REGULATIONS, CURRICULUM & SYLLABUS FOR

MASTER OF ARTS (MA) IN SOCIOLOGY

(For CBCS System in Rajiv Gandhi National Institute of Youth Development) (Effective from the Academic Year 2022 -2024)

Department of Sociology

Rajiv Gandhi National Institute of Youth Development, (RGNIYD)

(An Institute of National Importance by an Act of Parliament) Ministry

of Youth Affairs and Sports

Government of India

Sriperumbudur, Tamil Nadu 602105

The Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, Tamil Nadu, is an Institute of National Importance established by an Act No.35/2012 of the Parliament of India, under the Ministry of Youth Affairs and Sports, Government of India. It functions as a vital resource centre by offering academic programmes, viz., undergraduate, Postgraduate, Ph.D., and Diploma programmes, encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development and conducting training programmes catering to the need of youth across the country. RGNIYD has close cooperation with various state agencies, NSS, NYKS, and empanelled organizations in the implementation of training programmes. Being an apex body for youth development, the RGNIYD strives to develop into a globally recognised and acclaimed centre of academic excellence in the field of youth development, fully responsive to the national agenda for inclusive growth, and the needs and aspirations of young people of the country to realise their potentials to create a just society.

Vision of the Department

 A Centre of Excellence imparting quality teaching that may bring out the potentiality of the students for the building of an egalitarian society and creating a positive impact the wellbeing of the society.

Mission of the Department

The mission of the Department of Sociology is to promote scientific understandings of social life through teaching, scholarship, and service.   By providing rigorous training in disciplinary methods and theories, coupled with a diversity of substantive concentrations and educational experiences, we develop robust sociological imaginations and critical thinking in our students.

Course Description

M.A in Sociology is a two-year masters' programme designed for the students who possess clarity in social context and aspire for social change. It is a distinctive and rigorous programme structured to prepare the students to understand social constructions in a better matter so that discourses and issues can be properly addressed. The course comprises of theoretical and experiential learnings through classroom teaching, innovative assignments, case analysis, internship and concurrent field work. Students will also be given training for

honing their skills and competencies that are pre-requisite for successful sociologist to create social values and meet social needs.

The first, second and third semester concentrates on core subjects and focuses on field visits to equip students to imbibe the scenario of Social World. In the end of the first year the students proceed for a one-month internship with a development organization to understand the academia and organization continuum.

In the last semester the students collect primary data and try to interpret the same in a systematic matter in the form of dissertation. This enables the student to develop a research aptitude in the time of their Master's degree.

Goals of the Department

1. To provide a curriculum that prepares a student to engage in critical thinking in order to work effectively at all systems.
2. To provide a learning environment and curriculum that promotes an ability to understand and practice with diverse populations and that focuses on the roots, dynamics and consequences of social and economic injustice and equips students with the skills to promote social change directed toward remedying injustice and oppression faced by populations at risk on individual and collective levels.
3. To develop and nurture partnerships with community stakeholders through provision of training, education, civic engagement and research opportunities.

Objectives of the Department

1. To excel in the field of teaching and research thereby enhancing ability of the Department as a Center of excellence in research and academics.
2. To attract various agencies so as to develop excellent infrastructure for research and academics and expose the student's community to the latest changes and facets in the discipline.

Course Regulations

M.A in Sociology is offered by the Department of Sociology, Rajiv Gandhi National Institute of Youth Development which is a full-time programme of two years duration consisting of four semesters.

Admission Criteria

1. Bachelor's degree with a minimum of 45 percent marks in any discipline from a recognized university.
2. There will be no age restriction for admission to these academic programmes.
3. Selection of candidates will be based on overall percentage of marks obtained in the qualifying degree examinations.
4. Reservation of seats as per the Government of India norms.

Examinations

Semester examinations are held as per the rules of the Institute. Concurrent Field work and Internship is evaluated by report submission and viva voce. Dissertation submission is followed by viva voce conducted by the Institute.

Faculty Profile

Dr. Sharmistha Bhattacharjee is an Associate Professor and Head of Department of Sociology. She holds a Doctorate in Sociology from Visva Bharati, Santiniketan, West Bengal (A Central University). She has qualified UGC NET and SLET WB. She also holds an MPhil degree from Delhi School of Economics (University of Delhi) and is a post graduate in Sociology from Jamia Millia Islamia (Central University) securing First Rank. She has completed her B.A (Hons) in Sociology from University of Delhi and her Master's degree in Business Administration in Distance Education .She has also done an Open learning Programme in inn from Entrepreneurship Development Institute of India, Ahmedabad. She has worked as an Academic Associate with Indian Institute of Management (IIM), Ahmedabad and has a teaching experience of over 17 years in various reputed institutions in India in post graduate and undergraduate level.

She has published research papers in edited books published by Cambridge Macmillan & Rawat; she is an author of two books and has published a number of papers in reputed international journals.   A few of them include Journal of Developing Societies &, Global Business Review (Sage Publications) and Pertanika Journal of Social Sciences & Humanities (JSSH) Indexed in Scopus

She has coordinated a number of academic as well as training programmes inside and outside the institute. She has organized as well as attended various seminars and workshops.

She has also been a resource person and subject expert for many Universities. She was also nominated by Ministry of Youth Affairs and Sports as one of the group leaders to lead Indian Youth Delegation to Russia in 2019.

Her areas of research interests include Women studies', Entrepreneurship and Skill Development for Youth, Rehabilitation and Displacement Issues, Child Labour and working children and Organization behaviour. Apart from academics, her hobbies are travelling, music and watching films.

Avinu Veronica Richa holds a Master's degree in Anthropology (Social) from North Eastern Hill University, Shillong and cleared UGC-NET in Anthropology. She secured the First Rank (Gold Medallist) in her UG Gen Anthropology from Kohima Science College, Kohima. Having a good blend of academics and training Richa has a rich teaching experience and organized several training programmes on various gender issues across the country providing gender training for different target groups such as the Police, Prison Officers, NDRF Personnel, women, youth, and specifically for youth workers, the NSS and NYKS.

She worked as a Field Investigator for the project, "Cultural History, Ethnography & Physical Characteristics of Nagas of Nagaland", a joint project undertaken by the Directorate of Art and Culture, Govt of Nagaland and the Anthropological Society of Nagaland, and also served as Project Coordinator for the projects, "Promoting Environmental Education through the Ethical Value of Conservation", and "Women Promoting Sustainable Livelihoods through the use of Eco-friendly Technology" at C-CERP, Dimapur, Nagaland. Her areas of interest are Customary Law, Feminist Research Methodology, Gender Planning, Social Entrepreneurship, Youth Development and Tribal Studies. She enjoys gardening, cooking and music.

Dr. Anbu Kavitha holds M.A.,M.Phil., PhD in Sociology. She is currently working as an Assistant Professor in Department of Development Studies, RGNIYD. Her areas of Specialization are Sociology of Education and Sociology of Gender, Childhood and Family. And Areas of interest: Development Communication, Social exclusion and Inclusion, Sociology of Development and Sociology of Youth. She started her career in Teaching P.G.in Dept of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu from the year 2006 and experiences in Training, Research and Extension activities. She has published research articles in National and International Journals and Edited volumes. Participated and presented research papers in National, International Seminars, Conferences and workshops and chaired Panel discussions and sessions. She has organized many Training of trainers programmes for college and University teachers on various topics, Coordinated and organised Empanelled Training Institution-Training for Newly recruited NSS programme officers, Capacity Building workshops for NSS Programme Officers, NYKS Officials and National Integration camps for NSS and NYKS Volunteers and Capacity building programme for Women Managers, Academic writing workshops for Research Scholars and served as resource person and Master trainer. Organised 'n' number of Inter-state Youth exchange programmes for mainstreaming the North-Eastern Youth
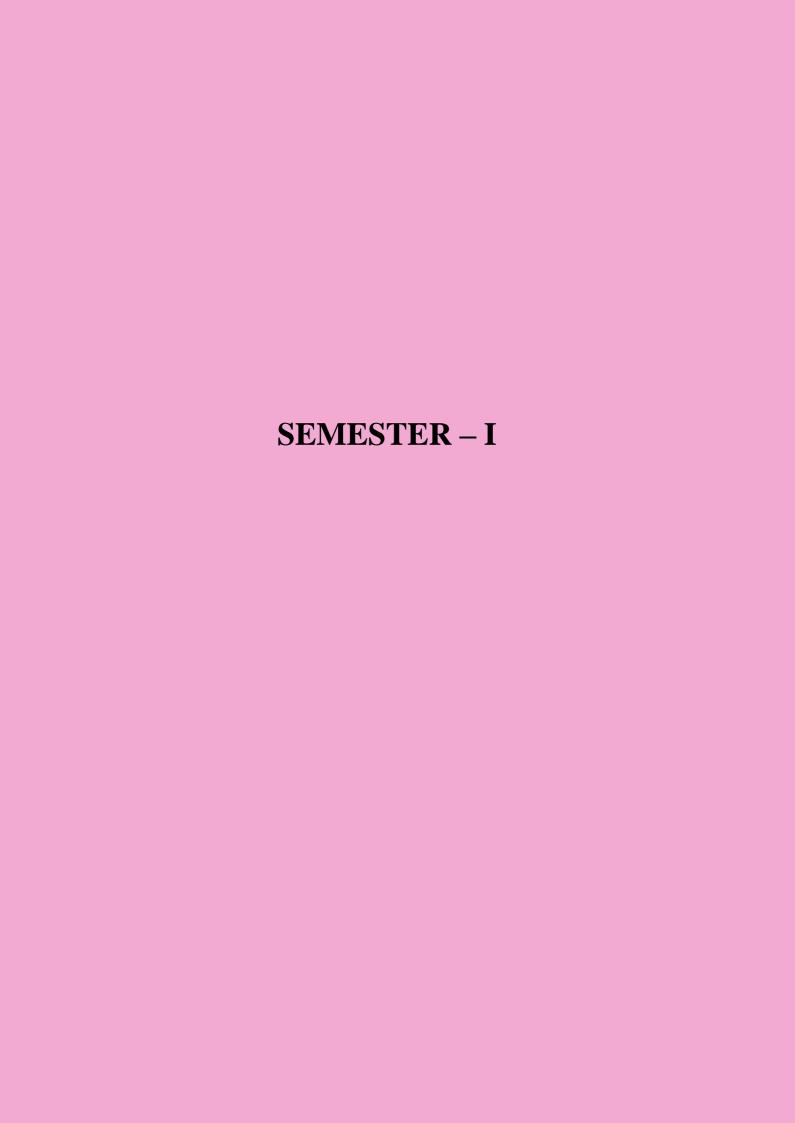
across the country. She has travelled to many states of the Nation to conduct training programmes. She has organised one-month long Rajiv Gandhi Youth Leadership internship programme for the youth from different streams of academics two times at RGNIYD. She was nominated as Nodal Officer for Next Generation Global Youth Leaders Programme-Ship for World Youth Programme 2015. She was also nominated by Ministry of Youth Affairs and Sports as one of the group leaders to lead Indian Youth Delegation to China in 2019.

M.A Sociology

Course Structure (2022-24)

Code	Title	Credits	Marks
FIRST SEMESTER			
MASOC101	Introduction to Sociology: Theories and Concepts	4	100
MASOC 102	Sociology of India	4	100
MASOC 103	Research methodology	4	100
MASOC 104	Sociology of Youth	4	100
MASOC 105	Practicum	3	100
Total Credits/Marks		19	500
SECOND SEMESTER			
MASOC 201	Sociology of Economy and Polity	4	100
MASOC 202	Sociology of Education	4	100
MASOC 203	Sociology of Environment	4	100
MASOC 204	Sociology of Gender	4	100
MASOC 205	Practicum	3	100
MASOC 206	Gender and Society (Open Elective)	2	100
Total Credits/Marks		21	600
THIRD SEMESTER			
MASOC 301	Sociology of Organization and Human Resource Management	4	100
MASOC 302	Sociology of Development	4	100
MASOC 303	Sociology of Media and Communication	4	100
MASOC 304	Sociology of Health and Population	4	100
MASOC 305	Practicum	3	100
MASOC 306	Ethics, Culture and Social Values (Open Elective)	2	100
Total Credits/Marks		21	600
FOURTH SEMESTER			
MASOC 401	Internship	3	100
MASOC 402	Dissertation	12	400
Total Credits/Marks		15	500
Softcore			

	Communication Skills/Buddhist Philosophy/ Ethics and IPR	2	100
	Online		
	Course from Online Platform (SWAYAM, MOOC, NPTEL) (Courses are suggested by the Department)	3	100
	Total Credits/Mark	**81**	**2400**

SEMESTER – I

Introduction to Sociology: Theories and Concepts

Learning Objectives:

1. Enable to understand social world and its history.
2. Elucidate 'classical 'theoretical traditions and how they have shaped and currently permeates the discipline of sociology
3. Aims to provide the student with the ability to identify and make use of the concepts and theoretical perspectives

UNIT – I

Orientation: Emergence of Sociology and Scope of the subject & Sociology as a Science

UNIT – II

The Development of Sociology in the 19th Century: Enlightenment & Revolutions - Early sociological thought: Contribution of Ibn Khaldun, & Auguste Comte, Emile Durkheim – (Division of labour, social fact, suicide, religion and society), Max Weber— (Social action, ideal types, authority, bureaucracy, protestant ethic and the spirit of capitalism) & Karl Marx) – (Historical materialism, mode of production, alienation, class struggle.)

UNIT – III

Structure- Functionalism and Structuralism: Bronislaw Malinowski (Ethnography and fieldwork) A.R. Radcliffe- Brown (Theory of Structural functionalism). Talcott Parsons, (Social system, pattern variables) Robert K. Merton (Latent and manifest functions, conformity and deviance, reference groups) & Claude Levi Strauss (theories of structuralism and structural anthropology **Hermeneutic and Interpretative Traditions:** G.H. Mead- (Symbolic Interactionism), Alfred Schutz (Phenomenology), Harold Garfinkel (Ethnomethodology), Erving Goffman (Dramaturgical analysis),

UNIT – IV

Post Modernism, Post Structuralism and Post Colonialism: Pierre Bourdieu (Theory of habitus), Michel Foucault (Archaeology of Knowledge) , Anthony Giddens (Theory of structuration) & Manuel Castells (Information society, Communication and Globalization)

UNIT – V

Indian Thinkers: Andre Beteille & M.N. Srinivas

References:

1. Coser, Lewis,2021 Sociological Theory, Rawat Publication,622 pages, ISBN-10: 8131609200,ISBN-13 : 978-8131609200
2. Ritzer ,G& Jeffrey N. Stepnisky. *Sociological Theory,* 2017, Publisher: SAGE Publications, Inc; Tenth edition, ISBN-13 : 978-1506337715, 832 pages
3. Nisbet, R.A. *The Sociological Tradition*, 1967, London: Heinemann.
4. Lewis A. Coser and Bernard Rosenberg (eds) *Sociological theory a book of readings* (fifth edition), 2018, Publisher: Rawat publications, ISBN-13 : 978- 8131609200, 622 pages

5. Karl Marx Capital A Critique of Political Economy Volume I Book One: The Process of Production of Capital, Dave Allinson (2015) (First publication 1887)

6. Max Weber The Protestant Ethic and the Spirit of Capitalism, Routledge First published 1930 by Allen and Unwin (first published in 1915)

7. Emile Durkheim The elementary forms of the religious life, London George allen & Unwin ltd ruskin house museum street, fifth impression 1964

8. Weber, Max (1978), Economy and Society: An Outline of Interpretive Sociology., USA: University of California Press, ISBN 978-0-520-03500-3

9. Durkheim, E. The Division of Labour in Society , published in 1893.

10. Patricia Uberoi, Nandini Sundar and Satish Deshpande (2018) *Anthropology in the East, founders of Indian Sociology and Anthropology*
11. Marx, K. and F. Engels. *The Manifesto of the Communist Part, in Marx &*

   Engels Collected Works - Vol. 6. 1976. London: Lawrence and Wishart.

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16. Durkheim, E. and M. Mauss. *Primitive Classifications*. 1969, London: Cohen & West.

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18. Schutz, A. *On Phenomenology and Social Relation (72-78)*. 1970, Chicago: University of Chicago Press.
19. Béteille, A. *Sociology: Essays on approach and method*. 2002. Delhi: Oxford University Press, viii + 286 pp. Notes, references, indexes.
20. M.N Srinivas, Religion and Society Among the Coorg's in South Asia, OUP India; New edition (13 February 2003) ISBN-10 : 0195658744,ISBN-13 : 978-0195658743
21. Andre Beteille, Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village, Print publication date: 2012   Print ISBN-13: 9780198077435 Published to Oxford Scholarship Online: September 2012,DOI:10.1093/acprof:oso/9780198077435.001.0001

Learning Outcome:

At the end of the course students will be able to:

1. Recognize the various aspects and theories and concepts of Sociology.
2. Acquire the ability to understand classical thinks and elucidate their discussions
3. Develop an ability to analyze the potential trends and facets of social events and rationale behind their actions.

SOCIOLOGY OF INDIA

Learning Objectives:

1. Enable to overview of approaches and discussions related to the society in Indian context.
2. Elucidates to a student the communities and structures existing in the present society and its changing forms

UNIT I

Development of Sociology and Social Anthropology of India

UNIT-II

Caste and Social Change: Tribe and Caste-Nature and forms of Caste-Caste in Relation to Other Social groups and Institutions (such as Religion, Economy and Polity)-Caste and Locality (Village, Town and Region)

UNIT-III

Aspects of Rural Social Structure: Nature of Village Community - Change in Village Community - Village, Region and Civilization - Ownership, Control and Use of Land - Organization of Production - Agrarian Reform and Social Change - Agrarian Movements

UNIT IV

Family, Kinship and Marriage: Nature of Family and Kinship-Marriage: patterns of Exchange and Presentation-Family, Economy and Law- Religion in India: Ideology and Movements

UNIT V

Aspects of Urban India: Nature of Urban Society-Emergence of New Occupations-Occupation and Social Class-Continuity and Change: Tradition and Modernity

References:

1. Ahuja R., Doshi, S. L., & Nagla, B. K. (2020). *Social problem in India, Rural Sociology and Indian Sociological Thought*. Rawat.
2. Articles under the title '*For a Sociology of India', Contributions to Indian Sociology*. (Old series and New series).
3. BeteilIe, A. (1986). The concept of tribe with special reference to India. *European Journal of Sociology*, 27, 297-318.

4. BeteilIe, A. (2002). *Sociology: Essays on approach and method*. Delhi: Oxford University Press.
5. Beteille, A. (2011). *The Andre Beteille Omnibus*. Oxford: New Delhi.
6. Bhadra, B. (2013). *Readings in Indian Sociology: Volume III: Sociology of Childhood and Youth*. Sage.
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8. Cohn, B.S. (1987). *An Anthropologist among historians*. Delhi: Oxford University Press.
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12. Gough, K. (1981). *Rural society in South-East-India*. Cambridge University Press.
13. Hasnain, N. (2019). *Indian Society: Themes and Social Issue.* McGraw-Hill.
14. Marriott, M. (eds.). (1961). *Village India: Studies in the little community.* Delhi: Asia Publishing House.
15. Mayer, A. (1960). *Caste and kinship in central India*. London: Routledge and Kegan Paul.
16. Rao, M.S.A. (1974). *'Introduction'*, in Indian Council of Social Science Research, Review of Research in Sociology and Social Anthropology, Vol. I. Bombay: Popular Prakashan.
17. Shah, A. M. (1973). *The household dimension of the family in India.* Delhi: Orient Longman.
18. Shah, A.M. & Desai, I.P. (1988). *Division and hierarchy: An overview of caste in Gujarat*. Delhi: Hindustan Publishing Corporation.
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21. Srinivas, M.N. (1987). *The dominant caste and other essays*. Delhi: Oxford University, Press.
22. Uberoi, P. (1994). *Family, Kinship and Marriage in India.* New Delhi: Oxford University Press.

Learning Outcome:

At the end of the course students will be able to:

1. Recognize the various aspects and issues related to Indian society.
2. Acquire the ability to understand various structures operating in the system,
3. Develop an ability to analyze the potential trends and facets of Indian society

RESEARCH METHODOLOGY

Learning Objectives
1. To conceptualize and operationalize the research problem
2. To design quantitative and qualitative studies with appropriate methodology
3. To enable students to frame a research question, appropriate methods to address it, and derive relevant conclusions. At the same time, they will be exposed to different readings of the archive, of ethnography, visual anthropology etc, which will help them understand the diversity of practice and critical thinking behind every method.

UNIT-I

Introduction Social Science Research: Meaning, Need and Characteristics – Methodology and Methods - Types of research: Inductive and Deductive, Pure and Applied, Quantitative and Qualitative, and Social Action Research - Ethical Considerations in Social Science Research

UNIT II

Types of Research Design : Descriptive Design - Explanatory Design - Exploratory Design - Experimental Design - Diagnostic Design

UNIT III

Research Problem, Hypotheses and Sampling Design: Formulation and Conceptualization of Research Problem-Framing Research Questions and Objectives-Hypothesis: Types - Characteristics of good hypotheses - Testing hypotheses-Steps and Criteria and Criteria in Sampling Design-Probability Sampling Methods-Non Probability Sampling Methods

UNIT IV

Research Methods: Ethnography-Archival Methods-Oral History-Interviews/ Case Studies-Content analysis-Survey Research-Statistical Methods-Social Experiments-PRA (Participatory Rural Appraisal)-Visual ethnography- feminist methods

UNIT V

Research Data - Management and Reporting Use of Statistics in Research - Analysis and Interpretation - Research Report Writing

References:

1. Agresti, A. & Finley, B. (1997). *Statistical Methods for the Social Sciences.* Prentice Hall and Pearson Publishing.

2. Babbie, E. (2008). *The basics of social research*. Belmont, CA: Thomson/Wadsworth.

3. Bernard, H. Russell (ed). (1998). *Handbook of Methods in Cultural Anthropology.* Sage Publications.

4. Epstein, AL & Srinivas M.N. (1978). *The Craft of Social Anthropology.* Transaction Publishers.

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15. National Sample Survey Organization (NSSO), National Family Health Survey (NFHS), other data sets

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20. Sayer, A. (1992). *Method in social science* (2nd edition). Routledge.

21. Srinivas, M.N & Panini, M.N. (2002). *Collected essays.* Oxford University Press.

Learning Outcome:

At the end of the course students will be able to:

1. Recognize the various facets and dimension of research.
2. Acquire the ability to understand the way research is carried out in societal context
3. Develop an ability to use research methods to execute a research project
4. Create a report document for better interpretation.

SOCIOLOGY OF YOUTH

Learning Objectives:

1. To help students understand sociological perspectives relating to young people.

2. To achieve that the students understand the ethical, cultural& social issues related to Peers, Identity, Politics, and Youth Culture, Gender, Sexuality, Intimacy, and Individual Identities

3. To also develop an attitude towards understanding micro and macro problems related to youth

UNIT I

Introduction & Theoretical orientation: Introduction to Youth-Adolescence, and Emerging Adulthood-Biological Cognitive Foundations-Cultural Contexts of Youth Theorizing Youth: Concepts -Theories Youth in Historical and Societal Context

UNIT II
Rise of the Teenager: Families and Socialization-Media and Youth -Crime and Delinquency

UNIT III
Adolescence and Emerging Adulthood in the 21st Century: Peers, Identity, Politics, and Youth Culture, Gender, Sexuality, Intimacy, and Individual Identities

UNIT IV
Question of Identity: Indigenous Youth-Social Identity- Youth Unrest and Movements

UNIT V

Problems at Micro Level and Macro Level: Case Studies and Discussions

References:

1. Whyte W. F. *Street Corner Society,* Publisher : University of Chicago Press; 4th edition (1 April 1993), ISBN-13 : 978-0226895451, 418 page
2. Tyyskä, V. *Youth and Society: The long and winding road*, 2008. (2nd Ed.) Canadian Scholars' Press, Inc.
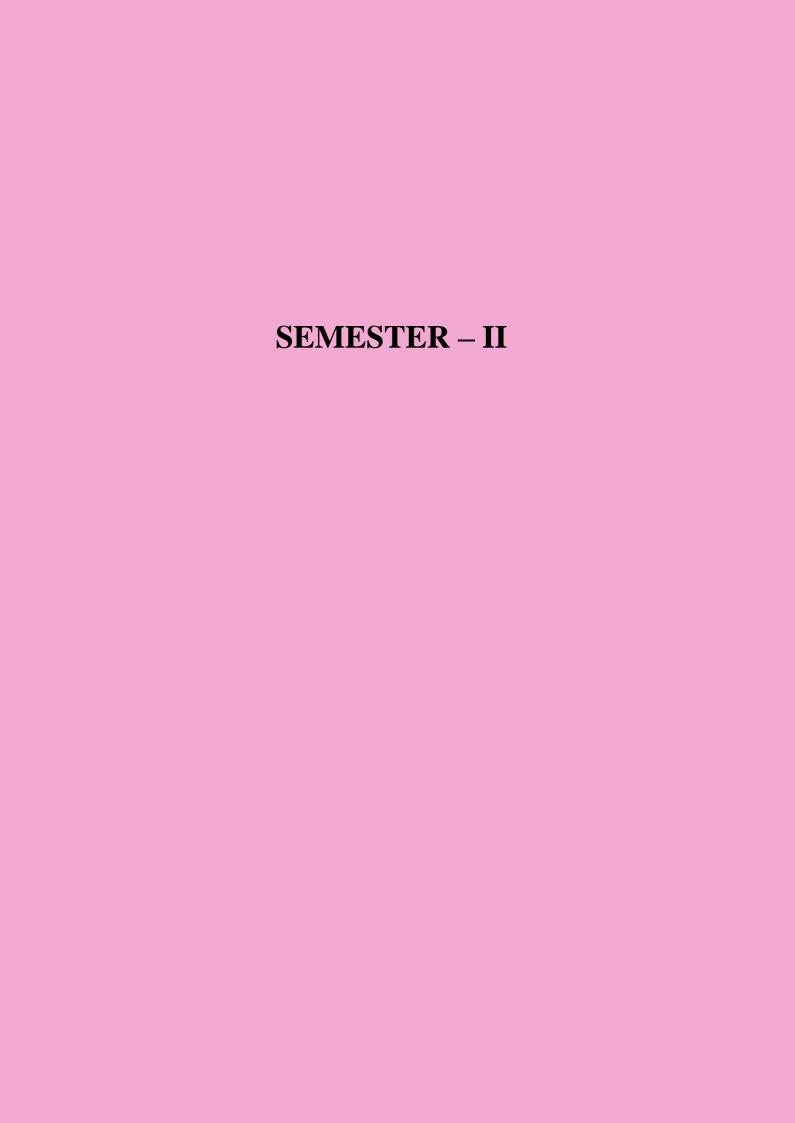
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5. Wallace,C & Cross, M.*Youth in Transition: The Sociology of Youth and Youth Policy* (Routledge Library Editions: British Sociological Association) 2020, ISBN-13 : 978-1138487147,208 pages
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7. Salinger, J.D. *The Catcher in the Rye Susan Douglas, Where the Girls Are: Growing Up Female with the Mass Media Donna Gaines*, Teenage Wasteland: Suburbia's Dead-End Kids
8. Hinton, S.E. *The Outsiders Palladino, teenagers: An American History Mintz, Huck's Raft Gaines, Teenage asteland Arnett,* Emerging Adulthood

Documentaries

1. Roy Shukar, Understanding Popular Music
2. James Gilbert, The Cycle of Outrage: America's reactions to the juvenile delinquents of the 1950's
3. J.D. Salinger, The Catcher in the Rye
4. Susan Douglas, Where the Girls Are: Growing Up Female with the Mass Media
5. Donna Gaines, Teenage Wasteland: Suburbia's Dead-End Kids
6. S.E. Hinton, The Outsiders
7. Palladino, Teenagers: An American History
8. Mintz, Huck's Raft
9. Gaines, Teenage Wasteland
10. Arnett, Emerging Adulthood

Films:

1. The Wild One
2. Rebel Without a Cause
3. Easy Rider
4. Bonnie and Clyde
5. The River
6. Saturday Night Fever

SEMESTER – II

Sociology of Economy and Polity

Learning Objectives:

1. To enable students to understand economy and polity and society in India
2. To get an idea of the complexities of the contemporary Indian situation and the changing situation
3. To understand the social and cultural interlink with the economic and political systems

UNIT I

Basic Concepts and Approaches in understanding Economy and Society: Social organization of work in different types of society, Formal and informal organization of work. &Labour and society.

UNIT II

Economy and Society: Exchange, Gift, Capital, Labour and Market, Mode of Production Debates, Property and Property Relations, State and Market: Welfarism and Neoliberalism, Models of Economic Development, Poverty and Exclusion & Factory and Industry Systems

UNIT III

Changing Nature of Labour Relations: Gender and Labour Process. Business and Family. Digital Economy, E-Commerce. Global Business and Corporates.
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UNIT IV

Politics and Society: Nation, democracy and citizenship, Political parties, pressure groups, social and political elite, Regionalism and decentralization of power

UNIT V

Politics and Development: Public Policy: Health, Education and Livelihoods. Political Culture, Gender and Development, Corruption &Role of International Development Organizations

References:

1. Stephen A. S. &Peter F, *Changing Contours of Work: Jobs and Opportunities in the New Economy* (Sociology for a New Century), 2020, Publisher: SAGE Publications Inc; 4th ed. Edition. ISBN-13 : 978-1544305691,368 pages

2. Upadhyaya,C. *Reengineering India. Work capital and class in an offshore economy*. 2016 New Delhi. Oxford University Press.

3. Parthasarathy D. The poverty of Marxist theory: Peasant classes, Provincial Capital and the critique of Globalisation in India. 2015, *Journal of Social History* 48 (4): 816-841.

4. Guillaume, X & Bilgin, P, *Routledge Handbook of International Political Sociology* 2020, ISBN-13 : 978-0367499983,414 Pages

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9. Smart, A. *'Gifts, Bribes and Guanxi: A Reconsideration of Bourdieu's Social Capital', Cultural Anthropology*, 1993,8(3).

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11. Gupta A, *Postcolonial developments. Agriculture in the making of Modern India*. Durham: 1998, Duke University Press.

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14. Jonathan, P. Breman, J and Kapadia, K (Eds.). *The Worlds of the Indian Industrial labour*. 1999,New Delhi : Sage Publications. (Chap 1,10,11,12 & 14)

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Learning Outcome:

At the end of the course students will be able to:

1. Recognize the various facets and dimension sociology of economy and polity
2. Acquire the ability to understand various perspectives related to Indian economy and politics interrelationship with society
3. Develop an ability the social and cultural context related to economic and political exchanges

SOCIOLOGY OF EDUCATION

Learning Objectives:

1. It enables the student to peep into the present education system
2. It focuses on the various issues and discourses related to the field of education.

UNIT I

The Idea of Education: What is a 'Good' Education? -Basic Education-Democracy and Education-Education and Liberation-Education and Citizenship

UNIT II

The Indian Tradition of Education: Colonial Education-Contribution of Nationalist-Hegemony and Domination-Education, globalization and economic development

UNIT III

Schooling Practices: The Formation of the Modern Education System-School Culture-Curriculum and Classroom Practices-Counter-School Culture

UNIT IV

The State, Education and Equality: Education and Social Stratification-Mobility and Equality of Educational Opportunity

UNIT V

Policies and Programmes: Affirmative Action -National Education Policy 2020- Evaluation, issues and inequality

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Learning Outcome

At the end of the course students will be able to:

1. Recognize the various facets and dimension sociology of education
2. Acquire the ability to understand traditional education and the role of institutions in imparting education
3. Develop an ability evaluate the policies and practices of the education system.

SOCIOLOGY OF ENVIRONMENT

Learning Objectives

1. During the course of study, the students will be able to relate the interdependence of the Society and Environment.

2. The course will educate the students about causes and effects of the Environmental problems in relation to the society.

Unit- I

Introduction and Basic Concepts and Approaches: Significance of the study of ecology and society -Interrelationship and interdependence between Society and environment- social ecology-Approaches**:** Gandhian, Social Constructionism, Realism, Ecofeminism

Unit-II

Environmental issues and Society: Anthropocene and Global environmental issues: greenhouse effect, Climate Change global warming, Deforestation, Acid rain **-**Types of Pollution: Solid Waste Pollution, Pesticide Pollution, Nuclear Pollution, Water Pollution, Air Pollution, Marine Pollution, Noise Pollution-ecological degradation and its impacts.

Unit-III

Environment Movements in India: Environmental Movements- Chipko Movement –Appikko Movement – Narmada Bachao Andolan- Anti –Tehri Dam Movement.**-** Silent valley movement-Jungle Bachao Andolan- Fridays for future- *The* Environmental *Justice* Movement

Unit-IV

Role of State and Environmental Policies: Regulation of natural resources- Forest Conservation Act 1980-Wild Life Act1980**-**Water Act-1974**-**Regulation of Environmental Pollution: Tiwari Committee of 1980-Food Adulteration Act 1954- Damodar Valley Corporation Regulation Act 1948-Environmental Protection Act 1986. Adivasi and Social Exclusion.

Unit-V

 Environment and Sustainable Development: Concepts and components of Sustainable Development -Environment and Sustainable Development Goals (SDG)-Alternative paradigm of development-Social and cultural development.

References:

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Learning Outcome

At the end of the course students will be able to:

1. Understand various concepts, approaches to study the environment and society.

2. Develop analytical skills to study the issues related to environment.

3. Understand the role of state in protecting the environment and various movements which strived towards saving the environment.

SOCIOLOGY OF GENDER

Learning Objectives

1. To introduce key concepts and social construction of gender

2. To provide conceptual understanding of power and gender through a sociological lens

Unit I: Sociology of Gender

Introduction of key concepts- sex, gender; beyond gender binaries- LGBTQ; patriarchy; Gender division of labour; Intersectionality - gender, class, caste, dis(ability)

Unit II: Overview of Approaches

Liberal, Marxist, socialist, radical, post-modern, post-colonial, subaltern.

Unit III: Gender and Institutions

Gender and family- gender role socialization; gender and economy - segregation of occupations, glass ceiling; gender and polity -political participation, reservation policies; gender and religion –personal laws and gender equality; gender and education – access, parity.

Unit IV: Gender and Development

Different approaches: Women in development (WID) - Women and development (WAD) - Gender and development (GAD); Gender analysis –Practical gender needs and strategic gender needs; Gender planning - gender related development index.

Unit V: Gender and Human Rights

Gender based violence and its types - domestic violence, human trafficking, FGM, honour killing, witch hunting, sexual harassment at workplace)- online violence; CEDAW; constitutional provisions for gender equality –gender sensitive legislations.

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Learning Outcome:

Equip learners with a sociological analysis of gender and to be able to apply in various settings

GENDER AND SOCIETY (OPEN ELECTIVE)

Objectives:

- To introduce basic concepts on gender and examine the social construction of gender

- To provide sociological understanding of gender and power relations

Unit 1: Introduction to Gender

Basic concepts: Sex and Gender -Social construction of gender -Beyond binaries – LGBTQ

Unit II: Social Construction of Gender

Gender Stereotyping - Gender Role and Socialization - Femininities and Masculinities

Unit III: Gender and Power Relations

Private and Public Dichotomy - Patriarchy and Gender Relations - Gender based violence and human rights **-** CEDAW

Unit IV: Gender and Media

Gender representation: media, sports, arts, entertainment, fashion industry; Male gaze

Unit V: Intersections and Contexts

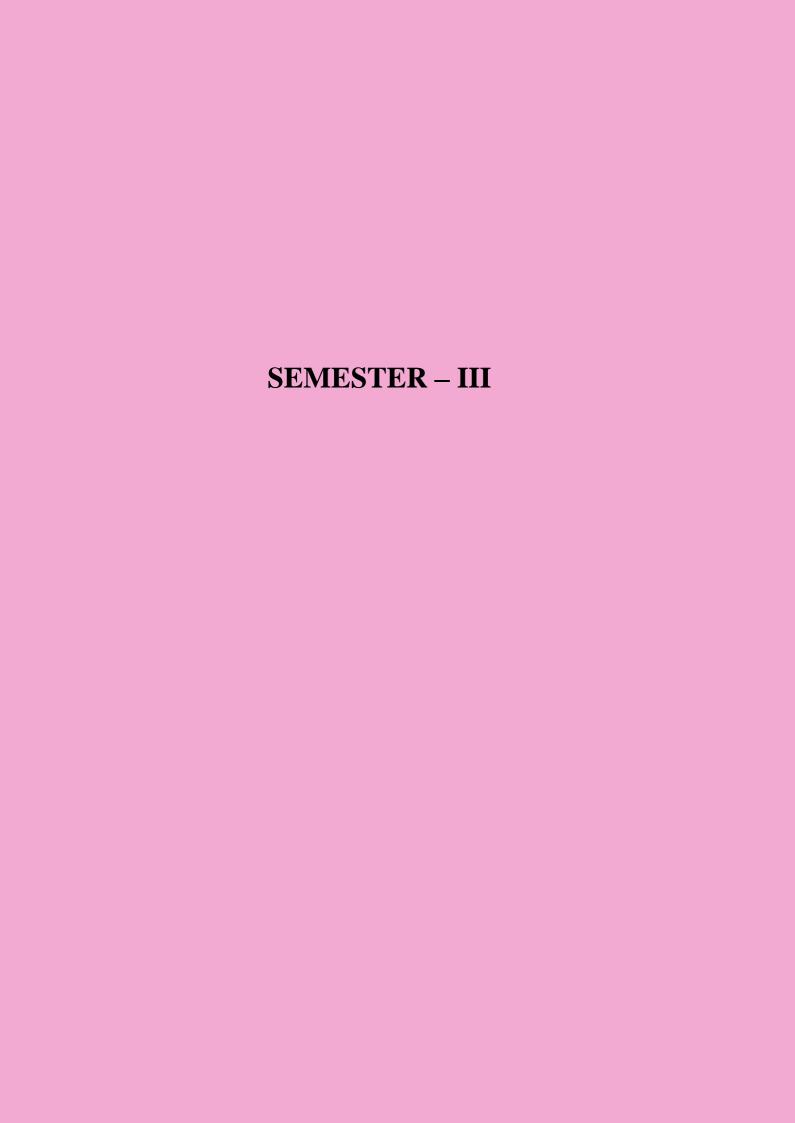Intersectionality – gender, class, caste, (dis)ability, etc - Subaltern approach

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Learning Outcome:

-   Equip learners to critically analyze gender and power relations
-   Inculcate gender sensitivity

SEMESTER – III

Sociology of Organization and Human Resource management

Learning Objectives

1. An understanding of the scope, purpose and fundamentals of Organizational Sociology and Human resource management
2. To develop the skill to diagnose the sociological trends in Organizations and HRM
3. To evaluate the methods and framework and point out ways to improve them.

UNIT I
Introduction -Sociology and Organization studies: Tracing a History-Modes of Classification-Types of Rationality-Styles of Bureaucratic Organization-Organizations as Systems of Communication

UNIT II
Work, Interaction, Organization: Organizations as Systems of Interaction-Formal and Informal-Self and the Organizational System

UNIT III
Problems in Organizations and Power Structure: Racial & Ethnicity Inequality, Gender Inequalities Social Stratification and Deviance, Power, Coalition, Politics, Conflict and political Behavior

Unit IV
HR Management: Concepts and Challenges: Recruitment & selection-Learning & development-Performance Management-Compensation and benefits

Unit V
HR Policies and Practices: Designing HR Systems-Human Resource Development

References:

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Learning Outcome

At the end of the course students will be able to:

1. Recognize the organization structures and rationale of operation
2. Acquire the ability to understand the political structures and its interactions
3. Develop an ability understand the political culture and problems of organization and designing of a HR system

MASOC302	Core Credit :4

Sociology of Development

Learning Objectives

- During the course of study, the students will understand the basics of development in sociological perspective, the main theories, concepts and approaches in the sociology of development.
- To elucidate the contemporary trends, issues and impacts related to developmental process.

Unit I

Concepts related to Development : Introduction to development -, Economic Growth, Poverty- Human Development Index, Sustainable Development Goals, Gender Development Index -Human Development, Social Development, Sustainable Development

Unit II

Theories and models of development: Modernization theory, Dependency theory, Neo liberal economic approaches; capitalist model, Socialist model-Gandhian model and Alternate model of development adopted in India.

Unit III

Social change, Social process and social structure: Social Change –types, causes, factors, barriers and agents –Social Process: types and characteristics- Understanding Social structure - Development and socio-economic disparities.

Unit IV

Developmental Issues and Society: Environmental degradation, Population, Food crisis, Poverty, Health issues – disparities among the societies.

Unit V

Agencies of Development: State as an Agency of Development – Constitution- Five years plan and Development in India-Government Schemes and Programmes Facilitating Development-Community Bottom-up Mode

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2. Agamben, Giorgio, 1995, 'We Refugees', *Symposium*; summer 1995; 49, 2; Periodicals Archive Online (pg. 114-119).
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Learning Outcome

At the end of the course students will be able to:

1. To understand sociological perspectives of development and their critiques and discussions
2. Acquire the ability to understand the institutions related to development studies
3. Develop an ability to understand the role of state and the globalization process

SOCIOLOGY OF MEDIA AND COMMUNICATION

Learning Objectives

1. To help the students to explain the major methods and concepts it used in the systematic study of Media.
2. To also develop an attitudes towards understanding and describe theoretical orientation towards media
3. To develop an idea to explain processes of Production of Media and Popular Culture and risk management in Popular Culture Industries
4. To develop positive attitudes towards major methods of Cultural Consumption and Social Class and Digital Age
5. To help the student develop an understanding construction of subjectivities and audience reception and new Media

UNIT I

Introduction and Theoretical Orientations: Social Organization of Media and Popular Culture-Functionalist -Critical and Interactionist Approach to Sociology of Media and Popular Culture

UNIT II

Media Management and New media: Production of Media and Popular Culture Risk Management in Popular Culture Industries-New media as technology-New media and alternative identities, politics

UNIT III

Media and Identity: Construction of subject-Audience reception

UNIT IV

Consumption of Media and Popular Culture: Cultural Consumption and Social Class-Digital Age

UNIT V

The Politics of Media: Media and political processes (elections, citizenship etc)-Media as a supporter or watchdog of the state-Media and the construction of political reality

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Learning Outcomes

1. Identify and employ various media and political processes appropriate to the study of social life.
2. Demonstrate an understanding of social structure and how it shapes and influences media and the construction of political reality
3. Describe various levels of media as a supporter or watchdog of the state

MASOC304	Core Credit :4

SOCIOLOGY OF HEALTH AND POPULATION

Learning Objectives:

1. To enable students to understand the concept of Sociology of health and population and theoretical orientations related to the discipline.
2. To inculcate the new ways of conceptualization of health care discourses in population parse
3. To understand the stakeholders and agencies focusing of advances of the discipline

UNIT I

Basic Concepts: Health, Illness, sickness, diseases, healing, hygiene; Medicalization; Medical Model- Fertility, Mortality, Morbidity, Gerontology and Migration

UNIT II

Approaches to Sociology of Health and Population: Functionalist, Conflict, Interactionist, and Post-Modern

UNIT III

Health Care Institutions: Family and Health care: The elderly, gender-Hospitals and Health Care: Hospital as a social organization (Doctors, Nurse and Patients); Community Health Care; Rural Health Programs

UNIT IV

State and health Care: Health for all; maternal and child health; family welfare programs-Drug policies and patents; Sanitation-Commercialization of health care services

UNIT V

Indigenous Knowledge systems of medicine in Developing Countries: Systems of Medicine and alternative practices – Aspects of Illness

References

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Learning Outcome:
    At the end of the course students will be able to:

1. Understand   the theoretical background of Sociology of health and population
2. Acquire the ability to understand the institutions related to health care discussions
3. Develop an ability understand the role of state and the traditional means of understanding health care facilities and Reponses of the population

Ethics, Culture and Social Values   (Open Elective)

Learning objectives

1. To systematically make the students understand the rightness or wrongness in the light of the highest Good of man.
2. To make students understand the contents of Importance of Social norms, values and culture and moral consciousness.

Unit I

Introduction: Definition of Ethics and Values-Nature and Scope-Uses of Ethics – self-realization and Human values – Rights and Duties – Ethics and Morality. Understanding Ethics and social issues.

Unit II

Individual and Society: Man in Society and Society in Man-scope for individuality – Theories of Society - The social Contract Theory and the Organismic theory.

Unit III

Social Norms and Values: Meaning and Definition of Norms and Values – Characteristics- Functional importance of social norms – Social norms and the individual – Anomie. Functions and aspects of values.

Unit IV

Social Processes: Concept of Social Processes-Meaning of social interaction – kinds of social interaction. Cooperation , competition, Conflict, Accommodation and Assimilation.

Unit V

Culture and Socialization: Concept of Socialization – Definition and meaning – Process – Types. Agents of Socialisation-Culture, Socialisation and Personality. Importance of socialisation. Meaning and characteristics of culture-functions of culture – Sub culture – cultural change.

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Learning Outcome

To equip students with the ethical moral cultural values so that they can be positive contributors to the society

Guidelines : Field Work Practicum (Semester I, II and III)

The MA Programme in Sociology aims to develop students' competence and resilience as professionals in sociological concepts and issues. Students will learn to proactively respond to the challenges and changes in society with the knowledge and skills acquired by them. During the field work, students will be facilitated to integrate theories into practice, to generate new insights for improving practice, and to evolve a personalized approach to practice. The emphasis of teaching and learning is to cultivate a generic scholarship in Sociology for the development of competent and reflective practitioners.

To integrate theories and practice in Sociology with a foundation of broad knowledge base does not imply direct technical solutions to practical situations. Instead, it implies a systematic process to facilitate self-awareness among social innovators and entrepreneurs towards the issues and problems which they are confronting and to enable them to develop the ability to relate these issues to a holistic understanding of the discipline. The essence of this kind of development is to create reflective social scientist who are able to think, to articulate, to be self-critical, and to constantly evaluate their application of theories and knowledge in different contexts, and to evolve their own personal perspectives and approaches through professional practice.

Field work/ field immersion in MA in Sociology is an integral and important part of its training. It helps in developing skills through practice of the theoretical input studied in the class room. In keeping with the field work requirements prescribed for successfully completing the first Semester MA Sociology program at RGNIYD, the following manual has been designed to help the student with the following guidelines.

The objectives of the field work:

- ✓ To understand the socio-economic realities in the field;
- ✓ To understand the functioning of the social, economic and political institutions working for addressing the problems in the society;
- ✓ To attain professional development in keeping with the procedure of development of idea and systematic application of knowledge

Tasks to be Completed

All the students have to fulfil the following tasks in order to complete the first semester field work successfully.

Sr.No.	Task	Description
1.	Agency Profiling	Nature of the Organisation
		Administrative Structure of the Agency

		Vision, Mission, Objectives, Strategies and Action Plan etc.
		Service and Projects
		Achievements
		Future Plans
		Contribution to the Society
2.	Understand the Organisational Structure	The trainee need to understand the organisational structure and various dynamics involved in running an enterprise with social motto.
3.	One Case Study	The trainee needs to work with an organization /institution to acquire knowledge and skills to address the social issue and mainstream problems.
Field Work with a Group of Youth		
4.	Identify a group of youth	A group of youth should be mobilized and map the needs of those youth. The focus should be on their life style, their ambitions and directions.
5.	Formation of a Youth Group/Club-	The mobilized youth may be formed into one/two groups. The four important stages (Forming, Storming, Norming and Performing-Attached the details) of group work needs to be followed
6.	Intervention Strategies	The trainee needs work with that in order to imbibe the entrepreneurial aptitude through Capacity Building, Training and Development etc. the trainee also capacitate them on Youth Participation in Politics and Governance, Self-Awareness Sessions, One-One Sessions, One-Group Sessions, Group-Group Interactions, Meetings with family and community may be planned and executed.
7.	Awareness Programs on Societal Issues and Identifying solutions	Conduct a set of awareness programs with community on an issue affecting youth in the society (Drug Abuse, Crime, Addiction to Internet, Stress and Suicide) and find out a solution keeping the knowledge of sociology studied in the classroom.

Field Work Attendance

100 per cent attendance in field work is required in order to become eligible for the second semester field work. Absence from field work for unavoidable reasons needs to be informed to both the

supervisors and compensated in consultation with the supervisors. Students need not attend field work on holidays declared by the Institute.

Duration and Days of Field Work

Saturday is our field work days. Students are expected to complete 15 hours of field work. This does not include the travel time.

Submission of Attendance

The Student's field work attendance details will be recorded in a separate attendance sheet which will be duly signed by the agency supervisors and the faculty supervisor. In the absence or non-availability of the field work supervisor, the attendance record has to be signed by any field staff in the community, who is assigned by the Agency. The attendance sheet has to be submitted to the Department at the time of submission of weekly report or faculty supervisor during the field work conference held at the Department on weekly basis. The weekly report (hand written only) in a record has to be submitted to the Department on every Monday. Attendance of field work conference is mandatory.

Submission of Reports

As stated above, the Field Work reports are to be submitted to the Department on every Monday morning on or before 10 a.m. Reports submitted after 10 a.m. will be marked late. Late submissions will be taken into account at the time of field work evaluation. Three late submissions of the report will be counted as absent to the field work. Therefore, the trainee has to compensate the complete week. Apart from weekly reports, every student has to submit the following reports at end of semester for evaluation:

1. Consolidated Report
2. Report of Agency Profile
3. Case Work Report of One Case Studies
4. Report on the engagement of Youth
5. Report on Awareness Program
6. Brief on the Problems and Solutions identified.

Evaluation of Field Work

Field Work viva-voce examination with an external expert will be conducted at the end of the semester. 50 per cent of the marks will be assigned as part of this evaluation. All the students are expected to attend this exam. Students who miss this exam will not pass in field work. The faculty supervisor will evaluate the performance of the student with the following parameters for 50 per cent of the total marks:

1. Attitude and Aptitude Development
2. Regularity
3. Tasks Achieved
4. Reporting
5. Professional Development

6. Participation in Individual and Group Conference
7. Field Work Agency Evaluation

Assessment of the Agency Supervisor

Name of the Student

Enrolment Number

Course
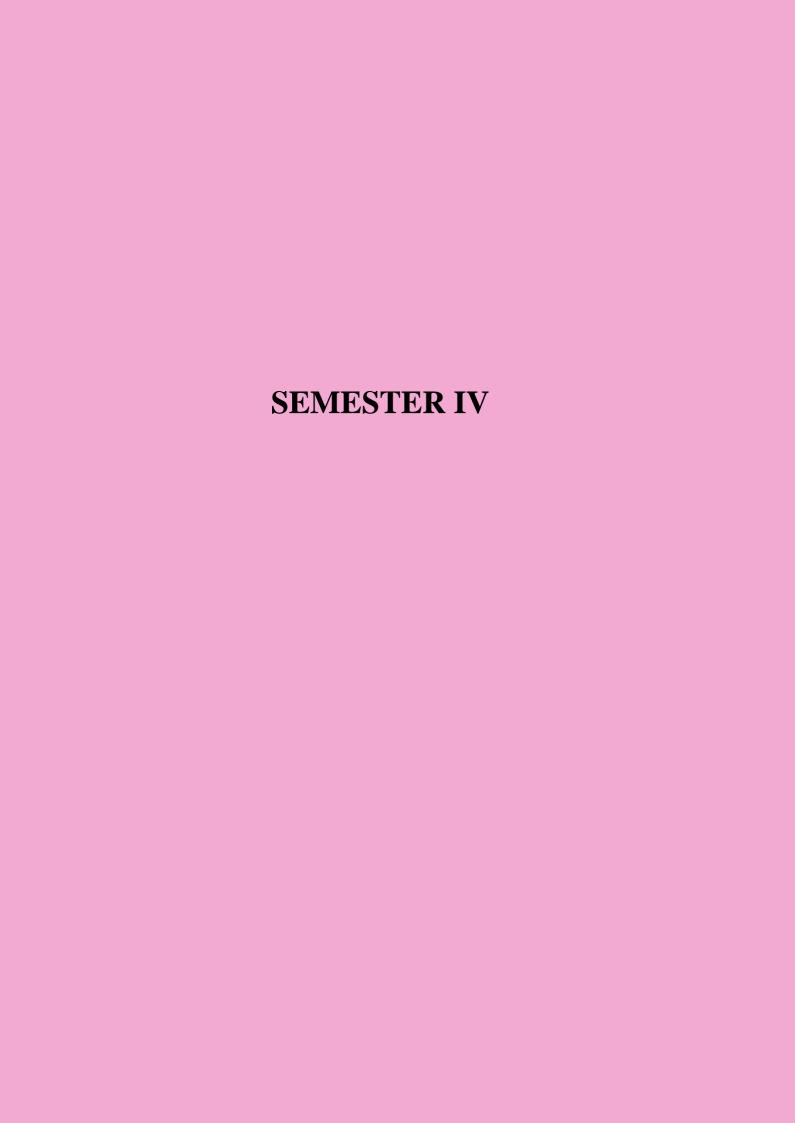
Duration of fieldwork

Sl. No.	Criteria for Assessment	Marks Awarded	Maximum Marks
1.	**Punctuality** • Regularity in attending work • Quality of assigned work • Finishing and assigned tasks on time submission of report on time		3
2.	**Professional involvement Ability to work with others** • Professional demeanor • Professional appearance • Use of time management skills • Judgment/decision making skills • Show initiative & work with limited supervision • professional level of flexibility & adaptability • Contribution to the organization		2
	Total		**5**

For further Information

The students of MA in Sociology can contact the field work coordinator (mentor) for further clarifications (if any)

SEMESTER IV

Course Code: MASIE 401	3 Credits

INTERNSHIP

Introduction

Internship is an essential component of experiential learning offered for month duration at the end of Second Semester Examination. Every student of the M.A. Sociology will be placed with an approved organization involved in social entrepreneurial activities. The purpose of Internship is to broaden the student's perspectives of the social world   and offer pre-employment work experiences which enable him/her to venture and engage themselves in various project activities after graduation. At the end of Internship, the agency supervisor sends a report of the performance of the student to the concerned faculty supervisor. The student also expected to submit a comprehensive report of the Internship which carries two credits as part of curriculum requirement. Internship accounts for a total of 50 marks and two credits.

Objectives of the programme

The internship programme enables the students to participate in professional work environment, documenting their experiences. Students build upon previous knowledge and experiences by working within a professional work setting. The programme is designed to allow students to enhance their professionalism, gain entrepreneurial knowledge, and consider various options. In order to achieve the above, the following objectives have been formulated:

1. To apply classroom learning to real-world issues through hands on experience.

1. To increase the ability to recognize and critically assess various forms of social strategies as tools of economic development and social transformation

2. To gain greater understanding of the challenges of growing and sustaining a social projects , as well as deeper insights into enterprise development and growth

3. To improve consulting skills, including project planning, issue analysis, formulation of strategic and tactical recommendations and client relationship management.

4. To enhance awareness of self in the role of a social scientist

Goals of Internship Programme

The internship is an educational experience integrating classroom theories into a professional work setting by providing the opportunity to meet the following goals.

Professional –"To acquire professional experience to…"

1. Understand professional practice and adherence to codes of professional ethics, including ethical decision making.

2. Sharpen aspects of professionalism, including honesty/integrity, reliability/responsibility, respect for others, compassion/empathy, advocacy

3. Develop new knowledge and skills

4. Work independently and with others, both within and outside the organization/social enterprise, applying professional knowledge and skills

5. Observe the functioning of the org/company, including the administration and activities

6. Build upon previous knowledge and experiences by working within and critically appraising a professional setting

7. Gain career knowledge and evaluate career options and goals

Academic –"To apply theories and research to…"

1. Apply concepts and skills gained from academic experience to a professional work setting

2. Apply technical and analytical skills to a specific work setting

3. Develop/build business idea

4. Formulation of research problem

Personal – "To further develop and integrate personal characteristics such as…"

1. Self-awareness and emotional stability, interpersonal and group process skills, communication, collaboration, problem-solving skills, cultural competence, professional ethics and behaviour

Role of the intern

- ✓ The student will dress professionally and appropriately. Check with your organisation's supervisor about what is appropriate to wear.
- ✓ Exhibit professional behavior and respect for the other interns, organisation's staff, and other stakeholders.
- ✓ The intern is expected to become familiar with and adhere to the organization's rules, policies, regulations, and standards.

- ✓ The intern is expected to develop and maintain a regular work schedule, carry out assigned tasks in a professional manner under the supervision of organization staff and to seek help as needed.
- ✓ Negotiate your hours with your agency supervisor being extremely flexible. Outside employment or other courses during the internship are not recommended. You are expected to be at the agency when they need you.
- ✓ The student will notify the agency supervisor of any illnesses and emergencies as soon as possible.
- ✓ Communicate with the agency supervisor about the internship as it progresses. Seek advice or assistance when unsure about assigned tasks and responsibilities.
- ✓ Try to resolve problems and concerns with your agency supervisor. If this does not seem feasible, contact the Internship Coordinator immediately.
- ✓ Be aware that the agency gains some staff time from you, but invests a great amount of experienced staff time in your supervision. Try to "fit in" and make the experience a good one for both the agency and yourself.
- ✓ Participate in all activities, meetings, etc. recommended by the organisation's supervisor. Interns are generally accepted as a member of the "team".
- ✓ Maintain Confidentiality, Client information and what is said by co-workers is generally confidential.
- ✓ Do not repeat gossip or say anything you will be sorry for later.
- ✓ Initiate and carry out projects and activities as directed by the agency supervisor.
- ✓ It is crucial that students take initiative. Many times, it is up to the intern to ask question or ask if they can participate in or lead something. Many times, site staff becomes focused on completing their individual responsibilities. Interns must ask, ask, ask and do not be afraid to push for more responsibilities. You will wind up with a more professional experience.
- ✓ The student will be responsible for all travel expenses related to the internship (i.e. commuting to and from the agency, travel to other agency sites, etc.).
- ✓ Submitting weekly reports at the end of the week days for all the weeks during the internship through email. Receive the acknowledgement from the organisation and faculty supervisor regularly on the submission of the report.
- ✓ Final report (summary) will be submitted by the student after completion of the Internship to both the supervisors.

Goals of Internship Programme

- ✓ Guide the student in formulating personal goals for the internship experience. Share information relating to possible internship organizations/enterprises.

- ✓ Guide the student in formulating an internship search strategy, share information concerning potential organisation placements, and assist the student in making final organisation selection.

- ✓ Provide the student and the supervisor with information and documents needed to establish the internship and complete required reports. Discuss responsibilities and requirements for internship completion.

- ✓ Collaborate with the student and with the organisation's supervisor in developing a satisfactory plan for the internship.

- ✓ Promote and facilitate communication between the agency/organization and student, if necessary.

- ✓ Confer with the student to assess progress and help resolve any problems that may develop.

Role Faculty Supervisor

- ✓ Orient the student to the purpose and requirements of the internship program.

- ✓ Provide the student and the supervisor with information and documents needed to establish the internship and complete required reports. Discuss responsibilities and requirements for internship completion.

- ✓ Promote and facilitate communication between the agency/organization and student, if necessary.

- ✓ Provide advice and direction for the student, as needed.

- ✓ Evaluate reports and assign a final grade (satisfactory or fail) for the internship experience.

- ✓ The Faculty Supervisor/Internship Coordinator will be available throughout the duration of the internship as needed.

Assessment by Faculty Supervisor

Sl. No.	Criteria for Assessment	Marks Awarded	Maximum Marks
1.	**Regularity and Punctuality in** Submitting the reports and • Sharing the weekly plan		10
2.	Professional involvement (Self-development and contribution to the organization)		10
3.	Submission of Consolidated report **Submission of Consolidated report** • Language • Documentation (application of knowledge and skills acquired, models/theory used, key learnings) • Formatting and paginating.		5

	Total		**25**

✓ Accept responsibility for providing a context in which the intern can build upon his/her knowledge and skill base related to sociology

✓ Assist the student in identifying learning opportunities and setting goals and objectives for the internship period that are consistent with the supervisor's competencies and areas of strength.

✓ Serve as a mentor to guide the student's professional development, and suggest learning experiences and activities that will provide the student with an opportunity to develop and practice skills needed.

✓ Provide appropriate office/work space so that the intern can work effectively and efficiently and can draw upon the organization's resources.

✓ Provide orientation materials and experiences that familiarize the intern with the organization's mission, objectives, and client populations.

✓ Provide timely and honest feedback to the intern and Internship Coordinator regarding his/her areas of strength as well as areas that need improvement.

✓ Upon termination of the internship period, complete a FINAL EVALUATION, examining the programme to which the student has achieved the responsibilities and competencies of a professional. Discuss the report with the student, and submit final evaluation form.

✓ Provide the Internship Coordinator/Faculty Supervisor with feedback regarding the agency's participation in the internship experience, review internship protocols, and provide suggestions for improving the internship experience.

✓ The student intern cannot receive a final grade without the Summary Report and Final evaluation is completed and submitted to the agency and the Department.

Assessment of Agency Supervisor

Sl. No.	Criteria for Assessment	Marks Awarded	Maximum Marks
1.	**Punctuality** • Regularity in attending work • Quality of assigned work • Finishing and assigned tasks on time submission of report on time		10

2.	**Professional involvement Ability to work with others**		10
	• Professional demeanour		
	• Professional appearance		
	• Use of time management skills		
	• Judgment/decision making skills		
	• Show initiative & work with limited supervision		
	• professional level of flexibility & adaptability		
	• Contribution to the organization		
3.	**Submission of Consolidated report**		5
	• Language		
	• Documentation (application of knowledge and skills acquired, models/theory used, key learnings)		
	• Formatting and paginating.		
	Total		**25**

SAMPLE

Action Plan for Completion of Dissertation

Department of Sociology

Rajiv Gandhi National Institute of Youth Development (RGNIYD)

Sr.No	Task to be completed	Persons Responsible	Resource required
1.	Orientation on Synopsis Preparation- The Research Proposal	Research Guide	Templates of Synopsis Preparation, Model Synopsis of old students
2.	One day workshop on synopsis preparation	Research Guide	Templates of Synopsis Preparation, Model Synopsis of old students, Retrieving online resources, Dissertations of Alumni
3.	Submission of Synopsis of the proposed Research Study	Research Student	Model synopsis for steps to be follow ed.
4.	Presentation of Synopsis through PPT	Research Student	Draft synopsis through PPT
5.	Finalization of the Research Proposal	Research student under the superv ision of research guide	Model research proposals for steps to be follow ed. Research methodology Books to be referred
6.	Chapter-1: Introduction	Research student under the superv ision of research guide	Books, Articles, New Papers, Journals, Studies, Policy documents, dissertations etc.
7.	Chapter-2: Rev iew of Literature and Methodology	Research student under the superv ision of research guide	Books, Articles, New Papers, Journals, Studies, Policy documents, dissertations (M.A, M.Phil and Ph.D)etc.

8.	Tools of Data Collection	Research student under the supervision of research guide	Model Interview Schedule, Questionnaires, FGDs Guides, Case Study Templates
9.	Data Collection	Research student under the supervision of research guide	Tools of Data Collection
10.	Data Entry and Chaptarization	Research student under the supervision of research guide	Primary data collected during the field work. Referring some dissertations while chapterization
11.	Chapter-3: Analysis and Interpretation	Research student under the supervision of research guide	Excel spread sheet or SPPS after entering the data. Dissertations to be referred to analyse and interpret the data
12.	Interpretation	Research student under the supervision of research guide	Model reports of the old students and other dissertations
13.	Chapter-4: Summary, Recommendation and Conclusion	Research student under the superv ision of research guide	Major findings to summarise the study, solid recommendation and scope for interventions or further studies.
14.	Final Reading, Formatting and final draft for proof reading	Research student under the supervision of research guide	Draft print out of the dissertation and prev ious model dissertations

15.	Finalization in consultation with the supervisor	Research student under the supervision of research guide	Draft print out of the dissertation

16.	Submission of the Dissertation to Department	Research Student	Final dissertation after proper binding (4 Copies)

- While working on first and second chapter, the student should concentrate on retrieving information from as many as sources that are available.

- Every chapter should have minimum 15 pages and the third chapter will obviously exceed to 25-30 pages. The chapter on Analysis and Interpretation may be divided into two chapters, if required.

- I t is suggested to adhere to the deadlines/last dates as per the action plan and avoid last minute rush.

- Get ready with references and bibliography properly. References may be given at the end of the each chapter and bibliography may be given at the end of the dissertation.

- Appendices (Tools of data collection, letters used for permission, any other) should be proper formatted and placed at appropriate place inthe dissertation.