

Centre for Distance and Online Education (CDOE)



PROGRAMME PROJECT REPORT (PPR)  
FOR  
MASTER OF ARTS (M.A) SOCIOLOGY

SIKKIM MANIPAL UNIVERSITY  
CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

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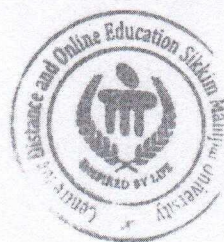
**SMU**

SIKKIM  
MANIPAL  
UNIVERSITY

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M. A. MANIPAL CDOE





## Sikkim Manipal University

### **Vision**

Global Leadership in Human Development, excellence in Education and Healthcare

### **Mission**

Develop professionals of excellent calibre in the field of Health Sciences, Engineering, Management, Medical Biotechnology, Basic and Social Sciences, with a humane approach, capable of shouldering the responsibility of building the nation and be globally competent.

## Centre for Distance and Online Education

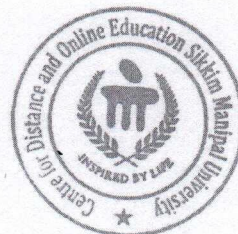
### **Vision**

Empowering tomorrow's global learners through accessible, innovative, and inclusive online education.

### **Mission**

To foster a dynamic virtual learning environment that transcends boundaries, leveraging technology and pedagogical excellence to cultivate personalized, lifelong learning experiences for diverse communities worldwide

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**PROGRAMME PROJECT REPORT**  
**MASTER OF ARTS (M.A.) SOCIOLOGY**  
**CENTRE FOR DISTANCE AND ONLINE EDUCATION**  
**(CDOE)**  
**SIKKIM MANIPAL UNIVERSITY**

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## PROGRAMME PROJECT REPORT (PPR)

### Introduction

At every step-in life, one needs to transform, compete, and improve. Being acquainted with concepts is not enough in today's dynamic business environment. We have filled the gap for those who want to continue their studies after their B.A. degree. MA in Sociology program provides students with a comprehensive understanding of the theoretical and empirical foundations of sociology, to equip students with critical thinking and analytical skills essential for studying society and social phenomena. Also, the program develops an understanding of the various social structures, processes, and institutions that shape human behaviour. The Centre of Distance and Online Education, Sikkim Manipal University's MA in Sociology program imparts knowledge and skill sets to students to achieve this, and face real-world challenges. The MA in Sociology Programme aims to build a knowledge base in sociology and its allied disciplines that imparts socially relevant knowledge and provides better opportunities to Learners, irrespective of age group.

Master of Arts in Sociology or MA in Sociology is a two-year PG programme wherein learners undertake detailed research and develop an in-depth understanding of social phenomena from the basic to the advanced level. Sociology is an excellent choice for postgraduate studies since it extends to various career prospects. After completing an M.A. in Sociology, the students can become Teachers, Counselors, or Consultants in research institutes, educational institutions, public health and welfare organisations, criminal justice branches, law firms, international welfare organisations, and medical centres.

### 1. Programme's Mission and Objectives

MA in Sociology offers tremendous scope as far as employment and growth opportunities are concerned. Sociology is a branch of Humanities that studies human social relationships and institutions. It combines empirical research with critical analysis to understand the nuances of society and the social order and organisations within those societies.

The Programme aims:

- To empower the students to become Sociology teachers, and in turn, competent, creative students for academic achievement.
- To prepare the Learners to become holistic persons with diverse learning experiences and productive thinking in a global society.
- To help the students acquire creative and critical thinking and develop their analytical tools.





- To develop an advanced knowledge of social phenomena.
- To equip the students to face various eligibility and competitive examinations with confidence.

## 2. Relevance of Programme with Sikkim Manipal University, Mission and Goals

To align with the mission and goals of Sikkim Manipal University, the Online MA Sociology Programme is planned to incorporate all relevant subjects of wide-spectrum application in a real-time work environment; this course offers students great career opportunities in different sectors.

### Vision

Transforming the hidden potentialities of the students into realities

### Mission

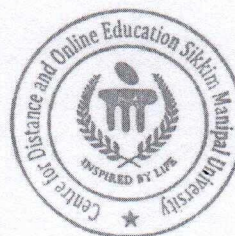
- Adopt a Socially Sensitive and Academically Vibrant Curriculum that prepares Learners/Students to handle the changing demands of the discipline.
- Inculcate respect for values and practices of multicultural and interdisciplinary approaches in Teaching and Learning

## 3. Nature of Prospective - Target Group of Learners

The target group comprises of those who generally want to pursue an M.A. Sociology programme to delve deeper into the diverse interactions between society and individuals and gather a deeper insight into various facets of society, human behaviour, and different institutions prevalent in the business environment as well as to avail themselves of the tremendous job opportunities that the subject of Sociology as a career option offers. The programme caters to the needs of diverse groups of undergraduate learners from all disciplines located in diverse regions and social structures, such as learners from a low level of disposable income, rural dwellers, women, and minorities who have little access to formal institutions of higher learning in India or abroad.

This Online programme has been designed for conventional learners, working professionals and others aspiring to acquire knowledge and associated academic credentials. Considering that all candidates interested in pursuing a degree may not be able to afford the same through a campus mode due to paucity of time or financial constraints, online delivery is a feasible option to enable them to acquire knowledge and skills.

Delivery through this mode also contributes towards Gross Enrolment Ratio (GER) of 50% by 2035, as envisaged by the Government of India.



The programme is so designed that prospective students who may not be able to afford full-time, residential Online MA Sociology are provided with high-value learning, anytime, anyplace, at their own pace.

#### **4. Appropriateness of programme to be conducted in Online mode to acquire specific skills and competence**

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,

- (a) e-Tutorial - faculty led Audio - Video Lectures,
- (b) e-Content (combination of PDF/ e-pub) Text Materials,
- (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students
- (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by online and other platforms without much loss of fidelity. Hence the MA Sociology programme is suited for Online mode of learning.

#### **5. Instructional Design**

##### **5.1. Curriculum design**

Experts in the area of Sociology have designed the curriculum, and care has been taken to include contemporary topics and topics that teach environmental awareness to students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council, consisting of experts from Academia and Industry.

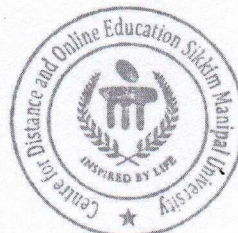




## 5.2. Programme structure and detailed syllabus

### 5.2.1 Programme Structure

SUBJECT CODE	SUBJECT NAME	CREDITS
<b>SEMESTER I</b>		
OMAS101	Introduction to Sociology	4
OMAS102	Sociological Thoughts	4
OMAS103	Social Stratification in India	4
OMAS104	Gender and Society	4
OMAS105	Sociology of Globalization	4
<b>SEMESTER II</b>		
OMAS201	Classical Sociological Theories	4
OMAS202	Perspectives on Indian Society	4
OMAS203	Rural and Urban Sociology	4
OMAS204	Sociology of Family and Kinship	4
OMAS205	Environment and Climate Change	4
<b>SEMESTER III</b>		
OMAS301	Contemporary Sociological Theories	4
OMAS302	Culture, Personality and Society	4
OMAS303	Research Methodology	4
OMAS304	Sociology of Religion	4
OMAS305	Sociology of Ethnicity and Nationalism	4
<b>SEMESTER IV</b>		
OMAS401	Participatory Sociology (Dissertation)	8
OMAS402	Sociology of Development	4
OMAS403	Sociology of Health	4
OMAS404	Social Movements in India	4
<b>TOTAL CREDIT</b>		<b>80</b>



## 5.2.2 Detailed Syllabus

SEMESTER I	
No of units	OMAS101 INTRODUCTION TO SOCIOLOGY; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand sociology's fundamental concepts, history, and scope, including its relationship with other social sciences.</li> <li>2. To enable students to analyse the impacts of major historical events such as the French Revolution and Industrial Revolution on societal structures and ideologies.</li> <li>3. To enable students to evaluate the philosophies of key sociological theorists, including Karl Marx, Max Weber, and Emile Durkheim, and their contributions to sociology.</li> <li>4. To enable students to apply sociological theories to understand the complexities of social phenomena such as capitalism, socialism, bureaucracy, and religion.</li> <li>5. To enable students to synthesise knowledge from various sociological theories and perspectives to develop a comprehensive understanding of social structures and processes.</li> </ol>
1	Introduction to Sociology: Overview of Sociology
2	French Revolution and Rise of Socialism: Examination of the French Revolution and its impact on Socialism
3	Industrial Revolution and Rise of Capitalism: Examination of the Industrial Revolution and its impact on Capitalism
4	The Enlightenment: Introduction to The Enlightenment, Age of Renaissance, Relationship of Sociology with other Social Sciences, Examination of the thoughts of Thomas Hobbes, Jean-Jacques Rousseau, Adam Smith, Alexis de Tocqueville
5	Karl Marx: The Man and Intellectual Root: Study of Karl Marx and his intellectual roots, understanding of Dialectic and Dialectical Method
6	Karl Marx: Capitalist Society: Study of Karl Marx's views on Capitalist Society and its Cultural Aspects
7	Karl Marx: Communism and Alienation: Examination of Karl Marx's views on Communism and the concept of Alienation
8	Max Weber: An Introduction and Study of Social Action: Introduction to Max Weber, his intellectual roots, and his conception of Sociology as a study of social action
9	Max Weber: Methodology and Structure of Authority: Examination of Max Weber's Methodology, concepts of Causality and Probability, Verstehen, and Ideal Type Structure of Authority
10	Max Weber: Rationalisation and Disenchantment: Examination of Max Weber's views on Rationalisation and Disenchantment, Theory of Bureaucracy, Religion and Rise of Capitalism
11	Emile Durkheim: An Introduction and Study of Social Facts: Introduction to Emile Durkheim, his intellectual roots, and his conception of Sociology as a study of social facts, the study of Elementary Forms of Religious Life

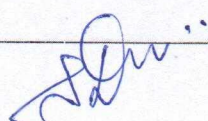
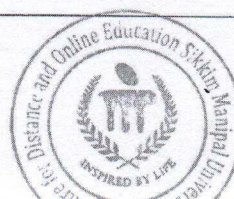
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12	Emile Durkheim: Division of Labour in Society and Social Causes: Examination of Emile Durkheim's views on Division of Labour in Society, and Understanding of Suicide: Social Cause and Types
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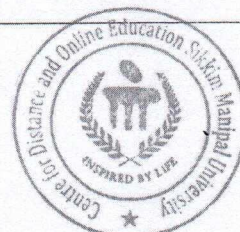
No of units	OMAS102 SOCIOLOGICAL THOUGHTS; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand the key concepts, theories, and arguments of major sociological thinkers such as Auguste Comte, Herbert Spencer, Georg Simmel, Vilfredo Pareto, and Karl Mannheim.</li> <li>2. To enable students to analyse how these sociological thinkers conceptualise society, social change, social types, and social structures.</li> <li>3. To enable students to evaluate the significance and limitations of various sociological theories and apply these theories to analyse social phenomena.</li> <li>4. To enable students to apply sociological theories to understand contemporary social issues and phenomena, demonstrating the relevance of sociological thought in the modern world.</li> <li>5. To enable students to synthesise ideas from various sociological perspectives to develop a well-rounded understanding of society and its complexities.</li> </ol>
1	Auguste Comte: The Man and Intellectual Root: Study of Auguste Comte and his intellectual roots, Sociology as Study of Social Statics and Dynamics
2	Auguste Comte: The Law of Three Stages: Examination of Comte's Law of Three Stages
3	Auguste Comte: Positivism: Study of Comte's Positivism: The Search for Social Order and Progress
4	Herbert Spencer: The Man and Intellectual Root: Study of Herbert Spencer, his intellectual roots, and his Evolutionary Theory
5	Georg Simmel: The Man and Intellectual Root and Formal Sociology: Introduction to Georg Simmel, his Intellectual Roots, and Formal Sociology
6	Georg Simmel: Social Type: Examination of Simmel's Concept of Social Type
7	Georg Simmel: Dialectical Thinking: Study of Simmel's approach to Dialectical Thinking
8	Georg Simmel: Philosophy of Money: Examination of Simmel's Philosophy of Money
9	Vilfredo Pareto: An Introduction and Logical/Nonlogical Action: Introduction to Vilfredo Pareto, his intellectual roots, the concept of Logical and Nonlogical Action, and his theory of Residues and Derivations
10	Vilfredo Pareto: Nonlogical Theories, Two Types of Nonlogical Theories: Examination of Pareto's Nonlogical Theories, Subjective Intentions and Objective Consequences, The Lions and the Foxes
11	Vilfredo Pareto: The Theory of Elites and the Circulation of Elites: Study of Pareto's Theory of Elites and Circulation of Elites
12	Karl Mannheim: An Introduction and The Sociology of Knowledge: Introduction to Karl Mannheim, his intellectual roots, The Sociology of Knowledge, Ideology and Utopia, Rationality and the Irrationality of the Times



No of units	OMAS103 SOCIAL STRATIFICATION IN INDIA; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand key concepts, theories, and debates concerning social stratification in India, including inequality, hierarchy, social exclusion, and social mobility.</li> <li>2. To enable students to analyse the different forms of stratification in India, including caste, class, and gender, and their impacts on individuals and society.</li> <li>3. To enable students to evaluate the theoretical perspectives of sociologists such as Karl Marx, Max Weber, Kingsley Davis, Wilbert E. Moore, Malvin M. Tumin, and C.W. Mills on social stratification.</li> <li>4. To enable students to apply sociological theories to understand contemporary issues in Indian society related to race, ethnicity, disability, gender, and sexual identity.</li> <li>5. To enable students to synthesise knowledge from various topics to develop a comprehensive understanding of social stratification in India and its implications for social justice and equality.</li> </ol>
1	Concepts on Social Stratification: Concept and Definition of Social Stratification, Inequality, Hierarchy, and Difference
2	Social Exclusion: Discrimination and Social Exclusion, Difference between equity and equality
3	Social Mobility: Concept and Perspective, Types and Forms of Stratification
4	Theoretical Perspectives of Karl Marx and Max Weber: Analysis and exploration of Marx and Weber's perspectives on social stratification
5	Theoretical Perspectives of Kingsley Davis and Wilbert E. Moore: Examination of Davis and Moore's theories of social stratification
6	Theoretical Perspectives of Malvin M. Tumin: Exploration of Tumin's perspectives on social stratification
7	Theoretical Perspectives of C.W. Mills: Study of Mills' theories of social stratification
8	Forms of Stratification: Caste System: Varna and Jati, Theories on Caste, Dominant Caste, Sanskritization, Untouchability, Caste among other Religious Communities
9	Class System: Examination of Class and Class Structure
10	Estate System: Investigation of the Estate system in Europe and the Feudal System in India
11	Gender: Study of Patriarchy and Gender; Factors perpetuating Gender Stratification
12	Critical Issues in Contemporary Society: Exploration of current social stratification issues related to Race, Ethnicity, Disability, Third Gender, and Sexual Identity

No of units	OMAS104 GENDER AND SOCIETY; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand the concepts of sex, gender, work, and feminist thoughts, including their cultural, social, and economic implications.</li> <li>2. To enable students to analyse the roles and statuses of women in the Indian economy, politics, religion, and culture and understand the gender gap and its effects.</li> </ol>





	<p>3. To enable students to evaluate different feminist and gender perspectives, and consider how these have been critiqued and applied in the study of sociology.</p> <p>4. To enable students to apply their understanding of gender issues to examine personal laws, civil codes, and the impact of economic policies on women's employment.</p> <p>5. To enable students to synthesise knowledge of the changing status of women in India throughout different historical periods, and critically assess the impact of these changes on contemporary gender issues.</p>
1	Sex and Gender: An Introduction: Sex and Gender, Nature vs Nurture, Equality vs Difference, Private-Public Dichotomy, Social Construction of Gender, Medical Construction of Gender, Patriarchy as Ideology and Practice
2	Concept of Work: Work: Concept, Production vs. Reproduction, Productive and Non-Productive Work, Use Value and Market Value, Household Work as Invisible Work
3	Feminist Thoughts: Emergence of Feminist Thoughts Examination of key feminist figures and their works
4	Perspectives on Gender: Perspectives on Gender: Liberal, Marxist, Socialist, Radical, Black, Third World, and Post-Modernist, Feminist Critiques of Sociological Theorisation and Methodology, Alternative Conceptions of Gender: Caste and Class
5	Women and Economy in India: Economy: Marginalisation of Women and Sexual Division of Labour, Mode of Production, Women in Organised and Unorganised Sector
6	Women and Political Condition in India: Polity: Role of Women in Indian Polity, Reservations for Women
7	Women and Religion and Culture in India: Religion and Culture: Women's Nature; Women as Repositories of Cultural Practices and Traditions; Marriage, Dowry and Property
8	Personal Laws and Civil Code: Personal Laws and Civil Code: Hindu Code Bills, Christian Personal Law, Muslim Personal Law, Customary Law and Tribal Women
9	Issues Affecting the Quality of Life of Women: Issues Affecting the Quality of Life of Women: Health, Education, Ecology and Environment, Land Rights, Communalism, and Violence
10	Changing Status of Women in India: Pre-Colonial, Colonial and Post-Colonial Analysis of the impact of societal change on women's status
11	Demographic Profile and Gender Gap: Demographic Profile, Gender Gap (Census and NSS data), The role of the State and the NGOs
12	Economic Policy and its Impact on Women's Employment: New Economic Policy and its Impact on Women's Employment, Globalization, Structural Adjustment Programs, Development Policies, Liberalisation and Globalisation and their Impact on Women Development and Women's Empowerment

No of units	OMAS105 Sociology of Globalization; Credits: 4
Learning Objectives:	<p>1. To understand the key concepts and theories related to globalization, such as cultural homogenization, economic interdependence, and the impact on social structure.</p> <p>2. To understand the mechanism through which globalization operates, including economic, political, cultural, and technological dimensions.</p>





	<p>3. To analyse the economic dimensions of globalization, including the role of multinational corporations, global trade, and the impact on labour markets and economic development.</p> <p>4. To examine how technological advancements contribute to globalization, affecting communication, information flow, and interconnectedness of societies.</p>
1	Understanding Globalization, Historical Context of Globalization, Theoretical Perspectives: From Liberalism to Neo-liberalism
2	Globalization Agencies, National and International Agencies, Multinational Corporations (MNCs), Nation State and Globalization, Non-Governmental Organizations (NGOs), International Agencies: IMF, World Bank, WTO
3	Economic Implications of Globalization, Structural Adjustment Policies, Foreign Investment and Global Economy, Sovereignty vs. Imperialism in the Global Market, Global vs. Local Economies, Globalization and Social Movements
4	Political Implications of Globalization, Political Ramifications of Economic Globalization, Political Movements in the Globalized World, Global Governance and Policy Making, Democracy and Globalization, Human Rights in the Global Context
5	Cultural Aspects of Globalization, Cultural Imperialism and Global Media 5.2 Consumerism and the Role of Media 5.3 McDonaldization and Corporate Culture 5.4 Cultural Homogenization vs. Cultural Hybridization 5.5 Global Terrorism and Cultural Impact 5.6 Global Tourism and Cultural Exchange
6	Social Perspectives on Globalization, Social Stratification in the Globalized World, Globalization and Identity, Social Movements and Activism, Migration and Globalization, Globalization and Education
7	Environmental Impacts of Globalization, Globalization and Environmental Degradation, Climate Change and Global Responses, Biodiversity Conservation in a Globalized World, Sustainable Development in the Era of Globalization
8	Globalization and Technology, Technological Advancements and Global Integration, Digital Divide in the Global Context, Internet, social media, and Global Connections, Ethical Issues in Global Technological Innovations
9	Global Health and Healthcare, Global Health Challenges, Pandemics and Global Responses, Healthcare Systems in the Globalized World, Access to Medicine and Global Inequality
10	Globalization and Education, Education Policies in a Globalized World, Internationalization of Education, Technology in Education and Global Learning, Challenges and Opportunities in Global Education
11	Globalization and Education, Gender Inequality and Globalization, Women's Rights and Global Movements, Feminism in the Global Context, LGBTQ+ Rights and Global Advocacy
12	Future Trends and Debates in Globalization, Emerging Issues in Globalization, Future Scenarios: Globalization Prospects, Debates and Controversies in the Globalization Discourse, Globalization and Post-Pandemic World, Ethical Dilemmas in a Globalized Society

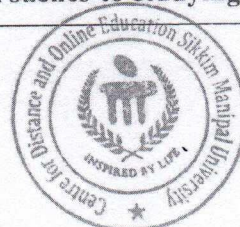
SEMESTER II	
No of units	OMAS201 CLASSICAL SOCIOLOGICAL THEORIES; Credits: 4
Learning Objectives:	1. To make students understand the fundamental theories of classical sociology, from functionalism to conflict theories and phenomenology.






	<p>2. To enable students to analyse and compare the theories of key sociological thinkers, assessing their contributions to understanding social structure and dynamics.</p> <p>3. To enable students to evaluate the strengths and weaknesses of different sociological theories, considering their relevance and applicability to contemporary society.</p> <p>4. To enable students to apply sociological theories to various social phenomena, enhancing their ability to interpret social issues and interactions.</p> <p>5. To enable students to gain insights from various sociological theories, fostering a comprehensive understanding of the mechanisms underlying social organisation and change.</p>
1	Social Structure and System Theory: Siegfried Frederick Nadel: Theory of Social Structure, Radcliffe-Brown: On Social Structure, Claude Lévi-Strauss: Structural Anthropology, Niklas Luhman: General System Theory
2	Functionalism: Organicism of Auguste Comte, Analytical Functionalism of Herbert Spencer, Functionalism of Emile Durkheim, Functionalism of A.R. Radcliffe-Brown and Bronislaw Malinowski
3	Analytical and Empirical Functionalism: Analytical Functionalism of Talcott Parsons, Empirical Functionalism of R.K. Merton
4	Karl Marx and the Origin of Conflict Theory: Karl Marx: An Introduction, Origin of Conflict Theory Analysis of Marx's key works and theoretical contributions
5	Dialectical Conflict Theory of Ralf Dahrendorf: Dialectical Conflict Theory of Ralf Dahrendorf: An Overview Detailed exploration of Dahrendorf's dialectical approach
6	Conflict Functionalism: Conflict Functionalism of Lewis A. Coser Discussion of the applicability of Coser's theory in modern society
7	Conflict Sociology: Conflict Sociology of Randall Collins Examination of Collins's conflict theory and its implications
8	Phenomenology and Interactionist: Edmund Husserl and Alfred Schutz: Overview of the phenomenology and interactionist theories of Edmund Husserl and Alfred Schutz
9	Phenomenology and Interactionist: Conception of Self of William James: Analysis of William James's conception of self
10	Phenomenology and Interactionist: Self and Social Process of Charles Horton Cooley: Investigation into Charles Horton Cooley's theories on self and social processes
11	Phenomenology and Interactionist: Mind, Self and Society of George Herbert Mead: Examination of George Herbert Mead's theories on mind, self, and society
12	Phenomenology and Interactionist: Symbolic Interactionism of Herbert Blumer and Manford Kuhn: Overview of Herbert Blumer's and Manford Kuhn's symbolic interactionism theories

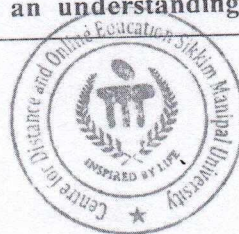
No of units	<b>OMAS202 PERSPECTIVES ON INDIAN SOCIETY; Credits: 4</b>
Learning Objectives:	<p>1. To make students understand the origin, growth, and development of Indian Sociology along with its unique characteristics and methodologies.</p> <p>2. To enable students to analyse various approaches to studying Indian society,</p>





	<p>including Indological, Orientalist, Structuralist, Marxist, Weberian, Subaltern, and Feminist.</p> <p>3. To enable students to evaluate the influence of different social structures, institutions, and groups on the formation and development of Indian society.</p> <p>4. To enable students to apply concepts of Westernisation, Modernisation, and Secularism to evaluate the state of current Indian society.</p> <p>5. To enable students to use their understanding of Contextualization and Indigenization in Indian Sociology to create informed perspectives on issues and challenges in the field.</p>
1	Introducing Indian Sociology: Nature and Significance
2	Emergence and Growth of Indian Sociology: Emergence and Growth of Indian Sociology: Intellectual Traditions and Institutional Growth
3	Indian Society: Textual and Field view of Indian Society
4	Approaches to the Study of Indian Society-I: Indological, Orientalist, Structuralist, Structural Functionalist
5	Approaches to the Study of Indian Society-II: Marxist, Weberian, Subaltern, Feminist
6	Social Structure and Social Institutions: Introducing Village Studies Impact and influence of village studies on understanding of Indian society
7	Groups and Social Structure: Groups and Social Structure: Caste, Class, Tribe, Religion, Kinship
8	Westernisation and Modernisation: Westernisation and Modernisation: An Overview
9	Nation and Secularism: Nation and Nation Building, Secularism Role and importance of secularism in Indian society
10	Urbanisation: Agrarian Changes and Urbanisation Influence of urbanisation on the structure of Indian society
11	Contextualisation and Indigenization: Contextualization: An Overview, Indigenization: An Introduction
12	Analysis of Indian Society and Issues in Indian Sociology: Use of Native Categories in the Analysis of Indian Society, Issues and Challenges in Indian Sociology

No of units	OMAS203 RURAL AND URBAN SOCIOLOGY; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand the nature and significance of rural and urban sociology, appreciating the differences between the two.</li> <li>2. To enable students to analyse the production relations and economy in rural and urban societies, understanding the unique dynamics of each.</li> <li>3. To enable students to evaluate the distinctive characterisation of rural and urban societies, focusing on aspects such as caste, family, ritual structures, women, occupation, labour market and technology.</li> <li>4. To enable students to apply knowledge of rural and urban continuum and migration patterns to understand the developmental issues in both settings.</li> <li>5. To enable students to identify and develop an understanding of the local</li> </ol>





	<b>governance of rural and urban communities, identifying key issues and perspectives.</b>
1	Rural and Urban Sociology: Nature and Significance of Rural and urban sociology, Subject matter of Rural and urban sociology, Scope of the Study of rural and Urban Sociology
2	Village Studies and its Significance: Sociology in the Ancient Indian Village, Indian Villages during the Buddhist Era, Village System in Mauryan Period, Administration in Villages in India during the beginning of the 19th Century, Significance of Village Studies, Some Village Studies in India
3	Rural and Urban Sociology: Approach to the study of Rural and Urban Sociology, Rural and Urban differences
4	Characterisation of Rural and Urban Society-I: Distinctive characterisation of rural and urban society, caste, family, ritual structures, women, occupation, labour market and technology
5	Production and Economical Relations in Rural and Urban Society: Production Relations Economy
6	Structural Integration of Rural and Urban Society: Structural integration
7	Hindu Jajmani System: Differentiation Hindu Jajmani system, Social Transformation and Development of Rural India, Changing Rural Caste Stratification, History of Rural Development in India, Challenges of Transformation in the Contemporary Rural Society
8	Labour Market: Changing labour market, Land Reforms, Land Tenure System, Land Reforms after Independence
9	Rural and Urban Continuum: Rural and urban continuum, rural and urban migration, Rural and urban development issues
10	Changing Dimensions in Various Aspects: Power, caste and class: changing dimensions
11	Local Governance of Rural and Urban Communities: Local governance of rural and urban communities: issues and perspectives
12	Rural and Urban Social Organisation: Rural and urban social organisation: formal and informal

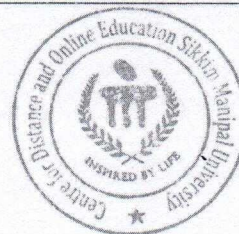
No of units	<b>OMAS204 SOCIOLOGY OF FAMILY AND KINSHIP; Credits: 4</b>
<b>Learning Objectives:</b>	<ol style="list-style-type: none"> <li>1. To make students understand the significance and characteristics of kinship systems and their role in different societal contexts.</li> <li>2. To enable students to analyse the concepts, forms, and functions of family and understand the development cycle and dimensions of the family unit.</li> <li>3. To enable students to evaluate the principles and rules of marriage and affinity, considering the various forms and practices in different religions.</li> <li>4. To enable students to apply their understanding of Indian kinship systems and family structures to comprehend the dynamics and changes in these systems.</li> <li>5. To enable students to critically examine reconfigured kinship practices, specifically about reproductive technologies and gay and lesbian kinship.</li> </ol>
1	Kinship System: Social Perspectives, Approaches, Importance of Kinship, Kinship Bonds, System of Descent, Features of Kinship in Different Zones, Kinship Usages
2	Marriage and Affinity: Principles of Legitimacy, Rules of Marriage
3	Marriage and its Forms: Forms of Marriage





4	Marriage in Different Religions: Hindu Marriage, Muslim Marriage, Tribal Marriage, Christian Marriage, Uniform Civil Code (UCC)
5	Dissolution of Marriage: Marriage Payment, Dissolution of Marriage: An Overview
6	Family: Concepts, Approaches
7	Forms of Family: Forms of Family, Characteristics of Family, Functions of Family
8	Development and Dimensions of Family: Development Cycle, Household Dimensions
9	Indian Kinship System: Indian Kinship System: Continuity and Change
10	Hindu Marriage Practices: Hindu Marriage Practices: Past and Present
11	Structure of Indian Family: Indian Family: Structure and Change
12	Reconfigured Kinship and Gay and Lesbian Kinship: Honour shame and violence, Reproductive technologies and reconfigured kinship, Gay and Lesbian Kinship

No of units	OMAS205 ENVIRONMENT AND CLIMATE CHANGE; Credits: 4
Learning Objectives:	<b>1. Remember environmental components and their processes to make them aware and sensitive.</b> <b>2. Describe environmental problems concerning human activities and developmental processes.</b> <b>3. Acquire skills for identifying and solving environmental problems.</b> <b>4. Apply strategies for the conservation of nature and natural resources and to solve the emerging problems related to environmental degradation.</b> <b>5. Evaluate environmental concerns of business and commerce.</b> <b>6. Design developmental plans and strategies from the perspective of sustainable development</b>
1	Introduction Multidisciplinary Nature of Environmental Studies, Scope and importance, concept of sustainability and sustainable development.
2	Ecosystems Concept, structure and function, energy flow in an ecosystem, food chain, food webs and ecological succession with examples Ecosystem values and services Type, Ecosystem values and services, Grassland Ecosystem, Desert Ecosystem, Forest Ecosystem and Aquatic Ecosystem (Pond, Lake, River, Estuaries, Wetland, Oceans).
3	Renewable Natural Resources Land Resources and land use change, Land degradation, soil erosion and desertification; Forest Resources, Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity, and tribal populations. Water: Use and over-exploitation of surface and groundwater, floods, droughts, and conflicts over water (international and inter-state). Renewable Energy resources: Hydropower, Wind, Solar, Geothermal etc, use of alternate energy sources, growing energy needs, case studies.
4	Non-Renewable Natural Resources Minerals, metals and non-renewable energy sources: Coal, Oil, natural gases, Uranium and Thorium, use and overuse of Non-renewable natural resources, challenges and consequences, Conservation strategies and sustainable utilisation of resources.
5	Biodiversity and its Conservation Levels and type of Biodiversity, Biogeographic zones, Biodiversity patterns and hot spots, India as a mega-biodiversity nation; Endangered and endemic species, threats, conservation, biodiversity values and services.
6	Water Pollution





	Point and Non-point sources of water pollution, effects on the environment and human health, Water contaminants and water quality parameters, Monitoring and treatment of wastewater, and control measures.
7	<b>Air Pollution</b> Sources of air pollution, effects of air pollution on the environment and human health, Primary and Secondary pollutants, Air quality parameters, Air Quality Index (AQI), methods for controls of Air pollution, ill effects of fireworks, case studies.
8	<b>Soil Pollution</b> Sources, effects and control measures.
9	<b>Noise Pollution</b> Sources, effects and control measures.
10	<b>Solid Waste Management</b> Types of Municipal solid waste, classification based on source of origin, Solid waste management methods: Landfills, Incineration, Composting, Recycling etc. Hazardous wastes, their characteristics, effects and disposal methods, Nuclear waste and its health hazards.
11	<b>Environmental Policies and Practices</b> Climate change, global warming, ozone layer depletion, acid rain, Environment laws (Water Act, 1974; Air Act, 1981, Environmental Protection Act, 1986, Wildlife Protection Act, 1972), International agreements, nature reserves, tribal populations and rights, and human-wildlife conflicts in the Indian context.
12	<b>Human Communities and the Environment</b> Human population growth, human health and welfare, Resettlement and rehabilitation, case studies, Disaster Management, Environmental ethics, Environmental communication and public awareness, and Environmental Impact Assessment (EIA).

### SEMESTER III

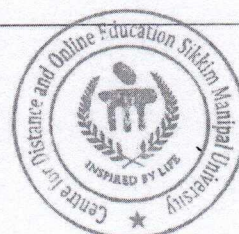
No of units	OMAS301 CONTEMPORARY SOCIOLOGICAL THEORIES; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand the fundamental principles of exchange theories and their implications on society.</li> <li>2. To enable students to analyse the concepts and practices underpinning Neo-functionalism and Neo-Marxism.</li> <li>3. To enable students to evaluate the merits and drawbacks of structuralism and comprehend its application within structural Marxism.</li> <li>4. To enable students to apply their understanding of agency-structure integration in interpreting social phenomena.</li> <li>5. To enable students to critically examine the shift from modern to postmodern society and the influence of the information age, focusing on the theories of key thinkers such as Anthony Giddens, Ulrich Beck, Zygmunt Bauman, Jurgen Habermas, and Manuel Castells.</li> </ol>
1	Exchange Theory-I: Utilitarianism and the Early Form of Exchange Theorising, Marcel Mauss and the Emergence of Exchange Structuralism
2	Exchange Theory-II: Exchange Behaviourism of George C. Homans, The Structural Exchange Theory of Peter M. Blau
3	Neo-Functionalism: Neo-Functionalism of Jeffrey C. Alexander





4	Neo-Marxism: Neo-Marxism: George Lukács- Reification, Class and False Consciousness, Antonio Gramsci
5	Early Critical Theory: Early Critical Theory of Horkheimer and Adorno
6	Agency-Structure Integration: Structuration Theory of Anthony Giddens, Habitus and Field of Pierre Bourdieu
7	Structuralism: Structuralism: An Introduction, Structuralism as a Method, Advantages of Structuralist Method, Disadvantages of Structuralist Method
8	Structural Marxism: Structural Marxism of Louis Althusser
9	Post-Structuralism: Post-Structuralism of Michel Foucault
10	Theory of Structuration: Reflexivity of Modernity, Predicament of Reflexivity in Modern Society
11	Modern to Postmodern and the Information Age: Anthony Giddens and the Juggernaut of Modernity, Ulrich Beck and Risk Society, Zygmunt Bauman and Holocaust
12	Jurgen Habermas and Modernity's Unfinished Project: The Critical Approach of Jurgen Habermas, Habermas' Concept of Social Evolution, Manuel Castells and the Information Age

No of units	<b>OMAS302 CULTURE, PERSONALITY AND SOCIETY; Credits: 4</b>
<b>Learning Objectives:</b>	<ol style="list-style-type: none"> <li>1. To make students understand the core concepts of personality and the elements that contribute to personality change and stability.</li> <li>2. To enable students to analyse the interactionist perspective on personality, focusing on theories by scholars like G.H. Mead.</li> <li>3. To enable students to evaluate the impact of socialisation on personality and the role of various agents of socialisation.</li> <li>4. To enable students to apply theories of culture and personality to real-world scenarios, with a specific focus on the Indian context. They will study Indian childhood through the works of Sudhir Kakar and interpret Ashis Nandy's concept of the intimate enemy.</li> <li>5. To enable students to examine the structure of culture and understand key concepts like cultural relativism, ethnocentrism, acculturation, cultural lag, and xenocentrism.</li> </ol>
1	Personality: Personality: Meaning and Related Concepts, Factors that Contribute to Personality Change and Personality Stability
2	Personality and Society: On the concept of Personality, S. Freud and the development of self, Neo-Freudians and the Development of Personality
3	Moral Development: Kohlberg's Model: Moral Development, Erickson, Adler, Sullivan, Jung and Eric
4	Interactionist Perspective on Personality: G. H Mead and the Individual Self
5	Self-Presentation and Social Self: Goffman and the self-presentation, George C Homans and the Social Self, Social Learning Theory, Albert Bandura's Model
6	History of Personality: The Cultural Background of Personality (R. Linton), Childhood and Society (Eric H. Erickson)
7	Childhood and Society: An Overview: Cultural Symbols and the Identity Formation (C. Geertz), The National Character (M. Mead)



8	Structure of Culture: The Structure of Culture, Cultural Relativism, Ethnocentrism, Acculturation, Cultural Lag, Xenocentrism
9	Personality and Socialization: Personality and Socialization, Agents of Socialization and Personality
10	Culture and Personality: Culture and Personality and Real and Ideal Culture, Studies in Culture and Personalities
11	Indian Childhood and the Intimate Enemy -1: Indian Childhood (Sudhir Kakar): An Analysis
12	Indian Childhood and the Intimate Enemy - 2: Ashis Nandy (The Intimate Enemy): An Analysis

No of units	OMAS303 Research Methodology; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. Understand the concept, process and various Research Methods used in business research.</li> <li>2. Understand the rationale underlying Research methods, especially in the real business world.</li> <li>3. Be equipped with most of the important techniques used in data collection, data representation, statistical analysis, and decision making</li> <li>4. Be able to collect, analyse, present and interpret research data</li> <li>5. Be able to identify and apply the appropriate methods to do research and analyse the data in different situations and interpret the research outcome</li> <li>6. Be proficient to do statistical enquiry and analysis by using excel and other software like SPSS, etc.</li> </ol>
1	Introduction to Research: Meaning of research, Types of research- Exploratory research, Conclusive research, The process of research, Research applications in social and business sciences, Features of a Good research study
2	Research Problem and Formulation of Research Hypotheses: Defining the Research problem, Management Decision Problem vs Management Research Problem, Problem identification process, Components of the research problem, Formulating the research hypothesis, Types of Research hypothesis, Writing a research proposal, Contents of a research proposal and types of research proposals
3	Research Design: Meaning of Research Designs, Nature and Classification of Research Designs, Exploratory Research Designs, Secondary Resource analysis, Case study Method, Expert opinion survey, Focus group discussions, Descriptive Research Designs, Cross-sectional studies and Longitudinal studies, Experimental Designs, Errors affecting Research Design
4	Primary and Secondary Data: Classification of Data, Secondary Data, Uses, Advantages, Disadvantages, Types and sources, Primary Data Collection, Observation method, Focus Group Discussion, Personal Interview method
5	Attitude Measurement and Scaling: Types of Measurement Scales, Attitude, Classification of Scales, Single item vs Multiple Item scale, Comparative vs Non-Comparative scales, Measurement Error, Criteria for Good Measurement
6	Questionnaire Design: Questionnaire method, Types of Questionnaires, Process of Questionnaire Designing, Advantages and Disadvantages of Questionnaire Method
7	Sampling: Sampling concepts- Sample vs Census, Sampling vs Non-Sampling error, Sampling Design, Probability and Non-Probability Sampling, design, Determination of






	Sample size, Sample size for estimating population mean, Determination of sample size for estimating the population proportion
8	Data Processing: Data Editing, Field Editing, Centralized in house editing, Coding, Coding Closed ended structured Questions, Coding open ended structured Questions, Classification and Tabulation of Data
9	Univariate and Bivariate Analysis of Data: Descriptive vs Inferential Analysis, Descriptive Analysis of Univariate data- Analysis of Nominal scale data with only one possible response, Analysis of Nominal scale data with multiple category responses, Analysis of Ordinal Scaled Questions, Measures of Central Tendency, Measures of Dispersion, Descriptive Analysis of Bivariate data
10	Testing of Hypothesis: Concepts in Testing of Hypothesis, Steps in testing of hypothesis, Test Statistic for testing hypothesis about population mean, Tests concerning Means- the case of single population, Tests for Difference between two population means, Tests concerning population proportion- the case of single population, Tests for difference between two population proportions
11	Chi Square Testing and Analysis of Variance.
12	Research Report Writing: Types of research reports – Brief reports and Detailed reports, Report writing: Structure of the research report- Preliminary section, Main report, Interpretations of Results and Suggested Recommendations, Report writing: Formulation rules for writing the report: Guidelines for presenting tabular data, Guidelines for visual Representations. Ethics in Research: Meaning of Research Ethics, Clients Ethical code, Researchers Ethical code, Ethical Codes related to respondents, Responsibility of ethics in research.

No of units	OMAS304 SOCIOLOGY OF RELIGION; Credits: 4
<b>Learning Objectives:</b>	<ol style="list-style-type: none"> <li>1. To make students understand the significance of the sociological study of religion and examine its evolution.</li> <li>2. To enable students to analyse the relationship between religion and other aspects like economy, polity, and gender.</li> <li>3. To enable students to evaluate various sociological interpretations of religion, focusing on theories by Durkheim, Weber, Marx, and Levi Strauss.</li> <li>4. To enable students to apply their knowledge to study religious movements in India, the socio-religious conditions in ancient India, reform movements during the British period, and the impact of religious fundamentalism, communalism, secularism, and globalisation on religion.</li> <li>5. To enable students to identify different types of religious organisations and understand the transformation process from sect to church.</li> </ol>
1	Sociological Study of Religion: Significance of sociological study of religion, Evolution of Sociology of Religion
2	Religion and other Aspects: Religion and Economy, Religion and Polity, Religion and Gender
3	Sociological Interpretation of Religion-I: Durkheim and sociological functionalism, Weber and phenomenology
4	Sociological Interpretation of Religion-II: Marx and dialectical materialism, Levi Strauss and Structuralism





5	Religious Organisations: Cult, Sect, Denomination and Church
6	Transformation of Religious Organisations: Transformation from Sect to Church, Religious Organization and Proselytisation
7	Religious Movements in India: Millenarian Movements
8	Socio-Religious Conditions in India: Ancient India: Social and Religious Conditions, Socio-Religious Conditions: Factors Responsible and their Impact
9	Reform Movements during the British period and New Religious Movements: Reform Movements during the British period: An Overview, Socio-Religious Reformers of South India, Socio-Religious Reformers in Uttar Pradesh, Other Socio-Religious Reformers and Reforms
10	Swami Vivekananda: Philosopher and Social Reformer: Swami Vivekananda, Founding of Ramakrishna Mission
11	Religious Fundamentalism and Communalism
12	Secularism, Globalisation and Religion

No of units	OMAS305 SOCIOLOGY OF ETHNICITY AND NATIONALISM; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand the concepts of ethnicity, identity, nationalism, and the distinctions and connections between them.</li> <li>2. To enable students to analyse the concepts of pluralism, multiculturalism, and globalisation and their impact on ethnicity and nationalism.</li> <li>3. To enable students to evaluate the concept of post-nationalism and its implications for modern societies.</li> <li>4. To enable students to apply their understanding to the context of India, examining ethnic conflicts, movements, and the challenges of national integration.</li> <li>5. To enable students to explain various theories of ethnicity and nationalism, and identify different varieties of nationalism.</li> </ol>
1	Ethnicity: Ethnicity – Meaning and Evolution, Nature and Characteristics of Ethnicity
2	Ethnicity and Identity: Ethnicity and Identity
3	Theories of Ethnicity: Details of specific theories would be required
4	Nation and Nationalism: Meaning and significance: Elaboration on the concepts of nation and nationalism would be needed
5	Ethnicity vs. Nationalism: Exploration of how ethnicity contrasts with or complements nationalism
6	Theories and Varieties of Nationalism: Theories of Nationalism, Varieties of Nationalism
7	Pluralism: An Introduction: Exploration of the concept of pluralism and its manifestations
8	Multiculturalism: An Introduction: Explanation of the concept of multiculturalism and its various dimensions
9	Globalisation: An Introduction: Study of globalisation and its impacts on ethnicity and nationalism
10	Post-Nationalism: An Introduction: Understanding of post-nationalism, its causes and implications
11	Ethnic Conflicts and Movements in India: Investigation of specific cases of ethnic conflicts and movements in India






12	Nation-State and Problems of National Integration: Nation-State, Nation Building, National Identity, Problems of National Integration
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SEMESTER IV	
No of units	OMAS401 DISSERTATION AND VIVA VOCE; Credits: 8
Learning Objectives:	<ol style="list-style-type: none"> <li>1. Identify and refine appropriate research question.</li> <li>2. Apply principles of research design to the question and select an appropriate methodology.</li> <li>3. Design and manage a piece of original project work.</li> </ol>

No of units	OMAS402 SOCIOLOGY OF DEVELOPMENT; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand the concepts of social change, development, and progress and the differences and connections between them.</li> <li>2. To enable students to analyse different development models, including the Western Liberal Welfare Model, Socialist/Marxist Model, Democratic-Socialist Model, and Gandhian Model.</li> <li>3. To enable students to evaluate the impact of development on different social groups, particularly women and marginalised sections, and the state's role in development.</li> <li>4. To enable students to apply their understanding to current issues in development, such as environment, population, poverty, urbanisation, gender, ethnicity, identity, and conflict.</li> <li>5. To enable students to explain various theories related to development, such as modernisation theory, neo-Marxian approach, critical theory, and dependency theory.</li> </ol>
1	Social Change: Social Change: Concept, Characteristics, and Factors/Causes, Social Change and Development
2	Development in Society: Development: Concept and Definition, Concept of Development and Progress
3	Sociologists view on Development and Progress: Sociologists view on Development and Progress (Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, and Max Weber)
4	Modernisation Theory: Modernisation Theory and its Critiques, Centre-Periphery
5	Neo-Marxian Approach: Neo-Marxian Approach: World-System Theory
6	Critical Theory of the Frankfurt School: Critical Theory: Frankfurt School
7	Dependency Theory: Dependency Theory: An Introduction, Theory of Unequal Exchange, Human Development and Sustainable Development and Criticism
8	Models of Development-I: Western Liberal Welfare Model, Socialist/Marxist Model
9	Models of Development-II: Democratic-Socialist Model, Gandhian Model, Sustainable Development
10	State and Women: State and Development, Impact of Development on Women, Women as a Constituency in Development Policies, Perspectives on Women and Development





11	Impact of Dams, Development, and Displacement on Marginalised Sections: Impact of dams on Marginalised Sections, Impact of development on Marginalised Sections, Impact of displacement on Marginalised Sections
12	Rise of Civil Societies and Problems of National Integration: Issues in Development, Environment, Population, Poverty, Urbanization, gender, ethnicity, identity, Possibilities of localism, economic development, conflict, fundamentalism and insurgency

No of units	OMAS403 SOCIOLOGY OF HEALTH; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand the sociological perspectives on health, illness, and disease, exploring their relationships with other social institutions.</li> <li>2. To enable students to analyse the socio-cultural components of health and illness, examining the changing dimensions of health in various contexts.</li> <li>3. To enable students to evaluate the social epidemiology of the disease, considering the impact of environmental factors, social aetiology, and disease ecology.</li> <li>4. To enable students to apply their understanding of social inequality to assess access to health care, analysing the role of hospitals as community and social organisations.</li> <li>5. To enable students to create and examine health policy and the rights of the handicapped, creating informed perspectives on these issues and the role of mass media in promoting health.</li> </ol>
1	Health, Illness and Disease: Concepts of Health, Illness and Disease, Sociological Perspectives on Health, Definition of Health – Four Dimensions of Health, Health and its Relationship to Other Social Institutions
2	Socio-Cultural Component of Health and Illness: Socio-Cultural Component of Health and Illness: An Overview, Changing Dimension of Health
3	Vital and Public Health: Concepts of Vital and Public Health, Epidemiology of Disease, Natural History of Disease
4	Social Epidemiology: Man and his Environment, Social Aetiology, Social Epidemiology, Disease Ecology
5	Social Inequality and Access to Health Care: Hospital as a Community and Social Organization, Community Health Problems in India
6	Hospitals: Types and Functions: Types and Functions of Hospitals, Interpersonal Relationships in hospital settings
7	Integrated Health Service: Concept of Integrated health service, Primary Health Centres, their organisation and functioning
8	Rehabilitation: Its Dimension and Agencies, The sick role and patient role: The concept- the rehabilitation principles. Rehabilitation agencies – state and private
9	Health Policy: Health as a Fundamental Right, Health Policy and Government of India, Financing of Health Care, Health Insurance, Implementation and utilisation of health programmes in rural and urban communities





10	Drugs – manufacturing –distribution and prices: WTO IPR and manufacturing of essential drugs and their distribution in India.
11	Food and Drug Adulteration: Food and drug adulteration: An Overview, The Medical Council of India, the Indian Medical Association-issues of consumer protection and the government
12	Handicapped and Mass Media: Rights of the handicapped, Care of the handicapped, Role of mass media and the promotion of health

No of units	OMAS404 SOCIAL MOVEMENTS IN INDIA; Credits: 4
Learning Objectives:	<ol style="list-style-type: none"> <li>1. To make students understand key concepts, theories, and debates concerning social movements in India.</li> <li>2. To enable students to analyse the different forms of social movements in India, including tribal movements, peasant movements, women movements etc .</li> <li>3. To enable students to address issues related to social justice, seeking equality, and fair treatment for marginalized groups such as Dalits, tribal communities and other disadvantaged section of society.</li> <li>4. To enable students to focus on bringing about political change, advocating for democratic reforms, transparency and accountability in governance.</li> <li>5. To enable students to strive and protect the cultural identity of various groups, challenging practices of discrimination and advocating for recognition of diverse cultural expression within the broader Indian society.</li> </ol>
1	Introduction to Social Movements: Overview
2	Concepts on Social Movements, Approaches to study social movements
3	Theoretical Perspectives on Social Movements (resource mobilization, political process, new social movement theories)
4	Historical Overview of Social Movements in India: Indian Independence Movement and its impact; Pre-Independence Social Reform Movements
5	Dalit Movements; Origin, Features in Dalit Right Movements; Contemporary challenges and achievements in Dalit empowerment
6	Women's Movement: Feminist movement; women's participation in social and political movements in India
7	Environmental Movements: Environmental issues in India and associated movements (e.g Chipko movement, Narmada Bachao Andolan)
8	Naxalite Movement and Leftist Movement: Origin and ideology of Naxalism, socio-political context and implications of Leftist movement in India
9	Tribal Movements in India
10	Ethnic movements In India: Case Studies; Mizo Ethnic Movement, Khalistan Movement, Gorkhaland Movement
11	Caste- based Movements and Reservation Policies: Historical background and struggles for caste-based rights and reservations.
12	Farmers Movements and Agrarian Issues: Socio-economic challenges faced by farmers in India; Recent farmer protests and their implications.





### 5.3 Duration of the programme

Programme	Level	Duration	Maximum Duration for Completion	Credits
M.A. Sociology	Master's Degree	2 Years	(2+ 2) years (As per UGC Notification on Specification of Degree, 2014)	80

### 5.4 Faculty and support staff requirement

Academic Staff	Number available to meet the required delivery norms
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

### 5.5 Instructional delivery mechanisms

The Centre for Distance and Online Education (CDOE), Sikkim Manipal University comprises of faculty members and staff who are well versed in Distance Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.

Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of Audio and Video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of webinars/live lectures/online lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments





Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which reflects their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

### **5.6 Identification of media—print, audio or video, online, computer aided**

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seeking answers to the same, by chat bot or course mentors.

### **5.7 Student Support Services**

The Student Support services will be facilitated by the Centre for Distance and Online Education (CDOE), Sikkim Manipal University which includes the pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.

## **6. Procedure for Admission, Curriculum Transaction and Evaluation**

The purpose of Centre for Distance and Online Education (CDOE), Sikkim Manipal University, is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Online Learning mode will be conducted by Centre for Distance and Online Education (CDOE), Sikkim Manipal University, with support of the various University schools. The programmes/courses may be termed Online mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and





Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education (CDOE), Sikkim Manipal University, shall fill up an online application form available on CDOE- SMU website. Before applying, candidates must check eligibility criteria for the programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

### 6.1. Procedure for Admission

#### 6.1.1 Minimum Eligibility Criteria for admission

Candidate must have a 10 + 2 + 3 years bachelor's degree or equivalent qualification as recognised by the Association of Indian Universities (AIU) or other competent body in any discipline from a recognised University/Institution with a minimum of 50% (45% for Reserved category) marks in aggregate. All admissions shall be provisional until and unless candidates meet the eligibility criteria.

#### Important Instructions:

- Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.
- Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Directorate of Online Education- Sikkim Manipal University.
- Centre for Distance and Online Education (CDOE), Sikkim Manipal University, has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on the website.
- Candidates should carefully read all instructions given in the Programme prospectus before start of application form.

#### 6.1.2. Fee Structure

The fees for the Master of Arts for Domestic student is

- Total course fee (four semesters): INR 75000
- Each semester: INR 18,750 per semester

The fees for the Master of Arts for International students





- Total course fee (four semesters): USD 930
- Each semester: USD 233

## 6.2. Curriculum Transactions

### 6.2.1. Programme Delivery

Centre for Distance and Online Education, Sikkim Manipal University has state-of-the-art mechanism for online mode of Academic delivery to ensure quality education. Faculty members at SMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course coordinators
- Learning and delivery support from Course Mentors

### 6.2.2. Norms for Delivery of Courses in Online Mode

Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
		Synchronous Online Counselling/ Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ asynchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
4 Credits	12 Weeks	12 hours	24 hours	20	20	44	120






### 6.2.3. Learning Management System to support Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X 7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

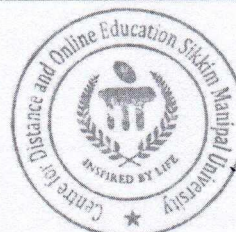
### 6.2.4. Course Design

The Course content is designed as per the SWAYAM guidelines using a 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience:

- a) Quadrant-I i.e. e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs
- b) Quadrant-II i.e. e-Content that contains - Portable Document Format or e-Books or Illustration, video demonstrations, documents as required.
- c) Quadrant-III i.e. Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.
- d) Quadrant-IV i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Assignments with solutions and Discussion forum topics.

### 6.2.5. Academic Calendar

Sl. No.	Event	Academic Calendar
		Timeline
1	Commencement of Academic Session	January/July
2	Assignment Submission	5 <sup>th</sup> week – 18 <sup>th</sup> week
3	Assignment Evaluation	6 <sup>th</sup> week onwards
4	Webinars / Interactive Live Lectures and Discussion Forum for query resolution  (Detailed course-wise webinar schedule will be published in student portal)	Webinar/ Interactive Live Lectures: 9th week onwards upto 22 <sup>nd</sup> Week  Discussion Forum: 9th week onwards upto 22 <sup>nd</sup> Week
5	Online Examination Booking System (OEBS) opens for booking exam schedule	Three weeks before the commencement of examination



6	Practical Examinations (Applicable for Programmes with Practical Courses)	28 <sup>th</sup> Week
7	Admit Card Generation	One week before the commencement of examinations
8	Term End Examinations	23 <sup>rd</sup> week to 27 <sup>th</sup> Week
9	Result Declaration of End Term Examination	Within eight weeks of last date of examinations

### 6.3 Evaluation

The students' learning in a course would be evaluated based on Internal assignments, students' response sheets, and semester end examinations. University adopts rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examinations, evaluation of answer scripts by qualified teachers, and result declaration. The Directorate shall frame the question papers so as to ensure that no part of the syllabus is left out of study by a learner.

The evaluation shall include two types of assessments - continuous or formative assessment in the form of assignments, and summative assessment in the form of end semester examination or term end examination which will be held with technology supported remote proctored examination tool.

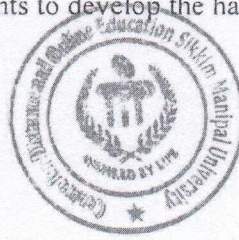
However, we shall be considering the guidelines issued by the Regulatory bodies from time to time about the conduct of examinations.

The examinations shall be conducted to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via Student assignments preparation, quizzes. The internal assessment shall comprise of a maximum of 30 marks for each course (One Assignment for a two-credit paper and two assignments for a four-credit paper). The end semester examination shall be three hours duration for each course at the end of each semester.

#### 6.3.1 Assignment Submission

The dates for the submission of the Assignments will be as per the University Academic Calendar and will be put up on web portal.

- The assignment questions for all courses will be uploaded course wise.
- All assignments will be assessed by the University.
- The assignments are designed to encourage the students to develop the habit of continuous



study of the course/subject throughout the semester.

- Softcopies of Completed assignments should be uploaded on student portal or answers of assignment questions can be typed in the given space of student portal.
- Specimen format of the assignment & user manual for the same will be available in student login of student Portal.
- Ensure that you answer all questions according to the marks allocated (not more than 400 words for a 10-mark question and not more than 200 words for a five-mark question). The total page limit shall not exceed 12 pages of A-4 size. Students are advised to check their Assignments thoroughly before uploading the same, as Only ONE submission will be considered and evaluated. Multiple submissions are not allowed.
- Content that has been directly copied from any books or the Internet will NOT be accepted.

Assignments that have been copied and shared among students will be automatically rejected and liable for disqualification.

### 6.3.2 Term End Examination (TEE)

The TEE will be conducted as an online computer-based examination and remotely proctored. Examination dates along with the detailed instructions will be published well in advance on the student portal.

### 6.3.3 Question paper pattern

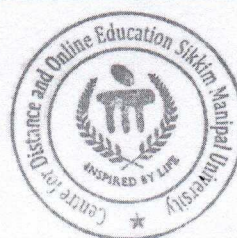
The Term end examination Question Paper for Theory subject will have both Multiple-Choice Questions (MCQs) and Descriptive Questions (DQs). The question and time distribution pattern are as follows.

Time: 3 Hours

Max. Marks: 70

**4 credits course/subject:**

Section A (Answer ALL)	Questions x Marks	Marks	Time
Multiple Choice Questions	10 x 2	20	½ hr.
Section B – Answer Four out of Six questions			



Descriptive Questions (Short Answers)	4 x 5	20	1 hr.
<b>Section C – Answer Three out of Four questions</b>			
Descriptive Questions (Long Answers)	3 x 10	30	1½ hr.
<b>Total</b>		<b>70</b>	

**Note:**

1. The general time distribution for each type of question is as given in the above table.
2. The mark distribution is based upon the complexity involved in the question.
3. The University reserves the right to change the examination pattern from time to time. The change would be intimated to students well in advance.

#### 6.3.4 Distribution of Marks in Continuous Internal Assessments

The following procedure shall be followed for awarding internal marks for theory courses. Student must submit two assignments for 4-credit paper each carrying 30 marks and average of both will be considered as internal assessment marks.

#### 6.3.5 Minimum Passing Mark

The students are considered as passed in a course if they score 40% marks in the Continuous Evaluation (IA) and Term-End Examinations (TEE) individually. If a student fails in any one component (failure to get 40% marks either in IA or TEE), then he/she will be required to re-appear for that component only (IA or TEE as the case may be).

#### 6.3.6 Marks and Grades

Based on the total marks obtained for each course in Internal Assessment and Term End examinations, students will be awarded grade for that course. The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
≥90 to ≤100	10	A+	Outstanding





$\geq 80$ to $< 90$	9	A	Excellent
$\geq 75$ to $< 80$	8	B+	Distinction
$\geq 70$ to $< 75$	7	B	Very Good
$\geq 60$ to $< 70$	6	C+	Good
$\geq 50$ to $< 60$	5	C	Average
$\geq 40$ to $< 50$	4	D+	Below Average
$< 40$	0	F	Re-appear
ABSENT	0	AAA	ABSENT

**For a semester:**

$$\text{Grade Point Average [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Grade

$$\text{Grade Point Average} = \frac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a semester}}$$

$C_i$  = Credits earned for the course  $i$  in any semester

$G_i$  = Grade Point obtained for course  $i$  in any semester.

$n$  refers to the semester in which such courses were credited

**For the entire programme:**

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_n}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses for the entire programme}}$$

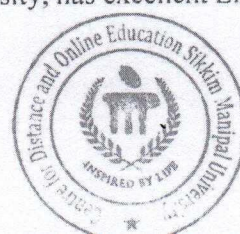
## 7. Requirement of the Laboratory Support and Library Resources

### 7.1. Laboratory Support

No lab-based courses are offered in this program.

### 7.2. Library Resources

Centre for Distance and Online Education, Sikkim Manipal University, has excellent Library facility



with adequate number of copies of books in relevant titles for the M.A. programme. The Central Library of Sikkim Manipal University is also having good source of Reference Books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. Complete e-learning resources for the course would be made available on the Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

### 8. Cost Estimate of the Programme and the Provisions

The cost estimate of the Programme and provisions for the fund to meet out the expenditure to be incurred in connection with M.A. Programme as follows:

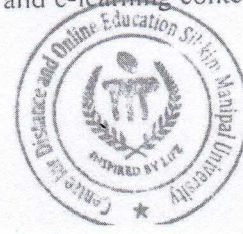
Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	82,00,000 INR
2	Programme Delivery (Per Year)	9,00,000 INR
3	Programme Maintenance (Per Year)	42,00,000 INR

### 9. Quality assurance mechanism and expected programme outcomes

The programme's quality depends on the scientific construction of the curriculum, a strong- enough syllabus, and sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of the MA (Sociology) programme of study may reflect gaining knowledge in the field of Sociology. Gaining such knowledge will definitely encourage the students to get new job opportunities, upgrade their position not only in employment, but also in the society and mind.

The benchmark qualities of the programme may be reviewed based on students' performance in their end-semester examinations. Also, the feedback from the alumni, students, parents, and employers will be received and analysed for further improvement of the quality of the programme.

Centre for Distance and Online Education (CDOE), Sikkim Manipal University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by CDOE including syllabus, SLMs and e-learning content. CIQA





will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance Committee (CIQAC) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

In addition to CIQA, as per the guidelines of National Assessment and Accreditation Council (NAAC), Sikkim Manipal University, has constituted Internal Quality Assurance Cell (IQAC), in which academicians, industry representatives and other stakeholders are nominated as members. The IQAC is a part of the institution's system and works towards realisation of the goals of quality enhancement and sustenance, as quality enhancement is a continuous process. The prime task of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the overall performance of institutions. The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. IQAC's elementary motive is to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. The university has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.

#### **10. Scholarship and Financial Assistance Policy**

1. Divyang —Under the Divyang fee waiver, candidates are offered course fee concession of 20% for the Online Programmes offered by Sikkim Manipal University. Candidates who are certified by the Authorized Doctor may avail themselves of the Divyang fee waiver benefit.
2. Sikkim & Northeast: The fee waiver benefit of 30% on programme fees will be provided for candidates from states of Sikkim, Assam, Arunachal Pradesh, Nagaland, Meghalaya Manipur, Tripura, and Mizoram having valid address proof.
3. Defense Personnel: 20% concession on course fee to the in-service, retired and outgoing defence





personnel and their family who will be enrolling for the online Programmes.

4. Manipal Group: Under this all employees\* of the Manipal group and their next family members\* comprising spouse and limited to 2 dependent children are offered course fee concession of 50% for all the Online Programmes offered by CDOE, Sikkim Manipal University. \*Conditions apply."

5. SMU Alumni: Under this fee waiver, candidates are offered course fee concession of 20% for the Online Programmes offered by Sikkim Manipal University.

6. Full Programme Fees: Students who are willing to make an entire programme fee at the time of admission will be provided with up to 10 % fee waiver on the total fees. Not applicable for students opting for the finance options provided.

#### 11. Learners Support:

Students can reach the University and the counsellors through any of the below given modes.

##### Student Support Services: Important Links and Contact Details:

- Helpdesk E-mail ID: [helpdesk@onlinesmu.edu.in](mailto:helpdesk@onlinesmu.edu.in) (To receive speedy reply Roll Number to be mentioned in all the correspondence)
- Helpdesk Number: +91-7996 799 900
- Student Portal: <https://lumen.u-next.com/smuonline/learner/login>

