

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
(KKHSOU)**

PROGRAMME PROJECT REPORT

ON

MASTER OF ARTS IN SOCIOLOGY (MA)

Submitted to

**UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002**

Submitted by

**K. K. Handiqui State Open University
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September 2017

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**Registrar
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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Academic Session 2018-19

PROGRAMME PROJECT REPORT

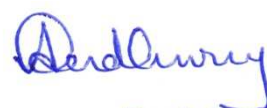
MA IN SOCIOLOGY

1.1 PROGRAMME'S MISSION AND OBJECTIVES:

1.1.1 MISSION

Sociology as an academic discipline aims at studying society in a scientific way. The incessant interactions and interrelationships between different groups and institutions in the society are areas of exploration and investigation in Sociology. It trains the learners to analyse social reality in a scientific and holistic way.

M.A. in Sociology has been offered by the Department of Sociology, under the Surya Kumar Bhuyan School of Social Sciences, Krishna Kanta Handiqui State Open University (KKHSOU). This programme has been thoroughly revised in accordance with the UGC Regulations on Open and Distance Learning, 2017. Syllabi of this Programme have been finalized after a series of deliberations and discussions with academic experts in the respective field from Universities of repute, viz., Tezpur Central University and Tata Institute of Social Sciences. The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of Higher Education in general and the subject in particular. The M.A Sociology Curriculum of the University not only lays stress on the development of theoretical understanding of the basic concepts and central themes, topics of sociology but also would enable the learners to develop a critical understanding of the issues and challenges facing the society. The learners pursuing the overall mission of this programme is to enable the learners to acquire the Sociological Perspective to study, investigate, and understand Society and Social Phenomenon in its different facets. Apart from that, the programme emphasizes on imparting knowledge of research methods and encourages the learners to conduct field-based research by applying the methods taught in the research methodology paper.



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1.1.2 OBJECTIVES OF THE PROGRAMME

- To equip the learners with the knowledge of Basic Concepts in Sociology.
- To impart knowledge regarding the different Schools of Thought and Theories.
- To equip the learners with necessary skills and knowledge of research.
- To develop analytical ability in students.
- To encourage objective and rational thinking.
- To help students to develop critical thinking.
- To promote research.
- Contribute to the University's mission of regional development by emphasizing on regional issues

1.2 RELEVANCE OF THE PROGRAMME WITH HEI'S MISSION AND GOALS

The M.A. Programme in Sociology offered by KKHSOU has been prepared confirming the mission and goals of KKHSOU. The programme has been envisaged keeping in mind the University's motto of Education beyond barriers.

This programme strives to,

- To reach out to maximum no. of population so that the maximum people get access to education and the
- To maintain equity and justice in the field of higher education.
- To ensure the quality and excellence in the higher education.
- To increase research both qualitatively and quantitatively.

Further, Higher education emphasizes on making individuals responsible, receptive, rational, sensitive and ethical... M.A programme in Sociology is about enabling an individual to understand social reality and analyze social issues and problems rationally. Since we all live in society, M.A programme in Sociology would help the learners to understand society in a holistic way and train them to search for possible solutions to mitigate social problems. It

would develop in them the ability to objectively examine social issues, responsibly deal with social problems and thereby becoming sensitive and ethical...

1.3 NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

- Learners who for some reason or other could not get themselves enrolled in the Conventional/Regular Mode of Education
- Women Learners especially housewives who have an urge to study or enhance their qualification
- Employed persons who seek for a Master Degree for career growth but cannot enroll in Conventional Mode of Education because of their job.
- Learners who already have Degrees, but would again like to Study Sociology with an aim to appear in Competitive Examinations
- Learners interested in conducting research on various social issues
- Jail Inmates who are interested in studying sociology
- Learners who prefer to work in NGOs engaged in various Community Services
- People engaged in different avenues and wish to develop their professional skill.
- People living in rural and remote area and other disadvantageous conditions but desirous of higher education in Sociology.
- Denied and deprived sections of people who wish to study Sociology

1.4 APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

M.A Sociology programme is mostly about developing in students the analytical ability and critical understanding of Society and Social Issues. Through our study materials we would emphasize not only on understanding the basic concepts but also emphasis would be given on research to nurture their analytical ability. The MA programme in Sociology is basically theoretical and therefore, is, in general, suitable for the ODL mode. Further since the programme does not involve any laboratory work or technical sophistications, it can be very well imparted through ODL Mode... As we are imparting knowledge in Open and

Distance Learning Mode, we have designed and initiated the following methods/steps for the convenience of our learners:

- We organize counselling sessions at Study Centre's for learners.
- We provide easy to understand, self explanatory SLMs' to the learners
- Study Materials are also being uploaded in e-Bidya, a digital repository for the easy access of the learners
- Audio Visual Aids are also provided for the benefit of the learners
- We have SMS alert facility where all student related information's, News and Events of the University are shared with the learners via SMS
- We also have different Multimedia platforms such as Community Radio Service, and Ekalavya which broadcasts various academic programmes to enhance knowledge of our learners.

1.5 INSTRUCTIONAL DESIGN

. The M.A. programme consists of a total of four semesters and a total of sixteen courses. Each semester has four courses. To complete the M.A. programme a learner is required to complete $4 \times 4 = 16$ Courses spreading over 4 semesters covering 2 academic years. In the Forth Semester a learner has to select one elective paper from two choices given to him/her. Thus in the Forth Semester, there will be Three theoretical papers and one Dissertation paper. The Semester wise Course distribution is given below in section 1.5.3...

The syllabus of the M.A. Programme in Sociology has been upgraded as per the recommendations of the Report of the *Committee to Regulate the Standards of Education Being Imparted through Distance Mode* constituted by the Ministry of Human Resource under the chairmanship of N R Madhava Menon, popularly known as the Madhava Menon Committee Report. The department of Sociology follows the following procedures to formulate an effective instructional design

1.5.1 Curriculum Design: The syllabus of the programme is framed and updated from time to time by Senior Experts of the subject for preparation of quality study materials. For disseminating knowledge to the learners, we provide Self Learning Materials (SLM). SLMs are written in Lucid, easy to understand language.. The **Block and Course Introduction** given in the first four pages of the SLM would give an idea on the overall course and the units to be discussed in that particular block of the Study Material. The Units in the SLM are

written in conversational style with elaborations and examples for better understanding. In every unit there are **Check Your Progress** sections where a learner can evaluate himself. Apart from that, the **Let Us Know** sections gives elaborations on difficult concepts, terms, so on and so forth... **Let Us Sum Up** Section summaries the entire chapter in bullet points which are again very easy to understand and help in revision of the chapter by the learner. **The Model Questions** given at the end of the chapters help the learners to get an idea of the Questions that may be asked in the examinations or the answers of which they are expected to know after reading the chapter. Moreover the **Further Readings** section directs the learners to additional books which he/she may wish to refer for more knowledge and information and also for better elaborate understanding. The **References** given at the end of the SLM would also help the learners to get information about the basic and important books relating to the paper/course.

For the convenience of there are several Student Support Services as mentioned below:

- Self-Learning Materials covering the entire syllabi,
- Counseling sessions at study centers,
- Access to library services at study centers and the Central Library of the University as well,
- Audio-Video materials on selected modules, available at study centers,
- Community Radio programmes on selected topics.
- *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh.
- Live Phone-in-programme is broadcasted by All India Radio, Guwahati each Thursday (9.15 am – 10.15 am). In this programme, learners get live support to their queries, while the general public in general can also interact with officials/faculty members of the University on varied issues.
- Most of the Audio-Video programmes are also made available online through YouTube videos.
- Learners can also write emails to any officials/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Queries raised through email to this email id are redressed by concerned official/faculty members of the University.

- A Facebook Account is also available where the learners can communicate with their issues. The System Analyst of the University has been assigned as the Administrator of the account.
- An Android App “KKHSOU” has also been designed. This Android App can be downloaded free of cost from Google Play Store. Through this App, the learners can get detail information of academic programmes available, district-wise and course-wise list of study centres, contact information of the study centres, University etc. This Android App of the University has also been widely recognised and has received an Excellence Award from IGNOU.
- Learners can register for a free SMS service. This SMS services keeps the learner updated on schedules of Examinations, Declaration of results, Admission schedules and other important events.

1.5.2 Duration of the programme: As mentioned before, the M.A. (Sociology) programme has four semesters and is of minimum 2 years. The programme has 4 courses in each semester carrying 100 marks (80+20) i.e for 4 semester the programme will have 16 courses with a Dissertation Project. However, the maximum duration of the programme is 6 years as stated below:

- Minimum Duration :4 semesters (2 years).
- Maximum Duration :6 years (maximum of 4 attempts in 1 course/paper).

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

1.5.3 Course Distribution of MA in SOCIOLOGY

The semester-wise distribution of the different courses of the M.A. SOCIOLOGY programme is as follows:

Semester I	Semester II	Semester III	Semester IV
SOCIOLOGY : AN INTRODUCTION	SOCIAL STRATIFICATION	ENVIRONMENTAL SOCIOLOGY	FIELD WORK AND DISSERTATION
SOCIOLOGICAL PERSPECTIVES AND THEORIES	SOCIOLOGY OF DEVELOPMENT	GENDER AND SOCIETY	SOCIOLOGY OF NORTHEAST INDIA
SOCIOLOGY OF INDIAN SOCIETY	POLITICAL SOCIOLOGY	SOCIOLOGY OF EDUCATION	DEMOGRAPHY
RESEARCH METHODOLOGY	RURAL AND URBAN SOCIOLOGY	ECONOMIC SOCIOLOGY	INDUSTRIAL SOCIOLOGY (ELECTIVE 1)
			SOCIOLOGY OF HEALTH AND ILLNESS (ELECTIVE 2)

1.5.4 Credit Distribution: The Credit Distribution of the different courses of the M.A. Programme in Sociology in KKHSOU is as follows:

	Semester I	Semester II	Semester III	Semester IV
Course	SOCIOLOGY: AN INTRODUCTION	SOCIAL STRATIFICATION	ENVIRONMENTAL SOCIOLOGY	FIELD WORK AND DISSERTATION
Credit	4	4	4	4
Course	SOCIOLOGICAL THEORIES	SOCIOLOGY OF DEVELOPMENT	GENDER AND SOCIETY	SOCIOLOGY OF NORTHEAST INDIA
Credit	4	4	4	4
Course	SOCIOLOGY OF INDIAN SOCIETY	POLITICAL SOCIOLOGY	SOCIOLOGY OF EDUCATION	DEMOGRAPHY
Credit	4	4	4	4
Course	RESEARCH METHODOLOGY	RURAL AND URBAN SOCIOLOGY	ECONOMIC SOCIOLOGY	INDUSTRIAL SOCIOLOGY (ELECTIVE 1)
				SOCIOLOGY OF HEALTH AND ILLNESS (ELECTIVE 2)
Credit	4	4	4	4
Credits per semester	16	16	16	16

The overall weightage of the M.A. programme with Sociology is thus **64 credits** as shown above.

1.5.5 Definition of Credit Hours: The University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course is offered to the learners at their respective study centers.

1.5.6 Faculty and Support Staff requirement: The University currently has 2 full time Assistant Professors in the Department of Sociology

1.5.7 Instructional Delivery Mechanisms: In the preparation of the Self Learning Materials, emphasis has been given to the basic three domains of knowledge, viz., behavioural domain, cognitive domain and constructive domain.

Domain of Knowledge	General Learning Tasks generally used	Contents in Self Learning Materials
Behavioural	<ul style="list-style-type: none"> • Memorising • Undertaking Routine Tasks • Learning arbitrary information • Learning rule systems • Invariable (Routine) learning procedures 	<ul style="list-style-type: none"> • Sociology is a theoretical discipline and hence the learners need to understand and memorise certain things for example definitions of different concepts like Institution, Community, Role, Status so on and so forth.
Cognitive	<ul style="list-style-type: none"> • Classifying • Concept learning • Problem-solving • Procedures • Reasoning and argument • Rules 	<p>Sociology emphasizes on Critical Understanding and Analysis of Social Reality.</p> <p>There is ample scope in this domain of knowledge as most of the theories in</p>

		Sociology are conceptual and also because a student of sociology needs to apply his conceptual understanding to analyse various social phenomena.
Constructive	<ul style="list-style-type: none"> • Case Studies • Complex Situations • Real-world Problem-solving 	<ul style="list-style-type: none"> • The Course emphasizes on studying, examining and analyzing the social reality by applying the concepts that one learns in sociology. Through their dissertation projects and also through the activities section students are advised to investigate social realities, issues and problems and come out with or suggest ways to mitigate them.

1.5.8 Dissertation: A learner is required to submit a dissertation in the fourth semester. The Dissertation must be based on empirical findings from the field. The Counselors in the study centers guide them in the process of preparing the dissertation. The report carries 100 marks, out of which 80 marks are allotted for report writing (the University will evaluate the report) and 20 marks for viva-voce

1.6 PROCEDURE FOR ADMISSION, TRANSACTION OF KNOWLEDGE AND EVALUATION

1.6.1 ADMISSIONS PROCEDURE

- **Any Graduate** who fulfills the minimum eligibility criteria of KKHSOU can apply for the admissions to M.A Sociology Programme.
- They can enquire about the admission process in their nearest study centre.
- Interested Individuals can take admission by following the admission procedure of the University at their preferred/nearest Study Centers.
- They can even call the University Authorities especially Dean Study Centre, Deputy Registrar (Academic) in their given contact numbers to clarify admission related doubts.
- Learners can ask their queries relating to admissions also through the Live Phone-In Radio Programme aired every Thursday Morning from 9:00 am to 10 a.m
- For Admission to a programme, course fee is to be paid through the Bank challan at any branch of State Bank of India. Application along with necessary enclosures and a copy of the challan returned by the Bank after payment is required to be submitted at the recognized study centers within due date. Course fee may also be paid in the form of Bank Draft drawn in favour of “Krishna Kanta Handiqui State Open University” and payable at Guwahati. The University has also introduced the system of online receipt through SBI.
- The Study Centre will undertake initial scrutiny of the application forms as per the norms and qualifications required for each programme.
- After scrutiny, the eligible applicants will be provisionally admitted by the Study Centre.
- Intending learners with incomplete application may be given conditional admission at the University’s discretion with the condition that required eligibility documents are to be submitted latest by the dates prescribed for the purpose. Their enrolment will be confirmed on enrolment of the eligibility requirements. To appear in the examinations, confirmation of enrolment will be necessary.
- All the enrolled learners will be provided with the registration number, programme guidelines and identity cards.

- Those learners who are unable to complete the programme within the specified validity period will be required to register themselves afresh by paying the requisite fee as per the University regulations.
- **Continuous Admission:**
 - After completion of a particular semester, admission into the next semester is required within one month of the last examination of the previous semester. It does not depend on whether appeared in examination, or the result of the earlier semester. Admission will have to be taken continuously in the programmes without any break. A learner will be allowed to appear in all the examinations including back within the stipulated time of a programme.
 - A learner will have to take admission to the next semester within one month from the last date of examination of the previous semester.
 - A learner will be allowed to take admission to the next semester beyond one month but within two months from the last date of examination of the previous semester with a fine of Rs. 300.
 - Under special circumstances and on special consideration, a learner may be allowed admission in the next semester even beyond two months but before issue of notification for filling up of forms for examination of that semester by the University on individual application with sufficient reasons and on payment of a fine of Rs.500.

- **Refusal/Cancellation of Admission:**

Notwithstanding, anything contained in this prospectus, the University reserves the right to refuse/cancel admission of any individual

- **Fees To Be Paid For M.A Sociology Programme**

- FEES TO BE PAID IN THE FIRST SEMESTER: **Rs. 5,050**
- FEES TO BE PAID IN THE SECOND SEMESTER: **Rs. 4,750**
- FEES TO BE PAID IN THE THIRD SEMESTER: **Rs. 4,750**
- FEES TO BE PAID IN THE FOURTH SEMESTER: **Rs. 5,850**
- **TOTAL FEES (FOUR SEMESTERS): 20400**

- **Financial assistance:**

- The University offers free education to jail inmates and differently abled learners. At present, the University offers free of cost education to jail

inmates in 13 district jails of the state. The University is in the process of adding more of central/district jails in the Academic Session 2018-19.

- The University also offers subsidised education to the learners living below the poverty line. On production of BPL certificate from competent authority, the University offers 50% discount on course fee.

1.6.2 CURRICULUM TRANSACTION

- Knowledge regarding the programme will be imparted through the Self Learning Material which shall comprise of all the chapters/units outlined in the syllabus.
- Audio-Visual Materials are also produced for the benefit of the Learners.
- Counseling Sessions are conducted in the study centers to facilitate the Learners in their pursuance of knowledge.
- Faculty Mail-id's are given in the website so that the learners can directly contact them.

1.6.3 EVALUATION

The University adopts both ongoing and term end evaluation. Ongoing evaluation is conducted in two modes: internal and external. The internal evaluation is to be undertaken by the learner himself. For this, the University has designed some Check Your Progress questions, which would help the learners to self-check his/her progress of study. Thus there is provision for Self-assessment exercises within each unit of study. However, this is undertaken at the learners' end themselves and is non-credit based.

For overall evaluation of a course, the University follows the two types of evaluation:

- a) **Continuous Evaluation (Assignments): Weightage assigned 20%.**
- b) **Term End Evaluation (Semester-end Examinations): Weightage assigned 80%.**

- Evaluation is done through **Assignments** and **Term End Examinations**.
- A learner needs to **submit one Assignment for every course** where he is instructed and expected to read, understand, and write the answers of the questions in his own words. Students are instructed not to Copy in Toto from the book. The learners have to submit the assignments within the schedule of a semester at the respective study centres. The counsellors at the study centres evaluate the assignments and return them to the learners with feedback.

- **Term End Examinations** are held at the end of every Semester where questions are set from each unit based on the marks allotted (by Experts) from each unit. Term end examinations are conducted on scheduled dates at selected examinations centres. Evaluations are done by the external examiners at zonal centres. After evaluation, further scrutiny is done, followed by moderation. Results are declared within scheduled dates as laid down in the Activity Planner. Learners would be able to get their scripts re-evaluated if they are not satisfied with evaluation.
- To evaluate their skills in Research they are required to submit a **Dissertation Paper** in the FOURTH SEMESTER. The Dissertation must be based on empirical findings from the field. The Counsellors in the study centers guide them in the process of preparing the dissertation Thus through the programmes the Learners will be introduced to the field and fieldwork, data analysis and presentation of data.
- The University is in the process of using high security and eco-friendly synthetic (water proof and termite proof) papers for mark sheets and certificates. Moreover, use of interactive kiosk at study centres for issue of admits cards and modification of the existing EDPS system for quick publication of results of examinations are also being planned. Similarly, introduction of biometric identity of learners is also being planned

1.7 REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES:

The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to Sociology. The books available at the Central Library are quite helpful for the faculty members and the SLM writers as well as the content editors. It may be mentioned here that copies of relevant reference books and textbooks have also been sent to the libraries of the respective study centres which can be accessed by the learners.

The digital version of the University Central Library, KKHSOU is also available on the website: <http://www.kkhsou.in/library/> which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community. On this website, the entire catalogue (title/ author/ publisher wise) of library resources including books and other literature relating to this particular course and the Open Access Search Engine (OAJSE) which is a gateway to over 4,500 e-journals including those in sociology can be accessed among others.

1.8 COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the coordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government. As regards, the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the M.A. in Sociology programme.

1.8.1. Programme Development Cost:

The office of the Finance Officer of KKHSOU has worked out the following also.

- a. SLM Development Cost for Master Degree Programme English medium per Unit Rs. 7,300/-
- b. Printing Cost per SLM Rs. 56/-
- c. Cost of CD per unit Rs. 23/-

1.8.2 Programme Delivery Cost: The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 15 kgs of study materials per student. The cost of delivery of 1 kg of such material is Rs.10. Accordingly, depending upon the number of candidates, the cost for the M.A. Sociology programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 150/

1.8.3 Programme Maintenance Cost: The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the

Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. Maintenance Cost for M.A. in Sociology programmes per student is Rs. 1600.00 as calculated by the office of Finance Officer.

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

1.9 QUALITY ASSURANCE MECHANISMS AND EXPECTED PROGRAMME OUTCOMES

The University as a whole and the Department of Sociology in Particular takes all the necessary and possible steps to prepare the best of the study materials. From framing the syllabus to printing the materials several strategies are involved to prepare error free SLMs. The various mechanisms adopted by the University and the Department to ensure quality of the SLMs is mentioned below--

1.9.1 QUALITY ASSURANCE MECHANISMS

- Syllabus is framed by Senior Experts on the subject from Reputed Universities so that the learners get the most updated knowledge
- Syllabus is updated from time to time to encompass recent developments in the field of Sociology
- Faculty and Research Scholars from various reputed Universities like JNU, TISS, IITs, HYDERABAD UNIVERSITY, TEZPUR CENTRAL UNIVERSITY are entrusted with the responsibility of writing the units so that we can get or prepare the best of the study materials

- Every Unit is edited by Content Editor so that the Units become flawless in terms of its content.
- Apart from Content Editing , all the units are also given to the Language Editor to avoid any mistakes in grammar, language and sentence construction
- Further all the Units are given to the Proof Reader to check the errors in spelling if any..
- Plagiarism check is proposed to enrich the quality of the materials

1.9.2 EXPECTED PROGRAMME OUTCOMES

Learners to become better equipped for Jobs in various fields. Learners who intend to opt for Sociology as a major or pass course may choose to pursue career in Academics, Civil Services, NGOs, Social Work, Social Welfare, Health, Tourism, Urban Development, Town and Country planning, Management etc.

- Learners geared up for higher studies and research (M. Phil, Phd)
- Learners acquainted with the basic knowledge required in Competitive examinations
- Development of Rational Thinking, Critical Understanding and Analytical Ability among the Learners
- Theoretically Oriented Individuals
- Growth of Interest in Research
- Learners to become Aware, Sensitive and Impartial

Annexure-I

STRUCTURE OF THE M.A. (SOCIOLOGY) PROGRAMME

PROGRAMME OUTLINE:

The core courses of the MA (SOCIOLOGY) Programme are listed below. The evaluation framework for each course comprises assignments and semester- end test.

	Course Code	Title of the Course	Marks	Credit
Semester 1	Course Code 1	Introductory Sociology	20+80	4
	Course Code 2	Sociological Theories	20+80	4
	Course Code 3	Indian Society	20+80	4
	Course Code 4	Research Methodology	20+80	4
Semester 2	Course Code 5	Social Stratification	20+80	4
	Course Code 6	Sociology Of Development	20+80	4
	Course Code 7	Political Sociology	20+80	4
	Course Code 8	Rural and Urban Sociology	20+80	4
Semester 3	Course Code 9	Environmental Sociology	20+80	4
	Course Code 10	Gender and Society	20+80	4
	Course Code 11	Sociology Of Education	20+80	4
	Course Code 12	Economic Sociology	20+80	4
Semester 4	Course Code 13	Fieldwork and Dissertation	20+80	4
	Course Code 14	Sociology of N.E India	20+80	4
	Course Code 15	Social Demography	20+80	4
	Course Code 16	Industrial Sociology (Elective 1)	20+80	4
	Course Code 17	Sociology of Health and Illness (Elective 2)	20+80	4

In the Fourth Semester, a learner has to mandatorily submit one dissertation and study two Compulsory papers along with one elective paper which he/she prefers.

Annexure-II

Detailed Course wise Syllabus of M.A.(Sociology) Programme

SEMESTER --1

COURSE 1: INTRODUCTORY SOCIOLOGY

Unit 1: Sociology as a Discipline:

Emergence, Nature and Scope of Sociology

Unit 2: Basic Concepts in Sociology:

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

Unit 3: Culture and Society:

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

Unit 4: Socialisation:

Concept, Importance, Stages and Agencies

Unit 5: Social Stratification:

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

Unit 6: Social Change:

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

Unit 7: Social Control:

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

Unit 8: Social Mobility:

Concept and Types

Unit 9: Family, Marriage, Kinship:

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

Unit 10: Religion:

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

Unit 11: Polity and Economy:

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

Unit 12: Deviance:

Meaning, types and causes and Implications for Society

Unit 13: Social Processes:

Cooperation, Competition, Conflict and Accommodation

REFERENCES

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Bottomore, T.B. (1972): *Sociology: A Guide to Problems and Literature*, Bombay: George Allen and Unwin (India).

Inkeles, Alex (1987): *What is Sociology?* New Delhi: Prentice-Hall of India.

Johnson, Harry M. (1995): *Sociology: A Systematic Introduction*, New Delhi: Allied Publishers

Tumin, M.M. (1994): *Social Stratification: The Forms and Functions of Inequality*, New Delhi: PHI,

Weber, Max. 1964. *Basic Concepts in Sociology*. New York : Citadel Press.

COURSE 2: SOCIOLOGICAL PERSPECTIVES AND THEORIES

Unit 1: Emergence of Sociology: I

Influence of Enlightenment and Industrial Revolution, French Revolution

Unit 2: Emergence of Sociology: II

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

Unit 3: Functionalism

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

Unit 4: Structuralism

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

Unit 5: Conflict Perspective

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

Unit 6: Symbolic Interactionism and Ethnomethodology

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

Unit 7: Dramaturgy, Phenomenology:

Goffman and Alfred Schutz

Unit 8 : Emile Durkheim and Sociological Theories.

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

Unit 9: Max Weber's Contribution to Sociological Theories.

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

Unit 10: Influence of Karl Marx on Sociological Theory.

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

Unit 11: Frankfurt School:

Theodor Adorno, Max Horkheimer, Jurgen Habermas

Unit 12: Antonio Gramsci:

Theories of State, Party, Movement, Intellectuals.

Unit 13: Louis Althusser:

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

Unit 14: Berger and Luckmann:

Social Construction of Reality.

Unit 15: Bourdieu:

Social Capital, Habitus

REFERENCES:

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.
7. Madan, G.R. (2 Vol.)
8. Morrison, Ken, 2008, Max, Durkheim, Weber – Formations of Modern Social thought (2nd Edition), Sage Publications.
9. Turner, J.H. 1987. “The Structure of Sociological Theory”. The Dorsey Press. Rawat Publications, Jaipur

COURSE 3: RESEARCH METHODOLOGY

Unit 1: Meaning of Research:

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

Unit 2: Philosophical foundation of Research Methods:

Enlightenment and Romantic Conservatism.

Unit 3: Nature of Social Reality

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

Unit 4: Theory building

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

Unit 5 : Methods in Social Research (I)

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

Unit 6: Methods in Social Research (II)

Survey method, Experimental method

Unit 7: Research Design (I)

What is a research design, types of research design

Unit 8 Research Design (II)

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

Unit 9: Technique of data collection :

Questionnaire, Interview, Observation, Sampling

Unit 10: Scaling technique in Sociological Research

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

Unit 11: Classification, Tabulation and Graphical Presentation of Data

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

Unit 12: Measures of Central Tendency

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

Unit 13: Measures of Variability

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

Unit 14: Correlation

Meaning of correlation; Types of correlation; Correlation coefficient;

Unit 15: Regression

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

REFERENCES:

Babie, Earl R. 2007. *The Practice of Social Research*. USA: Thomson Learning

Durkheim, Emile. 1950. *The Rules of Sociological Method*. New York: Free Press.

Weber, Max. 1949. *Methodology of Social Sciences*. New York : Free Press.

Young, P.V. (1988): *Scientific Social Survey and Research*, New Delhi Prentice Hall.

Zeitlin, Irving.1968. *Ideology and the Development of Sociological Theory*. Egglewood cliffs: New Jersey

COURSE 4: SOCIOLOGY OF INDIAN SOCIETY

Unit 1: Development of sociology of India.

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

Unit 2: Indological Approach to the study of Indian society:

S.C. Ghurye, Dumont

Unit 3: Functional Approach to the study of Indian society:

M.N. Srinivas, S.C. Dube

Unit 4: Marxist Approaches to the study of Indian society.

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

Unit 5: Subaltern Approach to the study of Indian society:

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

Unit 6: The Caste System in India.

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

Unit 7: Class System in India

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

Unit 8: Tribe -

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

Unit 9: Problems of tribal society in India:

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

Unit 10: Family, Marriage and Kinship

Family, Marriage and Kinship: Forms and regional variations

Unit 11: Education and Economy In India:

Traditional Educational system- Emergence of formal education system in
India. Present occupational structure – Features of tribal economy, urban
economy, Social organization of Agriculture: Organization of Production -
Agrarian Reforms

Unit 12: Language, Religion and Region in India

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

Unit 13: Social Movements in India:

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

Unit 14: National Integration in India:

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

Unit 15: Social Issues and Problems in India:

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

REFERENCES:

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 Stratification*. Delhi: Oxford University Press.
6. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in Dipankar Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press, pp. 271-275.
7. Breman, J., 1999, “The study of industrial labour in post colonial India: The formal sector”,
8. *Contributions to Indian Sociology*, Vol. 33, No.1, 2, January.
9. Haimendorf, C. Von Furer., 1967, “The Position of the Tribal Population of India”, in Phillip
10. Mason, *India and Ceylon: Unity and Diversity*. New York: Oxford University Press,.
11. Xaxa, V., 1999, “The Transformation of Tribes in India: Terms of Discourse” in *Economic and Political Weekly*, 34 .

14. Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*. Delhi: Oxford University Press.
15. Karve I., 1994, "The Kinship Map of India" in Patricia Uberoi (ed.) *Family, Kinship and*
16. *Marriage*. Delhi: Oxford University Press,

SECOND SEMESTER

COURSE 5: SOCIAL STRATIFICATION:

Unit 1: Social stratification- an introduction:

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

Unit 2: Basic Concepts:

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

Unit 3: Understanding Social Stratification

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

Unit 4: Functionalist Perspectives on stratification:

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

Unit 5: Marxist Perspectives on stratification:

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

Unit 6: Weberian Perspectives on stratification:

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

Unit 7: Feminist Perspective of stratification

Main Advocates, Arguments, Criticisms

Unit – 8: Caste System and Stratification

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

Unit 9: Occupation, Social Stratification, and Class:

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

Unit 10: Race and Ethnicity:

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

Unit 11: Gender and Stratification:

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

Unit 12 Other Basis of Social Stratification

Tribe, Ethnicity, Race, Religion, Language and region

Unit 13 Contemporary debates in stratification:

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

REFERENCES

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

COURSE 6: SOCIOLOGY OF DEVELOPMENT:

Unit 1: Introduction

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

Unit 2: Social Structure and Development

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

Unit 3: Perspectives on development (I)

Liberal, Marxist, Socialist

Unit 4: Perspectives on development (II)

Ecological: Ecofeminism, Sustainable development,

Unit 5: Paths of Development

Capitalist, Socialist, Mixed Economy and Gandhian

Unit 6: Modernization theories

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

Unit 7: Theories of underdevelopment

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

Unit 8: Politics of development.

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

Unit 9: Civil Society and Alternative discourses of development

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

Unit 10: Contemporary concerns in development

Poverty, Social capital, gender and development.

Unit 11: Development and Displacement

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

Unit 12: Development and protest movements in India

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

Unit 13: Development discourse in North East India

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

REFERENCES

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.
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8. Harrison D.H., 1988, The Sociology of Modernization and Development, London Routledge, Kegan Paul
 9. Webster Andrew, 1984, Introduction to the sociology of Development, London McMillan
 10. Wood Charles, Robert Bryan(ed), 2005, Rethinking Development in Latin America, Penn State Press
 11. Wallerstein E., 1979, The Capitalist World Economy, Cambridge University Press, Cambridge
 12. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
 13. Joshi and Verma(ed), 1998, Social Environment for Sustainable Development, Rawat Publications, Jaipur
 14. Planning Commission, Govt. of India, 2008, Eleventh Five Year Plan 2002-12, Vol I Inclusive Growth, Oxford University Press, New Delhi
 15. Kher S. P. 2008 Navpravartan : Sutra Arthik Vikasache, Nandini Publishing House, Pune
 16. Vikasachya Prakriyetil Stree Prashna, 1999, Women's Studies Centre, Pune University, Pune
 17. Wolfgang Sachs(ed) 1992, The Development Dictionary; Orient Longman.

COURSE 7: POLITICAL SOCIOLOGY

Unit 1: Meaning and Scope of Political Sociology

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

Unit 2: Relationship between political systems and other social systems.

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

Unit 3: Basic Concepts

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

Unit 4: Political Culture

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

Unit 5: Political Socialization.

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

Unit 6: Perspectives on State

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

Unit 7: Authority and Legitimacy

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

Unit 8: Antonio Gramsci

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

Unit 9: Elite Theory

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

Unit 10: Social Movements

Definition of social movement, characteristics and types

Unit 11: State and society in India

Politics of caste, religion, language and region.

Unit 12: Political parties

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

Unit 13: Pressure Group and Interest Group

Pressure groups, Interest Groups and Lobbying.

Unit 14: Political participation in India:

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

REFERENCES

Eisentadt, S.N (ed.). 1971. *Political Sociology: A Reader*. New York: Basic Books

Pareto, V. 1985. *The Mind and Society*. New York: Dover Publications

Mills, C.W. 1956. *The Power Elite*. New York: OUP

Swartz, M.J. 1968. *Local level Politics: Social and Cultural Perspectives*. University of London Press.

Course 8: Rural And Urban Sociology

Unit 1: Introduction

Nature and Scope of Rural Sociology, Rural-Urban Differences and Interaction.

Unit 2: Rural Society:

Little Community, Peasant Society, Folk-Urban Continuum

Unit 3: Indian Rural Social Structure

Caste and Class in Rural Set Up, Inter Caste Relation with reference to Jajmani System; Rural Family and Changing pattern

Unit 4: Rural Power Structure:

Traditional Caste and Village Panchayats; Panchayati Raj before and after 73rd Constitutional Amendment, Panchayati Raj and Empowerment of Women

Unit 5: Rural Economy:

Land Tenure System, Land Reforms; Green Revolution and Its Impact; Bonded and Migrant Labourers; Major Changes in Rural Economy.

Unit 6: Caste, Class and Power in Rural India:

Continuity and Change in the Caste, Class and Power Relations in Rural India.

Unit 7: Peasant Movements:

Emergence, Issues, Change and Development, Role of State.

Unit 8: Planned Change for rural society :

Five Year Plans and its emphasis on rural development; Panchayati Raj Institutions and Local Self Government; Special programmes for tribal areas.

Unit 9: Introduction to Urban Sociology:

Origin & Scope of Urban Sociology; Rural Urban Differences; Urban Sociology in India, Basic Concepts: Concept of Urban; Urban Locality; Urbanism ;Urbanism as a way of life; Urbanisation; Definition; Process; Impact of Urbanisation on family, religion and caste; Sub-urbanisation; over-urbanisation

Unit 10: Theories in urban sociology

- a. Traditional theories : Wirth, Burger, Park
- b. Contemporary Theories: Castells, David Harvey

Unit 11: Growth of Cities:

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

Unit 12: Urban Issues and Problems

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

Unit 13: Town Planning:

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

Unit 14: Urban Governance and Collective Action:

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

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

Urbanisation in N.E; Factors; Issues and Challenges

REFERENCES:

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

THIRD SEMESTER

COURSE 9: ENVIRONMENTAL SOCIOLOGY

Unit 1: Environment and Ecology

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

Unit 2: Environmental Sociology:

Emergence and Scope; Environmental Sociology in India

Unit 3: Approaches to Study Environmentalism:

Marxism; Gandhism; Ecofeminism; Anthropocentrism; NEP

Unit 4: Different types of Environmentalisms:

Deep, Social, Radical Ecology

UNIT 5: Sustainable Development

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

Unit 6: Natural Resource and their Utilization

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

Unit 7: Environmental Issues:

Pollution, Soil Erosion, deforestation, Salinization,

Unit 8: Contemporary Environmental Problems:

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

Unit 9: Global Warming and Climate change

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

Unit 10: Environment, Development and Modernization

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

Unit 11: Environmental Movements:

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

Unit 12: Initiatives of State and International Agencies:

Stockholm; Rio conference mandates etc..

Unit 13: Environmental Ethics and Environmental Laws

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

UNIT 14: Environmental Issues in Northeast India.

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

REFERENCES

Hannigan, John A. 1995. *Environment Sociology: A Social Constructionist Perspective*. London: Routledge

Brara, Rita. 2004. Ecology and Environment. In Veena Das ed. *Handbook of Indian Sociology*. New Delhi: Oxford University Press,

Milton, Kay. 1996. *Environment and Cultural Theory: Exploring the Role of Anthropology in Environmental Discourse*. London: Routledge.

Robbins, Paul. 2004. *Political Ecology: A Critical Introduction*. Oxford: Blackwell.

Conklin, Beth and Laura Graham. 1995. "The Shifting Middle Ground: Amazonian Indians and Eco-Politics", *American Anthropologist*, 97 (4): 695-710.

Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader* Pearson. Longman. New Delhi.

Peet, Richard and Michael Watts. (ed.). 1996. *Liberation Ecologies*. London: Routledge.

Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson. Longman, Section V, Global issues

.Archana Prasad (ed.) 2008. *Environment, Development and Society in Contemporary India. An Introduction*. New Delhi: Macmillan India, Part Four: Global Environmental Issues

COURSE 10: GENDER AND SOCIETY**Unit 1: Basic concepts**

Sex , gender and social construction of gender

Unit 2: Feminist Thought (I)

Liberal, Radical

Unit 3: Feminist Thought (II)

Marxist-Socialists, post-modern

Unit 4: Production of Masculinity and Femininity

Meaning, Depiction and form

Unit 5: Feminist Methodology

Feminist methodology as a critique of sociological methods,

Unit 6: Patriarchy:

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

Unit 7: Social control of sexuality and body of women

Traditional mechanisms and contemporary politics: anorexia, bulimia

Unit 8: Third world women and the politics of feminism

Women's movements, Dalit feminism

Unit 9 :Gender and Health:

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

Unit10: Gender and Development:

Property rights, Education, Eco-feminism

Unit 11: Contemporary Sexuality movements

LGBT movements: issues, challenges and achievements

Unit 12: Welfare policies for women in India

Schemes and strategies for empowering women

Unit 13: Voluntary Organizations and Empowerment of Women:

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

Unit 14: Gender relations in the north eastern states:

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

REFERENCES:

De Beauvoir, S.1983. *The Second Sex*. Harmondsworth: Penguin

Engles, F. 1972. *The Origin of Family, Private property and the State*. London: Lawrence and Wishart

Walby, Sylvia.1990. *Theorizing Patriarchy*. USA: Wiley-Blackwell.

Chakravati, Uma.2002. *Gendering caste through a feminist lens*. Stree

COURSE 11: SOCIOLOGY OF EDUCATION

Unit 1: Introduction:

Meaning; Definition; Scope and Emergence

Unit 2: Importance of Education:

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

Unit 3: Agents of Education:

Family, School, Religion, Peer group, media

Unit 4: Education in Ancient India:

Gurukuls, Pathshalas and Maktab

Unit 5: Colonialism and Education:

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

Unit 6 : Alternative visions about education:

Rabindranath Tagore and Mahatma Gandhi

Unit 7: Democracy and Education:

Dewey and B.R Ambedkar

Unit 8: Functionalist approach to understand Education:

Emile Durkheim and Talcott Parsons

Unit 9: Marxian Perspective to understand Education:

Karl Marx, Gramsci and Althusser.

Unit 10: Critical Pedagogy:

Paulo Frerie and Ivan Illich

Unit 11 : Knowledge, Power and Education:

Karl Manheim, Pierre Bourdieu and Basil Bernstein

Unit 12: Social Construction of Knowledge:

Krishna Kumar

Unit 13: Education and Social Stratification:

M.Apple, Padma Sarangapani

Unit 14: Open and Distance learning

Meaning, emergence, prospects and problems

REERENCES

Dewey, John. 2016. *Democracy and Education: A Introduction to Philosophy of Education*. New York: Free Press.

Friere, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Continuum.

Gandhi, M.K. 1977. *Basic Education, in the Collected Works*. Ahmadabad: Navajivan.

Krishna Kumar. 1970. *What is worth Teaching ?* Delhi: Orient Blackswan.

COURSE 12: ECONOMIC SOCIOLOGY

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

REFERENCES:

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.
8. Swedberg, R. 2003. *The Economic Sociology of Capitalism: An Introduction and an Agenda*. Cornell University

FOURTH SEMESTER**COURSE 13: FIELDWORK AND DISSERTATION**

Guidelines for Preparation of Dissertation in M.A. Sociology:

The learner has to prepare and submit a dissertation under the guidance of a professionally qualified supervisor. She or he may take up a problem related to the subject and should develop instruments for data collection and collect data, analyse and interpret data and prepare a research report. The length of the report may be between 60 - 70 pages and should not exceed 70 pages.

Dissertation Guide: A faculty in the department of Sociology or Political Science in colleges affiliated to any Indian University (OR) A faculty of the department of Sociology from KKHSOU. The bio-data along with phone number of the dissertation guide is to be attached along with the dissertation report.

Time Period: Dissertation work has to start from third (3rd) semester and the final report has to be submitted within three months of the fourth (4th) semester. The topic of study, review of literature, research questions, objectives of study and method of data

collection has to be decided and finalized by the learner in consultation with the project guide during the first part of the third (3rd) semester. Data collection should immediately follow. Further, during fourth (4th) semester data has to be interpreted and analysed: report has to be written and submitted within three months.

Total Marks: The report carries 100 marks, out of which 80 marks are allotted for report writing (the University will evaluate the report) and 20 marks for viva-voce.

Submission of Project Report: Learners should prepare 3 copies of the project report, one for the University, one for the study centre and one for himself/herself. He/ she is required to submit two copies of the report on or before the date of viva-voce to the respective study centre. If he/she fails to submit it to the study centre prior to the viva, then he must submit it to the exam centre on the date of the viva. In any case he/she must carry the candidate copy along while coming for the viva. No candidate will be allowed to appear for the viva if he or she fails to produce the dissertation report to the external examiner. The learner must get his/her copy sealed and signed by the external examiner during the viva. In case a candidate submits the reports to the study centre prior to the date of the Viva than the study centre must send it to the exam centre before the date of the Viva.

The respective exam centers must send the University Copy of the dissertation reports along with the soft copy (CD) and the mark foil of the viva to the University not later than a week from the date of viva. The University will then centrally evaluate the dissertation reports. Finally the marks of the report (evaluated by the University) and the marks of the viva (given by the external examiner) will be added up to obtain the final score of the candidate for the dissertation.

The copy for the university along with soft copy (CD) of the report and the marks foil should be submitted to the Controller of Examination, Krishna Kanta Handiqui State Open University, Housefed Complex, Dispur, Guwahati – 781 006, through respective study centres. At the top of the right corner of the first page of the report ‘Copy for the University’ should be clearly typed. University logo should never be used. A Challan of Rs 1000/- as dissertation fees should be enclosed with the copy of the dissertation (which will be sent to the university), if not paid the fee during the admission time.

External Supervisor: The External Supervisor will be appointed by the University either from the department of Political Science or Sociology for the Viva. He/ She is required

to put his seal and signature in all the three copies of the dissertation report. The report will not be considered valid until it bears the seal and signature of the external examiner. He or she must take the viva based on the dissertation report and provide the marks of viva in the mark foil.

Typing Instruction: The cover page and certificate page should not have any numbering. Numbering of the pages may start from the next page of the content page. The Type Font should be Arial. For general continuous texts, Font Size: 11. The major Section should be typed with BOLD letters with font size 14. The Sub-Sections should be typed with Title Case Bold letters with Font Size 12. The project report should be typed in double line space. It should be printed on one side only and should be spiral bound.

COURSE 14: SOCIOLOGY OF NORTHEAST INDIA

Unit 1: Northeast India:

Geographical, Political and Cultural specificities: The people, Languages, Religions, Culture, Territorial Organisation

Unit 2: Conceptualisation of the term northeast

Historicity of the term, the transformation of the region to a periphery and a security frontier

Unit 3: Process of State formation in the region

State formation process in the Brahmaputra valley, other tribal chieftainships

Unit 4: Process of Sanskritization in the region with special reference to the Brahmaputra valley:

Neo-Vaishnavism, Analysis of the Sanskritisation process, Tribe-caste relationship,

Unit 5: Colonial Rule in Northeast and its impact

Advent of colonialism, the impact of colonial rule on the societal and political spheres, emergence of middle class, freedom movement

Unit 6: Reorganization of the region in the postcolonial period

Demand for Statehood, formation of different states in Northeast India

Unit 7: Issues of Identity assertion and autonomy movement in the region

Emergences, Causes and Consequences of the autonomy movements

Unit 8: Border and borderland people of northeast India

Concept of Border in Northeast, Various policies and Rules relating to borders, concept of Foothills, Markets in Borders, Relationship among people

Unit 9: Border disputes in N.E. India

Concept of Border and Territory; Major Border disputes in the region: Assam-Nagaland; Assam-Arunachal Pradesh; Assam- Meghalaya; Causes and Consequences

Unit 10: Issue of Immigration and the socio political discourse in northeast India

Historicizing the process of Immigration in Northeast India, Different Immigrant groups and their contribution to the economy, Issues and Tensions, Politics around Immigration

Unit 11: Traditional land relations in northeast India

Traditional Land Holding patterns in the pre-colonial and colonial period, Categories of land, Land management system, Commons

Unit 12: Changing Land relations in northeast India and its implications

Changing Land holding patterns, Land laws and Policies, Land revenue system, Creation of Tribal belts and Blocks, Population pressure on land, Changing nature of commons, land alienation.

Unit 13: State and Society in Northeast India

Emergence and Role of State in Northeast, State and Society relationship in Northeast

REFERENCES:

1. Bezbaruah, Ranju (ed).(2006). *Sources of History of North East India*. New Delhi: Indian Council of Historical Research.
2. Barpujari, S.K and A.C.Bhuyan (ed.). 2008 Political History of Assam: vol 1,Publication board Assam
3. Bhuyan, S.K. 1949, Anglo Assamese Relations, Lawerys Book Stall,.Print.
4. Gait, Edward. 2008. A History of Assam,Eastern Book House
- Guha, Amalendu. 1991 Medieval and early colonial history of Assam, CSSS..
5. Guha, Amalendu. 2006. Planters Raj to Swaraj, Tulika.
6. Das, Paromita (2007). *History and Archaeology of North-East India with Sp. Reference to Guwahati*. New Delhi: Agam Kala Prakashan.
7. Goswami,Priyam (1999). *Assam in the 19th century: Industrialisation and Colonial Penetration*. New Delhi: Spectrum Publications.
8. Bordoloi, B.N. G.C. Sharmah Thakur, M. C. Saikia. *Tribes of Assam*. Guwahati: Tribal Research Institute.
9. 5. Asif, Mohammed,1999, Development Initiatives and the Concomitant Issues of

- Displacement and Impoverishment in the North-east States in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India*, IIAS-Shimla, pp 39-61.
10. Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
 11. Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
 12. Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
 13. Fernandes, Walter and Sanjay Barbora, 2008, Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) *Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.
 14. Goswami, Atul; August, 1984; Tribal Development with special Reference to North-East India in *Social Scientist* ; vol12, no8; pp 55-60.
 15. Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
 16. Karna, M. N. 1990, The Agrarian Scene in *Seminar*, vol 366, pp 30-37.
 17. 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*, IIAS-Shimla, pp29-38.
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- Regency Publications.
21. Sharma, Chandan K.; 2001; Assam: Tribal Land Alienation: Government's Role; *Economic and Political Weekly*, Vol.XXXVI, No.52. 2001 (December 29-January 4), pp. 4791-4795, Mumbai.
 22. Sharma, Chandan K.; 2012; The State and the Ethnicisation of Space in Northeast India in N.G. Mahanta and D.Gogoi (ed) *Shifting terrain: Conflict Dynamic in North East India*; Guwahati/Delhi: DVS Publishers
 23. Singh, B.P; 1987; *The Problem of Change: A Study of North East India*; New Delhi: Oxford University Press.

COURSE 15: SOCIAL DEMOGRAPHY

UNIT 1: Introduction

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

Unit 2: Basic concepts

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

Unit 3: Migration

Meaning of migration, types, causes and consequences of migration

Unit 4: Sources of Demographic Data

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

Unit 5: Population theories (I)

Antiquity, Malthusian, Demographic transition

Unit 6 : Population theories (II)

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

Unit 7: Population growth and Demographic transition

Determinants of population growth, Consequences of population growth

Unit 8: Demography and Urbanization

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

Unit 9 : Demographic structure of India:

Age, Sex, Religious, Racial and Ethnic Composition

Unit 10 : Population policies in India

Population policies, programmes, initiatives and their critique.

Unit 11: Demographic Structure In N.E India

Inter-state, Inter-community and gender perspectives.

Unit 12: Demographic Problems in N.E India

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

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

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

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

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

UNIT 15: Trends in World Population

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

REFERENCES:

1. Agarwal, S.N. (1989): Population Studies with Special Reference to India, New Delhi: Lok Surjeet
2. Publication.
3. Bose, Ashish (1991): **Demographic Diversity in India**, Delhi: B.R.Publishing Corporation.
4. Banarjee, D. (1985): **Health and Family Planning Services in India**, New Delhi: Lok Parkshan.
5. Chandrasekhar, S. (ed.) (1974): **Infant Mortality, Population Growth and Family Planning in India**,
6. London: George Alen and Unwin Ltd.
7. Dubey, Surendra Nath (2001): **Population of India**, Delhi: Authors Press.
8. Kohli, S. (1977): **Family Planning in India**, New Delhi.
9. Malthus, T.R. (1986): **An Essay on the Principle of Population**, London: William Pickering.
10. Premi, M.K. (2004): **Social Demography**, Delhi: Jawahar Publishers and Distributors.
11. Sharma, Rajendra (1997): **Demography and Population Problems**, New Delhi: Atlantic Publishers.
12. Srivastava, O.S. (1998): **Demography and Population Studies**, New Delhi: Vikas Publishing House.
13. National Rural Health Mission (2006), Govt. of India, New Delhi.

COURSE 16: INDUSTRIAL SOCIOLOGY (ELECTIVE 1)

Unit 1: Industrial Sociology:

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

Unit 2: Industrialism and Post-Industrial Society

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

Unit 3: Industrial Society in classical sociological thought

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

Unit 4: Industry and Society

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

Unit 5:Industrial Relations:

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

Unit 6: Organizational development-

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

Unit 7: Process of Organisational Development :

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

Unit 8: Industrial conflict

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

Unit 9: Trade Unions:

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

Unit 10: Machinery for prevention and settlement of Industrial Dispute:

Statutory and non-statutory measures

Unit 11: Collective Bargaining:

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

Unit 12: Industrial Disputes Act, 1947:

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

Unit 13: Labour Legislation:

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

Unit 14: Social Security Act:

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

Unit 15: Industrialization in the context of Northeast

Problems and Prospects

Suggested Readings:

Hyman, R.1975. *Industrial Relations: A Marxist Introduction*. MacMillan

Kerr. et.al. 1973. *Industrialism and Industrial Man*. Harmondsworth: Penguin.

Macarthy, E.A.J (ed). 1973. *Trade Unions*. Harmondsworth: Penguin

Sheth, N.R. 1982. *Social Work of An Indian Factory*. Delhi: Hindustan Publishing Co.

COURSE 17: SOCIOLOGY OF HEALTH AND ILLNESS (ELECTIVE 2)

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

Suggested Readings:

Arnold, David. 1993. *Colonizing the Body: State, Medicine and Epidemic in 19th century India*. Berkley: University of California Press.

Bode, Maarten. 2008. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry*. Delhi: Orient Blackswan.

Foucault, M. 1975. *The Birth of the Clinic: Archaeology of Medical Perception*. New York: Vintage Books

Shiva, Vandana. 1988. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Zed Press.
