

Programme Project Report (PPR)

on

Master of Arts in Sociology

*(Two Year Postgraduate Programme to be offered from
2023-24 academic sessions onwards in CBCS mode)*

Submitted to

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Submitted by

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

MASTER OF ARTS IN SOCIOLOGY

1. PROGRAMME OVERVIEW

Master of Arts in Sociology (MA Sociology) is a two year postgraduate programme proposed to be offered from July 2023 academic session onwards. The programme is offered in Choice Based Credit System (CBCS) mode in pursuance of the notifications, guidelines and regulations of the UGC released from time to time. Further, the programme also incorporates the broad and overarching ideals and principles of National Education Policy (NEP) 2020 while preparing the structure of the proposed programme. Besides, the framework proposed by the Draft National Credit Framework released in September 2022 has also been kept in view in designing the programme. In addition, the notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2023 in the State of Assam has also been considered in preparing the proposed programme.

The 35th Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirement, provision of lateral entry and exit, and adoption of multidisciplinary/interdisciplinary focus in designing and delivering different. Also, the assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate discipline specific core (DSC) courses along with a set of elective courses (DSE) both from disciplines as well as allied disciplines, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as ability enhancement courses (AEC) and value added courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multidisciplinary/interdisciplinary programmes and courses would be relatively smooth and undemanding. To this effect, learners are allowed to take courses

from allied and/or related disciplines and necessary processes for attaching relevant faculty from related disciplines have been arranged. Further, Ability Enhancement Courses (AEC) has been included in first and third semesters, while Value Added Courses (VAC) has been incorporated in the first two semesters. In addition to these, Seminar and Project/Dissertation works have been incorporated in the second and fourth semesters of the programme. It has been expected that inclusion of seminar/project/dissertation will help offer you an activity-based rich learning experience. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the faculty of the discipline with the help of Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from Gauhati University as well as IIT (Guwahati) has designed the proposed Programme and the detail syllabi. This Programme Project Report (PPR) on Two-Year (semester-based, CBCS) PG Programme in SOCIOLOGY is an outcome of this process.

1. PROGRAMME'S MISSION AND OBJECTIVES

The MA in Sociology programme has been offered by the Discipline of Sociology, under the Surya Kumar Bhuyan School of Social Sciences, KKHSOU. This Master's programme in Sociology has been designed in accordance with the UGC Regulations on Open and Distance Learning, 2020. As already mentioned, syllabi of this Programme have been finalised after a series of deliberations and discussions with academic experts in the respective field from Universities of repute, viz., Gauhati University and IIT (Guwahati). The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of Higher Education in general and the subject in particular.

The overall mission of this programme is to create a pool of human resources that would have the capability of critically analyzing the socio-economic issues in the society and by applying their acquired skills can positively contribute towards betterment of the society. More specifically, the MA in Sociology programme aims at creating an academically sound pool of human resources who can undertake either serious academic or research activities in the field of Sociology and Developmental Studies.

To achieve this overall mission statement, the following specific objectives have been framed:

- (a) To expand higher education to cover maximum population.

- (b) To maintain equity and justice in the field of higher education.
- (c) To ensure quality and excellence in higher education.
- (d) To create a pool of human resources that can undertake research on important social issues.
- (e) To contribute towards growth and development of the country.

3. RELEVANCE OF THE PROGRAMME WITH THE UNIVERSITY'S MISSION AND GOAL

The MA in Sociology programme offered by KKHSOU has been prepared conforming to the mission and goals of KKHSOU. This programme follows the following mission and goals of HEIs:

- (a) To expand the access to higher education.
- (b) To maintain equity and justice in the field of higher education.
- (c) To ensure the quality and excellence in the higher education
- (d) The programme intends to help the learners get acquainted with the basic concepts in sociology.
- (e) The programme will enable the learners to acquire the theoretical understanding.
- (f) The program intends to enable the learners to explore and analyse the linkages between individual lives and the larger forces of society.
- (g) The programme intends to make the learners critically understand the various problems in society.
- (h) The programme will help the learners to attain comprehensive and critical understanding of Indian society in particular and north-eastern society in general.
- (i) The program intends to develop in the learners the necessary confidence in sociological skills and imagination to pursue higher education and research.

4. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS

The nature of the prospective target groups of learners of this programme are as follows:

- (a) The students who are desirous to obtain a Master's Degree in Sociology.
- (b) All the stakeholders of the society like-development agents, government officials, policy makers, industrialists, farmers, grassroots workers, who are interested in ensuring a better standard of living for the people of the society.
- (c) Persons unable to complete higher education in the normal course of time and who are interested in Sociology.
- (d) People engaged in different avenues who wish to develop their professional skill.
- (e) People living in rural and remote area and other disadvantageous conditions but desirous of higher education in Sociology.
- (f) People willing to continue learning with earning.

- (g) Persons deprived of higher education in conventional system for variety of reasons.
- (h) Denied and deprived sections of people who need education of Sociology to uplift their economic conditions.

5. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The MA programme in Sociology is basically theoretical and therefore, is, in general, suitable for the ODL mode. The entire programme has been so designed that the learners can learn the different courses through undergoing the Self Learning Materials (SLMs) designed for the specific programme. Certain add-on resources, like CDs, community radio programme and counselling sessions conducted in the study centres, are expected to help the learners clarify their doubts, if any. Moreover, the video lectures made by the concerned faculty in a readily accessible way also facilitates delivery of the proposed programme in ODL mode.

6. INSTRUCTIONAL DESIGN

6.1 Curriculum Design

The MA in Sociology program has been so designed that it meets the standards of CBCS framework within the provision of the UGC ODL Regulations 2020. Further, programme attempts at mainstreaming the fundamental principles underlying the NEP 2020 viz. academic flexibility, awareness about Indian as well as Assamese tradition and culture, ability and skill enhancement and imbibing values and cultures. Designed with the help of experts in the subject from other reputed universities in the region, the contents of the syllabi of the various courses offered under the programme are updated. It may be underlined that while preparing the syllabi, NEP-2020 Documents, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure

The Two-year (semester-based) MA in Sociology programme has been designed according to the UGC CBCS Curriculum Framework, National Credit Framework 2022 (Draft) and the broad guidelines of NEP 2020. The courses have been incorporated such that as the learners move in the programme, they obtain theoretical concepts starting from the foundational to the intermediate and then to the advance level. Certain skills like presentation of a research paper in seminar have also been incorporated in the intermediate semesters. And as the learners move towards higher semesters, they can attain certain computing and research skills, which will help them to

undertake a socially relevant project activity in the final semester. The overall programme-structure of the MA in Sociology has been shown in Table 1.

Table 1: Programme Structure of MA in Sociology

	DSC (Core)	DSE/GE	AEC	VAC	Dissertation /Seminar	Total Credits
I	Sociology: An Introduction	Sociology of Health and Illness/Indian Political System (1x4 credits)	Any Course from the bundle of AEC 1 (4 credits)	VAC I (2 credits)		22
	Sociological Theory					
	Sociology of India					
II	Social Stratification	Economic Sociology/Indian Administration (1x4 credits)		VAC II (2 credits)	1 Seminar (4 Credit)	22
	Sociology of Education					
	Industrial Sociology					
III	Rural and Urban Sociology	Sociology of Development/ Issues in Indian Economy (1x4 credits)	Computer Application in Quantitative Analysis Or Any Course from the bundle of AEC 2 (4 credits)			20
	Sociology of Northeast India					
	Gender and Society					
IV	Research Methodology	Environmental Sociology/ Agricultural Economics (1x4 credits)			1 Project/ Dissertation (8 Credits)	24
	Political Sociology					
	Social Demography					
Total	48 credits (12x4 credits)	16 credits (4x4 credits)	8 credits (2x4 credits)	4 credits	12 credits	88

Note:

DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC: Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).

*Adopted from the set of Generic Elective offered by the related/allied discipline.

The structure of the MA in Sociology Programme and detailed course wise syllabus are presented in Annexure I and Annexure II respectively. Relevant seminar and Project/Dissertation Guidelines have been attached in Annexure III and IV respectively.

6.3 Duration of the Programme

The duration of the MA programme in Sociology offered by the University is as follows:

- Minimum Duration : 4 semesters (2 years).
- Maximum Duration : 4 years.

In case, a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.4 Definition of Credit Hours

As per UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralized online counselling. The semester-wise credit distribution of the programme has been shown in Table 2.

Table 2: Semester-wise Credit Distribution in MA in Sociology

Semester	DSC courses	DSE courses	AEC courses	VAC courses	Dissertation/ Seminary/ Project	Total credit in the semester
I	12	4	4	2		22
II	12	4		2	4	22
III	12	4	4 (3+1)			20
IV	12	4			8	24
Total Credits	48	16	8	4	12	88

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

6.5 Faculty and Support Staff Requirement

The Discipline of Sociology under the Surya Kumar Bhuyan School of Social Sciences of KKHSOU currently has 5 full time faculty members (1 Professor, 1 Associate Professor and 3 Assistant Professors). However, as the MA in Sociology programme includes courses from other disciplines (in the form of Generic Electives, AECs and VACs), hence it requires an interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University

has been mobilized for its design and delivery. A list of assigned faculty (discipline-wise) against each course of the MA in Sociology programme has been shown in Annexure V.

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

6.6 *Instructional Delivery Mechanisms*

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the MA in Sociology Programme through LMS. The LMS consists of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying

questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- (a) **Learning Objectives** (major objectives of the unit are stated)
- (b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
- (c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- (d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- (e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- (f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- (g) **Let us Sum up** (pin pointed summary of the unit is given)
- (h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- (i) **Model Questions** (Different types of questions have been provided in the unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7 Identification of Media–print, Audio or Video, Online, Computer Aided

All learners are provided with Self Learning Materials, which are comprehensive in terms of the contents of the syllabus. These learning resources are prepared with the help of resource persons across the state/country. Senior/Retired Professors/Associate Professors/Assistant Professors from different Universities/Colleges are engaged as SLM writers and Content Editors. In addition, certain topics are also covered through community radio programmes broadcast through the 90.4 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through YouTube videos.

6.8 Learner Support Services

The learners of the proposed postgraduate programme in Sociology would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek

avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) KKHSOU City Campus:

The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

(b) Regional Centres:

The Regional centre of KKHSOU located at Jorhat in upper Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for learners and academic counsellors to interact on various matters, responding to their queries and clearing their doubts. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) Study Centres/Learners' Support Centres:

Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state, handle these affairs on behalf of the University. There are at present 234 study centres providing these support services to the learners.

(d) Pre-admission Counselling:

In cooperation with the study centres, the University provides pre-admission counselling for all the programs through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options available after completion

of the Programme to the learners. Also, Programme specific pre-admission counselling is also provided to the aspiring learners.

(e) Siksharthi Mitra:

A few employees of the University have been engaged as Siksharthi Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

(f) Learners' Charter:

The University has brought out a Learners' Charter, which can be accessed at http://www.kkhsou.in/web_new/lcharter.php, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(g) Handbook/SOP:

The University has brought out a Learners' Handbook with all necessary information and guidelines (<https://tinyurl.com/y4w592f3>) and Handbook for the Study Centres(<https://tinyurl.com/5sz342ud>) in addition to a Standard Operating System (SOP) of Examination (<https://tinyurl.com/y4w592f3>) which can be used by the learners for deriving required information and also for assistance in myriad situations.

(h) Audio CDs for Visually Impaired Learners:

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

(i) Face-to-face/Online Ticketing/Complaint System:

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (<https://www.kkhsou.in/complain/ui/index.php>) through which the queries received are automatically moved to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email. The University also has a single window grievance redressal cell for handling the grievances of the learners.

(j) Face to face, online and walk-in Counselling:

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring

groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

(k) ICT Support:

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

- **Website:** The University has a full-fledged official website <http://www.kkhsou.in>, which contains all relevant information and resources for learners and the general public. It has a Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible at <https://www.youtube.com/user/kkhsou>)
- **University's Own LMS e-Bidya:** As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://www.lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in e-Bidya with all resources for all learners enrolling in the Programme.
- **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties

and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.

- ***Community Radio Service:***

The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners through internet (<https://tinyurl.com/y4w592f3>).

- ***Digital Library:***

The digital library (<http://dlkhsou.inflibnet.ac.in/>) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

- ***Online Counselling:***

The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

- ***KKHSOU Mobile App:***

The University has developed a mobile application KKHSOU (<https://tinyurl.com/35y7brrj>) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.

- **SMS Alert Facility:**

The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

- **E-mail Support:**

Learners can also write emails to any officials/faculty members of the University at atinfo@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- **KKHSOU in Social Media:**

KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210/>), WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

- (a) **Minimum Qualification:** For the MA in Sociology programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a UGC recognised University recognized by UGC.
- (b) **Online Admission:** Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal (<https://tinyurl.com/2p8ht9da>). The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.

- (c) **Refusal/Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc. as the case may be.
- (d) **Continuous Admission:** The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.
- (e) **Lateral Entry:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, for the proposed PG programmes, provision for lateral entry into the 3rd semester is made for those learners who had chosen to exit in the 2nd semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all academic programmes.
- (f) **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.
- (g) **Fee Waiver for Differently Able Persons (DIVYANGJAN):** The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this MA in SOCIOLOGY programme also.

- (h) **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.
- (i) **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- (j) **Fee Structure:** The fee structure of the MA in Sociology programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all inclusive fees for the MA in Sociology programme is charged as Rs 5000 per semester.

7.2 *Curriculum Transaction*

(a) **Activity Planner:**

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

(b) **Self-learning Materials (SLMs):**

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self-learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction..

(c) **Multimedia Materials:**

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

(d) Induction and Counselling Sessions:

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given in Table 3.

Table 3: Letter Grades System of KKHSOU

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CGPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

7.3.1 Formative Assessment

Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment (submitted at study centre) = 10 Marks
- Participation in extension activities (environment related/workshop etc.) and/or Additional Home Assignment in lieu of this = 3 marks.
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission = 0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres

conducts MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arranges Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

7.3.2 Summative Assessment

The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3 Assessment of seminar/presentation/project and dissertation

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII

of proposed Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php.

8. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University also has an OER Policy (<https://tinyurl.com/2yukrp5r>). The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' community of University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed PG Programme in Sociology do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus. The city campus of the Guwahati has two state of the art computer labs equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same. Moreover, these software can also be practiced on own without any lab support.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for the PG Programmes including the one proposed here.

9.1 Programme Development Cost

The office of the Finance Officer of KKHSOU has worked out the following:

- (a) **SLM Development Cost for Post Graduate programme:** Rs. 7600/- per Unit. A course normally has 14 Units. In Two Year PG Programme, there will be 16 to 20 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.
- (b) **Printing Cost per Unit of SLM:** The printing cost per unit is Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.1 Programme Delivery Cost

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs. 60. Accordingly, depending upon the number of

candidates; the cost for the MA in Sociology programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3 Programme Maintenance Cost

The University will keep financial provision for organizing stakeholders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1750/-.

The figures as indicated above will be applicable for the MA in Sociology programme of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME AND COURSE LEARNING OUTCOMES

10.1 Quality Assurance Mechanism

As required by the NEP 2020, the University adopts a Learning Outcome Based Curriculum Framework for all academic programmes including the 2 year PG programmes. Accordingly, all academic programmes have been redesigned with clearly stated programme and course specific objectives and learning outcomes. Besides, the academic outcomes, certain non-academic outcomes such as team work, effective communications, ethical conduct etc. are also identified at all academic levels. Further, attempts are also made to map the programme and course specific learning outcomes with the expected outcomes of the NHEQF and NSQF for each academic level so that the programmes and courses offered by the University while being consistent with the overall perspective and framework of the NEP 2020 enable the learners to enter the job market with requisite qualifications. The formative as well as summative assessment and evaluation of various programmes and courses too are accordingly redesigned linking with the programme and course specific learning outcomes as identified. Moreover, the intended learning outcomes are

also embedded in the assessments and evaluations of the activities and projects as parts of the curriculum.

10.2 Expected Programme Outcomes

The outcomes of the programme are manifold, as noted below:

- (a) It will enable the learners to acquire knowledge enabling them to articulate well the condition around them.
- (b) The programme will also help the learners to seek employment avenues in the development sector and/or other upcoming sectors like banking, insurance and other service sectors.
- (c) The programme will also encourage the learners to go for research in the field of Economics and Developmental Studies.
- (d) The programme will enable the learners to undertake a teaching job up to the Post Graduation level subject to fulfilment of other eligibility criteria.
- (e) The programme will enable the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society.

10.3 Learning Outcome based Curriculum Framework (LOCF) of the MA in Sociology Programme

The learning outcome based LOCF of the MA in Sociology programme has been presented in Table 4.

Table 4: Course Objectives and LOCF of the MA in Sociology

Sem	Name of Course	Type of Course	Course Objectives	Learning Outcomes
I	Sociology: An Introduction	DSC	This course intends to: <ul style="list-style-type: none"> ● orient the learners with some of basic concepts in Sociology ● enable the learners to know about different areas of interest within Sociology ● enable the learners to understand the difference and relationship between Sociology and other Social Sciences 	<ul style="list-style-type: none"> ● This course will help the learners analyse gain knowledge about some of the basic concepts in Sociology ● Learners will be able to know about different areas of interest within Sociology ● They will be able to describe the difference and relationship between Sociology and other Social Sciences

Sociological Theory	DSC	<p>This course intends to:</p> <ul style="list-style-type: none"> ● orient the learners with the social and intellectual forces that led to the emergence of Sociological thought ● enable the learners to understand the theories forwarded by some of the classical Sociologists about society 	<ul style="list-style-type: none"> ● Learners will be able to gain knowledge about the social and intellectual forces that led to the emergence of Sociological thought ● Learners will be able to discuss the theories forwarded by some of the classical Sociologists about society
Sociology of India	DSC	<p>This course intends to:</p> <ul style="list-style-type: none"> ● enable the learners to understand about different types of Indian Society ● enable the learners to know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India ● enable the learners to know about the status of Women in India 	<ul style="list-style-type: none"> ● Learners will understand about different types of Indian Society. ● Learners will know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India. ● Learners will also know about the status of Women in India.
Sociology of Health and Illness	DSE	<p>This course intends to:</p> <ul style="list-style-type: none"> ● enable the learners to understand how health status is impacted by our social life ● orient the learners to different theoretical perspectives to understand health ● enable the learners to understand the relationship between disease and culture 	<ul style="list-style-type: none"> ● This course will enable the learners to understand how health status is impacted by our social life ● This course will orient the learners to different theoretical perspectives to understand health ● This course will also enable the learners to understand the relationship between disease and culture
Indian Political System*	DSE	<p>This elective course has been adopted from the discipline of Political Science. This course has been adopted to provide an exposure to learners about the Indian political system and provide a</p>	<p>After going through this course, the learners will be able to:</p> <ul style="list-style-type: none"> ● The learners will be able to explain the philosophy and basic features of the Constitution of India. ● The learners will be able to familiarize themselves with the institutional dynamics and recent trends of

			multi-disciplinary approach to understand Indian society, of which the political system is an integral unit.	parliamentary democracy in India. ● The learners will be able to discuss the meaning and nature of secularism in India.
		AEC	AEC to be selected from available basket, as may be offered from time to time. (Bundle I)	● Basically will seek to offer certain skill component to the academic curriculum.
	Value Added Course	VAC	VAC to be selected from available basket, as may be offered from time to time	● Basically will seek to offer certain value added component to the academic curriculum.
II	Social Stratification	DSC	This course intends to: ● enable the learners to develop the ability to engage with the theoretical discourses on Social Stratification. ● enable the learners to understand the debates related social stratification. ● enable the learners to develop the ability to reflect upon how social conditions shapes individual life experiences.	● This course will develop the ability in the learners to engage with the theoretical discourses on Social Stratification. ● Learners will be able to discuss the debates related social stratification. ● This course will also develop the ability to reflect upon how social conditions shapes individual life experiences.
	Sociology of Education	DSC	This course intends to: ● enable the learners to know the meaning and nature of Sociology of education organizations. ● enable the learners to understand the difference between equity and equality with special reference to education ● enable the learners to understand about the social problems related to education	● This course will enable the learner know the meaning and nature of Sociology of education organizations. ● Learners will be able to differentiate between equity and equality with special reference to education ● Learners will be able to discuss the social problems related to education
	Industrial Sociology	DSC	This course intends to: ● explain the concepts and theoretical perspectives	● The learners will be able to explain the concepts and theoretical perspectives

			<p>pertaining to the functioning of industrial society.</p> <ul style="list-style-type: none"> ● grasp issues relating to industrial disputes and mechanisms to resolve them. ● discuss the prospects and constraints of industrialisation in the context of Northeast India. 	<p>pertaining to the functioning of industrial society.</p> <ul style="list-style-type: none"> ● Learners will be able to discuss various issues relating to industrial disputes and mechanisms to resolve them. ● Learners will also be able to discuss the prospects and constraints of industrialisation in the context of Northeast India..
Economic Sociology	DSE	<p>This course discusses various issues of development from a multi-disciplinary theoretical perspective. Thus, the issues of economic growth and development, Marxism, property, money, modes of production, tribal society and tribal modes of production, peasant, capitalist and socialist society, as well as the relationship between state and the economy have been looked from the perspectives of the discipline of Sociology.</p>	<ul style="list-style-type: none"> ● This course will help learners get insights into a few important issues of economics from the perspective of a different branch of social science, viz., Economics. ● In true spirit of New Education Policy, this course will inculcate multidisciplinary perspectives among the learners on certain key issues of development. ● Learners will be able to look into the issues of economic growth and development, Marxism, property, money, modes of production, tribal society and tribal modes of production, peasant, capitalist and socialist society, as well as the relationship between state and the economy from a different perspectives of social science. ● Learners will be able to become better social science researchers from such multi-disciplinary perspective. 	

	Indian Administration*	DSE	This course has been adopted from the Discipline of Political Science to provide the learners issues/areas pertinent to Indian society through diverse perspective, which is a very basic philosophy of the New Education Policy, 2020. This course discusses the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India. Further, the course will discuss the structural framework of civil services in India covering the All India Services, the Central Services and the State Services.	After going through this course, the learners will be able to : <ul style="list-style-type: none"> ● explain the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India. ● discuss the structural framework of civil services in India covering the All India Services, the Central Services and the State Services. ● discuss the composition, functions and other related aspects of the constitutional bodies of Union Public Service Commission and State Public Service Commissions. ● explain the powers and functions of the Comptroller and Auditor General of India.
	Value Added Course	VAC II	VAC to be selected from available basket, as may be offered from time to time.	<ul style="list-style-type: none"> ● Basically will seek to add value added component to the academic curriculum.
	Seminar	Seminar	Learner has to present a Seminar on any relevant topic.	Seminar Guidelines attached in Annexure III.
III	Rural and Urban Sociology	DSC	This course shall provide the basic theoretical knowledge on various issues rural and urban sociology. This course also offers theoretical discussion on the historical trajectory of and growth of cities.	<ul style="list-style-type: none"> ● Learners will be able to acquire the ability to discuss the nature of rural and urban society. ● Learners will be able to know the different social institutions and the role in rural society. ● Learners will be able to discuss the theoretical perspectives on Urban sociology. ● Learners will also know about the historical trajectory of and growth of cities. ● Learners will build up the various concepts on issues regarding urban planning and governance.

Sociology of Northeast India	DSC	This course deals with issues related to society and life in the Northeast India. In a nutshell, this course discusses the features and concerns that are common to all the eight states of this region.	<ul style="list-style-type: none"> ● Learners of this course will acquire knowledge and concepts on the social issues relating to the north-eastern region of India. ● Learners will be able to deal with the various features and concerns that are common to all the eight states of this region.
Gender and Society	DSC	This course deals with the basic concepts of sex, gender, sexuality and gender as a social construction. Various feminist theoretical discourses, as well as feminist methodological approaches in understanding contemporary gender issues have been discussed in this course.	<ul style="list-style-type: none"> ● Learners will be able to discuss the basic concepts of sex, gender, sexuality and gender as a social construction. ● Learners will get insights into the feminist theoretical discourses. ● Learners will derive the skills to apply feminist methodological approaches in understanding contemporary gender issues.
Sociology of Development	DSE	This is the first course of the third semester. This course shall provide the basic theoretical foundation relating to the field of Public Finance and Policy. The course begins with certain introductory concepts in the field and ends with the discussion on Finance Commissions in India.	<ul style="list-style-type: none"> ● Learners will be able to look into the issues of economic social structure, perspectives of development, paths of development, different theories of underdevelopment, politics and development, role of civil society, development and resultant displacement as well as certain contemporary concerns and issues of development from a different perspectives of social science. ● Learners will be able to become better social science researchers from such multi-disciplinary perspective.
Issues in Indian Economy*	DSE	This course shall provide a basic conceptual idea on Indian Economy. The course begins with the discussion on India as an emerging global economy and ends with the discussion on the external sector of the Indian economy.	<ul style="list-style-type: none"> ● This course will enable the learners to explain various important aspects of the Indian economy. ● This course will also help the learners to analyse the different factors relating to the recent growth dynamics in the Indian economy. ● Learners will also be able to know recent emerging issues

				<p>like globalisation, food security etc.</p> <ul style="list-style-type: none"> ● This course will also enable the learners to draw certain emerging research issues to be taken up for the Dissertation in this semester.
		AEC	AEC to be selected from available basket.	<ul style="list-style-type: none"> ● Basically will seek to offer certain skill component to the academic curriculum.
IV	Research Methodology	DSC	<p>This course shall provide a basic conceptual idea on research methodology in Sociology. This course shall be very helpful in undertaking research in the field of Sociology. The course begins with the discussion of certain fundamental concepts in research and ends with the discussion on interview techniques.</p>	<ul style="list-style-type: none"> ● This course will help the learners conceptualise the idea of doing research. ● Learners will know the different techniques and tools of research. ● Learners will be able to critically analyse a socially relevant issue and formulate a research proposal including review of literature, writing the problem statement, formulating objectives as well as research methodology etc. ● Overall, this course will immensely help in submitting a research synopsis as well as clear entrance examinations for getting admission in PhD/ other research programmes.
	Political Sociology	DSC	<p>This course intends to:</p> <ul style="list-style-type: none"> ● enable the learners to know the concepts related to political Sociology ● enable the learners to understand issues that forms the subject matter of political Sociology. ● enable the learners to understand how diverse values, norms and other social practices observed/ followed by a society impacts the decision making process in a nation. 	<ul style="list-style-type: none"> ● Learners will be able to acquire knowledge on the concepts related to political Sociology ● Learners will be able to discuss the issues that forms the subject matter of political Sociology. ● Learners will be able to discuss the diverse values, norms and other social practices observed/ followed by a society impacts the decision making process in a nation.
	Social Demography	DSC	<p>This course discusses the relationship between population and society. Various</p>	<p>After going through this course, the learners will be able to;</p>

			theoretical concepts in demography has been discussed in this course.	<ul style="list-style-type: none"> ● describe the relationship between population and society. ● discuss the conceptual and theoretical approaches on demography. ● engage with the issues pertaining to population growth. ● know about the recent trends of global, national and local population dynamics.
Environmental Sociology	DSE		This course deals with the discussion on the fundamentals pertaining to environment and ecology. The historical context of development of environment sociology as a domain of study as well as the sociological approaches in in studying the society and environment interaction has been discussed in this course.	<ul style="list-style-type: none"> ● Learners will be able to discuss the fundamentals pertaining to environment and ecology and ● Learners will be able to discuss the historical context of development of environment sociology as a domain of study. ● Learners will be able to explain the sociological approaches in in studying the society and environment interaction. ● Learners will be able to analyse the contemporary environmental challenges
Agricultural Economics	DSE		This is one of the optional courses. The course begins with the discussion on certain basic concepts in the field and ends with the discussion on certain issues relating to agriculture in the North Eastern region of India.	<ul style="list-style-type: none"> ● This course will help the learners derive the fundamental concepts in agricultural economics. ● Learners will be able to outline the role of agriculture in economic development. ● Learners will be able to discuss various theories relating to agricultural economics. ● Learners will be able to explain the concepts like farm organization, issues of food security and PDS in India. ● Learners will develop perspectives on important issues relating to agriculture price policy, agriculture labour, land reforms, risk and uncertainty in agriculture etc.

	Project/ Dissertation	Project	Learner has to undertake a Project/Dissertation on a relevant issue.	Project Guidelines attached in Annexure IV.
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DSC: Discipline Specific Core. DSE: Discipline Specific Elective. AEC: Ability Enhancement Course

*To be adopted from MA in Sociology programme.

Includes computer lab practical.

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ANNEXURE I

PROGRAMME STRUCTURE

MA IN SOCIOLOGY PROGRAMME

Sem	DSC (Core)	DSE/Minor/MD/ID	AEC	VAC	Dissertation/ Seminar	Total Credits
I	Sociology: An Introduction	Sociology of Health and Illness (1x4 credits)	Research Methodology Or Any one course from AEC 1 set (4 credits)	1 course (1x2 credits)		22
	Sociological Theory					
	Sociology of India					
II	Social Stratification	Economic Sociology (1x4 credits)		1 course (1x2 credits)	1 Seminar (4 credits)	22
	Sociology of Education					
	Industrial Sociology					
III	Rural and Urban Sociology	Sociology of Development (1x4 credits)	1 course (1x4 credits)			20
	Sociology of Northeast India					
	Gender and Society					
IV	Research Methodology	Social Demography (1x4 credits)			1 Project /Dissertation (8 credits)	24
	Political Sociology					
	Environmental Sociology					
Total	48 credits	16 credits	8 credits	4 credits	12 credits	88

Total no. of courses : 20, 1 Seminar, 1 Project/Dissertation

DSC : 48 credits [Total courses: 12 (4 credits each)]

DSE : 16 credits [Total courses: 4 (Out of 8; 4 credits each)]

AEC : 08 credits [Total courses: 2 (4 credits each)]

VAC : 04 credits [Total courses: 2 (2 credits each)]

Seminar; Project/Dissertation : 12 credits [Seminar: 1; Project/Dissertation: 1 (4 + 8 credits)]

Total Credits : 88 credits

Note:

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

* To be adopted from related/allied disciplines

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

**DETAILED COURSE WISE SYLLABUS OF MA IN SOCIOLOGY
PROGRAMME**

SEMESTER – I

DSC 1: SOCIOLOGY: AN INTRODUCTION

Unit 1: Sociology as a Discipline

Emergence, Nature and Scope of Sociology

Unit 2: Basic Concepts in Sociology

Society, Culture, Social Groups, Norms, Value, Role, Status, Community Association, Institution, Organization

Unit 3: Culture and Society

Culture, civilization, cultural traits, cultural complex, cultural pattern and culture area, Relationship between culture and society.

Unit 4: Socialisation

Concept, Importance, Stages and Agencies

Unit 5: Social Stratification

Meaning; Characteristics, Theories and Bases of Stratification--Caste, Class, Race, Ethnicity, Gender

Unit 7: Social Change

Meaning; Processes of change, Theories, Modernization, Development and Globalization;

Unit 8: Social Control

Types of Social control, Agencies of Social control: Socialization, Customs, Laws and Education; Importance of Social Control

Unit 9: Social Mobility

Concept and Types

Unit 10: Family, Marriage, Kinship

Meaning, Characteristics, Importance of each as Social Institutions, Changing Trends,

Unit 11: Religion

Meaning, Religion as a Social Institution, Its Importance and Role in Society

Unit 12: Polity and Economy

Concept, Polity and Economy as Social Institutions, their Role in Society

Unit 13: Deviance

Meaning, types and causes and Implications for Society

Unit 14: Social Processes

Cooperation, Competition, Conflict and Accommodation

Basic Reading List:

- 1) Ahuja, Ram (2003): *Society in India*. New Delhi: Rawat Publication.
- 2) Bottomore, T.B. (1972): *Sociology: A Guide to Problems and Literature*, Bombay: George Allen and Unwin (India).
- 3) Inkeles, Alex (1987): *What is Sociology?* New Delhi: Prentice-Hall of India.
- 4) Johnson, Harry M. (1995): *Sociology: A Systematic Introduction*, New Delhi: Allied Publishers
- 5) Tumin, M.M. (1994): *Social Stratification: The Forms and Functions of Inequality*, New Delhi: PHI,
- 6) Weber, Max. 1964. *Basic Concepts in Sociology*. New York : Citadel Press.

DSC 2: SOCIOLOGICAL THEORY

Unit 1: Emergence of Sociology - I

Influence of Enlightenment and Industrial Revolution, French Revolution

Unit 2: Emergence of Sociology - II

Influence of Social Philosophy; Social Forces in the Development of Sociological Theory; Montesquieu; Rousseau; Bonald and Maistre; Saint-Simon; Auguste Comte

Unit 3: Emile Durkheim and Sociological Theories

Emile Durkheim: Early Life; Sociology as Science; the Division of Labour and Forms of Solidarity; the Study of Suicide; Theory of Religion; Systems of Classification.

Unit 4: Functionalism

Structural Functionalism – Talcott Parsons' Systematic view of Society – R.K.Merton's Systematic View of Society – Major Criticism of Structural Functionalism – Neofunctionalism.

Unit 5: Max Weber's Contribution to Sociological Theories

Max Weber: Early Life; Social Action; Traditionalism and Rationality; Theory of Authority; Theory of Power; Theory of Religion

Unit 6: Influence of Karl Marx on Sociological Theory

Karl Marx: A Biographical Sketch; Dialectal Materialism; Alienation and Capitalism; Capitalism and Freedom; Commodity Production

Unit 7: Conflict Theory

George Simmel's Conflict Perspective – Conflict Functionalism of Lewis Coser – Dialectic Sociology of Ralf Dahrendorf – Analytic Conflict Theory of Randall Collins.

Unit 8: Structuralism

Structuralism as Methaphysical Assumptions – Structuralism as a Method – A.R. Radcliffe-Brown's Approach to Structuralism – Claude Levi Strauss' Approach to Structuralism – A critique of Structuralism, Structuration and Post-Structuralism.

Unit 9: Symbolic Interactionism and Ethnomethodology

Elements of Symbolic Interactionism – Basic Principles of Symbolic Interactionism – Mead's Approach to Symbolic Interactionism – Blumer's Approach to Symbolic Interactionism – Criticism of Symbolic Interactionism – Garfinkel's Approach to Ethnomethodology

Unit 10: Berger and Luckmann

Social Construction of Reality.

Unit 11: Dramaturgy and Phenomenology

Goffman and Alfred Schutz

Unit 12: Frankfurt School

Theodor Adorno, Max Horkheimer, Jurgen Habermas

Unit 13: Antonio Gramsci

Theories of State, Party, Movement, Intellectuals.

Unit 14: Louis Althusser

Theories of State, Reproduction, Revolutionary Science, Politics, Relative Autonomy, Over Determination.

Unit 15: Bourdieu

Social Capital, Habitus

Basic Reading List:

- 1) Ritzer, George, 2000, *Classical Sociological Theory*, New York: McGraw Hill,
- 2) Aron, Raymond. 1967 (1982 reprint). *Main currents in sociological thought* (2 volumes). Harmondsworth, Middlesex: Penguin Books.
- 3) Abraham, Francis and John Henry Morgan, 2009, *Sociological Thought*, Macmillan.
- 4) Coser, Lewis A. 1979. *Masters of Sociological thought*, New York: Harcourt Brace Jovanovich.
- 5) Joseph, Jonathan, 2003, *Social Theory- Conflict, Cohesion and Consent*, Edinburgh University Press.

DSC 3: SOCIOLOGY OF INDIA

Unit 1: Development of sociology of India

Theories about the origin of Human Society – Important milestones in Sociology – Indian Social Structure.

Unit 2: Indological Approaches to the study of Indian society

S.C. Ghurye, Dumont

Unit 3: Functional Approach to the study of Indian society

M.N. Srinivas, S.C. Dube

Unit 4: Marxist Approaches to the study of Indian society

D.P. Mukherjee; R.K. Mukherjee and A.R. Desai

Unit 5: Subaltern Approach to the study of Indian society

Ranjit Guha; B.R. Ambedkar and David Hardiman.

Unit 6: The Caste System in India

Meaning of Caste – Nature of Caste System - Origin of caste system – Meaning of Varna - Varna and Jati- Meaning of Dominant Caste - , Mobility in the Caste system - Jajmani System; Constitutional Provisions

Unit 7: Class System in India

Concept – Factors – Classification – Caste and Class; Agrarian and Non Agrarian classes – Emergence of middle class – Dominant Caste.

Unit 8: Tribe

Characteristics of Tribe - Tribe-Caste Interaction; Regional Variations in Tribe- Caste Interaction; Constitutional Provisions.

Unit 9: Problems of tribal society in India

Causes and Remedial measures of Land alienation, Displacement, and Health and Nutrition.

Unit 10: Language, Religion and Region in India

Languages in Context to India – Religions in India - Regions in India

Unit 11: Family, Marriage and Kinship

Family, Marriage and Kinship: Forms and regional variations

Unit 12: Economy and Education in India

Traditional educational system in India: Vedic period, Buddhist period, Medieval period; Emergence of formal education in India: Education in Pre-independence India, Growth of education in the post-Independence period, National policies of education; Present occupational structure; Features of urban economy, Features of tribal economy.

Unit 13: Social organization of Agriculture

Organization of Production - Agrarian Reforms

Unit 14: Social Movements in India

Social Movements - Social Reform Movements - Religious movements - Backward Class and Dalit movements - Agrarian and Peasant movements

Unit 15: Challenges to Nation Building in India.

Definition of National Integration – Significance of National Integration for India – Measures suggested to achieve National integration.

Unit 16: Social Issues and Problems in India

Youth Unrest, Drug Addiction, Unemployment, Crime and Delinquency, and Corruption in public life.

Basic Reading List:

- 1) Beteille, A., 1969, (ed.): *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books.
- 2) Srinivas, M.N., 1962, *Caste in Modern India and other essay*. Bombay: Asia Publishing House.
- 3) Dumont, L., 1991, "Hierarchy Status and Power: The Caste System and its implications" in
- 4) Dipankar Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press..
- 5) Berreman, G. D., 1991, "The Brahmanical View of Caste" in Dipankar Gupta (ed.), *Social*
- 6) *Stratification*. Delhi: Oxford University Press.
- 7) Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in Dipankar Gupta (ed.),

DSE 1: SOCIOLOGY OF HEALTH AND ILLNESS

Unit 1: Introduction

Meaning of health, meaning of sociology of medicine, origin and development of sociology of medicine, difference between sociology of medicine and medicine sociology.

Unit 2 : Basic concepts:

Medicalisation, Demedicalisation, Illness narrative, medical tourism

Unit 3: Theoretical Perspectives to understand health

Functionalist theory: Marxist, Post-modern theory

Unit 4: Disease, poverty and Colonialism in India

Meaning of disease, colonialism, impact of colonialism in understanding the concept of disease, the prescribed medical measure, popular resentments.

Unit 5: Culture and disease

Meaning of Culture, disease, Impact of culture in conceptualizing disease.

Unit 6: Medical Pluralism

Issues, Trends and Practices

Unit 7: Gender and Health

Meaning of gender, nutrition, different health practices in society with regards to male and female

Unit 8: Health care institutions:

Medicine as a profession, hospital as a social organization

Unit 9: Public health

Emergence of the notion of Public health, community health, meaning of social epidemiology

Unit 10: Social inequality and health

Globalization, Medical tourism and social stratification

Unit 11: Social control of body:

Understanding the causes and consequences of anorexia and bulimia

Unit 12: State and health

Concept of Biopolitics, Health Practices in Indian state to practice control over citizens.

Unit 13: Health policies of government of India:

Trends and debates over health policies across the years

Unit 14: Global survey of Health:

Health in low-income countries and Health in high-income countries

Basic Reading List:

- 1) Arnold, David. 1993. *Colonizing the Body: State, Medicine and Epidemic in 19th century India*. Berkley: University of California Press.
- 2) Bode, Maarten. 2008. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry*. Delhi: Orient Blackswan.
- 3) Foucault, M.1975. *The Birth of the Clinic: Archaeology of Medical Perception*. New York: Vintage Books
- 4) Shiva, Vandana. 1988. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Zed Press.

DSE 1: INDIAN POLITICAL SYSTEM

Unit 1: Philosophy of the Indian Constitution

Philosophy of the Indian Constitution: Ideas and Principles

Unit 2: Basic Features of the Indian Constitution

Basic Features of the Indian Constitution, Concept of the Basic Structure of the Constitution: Judicial Interpretation

Unit 3: Parliamentary Democracy- Structure and Recent Trends

Structure of the Indian Parliament, Law Making Procedure of the Indian Parliament, Functioning of Parliamentary Democracy in India: Challenges and Prospects

Unit 4: Secular Tradition in Indian Politics- Issues and Challenges

Meaning of Secularism; Secularism in India: Tenants of Indian Secularism, Views of Gandhi and Nehru on Secularism, Challenges to Secularism in Contemporary India

Unit 5: Indian Judiciary

The Supreme Court, The High Courts, Subordinate Courts, Judicial Review, Public Interest Litigation, Judicial Activism: A Critical Appraisal

Unit 6: Federal Structure and Its Dynamics- Issues in Centre-State Relations

Nature of Indian Federalism: Federal and Non-federal Features, Division of Powers between the Centre and the States: Relation between the Centre and the States, An Estimate of Indian Federalism

Unit 7: Politics of Decentralisation

Evolution of the Panchayati Raj System in India, Growth of Local Self Government in Assam; 73rd and 74th Amendment Acts, Functioning of Panchayati Raj Institutions: Issues and Challenges

Unit 8: Regional Aspirations- Identity Politics in Assam (Language Movement and Assam Movement)

Regional Aspirations and Identity Politics in Assam: Genesis of the Problem, Language Movement, Assam Movement, Critical Assessment

Unit 9: Regional Aspirations- Dravidian Movement

Regionalism and Regional Aspirations, Genesis of the Dravidian Movement: Pre-Independence Era, the Dravidian Movement in Independent India, Critical Analysis of the Dravidian Movement

Unit 10: Insurgencies in the North-East India- NSCN, ULFA, NDFB

Overview of Conflict in North-East India, Insurgency: Meaning and Causes, Insurgent Groups in North East India: National Socialist Council of Nagaland (NSCN), United Liberation Front of Assam (ULFA), National Democratic Front of Bodoland (NDFB); Recent Developments

Unit 11: Party System in India

Era of One Party Dominance, Breakdown of Congress Dominance, Process of Regionalisation, Coalition Politics, Recent Trends

Unit 12: Electoral Politics and Voting Behaviour in India

Role of Election in Democracy, Election Machinery, Electoral System and Process, Voting Pattern, Determinants of Electoral Behaviour, Drawbacks of Electoral System, Electoral Reforms

Unit 13: Political Economy- Nehruvian Model and Mixed Economy; Recent Trends

Political Economy of Pre Independent India, Political Economy of Nehru Era, Political Economy in Post Nehru Era, Dawn of Liberalization, Privatization, Globalization (LPG), Beyond LPG

Unit 14: Pressure Group Politics in India

Meaning of Pressure Group, Methods used by the Pressure Groups, Pressure Groups in India, Role of Pressure Groups in India

Basic Reading List:

1. Abbas, H.; Kumar, R. & Alam, M.A. (2011). Indian Government and Politics. New Delhi: Pearson.
2. Baruah, Sanjib. (2000). India Against Itself. New Delhi: Oxford University Press.
3. Basu, Durga Das. (2015). An Introduction to the Constitution of India.
4. Basu, Durga Das. and Bakshi, P. M. (2013). The Constitution of India. New Delhi: Universal Law Publishing Co.
5. Bhargava, Rajeev. (2010). The Promise of India's Secular Democracy. New Delhi: Oxford University Press.
6. Bhuyan, Dr. P.R. (2014). Secularism: The Nucleus of Indian Democracy. New Delhi: Kunal Books.
7. Chander, Prakash. (2008). Indian Government And Politics. Gurgaon: Cosmos Bookhive (P) Ltd.
8. Chandra, Bipan; Mukherjee, Mridula; and Mukherjee Aditya. (2008). India Since Independence. New Delhi: Penguin India.
9. Chelliah, R.J. (2010). Political Economy of Poverty Eradication in India: An Essays on Fiscal Reform. New Delhi: Sage Publications.
10. Dhyani, S.N. (1996). Secularism: Socio-legal Issues. Jaipur: Rawar Publications.
11. Frankel, F.R. (2005). India's Political Economy 1947-2004. New Delhi: Oxford University Press.
12. Ghai, K.K. (2008). Indian Government and Politics. New Delhi: Kalyani Publishers.
13. Gohain, Hiren. (1984). Assam: The Burning Question. Gauhati: Spectrum Publications.
14. Goswami, Sandhya. (1997). Language Politics in Assam. New Delhi: Ajanta.
15. Gowda, M. V. Rajeev. and Sridharan, E. (2007). 'Parties and the Party System. 1947-2006', in Sumit Ganguly, Larry Diamond, and Marc F. Plattner (eds) The State of India's Democracy, John Hopkins University: Maryland. Indian Political System (Block 2) 251
16. Hasan, Zoya. (ed) (2002). Parties and Party Systems. New Delhi : OUP.

17. Hussain, Monirul. (1994). *The Assam Movement - Class, Ideology and Identity*. Delhi: Manak Publications.
18. IPCS Special Report 21 May 2006: ULFA & THE PEACE PROCESS IN ASSAM. *Internal Security Problems in Northeast India : Insurgency and Counter Insurgency In Assam Since 1985* (English, Hardcover, Onkar Pawar)
19. Jayal, N.G.; Prakash, A. And Sharma, P.K. (ed) (2006). *Local Governance In India: Decentralisation and Beyond*. New Delhi: Oxford University Press.
20. Jayaraman, R. (1964) 'The Dravida Movement', *Economic and Political Weekly*, Sep 26, pp.1555-1556. 20. Jha, Rajesh. (ed) (2012). *Fundamental of Indian Political System*. New Delhi : Pearson.
21. Kothari, Rajani. (1972). *Politics in India*. New Delhi : Orient Longman.
22. Myron, Weiner. (1962). *The Politics of Scarcity-Public Pressure and Political Response in India*. Chicago: The University of Chicago Press.
23. Narula, Sanjay. (2007). *The Indian Political System*. New Delhi: Murari Lal & Sons.
24. Needham, A.D. and Rajan, R.S (ed). (2009). *The Crisis of Secularism in India*. Ranikhet: Permanent Black Publications. 1.
25. Pawar, M.R. (ed) (2013). *Panchayati Raj System in India*. New Delhi: Garima Prakashan.
26. Sadiq, T. Umar. 'Emergence of Tamil Nationalism- A Socio- Political Study' *SSRG International Journal of Economics and Management Studies*, Vol. 4, No. 5 May 2017.
27. Sharma, R. (ed) (2005). *Grass-Root Governance: Changes and Challenges in Rural India*. Jaipur: Aalekh Publishers.
28. Shunmugasundaram, Manuraj. (2016). 'A Century of Reform', *The Indian Express*, Nov 22.
29. Sikri, S. L. (2002). *Indian Government and Politics*. New Delhi: Kalyani Publishers.

SEMESTER – II

DSC 4: SOCIAL STRATIFICATION

Unit 1: Social stratification- an introduction

The concept of stratification in sociology; Social mobility and stratification.

Unit 2: Basic Concepts

Hierarchy, Difference, Varna, Caste, Class, Power, and Ethnicity.

Unit 3: Understanding Social Stratification

Social Stratification and Social Inequality, The Problem of Ethical Neutrality, Difference, Equality, and Inequality, The Structuring of Inequalities: The Significance of Ideas and Interests

Unit 4: Functionalist Perspectives on stratification

Main Advocates (Parsons, Davis, K and Moore,) Arguments, Criticisms

Unit 5: Marxist Perspectives on stratification:

Main Advocates (Marx , Tumin, Bendix, R and Lipset) Arguments, Criticisms

Unit 6: Weberian Perspectives on stratification:

Main Advocates (Weber: Class, Status and Power), Arguments, Criticisms

Unit 7: Feminist Perspective of stratification

Main Advocates, Arguments, Criticisms

Unit 8: Caste System and Stratification

Caste System in India, Hierarchy and Inequality, Caste and Class, Caste and Power, Caste and Discriminations.

Unit 9: Occupation, Social Stratification, and Class

Classes as Non-antagonistic Strata, Classes as Antagonistic Groups, Social Mobility and Class Structure

Unit 10: Race and Ethnicity

Natural Differences and Social Inequality, Identities, Nationalities, and Social Inequality

Unit 11: Gender and Stratification

Patriarchy and the Subordination of Women, The Family as a Site of Inequality, Gender, Work, and Entitlements, The Community, the State and Patriarchy

Unit 12: Other Basis of Social Stratification

Tribe, Ethnicity, Race, Religion, Language and region

Unit 13: Contemporary debates in stratification

Deviance, disability and sexuality, inclusion and exclusion in stratified societies

Basic Reading List:

- 1) Beteille, A. 1983. 'Introduction in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice*; Oxford University Press. Delhi. (1-27).
- 2) Beteille, A. 1977. '*Inequality among Men*' Introduction Oxford: Basil Blackwell.
- 3) Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification* Delhi: Oxford University Press
- 4) Parsons, T.1970. "An Analytical Approach to The Theory of Stratification", in *American Journal of Sociology*, vol. 45: 841-862.
- 5) Tumin, M.M. 1967. *Social Stratification: The Forms and Functions of Inequality*. Englewood, Cliffs N.J: Prentice Hall.
- 6) Davis, K and Moore, W.E. 1945. "Some Principles of Stratification", in *American sociological Review*, 10, pp. 242-249.
- 7) Bendix, R and Lipset, S.M. (Eds.). 1966. *Class, Status and Power: Social Stratification in Comparative Perspective*. New York: The Free Press. (Part I).

DSC 5: SOCIOLOGY OF EDUCATION

Unit 1: Introduction:

Meaning; Definition; Scope and Emergence

Unit 2: Importance of Education

Need and importance of education for individual and society; education and social mobility; education and social change; Education as a Source of continuity, Change and Modernization Education and Society: Defining the Interface between Education and Society

Unit 3: Agents of Education

Family, School, Religion, Peer group, media

Unit 4: Education in Ancient India

Gurukuls, Pathshalas and Maktab

Unit 5: Colonialism and Education

Impact of colonialism on the traditional education system, aims and purpose of colonial education, woman and education during colonial period

Unit 6: Alternative visions about education

Rabindranath Tagore and Mahatma Gandhi

Unit 7: Democracy and Education

Dewey and B.R Ambedkar

Unit 8: Functionalist approach to understand Education

Emile Durkheim and Talcott Parsons

Unit 9: Marxian Perspective to understand Education

Karl Marx, Gramsci and Althusser.

Unit 10: Critical Pedagogy

Paulo Frerie and Ivan Illich

Unit 11: Knowledge, Power and Education

Karl Manheim, Pierre Bourdieu and Basil Bernstein

Unit 12: Social Construction of Knowledge

Krishna Kumar

Unit 13: Education and Social Stratification

M. Apple, Padma Sarangapani

Unit 14: Open and Distance learning

Meaning, emergence, prospects and problems

Basic Reading List:

- 1) Dewey, John. 2016. *Democracy and Education: A Introduction to Philosophy of Education*. New York: Free Press.
- 2) Friere, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Continuum.
- 3) Gandhi, M.K. 1977. *Basic Education, in the Collected Works*. Ahmadabad: Navajivan.
- 4) Krishna Kumar. 1970. *What is worth Teaching ?* Delhi: Orient Blackswan.
- 5) Escobar Arturo, 1995, *Encountering Development, the making and unmaking of the third world*, Princeton University Press, Princeton
- 6) Kothari Uma, *A Radical History of Development Studies, Individuals, Institutions and ideologies*, David Philip, Zed books, New York.
- 7) Harrison D.H., 1988, *The Sociology of Modernization and Development*, London Routledge, Kegan Paul

DSC 6: INDUSTRIAL SOCIOLOGY

Unit 1: Industrial Sociology

Meaning of Industrialization, Pre-condition of Industrialisation, Origin, Meaning and significance of Industrial sociology

Unit 2: Industrialism and Post-Industrial Society

Meaning of Industrialism, Pluralistic industrialism, critique of industrialism, meaning and characteristics of Post-Industrial society

Unit 3: Industrial Society in classical sociological thought

Rationality, Division of labor, Bureaucracy, Production relations, surplus value, Alienation,

Unit 4: Industry and Society

Impact of industrialization on family, education and social stratification in India.

Unit 5: Industrial Relations

An Introduction, Meaning and definition of Industrial Relations, Evolution of Industrial Relations, Approaches to Industrial Relation, Trade unionism, Tripartite and Bipartite bodies and Industrial disputes.

Unit 6: Organizational development

An introduction: Organizational Development – Meaning and Definition, History of Organizational Development, Relevance of Organizational Development for Managers, Characteristics of Organizational Development, Assumptions of Organizational Development

Unit 7: Process of Organisational Development

Components of Organisational Development program, Organisational Development program phases, Making an Entry, Developing Contract, Launch, Situational Evaluation, Closure

Unit 8: Industrial conflict

Classical Marxian theory, Human Relations theory, Pluralism, Radical approach

Unit 9: Trade Unions:

Growth of Trade union in India, legal framework, union recognition, union problems. Employees association, membership and financial status, Trade Union Act 1926

Unit 10: Machinery for prevention and settlement of Industrial Dispute

Statutory and non-statutory measures

Unit 11: Collective Bargaining

Meaning and concept of collective bargaining, Features and strategies of Collective Bargaining, approaches to collective Bargaining, Impact of collective bargaining and workers participation in management on Industrial Relations.

Unit 12: The Industrial Disputes Act, 1947

Objective, Coverage, Benefits, strikes and lockout, Conciliation Officers, Board, Court of enquiry, Labour Court, tribunals, National tribunals, Amendments, Collective Bargaining: Importance, Levels, Collective agreements, Hurdles to Collective Bargaining in India.

Unit 13: Labour Legislation

Social legislation and Labour Legislation , Forces influencing Labour Legislation in India, Principals of modern Labour Legislation, types of Labour Legislation

Unit 14: Social Security Act:

Minimum wage Act 1948, Payment of wages Act 1936, Payment of Bonus Act 1965, Equal remuneration Act 1976.

Unit 15: Industrialization in the context of Northeast

Problems and Prospects

Basic Reading List:

- 1) Hyman, R.1975. Industrial Relations: A Marxist Introduction. MacMillan
- 2) Kerr. et.al. 1973. Industrialism and Industrial Man. Harmondsworth: Penguin.
- 3) Macarthy, E.A.J (ed). 1973. *Trade Unions*. Hardmondsworth: Penguin
- 4) Sheth, N.R. 1982. *Social Work of An Indian Factory*. Delhi: Hindustan Publishing Co.

DSE 2: ECONOMIC SOCIOLOGY

Unit 1: Economic Sociology: An Introduction

Meaning; Origin and Development; Importance; Scope;

Unit 2: Basic Concepts

Value; Market, Exchange; Gross Domestic Product; Labour, Property, Money and Rationality

Unit 3: Economic Growth and Economic Development

Meaning, Definitions and Difference

Unit 4: Functionalist Approach to Economic Sociology

Economy as a sub system of the Social System

Unit 5: Marxist Approach to Economic Sociology

Key Arguments, Economy as infrastructure, Criticism

Unit 6: Property

Concept of property; Human Beings as Property (Slavery); Property as a form of Social Relationships; Perspectives on Property: Hegel; Marx

Unit 7: Exchange

Concept; Reciprocity and Gift; Perspectives on Exchange: Malinowski; Mauss and Levi Strauss

Unit 8: Money

Definitions; Structural perspective on Money; Cultural perspective on Money

Unit 9: Mode of Production

Meaning and Concept; Forces of Production; Relations of Production; Asiatic Mode of production

Unit 10: Mode of Production in Tribal Societies

Production and Consumption in tribal societies

Unit 11: Hunting and Gathering Society

Systems of Production, Circulation and Consumption

Unit 12: Peasant Society

Characteristics; Systems of Production, Circulation and Consumption

Unit 13: Capitalist Society

System of Production, Circulation and Consumption

Unit 14: Socialist Society

System of Production, Circulation and Consumption

Unit 15: Economy and the State

Planned Economies, Welfare Systems, The State and Global Markets, Globalization, Economy and Society

Basic Reading List:

- 1) Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.). 1992. *The Sociology of Economic Life*. Boulder, Colorado, West View Press.
- 2) Wilk, R. 1996. *Economies and Cultures: Foundations of Economic Anthropology*. Boulder, (eds.). 1992. *The Sociology of Economic Life*. Boulder, Colorado, West View Press
- 3) Smelser, Neil. J. and Richard Swedberg. 1994. "The Sociological Perspective on the Economy" in N.J. Smelser and Richard Swedberg (eds.).1994.*The Handbook of Economic Sociology*. Princeton and New York. Princeton University Press and Russell Sage Foundation
- 4) Granovetter, M. 1985. "Economic Action and Social Structure: The Problem of Embeddedness". *American Journal of Sociology*. Vol. 91. No. 3 (Nov).
- 5) Zelizer, Viviana A. 1989. "The Social Meaning of Money: "Special Monies" in *American Journal of Sociology*, Vol. 95. (Sept.)
- 6) Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock.
- 7) Meillassoux, C. 1973. "On the Mode of Production of the Hunting Band" in P. Alexandre (ed.) *French Perspectives in African Studies*. London.

DSE 2 : INDIAN ADMINISTRATION

Unit 1: The Indian Administrative System: Evolution and Features

Evolution of the Administrative system in India; Features of the Indian Administrative System

Unit 2: Civil Services in India: Structural Framework

All India Services, Central Services and State Services: Structure and Functions

Unit 3: Union Public Service Commission and State Public Service Commissions

Constitutional Provisions on Public Service Commissions in India; Union Public Service Commission and State Public Service Commissions

Unit 4: Comptroller and Auditor General of India

Powers and Functions of the Comptroller and Auditor General of India

Unit 5: Bureaucracy in India

Generalist vs. Specialist argument in India; Neutral and Committed bureaucracy

Unit 6: Development Administration in India

Meaning of Development Administration; Evolution of Development Administration in India and its functioning

Unit 7: Financial Administration

Budgetary Process in India: Preparation and Enactment of Budget; Performance Budgeting and Zero-Base Budgeting in India

Unit 8: Good Governance: Accountability and Commitment

Concept of Good Governance; Structural Reforms and Good Governance in India

Unit 9: e-Governance

Meaning and Nature; National e-Governance Plan (NeGP), 2005; National e-Governance Division (NeGD) of Government of India; Implications and Importance

Unit 10: Corruption: Issues and Challenges

Meaning of Corruption; Causes of Corruption; Anti-Corruption measures in India: Central Vigilance Commission (CVC) and Vigilance Machinery of the States, Central Bureau of Investigation (CBI)

Unit 11: Ombudsmanic Institutions

Lok Pal and Lok Ayuktas

Unit 12: Transparency in Administration

The RTI Act, 2005: Background; Features and Provisions

Unit 13: People's Participation in Administration

Citizen's Charter: Concept and Origin; Citizen's Charter at the Central and State levels

Unit 14: Administrative Reforms in India

Background: A. D. Gorwala Committee Report on Public Administration (1951), Paul Appleby Committee Report on Public Administration in India (1953), Santhanam Committee on Prevention of Corruption (1962); Administrative Reforms Commission: Recommendations of the First Administrative Reforms Commission (1966); Recommendations of the Second Administrative Reforms Commission (2005)

Basic Reading List:

- Lakshmi Kant. M. (2012) Public Administration. New Delhi: Tata McGraw Hills Education Pvt. Ltd.
- Bhattacharya, Mohit (2010) Public Administration. The World Press Private Ltd. Kolkata.
- Fadia and Fadia (2008) Public Administration- Administrative Theories and Concepts. Sahitya Bhawan publications, Agra.
- Taneja, V. (2011). E-Governance. New Delhi: Alfa Publications.
- Tripathi, V. (2007): E-Governance in India. New Delhi: Anmol Publications Pvt. Limited.
- Bose, J. (2006). E-Governance in India: Issues and Cases. Tripura: S. Icfai Books.
- Satyanarayana, J. (2006). E-Government: the science of the possible. New Delhi: Prentice Hall of India Private Limited.
- Avasthi, Amreswar, & Avasthi, Anand Prakash (1999). Indian Administration. Agra: Lakshmi Narain Agarwal.
- Bhagwan, Vishnoo, & Bhushan, Vidya. 2007). Public Administration. New Delhi: S. Chand & Company Ltd.
- Maheshwari, S.R. (2003). Indian Administration. New Delhi: Orient Longman.
- Sharma, Dr. M.P., & Sadana, Dr. B.L. (2000). Public Administration in Theory and Practice. Allahabad: Kitab Mahal.
- Ramesh K. Arora and Rajni Goyal (1995); Indian Public Administration: Institutions and Issues, Wishwa Prakashan
- Sairam Bhat (2012); Right to Information, EBH Publishers (India), an imprint of Eastern Book House, Guwahati- 781001 (India)
- Dr. Vinay N. Paranjape (2013); Right to Information Law in India, Central Law Agency, Law Publisher, 30-D/1, Moti Lal Nehru Road, Allahabad
- Oakley, Piter, (1991) Projects and people: The Practice of Participation in Rural Development. Geneva: ILO.
- Chambers Robert, (1983). Rural Development: Putting the Last first. London: Longman.
- Mehta, Vinod. (2000). Reforming Administration in India. Har- Anand Publications.

SEMESTER - III

DSC 7: RURAL AND URBAN SOCIOLOGY

Unit 1: Introduction to Rural Sociology

Origin and Development of Rural Sociology, Nature and Scope of Rural Sociology, Characteristics and Importance of Rural Sociology

Unit 2: Rural Society and Urban Society

Little Community, Peasant Society, Urban Society, Folk-Urban Continuum, Universalization and Parochialization

Unit 3: Indian Rural Social Structure

Approaches to study Rural Society (Historical and Ecological), Caste in Rural India, Rural Family and its Changing pattern

Unit 4: Rural Power Structure

Caste as a source of rural power, Landownership in Rural Society, Panchayati Raj System in India, Rural Leadership

Unit 5: Rural Economy

Land Ownership Patterns in Indian Village Societies, Land Relations in Different Periods in History, Agrarian Reforms in Post-Independence Period, System of Zamindari and Feudalism, Changes During the Post-Independent Period, The Green Revolution

Unit 6: Caste, Class and Power in Rural India

Continuity and Change in Caste, Class and Power in Rural India

Unit 7: Peasant Movements

Peasant Movements in Colonial and Post-Colonial India, Role of State in Rural Transformation.

Unit 8: Planned Change for Rural Society

Five Year Plans and its emphasis on rural development, Panchayati Raj Institutions and Local Self Government: Empowerment of women through Panchayati Raj, Empowerment of Weaker sections, Importance of Panchayati Raj, Special programmes for tribal areas: The Tribal Sub-plan, Special policy focus for NorthEastern States.

Unit 9: Introduction to Urban Sociology

Origin & Scope of Urban Sociology, Rural Urban Differences, Urban Sociology in India, Basic Concepts: Concept of Urban, Urban Locality, Urbanism, Urbanism as a way of life,

Urbanisation, Definition, Process, Impact of Urbanisation on family, religion and caste, Sub-urbanisation, over-urbanisation.

Unit 10: Theories in Urban Sociology

Traditional theories: Wirth, Burgess, Park; Contemporary Theories: Castells, David Harvey

Unit 11: Growth of Cities

Definition of Cities, The City in Histories, Pre Industrial & Industrial Cities, Causes for the Growth of Cities, Types of cities: Metropolis, Megalopolis.

Unit 12: Urban Issues and Problems

Issues and Problems of Urban Society in India: Housing & Slums, Urban Transport, Pollution, Water supply, Human Trafficking, Domestic Violence, Alcoholism and Drug abuse

Unit 13: Town Planning

Objectives, Principles, Necessity of Town Planning of Growth of Towns, Forms of Town Planning, planning modern towns

Unit 14: Urban Governance and Collective Action

Role of State and Planning Agencies, Civic Action, NGO & Social Movements.

Unit 15: Urbanization in the Context of N.E. India with special reference to Assam

Urbanization in N.E, Factors of Urbanization, Issues and Challenges of Urbanization

Basic Reading List:

- 1) Doshi, S. L. and P.C. Jain, 2006. Rural Sociology, Rawat Publications, New Delhi.
- 2) Jayapalan, N. 2002. Urban Sociology, Atlantic Publishers and Distributors, Delhi.
- 3) Srivastava, K. S. 2010. Urban Sociology, RBSA Publishers.

DSC 8: SOCIOLOGY OF NORTHEAST INDIA

Unit 1: Conceptualisation of the term Northeast

Conceptualising the term North-East; Historicity of the term North-East and political transformation of the region; Colonial construction of the North East as a frontier region and transformation of the region to a periphery and a security frontier

Unit 2: Process of State formation in the Region

Assam and the Brahmaputra valley in the pre-British era; Formation of states in the Northeast

Unit 3: Process of Sanskritization in the region with special reference to the Brahmaputra valley

History of migration of Indo-Aryan groups to the Brahmaputra valley; Sanskrit as an official language, Sanskritization under the Kamrupa Kingdom; Spread of Sanskritization under the Ahoms; The religion of the Ahoms, Ahom king's patronization of Hinduism, Neo-Vaishnavism in the Brahmaputra valley; Role of Satras in Tribe-caste relationship Assimilation of the Tribes into Sanskritized Hinduism fold

Unit 4: Colonial Rule in Northeast and its impact

Colonialism and North East India; Definition of Colonialism; The Treaty of Yandaboo and the Beginning of Annexation; Impact of Colonialism on Society and Politics; The Emerging Middle Class in Assam; The Anti Imperialist Movement and North East India.

Unit 5: Reorganization of the region in the postcolonial period

Reorganization of the Region in the Post-colonial Period; Demand for Statehood; Formation of Different States in North-East India; Bodoland; Nagaland; Mizoram; Manipur; Tripura

Unit 6: Issues of Identity assertion and Autonomy movement in the region

Meaning and Definition of Ethnicity; Ethnic Identity in Assam: Causes and Consequences; Autonomy Movement in Assam; Emergence of Middle Class in Assam

Unit 7: Border and borderland people of northeast India

Concept of Border in Northeast India, Various Policies and Rules Relating to Borders, Concept of Foothills, Markets in Borders, Relationships Among People

Unit 8: Border disputes in N.E. India

Concept of Border and Territory; Assam-Nagaland Border Dispute; Assam Meghalaya Border Dispute; Assam-Arunachal Pradesh Border Dispute

Unit 9: Issue of Immigration and the socio political discourse in northeast India

Historicizing the immigration process in the North East region; Contribution made by the immigrant groups: demographic and economic; Politics around the issue of immigration

Unit 10: Traditional land relations in northeast India

Understanding traditional land relations in North-East India; Traditional land holding patterns; Commons and Community lands: its transition; Categories of land and land management systems

Unit 11: Changing Land relations in northeast India and its implications

Understanding Changing Land Relations in North East India and its Implications; Populations' Pressure on Land Land Alienation and Changing Nature of Commons; Changing Land Holding Patterns: Land Laws and Policies Creation of Tribal Belts and Blocks

Unit 12: Development and Indigenous Rights in the Region

Concept of Development; Debates around Development; Development in Northeast India; Indigenous Rights and the Development Paradigm; A critical appraisal of the Development Projects in Northeast India.

Unit 13: State and Society in Northeast India

Understanding Ethnicity; Brief Introduction to State Formation in PostColonial North East India; State-Society interaction in NE through ethnic lens- the case of Assam

Basic Reading List:

- 1) Barpujari, S.K and A.C.Bhuyan (ed.). 2008 Political History of Assam: vol 1, Publication board Assam
- 2) Bhuyan, S.K. 1949, Anglo Assamese Relations, Lawerys Book Stall,,Print.
- 3) Gait, Edward. 2008. A History of Assam,Eastern Book House
- 4) Guha, Amalendu. 1991 Medieval and early colonial history of Assam, CSSS..
- 5) Guha, Amalendu. 2006. Planters Raj to Swaraj, Tulika.
- 6) Das, Paromita (2007). *History and Archaeology of North-East India with Sp. Reference to Guwahati*. New Delhi: Agam Kala Prakashan.
- 7) Goswami,Priyam (1999). *Assam in the 19th century: Industrialisation and Colonial Penetration*. New Delhi: Spectrum Publications.
- 8) Bordoloi, B.N. G.C. Sharmah Thakur, M. C. Saikia. *Tribes of Assam*. Guwahati: Tribal Research Institute.
- 9) Asif, Mohammed,1999, Development Initiatives and the Concomitant Issues of Displacement and Impoverishment in the North-east States in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India*, IIAS-Shimla, pp 39-61.
- 10) Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.

- 11) Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
- 12) Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits- Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- 13) Fernandes, Walter and Sanjay Barbora, 2008, Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) *Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.

DSC 9: GENDER AND SOCIETY

Unit 1: Basic concepts

Sex, gender and social construction of gender

Unit 2: Feminist Thought (I)

Liberal, Radical

Unit 3: Feminist Thought (II)

Marxist-Socialists, post-modern

Unit 4: Production of Masculinity and Femininity

Meaning, Depiction and form

Unit 5: Feminist Methodology

Feminist methodology as a critique of sociological methods,

Unit 6: Patriarchy

Meaning of Patriarchy, Patriarchy and the subordination of woman, Family and work as the site of inequality.

Unit 7: Social control of sexuality and body of women

Traditional mechanisms and contemporary politics: anorexia, bulimia

Unit 8: Third world women and the politics of feminism

Women's movements, Dalit feminism

Unit 9: Gender and Health:

Nutrition and different health practices in society with regards to male and female

Unit 10: Gender and Development:

Property rights, Education, Eco-feminism

Unit 11: Contemporary Sexuality movements

LGBT movements: issues, challenges and achievements

Unit 12: Welfare policies for woman in India

Schemes and strategies for empowering woman

Unit 13: Voluntary Organizations and Empowerment of Woman:

Meaning of Voluntary Organization, role of voluntary organizations and self-help groups in empowering women

Unit 14: Gender relations in the north eastern states

Power and status of women in matrilineal societies of north east, Power and status of women in patrilineal societies of north east, Practices and rituals reflecting the gender relations in different parts of the region

Basic Reading List:

- 1) De Beauvoir, S.1983. *The Second Sex*. Harmondsworth: Penguin
- 2) Engles, F. 1972. *The Origin of Family, Private property and the State*. London: Lawrence and Wishant
- 3) Walby, Sylvia.1990. *Theorizing Patriarchy*. USA: Wiley-Blackwell.
- 4) Chakravati, Uma.2002. *Gendering caste through a feminist lens*. Stree

DSE 3: SOCIOLOGY OF DEVELOPMENT

Unit 1: Introduction

Evolution of the concept of Development instead of Meaning of development over time, historical location of the idea of development, Meaning of growth, difference between growth and development.

Unit 2: Social Structure and Development

Meaning of social structure, meaning of culture, social structure as inhibitor/facilitator of development.

Unit 3: Perspectives on Development (I)

Liberal, Marxist, Socialist

Unit 4: Perspectives on Development (II)

Ecological: Ecofeminism, Sustainable development,

Unit 5: Paths of Development

Capitalist, Socialist, Mixed Economy and Gandhian

Unit 6: Modernization theories

Meaning of the term 'modern' and 'modernization'; Modernization and globalization
Historical context of the modernization theories.

Unit 7: Theories of underdevelopment

Liberal theory: Max Weber; Gunnar Myrdal, Dependency theory: Centre-periphery (GunderFrank), Uneven development (Samir Amin), World-system theory: (Wallerstein).

Unit 8: Politics of development

Knowledge and power in the development process, post-development theories, critique of post development theories.

Unit 9: Civil Society and Alternative discourses of development

Meaning of civil society, emergence of the idea of civil society, significance of Civil society, meaning of non- governmental organizations and its significance in development process, meaning of Corporate social responsibility and Institutional social responsibility and its significance in the development process

Unit 10: Contemporary concerns in development

Poverty, Social capital, gender and development.

Unit 11: Development and Displacement

Adverse effects of Development, Development leading to displacement and marginalisation, especially of socially vulnerable groups

Unit 12: Development and protest movements in India

Historicizing the protest movements against development projects in India, Protests against developmental projects due to loss of land, environmental destruction, loss of livelihood

Unit 13: Development discourse in North East India

Understanding Development discourse in north east India, Establishment of north eastern council, DONER, Look/Act East policy, Public response

Basic Reading List:

- 1) Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development In Latin America, Penn State Press,
- 2) Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul
- 3) Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co., Bombay
- 4) Datt and Sundaram, 2008, Indian Economy, S. Chand & Co., New Delhi
- 5) Eade D. & Ligteringen E., 2006, Debating Development – NGOs and the future, Rawat Publications, Jaipur

DSE 3 : ISSUES IN INDIAN ECONOMY

Unit 1: India as an Emerging Global Economy

Trends in National Income and Per capita Income, Sectoral Composition of National Income; Role of India in the Current Global Economy

Unit 2: India's Population: Growth and Policy

Population Growth, Age and Sex Composition of Population, National Population Policy, 2000.

Unit 3: Issues of Human Resource Development in India

Human Resource Development: Basic Issues and Problems; Poverty, Inequality and Unemployment: Causes and Magnitude; Progress of Human Resource Development in India

Unit 4: Indian Agriculture

Contribution of agriculture to economic development; Problem of Food Security, Public Distribution System

Unit 5: Changing Dynamics in Indian Agriculture

Diversification of Agriculture – Contract Farming – Subsidy to Farmers - Agriculture and Environment – WTO and Agriculture

Unit 6: Indian Industry

Growth and pattern of Industrialization; Problem of Global Competition – Identification of Industries Having India's Comparative Advantage: IT Industry – MSME sector; Industrial Sickness – Disinvestment

Unit 7: Social Sector

Performance of the social sector; social infrastructure- education, health and housing - Government policies

Unit 8: Service Sector

Growth pattern of the Service Sector since 1991: Banking, Insurance, Telecom and Information Technology; Changing Role of the Service Sector in the Indian Economy

Unit 9: Infrastructure Development in India

Growth of basic infrastructural facilities in India since 1991: Energy, Transport and Communication

Unit 10: Urbanisation in India

Concept; Trend of Growth in Urban population in India since 1991; Growth and Composition of Urban working population; Problems of Urbanisation; Growth of Urban Infrastructure in India

Unit 11: Inclusive Growth

Concept and Rationale; Major areas of exclusion: Regional and inter-community disparity; Emphasis to bring inclusiveness through Five Year Plans

Unit 12: Economic Reforms - I

An Overview of Macroeconomic Management Since 1991; Reform In Capital Market: Inflow Of FDI and FPI and its Implication for the Domestic Economy

Unit 13: Economic Reforms - II

Financial Sector Reform – Fiscal Reform: FRBM Act and its Implication; Second Generation Reform Measures

Unit 14: India's External Sector

Direction of Foreign Trade – Composition of Foreign Trade - Foreign Trade Policy - Balance of Payment: Role of Private Transfer, Software Services and Foreign Capital in BOP – Current and Capital Account Convertibility; WTO and its impact on the Indian economy.

Basic reading list:

- 1) Bardhan, P.K. (9th Edition) (1999), *The Political Economy of Development in India*, Oxford University Press, New Delhi.
- 2) Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), *Development Experience in the Indian Economy : Inter-State Perspectives*, Bookwell, Delhi.
- 3) Chakravarty, S. (1987), *Development Planning : The Indian Experience*, Oxford University Press, New Delhi.
- 4) Dantwala, M.L. (1996), *Dilemmas of Growth : The Indian Experience*, Sage Publications, New Delhi.
- 5) Datt, R. (Ed.) (2001), *Second Generation Economic Reforms in India*, Deep & Deep Publications, New Delhi.
- 6) Jalan, B. (1992), *The Indian Economy — Problems and Prospects*, Viking, New Delhi.
- 7) Jalan, B. (1996), *India's Economic Policy — Preparing for the Twenty First Century*, Viking, New Delhi.
- 8) Basu, Kausik (ed.), *"India's Emerging Economy"* OUP.
- 9) Kapila, Uma (ed.), *"India's Economic Reforms"*, Academic Foundation.
- 10) Kapila, U.: *Indian Economy since Independence*, Academic Foundation
- 11) Sen, A. and Dreeze, J., *"Economic Development and Social Opportunities"*, OUP.
- 12) Wadhwa, C. (ed.), *"Some Problems of India's Economic Policy"*, Tata McGraw Hill.
- 13) Fouseca, A.J. (ed.), *"Challenge of Poverty in India"*, Vikas.
- 14) Joshi, Vijay and Little, IMD, *"India's Economic Reforms 1991-2001"*, Oxford University Press.
- 15) Parikh, K.S. (1999), *India Development Report — 1999-2000*, Oxford University Press, New Delhi.
- 16) Sandesara, J.C. (1992), *Industrial Policy and Planning, 1947-91: Tendencies, Interpretations and Issues*, Sage Publications, New Delhi.

SEMESTER - IV

DSC 10: RESEARCH METHODOLOGY

Unit 1: Meaning of Research

Meaning of Research, objectives of research, types of research, meaning of social research, Ethics in social research

Unit 2: Philosophical foundation of Research Methods

Enlightenment and Romantic Conservatism.

Unit 3: Nature of Social Reality

Nature of Sociology, Objectivity-Subjectivity debate, value neutrality, Sociology and Commonsense

Unit 4: Theory building

Methodology and Method, Paradigm, fact and theory, constructing a theory, relation between theory and fact

Unit 5: Methods in Social Research (I)

Historical method, Comparative method, Case study method, Content analysis

Unit 6: Methods in Social Research (II)

Survey method, Experimental method

Unit 7: Research Design (I)

What is a research design, types of research design

Unit 8: Research Design (II)

Inductive and Deductive method, Meaning of Hypothesis, Kinds of Hypothesis, Significance of Hypothesis

Unit 9: Technique of data collection:

Questionnaire, Interview, Interview, Observation, Sampling

Unit 10: Scaling technique in Sociological Research

Understanding scaling as technique, Attitude scale, Scales to analyze social distance.

Unit 11: Classification, Tabulation and Graphical Presentation of Data

Meaning, Types, Uses and Application; Graphical presentation of data

Unit 12: Measures of Central Tendency

Meaning and Concept; Mean; Types of Mean; Median; Mode

Unit 13: Measures of Variability

Meaning and Concept; Range; Average Deviation; Standard Deviation; Quartile Deviation

Unit 14: Correlation

Meaning of correlation; Types of correlation; Correlation coefficient;

Unit 15: Regression

Meaning of Regression; Line of Regression equation; Correlation and Regression analysis

Basic Reading List:

- 1) Babie, Earl R. 2007. *The Practice of Social Research*. USA: Thomson Learning
- 2) Durkheim, Emile. 1950. *The Rules of Sociological Method*. New York: Free Press.
- 3) Weber, Max. 1949. *Methodology of Social Sciences*. New York : Free Press.
- 4) Young, P.V. (1988): *Scientific Social Survey and Research*, New Delhi Prentice Hall.
- 5) Zeitlin, Irving.1968. *Ideology and the Development of Sociological Theory*. Egglewood cliffs: New Jersey

DSC 11: POLITICAL SOCIOLOGY

Unit 1: Meaning and Scope of Political Sociology

Meaning and Nature of Political Sociology - Emergence of Political sociology – Scope of Political Sociology – The major problems or Concerns of Political Sociology – Social context of Political power – Relevance of Political Sociology.

Unit 2: Relationship between political systems and other social systems

Concept of Political system – Relationship between the Political system and other social system

Unit 3: Basic Concepts

Pressure Groups – Interest Groups: characteristics and political significance, power, Authority, Bureaucracy

Unit 4: Political Culture

Concept of Political Culture, Definition of Political culture, Symbols and the political culture, Role and utility of political culture.

Unit 5: Political Socialization

Meaning of Political socialization, Definition of political socialization, Agents of political socialization.

Unit 6: Perspectives on State

Liberal, Pluralist, Marxist, Post-modern, New Political Sociology.

Unit 7: Authority and Legitimacy

Definition of Authority, types of Authority, Characteristics of Authority, Legitimacy and its meaning, sources and types.

Unit 8: Antonio Gramsci

The idea of Hegemony, State and Civil Society, Coercion and Consent.

Unit 9: Elite Theory

Meaning of Elite, Elite Theories, Comparison between Elite theory and Pluralist Theory, Elitist perspective of democracy and decision making.

Unit 10: Social Movements

Definition of social movement, characteristics and types

Unit 11: State and society in India

Politics of caste, religion, language and region.

Unit 12: Political parties

Definition of political parties, origin, characteristics and social composition of political parties in India.

Unit 13: Pressure Group and Interest Group

Pressure groups, Interest Groups and Lobbying.

Unit 14: Political participation in India

Women's participation in freedom struggle, women's participation in various movements, women's participation in electoral politics in the post-independence period

Basic Reading List:

- 1) Eisentadt, S.N (ed.). 1971. *Political Sociology: A Reader*. New York: Basic Books
- 2) Pareto, V. 1985. *The Mind and Society*. New York: Dover Publications
- 3) Mills, C.W. 1956. *The Power Elite*. New York: OUP
- 4) Swartz, M.J. 1968. *Local level Politics: Social and Cultural Perspectives*. University of London Press.

DSC 12 : SOCIAL DEMOGRAPHY

Unit 1: Introduction

Meaning of Demography and Social Demography, significance of Social Demography, Relation with other social sciences.

Unit 2: Basic concepts

Fertility, Mortality (Maternal Mortality; Infant Mortality), Fecundity

Unit 3: Migration

Meaning of migration, types, causes and consequences of migration

Unit 4: Sources of Demographic Data

Census; Registration Data; National Sample Survey; Recent Initiatives like Aadhaar, NRC; International Sources

Unit 5: Population theories (I)

Antiquity, Malthusian, Demographic transition

Unit 6: Population theories (II)

Post-Malthusian, Neo-classical, Marxian, Biological theories, Optimum theory

Unit 7: Population growth and Demographic transition

Determinants of population growth, Consequences of population growth

Unit 8: Demography and Urbanization

Meaning; Methods of Measuring Size of Urbanization; Factors responsible for Urbanization; Problems of Urbanization

Unit 9: Demographic structure of India:

Age, Sex, Religious, Racial and Ethnic Composition

Unit 10: Population policies in India

Population policies, programmes, initiatives and their critique.

Unit 11: Demographic Structure In N.E India

Inter-state, Inter-community and gender perspectives.

Unit 12: Demographic Problems in N.E India

Poverty; Unemployment; Child and Women Trafficking; Immigration; Inter Community feuds; Outmigration

Unit 13: Census 2011 (Major Features from National Data)

Introduction; Growth, Composition and Occupational Structure of Indian Population According to Census 2011; Major Demographic Changes Compared to Earlier Census

Unit 14: Census 2011 (Major Features from North East Region)

Introduction; Growth, Composition and Occupational Structure of the Population of North East Region of India According to Census 2011; Major Demographic Changes Compared to Earlier Census; Comparing the North East Region of India with All Indian Level with respect to Census 2011

Unit 15: Trends in World Population

Introduction; Distribution of World Population; Recent Trend of World Population

Basic Reading List:

- 1) Agarwal, S. N. (1989): Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
- 2) Bose, Ashish (1991): Demographic Diversity in India, Delhi: B.R.Publishing Corporation.
- 3) Banarjee, D. (1985): Health and Family Planning Services in India, New Delhi: Lok Parkshan.
- 4) Chandrasekhar, S. (ed.) (1974): Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
- 5) Dubey, Surendra Nath (2001): Population of India, Delhi: Authors Press.
- 6) Kohli, S. (1977): Family Planning in India, New Delhi.
- 7) Malthus, T. R. (1986): An Essay on the Principle of Population, London: William Pickering.

DSE 4: ENVIRONMENTAL SOCIOLOGY

Unit 1: Environment and Ecology

Understanding the basic concepts, Eco-system, Ecological Perspectives: Cultural and Political Ecology, Importance of the study of ecology and society

Unit 2: Environmental Sociology

Emergence and Scope; Environmental Sociology in India

Unit 3: Approaches to Study Environmentalism

Marxism; Gandhism; Ecofeminism; Anthropocentrism; NEP

Unit 4: Different types of Environmentalisms

Deep, Social, Radical Ecology

Unit 5: Sustainable Development

Concepts, Measurement and Indicators of Sustainable Development, Perspectives from Indian Experiences - Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act

Unit 6: Natural Resource and their Utilization

Common Land; Water and Forest: Access; Control; Distribution

Unit 7: Environmental Issues

Pollution, Soil Erosion, deforestation, Salinization,

Unit 8: Contemporary Environmental Problems

Problems of Water, Deforestation, Urban waste, Slums, Technological waste,

Unit 9: Global Warming and Climate change

Concept of Global Warming and Climate Change, Intensity of Global Warming over the years, Consequences to human life, ways to mitigate the problem

Unit 10: Environment, Development and Modernization

Development and Implications on environment, Construction of roads, buildings and destruction of greenery, Development, Modernization and Threat to Environment

Unit 11: Environmental Movements

Causes, Diff. Movements, State Power and Developmentalist Ideology, Politics of Environmental movements

Unit 12: Initiatives of State and International Agencies

Stockholm; Rio conference mandates etc..

Unit 13: Environmental Ethics and Environmental Laws

Meaning and Concept of Environmental Ethics, Policies and programmes and measures to protect and preserve environment,

Unit 14: Environmental Issues in Northeast India

Deforestation, Construction of dams , Extinction of species, Exploitation of natural resources and Bio diversity conservation

Basic Reading List:

- 1) Hannigan, John A. 1995. *Environment Sociology: A Social Constructionist Perspective*. London: Routledge
- 2) Brara, Rita. 2004. Ecology and Environment. In Veena Das ed. *Handbook of Indian Sociology*. New Delhi: Oxford University Press,
- 3) Milton, Kay. 1996. *Environment and Cultural Theory: Exploring the Role of Anthropology in Environmental Discourse*. London: Routledge.
- 4) Robbins, Paul. 2004. *Political Ecology: A Critical Introduction*. Oxford: Blackwell.
- 5) Conklin, Beth and Laura Graham. 1995. "The Shifting Middle Ground: Amazonian Indians and Eco-Politics", *American Anthropologist*, 97 (4): 695-710.
- 6) Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader* Pearson. Longman. New Delhi.
- 7) Peet, Richard and Michael Watts. (ed.). 1996. *Liberation Ecologies*. London: Routledge.
- 8) Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson. Longman, Section V, Global issues

DSE 4 : ENVIRONMENTAL ECONOMICS

Unit 1: Basic Concepts

Environment, Ecology, Economy; Need to Study Environmental Economics, Environmental Economics vs. Resource Economics, Nature, Scope and Significance of Environmental Economics

Unit 2: Economics of Resources-I

Renewable Resources; Definition, Optimal Management of Renewable Resources;

Unit 3: Economics of Resources-II

Non Renewable Resources; Definition, Difference with Renewable Resources, Optimal Management of Non Renewable Resources

Unit 4: Property Rights and Environmental Resources

Various Types of Property Rights and Their Environmental Implication, Common Property Rights and Tragedy of Commons

Unit 5: Environment and Economic Development

Trade off Between Environment and Economic Development-Kuznets' Analysis; Population and Environment; Poverty and Environment; Exogenous and Endogenous Poverty

Unit 6: International Trade and Environment

Impact of International Trade on Environment-Positive and Negative Impacts; Environment as a Source of Comparative Advantage; Pollution Haven Hypothesis; Empirical Evidence of Industrial Concentration among 'North' (Developed Countries) and 'South' (Developing Countries), Latest Development

Unit 7: Market Failure and Externalities

Concept of Market Failure, Environment and Market Failure; Concept of Externalities, Types of Externalities, Relationship between Environment and externality; Internalisation of Externalities-Solution by Pigou and Coase

Unit 8: Valuation of Environment

Various Types of Values of Environmental Goods-Use and Non Use Value; Methods of Valuation; Direct Methods-Contingent Valuation Method; Indirect Methods-Hedonic Pricing and Travel Cost Method;

Unit 9: Sustainable Development

Concept and Indicators of Sustainable Development; Significance and Importance; Policies for Sustainable Development; Related Concept of Sustainable Development

Unit 10: Environmental Accounting

Environmental Accounting, Auditing, Environmental Impact Assessment-Concept only

Unit 11: Instruments of Environmental Protection-I

Types of Instruments; Conventional Instruments-Command and Control (CAC) Measures; Importance of Conventional Instruments

Unit 12: Instruments of Environmental Protection- II

Non Conventional/Incentive Based Measures-Fees/Tax, Tradable Pollution Permit, Liability Rules

Unit 13: Environmental Protection and Economic Development- Indian Experience

Structure of Indian Environmental Regulatory Policies; Monitoring and Enforcement

Unit 14: Global Initiative towards Environmental Issues - I

Global Conventions for Environmental Conservation; Concept of 'Common but Differentiated Responsibilities'; Cause of Non-Cooperative Behaviour among North and South

Unit 15: Global Initiative towards Environmental Issues -II

Global Environmental Issues, International Trade and Environment

Basic Reading List:

- 1) Kolstad, C. D., Environmental Economics, Oxford University Press.
- 2) Hanley, S and White, Environmental Economics, Macmillan.
- 3) Shanker, U, Environmental Economics, Oxford University Press.
- 4) Bhattacharjya, R., Environmental Economics, Oxford University Press.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MA in Sociology Programme

GUIDELINES FOR SEMINAR PAPER

Introduction

Under the Four Year UG programme in Sociology of KKHSOU, you will need to present a Seminar paper at your seventh semester. You can choose any relevant topic for presentation. Or you can also take help of Section IV of Annexure III (Part: II) to choose a relevant topic for your seminar paper.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis: Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- Large-Scale Organization: This follows the following tasks:
 - (a) Discuss the major issues;
 - (b) Separate issues and sub-issues
 - (c) Order issues logically
- Small-Scale Organization: This follows the following tasks:
 - (a) Introduce and conclude on each issue
 - (b) Present your arguments and rebut opposing arguments
 - (c) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothetical in your introduction, revisit the hypothetical to "tie-up" your paper.

Certain Key Points

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The Presentation Room must be well organised with a banner of the Seminar on the background.
- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. . The University may ask this Video at any point of time.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MA in Sociology Programme

GUIDELINES FOR PROJECT/DISSERTATION

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in light of the theoretical information obtained while taking different Four Year UG Sociology courses, most notably courses like Introduction to Sociological Theory, Social Problems and Welfare, Rural and Urban Society, Indian Society, Sociology of Development, Sociology of North East Indian Sociology of Gender, Demography etc. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Research Methodology' that you have come across in the seventh semester. In brief, this project work is a method of applying the information acquired via various courses to the difficulties and concerns raised by daily social occurrences. We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is

mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to out rightly reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

Role of your Project/Dissertation Guide: Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the

teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be Black.**

- The title of the report. It would be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT REPORT/DISSERTATION

On

“ *Topic Name* ”

SUBMITTED TO

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

IN

PARTIAL FULLFILLMENT OF THE

MA PROGRAMME IN SOCIOLOGY

(YEAR)

by

Name:.....

Enrollment No.....

Study Centre Code:

Under the Guidance of

Name of Internal Guide/External Guide

Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.

Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

<u>Certificate of the Guide/ Supervisor</u>	
Mentor/Guide Name:	
Designation:	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ bearing enrolment number _____ under my supervision and guidance, for the partial fulfilment of MA Programme in Sociology of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature of Guide

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre:

<u>Certificate of Study Centre Coordinator/Academic Counsellor</u>	
Coordinator/Academic Counsellor Name:	
Designation:	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms. _____, for the partial fulfilment of MA in Sociology of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature

Acknowledgement: The learner should to provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrollment No. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

Self-Declaration by The Learner

I do hereby declare that this project work entitled “ _____ ” submitted by me for the partial fulfilment of the requirement for the award of **MA Programme in Sociology** of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or University.

Name:

Signature of the Learner

Enrolment Number:

Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** this chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.
- **Chapter-II: Theoretical Perspective:** This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data

must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

- **Chapter-IV, V, VI Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussion thereon from the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapter required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.
- **Appendices and Annexure:** Appendices are listed alphabetically e.g, Appendix A Appendix B etc. and contain the table and data collection for the study .They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerical e.g., Annexure II etc. and contain such supporting information which through not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- **References:** references can be mentioned either at the bottom of the appropriate page where these are referred or at the end or each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexure.
- **Bibliography:** A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Avoid titles that imitate newspaper headlines (e.g., “Impact of Big Dams”); a formal report is not a journalistic assignment.

Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into..." or "an experiment to discover..." in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: To begin, you should defend the study you're addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Chapterisation: Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify

that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

ANNEXURE V

List of Assigned Faculty (course-wise) in MA in Sociology Programme

Sem	Title of Courses	Faculty/Course Coordinator	Discipline	School
I	Sociology: An Introduction	Dr. Gargi Gayan	Sociology	Surya Kumar Bhuyan School of Social Sciences
	Sociological Theory	Dr. Dola Borkataky	Sociology	
	Sociology of India	Dr. Dr. Dola Bokrkataky	Sociology	
	Sociology of Health and Illness	Dr. Gargi Gayan	Sociology	
	Indian Political System	Dr. Jahnabi Devi	Political Science	
II	Social Stratification	Dr. Dola Borkataky	Sociology	Surya Kumar Bhuyan School of Social Sciences
	Sociology of Education	Dr. Gargi Gayan	Sociology	
	Industrial Sociology	Dr. Bhaskar Sarmah /Dr. Gargi Gayan	Economics/ Sociology	
	Economic Sociology	Professor Joydeep Baruah	Economics	
	Indian Administration	Dr. Bipul Das	Political Science	
III	Rural and Urban Sociology	Dr. Dola Borkataky	Sociology	Surya Kumar Bhuyan School of Social Sciences
	Gender and Society	Dr. Gargi Gayan	Sociology	
	Sociology of Northeast India	Dr. Dola Borkataky	Sociology	
	Issues in Indian Economy	Dr. Bhaskar Sarmah	Economics	
	Sociology of Development	Dr Gargi Gayan	Sociology	
IV	Research Methodology	Professor Joydeep Baruah/ Dr. Gargi Gayan	Economics/ Sociology	Surya Kumar Bhuyan School of Social Sciences
	Political Sociology	Dr. Gargi Gayan	Sociology	
	Social Demography	Dr. Dola Borkataky	Sociology	
	Environmental Sociology	Dr. Dola Borkataky	Sociology	
	Agricultural Economics	Dr. Sarmishtha Rani Baruah	Economics	

ANNEXURE VI**Common Basket of Ability Enhancement Courses (AECs) and Value Added Courses (VACs) for PG Programmes**

Semester	Course Type	Name of the Course
I	AEC (any one course)	101 Essential Assamese <i>(Open to all except those from Assamese)</i>
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	VAC (any one course)	201 Advertisement Strategy
		202 Cyber Security
III	AEC (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media

AEC 101 Essential Assamese

Course Objectives

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: বৰ্ণ আৰু আখৰ

বৰ্ণ বা আখৰ, ধ্বনি, বৰ্ণ বা আখৰ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ববিধি আৰু ষত্ববিধি

অধ্যায় ২: বাক্যসজ্জা

অসমীয়া ভাষাৰ বাক্যৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্ৰেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

অধ্যায় ৩: প্ৰত্যয় আৰু বিভক্তি

প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতাৰাচক প্ৰত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ,

অধ্যায় ৪: কাৰক, লিঙ্গ আৰু বচন

কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিঙ্গৰ সংজ্ঞা, লিঙ্গৰ ভাগ, লিঙ্গবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্ৰীহি সমাস, কৰ্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাব সম্প্ৰসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্ৰসাৰণ, সাৰাংশ লিখন

অধ্যায় ৭: ৰচনা লিখাৰ সাধাৰণ প্ৰণালী

ৰচনা কি, ৰচনা লিখাৰ নীতি, ৰচনাৰ শ্ৰেণীবিভাগ

অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসজ্জত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ ৰচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

অধ্যায় ৯: বিশেষ প্ৰবন্ধ লিখাৰ কৌশল

বিশেষ প্ৰবন্ধৰ অৰ্থ, বিশেষ প্ৰবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎ কাৰভিত্তিক প্ৰবন্ধ, তথ্যভিত্তিক প্ৰবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্ৰবন্ধ, ফিচাৰেটচ, সংবাদভিত্তিক প্ৰবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্ৰবন্ধ, বিশেষ প্ৰবন্ধ নিৰ্মাণ কৌশল

অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভংগী, শ্ৰোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; বৈখিক আৰু অ-বৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্ৰবন্ধ ৰচনাত বৃত্তান্ত

অধ্যায় ১১: ভাষা দক্ষতা

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমাৰ্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

অধ্যায় ১৩ : সমীক্ষা লেখন

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

অধ্যায় ১৪ : বিজ্ঞাপন

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

Basic Reading List:

- Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash
- Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library
- Bora Satyanath (1998); *Bohol Byakoron*; Guwahati
- Anker.S(1998); *Real Writing*, Boston:Bedford Books
- Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi:Orient Black Swan
- Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

AEC 102 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

UNIT 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

UNIT 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

UNIT 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

UNIT 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

UNIT 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

UNIT 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

UNIT 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

UNIT 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

UNIT 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

UNIT 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

UNIT 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

UNIT 12: GRAMMAR AND USAGE

Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

UNIT 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Basic Reading List:

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi
- Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK
- Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi
- Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Basic Readings List:

- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance;

Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth-truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-

restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Basic Reading List:

- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
- EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
- Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
- Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
- McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantam
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin
- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]

Course Objectives

The course aims at providing the learners

- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

Course Outcomes

After undergoing the course, learners will

- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY

Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Activities/Practical : Hands on activities and work-sessions [1 Credit]

Basic Reading List:

- Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.
- Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.
- Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.
- Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.
- Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.
- Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

AEC 303 Writing for Media

Course Objectives

- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

Course Outcomes

- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

Unit 1: THE STRUCTURE OF WRITING

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurttes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA

Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Column writing, Science write- up, Press Release

UNIT 9: EDITING

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

Basic Reading List:

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling
- Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

VAC 101 Introduction to Ethics

Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

Basic Reading list:

- S.P. Sharma: *Nature and Scope of Ethics*
- Ravi, I: *Foundations of Indian Ethics*
- J.N. Sinha: *A Manual of Ethics*
- J.N. Mohanty: *Classical Indian Philosophy*
- I.C. Sharma: *Ethical Philosophies of India*
- J.N. Mohanty: *Explorations in Philosophy*
- P. Benn: *Ethics: Fundamentals of Philosophy*

VAC 102 Essentials of Indian Constitution

Course Objectives

The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes

After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

UNIT 1: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Basic Reading List:

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

VAC 103 Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দর্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাশাস্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ইশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰ: পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকাশাস্ত্ৰ, প্ৰকামকামৰূপম্, অবিলাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

Basic Reading List:

- Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
- Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
- Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
- Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers Publication

VAC 104 English Communication Skills

Learning Objectives

The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes

After going through the course, the learner will be able to:

- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

UNIT 1: WHAT IS COMMUNICATION?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 4: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105 Traditional Media

Course Objectives

- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

Course Outcomes

On completion of this course, the learners will be able to-

- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

UNIT1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

Basic Reading List:

- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Parmar, Shyam (1994), Traditional Folk Media in India, Research Press
- Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,
- Vijaya, N. (1988), Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

VAC 201 Advertisement Strategy

Course Objectives

- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

Course Outcomes

On completion of this course, the learners will be able to-

- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

Basic Reading List:

- Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.
- Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai
- Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.
- Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.
- Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.

- O'guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement.
New
- Delhi : Cengage Learning.

AEC 202 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news, cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act,2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Basic Reading List:

- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd
- Information Warfare and Security by Dorothy F. Denning, Addison Wesley
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform
- Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press
- Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication
- Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning