

MATA TRIPURA SUNDARI OPEN UNIVERSITY, TRIPURA



PROGRAMME PROJECT REPORT MASTER OF ARTS (SOCIOLOGY) 2025-26

Registrar

Mata Tripura Sundari Open University
Gomati-Tripura

Introduction

Master of Arts in Sociology is designed to help students develop strong analytical skills and grounding in diverse critical and theoretical approaches. The programme helps students develop specialization in the particular area of Sociological studies. The course aims at generating qualified, competent and articulate human resource capable of contributing to relevant domains of knowledge.

An important objective of the Master's programme is to introduce students to advanced study and scholarly activity in order to provide an avenue towards a PhD for those who wish eventually to seek a career in the academia. In addition, the course is designed to provide a reasonably complete higher education in literary studies for those who do not intend to proceed to a further degree in the field but who may branch into other areas as diverse as publishing, editing, journalism, administration, management, communications, or teaching.

A. Programme's Mission and Objectives

Mission:

- To be the enablers of a confluence of academic rigor and professional practicality.
- To train students to be skilled professionals, with the hunger and ability to become leaders.
- To bring global best practices to our students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.
- To provide the best campus environment to students and faculty with all facilities to nurture their interests

Objectives:

The M.A Sociology program of Mata Tripura Sundari Open University is designed after acknowledging essential quality inputs received from academicians/teachers and also incorporating the contribution of the ability which enable a learner to develop critical thinking and decision making skills so that they can identify and analyze problems, develop feasible alternatives and make decisions effectively and efficiently. The M.A Sociology facilities to nurture their interests, programme will help students in acquiring specialised knowledge for developing the practical elements of literary criticism and Sociological theories.

B. Relevance of the Program with HEI's Mission and Goals

The vision and mission of Mata Tripura Sundari Open University, Agartala are:

Vision:

To be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel in the pressure of a fast-changing professional world and desire to grow into a personality than a person in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

Mission:

- To be the enablers of the confluence of academic rigor and professional practicality.
- To bring global best practices to students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.
- To provide the best campus environment to the students and faculty with all facilities to nurture their interest.

M.A Sociology program of the University strives to realize its vision and mission by rectifying student centric issues on priority. The goals of ODL (Open Distance Learning) program is to provide educational facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional reasons. There are many potential learners who cannot afford to join regular courses due to professional responsibilities and personal commitments. For such cases, M.A Sociology through ODL mode can be helpful in increasing knowledge base and skill up-gradation.

The program aims to provide alternative path to wider potential learners who are in need of refresher courses to update their skills.

C. Nature of Prospective Target Group of Learners

Distance Education at Mata Tripura Sundari Open University shall target the working professional's executives as well as those who cannot attend a full-time program due to prior occupation or other assignments. The candidates desirous of taking admission in M.A Sociology programme, shall have to meet the eligibility norms as follows-

To obtain admission in M.A Sociology program, the learners must have completed graduation in any discipline.

The M.A Sociology programme offered by Mata Tripura Sundari Open University caters 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.

D. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence

The University has identified the following programme outcomes and program specific outcomes as acquisition of specific skills and competence for M.A Sociology Programme.

1. Programme Outcomes (PO's)

PO 1: Understand the basic literary concepts, theories and principles.

PO 2: Write and deliver oral, written and digital presentations on issues of Society.

PO 3: Use digital mode and resources to research stylistic innovations pertaining to Sociology.

PO 4: Demonstrate critical thinking on key current issues.

PO 5: Discuss and research on key Sociological theories and concepts as relevant to present world and society.

2. Programme Specific Outcomes

PSO1: Succeed in obtaining employment appropriate to their interests, education and become a valuable academician.

PSO2: Strive for ongoing professional development by engaging in lifelong learning, pursuing higher education, and embracing the difficulties of research and other creative endeavors within their specialized fields.

PSO3: Disseminate the subject knowledge to coming generations effectively so as students can further develop them through self-study and create a sense of ethical responsibilities among students.

The University has developed the MA Sociology programme to maintain the quality of education and train students in order to face competition at the National/International levels.

E. Instructional Design

The program is divided into four semesters and minimum credit requirement is 80 to get M.A degree through ODL mode from Mata Tripura Sundari Open University. Minimum time period for acquiring M.A degree will be two years and maximum time (extended) period is 4 years.

MOOCS

The University shall give flexibility in opting for MOOC (Massive Online Open Courses) by the students pertaining to the prescribed curriculum and also the credits earned in the MOOC courses may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning Programme) Regulations, 2020.

Syllabi and Course Materials

Syllabi, PPR and self-learning materials are developed mostly by experienced faculty members of Mata Tripura Sundari Open University in consultation with contents experts and the same will be forwarded to CIQA and BoS/Academic Council for further suggestions and approval.

Evaluation Scheme

Semester-I						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	SOM-6111	Classical Sociological Theories	4	30	70	100
2	SOM-6112	Social Structure	4	30	70	100
3	SOM-6113	Sociology of Kinship	4	30	70	100
4	SOM-6114	Sociology of Religion	4	30	70	100
5	SOM-6115	Social Change and Modernization	4	30	70	100
Total			20	150	350	500

Semester-II						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	SOM-6211	Research Methodology	4	30	70	100
2	SOM-6212	Rural Sociology	4	30	70	100
3	SOM-6213	Law and Sociology	4	30	70	100
4	SOM-6214	Medical Sociology	4	30	70	100
5	SOM-6215	Urban Sociology	4	30	70	100
Total			20	150	350	500

Semester-III (Compulsory Papers)						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	SOM-7111	Research Methods and Social Statistics	4	30	70	100
2	SOM-7112	Sociological Perspectives on Indian Society	4	30	70	100
3	SOM-7113	Sociology of Education	4	30	70	100
4	SOM-7114	Modern Sociological Thinkers	4	30	70	100
5		Elective Paper	4	30	70	100
Total			20	150	350	500

Semester-III (Elective Papers) (Any One)						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	SOM-7115	Social Development	4	30	70	100
2	SOM-7116	Sociology of Economic Development	4	30	70	100

Semester-IV (Compulsory Papers)						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	SOM-7211	Contemporary Sociological Thinkers	4	30	70	100
2	SOM-7212	Ecology, Environment and Society	4	30	70	100
3	SOM-7213	Political Sociology	4	30	70	100
4	SOM-7291	Dissertation and Viva-Voce	4	00	100	100
5		Elective Paper	4	30	70	100
Total			20	120	380	500

Semester-IV (Elective Papers) (Any One)						
S.N.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	SOM-7214	Gerontology	4	30	70	100
2	SOM-7215	Social Demography	4	30	70	100

Program: Master of Arts (Sociology)
Semester-I

Course Name: Classical Sociological Theories

Course Code: SOM-6111

Credits: 4

Course Objectives:

Sociological theory aims to comprehend, explain, and interpret various social phenomena within society using a multidimensional approach. Sociological theory is to offer frameworks and paradigms that help academics study and understand the intricacies present in social structures, organizations, and relationships. These theories aim to reveal the fundamental patterns, dynamics, and mechanisms that influence human behavior, relationships, and society structure. Sociological theory tries to provide insights into social change and continuity, explaining how societies develop and adjust to internal and external influences across time. The main objective of sociological theory is to improve our understanding of the social environment and support the creation of well-informed policies and actions to advance collective well-being and societal progress.

S.N.	Course Outcomes (COs)
1.	Understand the basic concepts of sociology.
2.	Understand core ideas of classical thinkers on various social aspects.
3.	Applying sociological theory helps individuals develop analytical and critical thinking abilities, allowing them to assess data, challenge assumptions, and participate in educated discussions on intricate social issues.
4.	Exploring various theoretical viewpoints stimulates intellectual curiosity and cultivates awareness for the intricate and diverse range of human experiences.

BLOCK I: Emergence & Development of Sociology

Unit 1: Contribution of Ibn-e-Khaldun in the Emergence of Sociology

Unit 2: Emergence of Sociology in Europe

Unit 3: Meaning, Nature and Characteristics of Sociology

Unit 4: Renaissance

Unit 5: Sociology and Social Sciences

BLOCK II: Auguste Comte and Emile Durkheim

Unit 6: Positivism-Comte

Unit 7: Stages of Human progress-Comte

Unit 8: Social Fact- Durkheim

Unit 9: Suicide - Durkheim

Unit 10: Division of Labour - Durkheim

BLOCK III: Karl Marx

Unit 11: Historical Materialism

Unit 12: Economic Determinism

Unit 13: Structure of Capitalist Society

Unit 14: Surplus Value and Alienation

Unit 15: Class Conflict and Social Change

BLOCK IV: Max Weber

Unit 16: Social Action

Unit 17: Power and Authority

Unit 18: Bureaucracy

Unit 19: Ideal Type

Unit 20: Protestant Ethic and Spirit of Capitalism

Suggested Readings:

1. Ritzer, G., & Smart, B. (Eds.). (2003). Handbook of Social Theory. Sage Publications.
2. Aron Raymond, -Main Currents in Sociological Thought, Vol. I & Vol .II.
3. Bendix Rinehard, 1960-MaxWeber, An Intellectual Portrait (for Weber), Doubleday.
4. Coser L.A. Masters of Sociological Thought, New York, Harcourt Brace.
5. Giddens Anthony, 1977, Capitalism and Modern Social Theory- Analysis is of writings of Marx, Durkheim and Weber, Cambridge University Press.
6. Marx Karl, Economic and Philosophical Manuscript of 1844.
7. Kunder A. (2012) Sociological Theory, Pearson, India
8. Haralambos, M., (1999), Sociology: Themes & Perspectives, Oxford University Press, New Delhi.
9. Ibn-e-Khaldun, (1995), The Muqaddamah- An Introduction to History (trans. Frauz Rosenthal) (Vol.1 pp xxiv-xxxvi and Vol. II chap vi), Routledge& Kegan Paul.
10. Jones P. (2003) Introducing Social Theory, Polity Press, U.K.
11. Lukes S. & Scull A. (1983) Durkheim and the Law, Martin Robertson and Company, Great Britain
12. McLennan G., (2011), Story of Sociology: A First Companion to Social Theory, Bloomsbury Academic, London
13. Nisbet, R.A., (1966), The Sociological Tradition, Heinemann Education Books Ltd. London.
14. Ritzer G. & Stepnisky J. (2014), Sociological Theory, McGraw Hill Education (Asia) Timasheff, N.S., (1976), Sociological Theory: Its Nature and Growth, Random House, New York.

Course Name: Social Structure
Course Code: SOM 6112

Credits: 4

Course Objectives:

This course aims to provide students with a comprehensive understanding of the intricate web of social structures that shape human societies. Through theoretical exploration, empirical analysis, and critical examination, students will develop a nuanced grasp of the fundamental concepts, processes, and dynamics underpinning social structure. To develop an understanding of the social structure and institutions social organization, structure of Indian society, and social control.

S.N.	Course Outcomes (COs)
1.	Understand the concept of social structure.
2.	Understand basic structure of Indian society.
3.	Understand the agency of social control and change.
4.	Understand the condition of culture of marginalized communities in India

BLOCK I: Social Groups and Stratification

Unit 1: Social Groups: Primary and Secondary Group

Unit 2: Reference Group, In- Groups, Out-Groups and Group Dynamics

Unit 3: Social Stratification: Status and Role

Unit 4: Caste and Class

Unit 5: Religious Minorities in India

BLOCK II: Structure of Indian Society

Unit 6: Village and Cities

Unit 7: Rural-Urban Linkage

Unit 8: Dalits, Women, and Minorities

Unit 9: Norms and Values

Unit 10: Tribes

BLOCK III: Social Control and Social Change

Unit 11: Social Control and Social Change

Unit 12: Agencies of Social Control

Unit 13: Social Mobility and Development

Unit 14: Social Change: Sanskritisation, Westernisation, and Secularisation

Unit 15: Modernization

BLOCK IV: Urbanization and Marginalized Communities

Unit 16: Urbanization

Unit 17: Industrialization

Unit 18: Urbanism

Suggested Readings:

1. Bose, N.K. 1967, Culture and Society in India. Bombay: Asia publishing
2. Bose, N.K. (1975), Structure of Hindu Society, New Delhi.
3. Gupta, Dipankar, 1991, Social Stratification, New Delhi: Oxford University Press.

Course Name: Sociology of Kinship
Course Code: SOM 6113

Credits: 4

Course Objectives:

Students in a Sociology of Kinship course explore the complex network of human relationships that make up kinship systems in many countries and cultures. The main goal of the course is to provide a thorough comprehension of kinship relations from a sociological perspective. This entails examining different theoretical frameworks and definitions of kinship, investigating the architecture and functions of kinship systems, and studying the intricate relationship between kinship and other social factors including gender, race, class, and globalization.

S.N.	Course Outcomes (COs)
1.	Understand the concept of kinship.
2.	Understand the cultural configurations of kinship.
3.	Understand the marriage patterns.
4.	Use different statistical techniques and statistical packages.
5.	Aware about the issues related transformations of kinship.

BLOCK I: Kinship: Structure and Organization

Unit 1: Meaning and Nature of Kinship

Unit 2: Organization of Kinship

Unit 3: Types of Kinship

Unit 4: Descent, Residence and Inheritance

Unit 5: Kinship and Marriage

BLOCK II: Marriage Institution

Unit 6: Marriage as an Institution

Unit 7: Types of Marriage

Unit 8: Marriage among Hindus

Unit 9: Marriage among Muslims

Unit 10: Dowry

BLOCK III: Transformations of Kinship

Unit 11: Kinship Terminologies

Unit 12: Kinship: Modes of Production and Reproduction

Unit 13: Patriarchy and Changes

Unit 14: Reproductive Technologies

Unit 15: Reconfigured Kinship

BLOCK IV: Culture and Kinship

Unit 16: The Incest Taboo

Unit 17: The Culture of Anglo-American Kinship

Unit 18: Kinship and Gender

Unit 19: Relatedness

Suggested Readings:

1. Carsten, J. (ed.). 2000. Cultures of relatedness: New approaches to the study of kinship. Cambridge: Cambridge University Press.
2. Trumann, T.R. 1987. Lewis Henry Morgan and the Invention of Kinship. Berkeley: University of California Press.
3. Parkin, R. and L. Stone (eds.). 2000. Kinship and family: An anthropological reader. U.S.A.: Blackwell.

Course Name: Sociology of Religion
Course Code: SOM 6114

Credits: 4

Course Objectives:

This course aims to investigate how sociology and religion intersect, analyzing how religious beliefs, practices, and institutions influence and are influenced by social structures, cultural settings, and individual experiences. Students will examine the influence of religion on society by utilizing theoretical frameworks and empirical research. This analysis will focus on its effects on social cohesiveness, conflict, identity development, and societal transformation. Students will get a profound comprehension of the intricate relationship between religion and many social phenomena by actively analyzing various religious traditions and current concerns. This course aims to provide students with the analytical tools necessary to assess the importance of religion in influencing both individual lives and larger social frameworks.

S.N.	Course Outcomes (COs)
1.	Understand theoretical perspectives of religion.
2.	Acquainted with the religious practices.
3.	Students will gain an understanding of religious diversity within and across societies, including the implications of religious pluralism for social cohesion and conflict.

BLOCK I: Understanding Religion and its Impact

Unit 1: Meaning and Nature of Religion

Unit 2: Characteristics of Religion

Unit 3: Sacred and Profane (Religion)

Unit 4: Religion and Emotion

Unit 5: Religion and Rationality

BLOCK II: Religious Practices

Unit 6: Religious Practices and Objectives

Unit 7: Significance of Religious Practices

Unit 8: Rituals and its Motives

Unit 9: Sacrifices and its Causes

Unit 10: Religious Practices and Agencies

BLOCK III: Religious Authority and Education

Unit 11: Religious Education: Tradition and Modernity

Unit 12: Meaning and Role of Religious Authorities

Unit 13: Functions of Religious Authorities

Unit 14: Temple, Mosque, Gurudwara, and Church

Unit 15: Role of Prophets and Gurus

BLOCK IV: Religion and Culture

Unit 16: Religion and Culture

Unit 17: Religious Minorities

Unit 18: Religion and Politics

Unit 19: Religion and Movements

Unit 20: Religion and Contradictions

Suggested Readings:

1. Warriar, Maya. 2003. Processes of Secularization in Contemporary India: Guru Faith in the Mata Amritanandamayi Mission. *Modern Asian Studies*, Vol. 37, No. 1 pp. 213-253.
2. Shah, A. M. 2006. Sects and Hindu Social Structure. *Contribution to Indian Sociology*. (n.s.), 40, 2.
3. Chaves, Mark. 1994. Secularization as Declining Religious Authority. *Social Forces* 72(3):pp. 749-774.
4. Ebaugh, H. R. (Ed.). 2000. *Handbook of Religion and Social Institutions*. Houston: Springer. (Chaps: 20 Immigration and Religion, and 21-Globalisation and Religion).

Course Name: Social Change and Modernisation
Course Code: SOM 6115

Credits: 4

Course Objectives:

Social change has always been a central concern of Sociological Study and modernization has emerged as a remarkable feature of our times. Accordingly, the relevance of the course 'Social Change and Modernization' is designed to achieve the following objectives-To provide conceptual and theoretical understanding of social change and modernization as it emerged in sociological theories.To address in particular, the Indian experience of social change by taking into account the different agencies of social change and the role of Governmental and Non- Governmental Organization in bringing social change in India.

S.N.	Course Outcomes (Cos)
1.	Understand the theories and processes of social change and modernization, including the role of technological advancements, globalization, and cultural shifts in shaping contemporary societies.
2.	Analyze the impacts of social change and modernization on various aspects of society, including social structures, institutions, identities, and values, and critically evaluate their implications for issues such as inequality, sustainability, and cultural diversity.

BLOCK I: Conceptual Understanding

Unit 1: Definition of Social Change

Unit 2: Characteristics of Social Change

Unit 3: Evolution and Change

Unit 4: Progress and Change

Unit 5: Development and Change

BLOCK II: Theories of Social Change

Unit 6: Evolutionary

Unit 7: Functional

Unit 8: Structural

Unit 9: Cyclical

Unit 10: Conflict

BLOCK III: Theories of Modernization

Unit 11: Rostow's Theory

Unit 12: Levy, M.J

Unit 13: Lerner, Daniel

Unit 14: Neil, Smelser

Unit 15: Max Weber

BLOCK IV: Agencies of Social Change in India

Unit 16: Urbanization

Unit 17: Industrialization

Unit 18: Means of Transport

Unit 19: Mass-Media

Unit 20: Information Technology and Social Change

Suggested Readings:

1. Young K., and Mack R., Systematic Sociology, 1972, East-West Student Education, Affiliated East-West Press Pvt. Ltd., New Delhi.
2. Maclver R.M. and Page C.H., 1967, Society, An Introductory Analysis, Mac Millan, London.
3. Moore W.E., 1987, Social Change Practice Hall of New Delhi.
4. Strasser Hermann and Randall C. Susan, 1981, An Introduction to Theories of Social Change, Routledge & Kegan Paul, London.
5. Parsons T., 1956, Social System, Routledge & Kegan Paul, London.
6. Singh Y., 2000, Cultural Change in India, Rawat Publication, New Delhi.
7. Singh, Y. 1986, Modernization of Indian Tradition, Rawat Publication, Jaipur.

Semester II

Course Name: Research Methodology
Course Code: SOM 6211

Credits: 4

Course Objectives:

Develop a comprehensive understanding of the various stages involved in the research process. Identify and explain the key components of a research study, including problem formulation, literature review, methodology, data analysis, and interpretation of results. Understand the principles of research work and how to choose an appropriate methodological approach for different types of studies.

S.N.	Course Outcomes (COs)
1	Understand the fundamental principles and concepts of research methodology as applied in the field of sociology.
2	Develop the ability to critically evaluate different research methodologies and logic of inquiries used in sociological research.
3	Acquire knowledge of various data collection methods and techniques commonly used in sociological research, such as surveys, interviews, observations, and archival research.

Block I: Introduction to Scientific Inquiry

Unit 1: The Scientific Approach to Human Inquiry in comparison to Common Sense Approach

Unit 2: Meaning, Purpose, and Aims of Social Research

Unit 3: Types of Social Research

Unit 4: Logic of Inquiry: Inductive and Deductive

Unit 5: Abductive and Retroductive

Block II: Methodological Traditions in Society

Unit 6: Positivism

Unit 7: Hermeneutics

Unit 8: Marxism

Unit 9: Post-Modernism

Unit 10: Objectivity and Reflexivity in Social Science

BLOCK III: Techniques of Data Collection

Unit 11: Survey

Unit 12: Interview

Unit 13: Schedule

Unit 14: Questionnaire

Unit 15: Participant Observation

BLOCK IV: Research Approaches

Unit 16: Oral History

Unit 17: Life histories

Unit 18: Case Study

Unit 19: Content analysis

Unit 20: Ethnography

Suggested Readings:

1. Goode, W.J. and Hatt, P. K. 1952. *Methods in Social Research*, New York: McGraw-Hill.
3. Popper, K. 1972. *Objective Knowledge*, London: Oxford University Press.
4. Punch, Kieth. 1996. *Introduction to Social Research*, London: Sage.
5. Somekh, B. and Lewin, C. 2002. *Research Methods in Social Sciences*, London: Sage.
6. Norman Blaikie. 2000. *Designing Social Research: The Logic of Anticipation*, MA: Polity Press (Compulsory Reading).
7. P.N. Mukherji (ed.) 2000. *Methodology in Social Research: Dilemmas and Perspectives*, New Delhi: Sage Publication (Compulsory Reading).
8. P.K. Bose. 1995. *Research Methodology*, New Delhi: ICSSR.
9. V.K. Srivastava (ed.) 2004. *Methodology and Fieldwork*, New Delhi: Oxford University Press.
10. Abdul Matin. 2004. *Research Methodology; Statistics, IT and e-Methods*, New Delhi: Icon Publication Pvt. Ltd.

Course Name: Rural Sociology
Course Code: SOM 6212

Credits: 4

Course Objectives:

Gain a comprehensive understanding of the concept of rural development and its significance in addressing the challenges faced by rural areas. Understand the factors influencing rural development, including historical, political, and environmental aspects. Identify and analyze key issues and challenges affecting rural areas, such as poverty, unemployment, healthcare, education, infrastructure, and environmental sustainability.

S.N.	Course Outcomes (COs)
1.	Define and explain key concepts related to rural development.
2.	Critically evaluate existing government policies and programs related to rural development.
3.	Develop skills in designing and planning rural development projects.

BLOCK I: Concept and Scope of Rural Development and Economy

Unit 1: Agrarian Society

Unit 2: Jajmani System

Unit 3: Community Development Programmes

Unit 4: Rural Community Programmes

Unit 5: Rural Economy

BLOCK II: Rural Problems and Development Policies

Unit 6: Nature and Problem of Rural India: Assumption and Philosophy

Unit 7: Approaches to Development: Modernization and Capitalism

Unit 8: Socialist and Gandhian Approaches to Development

Unit 9: Development Policies, Programmes and Status in Rural India

Unit 10: Method and Programmes of Government and Non-government Agencies

BLOCK III: Rural Planning

Unit 11: Panchayati Raj Institution

Unit 12: Area Project Planning: Integrated Rural Development

Unit 13: Communication in Rural India

Unit 14: Theories of Economic Development

Unit 15: Poverty in India - A structural problem

BLOCK IV: Planning and Development

Unit 16: Planning for Development in India: An Introduction

Unit 17: Causes, Magnitude and Remedies on World Hunger Myths

Unit 18: Rural Natural Resources and Sustainable Development

Unit 19: Rural Settlement and Infrastructure

Unit 20: Rural Development Programmes in India

Suggested Readings:

1. Chambers, R. 1983. Rural Development: Putting the Last First. Prentice-Hall.
2. Shrestha, R. M. (Ed.). 2005. Rural Development: Policies and Practices. Rawat Publications.
3. Ellis, F. (2000). Rural Livelihoods and Diversity in Developing Countries. Oxford University Press.

Course Name: Law and Sociology
Course Code: SOM 6213

Credits: 4

Course Objectives:

Aims to provide students with a comprehensive understanding of the dynamic relationship between sociology and law, focusing on how these disciplines intersect to shape social structures, norms, and behaviors. Through an exploration of foundational principles, students will analyze how societal norms and values influence legal systems and vice versa. Through this interdisciplinary approach, students will develop the knowledge and skills necessary to navigate the complex interplay between sociology and law in today's society.

S.N.	Course Outcomes (COs)
1.	Understanding various sociological perspectives on law.
2.	Understand the concept of rights and its types.
3.	Discussing the sociologist's contribution in field of sociology of law.

BLOCK I: Sociological Perspectives of Law

Unit 1: Sociology of Law

Unit 2: Law as a Social Institution

Unit 3: Law and Social Control

Unit 4: Law and Social Change

Unit 5: Law and Society

BLOCK II: Law and Human Rights

Unit 6: Human Rights: UNDHR 1948

Unit 7: Legal Rights and Civil Rights

Unit 8: Rights of Children and Women

Unit 9: Rights of Minority Communities

Unit 10: Rights of Scheduled Castes and Scheduled Tribes

BLOCK III: Contribution of Sociologists in the field of Law

Unit 11: Eugen Ehrlich

Unit 12: Emile Durkheim

Unit 13: Max Weber

Unit 14: Talcott Parsons

Unit 15: Jurgen Habermas

BLOCK IV: Laws in India

Unit 16: Tradition, Law, and Justice

Unit 17: Law for Child Labour and Women

Unit 18: Civil law: Inheritance and Divorce

Unit 19: Juvenile Laws

Suggested Readings:

1. Newman, K. 1983. Law and Economic Organisation. Cambridge: CUP.
2. Ehrlich, Eugen. Fundamental principles of the sociology of law. Transaction Books, 1936. (Selections)
3. Pound, Roscoe, 'Law in Books and Law in Action', 44 Am. Law Rev, 1910, pp.12-36
4. Cotterrell, R. (ed.). 2001. Sociological Perspectives on Law. Aldershot: Ashgate. (Vol. I & II, selected chapters).
5. Deva, I. (ed.) 2005. Sociology of Law, Delhi: OUP. (Chapter 8).
6. Agnes, F. 1999. Law and Gender Inequality: The Politics of Women's Rights in India. Delhi: Oxford University Press.
7. Sarat, A. 2004. The Blackwell Companion to Law and Society. Oxford: Blackwells. (selected chapters).

Course Name: Medical Sociology
Course Code: SOM 6214

Credits: 4

Course Objectives:

This course aims to explore the intricate relationship between sociology and medicine, delving into key concepts such as social relationship between medicine and sociology, sick role, social legislation on healthcare, and the social construction of illness. Further, this course also discusses on hospital sociology, social cultural factors in health and diseases.

S.N.	Course Outcomes (COs)
1.	Understand concepts of medical sociology and the relationship between sociology and medicine.
2.	Examines the various legislations on health care issues.
3.	Critically analyze the aspects of health care and further development in health services in India.

BLOCK I: Introduction

Unit 1: Medical Sociology

Unit 2: Community Health

Unit 3: Health and Society: Public Health

Unit 4: Disease and Social Structure

Unit 5: Sociological Perspectives on Ethical Issues in Medicalization

BLOCK II: The Sick Role

Unit 6: Illness and Dysfunction

Unit 7: Functional Approach to Sick Role

Unit 8: Criticism of Sick Role

Unit 9: Labeling Theory

Unit 10: Illness and Social Deviance

BLOCK III: Health care System

Unit 11: Social Networks and Social Support in Health Care

Unit 12: Health Care in Developing Countries

Unit 13: Sociological Perspectives on Ethical Issues in Medical and Health Care

Unit 14: Quality of Life and Health Care Interventions

BLOCK IV: Hospital Sociology, Health and Diseases

Unit 15: Etiology and Health care

Unit 16: Hospital as a Social Organization (Doctors, Nurses and Patients)

Unit 17: Mother and Child Health and Social aspects.

Unit 18: Sociology of Medical knowledge and Medical System in India

Unit 19: Health and Development in India: Future Aspects

Suggested Readings:

1. Freeman, Howard. E & LeVine Sol – (1989) Handbook of Medical Sociology (4th Ed.,)] N.J. Preutice Hall.
2. Cockerhaw, William. C (1978) Medical Sociology. – N.J. Preutice Hall.
3. Dorrain Apple (1960) Sociological Studies of Health and Sickness (Ed.,) N.Y. McGrawHill.
4. VenkataRatnam, Medical Sociology in an Indian Society.
5. Das, J. and J. Hammer 2004. “Strained Mercy: Quality of Medical Care in Delhi.” EPW 39 (9). (951-61).
6. Das, V. 2015. Affliction. Health, Disease, Poverty. New York: Fordham University Press.
7. Chatterji, R. 1998. “An Ethnography of Dementia. A Case Study of an Alzheimers’ Disease Patient in the Netherlands.” Culture, Medicine and Psychiatry 22. (355- 382).

Course Name: Urban Sociology
Course Code: SOM 6215

Credit: 4

Course Objectives:

This course intends to study the theoretical approaches on the growth of urban centers according to different classical thinkers. It shall also examine the emergence of cities and their consequences. The function and structure of urban areas shall also be the main focus in the study.

S.N.	Course Outcomes (COs)
1.	Understanding theoretical approaches and concepts related to urban sociology.
2.	Understand the urban social structures.
3.	Discussing various problems and issues of urban India.

BLOCK I: Urban Sociology in India

Unit 1:Urbanisation

Unit 2:Urbanisation: Emerging Trends and Factors

Unit 3: Dimensions of Urbanisation

Unit 4: Social Consequences of Urbanisation

Unit 5:Urbanisation and Urbanism

BLOCK II: Theoretical Approaches and Concepts

Unit 6: Chicago School: Park, Burgess and Mackenzie

Unit 7: Urbanism-Louis Wirth

Unit 8: Rural - Urban continuum: Robert Redfield

Unit 9: Industry: Centered Development

Unit 10: Post-Industrial Society by Daniel Bell

BLOCK III: Urban Social Structure

Unit 11: Changing Occupational Structure

Unit 12: Urban Stratification and Class

Unit 13: Social Mobility

Unit 14: Urban Culture

Unit 15: Caste and Class Nexus

BLOCK IV: Problems of Urban India

Unit 16: Indian Cities and Growth

Unit 17: Classification of Cities

Unit 18:Urbanisation and Migration

Unit 19: Slums and Environmental Problems

Unit 20: Urban Poverty

Suggested Readings:

1. Mellor J.R.: Urban Sociology in an Urbanised Society, 1974.
2. Reiss A.J. & Hatt (ed.) P.K.: Cities and Society, 1964.
3. Bose Ashish: Studies of India's Urbanisation 1901-71, 1973.
4. Misra R.P.: Urbanisation in India - Challenges and Opportunities, Regency Pub, 1998.
5. Bhat C.S. et.al (ed): A Reader in Urban Sociology, 1991.
6. Desai A.R. & Pillai S.D. (ed): Slums and Urbanisation, Popular Prakashan, 1970.
7. Gold Harry: Sociology of Urban Life, Prentice Hall, 1982.
8. Abrahamson M.: Urban Sociology, Prentice Hall, 1976.

Semester III

Course Name: Research Methods and Social Statistics

Course Code: SOM 7111

Credit: 4

Course Objectives:

The course is a general introduction to the methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

S.N.	Course Outcomes (COs)
1.	Understand the concept of research writing.
2.	Critically examine the concept of hypothesis and sampling.
3.	Aware about the description presentation and argumentation in statistical tools and methods.

BLOCK I: Introduction of Research Writing

Unit 1: Identification of Research Problems

Unit 2: Review of literature

Unit 3: Research gap: meaning and concept

Unit 4: Hypotheses: Meaning, Nature and its Types

BLOCK II: Research Design and Sampling

Unit 5: Research Process

Unit 6: Research Design

Unit 7: Types of Research Design

Unit 8: Scaling Techniques

Unit 9: Sampling and its Types

BLOCK III: Statistical Techniques

Unit 10: Statistical Methods

Unit 11: Presentation of Data: Classification, Tabulation

Unit 12: Measures of Central Tendency

Unit 13: Measures of Dispersion: Variance and Standard Deviation

Unit 14: Pearson and Spearman Correlation Coefficient

BLOCK IV: Social Statistics

Unit 15: Regression Analysis and Testing of Hypothesis: Chi Square Test, f-Test, t-Test, and z-Test

Unit 16: Standard Deviation

Unit 17: Research ethics

Unit 18: Research Report Writing

Suggested Readings:

1. Goode, W.J. and Hatt, P. K. 1952. Methods in Social Research, New York: McGraw-Hill.
2. Mukherji, P.N. 2000. Methodology of Social Research: Dilemmas and Perspectives, New Delhi: Sage.
3. Popper, K. 1972. Objective Knowledge, London: Oxford University Press.
4. Punch, Kieth. 1996. Introduction to Social Research, London: Sage.
5. Somekh, B. and Lewin, C. 2002. Research Methods in Social Sciences, London: Sage.
6. Srivastava, V. K. (Ed.). 2005. Methodology and Fieldwork, New Delhi: Oxford University Press.
7. Abdul Matin. 2004. Research Methods, Statistics, IT and e-Methods. New Delhi: Icon Publications Pvt. Ltd.
8. M. N. Srinivas and A. M. Shah. 1979. Field Worker and the Field. New Delhi: Oxford University Press.
9. Ram Ahuja (2018). Research Methods, Rawat Publications
10. Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publication
11. P. V. Young. 1955. Scientific Social Surveys and Research. New Delhi: PHI.

Course Name: Sociological Perspectives on Indian Society
Course Code: SOM 7112

Credit: 4

Course Objectives:

This course aims to provide students with a comprehensive understanding of the key concepts, theories, and contributions of Indian sociological thinkers to the field of sociology. By examining the works of prominent Indian sociologists, students will gain insight into the socio-cultural, economic, and political dynamics shaping Indian society. Through critical analysis and discussion, students will develop the ability to evaluate and apply sociological perspectives to contemporary social issues in India. By the end of the course, students will have acquired a nuanced understanding of the rich intellectual heritage of Indian sociological thought and its relevance in addressing the complexities of modern Indian society.

S.N.	Course Outcomes (COs)
1.	Demonstrate a comprehensive understanding of the major sociological thinkers who have contributed significantly to the field of sociology in India.
2.	Cultivate a genuine comprehension of diverse viewpoints concerning the operations and dynamics of Indian society and appreciate civilizational & subaltern perspective of the society.
3.	Compare and contrast the perspectives of different Indian sociological thinkers on key sociological concepts such as caste, religion, gender, and social change.

BLOCK I: Theoretical Approaches

Unit 1: Sociological Perspectives on Indian Society

Unit 2: Development of Sociology and Social Anthropology in India

Unit 3: Indological and Textual Perspective

Unit 4: G. S. Ghurye and its Contributions

Unit 5: Louis Dumont and Caste

BLOCK II: Perspectives on Indian Society

Unit 6: Value Theory: R.K Mukherjee

Unit 7: Ecological Perspective: Ramchandra Guha

Unit 8: Feminist Perspective: Sharmila Rege

Unit 9: Iravati Karve

BLOCK III: Structural-Functional and Marxism

Unit 10: Caste and Caste System (M. N. Srinivas)

Unit 11: Sanskritization, Modernization, and Westernization (M. N. Srinivas)

Unit 12: Social Change (S. C. Dube)

Unit 13: Tradition and Modernity (D. P. Mukherjee)

Unit 14: Relevance of Marxist Approach (A. R. Desai)

BLOCK IV: Civilizational and Subaltern Perspectives

Unit 15: Structure of Hindu Society (N. K. Bose)

Unit 16: Caste in India (Surajit Sinha)

Unit 17: Castes in India: Their Mechanism, Genesis and Development, 1916 (B.R. Ambedkar)

Unit 18: Writings on Tribal (David Hardiman)

Suggested Readings:

1. Beteille, A. 1986. 'The Concept of Tribe with Special Reference to India', *European Journal of Sociology*. 27:297-318.
2. Ambedkar, B. R. [1916] (2014), "Castes in India: Their Mechanism, Genesis and Development" in Vasant Moon (ed.) *Dr. BabaSaheb Ambedkar: Writings and Speeches, Volume I*, New Delhi: Dr. Ambedkar Foundation, pp. 5-22.
3. Bose, N. K. 1977, *The Structure of Hindu Society*, New Delhi: Orient Longman.
4. Desai, A. R. (1981), "Relevance of the Marxist Approach to the Study of Indian Society", *Sociological Bulletin*, 30 (1): 1-20.
5. Dhanagre, D. N. (2011), *Themes and Perspectives in Indian Sociology*, Jaipur: Rawat Publications, pp. 20-88.
6. Dube, S. C. (1963), "A Deccan Village" in M. N. Srinivas (ed.) *India's Villages*, Bombay: Asia Publishing House, pp. 202-215
7. Dumont, Louis (2009), *Homo Hierarchicus: The Caste System and Its Implications*, New Delhi: OUP, pp. 1-32.
8. Ghurye, G. S. (1969), *Caste and Race in India*, Bombay: Popular Prakashan, pp. 1-31.
9. Hardiman, David and Gauri Raje (2008), "Practices of Healing in Tribal Gujarat", *Economic and Political Weekly*, 43 (9): 43-50.
10. Mukerji, D. P. (1958), *Diversities*, New Delhi: People's Publishing House.
11. Sinha, Surajit (1967), "Caste in India: Its Essential Pattern of Socio-Economic Integration" in Anthony de Reuck & Julie Knight (eds.) *Caste and Race: Comparative Approaches*, London: J & A Churchill Ltd, pp. 92-105.
12. Srinivas, M. N. (2013), "The Dominant Caste in Rampura" in Dipankar Gupta (ed.) *Social Stratification*, New Delhi: OUP, pp. 307-311. 14. Srinivas, M. N. (2013), "Mobility in the Caste System" in Dipankar Gupta (ed.) *Social Stratification*, New Delhi: OUP, pp. 312-325.

Course Name: Social Development
Course Code: SOM 7115

Credit: 4

Course Objectives:

Social development is about improving the well-being of every individual in society so they can reach their full potential. The success of society is linked to the well-being of each and every citizen.

S.N.	Course Outcomes (COs)
1.	To develop ability to understand and evaluate perspective, models and policies under different political systems and with special reference to India
2.	To critically examine selected policies and their implication in order to appreciate the role of professional social work in the formulation and implementation of such policies,
3.	To review research materials available in the field of social policy and development to enhance knowledge, perspectives and skills essential to undertake comparative research in social work.

BLOCK I: Aspects of Development

Unit 1: Philosophy of Social Development

Unit 2: Development Dilemmas

Unit 3: Human Development

Unit 4: Sustainable Development

Unit 5: Economic Development

BLOCK II: Market and Social Development

Unit 6: Role of Ideology

Unit 7: Social Planning and development

Unit 8: State Market

Unit 9: Civil Society: Impact of Globalization

Unit 10: Free market economy and social development

BLOCK III: Social Planning in India

Unit 11: Principles of Social Planning

Unit 12: Planning for Housing and Slum Improvement

Unit 13: Democratic Decentralization: Panchayati Raj

Unit 14: Planning for Health and Nutrition

Unit 15: Welfare of Minorities

BLOCK IV: Development and Policies for SCs and STs

Unit 16: Reservation Policies and Constitutional Rights for SCs and STs

Unit 17: Education for SCs and STs

Unit 18: Employment for SCs and STs

Unit 19: Health Care for SCs and STs

Suggested Readings:

1. Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
2. Anand, S., & Sen, A. (1994). Human development index: methodology and measurement. Human development report office, occasional paper, (12).
3. Alkire, S., & Foster, J. (2011). Understandings and misunderstandings of multidimensional poverty measurement. *The Journal of Economic Inequality*, 9(2), 289-314.
4. Sachs, J. (2005). *The end of poverty: Economic possibilities for our time*. Penguin.
5. T.B. Bottomore: *Sociology: A Guide to Problems and its Literature*, New Delhi: Black & Sons (India Ltd.), 1972.
6. K.K. Jacob, *Social Policy in India*, Hemanshu Publications: Udaipur, 1989 (Ace No.4285).
7. Ian Culpitt: *Social Policy & Risk*, Sage Publication Ltd.: London, 1999 (Acc No. 4697), (Unit I).
8. Kuldeep Mathur, *Public Policy and Politics in India*, 2013, Oxford University Press
9. 12th Five Year Plan (Govt. of India).
https://mhrd.gov.in/sites/upload_files/mhrd/files/documentreports/XIIFYP_SocialSector.pdf
10. https://www.india.gov.in/sites/upload_files/mpi/files/coi_part_full.pdf
11. <https://mohfw.gov.in/sites/default/files/9147562941489753121.pdf> 10.
12. Ministry of Health & Family Welfare <http://mohua.gov.in/>;

Course Name: Sociology of Education
Course Code: SOM 7113

Credits: 4

Course Objectives:

The objective of this course is to explore the intricate relationship between society and education, examining how social structures, cultural norms, and institutional practices shape educational processes and outcomes. By critically engaging with theories, empirical research, and case studies, students will develop a deeper understanding of the dynamics of educational systems, including issues of access, equity, power, and social mobility. Ultimately, this course aims to equip students with the analytical tools necessary to critically evaluate educational policies and practices and to envision pathways toward a more just and inclusive educational system.

S.N.	Course Outcomes (COs)
1.	Students will develop critical thinking skills to analyze educational phenomena through a sociological lens, including the examination of educational policies, practices, and reforms.
2.	Students will develop critical thinking skills to analyze educational phenomena through a sociological lens, including the examination of educational policies, practices, and reforms.
3.	Students will have opportunities for self-reflection on their own educational experiences and biases, fostering personal growth and a deeper understanding of the societal influences on education.

BLOCK I: Sociology and Education

Unit 1: Meaning and Scope of Sociology of Education

Unit 2: Functionalist Perspective to Education

Unit 3: Conflict Perspective to Education

Unit 4: Liberal Perspective to Education

Unit 5: Education and Social Change

BLOCK II: Education and Society

Unit 6: Social Role of Education: School as Socializing Agency

Unit 7: Aspects of Higher Education

Unit 8: Education and Modernization

Unit 9: Socialization and Education

Unit 10: National Education Policy 2019

BLOCK III: Indian Society and Education

Unit 11: Universalisation of Primary Education

Unit 12: National Policy on Education: An overview

Unit 13: National Policy on Primary Education

Unit 14: National Policy on Higher Education

Unit 15: National Policy on Technical and Computer Education

BLOCK IV: The State, Education and Equality

Unit 16: Education and Social Stratification

Unit 17: Mobility of Educational Opportunity

Unit 18: Equality of Educational Opportunity

Unit 19: Equal Opportunity of Women

Unit 20: Women and Education

Suggested Readings:

1. Haralambos M. & R.M. Heald, (1980), *Sociology: Themes and Perspectives*, Oxford University Press, New Delhi.
2. Ottaway, A.K.C. (1960), *Education and Society- An Introduction to Sociology of Education*, Routledge and Kegan Paul, London.
3. Saxena S. (1975) *Sociological Perspectives in Indian Education*, Ashajanak Publications, New Delhi.
4. Havighurst, R.J. and Bernice L. Neugarten, (1975) *Society and Education* (4th edition) Allyn and Bacon, Inc. Boston
5. Chandra S.S. (2004), *Sociology of Education*, Atlantic Publishers, New Delhi.
6. B.V. Shah and K.B. Shah, (1998), *Sociology of Education*, Rawat Publications, Jaipur.
7. James Ainsworth, (2013) (ed.) *Sociology of Education: An A To Z Guide*, Sage Reference, Los Angeles.
8. S.S. Chandra and R.K Sharma, (2006) *Sociology of Education*, Atlantic Publishers, New Delhi.
9. V.C. Pandey, (2005), *Sociology and Education in the Indian Context*, (1st edition) Neha Publishers and Distributers, New Delhi.
10. Jagdish Chand, (2010), *Sociological Foundations of Education*, Neha Publishers and Distributers, New Delhi.

Course Name: Sociology of Economic development
Course Code: SOM 7116

Credit: 4

Course Objectives:

This course on the Sociology of Economic Development offers students a thorough examination of the complex and diverse interactions between society and economic development. By studying theoretical frameworks such as modernization theory, dependency theory, and world-systems theory, students will acquire a sophisticated comprehension of how different factors, including historical legacies, globalization, and technological advancements, shape economic development patterns on a global scale. Students will analyze the influence of social institutions, such as governments, multinational firms, and international financial agencies, on the development of economic policies and practices. In addition, they will investigate the complex interrelationships between economic development and sociological themes such as social inequality, poverty, gender dynamics, and the effects of globalization on cultures and surroundings. By analyzing real-life examples, students will assess the achievements and shortcomings of development projects, taking into account elements such as governing systems, social connections, and cultural environments.

S.N.	Course Outcomes (Cos)
1.	Gain a comprehensive understanding of the complex interplay between society and economic development, encompassing theoretical frameworks, historical contexts, and contemporary dynamics.
2.	Develop analytical skills and critical thinking abilities to evaluate the social, political, and cultural dimensions of economic development processes, and propose informed, socially responsible solutions to global development challenges.

BLOCK I: Key Issues on Sociology of Economic Development

Unit 1: Sociology of Economic Development

Unit 2: Nature and Scope of Economic Development

Unit 3: Sociological Factors of Economic Development

Unit 4: Inter-Relationship between Society and Economy

Unit 5: Economic Growth and Development

BLOCK II: Models of Economic Development

Unit 6: Capitalism

Unit 7: Socialism

Unit 8: Mixed economy

Unit 9: Third World and Capitalism

Unit 10: Third World and Socialism

BLOCK III: Sociological Theories of Economic Development

Unit 11: Marx

Unit 12: Weber

Unit 13: Hoselitz

Unit 14: Moore

Unit 15: Donald MacKenzie

BLOCK IV: Social Structure and Economic Development

Unit 16: Population and Labor Force

Unit 17: Urbanization, Communication, and Economic Development

Unit 18: Barriers to Economic development in India - Caste, Family, and Religion

Unit 19: Institutional Aspects of Economic Development

Suggested Readings:

1. Borthakur, B.N. 2004: Sociological Aspects of Economic Development, DVS Publishers, Guwahati, Assam.
2. Ness, G.D. (ed.) 1970: The Sociology of Economic Development - A Reader, Harper & Raw, New York.
3. Horowitz, I.L. 1966: Three Worlds of Development - The Theory and Practice of International Stratification, Oxford University Press, London.
4. Weber, M. 1969: The Protestant Ethic and the Spirit of Capitalism, George Allen and Unwin Ltd. London.
5. Webster, A. 1984: Introduction to the Sociology of Development, The Macmillan Press, London.
6. Mehta, S.R. 1999: Dynamics of Development, Gyan Publishing House, New Delhi.
7. Datta, Amalan (1957): Essays on Economic Development. Bookland Pvt Ltd. Calcutta.
8. Lerner, D 1958: The Passing of Traditional Society, Free Press, Glencoe.
9. Prasad, N. 1970: Change Strategy in a Developing Society - India, Meenakshi Prakashan, Meerut.
10. Smelser, N.J. 1965: The Sociology of Economic Life, Prentice Hall of India Pvt. Ltd. New Delhi.
11. Smelser, N. and Lipset, S.M. 1966: Social Structure and Mobility in Economic Development, Routledge and Kegan Paul, London.

Course Name: Modern Sociological Thinkers
Course Code: SOM 7114

Credit: 4

Course Objectives:

The course introduces some famous functionalist thinkers and their respective contributions to the sociological theory along-with symbolic interactionism and phenomenology. It will enhance one's ability to relate these theories to various research methods and areas of study besides understanding social reality through different perspectives.

S. N.	Course Outcomes (COs)
1.	Comprehensive understanding of the functionalist thoughts propounded by Malinowski, Brown and Parsons.
2.	Enhancement of knowledge about dominance and downfall of functionalism as a theory and genesis of symbolic interactionism and phenomenology.
3.	Development of the competence to apply and assess these different theoretical view points on research endeavors.

BLOCK I: Sociological Theories

Unit 1: Micro and Macro Theories

Unit 2: Micro-Macro Integration

Unit 3: Vilfredo Pareto's Theory of Action

Unit 4: Neo-Functionalism

Unit 5: Ethnomethodology and Harold Garfinkel

BLOCK II: Functionalism

Unit 6: Functionalism (Malinowski)

Unit 7: Magic, Religion and Science (Malinowski)

Unit 8: Functionalism (Radcliffe Brown)

Unit 9: Structural Functional Theory (Radcliffe Brown)

Unit 10: Functions and Dysfunctions (R. K. Merton)

Unit 11: Manifest and Latent Function (R. K. Merton)

BLOCK III: Talcott Parson's Functionalism

Unit 12: Social Action Theory

Unit 13: Social Structure

Unit 14: Pattern Variables

Unit 15: Equilibrium and Change

Unit 16: Sick Role

BLOCK IV: Symbolic Interactionism and Phenomenology

Unit 17: G. H. Mead and Symbolic Interactionism

Unit 18: Symbolic Interactionism (Herbert Blumer)

Unit 19: Phenomenology (Alfred Schultz)

Unit 20: Peter Berger and Thomas Luckmann

Suggested Readings:

1. Ritzer, George, 2004, Classical Sociological Theory (4th edition), McGraw Hill, New York
2. Ritzer, George, 1992, Sociological Theory (3rd edition), McGraw Hill International Editions, Social Series, New York.
3. Tismasheff, N.S., 1976, Sociological Theory: Its Nature and Growth, Random House, New York.
4. Haralambos, M., 1999, Sociology: Themes & Perspectives, Oxford University Press, New Delhi.
5. Turner. J. S., 2003, Structure of Sociological Theory.
6. Brown, Radcliffe. (1952). Structure and Function in Primitive Societies. Free Press, Illinois.
7. Bronislaw, Malinowski. (1960). A Scientific Theory of Culture and Other Essays. Oxford University Press. New York
8. Merton, Robert K. (1968). Social Theory and Social Structure. The Free Press: New York.

Semester IV

Course Name: Contemporary Sociological Thinkers
Course Code: SOM 7211

Credit: 4

Course Objectives:

The main objective of the course is to familiarize students to the major contributions of contemporary thinkers so that they can achieve a comprehensive understanding of the workings of human society. Moreover, students are persuaded to compare and contrast the classical and contemporary thinkers with a view to understanding how knowledge is cumulatively generated over time.

S.N.	Course Outcomes (COs)
1	To critically understand the possibilities and limitations of contemporary sociological theories.
2	Sensitizes students to use knowledge in the building of secular, democratic and egalitarian society.
3	Attainment of creativity and conceptual clarity from the works of classical and contemporary thinkers

BLOCK I: Post -Structuralism and Post-Modernism

Unit 1: Structuralism

Unit 2: Post-Structuralism

Unit 3: Modernism

Unit 4: Post-Modernism

Unit 5: Postmodern Condition

BLOCK II: Contemporary Thinkers: Foucault, Habermas, and Derrida

Unit 6: Foucault's Concept of Power

Unit 7: Foucault's Concept of Discourse

Unit 8: Derrida's Concept of Deconstruction

Unit 9: Habermas's Concept of Life world and System

Unit 10: Habermas's Theory of Communicative Action

BLOCK III: Contemporary Thinkers: Giddens, Giddings & Bourdieu

Unit 11: Giddens's Concept of Modernity

Unit 12: Giddens's Structuration Theory

Unit 13: Bourdieu's Concept of Habitus

Unit 14: Bourdieu's Concept of Capital

Unit 15: Theory of Edward Said

BLOCK IV: Hermeneutic and Interpretative Traditions

Unit 16: G.H Mead

Unit 17: Harold Garfinkel

Unit 18: Alfred Shultz

Unit 19: Erving Goffman

Unit 20: Clifford Geertz

Suggested Readings:

1. Pip Jones (2003), *Introducing Social Theory*, Cambridge, Polity.
2. Nicos Mouzelis (1995), *Sociological Theory: What Went Wrong?* Routledge.
3. Lars Bo Kaspersen (2000), *Anthony Giddens: An Introduction to a Social Theorist* Blackwell
4. Choulianki Lilie and Faieough Noman, *Discourse in late Modernity* Edinburgh Univ. Press:
5. Hans Bertens & Joseph Natoli (ed), *Post-Modernism: The Key Thinkers*.
6. Barry Smart (1985), *Michel Foucault*. Tavistock Publications.
7. Hans Bertens (1995), *The Idea of the Post Modern*, Routledge Press
8. Walter Trueth Anderson (1996), *The Fontana Post Modernism Reader*.
9. George Ritzer (1992), *Sociological Theory*, McGraw Hill (Compulsory Reading).
10. David Howrth (2002), *Discourse*, Viva Books.

Course Name: Ecology, Environment and society
Course Code: SOM 7212

Credit: 4

Course Objectives:

The main objectives of ecology, environment, and society involve a comprehensive strategy to protect the Earth's natural resources and promote sustainable development, while also preserving the welfare of ecosystems and human communities. The conservation of biodiversity is crucial for conserving and repairing ecosystems to maintain their complex network of living forms and genetic variation. This endeavor involves promoting sustainable development strategies that harmonize economic progress with social fairness and environmental responsibility to meet the requirements of current and future generations. Efforts to cut greenhouse gas emissions, shift to renewable energy sources, and develop measures to deal with the effects of a changing climate are crucial for climate change mitigation and adaptation.

S.N.	Course Outcomes (COs)
1.	Conservation efforts contribute to the protection of ecosystems and species, maintaining the balance of natural habitats and preserving genetic diversity crucial for ecosystem resilience and adaptation.
2.	By integrating environmental considerations into development practices, societies can achieve economic prosperity while safeguarding natural resources and ecosystem services for future generations.

BLOCK I: Approaches to the Study of Environment

Unit 1: Marxian

Unit 2: Eco-Feminism

Unit 3: S. L. Bahuguna

Unit 4: Environmentalism

Unit 5: Deep Ecology, Social Ecology and Radical Ecology

BLOCK II: Environment and Resources

Unit 6: Natural Resources and their Utilization

Unit 7: Common Land

Unit 8: Water and Forest

Unit 9: Problems of the Urban Environment: Pollution, Population and Slums

Unit 10: Environmental Movements

BLOCK III: Movement for Environmental Protection

Unit 11: Chipko and Narmada Movement

Unit 12: Environment Protection Movement

Unit 13: Chilka Campaign

Unit 14: Forest Protection Act

Unit 15: SDGs and MDGs and International Agencies

BLOCK IV: Environment and Conferences

Unit 16: Sustainable Development for Environment

Unit 17: Rio-Conference

Unit 18: Protocols for the Protection of Environment

Unit 19: Stockholm

Unit 20: Sustainable Development and Indian Forest Policy

Suggested Readings:

1. Carson, R. (1962). *Silent spring*. Houghton Mifflin.
2. Kolbert, E. (2014). *The sixth extinction: An unnatural history*. Henry Holt and Company.
3. Diamond, J. (2005). *Collapse: How societies choose to fail or succeed*. Penguin Books.
4. Wilson, E. O. (1992). *The diversity of life*. Harvard University Press.
5. Wohlleben, P. (2016). *The hidden life of trees: What they feel, how they communicate—Discoveries from a secret world*. Greystone Books.
6. Leopold, A. (1949). *A Sand County almanac*. Oxford University Press.
7. McKibben, B. (1989). *The end of nature*. Random House.
8. Drengson, A., & Devall, B. (Eds.). (2008). *Ecology of wisdom: Writings by Arne Naess*. Counterpoint.
9. Boyd, D. R. (2017). *The rights of nature: A legal revolution that could save the world*. ECW Press.
10. Walker, G., & McKay, E. L. A. (2014). *Environmental justice: Concepts, evidence and politics*. Routledge.
11. Merchant, C. (1980). *Ecological revolutions: Nature, gender, and science in New England*. University of North Carolina Press.
12. Kohn, Eduardo (2013) *How Forests Think: Towards anthropology beyond the human*. University of California Press, California.
13. Smith, Neil (2010) *Uneven Development: Nature, Capital and the Production of Space*. Verso, NY.

Course Name: Political Sociology
Course Code: SOM 7213

Credit: 4

Course Objectives:

The course on Political Sociology will delve into the complex interplay between politics and society, analyzing how social structures, institutions, and processes influence political systems and vice versa. By studying theoretical frameworks like as power theory, state theory, and political economics, students will get a deep understanding of how power, authority, and governance operate within society. The analysts will examine the influence of social elements, such as socioeconomic class, race, gender, and ethnicity, on the formation of political behavior, attitudes, and outcomes. In addition, students will explore the impact of globalization, social movements, and technological breakthroughs on political processes and institutions. Through the analysis of case studies and empirical research, students will acquire a sophisticated comprehension of the intricate nature of current political phenomena, such as democracy, authoritarianism, nationalism, and political violence

S.N.	Course Outcomes (Cos)
1.	Develop a deep understanding of the complex interplay between social structures and political systems, enabling students to analyze and critically evaluate the factors influencing political behavior, institutions, and outcomes.
2.	Cultivate the ability to apply sociological perspectives to contemporary political issues and debates, empowering students to engage in informed civic participation, advocate for social change, and contribute to the advancement of democratic principles and social justice.

BLOCK I: Introduction to Concepts & Theories

Unit 1: Political Sociology: Emergence & Scope

Unit 2: Political Parties & Pressure Groups

Unit 3: Authority and Bureaucracy (Max Weber)

Unit 4: Circulation of Elite and Power Elite (Pareto & C.W. Mill)

Unit 5: Political Ideologies, Democracy, Socialism, and Communism

BLOCK II: Political Modernization and Mobilization

Unit 6: Political Modernization

Unit 7: Political Development

Unit 8: Political Leadership

Unit 9: Political Mobilization and Socialization

Unit 10: Role of Intellectuals and Political Elite

BLOCK III: Polity in Indian Society

Unit 11: Caste and Politics

Unit 12: Region and Politics

Unit 13: Religion and Politics

Unit 14: Ethnicity & Politics

BLOCK IV: Political Development and Globalization

Unit 15: Political Socialization

Unit 16: Political Culture

Unit 17: Political Participation

Unit 18: Idea of Global Governance

Suggested Readings:

1. Lewis A. Coser (Ed.) 1986, Political Sociology, New York, Harper Torch Book Publication.
2. Reinard Bandlx & Lipset S.M. 1966, Class Status and Power, 2nded. London Roulledge and Kegan Paul Ltd.
3. Bottomore T.B. 1968 Elites and Society Britain Penguin Books.
4. Amal Kumar & Mukhopadhyay 1977 Political Sociology-Calcutta, K.P. Bagohi and Co. Harlambos 1980, Sociology: Themes and Perspectives, Madras, Oxford University Press. Jangam, T.T. 1988, Text Book of Political Sociology, Bombay, Oxford and IBN Publishing Company Pvt.Ltd.
5. Orum A.M., Introduction to Political Sociology, The Social Anatomy of the Body Politic, New Jersey, Prentice Hall Inc.
6. Kothari Rajni (ed.) 1973, Caste in Indian Politics, Delhi Orient Longmann.
7. Desai, A.R. 1978, Social Background of Indian Nationalism, Bombay, Popular Prakashan. Jangton K.P. 1969, Political Socialization, New York, Oxford University Press.
8. Runciman W.G. 1969, Social Sciences & Political Theory, New York. Cambridge at the University Press.
9. Bhatia M.B. 1974, History and Social Development Vol. II, New Delhi, Vikas Publication. Ali Ashraf & L.N. Sharma 1995, Political & Sociology: A New Grammar of Politics, Delhi: University Press.
10. Nash Kate 2000, Contemporary Political Sociology, Blackwell Publishers.
11. Gerth. H. and Mills C.W. (ed.) 1947, From Max Weber: Essay in Sociology, New York, Oxford University Press.

Course Name: Gerontology
Course Code: SOM 7214

Credit: 4

Course Objectives:

This course considers ageing in a broad sociological context with comparative perspectives. The course addresses the ways in which ageing is socially defined and experienced. It also applies a critical perspective to the ways in which ageing is framed by family, groups, and society. The course covers how ageing issues are constructed differently over time and in different cultures. In this course, you will gain a thorough understanding of ageing and the various factors that affect ageing experience in our society. You will also have opportunities to apply the knowledge to address ageing- related issues and problems that facing us.

S.N.	Course Outcomes (COs)
1.	Provide a Roles, Power and Status of Older Persons and historical norms in different culture.
2.	Critically examine health of Older Persons Longevity and physical health; Mental and emotional health.
3.	Critically examine the older Persons and Livelihood Work participation of older persons in the organized and unorganized sectors

BLOCK I: Introduction

Unit 1: Gerontology

Unit 2: Emergence of Gerontology as a Sub-Discipline

Unit 3: Trends and Patterns of Ageing

Unit 4: Indian Scenario of Ageing

Unit 5: Global Scenario of Ageing

BLOCK II: Aspects of Ageing

Unit 6: Nature and Characteristics of Ageing

Unit 7: Problems of Ageing

Unit 8: Factors of Ageing

Unit 9: Changing Family and Ageing

BLOCK III: Ageing and Theoretical Approaches

Unit 10: Structural-Functional Approach

Unit 11: Conflict Approach

Unit 12: Symbolic Interaction Approach

Unit 13: Phenomenology Approach

Unit 14: Ethnomethodology Approach

BLOCK IV: State and the Elderly

Unit 15: Role of State

Unit 16: Policies and Programmers for Aged in India

Unit 17: Role of NGOs

Unit 18: Older Persons and Family Intervention

Unit 19: National Policy on Aged

Suggested Readings:

1. Bali, Arun, (2001): Care of the Elderly in India Changing Configurations, Indian Institute of Advanced Study, Shimla.
2. National Sample Survey Organisation. Socio-economic profile of the aged person. 2nd Round (July 1986-June 1987) No. 367. Revised Report, New Delhi: Department of statistics, September 1989.
3. .Siva Raju, S. 2000: "Ageing in India: An Overview", in 'Gerontological Social Work in India', Murli Desai and Siva Raju (Eds.), Delhi, B. R. Publishing Co
4. Siva Raju, S. 2004: "Profile of Elderly and Organisations Working for their Care: A Study in Mumbai", Family Welfare Agency, Mumbai (Mimeo)
5. Vijay Kumar, S. 2000: "Social Security in Indian Context", cited in Vijay Kumar, S. 2003: "Economic Security for the Elderly in India: An Overview", An Aging India: Perspectives, Prospects and Policies, The Haworth Press p.45-65, New York.
6. Subrahmanya, R.K.A. (199.) Income security for the elderly in India. BOLD, Quarterly Journal of INIA (UN).

Course Name: Social Demography
Course Code: SOM 7215

Credit: 4

Course Objectives:

Introducing students to social demography within an interdisciplinary context, emphasizing an awareness of demographic processes and their susceptibility to influences, primarily from social, cultural, economic, and political realms, rather than solely biological factors.

S.N.	Course Outcomes (COs)
1.	To empower students to comprehend theories within their original contexts and to explore their applicability within the framework of Indian society.
2.	Capability to scrutinize everything, including governmental policies, through critical inquiry and this course is anticipated to encourage students to transcend common assumptions and immediate perspectives.
3.	Instead of immediately linking demography solely to biological factors, students will grasp the significant influence of culture and economy on demographic patterns.

BLOCK I: Introduction and Theories

Unit 1: Social Demography: Nature and Scope

Unit 2: Sociology and Social Demography

Unit 3: Malthus' Theory of Population

Unit 4: Dumont's Theory of Population

Unit 5: Optimum Population Theory

BLOCK II: Socio-Economic Development and Demographic Processes

Unit 6: Fertility: Determinants, Differentials and Measurement

Unit 7: Mortality: Determinants, Differentials and Measurement

Unit 8: Migration: Determinants and Consequences

Unit 9: Economic Development and Population Growth

Unit 10: Rapid Population Growth: Factors and Challenges

BLOCK III: Migration and Population Problems

Unit 11: Concept and Types of Migration

Unit 12: Theories and Measures of Migration

Unit 13: Causes and Consequences of Population Explosion in India

Unit 14: Population Policy in India

BLOCK IV: Family Planning and Welfare

Unit 15: Concepts of Family Planning and Family Welfare

Unit 16: Family Planning in India: History and Approaches

Unit 17: Family Planning Methods

Unit 18: Population Education

Suggested Readings:

1. Haq Ehsanul (2007), *Sociology of Population in India*, New Delhi, Mac Millan (compulsory reading).
2. Ashfaq Ali S. (1991), *Population Problems in India and Abroad: A Socio-economic Study*, Bhopal, Jai Bharti Publications.
3. Bhende, Asha & Tara Kanitkar (2000), *Principles of Population Studies* (13th Revised Edition), Bombay, Himalaya Publishing House (compulsory reading).
4. Bhutani S. (1995), *Demographic "Dynamism in India"*, New Delhi, Discovery.
5. Bogue, Donald J. (1969), *Principles of Demography*, New York, John Wiley & Sons Inc. Bose, Ashish & Premi M.K. (eds.) (1992), *Population Transition in South Asia*, New Delhi, BRPC.
6. Mahajan, V.S. (1987), *Studies in Population and Economic Development* (2 Vol.), New Delhi, Deep & Deep.
7. Misra, Bhaskar D. (1995), *An Introduction to the study of Population* (2nd edition), New Delhi, South Asia Publishers Pvt. Ltd.
8. Mukherji, Shekhar (1982), *Population Policies and Demographic Behaviour in India*, Allahabad, Thinker Lib.
9. Pathak, I.P. (ed.) (1998), *Population Studies*, Jaipur, Rawat Publications.
10. Premi M.K.M & Ramanamma A. (eds.) (1983), *Introduction to Social Demography*, New Delhi, Vikas Publications.
11. Srivastava, O.S. (1995), *Demography and Population Studies* (2nd edition), New Delhi, Vikas Publications.
12. Thompson W.S. & Lewis David T. (1978), *Population Problems* (5th Edition), New Delhi, Tata McGraw Hill Publication Company Ltd., New Delhi.
13. Premi, Mahendra K. (2009), *India's Changing Population Profile*, New Delhi, National Book Trust.
14. Mishra & Puri, *Indian Economy* (2015), New Delhi, Himalayan Publications.

Course Name: Dissertation and Viva-Voce
Course Code: SOM 7291

Credits: 4

Course Objectives:

The dissertation presents a major piece of guided independent research on a topic agreed between the student and their supervisor. The objectives should cover the whole dissertation from the Literature Review, through the Research Methodology, and to the Critical Evaluation. The objectives in a dissertation describe the ways through which you intend to achieve the research aim. They are specific statements that break down the aim into several smaller key sections of the overall research. Suitable objectives can help you stay focused and conduct research in the direction of your aim.

Faculty and Support Staff

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC. The course material prepared by the faculty is at par with the regulations 2020.

List of Faculty associated with M.A Sociology program is as follows:-

S. No.	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1	Dr. Anup Kumar Manna	Assistant Professor	Full-Time	PhD	Sociology
2	Mr. Gyati Komo	Assistant Professor	Full-Time	PhD	Sociology
3	Ms. Lamung Rijju	Assistant Professor	Full-Time	PhD	Sociology
4	Dr. Kamalesh Mahajan	Associate Professor	Full-Time	PhD	Sociology
5	Dr. Dharam Vir Mahajan	Professor	Full-Time	PhD	Sociology

A. Delivery Mechanism

The Mata Tripura Sundari Open University follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of Mata Tripura Sundari Open University is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of Mata Tripura Sundari Open University academic delivery system comprises:

B. Print Material

The printed material of the programme supplied to the students will be unit wise for every course.

C. Counselling Sessions

There will be 6 counselling/ contact classes in face to face mode of two hours each for a course of 4 credits. The counselling sessions / face to face contact classes will be held on the campus of the University on Saturdays and Sundays.

D. Medium of Instruction

Medium of Course Instruction: English

Medium of Examination: English

E. Student Support Systems

Universities study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non-academic staff depending on the

learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented-services evaluation methods and dates both on and off line modes for easy and smooth services to the students through distance mode.

The university is not promoting any study centre outside the State of Tripura. All student support services will be provided to the student through the University Headquarters and the study centres.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation Admission Process

Admission to the M.A. Sociology programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. Admission shall not be a right to the students and Mata Tripura Sundari Open University, shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration

- The maximum duration of the M.A. Sociology Programme is four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.
- The student can complete his programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

Any Graduate from a recognized University is eligible for admission to M.A. Political Science Programme with a minimum of 50% (45% for candidates belonging to reserved categories).

G. Fee Structure:

Name of the Program	Degree	Duration	Year	TuitionFee/Year	ExamFee/Year	Total (in Rs.)
Master of Arts (Sociology)	PG	2 to 4Years	1	13500	2000	15500
			2	12000	2000	14000
			TOTAL			29500

H. Activity Schedule

S.N.	Name of the Activity	Tentative months schedule (specify months) during year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of Assignment	Oct	Nov	Apr	May
4	Examination	Dec	Dec	Jun	Jun
5	Declaration of Result	Jan	Jan	Jul	Jul
6	Re-registration	Jul	Jul	Jan	Jan
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact Programmes (Counselling, Practicals, etc.)	Sep	Nov	Mar	May

I. Credit System

Mata Tripura Sundari Open University, proposes to follow the ‘Credit System’ for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, 8 credit course requires 240 hours, 6 credit course requires 180 hours, 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of the Program	Credits	Name of the Program	Level of the Program
2Yrs.	80	M.A. (Sociology)	Master’s Degree

J. Assignments

Learners have to depend much on self study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation: The evaluation system of the programme is based on two components:

- Continuous Evaluation in the form of assignments (weightage 30%): This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-ordinator of the Study Centre to which the student is assigned or attached with.
- Term-end examination (weightage 70%): This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online (www.mtsou.edu.in)/ or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. Minimum requirement for passing a course will be 40% marks.

K. Laboratory Support and Library Resources:

The library of Mata Tripura Sundari Open University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation.

The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Mata Tripura Sundari Open University has a dedicated Library for program and acquiring printed books. The required International and National subject journals are also provided. We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

L. Cost Estimate of the Programme and the Provisions:

Initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of self study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

- | | |
|---|-------|
| a) SLM Development and Distribution | : 20% |
| b) Postal Expense | : 10% |
| c) Salary and other Administrative expenses | : 60% |
| d) Future development | : 10% |

Once programmes are operational, fee receipt from the programme's budget to be planned as per the guidelines of University Grants Commission.

M. Quality Assurance:

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives:

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA:

The functions of Centre for Internal Quality Assurance would be following

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/ seminars/ symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme.
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.

- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in M.A Sociology programme at Mata Tripura Sundari Open University, student will be able to impart essential knowledge of society and its components, social movements and trends in contemporary theory and interdisciplinary extensions. After completion M.A Sociology programme, student will demonstrate a graduate-level ability to use current theoretical approaches to societal study as well as the ability to synthesize analytical and practical knowledge in several aspects.