

# Bachelor of Arts in Sociology (Major/Honours)

(Four Year Undergraduate (FYUG) Programme to be offered from 2023-24 academic sessions onwards as per NEP 2020)

## Structure of the Four Year UG Programme with Sociology as Major

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	Introduction to Sociology	4
	Minor – 1	<i>Choice of one course from the set of minor courses</i>	4
	IDC – 1	<i>Choice of one course from the set of IDCs</i>	3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1	<i>Choice of one course from the set of SECs</i>	3
<b>Total</b>			<b>20</b>
II	Major – 2	Indian Society	4
	Minor – 2	<i>Choice of one course from the set of minor courses</i>	4
	IDC – 2	<i>Choice of one course from the set of IDCs</i>	3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2	<i>Choice of one course from the set of SECs</i>	3
<b>Total</b>			<b>20</b>
<b>Exit 1</b>		<b>UG Certificate</b>	<b>40</b>
III	Major – 3	Sociological Theory	4
	Major – 4	Social Problems and Welfare	4
	Minor – 3	<i>Choice of one course from the set of minor courses</i>	4
	IDC – 3	<i>Choice of one course from the set of IDCs</i>	3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
<b>Total</b>			<b>23</b>
IV	Major – 5	Sociology of Northeast India	4
	Major – 6	Political Sociology	4
	Major – 7	Distance Education	4
	Minor – 4	<i>Choice of one course from the set of minor courses</i>	4
	AEC – 4	<i>Any one from the following: Studies of Assamese Culture; or Spoken English</i>	4
<b>Total</b>			<b>20</b>
<b>Exit 2</b>		<b>UG Diploma</b>	<b>83</b>
V	Major – 8	Sociology of Development	4
	Major – 9	Population and Society	4
	Major – 10	Sociology of Education	4
	Major – 11	Contemporary issues in World Politics	4
	Minor – 5	<i>Choice of one course from the set of minor courses</i>	4
<b>Total</b>			<b>20</b>

VI	Major - 12	Theoretical Perspectives in Sociology	4
	Major - 13	Rural and Urban Sociology	4
	Major - 14	Social Movements	4
	Major - 15	Media and Society	4
	Minor - 6	<i>Choice of one course from the set of minor courses</i>	4
<b>Total</b>			<b>20</b>
<b>Exit 3</b>		<b>UG Degree (General)</b>	<b>123</b>
VII	Major - 16	Social Stratification	4
	Major - 17	Understanding Human Rights	4
	Major - 18	Economic Sociology	4
	Minor - 7	<i>Choice of one course from the set of minor courses</i>	4
	SEC - 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
<b>Total</b>			<b>24</b>
VIII	Major - 19	Sociology of Gender	4
	Major - 20	Sociology of Health and Illness	4
	Minor - 8	<i>Choice of one course from the set of minor courses</i>	4
	Field Work	Project/Dissertation	12
<b>Total</b>			<b>24</b>
<b>Exit 4</b>		<b>UG Degree (Honours/Research)</b>	<b>171</b>

## Structure of the Four Year UG Programme with Sociology as Minor (with provision for double major)

Semester	Type of Course	Name of the Course	Credit
I	Major - 1		4
	Minor - 1	Introduction to Sociology	4
	IDC - 1		3
	AEC - 1	General English	3
	VAC - 1	Environmental Studies	3
	SEC - 1		3
<b>Total</b>			<b>20</b>
II	Major - 2		4
	Minor - 2	Indian Society	4
	IDC - 2		3
	AEC - 2	Modern Indian Language (MIL)	3
	VAC - 2	Introduction to Yoga	3
	SEC - 2		3
<b>Total</b>			<b>20</b>
<b>Exit 1</b>			<b>UG Certificate</b>
			<b>40</b>
III	Major - 3		4
	Major - 4		4
	Minor - 3	Social Problems and Welfare	4
	IDC - 3		3
	AEC - 4	Life Skills for All	4
	SEC - 4	Cyber Security	4
<b>Total</b>			<b>23</b>
IV	Major - 5		4
	Major - 6		4
	Major - 7		4
	Minor - 4	Sociology of Northeast India	4
	AEC - 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
<b>Total</b>			<b>20</b>
<b>Exit 2</b>			<b>UG Diploma</b>
			<b>83</b>
V	Major - 8		4
	Major - 9		4
	Major - 10		4
	Major - 11		4
	Minor - 5	Sociology of Development	4
<b>Total</b>			<b>20</b>
VI	Major - 12		4
	Major - 13		4
	Major - 14		4
	Major - 15		4
	Minor - 6	Rural and Urban Sociology	4
<b>Total</b>			<b>20</b>
<b>Exit 3</b>			<b>UG Degree (General)</b>
			<b>123</b>
VII	Major - 16		4

	Major - 17		4
	Major - 18		4
	Minor - 7	Social Stratification	4
	SEC - 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	<b>Total</b>		<b>24</b>
VIII	Major - 19		4
	Major - 20		4
	Minor - 8	Sociology of Gender	4
	Field Work	Project/Dissertation	12
	<b>Total</b>		<b>24</b>
	<b>Exit 4</b>	<b>UG Degree (Honours/Research)</b>	<b>171</b>

# Four Year UG Programme in Sociology (Detailed Syllabi)

## SEMESTER - I

### DSC 1/DSM 1: Introduction to Sociology

#### Course Objectives:

This course intends to:

- 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

#### Learning Outcomes:

After learning this course, students will be able to:

- Know about some of the basic concepts in Sociology
- Know about different areas of interest within Sociology
- Understand the difference and relationship between Sociology and other Social Sciences

#### **UNIT 1: ORIGIN, NATURE AND SCOPE OF SOCIOLOGY**

Meaning of Sociology; Origin and Development of Sociology; Nature of Sociology; Methods in Sociology; Scope of Sociology; Sociological Perspective

#### **UNIT 2: SOCIOLOGY AND OTHER SOCIAL SCIENCES**

Relationship between Sociology and History; Sociology and Political Science; Sociology and Economics; Sociology and Anthropology; Sociology and Social Psychology

#### **UNIT 3: BASIC CONCEPTS IN SOCIOLOGY-I**

Society; Community; Institution; Association

#### **UNIT 4: BASIC CONCEPTS IN SOCIOLOGY-II**

Norms: Meaning, Definition, Characteristics and Types; Relation between Norms and Values; Social Sanction; Status: Meaning, Characteristics and Types; Role: Meaning and Definition; Rewards and Punishments associated with Role and Status

#### **UNIT 5: CULTURE**

Concept of Culture; Nature of Culture; Types of Culture; Culture and Personality; Culture and Civilisation

#### **UNIT 6: SOCIAL GROUPS**

Meaning; Characteristics; Differences of a Social Group with an Aggregate and Category; Types- Primary; Secondary; Differences between Primary and Secondary Social Group; In group; Out group; Reference Group; Organized Group and Unorganised Group; Voluntary and Involuntary Group; Quasi Group

### **UNIT 7: FAMILY, MARRIAGE AND KINSHIP**

Family: Meaning and Definition, Characteristics, Types, Functions; Marriage: Meaning and Definitions, Characteristics, Functions and Forms; Kinship: Meaning and Definitions, Degree of Kinship, Kinship System

### **UNIT 8: SOCIAL STRUCTURE, SOCIAL SYSTEM, SOCIAL ORGANIZATION**

Concept of Social Structure: Meaning and Definition of Social Structure, Elements of Social Structure; Meaning and Definition of Social System, Talcott Parsons Analysis of Social System, Features of a Social System; Social Organisation: Features, Types, Characteristics of Formal and Informal Social Organisation

### **UNIT 9: SOCIALISATION**

Meaning and Definition of Socialisation; Aims and Objectives of Socialisation; Forms of Socialization: Primary and Secondary; Process of Socialisation (Stages of Development); Agencies of Socialisation.

### **UNIT 10: SOCIAL STRATIFICATION: CONCEPTUAL DISCUSSION**

Meaning and Concept of Social Stratification; Characteristics and Functions of Social Stratification; Social Stratification and Social Inequality; Hierarchy and Difference.

### **UNIT 11: BASIS OF SOCIAL STRATIFICATION**

Race; Caste; Class; Estate; Gender

### **UNIT 12: SOCIAL CHANGE**

Concept of Social Change: Characteristics, Process and Nature, Types; Forms of Social Change: Evolution, Progress, Development; Factors of Social Change

### **UNIT 13: SOCIAL CONTROL**

Social Control: Meaning and *Definition*; Norms; Values; Sanctions; Mechanisms

### **UNIT 14: SOCIAL MOBILITY**

Social Mobility: Meaning and Definition; Types of Social Mobility; Open and Closed Systems of Mobility; Difference between Open and Closed System; Factors affecting Mobility

### ***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.

[Note: DSC: Discipline Specific Core (Major); DSM: Discipline Specific Minor]

## **SEMESTER - II**

### **DSC 2/DSM 2: Indian Society**

#### **Course Objectives:**

This course intends to:

- 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

#### **Learning Outcomes:**

After going through this course, learners will be able to:

- Understand about different types of Indian Society
- know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- know about the status of Women in India

#### **UNIT 1: INDIAN SOCIETY: UNITY IN DIVERSITY**

Meaning and Definition of Society and Culture; Indian Society and Culture; Unity and Diversity: Meaning and Concept; Forms of Diversity in India: Geo-physical diversity, Racial diversity, Linguistic diversity, Religious diversity.

#### **UNIT 2: TYPES OF INDIAN SOCIETY**

Urban Society; Classification of Cities; Problems of Urban Society; Rural Society in India, Types of Indian Villages, Local Self-governance in the Rural Areas, Criticisms of local self-governance system; Tribal Society in India; Approaches towards tribal society, Significance of 5<sup>th</sup> and 6<sup>th</sup> schedule of the Indian Constitution.

#### **UNIT 3: MARRIAGES AND FAMILY IN INDIA**

Family and marriage, Concepts, Types, Criteria of family formation. Some important dimensions of family: Household, Patriarchy, Gender division of labour.

#### **UNIT 4: KINSHIP SYSTEM**

Meaning; Definition; Types; degree of Kinship Rules; Taboos; Kinship structure and pattern in the different geographical zones across India.

#### **UNIT 5: CASTE IN INDIA**

Caste: Meaning and Characteristics; Jati and Varna; difference between Caste and Class; Jajmani system; Dominant Caste; Caste through the Ages; Administrative Interpretation of Caste: Scheduled Castes and their problems; Abolition of Untouchability

#### **UNIT 6: CHANGING NATURE OF CASTE**

Casteism: Meaning and causes; Relationship between Caste and Politics; Caste and Voting behaviour; Political Elite, Caste Mobilisation

### **UNIT 7: TRIBES IN INDIA**

Tribe: Definition and Meaning; Characteristics; T.B. Naik's Characterisation of Tribe; Anthropological Convention; Constitution of India and Scheduled Tribes; Common Characteristics; Classification and Distribution of Tribes; British Policy towards the Tribes; Policy during the Post-Independence Period

### **UNIT 8: WOMEN IN INDIAN SOCIETY**

Women in Ancient India: Vedic and Post – Vedic Periods; Buddhist period; Medieval Period; Reform Movements and Struggle for Independence; Gender Relation in different period; Women Empowerment.

### **UNIT 9: ECONOMY OF INDIAN SOCIETY**

Economy and types of Economies: Traditional Economic system and its characteristics, Command Economic system and its characteristics, Market Economic system and its characteristics, Mixed Economic system and its characteristics; Indian Economy before Independence; Indian Economy Post Independence Period; New Economic Policies: Liberalization, Globalization, Privatization

### **UNIT 10: POLITICS IN INDIA**

Evolution of Indian Political Structure; Indian Structure Post Independence; Society; Decentralisation of power; Political Elite; Political Parties; Emergence of Electoral System

### **UNIT 11: RURAL LIFE IN INDIA**

Evolution of Indian Villages; Characteristics of Indian villages; Agrarian Societies: Agrarian Class Structure; Land Reforms and Changes: Land Reforms in post-independence period, Current Scenario of Land Reforms in India

### **UNIT 12: RURAL LEADERSHIP**

Meaning of Meaning of Leader and Leadership; Rural Power structure; Concept of Rural Leadership: Meaning, Types, Determinants, Characteristics; Role of Rural Leadership in the society; Significance of the Study of Rural Leadership

### **UNIT 13: PROCESS OF SOCIAL CHANGE**

Social change: Meaning and Characteristics; the process of social change in Indian society; Sanskritization; Westernization; Modernization; Industrialization; Globalization.

### **UNIT 14: SOCIAL PROBLEMS IN INDIA**

Corruption; Black Money; Smuggling

### **UNIT 15: SOCIAL ISSUE**

Communalism; Regionalism; Ethnicity; Multiculturalism

#### ***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.

## **SEMESTER – III**

### **DSC 3: Sociological Theories**

#### **Couse Objectives:**

This course intends to:

- 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

#### **Learning Outcomes:**

After going through this course, learners will be able to:

- Know about the social and intellectual forces that led to the emergence of Sociological thought
- Understand the theories forwarded by some of the classical Sociologists about society

#### **UNIT 1: EMERGENCE OF SOCIOLOGY AND SOCIOLOGICAL THOUGHT**

Emergence of Sociology and Sociological Thought; The Enlightenment: Scientific Revolution and the Enlightenment; Age of Enlightenment; Conservative Reaction to Enlightenment; Positivism: Law of Three Stages; Two Different trends in Sociology: Structural Functionalism and Conflict Approach

#### **UNIT 2: SOCIAL FORCES BEHIND EMERGENCE OF SOCIOLOGY**

French Revolution and Industrial Revolution

#### **UNIT 3: AUGUSTE COMTE**

Comte's view on Sociology; Positivism; Law of Three Stages; Order and Progress; Methods; Class, Gender and Race

#### **UNIT 4: HERBERT SPENCER**

Herbert Spencer: An Introduction; Evolutionism: Social Types; Spencer's Sociology; Social Organism, Functionalism

#### **UNIT 5: EMILE DURKHEIM- I**

Durkheim's views on Sociology and its Approach; Social Facts; Division of Labour; Social Solidarity; Critical Assessment of Durkheim's Contribution

#### **UNIT 6: EMILE DURKHEIM-II**

Emile Durkheim and Suicide; Emile Durkheim and Education

#### **UNIT 7: KARL MARX: DIALECTICAL MATERIALISM**

Intellectual Origin of Karl Marx; Karl Marx and Engels; Dialectical Materialism: Social Class; Class Conflict in Capitalist Society.

### **UNIT 8: KARL MARX: THEORY OF SURPLUS VALUE**

Use Value and Exchange Value; The Labour Theory of Value; Theory of Surplus value: Absolute and Relative Surplus Value

### **UNIT 9: KARL MARX: THEORY OF ALIENATION**

Meaning of Alienation; Nature of Alienation; Causes and Consequences; Four Aspects of Alienation

### **UNIT 10: GEORGE SIMMEL: A CONCEPTUAL OVERVIEW**

Individual, Society and Formal Sociology; Metropolis and the Mental Life; Fashion, Philosophy of Money

### **UNIT 11: MAX WEBER: SOCIAL ACTION**

Subjective Understanding of Social Action; Natural Science and Social Science; Sociological Methodology; Critical Assessment of Weber's Contributions

### **UNIT 12: MAX WEBER: IDEAL TYPES, AUTHORITY AND BUREAUCRACY**

Ideal Types: Definition, Characteristics, Comparison between Ideal Types and Common Sense, Uses of Ideal Types, Methods of Constructing Ideal Types, Types; Authority; Bureaucracy: Characteristics, Advantages and Disadvantages; Critical Assessment of Weber's Contributions

### **UNIT 13: MAX WEBER: RELIGION AND CAPITALISM**

The Work on Religion and Economy; The Spirit of Capitalism: Disciplined Labour Force, Regularized Investment of Capital, Other Impetus for Modern Capitalism; The Ethic: The Notion of Calling, Predestination, Rationality and Its Iron Cage; Other Works on Religion

### **UNIT 14: VILFREDO PARETO**

Subject Matter of Sociology: Logical and Non-Logical Actions; Residues: Types of Residues; Derivations; Circulation of Elite: Governing Elites and Non-Governing Elites; Foxes and Lions

### ***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.
- 6) Collins, Randall, 2004, *Theoretical Sociology*, Rawat Publications, New Delhi.

## **DSC 4/DSM 3: Social Problems and Social Welfare**

### **Course Objectives:**

This course intends to:

- enable the learners to understand about different types of Social Problems and the various problems existing in our society.
- enable the learners to know about the meaning and significance of social welfare along
- enable the learners to know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society.

### **Learning Outcomes:**

After going through this course, the learners will be able to:

- Understand about different types of Social Problems and the various problems existing in our society.
- Know about the meaning and significance of social welfare along
- Know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society.

### **UNIT 1: SOCIAL PROBLEM**

Meaning and nature, characteristics, causes, types and approaches

### **UNIT 2: CRIME**

Meaning and Concept, characteristics and type Crime

### **UNIT 3: POPULATION EXPLOSION AND ILLITERACY**

Meaning; Trends and Patterns of Population Explosion, Causes of Overpopulation, Effects of Overpopulation in India, India's population policy, Meaning of Illiteracy, types of illiteracy, Causes of illiteracy, consequences of illiteracy, Illiteracy in Assam

### **UNIT 4: POVERTY AND UNEMPLOYMENT**

Meaning, causes and measures to control poverty; meaning types and consequences of unemployment

### **UNIT 5: YOUTH UNREST**

Meaning, types and causes of Youth Unrest

### **UNIT 6: SOCIAL PROBLEMS RELATING TO WOMEN**

Prostitution, dowry, violence against women

### **UNIT 7: SEXUALLY TRANSMITTED DISEASE**

Concept, magnitude, implications of sexually transmitted

### **UNIT 8: SUPERSTITIONS**

Meaning, causes and effect of superstition

**UNIT 9: CHILD LABOR AND CHILD ABUSE**

Meaning, types and causes of child labor child abuse

**UNIT 10: PROBLEMS OF THE BACKWARD CLASSES**

Socio-economic Problems of the SCs, STs and OBCs, Policies and measures to solve the Problems

**UNIT 11: TERRORISM**

Concept, Origin, Development, causes and consequences of terrorism

**UNIT 12: SOCIAL PROBLEMS AND SOCIAL WELFARE**

Meaning, importance, nature and scope

**UNIT 13: AGENCIES OF SOCIAL WELFARE**

Role of NGOs in social welfare, role of government in social welfare

**UNIT 14: SOCIAL WELFARE PROGRAMMES**

Welfare of women and children, health and family welfare, welfare of the SCs and STs, recent social welfare initiatives

**UNIT 15: SOCIAL SECURITY**

Meaning, origin and development of social security, Social Security measures in India

***Basic Reading List:***

- 1) Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi
- 2) Berreman, G. D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folkore Institute.
- 3) Dube, Leela. 1997. Woman and Kinship. Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.
- 4) Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OU

## **SEMESTER – IV**

### **DSC 5/DSM 4: Sociology of Northeast India**

#### **Course Objectives:**

This course intends to:

- enable the learners to know about the north-eastern region of India.
- enable the learners to understand the features and concerns that are common to all the eight states of this region.

#### **Learning Outcomes:**

After going through this unit, the learner will be able to:

- Know about the north-eastern region of India.
- Understand the features and concerns that are common to all the eight states of this region.

#### **UNIT 1: THE CONCEPT OF NORTHEAST INDIA**

Northeast India in the Ancient, Colonial and Post period

#### **UNIT 2: LOCATION AND ECOLOGY OF NORTHEAST INDIA AND ASSAM IN PARTICULAR**

Location; Boundaries; Ecology of Northeast India; Flora, Fauna, Rare species and Ecological Hotspots

#### **UNIT 3: PROCESS OF STATE FORMATION IN ASSAM**

Ahom Kingdom; Chieftainship; Administrative Boundaries

#### **UNIT 4: STATE FORMATION DURING POST-INDEPENDENCE PERIOD**

Creation of different states and Autonomous Councils

#### **UNIT 5: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA**

Racial; Linguistic; Caste; Religious; Tribal groups of Assam

#### **UNIT 6: SOCIAL INSTITUTIONS AMONG THE MAJOR TRIBAL GROUPS OF THE NORTH EASTERN STATES**

Family, Marriage and Kinship; Religion, Economy and Polity among the major tribal groups of the northeastern states.

#### **UNIT 7: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR**

Immigrant groups, Occupation; Consequences of Immigration; Insider versus Outsider feuds

#### **UNIT 8: ETHNIC IDENTITY IN NORTHEAST INDIA**

Ethnicity: Meaning and Characteristics; Intercommunity relations and its changing nature; Ethnic Conflict

#### **UNIT 9: AUTONOMY MOVEMENTS IN ASSAM**

Meaning and Concept of Autonomy; Demand for Sixth Schedule; Demand for separate homeland; Causes and Its implications in Intercommunity relations

#### **UNIT 10: INSURGENCY IN NORTHEAST INDIA**

Origin and Development of insurgency in the region; Major insurgent groups

#### **UNIT 11: LAND RELATION IN NORTHEAST INDIA**

Land holding patterns, agrarian structure

#### **UNIT 12: ECONOMIC PROBLEMS IN NORTH EAST INDIA**

Unemployment, Infrastructure, Industrialization

#### **UNIT 13: DEVELOPMENT IN NORTHEAST INDIA**

North Eastern Council (NEC), The Ministry of Development of North Eastern Region (MDoNER), Look East Policy

#### ***Basic Reading List:***

- 1) Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
- 2) Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
- 3) Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- 4) 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.
- 5) Goswami, Atul; August, 1984; Tribal Development with special Reference to North-East India in *Social Scientist* ; vol12, no8; pp 55-60.
- 6) Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
- 7) Karna, M. N. 1990, The Agrarian Scene in *Seminar*, vol 366, pp 30-37.
- 8) Karna, M.N., 1999, Ethnic identity and Socio-economic Processes in North-east India in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India*, IAS-Shimla, pp29-38.

## **DSC 6: Political Sociology**

### **Course Objectives:**

This course intends to:

- 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.

### **Learning Outcomes:**

After going through this unit, learners will be able to:

- know the concepts related to political Sociology
- Understand issues that forms the subject matter of political Sociology.
- Understand how diverse values, norms and other social practices observed/followed by a society impacts the decision making process in a nation.

### **UNIT 1: INTRODUCTION TO POLITICAL SOCIOLOGY**

Meaning, Nature and scope of Political Sociology

### **UNIT 2: BASIC CONCEPTS**

State Civil Society, Bureaucracy

### **UNIT 3: POWER**

Meaning of Power, Theories of Power

### **UNIT 4: POLITICAL SOCIALIZATION**

Meaning and agents of Political Socialisation

### **UNIT 5: SOCIAL CONTRACT THEORY OF STATE**

Thomas Hobbes, John Locke and Jean Jacques Rousseau's Theory of State

### **UNIT 6: STATE**

Meaning, definition and its characteristics

### **UNIT 7: PRESSURE GROUP AND INTEREST GROUP**

Meaning definition, characteristics and Type of Pressure Group

### **UNIT 8: POLITICAL IDEOLOGY- I**

Democracy, Socialism and capitalism

### **UNIT 9: POLITICAL IDEOLOGY- II**

Communism and Fascism

### **UNIT 10: POLITICAL PARTIES**

Meaning, function and classification of Political Party

## **UNIT 11: POLITICS IN INDIA**

Social Background of Nationalism, National integration and challenges

## **Unit 12: GRASSROOTS DEMOCRACY IN INDIA**

Panchayati Raj System and Political Participation at the grassroots level

## **Unit 13: COMMUNALISM AND REGIONALISM IN INDIA**

Meaning and Causes of Communalism, regionalism

### ***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 7: Distance Education**

### **Course Objectives:**

This course intends to:

- enable the learners to understand the nature and need of Distance Education in the present day Indian society.
- enable the learners to know about different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
- enable the learners to know about various modes of student support service (SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

### **Learning Outcomes:**

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

- Understand the nature and need of Distance Education in the present day Indian society.
- Know about different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
- Know about various modes of student support service (SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

### **UNIT 1: CONCEPT OF DISTANCE EDUCATION**

Meaning of distance education, growth and significance of distance education, agencies of distance education.

### **UNIT 2: LEARNER-SUPPORT SERVICE**

Meaning of Learner Support Services, different learner support services.

### **UNIT 3: SELF-LEARNING MATERIAL**

Factors to be considered for development of materials, designing principles and mechanism for text preparations, problems in designing the text.

### **UNIT 4: STUDY SKILLS**

Concept of Study Skills, strategies for developing study skills, significance of Study Skills in distance learning.

### **UNIT 5: CURRICULUM**

Concept of curriculum, major approaches of curriculum development, need of curriculum evaluation, aspects of curriculum evaluation.

### **UNIT 6: DISTANCE EDUCATION AND ADMINISTRATION**

Administrative set-up and organization of distance education system.

### **UNIT 7: ICT AND DISTANCE EDUCATION**

Information and communication technologies and their application in distance education.

## **UNIT 8: NEW APPROACHES IN DISTANCE EDUCATION**

E-learning, Blended learning, OER, MOOCs.

## **UNIT 9: QUALITY ASSURANCE IN DISTANCE EDUCATION**

Quality enhancement, monitoring, evaluation and feedback, Role of CIQA in open and distance learning.

## **UNIT 10: DISTANCE EDUCATION AND COMMUNITY DEVELOPMENT**

Technical, professional, vocational and entrepreneurship courses.

## **UNIT 11: ROLE OF DISTANCE EDUCATION**

Distance education for rural development, women empowerment and teacher training programme.

## **UNIT 12: PROBLEMS AND PROSPECTS OF DISTANCE EDUCATION**

Challenges and prospects of distance education, future road map.

## **UNIT 13: DUAL MODE AND SINGLE MODE UNIVERSITY**

Differences between Dual Mode University and Single Mode University system, Challenges faced by ODL in dual mode and single mode university system.

## **UNIT 14: ASSESSMENT IN DISTANCE EDUCATION**

An overview of assessment, purposes of assessment, and assessment in ODL.

## **UNIT 15: EVALUATION**

Overview on evaluation, differences between assessment and evaluation, purposes of evaluation, evaluation in an Educational Programme (EIEP) and Evaluation of an Education Programme (EOEP), Evaluation in Open and Distance education.

### ***Basic Reading List:***

- 1) Aggarwal, D.D. *Future of Distance Education*, Sarup & Sons, New Delhi, 2007
- 2) Bansal, Aarti: *Distance Education in 21st Century*, Sublime Publications, Jaipur, 2004
- 3) Rao, V.K.: *Distance Education*, APH Publishing Corporation, New Delhi, 2007
- 4) Siddiqui, Mujibul Hasan: *Distance Education, Theory and Research*, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007
- 5) Shardinu: *Open and Dual Mode University System in India*, Vani Prakasan, New Delhi, 2008

## **SEMESTER -V**

### **DSC 8/DSM 5: Sociology of Development**

#### **Course Objectives:**

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

- Know about the concepts related to development
- Understand the difference between growth and development
- Understand the critical issues related to development

#### **Learning Outcomes:**

This course intends to:

- enable the learners to know about the concepts related to development
- enable the learners to understand the difference between growth and development
- enable the learners to understand the critical issues related to development

#### **UNIT 1: BASIC CONCEPTS**

Concept of development, Development as a realisation of human potential, Human development (Understanding the concept, Four important supporting pillars of human development, Approaches to human development, Measuring human development), Social development (Understanding social development, Social development index, Discussion on some crucial issues of social development, Development induced displacements: A social development), Economic development

#### **UNIT 2: HISTORICAL LOCATION OF THE IDEA OF DEVELOPMENT**

Meaning and definitions of development, Significance of development, Development and growth, Meaning of economic growth, Rostow's stages of economic growth, Human Development Index, Difference between growth and development

#### **UNIT 3: MODERNISATION THEORY**

The historical context of modernisation theories in post-World War II context, Key thinkers of modernisation theory of development, Criticisms of modernisation theory of development

#### **UNIT 4: DEPENDENCY THEORY**

Emergence of dependency theory of development (The basic premises of dependency theory), Characteristics of dependency, Approaches to dependency (The Marxian theory of dependency, The Structuralist theory of dependency), Criticisms of dependency theory, A.G. Frank's theory of underdevelopment,

#### **UNIT 5: PERSPECTIVES OF DEVELOPMENT (I)**

Liberal perspective of development, Critical evaluation of liberal perspective of development, Marxist perspective of development, Critical evaluation of Marxist perspective of development

## **UNIT 6: PERSPECTIVES OF DEVELOPMENT (II)**

Weberian perspective of development, Critical evaluation of Weberian perspective of development, Ecological perspective of development, Critical evaluation of Ecological perspective of development

## **UNIT 7: PATHS OF DEVELOPMENT**

The capitalist path (Liberalism, The welfare state, Emergence of Neo-liberalism, Main arguments of the capitalist path, Criticisms against the capitalist path), The socialist path (The Marxist approach, Emergence of Neo-Marxism, Main arguments of the socialist path, Criticisms against the socialist path), The Third World path (Modernisation perspective on development, An appraisal of the Mixed economy path, New understanding and model of development, Characteristics of the Third World path), Critical assessment of the paths of development

## **UNIT 8: WORLD SYSTEMS THEORY OF DEVELOPMENT**

Wallerstein's Theory of World Systems, Core-Periphery model, Critical evaluation of World Systems Theory

## **UNIT 9: ECOLOGICAL AND SUSTAINABLE DEVELOPMENT**

Meaning and definition of sustainable development, Meaning and definition of ecological development, Origin and development of the concept, Significance of the concepts

## **UNIT 10: GENDER AND DEVELOPMENT**

Women in Development, Women and Development, Gender and Development

## **UNIT 11: PLANNING AND DEVELOPMENT IN INDIA**

Planning (Development through planning, Types of planning), India's experience in economic planning (Overall objectives of economic planning, Overall achievements and failures of economic planning in India), Micro Planning (Concept and necessity, Objectives of Micro Planning, Steps in Micro Planning), Micro Planning in India (Women, Education, Poverty)

## **UNIT 12: GLOBALISATION AND DEVELOPMENT IN INDIA**

Characteristics of globalisation, The economic dimension of globalisation (Globalisation of production, Globalisation of products, The New International Division of Labour, The weightless, electronic and knowledge economy, Criticisms against economic globalisation), The political dimension of globalisation (Characteristics of political globalisation, Criticisms against political globalisation), The social and cultural dimensions of globalisation (Culture of consumption, Homogenisation of cultures, Glocalisation, Emergence of Human Rights, Criticisms against the socio-cultural dimension of globalisation, Critical assessment of globalisation)

## **UNIT 13: NEO-LIBERALISM**

Neo-liberalism (Meaning); World Trade Organisation (WTO) (Scope of WTO, Structure of WTO, Functions of WTO); General Agreement on Tariffs and Trade (GATT); General Agreement on Trade in Service (GATS) (Background of GATS, Coverage of GATS); Trade related Intellectual Property Rights (TRIPS) (Coverage of TRIPS, Background of TRIPS)

## **UNIT 14: POVERTY**

Poverty: Definition and causes; Extent and estimation of poverty in India, Rural development and poverty reduction programme, Social exclusion and inclusive policies, Microfinance (Microfinance movement in India, Grameen Bank experience)

## **UNIT 15: OTHER ISSUES IN DEVELOPMENT**

Population explosion, Migration (Causes), Urbanisation (Urban growth in India: Trends, Migration and Over Urbanisation), Gender issues (Domestic violence, Development induced displacement, Urbanisation induced displacement)

### ***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
- 6) Escobar Arturo, 1995, Encountering Development, the making and unmaking of the third world, Princeton University Press, Princeton
- 7) Kothari Uma, A Radical History of Development Studies, Individuals, Institutions and ideologies, David Philip, Zed books, New York

## **DSC 9: Population and Society**

### **Course Objectives:**

This unit intends to:

- enable the learners to know about various concepts related the study of human population.
- enable the learners to know about the theories related to human population.
- enable the learners to understand the critical issues associated with population

### **Learning Outcomes:**

After going through this unit, the learner will be able to:

- Know about various concepts related the study of human population.
- Know about the theories related to human population.
- Understand the critical issues associated with population

### **UNIT 1: INTRODUCTION TO DEMOGRAPHY**

Demography: Meaning, Definition, Nature, Scope and Importance, Origin and Development of Demography, Relation with other social sciences

### **UNIT 2: FUNDAMENTAL CONCEPTS IN DEMOGRAPHY**

Fertility, Mortality and Migration

### **UNIT 3: BASIC QUANTITATIVE TECHNIQUES IN DEMOGRAPHY**

Nature of Demographic Data: Fertility Rate; Mortality Rate

### **UNIT 4: SOURCES OF DEMOGRAPHIC DATA**

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

### **UNIT 5: THEORIES OF POPULATION –I**

Malthusian Theory of Population; Neo Malthusian Theory of Population

### **UNIT 6: THEORIES OF POPULATION –II**

Optimum Theory of Population; Theory of Demographic Transition

### **UNIT 7: DEMOGRAPHY AND URBANIZATION**

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

### **UNIT 8: URBANIZATION IN INDIA**

Trends of Urbanization since independence; Problem of Urbanisation and Measures

### **UNIT 9: POPULATION DYNAMICS IN INDIA**

Fertility; Mortality and Migration in India

## **UNIT 10: POPULATION GROWTH AND DISTRIBUTION OF POPULATION IN INDIA**

Growth of Population since 1901; Nature and Characteristics of Indian Population; Demographic Dividend of Indian Population.

## **UNIT 11: QUALITATIVE ASPECTS OF INDIAN POPULATION-I (EDUCATION)**

Achievement of Indian Population in Literacy, completion of Secondary, Senior Secondary and Higher Education Inter-state, Inter-community and gender perspectives.

## **UNIT 12: QUALITATIVE ASPECTS OF INDIAN POPULATION -II (HEALTH)**

Life Expectancy, Birth rate and Death rates. Inter-state, Inter-community and gender perspectives.

## **UNIT 13: DETERMINANTS OF POPULATION GROWTH**

Vital rates, Population Pyramid, Life table

## **UNIT 14: POPULATION AND DEVELOPMENT**

Population as a constraint on and a resource for development, Relationship between population and poverty, Relationship between population growth and Environment, Concept of Population Education and its importance

## **UNIT 15: POPULATION POLICY IN INDIA**

Population policy and Role of state, Population policy in India, Pre independence, Post-independence – shifts in perspective, Family planning – 1961, Family welfare 1977, National Population Policy 2000 and development thereafter

### ***Basic Reading List:***

- 1) Agarwal, S.N. (1989): Population Studies with Special Reference to India, New Delhi: LokSurjeet 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: LokParkshan.
- 4) Chandrasekhar, S. (ed.) (1974): Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
- 5) Dubey, SurendraNath (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.

## **DSC 10: Sociology of Education**

### **Couse Objectives:**

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

### **Learning Outcomes:**

After going through this course, the learners will be able to:

- know the meaning and nature of Sociology of education organizations.
- understand the difference between equity and equality with special reference to education
- understand about the social problems related to education

### **UNIT 1: INTRODUCTION TO SOCIOLOGY OF EDUCATION**

Concept and scope of Sociology of Education, the relationship between educational sociology and Anthropology, History, and Political Science.

### **UNIT 2: SOCIALIZATION**

Meaning of socialization, processes of socialization-cooperation, competition, conflict, accommodation, assimilation, social interactions, and their educational implications.

### **UNIT 3: AGENTS OF SOCIALIZATION**

Family, School, Community, Religion, and State.

### **UNIT 4: SOCIAL ORGANIZATION AND SOCIAL DISORGANIZATION**

Concept and factors influencing the social organization and social disorganization, Role of education in the prevention and control of social disorganization.

### **UNIT 5: SOCIAL GROUP**

Meaning and types of social groups and inter-group relationship and group dynamics.

### **UNIT 6: SOCIAL STRATIFICATIONS**

Concepts and factors of social stratifications, education, and social stratification.

### **UNIT 7: MODERNIZATION**

Concept, Modernization vs. Westernization, the role of Education in modernizing the Indian society

### **UNIT 8: SOCIAL MOBILITY**

Meaning and nature of Social Mobility, types of social mobility, factors affecting social mobility, education, and Social Mobility.

### **UNIT 9: SOCIAL CHANGE**

Meaning, factors, constraints on Social Change-Caste, Class, Language, Religion, population and regionalism, education, and social change.

**UNIT 10: SOCIAL CONTROL**

Meaning, types, Agencies of social control, and the role of education in social control.

**UNIT 11: CULTURE**

Meaning and nature of culture, cultural lag, cultural diffusion, education, and cultural change.

**UNIT 12: DEMOCRACY**

Meaning of democracy, principles for the success of democracy, role of formal, informal, and non-formal agencies for democratic education.

**UNIT 13: EQUALITY OF EDUCATIONAL OPPORTUNITY**

Concept, Constitutional provisions for social equity and equality of educational opportunities.

**UNIT 14: EDUCATION FOR SOCIALLY AND DISADVANTAGED SECTIONS OF THE SOCIETY**

Problems of socially and disadvantaged Sections of Society and the role of Education.

**UNIT 15: SOCIAL PROBLEMS RELATING TO EDUCATION IN INDIA**

Delinquency, child labour, drug abuse, poverty, unemployment, cybercrime.

***Basic Reading List:***

- 1) Dewey, John. 2016. Democracy and Education: A Introduction to Philosophy of Education. New York: Free Press.
- 2) Gore, M.S.(ed). 1975. Papers on the Sociology of Education in India. NCERT: New Delhi
- 3) Ogburn , W.F. & Nimkoff: *A Handbook of Sociology*, Eurasia Publishing House. N.D. 1964
- 4) Jayaram, N. 1990. Sociology of Education in India. Rawat Publication:
- 5) Jaipur. Naik, J.P.1975. Quality, quantity and equality in education. Allied Publication.
- 6) Ottaway. Education and Society: An Introduction to the Sociology of Education, Routledge & Kegan Paul, London

## **DSC 11: Contemporary Issues in World Politics**

### **Course Objectives:**

After going through this course, a learner will be able to:

- understanding of the basic concepts of contemporary world.
- understand important issues of contemporary world, such as globalisation, gender and patriarchy, gender empowerment; environmental issues, refugees, international terrorism, human development and human security, role of non-profit organisations in international politics, culture of peace, issue of foreign aid, multiculturalism, democracy, human trafficking etc

### **Learning Outcomes:**

This course intends to:

- enable the learners to understanding of the basic concepts of contemporary world.
- enable the learners to understand important issues of contemporary world, such as globalisation, gender and patriarchy, gender empowerment; environmental issues, refugees, international terrorism, human development and human security, role of non-profit organisations in international politics, culture of peace, issue of foreign aid, multiculturalism, democracy, human trafficking etc

### **UNIT 1: GLOBALISATION**

Meaning, Factors, Interpretations and Impact of Globalisation

### **UNIT 2: GENDER AND PATRIARCHY**

Gender: Meaning and Nature; Patriarchy: Meaning, Nature and Forms

### **UNIT 3: GENDER DISCRIMINATION AND GENDER EMPOWERMENT**

Causes of Gender Discrimination; Meaning of Gender Empowerment, Tools of Gender Empowerment: Gender Development Index (GDI) and Gender Budgeting

### **UNIT 4: ENVIRONMENTAL ISSUES IN CONTEMPORARY WORLD**

Global Warming, Climate Change and Bio-Diversity

### **UNIT 5: ISSUES OF SUSTAINABLE DEVELOPMENT**

Concept of Sustainable Development and Global Efforts

### **UNIT 6: REFUGEES**

Concepts, Rights and Major Conventions

### **UNIT 7: INTERNATIONAL TERRORISM**

Definition; International Terrorism and its forms, Causes responsible for the emergence of Terrorism; Combating International Terrorism: Global Efforts

### **UNIT 8: HUMAN DEVELOPMENT AND HUMAN SECURITY**

Meaning, Human Development Index (HDI), Human Poverty Index (HPI); Meaning and Indicator of Human Security

## **UNIT 9: ROLE OF NON-PROFIT ORGANISATIONS IN INTERNATIONAL POLITICS**

Role of Non-Profit Organisations in the field of development: Greenpeace and Oxfam

## **UNIT 10: CULTURE OF PEACE**

Meaning of Culture of Peace, UN and Culture of Peace

## **UNIT 11: ROLE OF FOREIGN AID IN INTERNATIONAL POLITICS**

Meaning of Foreign Aid, Role and Influence of Foreign Aid

## **UNIT 12: MULTICULTURALISM**

Meaning and Challenges

## **UNIT 13: ROLE OF MASS MEDIA IN CONTEMPORARY POLITICS**

Meaning and Modes of Mass Media, Role of Mass Media in the Contemporary World

## **UNIT 14: DEMOCRACY**

Present Status of Democracy in the World, Hindrances to Democracy, Expansion and Future Prospects of Democracy

## **UNIT 15: HUMAN TRAFFICKING**

Problem of Human Trafficking, its Global Nature, Global Effort to counter the Problem

### ***Basic Reading List:***

- 1) Axford, Barrie, Browning, K. Gary, Huggins, Richard, Rosamend, Ben, Grant, Alen, Turner, John. (1997). *Politics: An introduction* (second edition). New Delhi: Routledge.
- 2) Baylis, John, Smith, Steve & Owens, Patricia. (2011). *Globalisation of World Politics*, (fifth edition). New York: Oxford University Press.
- 3) Borthakur, B. N. (2004). *Sociological Aspects of Economic Development*. Dibrugarh: Upasana Publishing Academy.
- 4) Burns, Vincent and Peterson, Dempsey Kate. (2005). *Terrorism—A documentary and Reference Guide*. Greenwood Press.
- 5) Cadman. T. (ed.) (2013). *Climate Change and Global Policy Regions: Towards Institutional Legitimacy*. Palgrave Macmillan.
- 6) Duffield, M. (2001). *Global Governance and the New War*. London: Zed.
- 7) Dutta, AkhilRanjan. (ed.). (2009). *Human Security in North-East India: Issues and Policies*. Guwahati: Anwasha.

## **SEMESTER – VI**

### **DSC 12: Theoretical Perspectives in Sociology**

#### **Course Objectives:**

This course intends to:

- orient the learners to different perspectives within Sociology
- enable the learners develop critical thinking about the multiplicity of truth through exposure to different theories.

#### **Learning Outcomes:**

After going through this unit, the learner will be able to:

- know different perspectives within Sociology
- develop critical thinking about the multiplicity of truth through exposure to different theories.

#### **UNIT 1: FUNCTIONALIST PERSPECTIVE IN SOCIOLOGY**

Herbert Spencer and Emile Durkheim

#### **UNIT 2: RADCLIFFE BROWN**

Concept of Social Structure and Function

#### **UNIT 3: BRONISLAW MALINOWSKI**

Meaning of Structure, Concept of culture, Role of magic, science and religion in society

#### **UNIT 4: CONTRIBUTION OF KARL MARX TO CONFLICT THEORY**

Class Conflict and Class Struggle

#### **UNIT 5: INSTITUTIONALISATION OF CONFLICT**

Lewis Coser

#### **UNIT 6: CONFLICT THEORY OF RALF DAHRENDORF**

Dialectical Conflict theory in Sociology

#### **UNIT 7: CRITICAL THEORY**

Theodere Adorno, Max Horkheimer, George Luckas and JurgenHabermus

#### **UNIT 8: NEO-MARXISM**

Antonio Gramsci: the concept of hegemony, Louis Althusser: the concept of ISA and RSA

#### **UNIT 9: INFLUENCE OF WILLIAM JAMES AND JOHN DEWEY ON INTERACTIONIST PERSPECTIVE**

Concept of Self, Pragmatism and thinking

#### **UNIT 10: SELF AND SOCIAL PROCESS, LOOKING GLASS SELF THEORY**

C.H Cooley

## **UNIT 11: MIND, SELF AND SOCIETY**

G.H Mead

## **UNIT 12: SOCIAL INTERACTION AND ROLE-TAKING**

Herbert Blumer

## **UNIT 13: PHENOMENOLOGY**

Alfred Schtuz

## **UNIT 14: DRAMATURGY**

Erving Goffman

## **UNIT 15: STRUCTURATION**

Anthony Giddens

### ***Basic Reading List:***

- 1) Abraham, Francis and John Henry Morgan, 2009, Sociological Thought, Macmillan.
- 2) Coser, Lewis A.1979. Masters of Sociological thought, New York: Harcourt Brace Jovanovich.
- 3) Joseph, Jonathan, 2003, Social Theory- Conflict, Cohesion and Consent, Edinburgh University Press.
- 4) Collins, Randall, 2004, Theoretical Sociology, Rawat Publications, New Delhi.
- 5) Morrison, Ken, 2008, Max, Durkheim, Weber – Formations of Modern Social thought (2<sup>nd</sup> Edition), Sage Publications.
- 6) Turner, J.H. 1987. "The Structure of Sociological Theory". The Dorsey Press. Rawat Publications, Jaipur

## **DSC 13/DSM 6: Rural and Urban Sociology**

### **Course Objectives:**

This course intends to:

- enable the learners to know the basic concepts related to rural society in India.
- enable the learners to understand the issues related to rural society in India.
- enable the learners to know the basic concepts related to urban society in India.
- enable the learners to understand the issues related to urban society in India.

### **Learning Outcomes:**

After going through this course, learners will be able to:

- know the basic concepts related to rural society in India.
- understand the issues related to rural society in India.
- know the basic concepts related to urban society in India.
- understand the issues related to urban society in India.

### **UNIT 1: INTRODUCTION TO RURAL SOCIOLOGY**

Origin, Nature, Subject Matter, and Importance.

### **UNIT 2: RURAL SOCIAL STRUCTURE**

Rural Social Structure in India, Caste and Class in Indian Rural Society, Family and kinship.

### **UNIT 3: CHANGING TRENDS IN RURAL SOCIAL STRUCTURE**

Migration; Urbanization and its impact; changes in the family system; caste-class continuum;

### **UNIT 4: RURAL ECONOMY**

Nature of Rural Economy, Land Reforms, Peasant and Agrarian Class Structure, Agrarian Relations and Mode of Production

### **UNIT 5: CHANGES IN THE RURAL ECONOMY**

Industrialization and its impact; Urbanization and its impact; Growth of Tertiary or Service sector; Migration

### **UNIT 6: RURAL POLITICAL STRUCTURE**

Rural politics in India in the Pre-Independence period, Changes of Rural Polity in Post-Independence period, Decentralization of power, Implementation of PRIs, Reservation for SC/ST and women.

### **UNIT 7: DEVELOPMENT OF WOMEN AND CHILDREN IN RURAL AREAS**

Special Schemes for development of women, Child development programmes.

### **UNIT 8: RURAL RELIGION**

Religion: Definitions and Meaning; Sociological Approach to the study of Religion; Social Functions of Religion; Rural Religion in India: An Overview; Significance of the study of Rural Religion; Characteristics of Rural Religion in India; Changing Scenerio; Functions of Rural Religion in India

**UNIT 9: RURAL DEVELOPMENT**

Community Development; IRDP; Minimum needs programme.

**UNIT 9: TRIBAL DEVELOPMENT**

Development in Tribal Areas, Special Programmes for Tribal Areas; Constraints in Tribal Development

**UNIT 10: GLOBALIZATION AND INDIAN PEASANTRY**

Globalisation and its impact on Indian Agriculture and Peasantry, Agrarian Unrest in India

**UNIT 12: DEVELOPMENT OF URBAN SOCIOLOGY**

Origin & Scope of Urban Sociology; Rural Urban Differences; Urban Sociology in India

**UNIT 13: URBANISM & URBANIZATION**

Basic Concepts in Urban Sociology: Urban; Urbanism; Urbanization; Urbanism as a way of life; Mega City, Global City, Suburbanization, Satellite City, Rural-Urban Fringe, Impact of Urbanization.

**UNIT 14: URBAN PROBLEMS**

Problems of Urbanization in India: Urban Environment- Urban Transport, Water crisis, Noise and Air Pollution, Housing and Slums

**UNIT 15: ISSUES OF URBAN SOCIETY**

Inequalities- Caste, Class, Ethnic and gendered segregation of space, Poverty, Juvenile Delinquency, Beggary, Alcoholism & Drug Addiction, Spousal Violence, Growth of Consumerism

***Basic Reading List:***

- 1) Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi
- 2) Berreman, G. D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folkore Institute.
- 3) Doshi, S. L. and P.C. Jain, 2006. Rural Sociology, Rawat Publications, New Delhi.
- 4) Dube, Leela. 1997. Woman and Kinship. Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.
- 5) Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OUP
- 6) Jayapalan, N. 2002. Urban Sociology, Atlantic Publishers and Distributors, Delhi.
- 7) Srivastava, K. S. 2010. Urban Sociology, RBSA Publishers

## **DSC 14: Social Movements**

### **Couse Objectives:**

This course intends to:

- enable the learners to know the meaning of social movements
- enable the learners to know about different kinds of social movements
- orient the learners with the theoretical approaches to understand social movements.
- enable the learners to know about the critical issues that leads to a social movement

### **Learning Outcomes:**

After going through this unit, the learner will be able to:

- know the meaning of social movements
- know about different kinds of social movements
- Acquaint with the theoretical approaches to understand social movements.
- Know about the critical issues that leads to a social movement

### **UNIT 1: SOCIAL MOVEMENTS: AN INTRODUCTION**

Meaning and stages of social movements, Characteristics of social movement, Typology of social movement, Social movement and social change.

### **UNIT 2: THEORIES OF SOCIAL MOVEMENT**

Relative Deprivation Theory, Structural-Functional Theory, Resource Mobilisation Theory

### **Unit 3: Revolutionary Approach to Social Movement**

Overview, Main Advocates, Perspectives, Issues (Russian Revolution, French Revolution)

### **UNIT 4: RADICAL APPROACH TO SOCIAL MOVEMENT**

Radical approach to social movements: Overview, Issues and perspectives

### **UNIT 5: LIBERAL APPROACH TO SOCIAL MOVEMENT**

Overview of the liberal approach, Main advocates of the liberal approach, Perspectives of the liberal approach, Issues

### **UNIT 6: NEW SOCIAL MOVEMENTS**

Overview of new social movements: Characteristics and Issues (New social movement theory, characteristics and issues, discussion on leadership and achievements in social movements)

### **UNIT 7: RELIGIOUS MOVEMENT**

Religious movement in India: Emergence, The causes behind the rise of religious movements in India, Overview of the religious movements in India: Issues, consequences

### **UNIT 8: REFORM MOVEMENT**

Reform movement in India: Emergence; BrahmoSamaj, Arya Samaj, PrarthanaSamaj and other key reform movements: Leadership and the key concerns; Impact of reform movements in India

### **UNIT 9: TRIBAL MOVEMENT**

Overview on tribal movement in India; Prominent tribal movements in India: Emergence, issues, leadership and implications (Tribal movements in pre-independent India, Tribal revolts post-independence, Tribal movements based on spatial location)

### **UNIT 10: DALIT MOVEMENT**

Conceptualising the term 'Dalit'; Dalit movement: Emergence, causes, objectives; Dalit movement: Issues, leadership and implications

### **UNIT 11: WOMEN'S MOVEMENT**

Women's movement in India: Emergence and development; Significant issues and contribution by individuals and organisations for the revivification of Women's movement in India; Women's movement and role of legislations; Current initiatives towards the cause of women

### **UNIT 12: HUMAN RIGHTS**

Human rights: The formal emergence of the idea; Human rights movement in independent India; Issues of human rights in India at different points of time

### **UNIT 13: ENVIRONMENT MOVEMENT**

Environment Movement: Emergence, Overview on Environment Movement in India, Prominent Environment Movements In India

### **UNIT 14: STUDENTS MOVEMENT**

Students' movement: Emergence; Indian independence: An impetus to student movement; Issues, leadership and consequences of different student movements in India from pre-independence period upto the present.

#### ***Basic Reading List:***

- 1) Shah, Ghanashyam, 1990. Social movements in India: A review of literature. New Delhi: Sage Publications.
- 2) Steven Buechler, 2000. Social movements in advanced capitalism. New Delhi: Oxford University Press.
- 3) Rao, 1974. MSA Social Movements in India. New Delhi: Manohar Publications.

## **DSC 15: Understanding Human Rights**

### **Course Objectives:**

After going through this unit, the learners will be able to:

- Know about the meaning of human rights
- Understand different perspectives related to human rights

### **Learning Outcomes:**

This course intends to:

- enable the learner to know about the meaning of human rights
- enable the learners to understand different perspectives related to human rights

### **UNIT 1: HUMAN RIGHTS**

Meaning, Sources, Nature and Characteristics and Evolution of Human Rights

### **UNIT 2: APPROACHES TO HUMAN RIGHTS**

Universalistic Approach to Human Rights: Basic Idea of Universalistic Approach, Criticisms against Universalistic Approach; Basic Idea of Relativist Approach, Criticisms against Relativist Approach; Comparison between Universalist and Relativist Approaches

### **UNIT 3: PERSPECTIVES ON HUMAN RIGHTS: MARXIST, FEMINIST, GANDHIAN AND THIRD WORLD PERSPECTIVES**

Basic argument of Marxist perspective, Criticisms against Marxist Perspective; Basic argument of Feminist Perspective, Criticisms against Feminist Perspective; Basic idea of Gandhian Perspective, Criticisms against Gandhian perspective; Basic argument of the Third World perspective, Criticisms against Third World Perspective

### **UNIT 4: UNITED NATIONS AND HUMAN RIGHTS: UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)**

Human Rights Provisions of the United Nations' Charter; Historical Development of the UDHR, Major Contents of the UDHR, Significance of the UDHR, Criticisms against the UDHR, UDHR and the Indian Constitution; Other Important Human Rights related Commissions and Documents of the United Nations

### **UNIT 5: INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (ICCPR) AND INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (ICESCR)**

Historical background of the ICCPR and ICESCR, Major Contents of the ICCPR and ICESCR, Optional Protocols of the ICCPR and ICESCR, Monitoring and implementation procedure of the ICCPR, Significance of the ICCPR and ICESCR; Monitoring and implementation procedure of the ICESCR

### **UNIT 6: EVOLUTION OF HUMAN RIGHTS MOVEMENT IN INDIA**

Concept of Human Rights in Ancient India, Human Rights during early Mughal Period, Human Rights during British Period, Constituent Assembly and Human Rights,

## **UNIT 7: RIGHTS OF WOMEN**

Declaration on the Elimination of Discrimination against Women, Convention on the Elimination of All kinds of Discrimination against Women, Declaration on the Elimination of Violence against Women, World Conferences on Women, Women's Rights in India

## **UNIT 8: RIGHTS OF CHILDREN**

Declaration of the Rights of the Child, Convention on the Rights of the Child, Optional Protocols on the Convention on the Rights of the Child, World Summit for the Child 1990, Problem of Child Labour, Problem of Child Labour in India

## **UNIT 9: RIGHTS OF SPECIALLY-ABLED PERSONS**

Declaration on the Rights of Mentally Retarded Persons 1971, Declaration on the Rights of Disabled Persons 1975, Indian Legal Framework regarding the Rights of Specially-abled Persons

## **UNIT 10: RIGHTS OF TRANSGENDER**

Philosophy of Human Rights, movements of the transgender community to claim rights, existing legislations

## **UNIT 11: RIGHTS OF REFUGEES**

Efforts at the International Level to Protect the Rights of the Refugees, Role of UNHCR

## **UNIT 12: RIGHTS OF THE ELDERLY**

Efforts at the International and National Level (in India) to Protect the Rights of Elderly Persons

## **UNIT 13: RIGHTS OF INDIGENOUS PEOPLE**

International Effort to Protect and Promote the Rights of Indigenous People, Rights of Indigenous People in India

## **UNIT 14: HUMAN RIGHTS EDUCATION**

Concept of Human Right Education, Relevance of Human Rights Education, World Campaign for Human Rights Education, Promotion of Human Rights Education in India, Role of Human Rights Commissions in Human Rights Education

## **UNIT 15: ROLE OF NGOS IN THE PROTECTION OF HUMAN RIGHTS**

Role of NGOs in the Protection and Promotion of Human Rights in General, Role of Amnesty International and Human Rights Watch

### ***Basic Reading List:***

- 1) H. O. (2006). Human Rights. Allahabad: Central Law Publications.
- 2) Anuradh, K. P. (2010). Human Rights Issues In India. New Delhi: Adhyayan Publishers and Distributors.
- 3) Dhiman, O. P. (2011). Understanding Human Rights: An Overview. Delhi: Kalpaz Publications.
- 4) Malhotra, S; Upadhyay, P.; Gupta, M.; Srivastava, R. & Pandey, S. (2005). Human Rights: Emerging Issues. New Delhi: Kialso Books Publication.
- 5) Rai, R. (2000). Human Rights: UN Initiative. Delhi: Authors Press Publication.
- 6) Saksena, K. P. (ed) (2003). Human Rights and The Constitution- Vision and the Reality. New Delhi: Gyan Publishing House.
- 7) Stephen, R. M. (2002). Human Rights: Concepts and Perspectives. New Delhi

## **SEMESTER - VII**

### **DSC 16/DSM 7: Social Stratification**

#### **Course Objectives:**

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.

#### **Learning Outcomes:**

After going through this course, the learners will be able to,

- Develop the ability to engage with the theoretical discourses on Social Stratification.
- Understand the debates related social stratification.
- Develop the ability to reflect upon how social conditions shapes individual life experiences.

#### **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.

## **DSC 17: Media and Society**

### **Course Objectives:**

This course intends to:

- enable the learners to understand the relationship between media and society
- enable the learners to acquaint with the ideas associated with verbal and non-verbal communication, the concept of listening and the aspects of advertising
- enable the learners to understand the significance of mass media in development
- enable the learners to understand the significance of mass media in development

### **Learning Outcomes:**

After going through this course, the learners will be able to: /

- Understand the relationship between media and society
- Acquaint with the ideas associated with verbal and non-verbal communication, the concept of listening and the aspects of advertising
- Understand the significance of mass media in development
- Understand the significance of mass media in development

### **UNIT 1: INTRODUCTION TO COMMUNICATION**

Meaning and definition; Concept of communication in social sciences; Communication: Types and it's needs

### **UNIT 2: INTRODUCTION TO MASS COMMUNICATION**

Concept of mass communication; Types of mass communication; Function of mass communication

### **UNIT 3: VERBAL COMMUNICATION**

Significance of verbal communication (Factors of effective verbal communication, Importance of verbal communication, How to improve your verbal communication skills); Multiple meanings; Polysemy; Types of verbal communication

### **UNIT 4: NON-VERBAL COMMUNICATION**

Concept of non-verbal communication, Functions and elements of non-verbal communication

### **UNIT 5: LISTENING**

Concept and approach of listening (Process of listening, strategies of listening, importance of listening skill, ways to improve listening skill, barriers to listening, benefits of effective listening skills, common listening mistakes); Process of active listening (Three basic modes of listening)

### **UNIT 6: THEORIES OF MASS COMMUNICATION**

Normative group of theories (Concept of normative theories of the press, Types of normative theories of the press, Additions to normative theories of the press), Sociological group of theories (Cultivation theory, Agenda setting theory, The uses and gratification theory, Dependency theory)

#### **UNIT 7: MASS COMMUNICATION AND SOCIETY**

Mass media and its functions, Effects of media on marriage and family, The mass media and Indian family

#### **UNIT 8: COMMUNICATION APPROACH**

Mainstream approaches to studying mass communication, Communication effects approach, Mass media and modernisation

#### **UNIT 9: CRITIQUE OF COMMUNICATION APPROACH**

Critical appraisal of communication campaign in strategic social change (Research context; Methods: Content analysis; Mass communication effects); New rules for communication in development

#### **UNIT 10: COMMUNICATION STRATEGIES FOR EMPOWERMENT**

Development and empowerment (Defining development, growth and development, empowerment, participatory development); Communication for development and empowerment (Media for development communication); Approaches to development communication: Diffusion and participatory models (Community radio); Digital revolution and communication for development

#### **UNIT 11: CULTURE AND COMMUNICATION**

Communication, Culture, Cross-culture communication and Intercultural communication, Structure based cultural characteristics

#### **UNIT 12: PUBLIC RELATIONS AND SOCIETY**

Concept of public relations; A brief history of public relations; Concepts and process in public relations; Public relations and society; Journalism, public relations and public opinion; Public relations and Sociology

#### **UNIT 13: ADVERTISING**

Functions of advertising agencies, Advertising in India

#### **UNIT 14: MASS MEDIA AND DEVELOPMENT**

Role of media in development, The cultural context of development, Traditional media and development

#### ***Basic Reading List:***

- 1) Agrawal, Namita: Theories of communication and mass media, Book Enclave, Jaipur (2007).  
Blum, Eleanor: Basic Books in the Mass Media, Chicago, University of Illinois Press (1980).  
Chunamwalla, S. A. (ed): Advertising: Theory and Practice, New Delhi, Himalaya Publishing House (1990).
- 2) DeFleur, M. T.: Theories of Mass Communication, David Mckny Co. New York (1970).
- 3) Defleur, M.L. & E.E Dennis: Understanding Mass Communication (ed), Houghton Mifflin Co., Boston, (1986)

## **DSC 18: Economic Sociology**

### **Course Objectives:**

This course intends to:

- enable the learners to grasp the conceptual and theoretical understanding of economic sociology
- enable the learners to understand about the mode of production and how it shapes man-economy relationship in different societies
- enable the learners apply sociological understanding in examining the issues pertaining to economy

### **Learning Outcomes:**

After going through this unit, the learner will be able to:

- grasp the conceptual and theoretical understanding of economic sociology
- understand about the mode of production and how it shapes man-economy relationship in different societies
- apply sociological understanding in examining the issues pertaining to economy.

### **UNIT 1: ECONOMIC SOCIOLOGY**

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.

## **SEC 4: Research Methodology**

### **Course Objectives:**

This course intends to:

- enable the learners to understand the meaning and significance of research
- enable the learners to know about the steps to be followed while doing a research
- enable the learners to know about methods in Sociological research

### **Learning Outcomes:**

After going through this course, the learners will be able to :

- Understand the meaning and significance of research
- Know about the steps to be followed while doing a research
- Know about methods in Sociological research

### **UNIT 1: MEANING OF RESEARCH**

Meaning of Research; Research in Social Sciences; Objectives of Research; Components of Research; Research and Theory; Importance of Theory; Four parameters of a good theory.

### **UNIT 2: SCIENTIFIC METHOD IN SOCIAL RESEARCH**

The three stages of knowledge; The Kuhn-Popper Debate; Scientific Method in Social Research; Objectivity and Subjectivity; what makes Research Scientific? Research Ethics

### **UNIT 3: QUALITATIVE RESEARCH AND QUANTITATIVE RESEARCH**

Meaning; Types of Qualitative and Quantitative Research; Advantages and Disadvantages, Difference between Qualitative and Quantitative Research

### **UNIT 4: RESEARCH DESIGN**

Meaning of Research Design, Need and Importance of Research Design, Features of a good research design.

### **UNIT 5: SAMPLING**

Meaning; Types; Use of Sampling Technique

### **UNIT 6: TYPES OF DATA**

Primary; Secondary: Meaning and Definitions; Methods of Primary data collection, Advantages and Disadvantages of Primary data, Sources of Secondary data, Advantages and Disadvantages of Secondary data, Comparing Primary and Secondary data

### **UNIT 7: INTERVIEW**

Meaning; Definitions; Objectives, Types: Structured; Unstructured and Semi structured interview; Interview guide; Preparing for an Interview; Developing Questionnaire.

## **UNIT 8: QUESTIONNAIRE AND SCHEDULE**

Preparation of a good questionnaire; Features of a good questionnaire; Types of Questionnaire; Merits of Questionnaire; Demerits of Questionnaire; Similarities and Differences between Questionnaire and Schedule.

## **UNIT 9: OBSERVATION**

Observation: Meaning; Definition and Types; Participant Observation: Meaning; Advantages and Disadvantages Non-Participant Observation: Meaning; Advantages and Disadvantages; Similarities and Differences between Participant and Non Participant Observation

## **UNIT 10: ETHNOGRAPHY**

Meaning; Ethnographic Study, Ethnographic Study as a method, Importance of Ethnographic Study; Purpose of Ethnographic Study, Advantages and Limitations of Ethnographic Study

## **UNIT 11: CASE STUDY**

Meaning; Objectives and Characteristics of Case Study, Forms of Case Study; Steps in Case Study, Sources of data collection for case study, Significance and Importance of Case study; advantages and disadvantages of case study

## **UNIT 12: FOCUS GROUP DISCUSSION**

Meaning; Characteristics, steps of/conducting focus group discussion; Significance; advantages and disadvantages of focus group discussion

## **UNIT 13: CLASSIFICATION AND TABULATION OF DATA**

Objectives of Classification, Types, Continuous and Discrete Variables, Frequency Distribution: Preparation of Frequency Distribution, Construction of Frequency Distribution table, Cumulative Frequency Distribution.

## **UNIT 14: PRESENTATION OF DATA**

Diagrammatic Presentation and Graphic Presentation of Data

## **UNIT 15: REPORT WRITING**

Report writing: Meaning, Steps, Contents, Technicalities involved and Qualities of a Research Report.

### ***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

## **SEMESTER - VIII**

### **DSC 19/DSM 8: Sociology of Gender**

#### **Course Objectives:**

This course intends to:

- enable the learners to understand the difference between the concepts sex and gender
- enable the learners to understand how gender as a form of identity shapes our everyday experiences.

#### **Learning Outcomes:**

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

- Understand the difference between the concepts sex and gender
- Understand how gender as a form of identity shapes our everyday experiences.

#### **UNIT 1: GENDER AS A SOCIAL CONSTRUCT**

Biological determinism and Sociological theories of gender

#### **UNIT 2: BASIC CONCEPTS**

Gender discrimination, Patriarchy and Matriarchy, Gender Justice

#### **UNIT 3: GENDER SOCIALISATION**

Meaning, theoretical approaches and agents of socialisation

#### **UNIT 4: LIBERAL FEMINISM AND RADICAL FEMINISM**

Meaning and critique of liberal feminism and meaning and critique of radical feminism

#### **UNIT 5: MARXIST FEMINISM**

Production, reproduction, class, alienation, marriage and family

#### **UNIT 6: GENDER DIFFERENCES AND INEQUALITIES**

Class, caste race, family, work and property rights

#### **UNIT 7: WOMEN'S MOVEMENT IN INDIA DURING COLONIAL PERIOD**

Social reforms movements and nationalist movements

#### **UNIT 8: WOMEN'S MOVEMENT IN THE POST COLONIAL PERIOD**

Telangana movement, Chipko Movement and Anti- Arrack Movement

#### **UNIT 9: WOMEN AND HEALTH**

Health status of women in India, mortality, morbidity

#### **UNIT 10: WOMEN AND EDUCATION**

Curriculum content, drop-out, negative capability in education, values in education, vocational education recent trends in women's education committees and commissions on Education

#### **UNIT 11: WOMEN AND ENVIRONMENT**

Ecofeminism, Environment-based movements

#### **UNIT 12: VIOLENCE AGAINST WOMEN**

Prostitution, dowry, measures to solve the problem of dowry

#### **UNIT 13: GENDER, LAW AND HUMAN RIGHTS**

Law, constitutional guarantees and constitutional amendments for women, Gender and Human Rights

#### **UNIT 14: GENDER BUDGETING**

Meaning and objective of gender budgeting, its application in India

#### ***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

## **DSC 20: Sociology of Health and Illness**

### **Course Objectives:**

This course intends to:

- 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

### **Learning Outcomes:**

After going through this course, the learners will be able to:

- 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

### **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 19<sup>th</sup> 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.

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**Guidelines for Seminar Paper Presentation**

**Four Year UG Programme in Sociology**

**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.

## **Guidelines for Project/Dissertation**

### **Four Year UG Programme in Sociology**

#### **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.

**PROJECTREPORT/DISSERTATION**

**On**

**“ Topic Name ”**

**SUBMITTEDTO**

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**IN**

**PARTIAL FULLFILLMENTOF THE  
FOUR YEAR UG 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)**

**Certificate of the Guide/ Supervisor**

**Mentor/Guide Name:**

**Designation:**

This is to certify that the project report entitled “ \_\_\_\_\_ ” has been prepared by Ms./Mr. \_\_\_\_\_ bearing enrolmment number \_\_\_\_\_ under my supervision and guidance, for the partial fulfilment of Four-Year UG 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:**

**Certificate of Study Centre Coordinator/Academic Counsellor**

**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 Four Year UG Programme 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 **Four Year UG 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.