, 1970: *The Structures of Scientific Revolutions*, London: The University of Chicago Press.
- Madge, John 1970: *The Prigins of Scientific Sociology*, London, Tavistock.
- Mukherjee, P.N. (eds.O 2000: *Methodology in Social Research: Dilemmas and perspectives*, New Delhi: Sage (Introduction)
- Non Lin: *Foundations of Social Research*, McGraw hill Book Co. New York, 1976.
- P.V. Young, 1988: *Scientific Social Survey and Research*, Prentice Hall of India Pvt. Ltd. New Delhi.
- Popper, K. 1999: *The Logic of Scientific Discovery*, London: Routledge
- Ronald Fletcher: *making of Sociology*

## RURAL SOCIOLOGY (Part I)

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of rural society, its social structure, institutions, and processes of change. It aims to develop analytical skills to examine rural communities, agrarian relations, rural development, governance, and contemporary challenges using sociological concepts, theories, and research perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Explain the fundamental concepts, scope, and significance of Rural Sociology, and analyse the social structure, culture, institutions, and dynamics of rural communities.

**CO2:** Examine rural social institutions, agrarian relations, land ownership patterns, rural governance, and the processes of social change and development from sociological perspectives.

**CO3:** Critically evaluate contemporary rural issues such as poverty, unemployment, migration, gender inequality, agricultural transformation, rural development programmes, and environmental sustainability.

**CO4:** Apply sociological theories and research methods to investigate rural problems, formulate evidence-based solutions, and contribute to rural planning, community development, and public policy initiatives.

### Unit I: Rural sociology: Introduction:

Field of study: Meaning, nature, scope and significance, Emergence of Rural Sociology as an academic discipline.

### Unit II: Rural Society, and Rural Social Institution

Rural Society and its features, Rural-Urban Differences and Continuum

### Unit III: Rural Society, and Rural Social Institution

Institution of family, religion, caste and economy, Village studies and their significance

### Unit IV: Rural Power Structure

Traditional rural power structure and Dominant caste

### Unit V: Rural Power Structure

Panchayat Raj, Changing leadership and emergence of elites

## Suggested Readings

- Arora, RC, integrated rural development, S. Chand, New Delhi, 1986
- Behra, M C, Globalizing Rural development, Sage, New Delhi, 2006
- Desai A R, Rural Sociology in India, Popular Prakashan, Bombay, 1977
- Dube, SC, India's changing villages, Allied, Bombay, 1967
- Gupta, S K, Tribal development, Indus, New Delhi, 2002
- Srinivas, M.N.The remembered Village, Oxford University Press, Delhi, 1997
- Singh, V, Essays on modernization in Indian, Manohar, New Delhi, 1978
- Oomen, T K Social transformation in rural India, Vikas, Delhi, 1989
- Andre Bettle 1974: Six Essays in Comparative Sociology, OUP, New Delhi (Relevant chapters)
- AshishNandy 1999: Ambiguous Journey to the City, New Delhi: "OUP
- Berch, Berberogue, Ed. 1992: Class, State and Development in India (Chapter 1,2,3 and 4)  
Sage
- Behera, M,C (ed), 2009: Making Gandhi relevant: rural development in the context of Globalization, commonwealth Publishers, New Delhi
- Dhanagare, D N 1988: Peasant Movements in India, OUP, New Delhi
- Mencher, J.P, 1983: Social Anthropology of Peasantry Part III, OUP, New Delhi
- Radhakrishnan, P. 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836
- Behera, M,C (ed), 2005: Globalization and Rural Development-Understanding New development paradigm, commonwealth Publishers, New Delhi.

## SECOND SEMESTER

### MASOC-405

#### CLASSICAL SOCIOLOGICAL THINKERS (Part II)

**Objective:** The objective of this paper is to provide students with an advanced understanding of the major classical sociological thinkers and their theoretical contributions. It aims to develop critical and comparative perspectives on classical sociological theories, enabling students to analyse social institutions, social change, and contemporary societal issues through foundational sociological frameworks.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate an advanced understanding of the major classical sociological thinkers and critically explain their theories, concepts, and contributions to the development of sociological thought.

**CO2:** Compare and evaluate the perspectives of different classical sociologists on social structure, social action, social change, power, inequality, and institutions using analytical and theoretical approaches.

**CO3:** Apply classical sociological theories to interpret contemporary social issues and analyse the relevance of classical thought in understanding modern societies, globalization, and social transformation.

**CO4:** Develop critical thinking, theoretical reasoning, and academic research skills by interpreting, comparing, and synthesizing classical sociological ideas for scholarly discussions and sociological inquiry.

#### Unit-I Emile Durkheim (Part I)

Division of Labour, Social Fact, Rules of Sociological Methods

#### Unit-II Emile Durkheim (Part II)

Sociology of Religion, Theory of suicide

#### Unit-III Max Weber (Part I)

Rationality, Bureaucracy and Ideal types,

#### Unit-IV Max Weber (Part II)

Social action, Power, Authority and legitimacy

## Unit-V Max Weber (Part III)

### Theory of Protestant Ethics and Theory of Capitalism, Class, Status and Party

#### Suggested Reading:

Durkheim, E. 1964a. *Division of Labour in Society*. New York: Free Press.

Durkheim, E. 1964b. *The Rules of Sociological Method*. New York: Free Press.

Durkheim, E. 1966. *Suicide*. New York: Free Press.

Marx, K. 1982. *German Ideology*. London: Lawrence and Wishart. Marx,

K. 1867. *Capital*. Vol. 1. Harmondsworth: Penguin. (PP:1-55)

Marx, K. 1961. *Economic and Philosophical Manuscript*. Moscow: Foreign Languages Publishing House.

Weber, M. 1978. *Economy and Society*. Berkeley: University of California Press. Weber,

M. 1958 *The Protestant Ethics and Spirit of Capitalism*. New York: Charles Berger, Peter

L. *An Invitation to Sociology*,

Haralambos, M. 1998. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.

Inkeles, Alex. 1987. *What is sociology?* New Delhi: Prentice-Hall.

## METHODOLOGY OF SOCIAL RESEARCH (Part II)

**Objective:** The objective of this paper is to develop advanced knowledge and practical skills in social research methodology. It aims to equip students with the ability to design research projects, apply qualitative and quantitative methods, analyse and interpret data, uphold research ethics, and conduct independent, scientifically rigorous sociological research.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Design and execute sociological research by selecting appropriate research designs, sampling techniques, data collection tools, and qualitative and quantitative methods relevant to social science inquiries.

**CO2:** Analyse, interpret, and present research data using appropriate statistical and qualitative analytical techniques while ensuring accuracy, validity, reliability, and ethical standards in research.

**CO3:** Critically evaluate research literature, formulate research proposals, and apply scientific methods to investigate contemporary social issues and generate evidence-based conclusions.

**CO4:** Demonstrate competence in preparing research reports, dissertations, and academic publications by integrating methodological knowledge, analytical reasoning, ethical practices, and effective scholarly communication.

### Unit I: Research Design and Sampling (Part I)

Research design and Types of Research Design

### Unit II: Research Design and Sampling (Part I)

Sampling: Type, Size and Sampling error.

### Unit III: Methods of Data Collection (Part I)

Questionnaire, Schedule, Case Study, Observation

### Unit IV: Methods of Data Collection (Part II)

Interview method and content analysis, Projective Techniques.

### Unit V: Scales and Scaling techniques

Scaling and its Importance, Nominal Scale, Ordinal Scale, Interval Scale, Ratio scales, Bogardus Scale and Likert scale

## Suggested Readings

Goode, J. William and K. Hatt, Paul, 1987: *Methods in Social Research*, New York, McGraw-Hill Book Company.

Hughes, John 1987: *The Philosophy of Social Research*, London, Longman.

Kuhn. T.S, 1970: *The Structures of Scientific Revolutions*, London: The University of Chicago Press.

Madge, John 1970: *The Prigins of Scientific Sociology*, London, Tavistock.

Mukherjee, P.N. (eds.O 2000: *Methodology in Social Research: Dilemmas and perspectives*, New Delhi: Sage (Introduction)

Non Lin: *Foundations of Social Research*, McGraw hill Book Co. New York, 1976.

P.V. Young, 1988: *Scientific Social Survey and Research*, Prentice Hall of India Pvt. Ltd. New Delhi.

Popper, K. 1999: *The Logic of Scientific Discovery*, London: Routledge

Ronald Fletcher: *making of Sociology*

## PERSPECTIVES ON INDIAN SOCIETY (Part II)

**Objective:** The objective of this paper is to provide students with an advanced understanding of the major sociological perspectives on Indian society. It aims to critically examine contemporary social institutions, processes of change, development, inequality, diversity, and emerging issues, enabling students to analyse India's evolving social realities through sociological theories and empirical perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Critically analyse contemporary social institutions, processes, and transformations in Indian society using classical and contemporary sociological perspectives.

**CO2:** Evaluate the nature and impact of social stratification, gender, ethnicity, regional diversity, globalization, urbanization, and development on the changing structure of Indian society.

**CO3:** Apply sociological theories and empirical approaches to interpret current social issues, public policies, and developmental challenges affecting diverse communities in India.

**CO4:** Develop advanced analytical, research, and critical thinking skills to assess emerging social trends, formulate evidence-based arguments, and contribute effectively to academic research, policymaking, and community development.

### Unit I: Marxist Perspective (Part I)

B.P .Mukherjee

A.R. Desai

### Unit II: Marxist Perspective (Part II)

R.K. Mukherjee

D.D. Kosambi

### Unit III: Subaltern Perspective (Part I)

B.R. Ambedker

### Unit IV: Subaltern Perspective (Part II)

Ranajit Guha

## Unit V: Cultural Perspective

Yogendra Singh

### Suggested Reading:

- Ambedkar, B.R., 1916, *Castes in India: Their Mechanism, Genesis and Development*, Jullundur, Patrika Publications
- Cohn, Bernard S, 1996, *Colonialism and its Forms of Knowledge: The British in India*, Princeton, Princeton University Press.
- Desai, A.R., 1948, *Social Background of Indian Nationalism*, Mumbai, Popular Prakashan
- Desai, A.R., 1975, *State and Society in India*, Mumbai, Popular Prakashan
- Dhanagane, D.N. 1993-*Themes and Perspectives in Indian Sociology*, Jaipur, Rawat.
- Dube, S.C. 1967 - *The Indian Village*, London: Routledge, 1955.
- Dube, S.C.1973 - *Social Sciences in Changing Society*, Lucknow University Press.
- Dumont Lonis, 1970-*Homo Hierarchies: the Caste System & its Implication*, New Delhi. Ghurye , G.S., 2008, *Caste and Race in India*, Popular Prakashan, Mumbai
- Hardiman, David, 1989-*The coming of the Devi: Adivasi Assertion in Western India*, OUP.
- Hardiman, David, 1996- *Feeding the Bania: Peasants and Usurers in Western India*, Oxford University Press.
- Karve, Irawati, 1961- *Hindu Society: An Interpretation*, Puna: Deccan College.
- Kosambi, D.d. *The culture and Civilization of Ancient India in Historical Perspective*, New Delhi, Vikas Publishing House, 1982.
- Lannoy, Richard 1971- *the Speaking Tree, A Study \_ of Indian culture & society*, London, OUP.
- Marriott, McKim, 1990 -*Indian Thought Hindu Categories*, sage, Delhi.
- Oommen, T.K. and P.N. Mukherjee, (eds.), 1986- *Indian Sociology: Reflection and Introspection*, Popular Prakashan , Bombay.
- Mukherjee. D.P. 1958, *Diversities*, Peoples Publishing House, Delhi.
- Mukherjee, Ramkrishna, 1974, *The Rise and Fall of the East India Company: A Sociological Appraisal*, London, Monthly Review Press
- Oommen, T.K. and P.N. Mukherjee, (eds.), 1986 -*Indian sociology: Reflection and Introspection*, Popular Prakashan, Bombay.
- P.N. Prabhu- *Hindu Social Organisation*-Popular Prakashan, Bombay, 1963. Ranjit Guha, *Subaltern Studies, Vol. I*, OUP, New Delhi, 1991.
- Singer, Milton and Bernard S Cohn (eds.), 1968- *Structure and Change in Indian Society*, Chicago: Aldine Publishing Company.
- Singer, Milton, 1972 - *When a great tradition modernizes*, Delhi, Vileas. ,
- Singh, K.S. 1992 - *The people of India: An Introduction* Seagul Books, Calcutta.
- Singh, V, 1973. *Modernization of Indian tradition*, Delhi, Thomson Press.
- Singh, Y. 1986- *Indian sociology: social Conditioning and Emerging concern*, Delhi, vistaar.
- Srinivas, M.N. 2002. *Collected Essays*, Oxford University Press
- Srinivas, M.N. 1960 -*India's' Villages*, Asia Publishing House" Bombay

## RURAL SOCIOLOGY (Part II)

**Objective:** The objective of this paper is to develop an advanced understanding of rural society, agrarian systems, rural governance, and development processes. It aims to equip students with the ability to critically analyse rural transformation, policy interventions, sustainable development, and emerging challenges using sociological theories, research methods, and empirical perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Critically analyse the processes of rural transformation, agrarian change, rural governance, and sustainable development using contemporary sociological theories and empirical approaches.

**CO2:** Evaluate the impact of rural development policies, decentralization, poverty alleviation programmes, agricultural modernization, migration, and environmental changes on rural communities.

**CO3:** Apply sociological concepts and research methodologies to investigate rural issues, assess development interventions, and propose evidence-based solutions for inclusive and sustainable rural development.

**CO4:** Develop advanced analytical, research, and problem-solving skills to examine emerging challenges in rural society and contribute effectively to policy formulation, community development, and rural planning initiatives.

### Unit I: Rural development (Part I)

Social transformation and development of rural India, Approach to rural development – modernization and globalization

### Unit II: Rural development (Part II)

Land reforms-Zamindari, Royotwari and Mahalwari systems, Bhoodan movement.

### Unit III: Five year Plans and Rural Development (Part I)

Overview of rural development programmes in Five Year Plans.

### Unit IV: Five year Plans and Rural Development (Part II)

Rural development Programmes- PMRV,MNREGS, SHGs- Problems and prospects.

## Unit V: Five year Plans and Rural Development (Part III)

Overview of rural development programmes in Five Year Plans, Rural development Programmes- CDP,IRDP,EAS,ITDP,SGSV

### Suggested Readings

- Arora, RC, integrated rural development, S. Chand, New Delhi, 1986
- Behra, M C, Globalizing Rural development, Sage, New Delhi, 2006
- Desai A R, Rural Sociology in India, Popular Prakashan, Bombay, 1977
- Dube, SC, India's changing villages, Allied, Bombay, 1967
- Gupta, S K, Tribal development, Indus, New Delhi, 2002
- Srinivas, M.N.The remembered Village, Oxford University Press, Delhi, 1997
- Singh, V, Essays on modernization in Indian, Manohar, New Delhi, 1978
- Oomen, T K Social transformation in rural India, Vikas, Delhi, 1989
- Andre Betille 1974: Six Essays in Comparative Sociology, OUP, New Delhi (Relevant chapters)
- AshishNandy 1999: Ambiguous Journey to the City, New Delhi: "OUP
- Berch, Berberogue, Ed. 1992: Class, State and Development in India (Chapter 1,2,3 and 4) Sage
- Behera, M,C (ed), 2009: Making Gandhi relevant: rural development in the context of Globalization, commonwealth Publishers, New Delhi
- Dhanagare, D N 1988: Peasant Movements in India, OUP, New Delhi
- Mencher, J.P, 1983: Social Anthropology of Peasantry Part III, OUP, New Delhi
- Radhakrishnan, P. 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836
- Behera, M,C (ed), 2005: Globalization and Rural Development-Understanding New development paradigm, commonwealth Publishers, New Delhi.

## THIRD SEMESTER

### MASOC 501

#### MODERN CLASSICAL THINKERS

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the major modern sociological thinkers and their theoretical contributions. It aims to develop critical and analytical skills to examine contemporary social structures, institutions, inequality, globalization, and social change through modern sociological perspectives and empirical inquiry.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major modern sociological thinkers and critically explain their theories, concepts, and contributions to contemporary sociological thought.

**CO2:** Compare and evaluate the perspectives of modern sociologists on social structure, power, inequality, culture, identity, globalization, and social change using theoretical and empirical approaches.

**CO3:** Apply the ideas of modern sociological thinkers to analyse contemporary social issues, public policies, and emerging challenges at local, national, and global levels.

**CO4:** Develop advanced critical thinking, theoretical reasoning, research competence, and academic writing skills by interpreting, comparing, and applying modern sociological theories in scholarly inquiry and professional practice.

UNIT- I: THE CRISIS OF SOCIOLOGY AND

THE CRITIQUE OF POSITIVISM (PART I)

Structure

Challenging the Establishment and Orthodoxy-Gouldner and Mills

A Biographical sketch of Gouldner. The coming crisis of Western Sociology

Power, Prejudice and Sociological Imagination

UNIT –II: STRUCTURAL FUNCTIONALISM (PART I)

Introduction of structural Functionalism

Talcott Parsons - System Theory. The Pattern Variable Critical

Evaluation of Parsonian System Theory

UNIT-III: CONFLICT THEORY (PART I)

Marx Critique and dialectics of conflict: Ralf Dahrendorf (1929-2009) Functional analysis of Conflict: Lewis Coser (1913-2003)

Conflict and social change: Randall Collins (1941-)

#### UNIT-IV: CONFLICT THEORY (PART I)

Marx Critique and dialectics of conflict: Ralf Dahrendorf (1929-2009) Functional analysis of Conflict: Lewis Coser (1913-2003)

Conflict and social change: Randall Collins (1941-)

#### UNIT-V: STRUCTURALISM AND POST-STRUCTURALISM (PART I)

Structuralism and the contribution of Claude Levi-Strauss The move to Post-Structuralism

### 1.10. REFERENCES AND FURTHER READING

Chriss, J. (1999). Alvin W. Gouldner: Sociologist and Outlaw Marxist. London: Ashgate.

Coser, L. A. (1982). "Remembering Gouldner: Battler, Conquistador, and Free Intelligence", *Theory and Society* 11 (6):885-888.

Gouldner, A. W. (1954). *The Patterns of Industrial Bureaucracy*. Glencoe: Free Press.

Nord, W. R. (1992). "Alvin W. Gouldner as Intellectual Hero", *Journal of Management Inquiry* 1 (4):350-355.

Phillips, B. S. (1988). "Towards a Reflexive Sociology", *American Sociology* 19 (2).

Turner, S. P. and J. H. Turner (1990). *The Impossible Science: An Institutional Analysis of American Sociology*, Newbury Park, CA: Sage.

Young, T. R. (1971). "The Politics of Sociology: Gouldner, Goffman, and Garfinkel". *American Sociologist* 6 (4) 276-281.

Abraham, F. 2009. (16<sup>th</sup> impression) *Modern Sociological Theory: An Introduction*, New-Delhi: OUP.

Alexander, Jeffery C. 1987. *Twenty lectures: Sociological Theory since World War II*. New York: Columbia University Press.

Alexander, Jeffrey C. (ed). 1985. *Neo-Functionalism*. Beverley Hills, CA: Sage  
Althusser, Louis. 1969. *For Marx*. Harmondsworth, Eng: Penguin.

Berger, Peter and Luckman, Thomas. 1967. *The Social Construction of Reality*. Garden City, New York: Anchor

Berger, Peter. 1963. *The Invitation to Sociology*, New York: Doubleday

- Blumer, Herbert. 1969. *Society as Symbolic Interaction*, Englewood Cliffs, N.J.: Prentice - Hall.
- Bourdieu, Pierre. 1977. *Outline of a Theory of Practice*. London: Cambridge University
- Collins, Randal, 1975. *Conflict Sociology toward an Explanatory Science*. New York: Academic Press
- Collins, Randal. 1997. (Indian Edition). *Sociological Theory*, Jaipur and New Delhi, Rawat
- Dahrendorf, Ralf. 1959. *Class and Class Conflict in Industrial Societies*, Stanford: Stanford University Press
- Foucault, M. 1969. *The Archaeology of Knowledge and the Discourse on Language*. New York: Harper Colophon
- Garfinkel, Harold, 1967. *Studies in Ethnomethodology*. Englewood Cliffs: Prentice-Hall
- Giddens, Anthony, 1983. *Central Problems in Social Theory: Action, Structure Contradiction in Social Analysis*, London: Macmillan.
- Goffman, Erving. 1959. *The Presentation of Self in Everyday life*. New York: Doubleday.
- Gouldner, Alvin. 1970. *The Coming Crisis of Western Sociology*, New York: Basic Books
- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. New York: International Publishers.
- Habermas, Jurgen. 1984. *The Theory of Communicative Action*. Vol.1, *Reason and the Rationalization of Society*. Boston: Beacon Press
- Kuper, Adam. 1973. *Anthropologists and Anthropology: The Modern British School*. London: Routledge.
- Mills, C Wright. 1959. *The Sociological Imagination*. New York: Oxford University Press.
- Ritzer, George 1992 (3rd ed.), *Sociological Theory*, New York: McGraw Hill.
- Ritzer, George. 2016. (6<sup>th</sup>ed.-Indian edition), *Modern Sociological Theory*, New-Delhi: McGraw Hill.
- Turner, Jonathan H. 1995. (4<sup>th</sup>ed.) *The Structure of Sociological Theory* Jaipur: Rawat
- Zeitlin, Irving M. 1998. (Indian Edition). *Rethinking Sociology: A critique of Contemporary Theory*. Jaipur: Rawat.
- Allan, Kenneth (2007): *The Social Lens: An Invitation to Social and Sociological Theory*. California: Sage Publications.

- Collins, Randall (1975): *Conflict Sociology: Toward an Explanatory Science*. New York: Academic Press.
- Collins, Randall (1994): *Four Sociological Traditions: Selected Readings*. New York: Oxford University Press.
- Coser, Lewis (1956): *The Functions of Social Conflict*. New York: The Free Press.
- Coser, Lewis (1957): "Social Conflict and the Theory of Social Change". *The British Journal of Sociology*, Vol. 8, No. 3, pp. 197-207.
- Dahrendorf, Ralf (1958): "Toward a Theory of Social Conflict". *The Journal of Conflict Resolution*, Vol. 2, No. 2, pp. 170-183.
- Dahrendorf, Ralf (1959): *Class and Class Conflict in Industrial Society*. California: Stanford University Press.
- Dahrendorf, Ralf (1968): *Essays in the Theory of Society*. California: Stanford University Press.
- Marx, Karl and Frederick Engels (1845): *The German Ideology*. New York: International Publishers.
- Marx, Karl and Frederick Engels (1848): *The Communist Manifesto*. New York: Signet Classic.
- Ritzer, George (2011): *Sociological Theory*. New York: McGraw-Hill (8<sup>th</sup> Edition).
- Simmel, Gerog (1950): *The Sociology of Georg Simmel*, translated and edited by K. Wolff. New York: Free Press.
- Weber, Max (1926): *From Max Weber: Essays in Sociology*. New York: Oxford University Press.
- Derrida, J. 1967. *Of Grammatology*. GayatriSpivak, trans. Baltimore: Johns Hopkins University Press.
- Derrida, J. 1978. *Writing and Difference*. Alan Bass, trans. Chicago: University of Chicago Press.
- Foucault, M. 1965. *Madness and Civilisation: A History of Insanity in the Age of Reason*. Richard Howard, Trans. New York: Random House.
- Foucault, M. 1977. *Discipline and Punish: The Birth of the Prison*. Alan Sheridan, trans. New York: Pantheon.
- Levi Strauss, C. 1962. *The Savage Mind*. Chicago: University of Chicago Press.
- Levi-Strauss, C. 1963. *Structural Anthropology*. Claire Jacobson and Brooke GrundfestSchoepf, trans. New York: Basic Books.
- Levi-Strauss, C. 1969. *The Elementary Structures of Kinship*. Boston: Beacon Press.
- Rabinow, P. (Ed.). 1984. *The Foucault Reader*. New York: Pantheon.
- Ritzer, G. 2012. *Sociological Theory*. McGraw-Hill Publications. Silverman. H. (Ed.). 1989. *Derrida and Deconstruction*. New York: Routledge

## SOCIOLOGY OF NORTHEAST INDIA

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the social, cultural, economic, and political dynamics of Northeast India. It aims to develop critical perspectives on tribal societies, ethnicity, identity, social change, development, migration, and contemporary regional issues through sociological theories and empirical studies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the social, cultural, economic, and political organization of the societies of Northeast India, with particular emphasis on tribal communities, ethnicity, identity, and regional diversity.

**CO2:** Critically analyse the processes of social change, development, migration, globalization, conflict, governance, and state policies affecting the societies of Northeast India using sociological theories and empirical perspectives.

**CO3:** Apply sociological concepts and research methods to examine contemporary issues such as indigenous rights, gender, environmental sustainability, border dynamics, urbanization, and cultural transformation in the region.

**CO4:** Develop advanced analytical, research, and problem-solving skills to evaluate public policies, formulate evidence-based recommendations, and contribute effectively to community development, social justice, and sustainable development initiatives in Northeast India.

### UNIT I: NORTHEAST AS A REALITY AND CONSTRUCT

Physical and Ecological Setting  
Historical account of the societies of northeast India  
Northeast as a concept and perspective  
Institutional framework, NEC, MDONER

### UNIT-II: TRADITIONAL SOCIO-POLITICAL INSTITUTION

**Kinship System, Institutions of Family, Marriage System**

### UNIT III: SOCIO-CULTURAL DIMENSION AND ECONOMIC DEVELOPMENT

#### (PART I)

**Agriculture practice in hills and plain, Land relation Historical background of industrialization in the Region**

UNIT-IV: ISSUES AND PROBLEMS (PART I)

**Measurement of Human Development, Human Resource Development in Northeast India, Issues and the problem of Human Resource Development in Northeast India.**

UNIT-V: ISSUES AND PROBLEMS (PART II)

**Migration, Cross border infiltration, Ethnic Identity.  
Inter-state Boundary Dispute**

1.10. FUTURE READING

- Allen BC (1902) Assam. In: Census of India 1901, vol VI, pt II, table I, p. 1.
- Bailey FM (1914) Explorations of the Tsangpo or Upper Brahmaputra. Geogr J 44(4):341–364
- Bana's 'Harsha Charita' tr. By Cowell & Thomas, pp 211–223 quoted from Choudhury PC (1987- 3rd edn) History of civilization of people of Assam to the XIIth century AD. Spectrum Publications, Guwahati, p. 164
- Dubey, S.M. (ed.) (1978) North East India: a sociological study, New Delhi, Cosmopublications.
- Deb, B.J. (ed.) (1995) Regional development in north east India, New Delhi, reliance publishing house.
- Bhattacharjee, J.B. (ed.), (1989) Sequences of Development in North East India, New Delhi, Omsons publications.
- Baruah S.L (1985) :a comprehensive history of Assam, Delhi, Munsuram Monoharlal
- Borpujari H.K. (1970) :the problem of the hill tribes northeast frontier 1822-42 Guwahati, lawyer's bookstall.
- Bhattacharjee J.b (1989) Sequences of development in Northeast India, Delhi, Omsons publications
- Borodoloi B.N. et.al (1987) Tribes of Assam part I, Part II and part III, Guwahati, Tribal research institute.
- Dalfon E.T. (1973 RP) Descriptive Ethnology of Bengal, Calcutta, Indian Studies, past and present.
- Hutton J.H.(1969 RP.) Angami Nagas, Bombay Oxford University Press.
- Kabui, Gangumei (1981) Anal: A Trans border Tribe of Manipur.Delhi. Mittal Publication.
- Kar. R.K. (1993) "Social Organization vis-à-vis the Familial Unit among the Tribes of northeast India: The Nocte case" in Kalyan Kumar Chakraborty The Indian Family, Bhopal, Indira Gandhi Rashtriya Manav Sangrahalaya.
- Mill, J.P (1926) The Ao Nagas, London, Macmillan & Co. Singh, Usha K. (1991) Arunachal Pradesh, A study of the legal system of Adi tribe, New Delhi, Har-Anand Publications.
- Thanga, L.B. (1978) The Mizos – A study in racial personality, Guwahati, United

publishers.

Vidyarthi L.P. (1986) *Art and Culture of North East India*, New Delhi, publications Division, Govt. of India.

Data, B.B (ed). 1987. *Land Relation in Northeast India*. New Delhi. People Publishing House.

Majumdar, D.N (ed). 1990. *Shifting Cultivation in Northeast India*. Omson Publishing.

Data Ray, B and Baishya P (ed). 1986. *Sociological Constraint to Industrial development in North-East India*. New Delhi. Concept Publishing Co.

Borthakur, B.N .2018. *Readings on India's North East*. Guwahati.DVS Publisher.

Barbora, Sanjay. 2002. Ethnic politics and land use: genesis of conflicts in India's Northeast. *Economic and political weekly*, 3 (13).

Data, P.S (ed). 1995. *Northeast and Indian State: Paradoxes of a Periphery*. New Delhi Vikash House.

Hazarika, Sanjay. 1995. *Stranger of the Mist: Tales of war and peace from India's Northeast*, New Delhi. Penguin.

Mackenzie, Alexander. 2001. *The northeast frontiers of India*. Delhi. Mittal Publication.

## MASOC 503

### URBAN SOCIOLOGY

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of urban society, its structure, institutions, and processes of change. It aims to develop critical and analytical skills to examine urbanization, migration, urban governance, planning, social inequalities, environmental challenges, and sustainable urban development through sociological theories and empirical research.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the concepts, theories, and processes of urbanization, urban social structure, and the organization of urban communities from sociological perspectives.

**CO2:** Critically analyse major urban issues, including migration, housing, slums, poverty, unemployment, environmental degradation, urban governance, and sustainable city development using sociological theories and empirical evidence.

**CO3:** Apply sociological concepts and research methods to examine contemporary urban challenges, evaluate urban development policies and programmes, and propose evidence-based solutions for inclusive and sustainable urban development.

**CO4:** Develop advanced analytical, research, and problem-solving skills to assess the impact of urbanization, globalization, technological change, and public policy on urban society, contributing effectively to urban planning, governance, and community development.

**UNIT I: BASIC CONCEPTS (PART I)**

Urban, Town, City, Urban and rural

**UNIT II: THEORETICAL PERSPECTIVES (PART I)**

Chicago School, and Robert E Park

**UNIT III: THEORETICAL PERSPECTIVES (PART II)**

McKenzie and E. Burgess

UNIT IV: URBANIZATION IN INDIA STRUCTURE  
Pre-Colonial, Colonial, Post-Colonial, Factors of Urbanization

UNIT V: URBAN PLANNING AND PROBLEMS  
Urban management in India, Urban institution  
Factors affecting planning, Problems of housing, slum and development

### 1.13. FURTHER READING

- Thorns, David C. 2002. *The Transformation of Cities*. New York: PALGRAVE MACMILLAN.
- DAVID. A et al. 2015. *Being Urban: A Sociology of City Life, Third Edition*. Santa Barbara, California, Praeger, An Imprint of ABC-CLIO.
- Kleniewski, Nancy. 2005. *Cities and Society*. Cowley Road, Oxford. Blackwell Publishing Ltd.
- Abrahamson, M. 1976. *Urban Sociology*. Englewood, prentice Hall.
- Quinn, J.A. 1955. *Urban Sociology*. New Delhi, S. Chand & Co
- Ramachandran, R. 1991. *Urbanization and Urban System in India*. Delhi, OUP
- Ellin Nan. 1996. *Post Modern Urbanism*. UK, Oxford.
- BURGESS Ernest W. Burgess, "The Growth of the City: An Introduction to a Research Project," in *The City*, Robert E. Park et al. (eds.) (1925). Chicago: University of Chicago Press.
- Michael Dear, "Los Angeles and the Chicago School: Invitation to a Debate," *City and Community* 1, 1 (March): 5–28. © 2002 American Sociological Association. Reprinted by permission of John Wiley and Sons.
- Fawa F Sylvia. 1968. *New Urbanism in World Perspectives*. New York. T Y Cowell.
- David Harvey, "The Urban Process under Capitalism: A Framework for Analysis," *International Journal of Urban and Regional Research* (1978), 2, 1: 101–131. Reprinted by permission of John Wiley and Sons.
- Robert Ezra Park, "Human Ecology," *American Journal of Sociology* 42, 1: 1–15 (1936). Reprinted by permission of University of Chicago Press.
- Ronnan, Paddison. 2001. *Handbook of Urban Studies*. India, Sage.
- Bhattacharya, B. 1979. *Urban Development in India*. Delhi. Shree Publishing House.
- Davis Kingsley. 1962. Urbanization in India: Past and Future. In Turner, Roy, ed: *India's Urban Future*. Bombay. Oxford University Press, pp3-26.
- Gadgil, D.R. 1974. Industrial Evolution in India in recent Times. Delhi. Oxford university press, pp 134-47.
- Naqui, H.K. 1972. Urbanization and urban center under the great Mughals. Simla. Indian Institute of Advance Study.
- Neelakanta Sastri, K.A. 1966. A History of South India. Bombay. Oxford university Press.

Raj Bala. 1980. Spatial Perspective on Urbanization in India from the ancient to early modern period', *Transactions, Institute of Indian Geographers*, vol 3, pp 21-9

Bose, Ashish. 1976. *Urbanization in India 1947-1976*. New Delhi, Tata McGraw-Hill Publishing Company, Ltd.

Clinard, Marshall. 1957. *Sociology of Deviant Behaviour*. New York Holt, Rinehart & Winston.

Gore, M.S. ,1968. *Urbanization And Family Change*. Bombay, Popular Prakashan.

Mc Veigh, F.J. and Schostak, Arthur B., 1978. *Modern Social Problems*. New York, Holt, Rinehart & Winston.

Tonnies, F., " Gemeinschaft and Gesellschaft" in Talcott Parsons et al. (eds), *Theories of Society*, Vol. 1, The Press of Glencoe, New York, 1887,1957 and 1961.

Wirth, Louis, "Urbanism as A way of life", *American Journal of Sociology*, Vol.44, 1938

## MASOC 504

### SOCIOLOGY OF DEVELOPMENT

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the sociological dimensions of development. It aims to examine major theories of development, processes of social and economic transformation, public policies, globalization, sustainability, and inclusive development, enabling students to critically analyse development issues from sociological perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major theories, concepts, and paradigms of development, and explain their relevance to social, economic, political, and cultural transformation.

**CO2:** Critically analyse development processes, public policies, planning strategies, globalization, sustainable development, and their impact on inequality, social justice, and human well-being from sociological perspectives.

**CO3:** Apply sociological theories and research methods to evaluate development programmes, assess contemporary developmental challenges, and formulate evidence-based recommendations for inclusive and sustainable development.

**CO4:** Develop advanced analytical, research, and policy evaluation skills to examine national and global development issues, contributing effectively to academic research, development planning, public administration, and community development initiatives.

**UNIT I: INTRODUCTION TO SOCIOLOGY OF DEVELOPMENT  
(PART I)**

**Meaning of Sociology of Development  
Nature of Sociology of Development**

**UNIT II: INTRODUCTION TO SOCIOLOGY OF DEVELOPMENT (PART II)  
Scope of Sociology of Development**

**UNIT III: APPROACHES TO STUDY DEVELOPMENT (PART I)  
Marxist, Functional**

UNIT IV: THEORIES OF DEVELOPMENT (PART I)

**Modernization and Dependency**

UNIT V: CRITIQUE OF DEVELOPMENT

**Gandhi, Schumacher**

**1.7. FURTHER READING**

Apter, David E. Rethinking Development, Sage, New Delhi 1987.

Desai, A. R State and society in India paths of development, popular.Bombay, 1984.

Desai, A. R, Essay on Modernisation VolII , Thacker , Bombay,1971

D'Souza, V. Development Planning and Structural Inequalities, Sage,1990.

Joshin,P.G. Land reforms in India, Essay house, Bombay, 1975

Frank, A.G. Latin America-Underdevelopment or revolution, Monthly Review Press  
1964

Myrdal .G. Asian Drama, Penguin 1968

Lehman, David, Development Theory-Four Critical Studies, frank Lass, London.1974

RakhiBhattacharjee, Development Perspective-in North East India, Foundation  
Publication,2011.

Borthakur, B.N, 2004, Sociological aspect of economic development, Dibrugarh  
,Assam, Upasana Pub Academy.

Singh ,2010, sociology of development, Rawat Publication, Jaipur.

Mehta, S.R, 1999, Dynamic of Development: A Sociological Perspective,  
GyanBooks , New Delhi.

Immanuel Wallerstein (1974) The Modern World-System, New York, Academic  
Press, pp. 347-57.

Jan NederveenPieterse, A Critique of World System Theory, in International  
Sociology, Volume 3, Issue no. 3, 1988.

*Robinson, William I. (2011-11-01). "Globalization and the sociology of Immanuel  
Wallerstein: A critical appraisal". International Sociology. 26 (6): 723–  
745. doi:10.1177/0268580910393372. ISSN 0268-5809.*

Wallerstein, Immanuel Maurice. "The Modern World System as a Capitalist World-  
Economy." World-Systems Analysis: An Introduction. Durham: Duke UP, 2004. 23-  
30. Print.

Walter C. Ladwig III, "Delhi's Pacific Ambition: Naval Power, 'Look East,' and India's

Emerging Role in the Asia-Pacific," *Asian Security*, Vol. 5, No. 2 (June 2009), pp. 98–101.

Kondratieff, Waves in the World System Perspective. Kondratieff Waves. Dimensions and Perspectives at the Dawn of the 21st Century / Ed. by Leonid E. Grinin, Tossaleno C. Devezas, and Andrey V. Korotayev. Volgograd: Uchitel, 2012. P. 23–64.

Korotayev A. A Compact Macromodel of World System Evolution *Journal of World-Systems Research* 11 (2005): 79–93 Archived 2009-07-06 at the Wayback Machine;

Korotayev A., Malkov A., Khaltourina D. (2006). Introduction to Social Macrodynamics: Compact Macromodels of the World System Growth. Moscow: KomKniga. ISBN 5-484-00414-4;

Korotayev A. The World System urbanization dynamics. *History & Mathematics: Historical Dynamics and Development of Complex Societies*. Booth, D. (1985). Marxism and development sociology: interpreting the impasse. *World Development*, 13(7), 761-787.

Foster-Carter, A. (1973). Neo-Marxist approaches to development and underdevelopment. *Journal of Contemporary Asia*, 3(1), 7-33.

Becker, S. L. (1984). Marxist approaches to media studies: The British experience. *Critical Studies in Media Communication*, 1(1), 66-80.

Chenery, H. B. (1975). The structuralist approach to development policy. *The American Economic Review*, 65(2), 310-316.

Rose, D. (1984). Rethinking gentrification: beyond the uneven development of Marxist urban theory. *Environment and planning D: Society and Space*, 2(1), 47-74.

Seddon, D. (Ed.). (1978). *Relations of production: Marxist approaches to economic anthropology*. Psychology Press.

Meillassoux, C. (1972). From reproduction to production: A Marxist approach to economic anthropology.

Mouzelis, N. P. (1988). Sociology of development: reflections on the present crisis. *Sociology*, 22(1), 23-44.

Castro, C. J. (2004). Sustainable development: mainstream and critical perspectives. *Organization & Environment*, 17(2), 195-225.

Caporaso, J. A. (1980). Dependency theory: continuities and discontinuities in development studies. *International Organization*, 34(4), 605-628.

Bernstein, H. (1971). Modernization theory and the sociological study of development. *The Journal of Development Studies*, 7(2), 141-160.

- Eisenstadt, S. N. (1974). Studies of modernization and sociological theory. *History and Theory*, 13(3), 225-252.
- Sandbrook, R. (1976). The 'Crisis' in political development theory. *The Journal of Development Studies*, 12(2), 165-185.
- Muñoz, H. (Ed.). (2019). *From dependency to development: strategies to overcome underdevelopment and inequality*. Routledge.
- Weaver, C. (1978). Regional theory and regionalism: towards rethinking the regional question. *Geoforum*, 9(6), 397-413.
- Parsons, Talcott, *The Social System* (New York: Free Press, 1951) and Parsons, Talcott, "Evolutionary Universals in Society," in *Sociological Theory and Modern Society*, Parsons, Talcott, eds. (New York: Free Press, 1967), pp. 490–520. Marion J. Levy, *The Structure of Society* and Levy, , *Modernization and the Structure of Society* (Princeton, N.J.: Princeton University Press, 1966
- LaPalombara, Joseph and Weiner, Myron, eds., *Political Parties and Political Development* (Princeton, N.J.: Princeton University Press, 1966).
- La Palombara, Joseph, ed., *Bureaucracy and Political Development* (Princeton, N.J.: Princeton University Press, 1963).
- Pye, Lucien W., ed., *Communications and Political Development* (Princeton, N.J.: Princeton University Press, 1967).
- Abrahamsen, R. and Williams, M. C. (2007) Securing the city: private security companies and non-state authority in global governance, *International Relations*, 21, pp. 237-253. Downloaded from usj.sagepub.com at University of Leeds on May 17, 2015 212.
- Angelis, M. de (2003) Neoliberal governance, reproduction and accumulation, *The Commoner*, 7(Spring/Summer) (<http://www.commoner.org.uk/07deangelis.pdf>).
- Bayley, D. (1995) A foreign policy for democratic policing, *Policing and Society*, 5, pp. 79–93. Beckett,
- K. and Herbert, S. (2006) Dealing with disorder: social control in the post-industrial city. Paper presented at the conference Place Matters: Seeking Equity in Diversity, Diversity Research Institute, University of Washington, October.
- Bond, P. (2000) *Elite Transition: From Apartheid to Neoliberalism in South Africa*. London: Pluto Press. Bond, P. (2003)
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the development of children*, 2(1), 37-43.

Apple, M. (1982) in F.Ahmad, J.Schultz, E.Smith and W.Whelan (eds.) From Gene to Protein: Translation into Biotechnology, London, Academic Press.

Bahro, R. (1982) Socialism and Survival, London, Heretic Books. Baker, L. (1981) 'The environmental nexus', Resource Management, 13(2): 12–25.

Barbira-Scazzochio, F. (1980) (ed.) Land, People and Planning in Contemporary Amazonia, University of Cambridge.

Barratt-Brown, M. (1985) Models in Political Economy, London, Penguin.

Bartelmus, P. (1986) Environment and Development, London, Allen and Unwin.

Batisse, M. (1985) 'Action plan for biosphere reserves', Environmental Conservation, 12(1):17–27.

Bernstein, H. (1979) 'African peasantries: a theoretical framework', The Journal of Peasant Studies, 6(4).

Bishop, J. and Cook, L. (1981) 'Genes, phenotype and environment' in J.Bishop and L.Cook (eds.) Genetic Consequences of Man-Made Change, London, Academic Press.

Blaikie, P. (1985) The Political Economy of Soil Erosion in Developing Countries, London, Longman.

Block, H.R. (1981) The Planetary Product in 1980, Washington, US Department of State.

Blowers, A. (1985) 'Environmental politics and policy surrounding minerals, agriculture, air pollution and nuclear waste', paper presented to RESSG Conference 'Environmental Problems and Politics in Rural Societies', Loughborough.

Booth, D. (1984) Marxism and development sociology: interpreting the impasse, mimeo.

Bowler, I. (1985) Agriculture Under the Common Agricultural Policy, Manchester University Press.

206 Bibliography Brandt Commission (1983) Common Crisis, London, Pan Books.

Branford, S. and Glock, O. (1985) The Last Frontier, London, Zed.

Brown, L. (1984) The State of the World, New York, Worldwatch Institute, W.W.Norton.

Brundtland (1985a) Mandate for Change: Key Issues, Strategy and Workplan, World Commission on Environment and Development, Geneva.

Brundtland (1985b) Brundtland Commission Public Hearings, Jakarta, transcript.

BTAM (1985) British Tropical Agricultural Mission, Bolivia, Review, London, Overseas Development Administration.

Bull, D. (1982) A Growing Problem: Pesticides and the Third World Poor, Oxford, Oxfam.

Burbach, R. and Flynn, P. (1980) Agribusiness in the Americas, New York, Monthly Review

- Press. Burcham, T. (1957) California Range Land, Sacramento, California, Department of Natural Resources, Division of Forestry.
- Burgess, R. (1978) 'The concept of nature in geography and Marxism', *Antipode* 10(2):1–11.
- Burton, D.J. (1981) 'The political economy of environmentalism', *Kapitalistate*, Working Papers 9, 147–57.
- Buttel, F. (1983) *Sociology and the Environment: The Winding Road toward Human Ecology*, Cornell University, Department of Rural Sociology.
- Buttel, F., Kenney, M. and Kloppenburg, J. (1983) *Biotechnology and the Third World: towards a global political-economic perspective*, Cornell University, unpublished MS.
- Caufield, C. (1984) *Tropical Moist Forests*, London, Earthscan.
- IIED CEPAL (1985a) *The Environmental Dimension in Development Planning: main issues in Latin America*, Santiago, Chile, CEPAL (United Nations).
- CEPAL (1985b) 'El Medio Ambiente como factor del Desarrollo', *Notas sobre la Economía y el Desarrollo*, CEPAL, 417, May.
- Chambers, R. (1986) 'Sustainable livelihoods', Institute of Development Studies, University of Sussex, mimeo.
- Cherfas, J. (1982) *Man-Made Life*, Oxford, Blackwell.
- Clements, F. (1916) *Plant Succession*, Washington, Carnegie Institute.
- Colchester, M. (1986) 'Unity and diversity: Indonesian policy towards tribal peoples', *The Ecologist*, 16(2/3), 89–98.
- Commoner, B. (1971) *The Closing Circle*, New York, Knopf.
- Conlin, S. (1985) 'Anthropological advice in a government context', in R.Grillo and A.Rew (eds.) *Social Anthropology and Development Policy*, London, Tavistock.
- Conway, G. (1984) *Rural Resource Conflicts in the UK and Third World - Issues for Research Policy*, London, Imperial College/SPRU, Papers in Science, Technology and Public Policy.
- Conway, G. (1985b) 'Agricultural ecology and farming systems research', paper prepared for the Farming Systems Research (FSR) Workshop, Hawkesbury, Australia.
- Conway, G. (1985c) 'Rapid rural appraisal and agro-ecosystem analysis: a case study from Northern Pakistan', paper presented at International Conference on RRA, Khon Kaen, Thailand.
- Cook, K. (1983) 'Surplus madness', *Journal of Soil and Water Conservation*, 31(1), 25–8.
- Cotgrove, S. (1982) *Catastrophe or Cornucopia: The Environment, Politics and the Future*, Chichester, Wiley.

Crow, B. and Thomas, A. (1982) *Third World Atlas*, Milton Keynes, Open University Press.

Dandler, J. and Sage, C. (1985) 'What is happening to Andean potatoes? A view from the grassroots', *Development Dialogue*, 1, Uppsala, Sweden.

Dasmann, R.F. (1975) *The Conservation Alternative*, London, Wiley. Dasmann, R.F. (1985) 'Achieving the sustainable use of species and ecosystems', *Landscape Planning* 12:211–19.

Denevan, W., Treacy, J., Alcorn, J., Padoch, C., Denslow, J., Flores, S. (1982) 'Indigenous agroforestry in the Peruvian Amazon: Bora Indian management of swidden fallows', in.

J.Hemmings (ed.) *Change in the Amazon Basin*, Manchester University Press, vols. 1 and 2.

Devall, B.B. (1979) 'The Deep Ecology Movement', *Natural Resources Journal*, 20, 299–322.

Devall, B.B. and Sessions, G. (1984) *Deep Ecology*, Layton, Utah, Peregrine Smith Books.

Cardoso, F. H. (1979). *Development under Fire*. Mexico D.F.: Instituto Latinoamericano de Estudios Transnacionales, DEE/D/24 i, Mayo (Mexico 20 D.F., Apartado 85 - 025). Cited after Arno Tausch, Almas Heshmati, *Re-Orient? MNC Penetration and Contemporary Shifts in the Global Political Economy*, September 2009, IZA Discussion Paper No. 4393

Carlos A. Martínez-Vela, *World Systems Theory*, paper prepared for the Research Seminar in Engineering Systems, November 2003

F. Peter Wagner, *Rudolf Hilferding: theory and politics of democratic socialism*. Atlantic Highlands, N.J. : Humanities Press, 1996.

*Hongmei, Li (27 October 2010). "India's "Look East Policy" means "Look to encircle China?". People's Daily. Retrieved 1 November 2010.*

Hopkins, Terence K., and Immanuel Wallerstein, coordinators (1996). *The Age of Transition*. London: Zed Books.

<http://countrystudies.us/india/126.htm> India-Nepal Treaty

*Laskar, Rejaul (December 2013). "Promoting National Interest Through Diplomacy". Extraordinary and Plenipotentiary Diplomatist. 1 (9): 59–60.*

Leon Trotsky, "Peculiarities of Russia's development", chapter 1 in *History of the Russian Revolution*, Vol. 1

Leon Trotsky, *The struggle against fascism in Germany*, introduced by Ernest Mandel. Harmondsworth: Penguin, 1975.

Leon Trotsky, *The Spanish Revolution 1931-1939*. New York: Pathfinder Press, 1975.

Leon Trotsky, *On France*. New York: Pathfinder, 1979. Leon Trotsky, *Fascism: What It Is and How to Fight It*. New York: Pathfinder 1969.

Marcel van der Linden, "The 'Law' of Uneven and Combined Development: Some

Underdeveloped Thoughts". *Historical Materialism*, Volume 15, Number 1, 2007, pp. 145-165.

Michael Lowy, *The politics of Uneven and Combined Development*. London: Verso, 1981. (republished by Haymarket Books in 2010).

Moore, Jason W. 2011. "Ecology, Capital, and the Nature of Our Times: Accumulation & Crisis in the Capitalist World-Ecology," *Journal of World-Systems Analysis* 17(1), 108-147, "Archived copy". Archived from the original on 2011-05-10. Retrieved 2011-02-11..

*Morales Ruvalcaba, Daniel Efrén (11 September 2013). "INSIDE THE BRIC: ANALYSIS OF THE SEMIPERIPHERAL NATURE OF BRAZIL, RUSSIA, INDIA AND CHINA". *Austral: Brazilian Journal of Strategy & International Relations (in Spanish)*. 2 (4). ISSN 2238-6912.*

Rudolf Hilferding, *Finance Capital. A Study of the Latest Phase of Capitalist Development*. London: Routledge & Kegan Paul, 1981, pp. 322-23.

*Shambaugh, David (2006). *Power Shift: China and Asia's New Dynamics*. University of California Press. p. 218. ISBN 978-0-520-24570-9.*

*So, Alvin Y. (1990). *Social Change and Development: Modernization, Dependency, and World-Systems Theory*. Newbury Park, London and New Delhi: Sage Publications. pp. 169–199.*

Sushant Singh, "China border roads hobbling, 12 years later, 21 of 73 ready", *Indian Express*, 11 July 2017.

Wallerstein, Immanuel (1974). *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.

Wallerstein, Immanuel (1983). *Historical Capitalism*. London: Verso.

Wallerstein, Immanuel (1989). *The Modern World-System III*. San Diego: Academic Press

Wallerstein, Immanuel (1992). "The West, Capitalism, and the Modern World-System",

*Review* 15 (4), 561-619; also Wallerstein, *The Modern World-System I*, chapter one; Moore,

Jason W. (2003) "The Modern World-System as Environmental History? Ecology and the rise of Capitalism," *Theory & Society* 32(3), 307–377.

*Wallerstein, Immanuel (Sep 1974). "Wallerstein. 1974. "The Rise and Future Demise of the World-Capitalist System: Concepts for Comparative Analysis" (PDF). *Comparative Studies in Society and History*. 16 (4): 390. Cited after*

*Wallerstein, Immanuel Maurice (2004). *World-systems analysis: An introduction*. Duke University Press. pp. 23–24.*

Wallerstein, Immanuel. 1974. *The Modern World System: Capitalist Agriculture and the Origins of the European World-Economy in the 16th Century*. New York: Academic Press.

Wallerstein, Immanuel. 2004. 2004a. "World-Systems Analysis." In *World System History: Encyclopedia of Life Support Systems*, edited by George Modelski. Oxford: UNESCO/EOLSS Publishers, <http://www.eolss.net>.

Berlie, Jean A., ed. (2004). *Islam in China, Hui and Uyghurs: between modernization and sinicization*. Bangkok: White Lotus Press. ISBN 974-480-062-3.

Bernstein, Henry (1971). "Modernization theory and the sociological study of development". *Journal of Development Studies*. 7 (2): 141–60. doi:10.1080/00220387108421356.

Bhikhu Parekh, *Gandhi's Political Philosophy: A Critical Examination*, Ajanta Publications, Delhi, 1st Indian edition, 1995.

Blokland, Hans; Van Weesep, Nancy Smyth, eds. (2006). *Modernization and Its Political Consequences: Weber, Mannheim, and Schumpeter*.

Brown, Richard D. (1972). "Modernization and the Modern Personality in Early America, 1600–1865: A Sketch of a Synthesis". *Journal of Interdisciplinary History*. 2: 201–28. JSTOR 202285.

Brown, Richard D. (1976). *Modernization: The Transformation of American Life, 1600–1865*.

Brugger, Bill; Hannan, Kate (1983). *Modernization and revolution*. Routledge. ISBN 978-0-7099-0695-7.

Chin, Carol C. (2011). *Modernity and National Identity in the United States and East Asia, 1895–1919*. Kent State University Press; An intellectual history of American, Chinese, and Japanese views of modernity.

Dixon, Simon M. (1999). *The modernisation of Russia, 1676–1825*. Cambridge University Press. ISBN 978-0-521-37961-8.

Eisenstadt, S. N., ed. (1968). *The Protestant Ethic and Modernization: A Comparative View*.

Gavrov, Sergey (2004). *Modernization of the Empire. Social and cultural aspects of modernization processes in Russia*. ISBN 978-5-354-00915-2.

Gavrov, Sergey (2005). *The phenomenon of modernization*. *Filozofia Bliższa życiu: Wyższa Szkoła Finansów I Zarządzania in Warsaw*. ISBN 978-83-88953-76-7.

Gavrov, Sergey; Klyukanov, Igor (2015). "Modernization, Sociological Theories of". In Wright, James D. (ed.). *International Encyclopedia of the Social & Behavioral Sciences*. Vol 15 (2nd ed.). Oxford: Elsevier. pp. 707–13. ISBN 9780080970868.

Gilman, Nils (2004). *Mandarins of the Future: Modernization Theory in Cold War America*. Johns Hopkins University Press.

Goorha, Prateek (2010). "Modernization Theory". *Oxford Research Encyclopedia of International Studies*. Oxford University Press. doi:10.1093/acrefore/9780190846626.013.266.

Hua, Shiping; Zhong, Yang, eds. (2006). *Political Civilization And Modernization in China: The Political Context of China's Transformation*.

Immanuel Wallerstein, (2004), "World-systems Analysis." In World System History, ed. George Modelski, in Encyclopedia of Life Support Systems (EOLSS), Developed under

- the Auspices of the UNESCO, Eolss Publishers, Oxford, UK  
 Inglehart, Ronald & Welzel, Christian (2005). *Modernization, Cultural Change and Democracy: The Human Development Sequence*. New York: Cambridge University Press. [ISBN 9780521846950](#).
- Jaquette, Jane S. (1982). *Women and Modernization Theory*. *World Politics*. 34. pp. 267–73.
- Jensen, Richard (1980). "On Modernizing Frederick Jackson Turner: The Historiography of Regionalism". *Western History Quarterly*. 11: 307–22. [JSTOR 967565](#).
- Jensen, Richard (2001). *Illinois: A History, modernizers, traditionalists and post-moderns make state history*
- Khan, Joel S. (2001). *Modernity and exclusion*. SAGE. [ISBN 978-0-7619-6657-9](#).
- Knobl, Wolfgang (2003). "Theories That Won't Pass Away: The Never-ending Story". In Delanty, Gerard; Isin, Engin F. (eds.). *Handbook of Historical Sociology*. pp. 96–107.
- Leroy, Peter; van Tatenhove, Jan (2000). "Political modernization theory and environmental politics". *Environment and Global Modernity*. pp. 187–208. [doi:10.4135/9781446220139.n9](#). [ISBN9780761967675](#).
- Linden, Ian (2003). *A New Map of the World*. London: Darton, Longman and Todd. [ISBN 0-232-52442-4](#).
- Lipset, Seymour Martin, ed. (1996). *The Encyclopedia of Democracy*. (4 vol.)
- Gandhi, M. K. - From Yerrvda Mandir: Ashram Observances, translated by Valji G. Desai, Navajivan Publishing House, Ahmedabad, reprint, 1980.
- Macionis, John J.; Plummer, Ken (2008). *Sociology (4th ed.)*. Pearson Education. [ISBN 978-0-13-205158-3](#).
- Marshall, T. H.; Lipset, Seymour Martin, eds. (1965). *Class, Citizenship, and Social Development*.
- Mazlish, Bruce (1993). *Conceptualizing Global History*. Westview Press.
- Mergel, Thomas (2011). "[Modernization](#)". Mainz: Institute of European History. Retrieved July 11, 2012.
- Rodgers, Daniel T. (1977). "Tradition, Modernity, and the American Industrial Worker: Reflections and Critique". *Journal of Interdisciplinary History*. 7: 655–81. [JSTOR 202886](#).
- Sam Ashman, "Combined and uneven development", pp. 60-65 in Ben Fine Alfredo & Saad Filho (eds.), *The Elgar Companion to Marxist Economics*. Cheltenham, UK: Edward Elgar, 2012.
- So, Alvin Y. (1990). *Social Change and Development: Modernization, Dependency and World-System Theories*.

Thongkhohal Haokip, "India's Look East Policy: Its Evolution and Approach," *South Asian Survey*, Vol. 18, No. 2 (September 2011), pp. 239-257.

Tipps, Dean C. (1973). "Modernization Theory and the Comparative Study of Societies: A Critical Perspective". *Comparative Studies in Society and History*. 15: 199–226. [JSTOR 178351](#).

Usha Thakkar and Jayshree Mehta, ed.s- *Understanding Gandhi: Gandhians in Conversation with Fred J Blum*, Sage Publications India Pvt. Ltd., New Delhi, 2011.

Wagner, Peter (2001). *Theorizing Modernity. Inescapability and Attainability in Social Theory*. London: SAGE. [ISBN 978-0761951476](#).

Wagner, Peter (2008). *Modernity as Experience and Interpretation: A New Sociology of Modernity*. London: Polity Press. [ISBN 978-0-7456-4218-5](#).

Wagner, Peter (1993). *A Sociology of Modernity: Liberty and Discipline*. London: Routledge. [ISBN 9780415081863](#).

Yi, Han (2007). "On the World Historical Process of Industrial Modernization". *Journal of Graduate School of Chinese Academy of Social Sciences*. 1: 017

Wood, B (1984) *E F Schumacher: his life and thought* (New York: Harper & Row).

M. K. Gandhi - *From Yerrvda Mandir: Ashram Observances*, translated by Valji G. Desai, Navajivan Publishing House, Ahmedabad, reprint, 1980.

B. N. Ghosh, *Gandhian Political Economy: Principles, Practice and Policy*, Ashgate Publishing Ltd., Aldershot, Hampshire, UK, 2007.

Bhikhu Parekh, *Gandhi's Political Philosophy: A Critical Examination*, Ajanta Publications, Delhi, 1st Indian edition, 1995.

Usha Thakkar and Jayshree Mehta, ed.s- *Understanding Gandhi: Gandhians in Conversation with Fred J Blum*, Sage Publications India Pvt. Ltd., New Delhi, 20

E. F. Schumacher, *Multilateral Clearing Economica*, New Series, Vol. 10, No. 38 (May 1943), pp. 150–165

Leopold Kohr. "Tribute to E. F. Schumacher". Archived from the original on 11 October 2007. Retrieved 14 May 2008., in Satish Kumar (ed.), *The Schumacher Lectures*, Harper & Row, 1980.

Daniel Yergin. *The Prize*, Simon & Schuster, 1991, p. 559.

"Small is Beautiful" Section 2, Chapters 3-4. Schumacher, EF. Harper and Row Publishers. 1989.

"Scott Bader". *Scott Bader*. Archived from the original on 26 September 2012. Retrieved 20 September 2019.

Surur Hoda (1928–2003)". *Gandhi Foundation*. 7 September 2008.

"Chapter 12: Influences - E. F. Schumacher: Ideas That Matter". [www.schumacher-haney.info](#). Retrieved 20 September 2019.

Charles Fager. "Small Is Beautiful, and So Is Rome: The Surprising Faith of E. F. Schumacher" Archived 20 June 2010 at the Wayback Machine, *Christian Century*, 6 April 1977.

Pearce, Joseph (2008). "The Education of E.F. Schumacher". God Spy "An Economics Embodying Our Highest Ideals". *Schumacher Center for a New Economics*. Retrieved 16 April 2013. ed. Schumacher on Energy (London: Sphere Books, 1983)

Wood, Barbara, *E.F. Schumacher: His Life and Thought* (New York: Harper & Row, 1984)

Etherden, Peter, "The Schumacher Enigma", *Fourth World Review*, 1999  
Pearce, Joseph, *Small is Still Beautiful*, (Wilmington: ISI Books, 2006)

## FOURTH SEMESTER

### MASOC 505

#### MODERN SOCIOLOGICAL THINKERS

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the major modern sociological thinkers and their theoretical contributions. It aims to develop critical and analytical skills to evaluate contemporary sociological theories and apply them to the study of social institutions, inequality, culture, globalization, identity, and social change in diverse societies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major modern sociological thinkers and critically explain their theories, concepts, and contributions to contemporary sociological thought.

**CO2:** Compare and critically evaluate the perspectives of modern sociologists on social structure, power, culture, identity, inequality, globalization, gender, and social change using theoretical and empirical approaches.

**CO3:** Apply modern sociological theories to analyse contemporary social issues, public policies, and emerging challenges in local, national, and global contexts, thereby strengthening sociological inquiry and problem-solving abilities.

**CO4:** Develop advanced critical thinking, analytical reasoning, research competence, and academic writing skills by interpreting, comparing, and applying modern sociological perspectives in scholarly research, policy analysis, and professional practice.

**UNIT I: THE CRISIS OF SOCIOLOGY AND THE CRITIQUE OF POSITIVISM (PARTII)**

Challenging the Establishment and Orthodoxy-Gouldner and Mills Contributions and Accomplishments, The Sociological Imagination Biography and History

**UNIT II: STRUCTURAL FUNCTIONALISMS (PARTII)**

Introduction of structural Functionalism  
Robert Merton's - Structural functionalism  
Postulates of Functional Analysis, Manifest and Latent Function Theories of the Middle Range, Neo-Functionalism of Jeffrey Alexander

- UNIT III: STRUCTURALISM AND POST-STRUCTURALISM (PART-II)**  
 The move to Post-Structuralism, Derrida Discourse and Deconstruction  
 Foucault and the Genealogy of Knowledge
- UNIT IV: CRITICAL THEORY AND NEO-MARXISM (PART-II)**  
 Recent trends in sociological theorising  
 Structuration: Anthony Giddens Ha, bitus and Field: Pierre Bourdieu  
 Postmodernism, Semiotics and Convergence
- UNIT V: CRITICAL THEORY AND NEO-MARXISM**  
 The central idea of the Frankfurt School (Critical Theory) and the notion of  
 Neo- Marxism  
 Lifeworld and System: Jürgen Habermas,  
 Structural Marxism: Louis Althusser  
 Hegemony and Mature Capitalism: Antonio Gramsci Recent  
 trends in sociological theorising  
 Structuration: Anthony Giddens, Habitus and Field: Pierre Bourdieu  
 Postmodernism, Semiotics and Convergence

### 1.8. REFERENCES AND FURTHER READING

- Chriss, J. (1999). Alvin W. Gouldner: Sociologist and Outlaw Marxis. London: Ashgate.
- Coser, L. A. (1982). "Remembering Gouldner: Battler, Conquistador, and Free Intelligence", *Theory and Society* 11 (6):885-888.
- Goulnder, A. W. (1954). *The Patterns of Industrial Bureaucracy*. Glencoe: Free Press.
- Nord, W. R. (1992). "Älvin W. Gouldner as Intellectual Hero", *Journal of Management Inquiry* 1 (4):350-355.
- Phillips, B. S. (1988). "Towards a Reflexive Sociology", *American Sociology* 19 (2).
- Turner, S. P. and J. H. Turner (1990). *The Impossible Science: An Institutional Analysis of American Sociology*, Newbury Park, CA: Sage.
- Young, T. R. (1971). "The Politics of Sociology: Gouldner, Goffman, and Garfinkel". *American Sociologist* 6 (4) 276-281.
- Abraham, F. 2009. (16<sup>th</sup> impression) *Modern Sociological Theory: An Introduction*, New-Delhi: OUP
- Alexander, Jeffery C. 1987. *Twenty lectures: Sociological Theory since World War II*. New York: Columbia University Press.
- Alexander, Jeffrey C. (ed). 1985. *Neo-Functionalism*. Beverley Hills, CA: Sage
- Althusser, Louis. 1969. *For Marx*. Harmondsworth, Eng: Penguin.

- Berger, Peter and Luckman, Thomas. 1967. *The Social Construction of Reality*. Garden City, New York: Anchor
- Berger, Peter. 1963. *The Invitation to Sociology*, New York: Doubleday
- Blumer, Herbert. 1969. *Society as Symbolic Interaction*, Englewood Cliffs, N.J.: Prentice - Hall.
- Bourdieu, Pierre. 1977. *Outline of a Theory of Practice*. London: Cambridge University
- Collins, Randal, 1975. *Conflict Sociology toward an Explanatory Science*. New York: Academic Press
- Collins, Randal. 1997. (Indian Edition). *Sociological Theory*, Jaipur and New Delhi, Rawat
- Dahrendorf, Ralf. 1959. *Class and Class Conflict in Industrial Societies*, Stanford: Stanford University Press
- Foucault, M. 1969. *The Archaeology of Knowledge and the Discourse on Language*. New York: Harper Colophon
- Garfinkel, Harold, 1967. *Studies in Ethnomethodology*. Englewood Cliffs: Prentice-Hall
- Giddens, Anthony, 1983. *Central Problems in Social Theory: Action, Structure Contradiction in Social Analysis*, London: Macmillan.
- Goffman, Erving. 1959. *The Presentation of Self in Everyday life*. New York: Doubleday.
- Gouldner, Alvin. 1970. *The Coming Crisis of Western Sociology*, New York: Basic Books
- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. New York: International Publishers.
- Habermas, Jurgen. 1984. *The Theory of Communicative Action*. Vol.1, *Reason and the Rationalization of Society*. Boston: Beacon Press
- Kuper, Adam. 1973. *Anthropologists and Anthropology: The Modern British School*. London: Routledge.
- Mills, C Wright. 1959. *The Sociological Imagination*. New York: Oxford University Press.
- Ritzer, George 1992 (3rd ed.), *Sociological Theory*, New York: McGraw Hill.
- Ritzer, George. 2016. (6<sup>th</sup>ed.-Indian edition), *Modern Sociological Theory*, New-Delhi: McGraw Hill.
- Turner, Jonathan H. 1995. (4<sup>th</sup>ed.) *The Structure of Sociological Theory* Jaipur: Rawat.
- Zeitlin, Irving M. 1998. (Indian Edition). *Rethinking Sociology: A critique of Contemporary Theory*. Jaipur: Rawat.

Derrida, J. 1967. *Of Grammatology*. Gayatri Spivak, trans. Baltimore: Johns Hopkins University Press.

Derrida, J. 1978. *Writing and Difference*. Alan Bass, trans. Chicago: University of Chicago Press.

Foucault, M. 1965. *Madness and Civilisation: A History of Insanity in the Age of Reason*. Richard Howard, trans. New York: Random House.

Foucault, M. 1977. *Discipline and Punish: The Birth of the Prison*. Alan Sheridan, trans. New York: Pantheon.

Levi Strauss, C. 1962. *The Savage Mind*. Chicago: University of Chicago Press.

Levi-Strauss, C. 1963. *Structural Anthropology*. Claire Jacobson and Brooke Grundfest Schoepf, trans. New York: Basic Books.

Levi-Strauss, C. 1969. *The Elementary Structures of Kinship*. Boston: Beacon Press.

Rabinow, P. (Ed.). 1984. *The Foucault Reader*. New York: Pantheon.

Ritzer, G. 2012. *Sociological Theory*. McGraw-Hill Publications.

Silverman, H. (Ed.). 1989. *Derrida and Deconstruction*. New York: Routledge.

Adams, B. N. and Sydie, R. A. 2002. *Sociological Theory*. New Delhi: Vistaar Publications.

Althusser, L. 1969. *For Marx*. Ben Brewster Trans. Harmondsworth: Penguin.

Althusser, L. 1971. 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and other essays*.

Bourdieu, P. 1990. *The Logic of Practice*. Stanford University Press.

Bourdieu, P. and Wacquant, Loic J. D. 1992. *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press

Connerton, P. 1976. *Critical Sociology*. Penguin Books.

Geuss, R. 1981. *The Idea of a Critical Theory: Habermas and the Frankfurt School*. Cambridge: Cambridge University Press.

Giddens, A. 1979. *Central Problems in Sociological Theory: Action, Structure and Contradiction in Social Analysis*. London: Macmillan.

Giddens, A. 1998. *The Third Way: The Renewal of Social Democracy*. London: Polity Press.

Gramsci, A. 1971. [Selections from the Prison Notebooks](#). Q. Hoare and G. N. Smith trans. New York: International Publishers.

Habermas, J. 1975. *Legitimation Crisis*. Thomas McCarthy, trans. London: Heinemann.

Habermas, J. 1984. *The Theory of Communicative Action (Vol. I)*. Thomas McCarthy, trans. Boston: Beacon Press.

Liotard, J. F. 1979. *The Postmodern Condition*. Bennington and Massumi trans. Minneapolis: University of Minnesota Press.

Simon, R. 1982. *Gramsci's Political Thought: An Introduction*. Lawrence & Wishart.

Waters, M. 1994. *Modern Sociological Theory*. New Delhi: Sage Publications.

Zeitlin, I. M. 1998. *Rethinking Sociology: A Critique of Contemporary Theory*. Jaipur: Rawat Publications.

Adams, B. N. and Sydie, R. A. 2002. *Sociological Theory*. New Delhi: Vistaar Publications.

Althusser, L. 1969. *For Marx*. Ben Brewster Trans. Harmondsworth: Penguin.

Althusser, L. 1971. 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and other essays*.

Bourdieu, P. 1990. *The Logic of Practice*. Stanford University Press.

Bourdieu, P. and Wacquant, Loic J. D. 1992. *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press

Connerton, P. 1976. *Critical Sociology*. Penguin Books.

Geuss, R. 1981. *The Idea of a Critical Theory: Habermas and the Frankfurt School*. Cambridge: Cambridge University Press.

Giddens, A. 1979. *Central Problems in Sociological Theory: Action, Structure and Contradiction in Social Analysis*. London: Macmillan.

Giddens, A. 1998. *The Third Way: The Renewal of Social Democracy*. London: Polity Press.

Gramsci, A. 1971. [Selections from the Prison Notebooks](#). Q. Hoare and G. N. Smith trans. New York: International Publishers.

Habermas, J. 1975. *Legitimation Crisis*. Thomas McCarthy, trans. London: Heinemann.

Habermas, J. 1984. *The Theory of Communicative Action (Vol. I)*. Thomas McCarthy,

trans. Boston: Beacon Press.

- Lyotard, J. F. 1979. *The Postmodern Condition*. Bennington and Massumi trans. Minneapolis: University of Minnesota Press.
- Simon, R. 1982. *Gramsci's Political Thought: An Introduction*. Lawrence & Wishart.
- Waters, M. 1994. *Modern Sociological Theory*. New Delhi: Sage Publications.
- Zeitlin, I. M. 1998. *Rethinking Sociology: A Critique of Contemporary Theory*. Jaipur: Rawat Publications.

## SOCIOLOGY OF NORTHEAST INDIA

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of the sociological dimensions of Northeast India. It aims to examine the region's tribal societies, ethnicity, culture, identity, social institutions, development, governance, migration, and contemporary challenges, enabling students to critically analyse regional diversity through sociological theories and empirical perspectives.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the historical, social, cultural, economic, and political characteristics of Northeast India, with particular emphasis on tribal societies, ethnicity, identity, and regional diversity.

**CO2:** Critically analyse the social institutions, customary practices, governance systems, migration, border dynamics, development processes, and contemporary challenges affecting the societies of Northeast India from sociological perspectives.

**CO3:** Apply sociological theories and research methodologies to examine issues relating to indigenous communities, social change, conflict, gender, environmental sustainability, and public policy in the Northeast region.

**CO4:** Develop advanced analytical, research, and policy evaluation skills to assess regional development initiatives, promote social inclusion, preserve cultural heritage, and contribute effectively to sustainable development and community empowerment in Northeast India.

### UNIT I: DEMOGRAPHIC FEATURES (PART I)

**Population distribution of hills and plains  
Demographic pattern, Sex ratio**

### UNIT II: DEMOGRAPHIC FEATURES (PART II)

**Density of population, Linguistic groups of the people of northeast India**

### UNIT III: DEMOGRAPHIC FEATURES AND INSTITUTIONAL (PART III)

**Religious groups of northeast India, Caste and tribe interaction Traditional institution, Modern institution**

**UNIT IV: SOCIO-CULTURAL DIMENSION AND ECONOMIC DEVELOPMENT (PART II)**

**Types of industries**

**Tea industry, Bamboo industry, Oil industry  
Handloom industry (Problem and prospects)**

**UNIT V ISSUES AND PROBLEMS (PART II)**

**Insurgency in Northeast India, Causes of insurgency in Northeast India  
Recommendations to solve the Insurgency, Look East Policy, Act East Policy**

**REFERENCES**

- Census paper series II, 2001
- Basis Statistics of north east region, 2002, shillong, N.E.C.Secretariat monorama year book, 2008, Kottayam, Kozhikode, Kochi, Malaya monorama.
- Das bhakta, 1986, a glimpse of schedule castes and their socio- economic development in Assam, New Delhi, Omsons publications.
- Census paper series II, 2001
- Basis Statistics of north east region, 2002, shillong, N.E.C.Secretariat monorama year book, 2008, Kottayam, Kozhikode, Kochi, Malaya monorama.
- Das bhakta, 1986, a glimpse of schedule castes and their socio- economic development in Assam, New Delhi, Omsons publications.
- Bhattacharjee J.b (1989) Sequences of development in Northeast India, Delhi, Omsons publications
- Borodoloi B.N. et.al (1987) Tribes of Assam part I, Part II and part III, Guwahati, Tribal research institute.
- Dalfon E.T. (1973 RP) Descriptive Ethnology of Bengal, Calcutta, Indian Studies, past and present.
- Hutton J.H.(1969 RP.) Angami Nagas, Bombay Oxford University Press.
- Kabui, Gangumei (1981) Anal: A Trans border Tribe of Manipur.Delhi. Mittal Publication.
- Kar. R.K. (1993) "Social Organization vis-à-vis the Familial Unit among the Tribes of northeast India: The Nocte case" in Kalyan Kumar Chakraborty The Indian Family, Bhopal, Indira Gandhi Rashtriya Manav Sangrahalaya.
- Mill, J.P (1926) The Ao Nagas, London, Macmillan & Co. Singh, Usha K. (1991) Arunachal Pradesh, A study of the legal system of Adi tribe, New Delhi, Har-Anand Publications.

- Thanga, L.B. (1978) *The Mizos – A study in racial personality*, Guwahati, United publishers.
  - Vidyarthi L.P. (1986) *Art and Culture of North East India*, New Delhi, publications Division, Govt. of India.
- Data, B.B (ed). 1987. *Land Relation in Northeast India*. New Delhi. People Publishing House.
- Majumdar, D.N (ed). 1990. *Shifting Cultivation in Northeast India*. Omson Publishing.
- Data Ray, B and Baishya P (ed). 1986. *Sociological Constraint to Industrial development in North-East India*. New Delhi. Concept Publishing Co.

Borthakur, B.N .2018. *Readings on India's North East*. Guwahati.DVS Publisher.

Barbora, Sanjay. 2002. Ethnic politics and land use: genesis of conflicts in India's Northeast. *Economic and political weekly*, 3 (13).

Data, P.S (ed). 1995. *Northeast and Indian State: Paradoxes of a Periphery*. New Delhi Vikash House.

Hazarika, Sanjay. 1995. *Stranger of the Mist: Tales of war and peace from India's Northeast*, New Delhi. Penguin.

Mackenzie, Alexander. 2001. *The northeast frontiers of India*. Delhi. Mittal Publication.

## MASOC- 507

### URBAN SOCIOLOGY

**Objective:** The objective of this paper is to provide students with a comprehensive understanding of urban society and the processes of urbanization. It aims to develop critical and analytical skills to examine urban social structures, institutions, governance, migration, housing, environmental issues, and sustainable urban development through sociological theories, research methods, and empirical studies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the concepts, theories, and processes of urbanization, urban social structure, urban ecology, and the organization of urban communities from sociological perspectives.

**CO2:** Critically analyse major urban issues such as migration, urban poverty, housing, slums, unemployment, environmental degradation, urban governance, smart cities, and sustainable urban development using sociological theories and empirical evidence.

**CO3:** Apply sociological concepts, research methods, and analytical tools to investigate contemporary urban problems, evaluate urban policies and development programmes, and formulate evidence-based solutions for inclusive urban growth.

**CO4:** Develop advanced critical thinking, research competence, and policy evaluation skills to assess the social consequences of urbanization, globalization, technological change, and public policy, contributing effectively to urban planning, governance, and community development

#### **UNIT I: BASIC CONCEPTS (PART II)**

Urbanism, Pre-industrial city  
Post-industrial city

#### **UNIT II: THEORETICAL PERSPECTIVES (PART III)**

Robert Redfield – Rural-Urban Continuum  
Marxian Approach, Post modernist Approach

#### **UNIT III: CLASSIFICATIONS OF CITIES: URBAN SOCIAL STRUCTURE**

Population Structure in Indian Cities, Changing Occupational Structure  
Emergence of New Classes, Changing Family Structure

## Migration and Mobility

### UNIT IV: URBAN PLANNING AND PROBLEM (PART II)

Urban environmental problems, Urban poverty, Delinquency and Urban Crime

### UNIT V: URBAN PLANNING AND PROBLEM (PART III)

Urban spacing – expansion of cities and consequent of displacement

### 1.13. FURTHER READING

- Thorns, David C. 2002. *The Transformation of Cities*. New York: PALGRAVE MACMILLAN.
- DAVID. A et al. 2015. *Being Urban: A Sociology of City Life, Third Edition*. Santa Barbara, California, Praeger ,An Imprint of ABC-CLIO.
- Kleniewski, Nancy. 2005. *Cities and Society*. Cowley Road, Oxford. Blackwell Publishing Ltd.
- Abrahamson, M. 1976. *Urban Sociology*. Englewood, prentice Hall.
- Quinn, J.A. 1955. *Urban Sociology*. New Delhi, S. Chand & Co
- Ramachandran, R. 1991. *Urbanization and Urban System in India*. Delhi, OUP
- Ellin Nan. 1996. *Post Modern Urbanism*. UK, Oxford.

BURGESS Ernest W. Burgess, “The Growth of the City: An Introduction to a Research Project,” in *The City*, Robert E. Park et al. (eds.) (1925). Chicago: University of Chicago Press.

- Michael Dear, “Los Angeles and the Chicago School: Invitation to a Debate,” *City and Community* 1, 1 (March): 5–28. © 2002 American Sociological Association. Reprinted by permission of John Wiley and Sons.

Fawa F Sylvia. 1968. *New Urbanism in World Perspectives*. New York. T Y Cowell.

- David Harvey, “The Urban Process under Capitalism: A Framework for Analysis,” *International Journal of Urban and Regional Research* (1978), 2, 1: 101–131. Reprinted by permission of John Wiley and Sons.
- Robert Ezra Park, “Human Ecology,” *American Journal of Sociology* 42, 1: 1–15 (1936). Reprinted by permission of University of Chicago Press.
- Ronnan, Paddison. 2001. *Handbook of Urban Studies*. India, Sage.
- Bhattacharya, B. 1979. *Urban Development in India*. Delhi. Shree Publishing House.
- Davis Kingsley. 1962. Urbanization in India: Past and Future. In Turner, Roy, ed: *India's Urban Future*. Bombay. Oxford University Press, pp3-26.
- Gadgil, D.R. 1974. Industrial Evolution in India in recent Times. Delhi. Oxford university press, pp 134-47.
- Naqui, H.K. 1972. Urbanization and urban center under the great Mughals. Simla. Indian Institute of Advance Study.
- Neelakanta Sastri, K.A. 1966. A History of South India. Bombay. Oxford university

Press.

- Raj Bala. 1980. Spatial Perspective on Urbanization in India from the ancient to early modern period', *Transactions, Institute of Indian Geographers*, vol 3, pp 21-9.
- Bose, Ashish. 1976. *Urbanization in India 1947-1976*. New Delhi, Tata McGraw-Hill Publishing Company, Ltd.
  - Clinard, Marshall. 1957. *Sociology of Deviant Behaviour*. New York Holt, Rinehart & Winston.
  - Gore, M.S. ,1968. *Urbanization And Family Change*. Bombay, Popular Prakashan.
  - Mc Veigh, F.J. and Schostak, Arthur B., 1978. *Modern Social Problems*. New York, Holt, Rinehart & Winston.
  - Tonnies, F., “ Gemeinschaft and Gesellschaft” in Talcott Parsons et al. (eds), *Theories of Society*, Vol. 1, The Press of Glencoe, New York, 1887,1957 and 1961.
- Wirth, Louis, “Urbanism as A way of life”, *American Journal of Sociology*, Vol.44, 1938

## MASOC 508

### SOCIOLOGY OF DEVELOPMENT

**Objective:** The objective of this paper is to enable students to understand the sociological dimensions of development by examining major development theories, planning strategies, globalization, public policies, sustainability, and social transformation. It aims to develop critical, analytical, and research skills for evaluating development processes, challenges, and inclusive development initiatives in contemporary societies.

**Outcomes:** After successful completion of this course, students will be able to:

**CO1:** Demonstrate a comprehensive understanding of the major concepts, theories, and paradigms of development, including modernization, dependency, world-systems, sustainable development, and human development approaches.

**CO2:** Critically analyse the processes of social, economic, political, and cultural development, and evaluate the impact of planning, globalization, liberalization, privatization, and public policies on society.

**CO3:** Assess contemporary developmental challenges such as poverty, inequality, unemployment, gender disparities, environmental degradation, displacement, and social exclusion using sociological perspectives and empirical evidence.

**CO4:** Apply sociological theories, research methods, and policy analysis to evaluate development programmes and formulate evidence-based recommendations for inclusive, participatory, and sustainable development.

**CO5:** Develop advanced critical thinking, research competence, and policy evaluation skills to contribute effectively to development planning, social welfare, community empowerment, governance, and academic research at local, national, and global levels.

UNIT I: INTRODUCTION TO SOCIOLOGY OF DEVELOPMENT (PART II)

Basic Concept

Economic Growth and Development, Progress and Evolution, Human Development, Globalisation and Sustainable Development

- UNIT II: APPROACHES TO STUDY DEVELOPMENT (PART II)  
 Liberal, Ecological
- UNIT III: THEORIES OF DEVELOPMENT (PART II)  
 World System, Uneven Development
- UNIT IV: DEVELOPEMENT AND NORTHEAST INDIA  
 Northeast India Development Policies  
 Philosophy, Culture and Social Parameters, Establishment of North Eastern Council, M  
 DONER
- UNIT V: DEVELOPEMENT AND NORTHEAST INDIA  
 Issues of Tribal Development and Ethnic identity, Look East Policy

## 1.8. FURTHER READING

- Apter, David E. Rethinking Development, Sage, New Delhi 1987.
- Desai, A. R State and society in India paths of development, popular.Bombay, 1984.
- Desai, A. R, Essay on Modernisation VolIII , Thacker , Bombay,1971
- D'Souza, V. Development Planning and Structural Inequalities, Sage,1990.
- Joshin,P.G. Land reforms in India, Essay house, Bombay, 1975
- Frank, A.G. Latin America-Underdevelopment or revolution, Monthly Review Press 1964
- Myrdal .G. Asian Drama, Penguin 1968
- Lehman, David, Development Theory-Four Critical Studies, frank Lass, London.1974
- RakhiBhattacharjee, Development Perspective-in North East India, Foundation Publication,2011.
- Borthakur, B.N, 2004, Sociological aspect of economic development, Dibrugarh  
 ,Assam, Upasana Pub Academy.
- Singh ,2010, sociology of development, Rawat Publication, Jaipur.
- Mehta, S.R, 1999, Dynamic of Development: A Sociological Perspective, GyanBooks ,  
 New Delhi.
- Immanuel Wallerstein (1974) The Modern World-System, New York, Academic Press, pp. 347-  
 57.
- Jan NederveenPieterse, A Critique of World System Theory, in International Sociology, Volume  
 3, Issue no. 3, 1988.
- Robinson, William I. (2011-11-01). "Globalization and the sociology of Immanuel Wallerstein:  
 A critical appraisal". *International Sociology*. 26 (6): 723–  
 745. doi:10.1177/0268580910393372. ISSN 0268-5809.
- Wallerstein, Immanuel Maurice. "The Modern World System as a Capitalist World-Economy."  
 World-Systems Analysis: An Introduction. Durham: Duke UP, 2004. 23-  
 30. Print.

Walter C. Ladwig III, "Delhi's Pacific Ambition: Naval Power, 'Look East,' and India's Emerging Role in the Asia-Pacific," *Asian Security*, Vol. 5, No. 2 (June 2009), pp. 98–101.

Kondratieff, Waves in the World System Perspective. *Kondratieff Waves. Dimensions and Perspectives at the Dawn of the 21st Century* / Ed. by Leonid E. Grinin, Tessaleno C. Devezas, and Andrey V. Korotayev. Volgograd: Uchitel, 2012.

P. 23–64.

Korotayev A. A Compact Macromodel of World System Evolution *Journal of World-Systems Research* 11 (2005): 79–93 Archived 2009-07-06 at the Wayback Machine;

Korotayev A., Malkov A., Khaltourina D. (2006). *Introduction to Social Macrodynamics: Compact Macromodels of the World System Growth*. Moscow: KomKniga. ISBN 5-484-00414-4;

Korotayev A. The World System urbanization dynamics. *History & Mathematics: Historical Dynamics and Development of Complex Soc.*

Bhagabati A. C. (2001). *Emergent Tribal Identity in North-East India*. New Delhi: Concept Publishing Company.

Burman B K R (1988). *Land Reforms in North-east India*. *Mainstream*, Vol.1 (8)

Burman B K R (1989). *Towards Poverty Alleviation Programme in Nagaland and Manipur*. New Delhi: Mittal Publishers.

Burman B. K. R. (1972). "Integrated Area Approach to the Problems of the Hill Tribes of North East India", in K Singh, (ed), *Tribal Situation in India*. New Delhi: Inter-India Publications.

Burman, B K R (1990). *Problem of Institutional Finance in Northeast India*. *Mainstream*. Vol.3 (5)

Behera, M.C. and JumyirBasar (ed), 2010: *Intervention and Tribal Development : challenge before Tribes in India in the Era of globalisation*, New Delhi: serials publications.

Ministry of Development of North Eastern Region" (PDF). *Indiabudget.gov.in*. Retrieved 15 September 2018.

73 roads of operational significance being built along China border: Kiren Rijiju", *The Economic Times*, 18 July 2017.

About us". *Mdoner.gov.in*.

Archived copy" (PDF). *Archived from the original (PDF) on 14 July 2014*. Retrieved 12 December

Archived copy" (PDF). *Archived from the original (PDF) on 15 December 2017*. Retrieved 12 December 2017.

Asia Times Online : South Asia news - India rediscovers East Asia". *Atimes.com*. Retrieved 15 September 2018.

Asia Times Online :: South Asia news, business and economy from India and Pakistan". *Atimes.com*. Retrieved 15 September 2018.

Fifteenth Lok Sabha, Members Bioprofile : Handique, Shri Bijoy Krishna". *loksabha.nic.in*. National Informatics Centre/Lok Sabha. Retrieved 21 October 2014.

For year-round border security, India plans tunnels on China border." , *Economic Times*, 6 November 2017.

Govt planning road along McMohan line in Arunachal Pradesh: Kiren Rijiju". *Live Mint*. Retrieved 26 October 2014.

India-China trade link to reopen", *BBC News*, 19 June 2006. Retrieved 31 January 2007.

Modi govt to give greater push to India's Look East Policy, says Sushma Swaraj". Firstpost. 25 August 2014. Retrieved 10 September 2014.

Modi govt to give greater push to India's Look East Policy, says Sushma Swaraj". Firstpost. 25 August 2014. Retrieved 10 September 2014.

New Ministers assume office; PM to hold 1st meeting of expanded cabinet". *The Indian Awaaz. AMN*. Retrieved 22 December 2014.

Sixteenth Lok Sabha, Members Bioprofile : Singh,Gen. (Retd.) Vijay Kumar". *loksabha.nic.in*. National Informatics Centre/Lok Sabha. Retrieved 21 October 2014.

Sushma Swaraj tells Indian envoys to Act East and not just Look East". *The Economic Times*. 26 August 2014.

Ian D. Thatcher, "Uneven and combined development", *Revolutionary Russia*, Vol. 4 No. 2, 1991, p. 237

*Vietnam among pillars of India's "Look East" policy". english.vietnamnet.vn. Vietnam News Agency. 18 November 2013. Retrieved 18 November 2013.*

*Administrator*. "India's 'Look East' Policy Pays off". *Globalpolicy.org*. Retrieved 15 September 2018.

André Gunder Frank, Barry K. Gills, *The world system: five hundred years or five thousand?*, Routledge, 1996, ISBN 0-415-15089-2, Google Print, p.3

Ankit Panda. "Indian Government Plans Highway Along Disputed China Border". *TheDiplomat.com*. Retrieved 27 October 2014.

Arunachal Dy CM Lays Foundation Stone of Bridge over Bari River, *North East Today*, 11 Dec 2017.

Bill Dunn and Hugo Radice (eds.) *100 Years of Permanent Revolution. Results and Prospects*. London: Pluto Press, 2006.

*Bing, Dai (22 October 2010)*. "India and China's great game in full swing". *China Internet Information Center*. Retrieved 1 November 2010.

Burman, B. K. R. (1989). *Problems and Prospects of Tribal Development in North-East India*. *Economic and Political Weekly*. Vol. 24 (13), pp. 693-697.

Chaudhuri, B. (1982). *Tribal Development in India*. New Delhi: InterIndia Publications.

Chaudhuri, B. (1992). *Tribal Development in India: Economy and Agrarian issues*. New Delhi: Inter-India Publications.

Goswami A. (1984). *Tribal Development with Special Reference to North-East India*. *Social Scientist*. Vol.12 (8), pp. 55-60

Hooja, M. (2004). *Policies and strategies for tribal development: Focus on the central tribal belt*. New Delhi: Rawat Publications.

Majumdar D. N. (1982). *An Appraisal of the Tribal Situation in North East India*, In Pankaj Thakur (Ed.), *India's North East*. Tinsukia: Prakash Publishing House.

Mehta P. C. (2004). *Ethnographic atlas of Indian tribes*. New Delhi: Discovery Publishing House. *Tribal Development in the North Eastern Part of India: Reality and Constrains*.

Sharma B. D. (1978). *Tribal Development: The Concept and the Frame*. New Delhi: PracliiPrakashan.

Singh P. K. (2004). *Tribal Development in India: What Went Wrong*. *J. Soci. Res.*, 26: I & II, 26-32.

Sinha S. (1974). *Rethinking about Tribes and Indian Civilisation*, in Buddhadeb Chaudhury

(Ed.), Tribal Development in India. New Delhi: Inter-India Publications.

Thakur D. (1994). Tribal Life in India: Tribal agriculture and animal husbandry. New Delhi: Deep & Deep Publications.

Vaid N.K. (1992). Who Care for Tribal Development. New Delhi: Ashtam Publication.

Vidyarthi L. P. (1974). Problems and Prospects of Tribal Development in India, in Buddhadeb Chaudhury (Ed.), Tribal Development in India. New Delhi: Inter-India Publications.

Vidyarthi L. P. and Rai B. K. (1985). The Tribal Culture in India. New Delhi: Concept Publishing Company, New Delhi, 24-39.

Rastogi PN. Ethno Social Conflict and National Integration, Gyan Publication House, New Delhi. 1993, p. 6 .

Atul Kohli, Amrita Basu. Community, Conflict and the state in India, eds, Oxford University Press, New Delhi. 2000 p 2.

Sanjeeb Baruah. Ethno-Nationalism in India, Oxford University Press, 2012.

Singh AK. Ethnicity and Inter Community conflict: A case study of Kuki-Naga in Manipur, Akasnsa Publishing House, New Delhi. 2008, p 13.

Kumar BB. Tensions and conflict in North east India, Cosmo Publications, New Delhi, 2005, p 1.

Sanjib Baruah, India against Itself: Assam and the Politics of nationality, Oxford University Press, New Delhi. 1999, p 105.

Konwar N. Society and Politics in Assam, Bookland Publisher, Panbazar, Guwahati. 2006, pg. 73

A K Singh Ibid 10. B C Bhuyan. Political Development of North east, Omsons Publications, New Delhi. 1989, 1:29.

Pranami Garg. Aspiration for an Ethnic identity- Evolved or created: A Question asked in context of Assam, NESRC).

Das Deepan, Gonesh CH, Bora Dhiraj Das, Narayan Konwar. Politics of Northeast India with Special Reference to Assam, National Library Publication, Dibrugarh. 2013, pp. 159-194.

Bhattacharyya Harihar, partha Sarkar & Angshumankar: 'The Politics of Social Exclusion in: Democracy and Crossroads' Routledge publication, England 2010.

Das Deepan, Goneshch. Bora, Dhiraj Das, Narayan Konwar: ' Politics of North East India with Special Reference to Assam' National Library Publication, Dibrugarh, 2013 pp. 159-194

Walter.Fernandes: 'The Conflict in the North East: A Historical prespective', Economic and political weekly , Vol- 34, December 1999.

Das Deepan, Goneshch. Bora, Dhiraj Das, Narayan Konwar: ' Politics of North East India with Special Reference to Assam' National Library Publication, Dibrugarh, 2013 pp. 187-194 International Journal of Interdisciplinary Research in Science Society and Culture(IJRSSC) Vol: 3, Issue:1, (June Issue), 2017 ISSN: (P) 2395-4345, (O) 2455-2909 Impact Factor: 1.585 www.ijirssc.in Page 112 Copyrigt (c).

Das. N.K: 'Social Exclusion, Misgovernance and Autonomy Movements in North East India, Humankind journal, vol-7, serials publication, 2011.

Mahanta. Nani Gopal : 'What Makes Assam A Perpetual Conflict Zone? Going Beyond Management to Conflict Transformation', North Eastern Social Research Centre Guwahati,

Nader Hashemi (2009). *Islam, Secularism, and Liberal Democracy: Toward a Democratic Theory for Muslim Societies*. Oxford University Press. ISBN 978-0-19-971751-4. *Liberal democracy requires a form of secularism to sustain itself*

Kathleen G. Donohue (19 December 2003). *Freedom from Want: American Liberalism and the Idea of the Consumer* (New Studies in American Intellectual and Cultural History). Johns Hopkins University Press. ISBN 978-0-8018-7426-0. Retrieved 31

December 2007. *Three of them – freedom from fear, freedom of speech, and freedom of religion – have long been fundamental to liberalism.*

Steven Pincus (2009). *1688: The First Modern Revolution*. Yale University Press. ISBN 978-0-300-15605-8. Retrieved 7 February 2013.

Milan Zafirovski (2007). *Liberal Modernity and Its Adversaries: Freedom, Liberalism and Anti-Liberalism in the 21st Century*. Brill. p. 237. ISBN 978-9004160521.

Eddy, Matthew Daniel (2017). "The Politics of Cognition: Liberalism and the Evolutionary Origins of Victorian Education". *British Journal for the History of Science*. 50 (4): 677–699. doi:10.1017/S0007087417000863. PMID 29019300.

Rothbard, Tong, Rosemarie. 1989. *Feminist Thought: A Comprehensive Introduction*. Oxon, United Kingdom: Unwin Human Ltd. Chapter 1

Halfmann, Jost (1989). "3. Social Change and Political Mobilization in West Germany". In Katzenstein, Peter J. (ed.). *Industry and Politics in West Germany: Toward the Third Republic*. p. 79. ISBN 978-0801495953. *Equity-feminism differs from equality-feminism*

Kuhle, Barry X. (2011). "Evolutionary psychology is compatible with equity feminism". *Evolutionary Psychology*. Archived from the original on 16 January 2012.

Stewart, Ross E. (1984). "Sismondi's Forgotten Ethical Critique of Early Capitalism". *Journal of Business Ethics*. 3 (3): 227–234. doi:10.1007/BF00382924.

Spiegel, Henry William (1991). *The Growth of Economic Thought*. Duke University Press. pp. 302–303.

Stedman Jones, Gareth (2006). "Saint-Simon and the Liberal origins of the Socialist critique of Political Economy". In Aprile, Sylvie; Bensimon, Fabrice (eds.). *La France et l'Angleterre au XIXe siècle. Échanges, représentations, comparaisons*. Créaphis. pp. 21–47

Mill, John Stuart *On Liberty* Penguin Classics, 2006 ISBN 978-0-14-144147-4 pp. 90–91

Kail, R. V., & Cavanaugh, J. C. (2010). *The Study of Human Development*. Human Development: A Life-span View (5th ed.). Belmont, CA: Wadsworth Cengage Learning.

Vander Zanden, J. W., Crandell, T. L., Crandell, C. H. (2007). *Human Development*. 8th edition (ed.), New York: McGraw Hill.

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, Massachusetts: Harvard University Press. (ISBN 0-674-22457-4)

Agarwala, Binod Kumar. 2014a. 'Environmental Ethics of Three Old Words from the Hills', in Saji Varghese (ed.), *Beyond Humanism: Philosophical Essays on Environmental Ethics*, in Concept Publishing Company Pvt. Ltd., New Delhi: 1-21.

Agarwala, Binod Kumar. 2014b. 'Tribal Reason as Metis: A Study of Folk Tales from Khasi, Mizo and Naga Traditions',

Saji Varghese (ed.), *Nature, Culture and Philosophy: Indigenous Ecologies of North East India*, Laxmi Publishers & Distributors, New Delhi: 1-73.

Jacob, Malsawmi. 2008, 'Mauruangi, Ideal Woman of Mizo Folklore'. Mizo Writings in English, <http://mizowritinginenglish.com/2008/08/mauruangi-malsawmijacob.html>, accessed on 04/06/2011.

Raphals, Lisa Ann. 1992. *Knowing Words: Wisdom and Cunning in the Classical Traditions of China and Greece*. Cornell University Press, New York.

Ricoeur, Paul. 1981. *Hermeneutics and the Human Sciences: Essays on Language, Action and Interpretation*. John B. Thompson (ed., trans.). Cambridge University Press, Cambridge.

Rosaldo, Michelle. 1980. *Knowledge & Passion: Ilongot Notions of Self and Social Life*. Cambridge.

Rosaldo, Renato. 1980. *Ilongot Headhunting 1883-1974: A Study in Society and History*. Stanford University Press, Stanford.

Rosaldo, Renato. 1986. 'Red Hornbill Earrings: Ilongot Ideas of Self, Beauty, and Health', *Cultural Anthropology*, 1(3): 310-316.

Thangvunga, R. 2009. 'Machiavelli in Mizo Folk Tales', *Indian Folklife*. Support Center, Serial No. 34, November.

9. Quality assurance mechanism

10. Expected programme outcomes

a Curriculum and detailed syllabi of the programme

<b>Paper Code and Title</b>	<b>External Marks (Term End Exams)</b>	<b>Internal Marks (Assignment marks)</b>	<b>Total Marks</b>	<b>Credit</b>	<b>Teaching Hours</b>
<b>First Semester:</b>					
MASOC-401: Classical Sociological Thinkers (Part I)	70	30	100	5	80 hrs
MASOC-402: Perspectives on Indian Society (Part I)	70	30	100	5	80 hrs
MASOC-403: Methodology of Social Research (Part I)	70	30	100	5	80 hrs
MASOC-404: Rural Sociology (Part I)	70	30	100	5	80 hrs
<b>Second Semester:</b>					
MASOC-405: Classical Sociological Thinkers (Part II)	70	30	100	5	80 hrs

MASOC-406: Methodology of Social Research (Part II)	70	30	100	5	80 hrs
MASOC-407: Perspectives on Indian Society (Part II)	70	30	100	5	80 hrs

MASOC-408: Rural Sociology (Part II)	70	30	100	5	80 hrs
<b>Third Semester :</b>					
MASOC 501: Modern Classical Thinkers	70	30	100	5	80 hrs
MASOC 502: Sociology of Northeast India	70	30	100	5	80 hrs
MASOC 503: Urban Sociology	70	30	100	5	80 hrs
MASOC 504: Sociology of Development	70	30	100	5	80 hrs
<b>Fourth Semester:</b>					
MASOC-505: Modern Sociological Thinkers	70	30	100	5	80 hrs
MASOC 506: Sociology of Northeast India	70	30	100	5	80 hrs
MASOC 507: Urban Sociology	70	30	100	5	80 hrs
MASOC 508: Sociology of Development	70	30	100	5	80 hrs
Total			1600	80	

**b. Credit Weightage per Paper and Semester**

\* 4 Credits= 64 Hours in Each Paper (includes lectures, seminars, workshops, practical etc.)

\*\* 1 Credits=16 Hours per month (assignment)

\*\*\* 1 credit= 16 periods/16 hours per month

\*\*\*\* Total credits per semester: No. of papers 4 x 5 credit points= 20 credits

## **Evaluation Scheme**

Each paper is of 100 marks and 5 credits with 80 teaching hours. The weightage for written and Internal Assessment in each paper is 70% and 30% respectively. The pass marks for internal and external examinations are 45% separately. There shall be three sections i.e. A, B & C for external theory examination for each paper. Section A will be of 20 marks. There shall be 05 questions carrying 01 question from each unit and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions; one from each unit and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions one from each unit and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

30 marks of internal assessment will be awarded on the basis of assignment submitted in each semester. The pass mark for assignment is 40%. Students unable to secure pass mark in assignments will not be eligible to appear for the end semester examination.