

**MADHAV UNIVERSITY, SIROHI**  
**CENTRE FOR DISTANCE AND ONLINE**  
**EDUCATION**



**PROGRAMME PROJECT REPORT**  
**MASTER OF ARTS (SOCIOLOGY)**  
**2026-27**

---

*Table of Contents*

---

| <b>S. No.</b> | <b>Contents</b>  |
|---------------|--|
| 1.            | Program Mission and Objectives                                 |
| 2.            | Program Relevance with the University Mission & Goals          |
| 3.            | Nature of Prospective Target Group of Learners                 |
| 4.            | Program Appropriateness for conduction in ODL mode             |
| 5.            | Instructional Design   |
| 6.            | Procedure for Admission, Curriculum Transaction and Evaluation |
| 7.            | Requirement of Laboratory Support & Library Resources          |
| 8.            | Cost Estimate of the Program & Provisions                      |
| 9.            | Quality Assurance Mechanism                                    |

## 1. Program Mission and Objectives

Madhav University, Sirohi, established in 2014, is a leading private University of Rajasthan. **Madhav University, Sirohi is accredited with Grade A by National Assessment and Accreditation Council (NAAC)**, offers courses in the field of Engineering, Architecture, Design, Basic and Applied Sciences, Management, Commerce, Hotel Management, Pharmacy, Computer Applications, Law, Agriculture, Journalism & Mass communication, Humanities and Social Sciences. Following the principles of Madhav University and driven by intellectual creativity and critical thinking. The university is well-known in Rajasthan for its brilliance in technical education, practical research, innovation, entrepreneurship, and industrial consultancy.

Madhav University, is committed to promote quality education, training, research, consultancy, and enhance employability and entrepreneurial skills of our students. To integrate industry with academics in order to prepare our students in an immersive way for the world of work developing an effective interface with the industry and other institutes within and outside the country is the cornerstone of our approach. To meet these ends, we encourage and nurture the development of students' physical, mental, emotional, secular, and spiritual faculties. The programme aims to strengthen the critical and creative thinking of the learners by offering a broad range of social, political, historical and professional courses of study.

The program aims to achieve the following objectives:

- **To develop advanced knowledge of English literature** across different periods, genres, and literary movements.
- **To enhance critical thinking and analytical skills** for interpreting literary texts, theories, and cultural contexts.
- **To familiarize students with literary theory and criticism**, enabling them to apply various theoretical frameworks in analysis.
- **To improve linguistic competence and communication skills**, including academic writing, research writing, and effective expression.
- **To cultivate research aptitude**, encouraging independent inquiry, scholarly writing, and dissertation work.

## 2. Relevance of the Program with Madhav University, Sirohi Mission and Goals

Madhav University (MU) was established with a vision to become a university with a commitment to excellence in education, research, and innovation aimed towards human advancement.

The proposed program is highly relevant to the MU's mission, i.e.

- Facilitate holistic education through knowledge sharing, skilling, research, and development.
- Integrate academic and research work towards the nation's development.
- Mentor students' physical, mental, emotional, secular, and spiritual attributes to become a valued human resource as it aims to provide quality education to those aspiring candidates who are deprived of higher education due to the limited number of intakes in the conventional mode of education in the Universities.

Moreover, to keep the quality intact, the curriculum and syllabus have been designed at par with the conventional mode, keeping in mind the specific needs and acceptability of the learners' ODL mode. In keeping with the aims and objectives of the University, it also ensures the industry and future skills relevance.

## 3. Nature of Prospective Target Group of Learners

The M.A. Sociology programme is designed for a **diverse and inclusive group of learners** who seek to acquire advanced understanding of social structures, processes, and contemporary societal issues. The primary target group includes **graduates in Sociology and allied disciplines** such as Anthropology, Political Science, Economics, Social Work, and other Social Sciences from recognized universities.

The programme is particularly suitable for **aspiring academicians, researchers, and educators** who intend to pursue careers in teaching and research in higher education institutions, as well as those preparing for **competitive examinations** such as civil services, UGC-NET/JRF, and other government services.

It also caters to **working professionals, development practitioners, NGO workers, and individuals engaged in social sectors**, who seek to enhance their understanding of social dynamics, policy issues, and community development for career advancement.

In line with the objectives of inclusive education, the programme is beneficial for learners from **rural, remote, and underserved regions**, as well as those who prefer the **Open and Distance Learning (ODL) mode** due to time, financial, or geographical constraints. It also supports **lifelong learning** by providing flexible opportunities for continuing education.

Overall, the programme aims to serve learners with varied academic backgrounds and career aspirations, facilitating the development of **sociological insight, analytical abilities, research competence, and professional skills** relevant to understanding and addressing social issues.

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

The M.A. Sociology programme is highly suitable for delivery through the **Open and Distance Learning (ODL) mode**, as the discipline primarily involves **conceptual understanding, critical analysis, and research-oriented study of social phenomena**, which can be effectively achieved through structured self-learning and guided academic support. The programme is designed in alignment with **UGC-DEB guidelines**, ensuring quality, flexibility, and accessibility.

The curriculum is supported by **comprehensive Self Learning Materials (SLMs)** that include theoretical frameworks, case studies, field-based examples, and contemporary sociological issues. These materials enable learners to develop a deep understanding of **social structures, institutions, cultural patterns, and social change**. The integration of **ICT-enabled tools**, such as e-content, virtual lectures, webinars, and online discussion forums, facilitates interactive learning and academic engagement.

The ODL mode is particularly effective in developing **analytical thinking, research aptitude, and problem-solving skills**, as learners engage in self-paced study, assignments, and project work. Exposure to qualitative and quantitative research methods helps learners build **data collection, analysis, and interpretation skills**. Continuous assessment and feedback mechanisms ensure the achievement of desired learning outcomes.

Furthermore, the flexibility of ODL mode enables **working professionals, NGO practitioners, and learners from diverse socio-economic and geographical backgrounds**, especially those in rural and remote areas, to pursue higher education without disrupting their personal or professional commitments.

Thus, the M.A. Sociology programme delivered through ODL mode effectively facilitates the acquisition of **sociological knowledge, research competence, analytical abilities, and employability skills**, in alignment with the objectives of inclusive, flexible, and lifelong learning as envisaged by UGC-DEB.

## 5. Instructional Design

### 5.1 Curriculum Design

The curriculum has been rigorously reviewed and approved by the Board of Studies, the Centre for Internal Quality Assurance, and the University Academic Council, ensuring high academic standards and relevance.

### 5.2 Programme Structure and Detailed Syllabus

| Name of programme        | Master of Arts (Sociology)   |
|--------------------------|--|
| <b>Programme Outcome</b> | <p><b>PO1: Advanced Sociological Knowledge</b><br/>Demonstrate in-depth understanding of sociological theories, concepts, and perspectives.</p> <p><b>PO2: Critical Thinking and Analysis</b><br/>Apply analytical and critical reasoning to interpret social structures, institutions, and issues.</p> <p><b>PO3: Research Competence</b><br/>Develop the ability to conduct sociological research using qualitative and quantitative methods.</p> <p><b>PO4: Understanding of Social Processes</b><br/>Analyze social change, stratification, culture, and social dynamics in diverse contexts.</p> <p><b>PO5: Communication Skills</b><br/>Present sociological ideas effectively through academic writing, reports, and presentations.</p> |

|  |   |
|--|---|
|  | <p><b>PO6: Ethical and Social Responsibility</b><br/>         Apply ethical principles and demonstrate sensitivity towards social diversity and inclusion.</p>  |
| <p><b>Programme Specific Outcome</b></p> | <p><b>PSO1: Sociological Theory Application</b><br/>         Apply classical and contemporary sociological theories to analyze social phenomena.</p> <p><b>PSO2: Research Methodology Application</b><br/>         Use qualitative and quantitative research methods for data collection and analysis.</p> <p><b>PSO3: Social Issue Analysis</b><br/>         Critically analyze issues such as inequality, gender, caste, globalization, and development.</p> <p><b>PSO4: Academic Writing and Documentation</b><br/>         Produce well-structured research papers, reports, and dissertations.</p> <p><b>PSO5: Policy and Development Analysis</b><br/>         Evaluate social policies and development programmes.</p> <p><b>PSO6: Use of Analytical Tools</b><br/>         Utilize statistical tools, surveys, and digital platforms for sociological research.</p> |

**Teaching and Examination Scheme for Master of Arts (Sociology) (2026-27)**  
**(Applicable for both Regular Mode & Distance Mode Education)**

**Year – I | Semester – I**

**Semester: AUTUMN/PAVAS**

| S.No | Course Code | Course Title                              | Hours/Week |   |   |   | Credits   | Weightage |     |            |
|------|-------------|---|------------|---|---|---|-----------|-----------|-----|------------|
|      |             |   | L          | T | P | S |           | ITE       | ETE | Total      |
| 1    | MSO9101T    | Sociological Theories and concepts – I    | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 2    | MSO9102T    | Sociology of Development - I              | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 3    | MSO9103T    | Sociology in India - I                    | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 4    | MSO9104T    | Research Methodology - I                  | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 5    | GEC9102T    | Decentralisation and Local Administration | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
|      |             | <b>Grand Total</b>                        |            |   |   |   | <b>20</b> |           |     | <b>500</b> |

**Year – I | Semester – II**

**Semester: SPRING/BASANT**

| S.No | Course Code | Course Title                            | Hours/Week |   |   |   | Credits   | Weightage |     |            |
|------|-------------|---|------------|---|---|---|-----------|-----------|-----|------------|
|      |             |   | L          | T | P | S |           | ITE       | ETE | Total      |
| 1    | MSO9201T    | Sociological Theories and concepts – II | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 2    | MSO9202T    | Sociology of Development – II           | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 3    | MSO9203T    | Sociology in India - II                 | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 4    | MSO9204T    | Research Ethics and Publication –II     | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 5    | GEC9201T    | Democracy and Development I             | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
|      |             | <b>Grand Total</b>                      |            |   |   |   | <b>20</b> |           |     | <b>500</b> |

**Teaching and Examination Scheme for Master of Arts (Sociology) (2026-27)**  
**(Applicable for both Regular Mode & Distance Mode Education)**

**Year – II | Semester – III**

**Semester: AUTUMN/PAVAS**

| S.No | Course Code | Course Title                   | Hours/Week |   |   |   | Credits   | Weightage |     |            |
|------|-------------|--------------------------------|------------|---|---|---|-----------|-----------|-----|------------|
|      |             |                                | L          | T | P | S |           | ITE       | ETE | Total      |
| 1    | MSO9301T    | Sociology of Education -I      | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 2    | MSO9302T    | Diaspora and Transnational – I | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 3    | MSO9303T    | Urban Sociology –I             | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 4    | MSO9304T    | Sociology of Religion- I       | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 5    | GEC9102T    | Democracy and Development-II   | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
|      |             | <b>Grand Total</b>             |            |   |   |   | <b>20</b> |           |     | <b>500</b> |

**Year – II | Semester – IV**

**Semester: SPRING/BASANT**

| S.No | Course Code  | Course Title                    | Hours/Week |   |   |   | Credits   | Weightage |     |            |
|------|--------------|---------------------------------|------------|---|---|---|-----------|-----------|-----|------------|
|      |              |                                 | L          | T | P | S |           | ITE       | ETE | Total      |
| 1    | MSO9401<br>T | Sociology of Education -II      | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 2    | MSO9402<br>T | Diaspora and Transnational – II | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 3    | MSO9403<br>T | Urban Sociology –II             | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 4    | MSO9404<br>T | Sociology of Religion- II       | 4          | 0 | 0 | 0 | 4         | 30        | 70  | 100        |
| 5    | MHT9405<br>P | Project                         | 4          | 0 | 0 | 0 | 4         | 70        | 30  | 100        |
|      |              | <b>Grand Total</b>              |            |   |   |   | <b>20</b> |           |     | <b>500</b> |

# **SYLLABUS**

## **(SEMESTER-I)**

**Program Name: Master of Arts (Sociology)**

|   |                         |
|---|-------------------------|
| Course Name: Sociological Theories and concepts – I | Course Code: MSO9101T   |
| Semester: 1   | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0               | Credits: 4              |
| Type of course: Lecture+ Assignments                | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks            | ESE: 70 Marks           |

**Course Objectives**

The course aims to:

1. Develop a comprehensive understanding of the foundations of sociological theory.
2. Familiarize learners with classical sociological thinkers and their contributions.
3. Introduce core sociological concepts and analytical categories.
4. Build theoretical reasoning and critical thinking skills.
5. Enable students to apply classical sociological theories to contemporary social issues.

**Course Content**

|   |
|---|
| <b>BLOCK I: Foundations of Sociological Theory</b>  |
| <b>Unit 1: Emergence of Sociology</b>   |
| <ul style="list-style-type: none"> <li>• Social and intellectual background of Sociology</li> </ul> |
| <ul style="list-style-type: none"> <li>• Impact of Industrial and French Revolutions</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Positivism and scientific method</li> </ul>                |
| <b>Unit 2: Nature and Scope of Sociological Theory</b>  |
| <ul style="list-style-type: none"> <li>• Meaning and characteristics of theory</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Relationship between theory and research</li> </ul>        |

- Levels of theorization

### **Unit 3: Classical Sociological Traditions**

- Structural tradition
- Conflict tradition
- Interpretative tradition

## **BLOCK II: Auguste Comte and Herbert Spencer**

### **Unit 4: Auguste Comte**

- Law of Three Stages
- Hierarchy of sciences
- Positivism

### **Unit 5: Herbert Spencer**

- Social Darwinism
- Organic analogy
- Evolutionary theory

### **Unit 6: Positivism and Evolutionism**

- Comparative analysis of Comte and Spencer
- Critiques of positivist sociology

## **BLOCK III: Karl Marx and Conflict Theory**

### **Unit 7: Karl Marx – Historical Materialism**

- Materialist conception of history
- Modes of production
- Class struggle

**Unit 8: Marxian Concepts**

- Alienation
- Surplus value
- Ideology

**Unit 9: Development of Conflict Theory**

- Marx and Engels
- Neo-Marxist perspectives
- Relevance of Marx in contemporary society

**BLOCK IV: Emile Durkheim and Social Facts**
**Unit 10: Émile Durkheim – Methodology**

- Social facts
- Rules of sociological method
- Collective conscience

**Unit 11: Division of Labour and Solidarity**

- Mechanical solidarity
- Organic solidarity
- Anomie

**Unit 12: Study of Suicide**

- Types of suicide
- Sociological explanation of suicide
- Criticism of Durkheim

**BLOCK V: Max Weber and Interpretative Sociology**

|   |
|---|
| <b>Unit 13: Max Weber – Methodology</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Verstehen</li> </ul> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Ideal types</li> </ul> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Value neutrality</li> </ul> |
|--|

|   |
|---|
| <b>Unit 14: Theory of Social Action</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Types of social action</li> </ul> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Authority and domination</li> </ul> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Bureaucracy</li> </ul> |
|---|

|   |
|---|
| <b>Unit 15: Religion and Capitalism</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Protestant Ethic thesis</li> </ul> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Rationalization</li> </ul> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Modernity and disenchantment</li> </ul> |
|--|

### Course Outcomes

After successful completion of the course, learners will be able to:

1. Explain the historical background of sociological theory.
2. Critically analyze the works of classical sociologists.
3. Compare major theoretical perspectives in sociology.
4. Apply classical sociological concepts to contemporary social phenomena.
5. Develop theoretical arguments in academic writing.
6. Demonstrate conceptual clarity in sociological terminology.

### References:

1. The Sociological Tradition – Robert Nisbet
2. Classical Sociological Theory – George Ritzer
3. Sociological Theory – Anthony Giddens

4. The Rules of Sociological Method – Émile Durkheim
5. The Protestant Ethic and the Spirit of Capitalism – Max Weber
6. Capital Volume I – Karl Marx
7. Turner, J.H. – The Structure of Sociological Theory
8. Coser, Lewis A. – Masters of Sociological Thought

**Program Name: Master of Arts (Sociology)**

|   |                         |
|---|-------------------------|
| Course Name: Sociology of Development - I | Course Code: MSO9102T   |
| Semester: 1                               | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0     | Credits: 4              |
| Type of course: Lecture+ Assignments      | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks  | ESE: 70 Marks           |

**Course Objectives**

The course aims to:

1. Introduce students to the sociological understanding of development.
2. Examine classical and contemporary development theories.
3. Analyze development in relation to modernization, dependency, and globalization.
4. Understand the socio-economic and political dimensions of development.
5. Critically evaluate development policies in developing societies.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Conceptual Foundations of Development</b>  |
| <b>Unit 1: Meaning and Evolution of Development</b>  |
| <ul style="list-style-type: none"> <li>• Concept of development</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Growth vs. development</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Human development and social development</li> </ul> |
| <b>Unit 2: Indicators of Development</b>   |
| <ul style="list-style-type: none"> <li>• Economic indicators (GDP, GNP)</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Human Development Index (HDI)</li> </ul>            |

|  |
|--|
| <ul style="list-style-type: none"> <li>• Gender Development Index (GDI)</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• Sustainable development indicators</li> </ul>                     |
| <b>Unit 3: Development and Underdevelopment</b>  |
| <ul style="list-style-type: none"> <li>• Colonialism and underdevelopment</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Structural inequalities</li> </ul>                                |
| <ul style="list-style-type: none"> <li>• Core-periphery framework</li> </ul>                               |
| <b>BLOCK II: Classical and Modernization Theories</b>  |
| <b>Unit 4: Modernization Theory</b>  |
| <ul style="list-style-type: none"> <li>• Linear stages of development</li> </ul>                           |
| <ul style="list-style-type: none"> <li>• Walt W. Rostow – Stages of Economic Growth</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Critique of modernization</li> </ul>                              |
| <b>Unit 5: Functionalist Perspective</b>   |
| <ul style="list-style-type: none"> <li>• Talcott Parsons and pattern variables</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Social system and development</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• Value change and institutional differentiation</li> </ul>         |
| <b>Unit 6: Structural Differentiation and Social Change</b>  |
| <ul style="list-style-type: none"> <li>• Traditional vs. modern societies</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Role of education and urbanization</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Limitations of modernization theory</li> </ul>                    |
| <b>BLOCK III: Dependency and World-System Theories</b>   |
| <b>Unit 7: Dependency Theory</b>   |
| <ul style="list-style-type: none"> <li>• Andre Gunder Frank and development of underdevelopment</li> </ul> |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Centre-periphery relations</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• Critique of capitalism</li> </ul>                              |
| <b>Unit 8: World-System Theory</b>  |
| <ul style="list-style-type: none"> <li>• Immanuel Wallerstein</li> </ul>                                |
| <ul style="list-style-type: none"> <li>• Core, semi-periphery, periphery</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Global division of labour</li> </ul>                           |
| <b>Unit 9: Neo-Marxist Perspectives</b>   |
| <ul style="list-style-type: none"> <li>• Unequal exchange</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>• Role of multinational corporations</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Criticisms of dependency approaches</li> </ul>                 |
| <b>BLOCK IV: Alternative Approaches to Development</b>  |
| <b>Unit 10: Sustainable Development</b>   |
| <ul style="list-style-type: none"> <li>• Concept and principles</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• United Nations Sustainable Development Goals (SDGs)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Environmental concerns</li> </ul>                              |
| <b>Unit 11: Human Development Approach</b>  |
| <ul style="list-style-type: none"> <li>• Amartya Sen – Capability approach</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• United Nations Development Programme (UNDP) reports</li> </ul> |
| <ul style="list-style-type: none"> <li>• Social justice and equity</li> </ul>                           |
| <b>Unit 12: Participatory and Grassroots Development</b>  |
| <ul style="list-style-type: none"> <li>• Role of NGOs</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Community participation</li> </ul>                             |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Decentralization and local governance</li> </ul> |
| <b>BLOCK V: Development in the Indian Context</b>   |
| <b>Unit 13: Planning and Development in India</b>   |
| <ul style="list-style-type: none"> <li>• Five Year Plans</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Mixed economy model</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Liberalization (1991 reforms)</li> </ul>         |
| <b>Unit 14: Rural and Urban Development</b>   |
| <ul style="list-style-type: none"> <li>• Agrarian transformation</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Urbanization and migration</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Poverty and unemployment</li> </ul>              |
| <b>Unit 15: Social Dimensions of Development</b>  |
| <ul style="list-style-type: none"> <li>• Gender and development</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Caste and development</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Tribal development and displacement</li> </ul>   |

### **Course Outcomes:**

After completion of this course, learners will be able to:

1. Explain major sociological theories of development.
2. Compare modernization and dependency perspectives.
3. Critically analyze development indicators and policies.
4. Evaluate development strategies in India and other developing nations.
5. Apply sociological perspectives to contemporary development issues.
6. Demonstrate analytical skills in development studies.

## References:

1. The Stages of Economic Growth – Walt W. Rostow
2. The Development of Underdevelopment – Andre Gunder Frank
3. The Modern World-System – Immanuel Wallerstein
4. Development as Freedom – Amartya Sen
5. Encountering Development – Arturo Escobar
6. Sociology of Development – Norman Long
7. UNDP – Human Development Reports

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociology in India - I      | Course Code: MSO9103T   |
| Semester: 1                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives**

The course aims to:

1. Introduce the emergence and development of Sociology in India.
2. Familiarize students with major Indian sociologists and their contributions.
3. Examine key themes in Indian sociology such as caste, village, tribe, and family.
4. Develop critical understanding of the Indian social structure.
5. Enable students to apply sociological perspectives to Indian society.

**Course Content:**

|   |
|---|
| <b>BLOCK I: Emergence and Development of Sociology in India</b>                       |
| <b>Unit 1: Growth of Sociology in India</b>   |
| <ul style="list-style-type: none"> <li>• Colonial background</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Institutionalization of Sociology</li> </ul> |
| <ul style="list-style-type: none"> <li>• Early sociological research</li> </ul>       |
| <b>Unit 2: Indological and Textual Approach</b>                                       |
| <ul style="list-style-type: none"> <li>• Sanskritic sources</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Civilization perspective</li> </ul>          |

- Tradition and continuity

### **Unit 3: Structural–Functional Approach in India**

- Village studies
- Empirical fieldwork tradition
- Social structure analysis

## **BLOCK II: Founding Figures of Indian Sociology**

### **Unit 4: G. S. Ghurye**

- Indological perspective
- Caste and race
- Tribes in India

### **Unit 5: M. N. Srinivas**

- Sanskritization
- Westernization
- Dominant caste

### **Unit 6: D. P. Mukerji**

- Marxist orientation
- Tradition and modernity
- Personality and culture

## **BLOCK III: Major Themes in Indian Sociology**

### **Unit 7: Caste System**

- Features of caste
- Changes in caste system

|   |
|---|
| <ul style="list-style-type: none"> <li>• Caste and politics</li> </ul>                      |
| <b>Unit 8: Village Studies in India</b>   |
| <ul style="list-style-type: none"> <li>• S. C. Dube – Indian village</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Agrarian social structure</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Rural transformation</li> </ul>                    |
| <b>Unit 9: Tribe and Ethnicity</b>  |
| <ul style="list-style-type: none"> <li>• Tribal communities</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Integration and assimilation</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Tribal movements</li> </ul>                        |
| <b>BLOCK IV: Family, Kinship and Religion</b>   |
| <b>Unit 10: Family and Marriage</b>   |
| <ul style="list-style-type: none"> <li>• Joint and nuclear family</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Marriage patterns</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Changing family structure</li> </ul>               |
| <b>Unit 11: Kinship System</b>  |
| <ul style="list-style-type: none"> <li>• North and South Indian kinship patterns</li> </ul> |
| <ul style="list-style-type: none"> <li>• Lineage and descent</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Kinship terminology</li> </ul>                     |
| <b>Unit 12: Religion and Society</b>  |
| <ul style="list-style-type: none"> <li>• Religious pluralism</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Secularism in India</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Communalism</li> </ul>                             |

|   |
|---|
| <b>BLOCK V: Contemporary Issues in Indian Society</b> |
|---|

|  |
|--|
| <b>Unit 13: Social Stratification and Inequality</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Caste, class, and gender</li> </ul> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Reservation policy</li> </ul> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Social mobility</li> </ul> |
|---|

|  |
|--|
| <b>Unit 14: Social Change in India</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Modernization</li> </ul> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Urbanization</li> </ul> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Globalization</li> </ul> |
|---|

|   |
|---|
| <b>Unit 15: Development and Social Policy</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Poverty and unemployment</li> </ul> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Education and health</li> </ul> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Welfare programs</li> </ul> |
|--|

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Trace the historical development of Sociology in India.
2. Explain major contributions of Indian sociologists.
3. Analyze key institutions such as caste, family, and religion.
4. Critically evaluate social change and development in India.
5. Apply sociological theories to contemporary Indian social issues.
6. Develop research-oriented understanding of Indian society.

**References:**

1. Caste and Race in India – G. S. Ghurye
2. Social Change in Modern India – M. N. Srinivas

3. Indian Sociology – D. P. Mukerji
4. Indian Village – S. C. Dube
5. The Remembered Village – M. N. Srinivas
6. Modernization of Indian Tradition – Yogendra Singh

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Research Methodology - I    | Course Code: MSO9104T   |
| Semester: 1                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives**

The course aims to:

1. Introduce students to the fundamentals of social science research.
2. Develop understanding of research design and methodological approaches.
3. Train learners in qualitative and quantitative research methods.
4. Build skills in data collection, analysis, and interpretation.
5. Promote ethical awareness in sociological research.

**Course Content:**

|   |
|---|
| <b>BLOCK I: Foundations of Social Research</b>  |
| <b>Unit 1: Meaning and Nature of Social Research</b>                                      |
| <ul style="list-style-type: none"> <li>• Concept and objectives of research</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Scientific method</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Characteristics of social research</li> </ul>    |
| <b>Unit 2: Types of Research</b>  |
| <ul style="list-style-type: none"> <li>• Basic and applied research</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Quantitative and qualitative research</li> </ul> |

- Exploratory, descriptive, and explanatory research

### **Unit 3: Theory and Research**

- Relationship between theory and research
- Hypothesis formulation
- Variables and operationalization

## **BLOCK II: Research Design and Sampling**

### **Unit 4: Research Design**

- Meaning and importance
- Experimental and non-experimental designs
- Case study method

### **Unit 5: Sampling Techniques**

- Census and sample
- Probability sampling (random, stratified, systematic)
- Non-probability sampling (purposive, quota, snowball)

### **Unit 6: Research Proposal Writing**

- Components of research proposal
- Review of literature
- Framing research questions

## **BLOCK III: Methods of Data Collection**

### **Unit 7: Observation Method**

- Participant and non-participant observation
- Structured and unstructured observation

|  |
|--|
| <ul style="list-style-type: none"> <li>• Advantages and limitations</li> </ul>                                     |
| <b>Unit 8: Interview Method</b>  |
| <ul style="list-style-type: none"> <li>• Structured, semi-structured, and unstructured interviews</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Interview schedule</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Ethical concerns in interviews</li> </ul>                                 |
| <b>Unit 9: Questionnaire and Survey Method</b>   |
| <ul style="list-style-type: none"> <li>• Questionnaire design</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Scaling techniques (Likert scale, semantic differential scale)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Pilot study</li> </ul>  |
| <b>BLOCK IV: Qualitative and Quantitative Methods</b>  |
| <b>Unit 10: Quantitative Research Methods</b>  |
| <ul style="list-style-type: none"> <li>• Survey research</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Statistical reasoning</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Reliability and validity</li> </ul>                                       |
| <b>Unit 11: Qualitative Research Methods</b>   |
| <ul style="list-style-type: none"> <li>• Ethnography</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Content analysis</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Focus group discussion</li> </ul>   |
| <b>Unit 12: Mixed Methods Research</b>   |
| <ul style="list-style-type: none"> <li>• Triangulation</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Integrating qualitative and quantitative data</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Strengths and limitations</li> </ul>                                      |

|   |
|---|
| <b>BLOCK V: Data Processing and Research Ethics</b> |
|---|

|                                 |
|---------------------------------|
| <b>Unit 13: Data Processing</b> |
|---------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Editing, coding, classification</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Tabulation</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• Introduction to basic statistical tools</li> </ul> |

|   |
|---|
| <b>Unit 14: Interpretation and Report Writing</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Data interpretation</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Structure of research report</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Citation and referencing styles</li> </ul> |

|   |
|---|
| <b>Unit 15: Ethics in Social Research</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Informed consent</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Confidentiality and anonymity</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Plagiarism and academic integrity</li> </ul> |

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Understand the basic principles of social research.
2. Design a research proposal independently.
3. Apply appropriate sampling techniques.
4. Use qualitative and quantitative data collection tools.
5. Analyze and interpret research data.
6. Demonstrate ethical responsibility in conducting research.

**References:**

1. Research Methodology: Methods and Techniques – C.R. Kothari
2. The Practice of Social Research – Earl Babbie

3. Social Research Methods – Alan Bryman
4. Research Methodology in Social Sciences – Ram Ahuja
5. Designing Social Inquiry – King, Keohane & Verba

**Program: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Decentralization and Local Administration | Course Code: GEC9102T   |
| Semester: 1  | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0                  | Credits: 4              |
| Type of course: Lecture+ Assignments                   | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks               | ESE: 70 Marks           |

**Course Objectives**

By the end of this course, the students will be able to:

- Understand the concept, forms, and significance of decentralization in governance.
- Examine the structure, functions, and role of local governments.
- Analyze policies and legislation related to decentralization in India and other countries.
- Critically evaluate administrative and fiscal decentralization for effective governance.
- Develop understanding of contemporary challenges and reforms in local administration.

**Course Content:**

|  |
|--|
| <b>Block I: Introduction to Decentralisation</b>   |
| <b>Unit 1: Concept and Importance of Decentralisation</b>  |
| <ul style="list-style-type: none"> <li>• Definition, meaning, and objectives</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Significance for democracy, development, and governance</li> </ul>                    |
| <ul style="list-style-type: none"> <li>• Theories and models of decentralisation: political, administrative, fiscal</li> </ul> |
| <ul style="list-style-type: none"> <li>• Global perspectives on decentralisation</li> </ul>                                    |

## **Unit 2: Types and Forms of Decentralisation**

- Political decentralisation
- Administrative decentralisation (deconcentration, delegation, devolution)
- Fiscal decentralisation: revenue, expenditure, and fiscal autonomy
- Comparison of decentralisation models in developed and developing countries

## **Unit 3: Historical Evolution of Decentralisation**

- Decentralisation in pre-colonial India: village republics and Panchayats
- Colonial administration and local self-government
- Post-independence developments and reforms
- 73rd and 74th Constitutional Amendments in India

## **Block II: Local Government Structures in India**

### **Unit 1: Panchayati Raj System**

- Three-tier structure: Gram Panchayat, Panchayat Samiti, Zila Parishad
- Functions and powers of each tier
- Composition, elections, and leadership roles
- Challenges in Panchayati Raj implementation

### **Unit 2: Urban Local Bodies**

- Municipal corporations, municipal councils, and nagar panchayats
- Functions, powers, and responsibilities
- Role of mayor, commissioner, and municipal councils
- Comparative study of urban governance in India and selected countries

|  |
|--|
| <b>Unit 3: Administrative Machinery for Local Governance</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Role of state governments in supervision and control</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Bureaucracy and local administration</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• Coordination between central, state, and local levels</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Administrative reforms and capacity building in local bodies</li> </ul> |

|   |
|---|
| <b>Block III: Political and Legal Framework</b> |
|---|

|  |
|--|
| <b>Unit 1: Constitutional Provisions</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• 73rd and 74th Constitutional Amendments: objectives and significance</li> </ul> |
| <ul style="list-style-type: none"> <li>• Schedule XI and XII: functional powers of local bodies</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Reservations for women, SC/ST, and backward classes</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Panchayat Extension to Scheduled Areas (PESA) Act, 1996</li> </ul>              |

|  |
|--|
| <b>Unit 2: State Legislations and Policies</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• State Panchayati Raj Acts and Municipal Laws</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Guidelines for financial management and accountability</li> </ul> |
| <ul style="list-style-type: none"> <li>• Role of State Finance Commissions</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Policy initiatives to strengthen local governance</li> </ul>      |

|   |
|---|
| <b>Unit 3: Electoral Processes and Political Representation</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Election procedures for local bodies</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Role of political parties and independent candidates</li> </ul> |
| <ul style="list-style-type: none"> <li>• Participation of women and marginalized groups</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Electoral reforms and innovations</li> </ul>                    |

|   |
|---|
| <b>Block IV: Fiscal and Administrative Decentralisation</b> |
|---|

|  |
|--|
| <b>Unit 1: Fiscal Decentralisation</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Revenue sources of local bodies: taxes, grants, loans</li> </ul>                            |
| <ul style="list-style-type: none"> <li>• Expenditure responsibilities: social services, infrastructure, health, education</li> </ul> |
| <ul style="list-style-type: none"> <li>• Role of Finance Commissions and Planning Commissions</li> </ul>                             |
| <ul style="list-style-type: none"> <li>• Budgeting, accounting, and audit in local governance</li> </ul>                             |

|  |
|--|
| <b>Unit 2: Administrative Decentralisation</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Delegation and devolution of administrative powers</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Role of local bureaucrats and elected representatives</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Coordination with state and central agencies</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Accountability, transparency, and performance evaluation</li> </ul> |

|   |
|---|
| <b>Unit 3: Public Participation and Community Development</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Participatory planning and decision-making</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Role of NGOs, civil society, and citizen committees</li> </ul> |
| <ul style="list-style-type: none"> <li>• Social audits and citizen feedback mechanisms</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Best practices in participatory governance</li> </ul>          |

|   |
|---|
| <b>Block V: Contemporary Issues and Reforms</b> |
|---|

|   |
|---|
| <b>Unit 1: Challenges in Local Governance</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Corruption, inefficiency, and lack of capacity</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Political interference and administrative bottlenecks</li> </ul> |
| <ul style="list-style-type: none"> <li>• Urban-rural disparities and regional imbalances</li> </ul>       |

|  |
|--|
| <ul style="list-style-type: none"> <li>• Role of technology in addressing challenges</li> </ul>                                  |
| <b>Unit 2: Innovations and Reforms</b>   |
| <ul style="list-style-type: none"> <li>• E-governance and digital administration</li> </ul>                                      |
| <ul style="list-style-type: none"> <li>• Innovative financing and public-private partnerships</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• Capacity building and training programs for local officials</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Case studies of successful local governance models</li> </ul>                           |
| <b>Unit 3: Global Perspectives</b>   |
| <ul style="list-style-type: none"> <li>• Comparative study of decentralisation in USA, UK, and Scandinavian countries</li> </ul> |
| <ul style="list-style-type: none"> <li>• Lessons for India from international experiences</li> </ul>                             |
| <ul style="list-style-type: none"> <li>• Decentralisation and sustainable development</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• Future prospects of local governance in India</li> </ul>                                |

### Course Outcomes

After completing this course, students will be able to:

- CO1. Demonstrate knowledge of decentralization concepts, principles, and theories.
- CO2. Compare and contrast different models of local governance and administration.
- CO3. Analyze constitutional and legal frameworks governing local bodies.
- CO4. Evaluate fiscal, political, and administrative decentralization for policy implementation.
- CO5. Understand contemporary issues, innovations, and reforms in local administration.

### References

- Maheshwari, S. R. (2020). *Local Government in India*. Macmillan India.
- Sharma, R. K. (2015). *Decentralisation and Local Governance in India*. Deep & Deep Publications.

- Singh, M. P., & Saxena, R. (2013). *Indian Politics: Local Governance and Decentralisation*. PHI Learning.
- Johari, J. C. (2016). *Indian Government and Politics*. Sterling Publishers.
- Mathew, G. (1994). *Status of Panchayati Raj in the States and Union Territories of India*. Concept Publishing.
- Rondinelli, D. A., McCullough, J. S., & Johnson, R. W. (1989). *Analysing Decentralization Policies in Developing Countries*. Sage.
- Manor, J. (1999). *The Political Economy of Democratic Decentralisation*. World Bank.
- Singh, B. P. (2018). *Urban Local Governance in India: Challenges and Reforms*. Routledge.

# **SYLLABUS**

## **(SEMESTER II)**

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociological Theories and concepts – II | Course Code: MSO9201T   |
| Semester: 2  | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0                | Credits: 4              |
| Type of course: Lecture+ Assignments                 | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks             | ESE: 70 Marks           |

**Course Objectives**

The course aims to:

1. Introduce students to post-classical and contemporary sociological theories.
2. Develop understanding of structural, interpretative, and critical traditions.
3. Examine contributions of major 20th-century sociologists.
4. Analyze micro and macro theoretical perspectives.
5. Apply contemporary sociological theories to present-day social issues.

**Course Content:**

|   |
|---|
| <b>BLOCK I: Structural and Functional Theories</b>                                |
| <b>Unit 1: Structural Functionalism</b>   |
| <ul style="list-style-type: none"> <li>• Basic assumptions</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Social system and equilibrium</li> </ul> |
| <ul style="list-style-type: none"> <li>• Critiques of functionalism</li> </ul>    |
| <b>Unit 2: Talcott Parsons</b>  |
| <ul style="list-style-type: none"> <li>• AGIL Model</li> </ul>                    |
| <ul style="list-style-type: none"> <li>• Pattern variables</li> </ul>             |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Theory of social action</li> </ul>               |
| <b>Unit 3: Robert K. Merton</b>   |
| <ul style="list-style-type: none"> <li>• Manifest and latent functions</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Middle-range theory</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Strain theory</li> </ul>                         |
| <b>BLOCK II: Symbolic Interactionism and Phenomenology</b>                                |
| <b>Unit 4: Symbolic Interactionism</b>  |
| <ul style="list-style-type: none"> <li>• George Herbert Mead</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Self and society</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• “I” and “Me”</li> </ul>                          |
| <b>Unit 5: Herbert Blumer</b>   |
| <ul style="list-style-type: none"> <li>• Principles of symbolic interactionism</li> </ul> |
| <ul style="list-style-type: none"> <li>• Meaning and interpretation</li> </ul>            |
| <b>Unit 6: Phenomenology and Ethnomethodology</b>   |
| <ul style="list-style-type: none"> <li>• Alfred Schutz</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• Harold Garfinkel</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Social construction of reality</li> </ul>        |
| <b>BLOCK III: Critical Theory and Neo-Marxism</b>   |
| <b>Unit 7: Frankfurt School</b>   |
| <ul style="list-style-type: none"> <li>• Frankfurt School</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Critical theory tradition</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Culture industry</li> </ul>                      |

**Unit 8: Jürgen Habermas**

- Communicative action
- Public sphere
- Legitimation crisis

**Unit 9: Neo-Marxist Perspectives**

- Antonio Gramsci – Hegemony
- Louis Althusser – Ideological state apparatus

**BLOCK IV: Structuralism and Post-Structuralism**
**Unit 10: Structuralism**

- Claude Lévi-Strauss
- Structural analysis of culture
- Binary oppositions

**Unit 11: Post-Structuralism**

- Michel Foucault
- Power/knowledge
- Discourse and discipline

**Unit 12: Postmodernism**

- Jean-François Lyotard
- Jean Baudrillard
- Simulacra and hyperreality

**BLOCK V: Contemporary Sociological Theories**
**Unit 13: Structuration Theory**

|  |
|--|
| <ul style="list-style-type: none"> <li>• Anthony Giddens</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Agency and structure</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Modernity</li> </ul>                              |
| <b>Unit 14: Theory of Practice</b>   |
| <ul style="list-style-type: none"> <li>• Pierre Bourdieu</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Habitus</li> </ul>                                |
| <ul style="list-style-type: none"> <li>• Cultural capital</li> </ul>                       |
| <b>Unit 15: Feminist and Subaltern Theories</b>  |
| <ul style="list-style-type: none"> <li>• Liberal, Marxist, and Radical feminism</li> </ul> |
| <ul style="list-style-type: none"> <li>• Standpoint theory</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Subaltern perspectives</li> </ul>                 |

### Course Outcomes:

After completion of this course, learners will be able to:

1. Explain major contemporary sociological theories.
2. Compare structural, interpretative, and critical approaches.
3. Critically analyze modern and postmodern social thought.
4. Apply advanced sociological concepts to real-life social problems.
5. Develop theoretical arguments for academic research.
6. Demonstrate advanced conceptual clarity in sociological discourse.

### References:

1. Sociological Theory – George Ritzer
2. Contemporary Sociological Theory – Craig Calhoun
3. The Constitution of Society – Anthony Giddens
4. Distinction: A Social Critique of the Judgement of Taste – Pierre Bourdieu

5. The Theory of Communicative Action – Jürgen Habermas
6. Discipline and Punish – Michel Foucault
7. Turner, Jonathan H. – The Structure of Sociological

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociology of Development – II | Course Code: MSO9202T   |
| Semester: 2                                | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0      | Credits: 4              |
| Type of course: Lecture+ Assignments       | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks   | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Examine contemporary debates and alternative paradigms in development.
2. Analyze globalization and its impact on developing societies.
3. Study state, market, and civil society in development processes.
4. Evaluate sectoral development policies in India and other developing nations.
5. Develop critical understanding of inclusive and sustainable development strategies.

**Course Content:**

|   |
|---|
| <b>BLOCK I: Globalization and Development</b>   |
| <b>Unit 1: Globalization and Social Change</b>  |
| <ul style="list-style-type: none"> <li>• Concept and dimensions of globalization</li> </ul> |
| <ul style="list-style-type: none"> <li>• Liberalization and privatization</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Global inequality</li> </ul>                       |
| <b>Unit 2: Global Institutions and Development</b>  |
| <ul style="list-style-type: none"> <li>• World Bank</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• International Monetary Fund</li> </ul>             |

|  |
|--|
| <ul style="list-style-type: none"> <li>• World Trade Organization</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Structural Adjustment Programmes</li> </ul>   |
| <b>Unit 3: Globalization and Developing Countries</b>                                  |
| <ul style="list-style-type: none"> <li>• Impact on agriculture and industry</li> </ul> |
| <ul style="list-style-type: none"> <li>• Migration and labour markets</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Cultural globalization</li> </ul>             |
| <b>BLOCK II: State, Market and Civil Society</b>                                       |
| <b>Unit 4: Role of the State in Development</b>  |
| <ul style="list-style-type: none"> <li>• Developmental state</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Welfare state</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Good governance</li> </ul>                    |
| <b>Unit 5: Market-led Development</b>  |
| <ul style="list-style-type: none"> <li>• Neoliberalism</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Public-private partnerships</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Corporate social responsibility</li> </ul>    |
| <b>Unit 6: Civil Society and NGOs</b>  |
| <ul style="list-style-type: none"> <li>• Grassroots movements</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Role of NGOs in development</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Social accountability</li> </ul>              |
| <b>BLOCK III: Sectoral Dimensions of Development</b>                                   |
| <b>Unit 7: Agricultural and Rural Development</b>                                      |
| <ul style="list-style-type: none"> <li>• Green Revolution</li> </ul>                   |

- Land reforms

- Rural poverty and livelihood

### **Unit 8: Industrialization and Urban Development**

- Informal sector

- Smart cities

- Urban poverty and slums

### **Unit 9: Education and Health Development**

- Human capital theory

- Public health systems

- Digital divide

## **BLOCK IV: Social Inclusion and Sustainable Development**

### **Unit 10: Gender and Development**

- Women empowerment

- Gender budgeting

- Feminist critiques of development

### **Unit 11: Environment and Sustainable Development**

- Climate change

- Environmental justice

- United Nations Sustainable Development Goals (SDGs)

### **Unit 12: Tribal and Marginalized Communities**

- Displacement and rehabilitation

- Inclusive development

|  |
|--|
| <ul style="list-style-type: none"> <li>• Social exclusion</li> </ul>                       |
| <b>BLOCK V: Contemporary Development Debates</b>   |
| <b>Unit 13: Human Development and Capability Approach</b>                                  |
| <ul style="list-style-type: none"> <li>• Amartya Sen – Capability approach</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Multidimensional poverty index</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Social justice</li> </ul>                         |
| <b>Unit 14: Post-Development Perspectives</b>  |
| <ul style="list-style-type: none"> <li>• Arturo Escobar</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• Critique of Western development models</li> </ul> |
| <ul style="list-style-type: none"> <li>• Alternative development</li> </ul>                |
| <b>Unit 15: Future of Development</b>  |
| <ul style="list-style-type: none"> <li>• Digital economy</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Sustainable growth models</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Global cooperation and challenges</li> </ul>      |

### Course Outcomes:

After completion of this course, learners will be able to:

1. Analyze the impact of globalization on development processes.
2. Evaluate the roles of state, market, and civil society.
3. Critically assess sectoral development policies.
4. Understand inclusive and sustainable development strategies.
5. Apply development theories to contemporary global issues.
6. Develop research-based perspectives on development debates.

### References:

1. Globalization and Its Discontents – Joseph E. Stiglitz
2. Development as Freedom – Amartya Sen
3. Encountering Development – Arturo Escobar
4. The Sociology of Development – Norman Long
5. The Development Dictionary – Wolfgang Sachs

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociology in India - II     | Course Code: MSO9203T   |
| Semester: 2                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Develop advanced understanding of contemporary Indian society.
2. Examine social movements, identity politics, and state–society relations in India.
3. Analyze issues of inequality, exclusion, and social justice.
4. Study processes of globalization and development in the Indian context.
5. Enable critical evaluation of current socio-political transformations in India.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Social Stratification and Identity in India</b>                        |
| <b>Unit 1: Caste, Class and Power</b>  |
| <ul style="list-style-type: none"> <li>• Changing dynamics of caste</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Class formation in India</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Elite and power structure</li> </ul>      |
| <b>Unit 2: Dalit and Backward Class Movements</b>                                  |
| <ul style="list-style-type: none"> <li>• Ambedkarite movement</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Reservation and social justice</li> </ul> |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Identity politics</li> </ul>               |
| <b>Unit 3: Gender and Patriarchy</b>  |
| <ul style="list-style-type: none"> <li>• Women's movement in India</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Gender inequality</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Intersectionality</li> </ul>               |
| <b>BLOCK II: Social Movements in India</b>  |
| <b>Unit 4: Peasant and Agrarian Movements</b>                                       |
| <ul style="list-style-type: none"> <li>• Farmers' movements</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Land rights struggles</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Agrarian crisis</li> </ul>                 |
| <b>Unit 5: Tribal and Environmental Movements</b>                                   |
| <ul style="list-style-type: none"> <li>• Forest rights movement</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Displacement and rehabilitation</li> </ul> |
| <ul style="list-style-type: none"> <li>• Ecological resistance</li> </ul>           |
| <b>Unit 6: New Social Movements</b>   |
| <ul style="list-style-type: none"> <li>• Civil rights movements</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Anti-corruption movements</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Digital activism</li> </ul>                |
| <b>BLOCK III: State, Politics and Civil Society</b>                                 |
| <b>Unit 7: State and Development</b>  |
| <ul style="list-style-type: none"> <li>• Welfare state in India</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Public policy and governance</li> </ul>    |

- Decentralization and Panchayati Raj

### **Unit 8: Civil Society and NGOs**

- Role of voluntary organizations
- Social accountability
- Rights-based approach

### **Unit 9: Democracy and Identity Politics**

- Secularism and communalism
- Regionalism
- Electoral politics

## **BLOCK IV: Globalization and Social Change**

### **Unit 10: Liberalization and Economic Reforms**

- 1991 economic reforms
- Privatization and market economy
- Impact on employment

### **Unit 11: Urbanization and Migration**

- Growth of metropolitan cities
- Informal sector
- Rural–urban migration

### **Unit 12: Media, Technology and Society**

- Digital India
- Social media and public discourse
- Information inequality

|  |
|--|
| <b>BLOCK V: Contemporary Debates in Indian Sociology</b> |
|--|

|  |
|--|
| <b>Unit 13: Indian Sociological Perspectives</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Andre Béteille – Inequality and social change</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Yogendra Singh – Modernization of Indian tradition</li> </ul> |

|  |
|--|
| <b>Unit 14: Nation, Identity and Pluralism</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• T. K. Oommen</li> </ul>         |
| <ul style="list-style-type: none"> <li>• National integration</li> </ul> |
| <ul style="list-style-type: none"> <li>• Multiculturalism</li> </ul>     |

|                                 |
|---------------------------------|
| <b>Unit 15: Emerging Issues</b> |
|---------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Globalization and culture</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Social media and youth</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Future directions of Indian sociology</li> </ul> |

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Analyze contemporary social issues in India.
2. Understand social movements and identity politics.
3. Evaluate the role of state and civil society.
4. Critically examine globalization and technological change in India.
5. Apply sociological theories to present-day Indian realities.
6. Develop research-oriented perspectives on Indian society.

**References:**

1. Society and Politics in India – Andre Béteille
2. Modernization of Indian Tradition – Yogendra Singh
3. Nation, Civil Society and Social Movements – T. K. Oommen

4. India After Gandhi – Ramachandra Guha
5. The Oxford India Companion to Sociology and Social Anthropology – Edited Volume
6. Béteille, André – Caste, Class and Power
7. Government of India – Reports on Social Justice and Development

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Research Ethics and Publication –II | Course Code: MSO9204T   |
| Semester: 2                                      | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0            | Credits: 4              |
| Type of course: Lecture+ Assignments             | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks         | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Develop advanced understanding of research ethics in social sciences.
2. Familiarize students with publication processes and academic integrity standards.
3. Train learners in ethical data management and responsible authorship.
4. Introduce indexing systems, citation metrics, and journal evaluation.
5. Enable students to prepare research articles and dissertations ethically.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Foundations of Research Ethics</b>   |
| <b>Unit 1: Principles of Research Ethics</b>   |
| <ul style="list-style-type: none"> <li>• Ethical theories (Deontology, Utilitarianism, Virtue ethics)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Respect for persons, beneficence, justice</li> </ul>                    |
| <ul style="list-style-type: none"> <li>• Research misconduct</li> </ul>  |
| <b>Unit 2: Institutional Ethical Frameworks</b>  |
| <ul style="list-style-type: none"> <li>• Role of Institutional Ethics Committees (IEC)</li> </ul>                |
| <ul style="list-style-type: none"> <li>• National and international ethical guidelines</li> </ul>                |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Plagiarism policies</li> </ul>                                 |
| <b>Unit 3: Academic Integrity</b>   |
| <ul style="list-style-type: none"> <li>• Plagiarism and self-plagiarism</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Fabrication and falsification</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Predatory publishing practices</li> </ul>                      |
| <b>BLOCK II: Ethical Issues in Social Research</b>  |
| <b>Unit 4: Informed Consent and Confidentiality</b>   |
| <ul style="list-style-type: none"> <li>• Consent procedures</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>• Privacy protection</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>• Data anonymization</li> </ul>                                  |
| <b>Unit 5: Vulnerable Populations</b>   |
| <ul style="list-style-type: none"> <li>• Research with children and marginalized communities</li> </ul> |
| <ul style="list-style-type: none"> <li>• Cultural sensitivity</li> </ul>                                |
| <ul style="list-style-type: none"> <li>• Power relations in fieldwork</li> </ul>                        |
| <b>Unit 6: Digital and Online Research Ethics</b>   |
| <ul style="list-style-type: none"> <li>• Social media research</li> </ul>                               |
| <ul style="list-style-type: none"> <li>• Big data ethics</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>• AI and data privacy concerns</li> </ul>                        |
| <b>BLOCK III: Publication Ethics and Authorship</b>   |
| <b>Unit 7: Authorship and Contribution</b>  |
| <ul style="list-style-type: none"> <li>• Criteria for authorship</li> </ul>                             |
| <ul style="list-style-type: none"> <li>• Order of authors</li> </ul>                                    |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Ghost and guest authorship</li> </ul>                        |
| <b>Unit 8: Peer Review Process</b>  |
| <ul style="list-style-type: none"> <li>• Blind review systems</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• Ethical responsibilities of reviewers</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Conflict of interest</li> </ul>                              |
| <b>Unit 9: Copyright and Intellectual Property Rights</b>   |
| <ul style="list-style-type: none"> <li>• Copyright laws</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>• Fair use and licensing</li> </ul>                            |
| <ul style="list-style-type: none"> <li>• Creative Commons</li> </ul>                                  |
| <b>BLOCK IV: Journal Selection and Research Impact</b>  |
| <b>Unit 10: Journal Indexing and Impact Metrics</b>   |
| <ul style="list-style-type: none"> <li>• Scopus</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Web of Science</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>• Impact factor and h-index</li> </ul>                         |
| <b>Unit 11: Avoiding Predatory Journals</b>   |
| <ul style="list-style-type: none"> <li>• Identifying fake journals</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• Committee on Publication Ethics (COPE) guidelines</li> </ul> |
| <ul style="list-style-type: none"> <li>• Quality indicators</li> </ul>                                |
| <b>Unit 12: Open Access Publishing</b>  |
| <ul style="list-style-type: none"> <li>• Gold and Green Open Access</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Institutional repositories</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Article Processing Charges (APC)</li> </ul>                  |

|  |
|--|
| <b>BLOCK V: Research Writing and Dissemination</b> |
|--|

|   |
|---|
| <b>Unit 13: Writing Research Articles</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Structure of research paper (IMRAD)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Abstract writing</li> </ul>                    |
| <ul style="list-style-type: none"> <li>• Keywords and referencing styles</li> </ul>     |

|  |
|--|
| <b>Unit 14: Thesis and Dissertation Submission</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Formatting guidelines</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Citation styles (APA, MLA, Chicago)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Anti-plagiarism software</li> </ul>            |

|   |
|---|
| <b>Unit 15: Research Communication and Outreach</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Conference presentations</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Research posters</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Academic networking platforms</li> </ul> |

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Apply ethical principles in social research.
2. Identify and avoid research misconduct.
3. Understand the academic publication process.
4. Select appropriate journals for publication.
5. Demonstrate ethical authorship and citation practices.
6. Prepare research articles and dissertations following ethical standards.

**References:**

1. Publication Manual of the American Psychological Association – American Psychological Association

2. On Being a Scientist – National Academies of Sciences
3. Research Ethics in the Social Sciences – Mark Israel & Iain Hay
4. How to Write and Publish a Scientific Paper – Robert A. Day & Barbara Gastel
5. University Grants Commission – Academic Integrity Regulations
6. Committee on Publication Ethics (COPE) – Ethical Guidelines

**Program: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Democracy and Development – I | Course Code: GEC9201T   |
| Semester: 2                                | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0      | Credits: 4              |
| Type of course: Lecture+ Assignments       | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks   | ESE: 70 Marks           |

**Course Objectives:**

1. To provide an in-depth understanding of the concepts of democracy and development in historical and contemporary contexts.
2. To analyze the evolution of democratic institutions and practices in India and globally.
3. To examine the interrelationship between political, economic, and social development.
4. To explore challenges to democracy and strategies for promoting inclusive development.
5. To develop research skills for studying democracy, governance, and development issues.

**Course Content:**

|  |
|--|
| <b>BLOCK – I: Conceptual Foundations of Democracy and Development</b>            |
| <b>Unit 1: Democracy – Concept and Evolution</b>                                 |
| Meaning, types, and characteristics of democracy.                                |
| Historical evolution of democracy: Ancient, Medieval, and Modern periods.        |
| Liberal, participatory, and deliberative models of democracy.                    |
| Democracy and human rights; rule of law, civil liberties, and constitutionalism. |
| <b>Unit 2: Development – Concept, Theories, and Indicators</b>                   |

Meaning and dimensions of development: economic, social, political, and cultural.

Classical and contemporary development theories: modernization, dependency, world-systems, and human development.

Measurement indicators: GDP, HDI, GDI, literacy, health, and income inequality.

Sustainable development and inclusive growth perspectives.

### **Unit 3: Democracy and Development – Interconnections**

Linkages between democracy and development.

Political participation, governance, and development outcomes.

Role of accountability, transparency, and public policy in development.

Case studies of democratic successes and challenges in development.

## **BLOCK – II: Historical Perspectives on Democracy**

### **Unit 1: Democracy in the West**

Evolution of democratic ideas in Greece and Rome.

Medieval and Renaissance developments: Magna Carta, English Civil War, Enlightenment thought.

French and American Revolutions and constitutionalism.

Expansion of suffrage, civil liberties, and representative institutions.

### **Unit 2: Democracy in the Colonial and Post-Colonial Contexts**

Democratic movements under colonial rule: India, Africa, and Southeast Asia.

Role of nationalist movements in establishing democratic governance.

Constitutional experiments and challenges in post-colonial states.

Case studies: India, Ghana, and Indonesia.

**Unit 3: Challenges to Democracy in the 20th Century**

Totalitarianism, fascism, and authoritarian regimes.

Military coups, weak institutions, and political instability.

Socio-economic inequalities and democratic deficits.

Lessons from global experiences for strengthening democracy.

**BLOCK – III: Development in Historical Perspective**

**Unit 1: Economic Development**

Agricultural, industrial, and service sector transformations.

Colonial economies and development constraints.

Industrialization, trade, and globalization in historical context.

Economic planning and policy frameworks in post-independence states.

**Unit 2: Social and Cultural Development**

Education, literacy, health, and social welfare initiatives.

Gender, caste, and ethnic dimensions in development.

Role of social movements in promoting equity and social justice.

Cultural development and preservation of heritage in modernization.

**Unit 3: Political Development**

Evolution of political institutions: legislature, judiciary, and executive.

Decentralization, local governance, and participation.

Role of political parties, civil society, and media in development.

Democracy and state capacity in policy implementation.

## **BLOCK – IV: Democracy, Governance, and Development in India**

### **Unit 1: Indian Constitutional Framework and Democracy**

Indian Constitution: Preamble, Fundamental Rights, and Directive Principles.

Structure of government: Parliament, President, Judiciary, and States.

Electoral system, political representation, and party politics.

Federalism, decentralization, and Panchayati Raj institutions.

### **Unit 2: Development Planning and Policy in India**

Five-Year Plans: objectives, strategies, and outcomes.

Sectoral development: agriculture, industry, infrastructure, and education.

Poverty alleviation programs and social welfare schemes.

Role of government, NGOs, and international agencies.

### **Unit 3: Governance and Accountability**

Good governance principles: transparency, accountability, and efficiency.

Right to Information, anti-corruption measures, and citizen participation.

Public policy evaluation and institutional reforms.

Challenges: bureaucratic inertia, political corruption, and social inequalities.

**BLOCK – V: Contemporary Issues and Research in Democracy and Development**

**Unit 1: Contemporary Challenges**

Populism, polarization, and democratic backsliding.

Globalization, economic liberalization, and inequality.

Environmental sustainability and development trade-offs.

Social movements, activism, and digital democracy.

**Unit 2: International Perspectives**

Comparative studies of democratic governance: USA, UK, Brazil, South Africa.

Role of international organizations: UN, IMF, World Bank in development.

Global human rights frameworks and development standards.

Case studies of democratic transitions and development outcomes.

**Unit 3: Research Methodologies and Policy Analysis**

Research methods in history, political science, and development studies.

Quantitative and qualitative methods: surveys, interviews, archival research.

Data analysis, policy evaluation, and report writing.

Preparation of research projects, dissertations, and presentation of findings.

**Course Outcomes:**

1. Students will be able to explain core concepts of democracy, development, and governance.
2. Students will critically analyze historical and contemporary experiences of democratic governance.
3. Students will evaluate the role of institutions, policies, and social movements in development.

4. Students will demonstrate the ability to conduct research on democracy, development, and related socio-political issues.
5. Students will produce analytical reports, papers, and presentations linking democracy and development in historical and contemporary perspectives.

### **References:**

1. Almond, G., & Powell, B. (2015). *Comparative Politics Today*. Pearson.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
3. Subramanian, N. (2012). *Democracy and Development in India*. Sage Publications.
4. Dahl, R. A. (1998). *On Democracy*. Yale University Press.
5. Putnam, R. (2001). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton University Press.
6. Bardhan, P. (2006). *Development and Democracy in India*. Oxford University Press.
7. Mohanty, M. (2013). *Democracy and Development in the Contemporary World*. Routledge.

# **SYLLABUS**

## **(SEMESTER III)**

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociology of Education -I   | Course Code: MSO9301T   |
| Semester: 3                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Introduce sociological perspectives on education.
2. Examine the relationship between education and society.
3. Analyze the role of education in socialization, stratification, and social change.
4. Study major theoretical approaches to education.
5. Develop critical understanding of educational inequalities.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Foundations of Sociology of Education</b>  |
| <b>Unit 1: Meaning and Scope</b>   |
| <ul style="list-style-type: none"> <li>• Concept of Sociology of Education</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Education as a social institution</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Relationship between education and society</li> </ul> |
| <b>Unit 2: Education and Socialization</b>   |
| <ul style="list-style-type: none"> <li>• Primary and secondary socialization</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Role of family, school, and peer groups</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Hidden curriculum</li> </ul>                          |

|                                      |
|--------------------------------------|
| <b>Unit 3: Education and Culture</b> |
|--------------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Cultural transmission</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Cultural reproduction</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Multicultural education</li> </ul> |

|   |
|---|
| <b>BLOCK II: Classical Theoretical Perspectives</b> |
|---|

|  |
|--|
| <b>Unit 4: Functionalist Perspective</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Émile Durkheim – Moral education</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Social solidarity and discipline</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Role of education in maintaining social order</li> </ul> |

|                                     |
|-------------------------------------|
| <b>Unit 5: Conflict Perspective</b> |
|-------------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Karl Marx – Education and class inequality</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Louis Althusser – Ideological State Apparatus</li> </ul> |
| <ul style="list-style-type: none"> <li>• Reproduction of social inequality</li> </ul>             |

|                                     |
|-------------------------------------|
| <b>Unit 6: Weberian Perspective</b> |
|-------------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Max Weber – Status groups and education</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Bureaucratization of educational institutions</li> </ul> |
| <ul style="list-style-type: none"> <li>• Credentialism</li> </ul>                                 |

|  |
|--|
| <b>BLOCK III: Contemporary Theories in Education</b> |
|--|

|  |
|--|
| <b>Unit 7: Cultural Capital Theory</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Pierre Bourdieu</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Habitus and symbolic violence</li> </ul> |
| <ul style="list-style-type: none"> <li>• Social reproduction</li> </ul>           |

**Unit 8: Symbolic Interactionism**

- Teacher–student interaction
- Labeling theory
- Self-fulfilling prophecy

**Unit 9: Feminist Perspectives**

- Gender bias in curriculum
- Access and participation
- Women’s education

**BLOCK IV: Education and Social Stratification**
**Unit 10: Education and Inequality**

- Caste, class, and gender
- Rural–urban divide
- Digital divide

**Unit 11: Education and Social Mobility**

- Meritocracy
- Reservation policies
- Education as a tool for empowerment

**Unit 12: Privatization and Globalization of Education**

- Market-oriented reforms
- Internationalization of higher education
- Knowledge economy

**BLOCK V: Education in the Indian Context**

|   |
|---|
| <b>Unit 13: Development of Education in India</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Colonial education system</li> </ul> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Post-independence reforms</li> </ul> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• National Education Policy</li> </ul> |
|---|

|  |
|--|
| <b>Unit 14: Issues in Indian Education</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Dropout rates</li> </ul> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Quality of education</li> </ul> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Inclusive education</li> </ul> |
|---|

|   |
|---|
| <b>Unit 15: Education and Social Change</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Education and modernization</li> </ul> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Role in nation-building</li> </ul> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Future challenges</li> </ul> |
|---|

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Explain sociological foundations of education.
2. Analyze classical and contemporary theories of education.
3. Examine the relationship between education and social inequality.
4. Critically evaluate educational policies and reforms.
5. Apply sociological concepts to educational issues in India.
6. Develop analytical skills for research in Sociology of Education.

**References:**

1. Education and Sociology – Émile Durkheim
2. Reproduction in Education, Society and Culture – Pierre Bourdieu & Jean-Claude Passeron

3. Schooling in Capitalist America – Samuel Bowles & Herbert Gintis
4. Sociology of Education – S.L. Sharma
5. Education and Social Change in India – N.K. Mukerji
6. Ministry of Education – Policy Reports

**Program Name: Master of Arts (Sociology)**

|   |                         |
|---|-------------------------|
| Course Name: Diaspora and Transnational – I | Course Code: MSO9302T   |
| Semester: 3                                 | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0       | Credits: 4              |
| Type of course: Lecture+ Assignments        | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks    | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Introduce students to the concepts of diaspora and transnationalism.
2. Examine historical and contemporary patterns of migration.
3. Analyze identity, culture, and belonging in diasporic communities.
4. Study transnational networks and global mobility.
5. Develop critical perspectives on globalization and migration.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Conceptual Foundations of Diaspora</b>   |
| <b>Unit 1: Meaning and Evolution of Diaspora</b>   |
| <ul style="list-style-type: none"> <li>• Origin of the term diaspora</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Classical and modern diasporas</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Typologies of diaspora</li> </ul>                       |
| <b>Unit 2: Theoretical Approaches</b>  |
| <ul style="list-style-type: none"> <li>• William Safran – Characteristics of diaspora</li> </ul> |
| <ul style="list-style-type: none"> <li>• Robin Cohen – Global diasporas</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Critiques of diaspora theory</li> </ul>                 |

**Unit 3: Transnationalism**

- Concept and features
- Transnational social spaces
- Nation-state and deterritorialization

**BLOCK II: Migration and Global Mobility**
**Unit 4: Theories of Migration**

- Push–pull theory
- World-system approach
- Network theory

**Unit 5: Colonialism and Diaspora**

- Indentured labour migration
- Slave trade and forced migration
- Postcolonial migration

**Unit 6: Contemporary Migration Trends**

- Skilled and unskilled migration
- Refugees and asylum seekers
- Brain drain and brain circulation

**BLOCK III: Identity, Culture and Community**
**Unit 7: Identity and Belonging**

- Hybridity
- Dual identity
- Citizenship and belonging

**Unit 8: Cultural Practices in Diaspora**

- Language preservation
- Religion and rituals
- Food and media

**Unit 9: Gender and Diaspora**

- Feminization of migration
- Gender roles and family dynamics
- Intersectionality

**BLOCK IV: Indian Diaspora**
**Unit 10: Historical Migration from India**

- Indentured labour to Caribbean and Africa
- Migration to Southeast Asia
- Gulf migration

**Unit 11: Contemporary Indian Diaspora**

- IT professionals and global mobility
- Remittances and development
- Overseas citizenship

**Unit 12: Diaspora and Homeland Relations**

- Political participation
- Cultural diplomacy
- Role in national development

**BLOCK V: Transnational Networks and Globalization**

|   |
|---|
| <b>Unit 13: Transnational Families</b>  |
| <ul style="list-style-type: none"> <li>• Split households</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Care chains</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Emotional remittances</li> </ul>     |
| <b>Unit 14: Media and Communication</b>                                       |
| <ul style="list-style-type: none"> <li>• Digital diaspora</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Social media networks</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Global cultural flows</li> </ul>     |
| <b>Unit 15: Policy and Governance</b>   |
| <ul style="list-style-type: none"> <li>• Migration policies</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Human rights issues</li> </ul>       |
| <ul style="list-style-type: none"> <li>• International conventions</li> </ul> |




















**Course Outcomes:**

After completion of this course, learners will be able to:

1. Explain key concepts of diaspora and transnationalism.
2. Analyze migration patterns and their sociological implications.
3. Understand identity formation in diasporic communities.
4. Examine the role of diaspora in development and globalization.
5. Critically evaluate migration policies and transnational networks.
6. Apply sociological theories to diaspora studies.

**References:**

1. Global Diasporas – Robin Cohen
2. Diaspora: A Very Short Introduction – Kevin Kenny
3. The Transnational Villagers – Peggy Levitt

4. Cartographies of Diaspora – Avtar Brah
5. The Indian Diaspora – Brij V. Lal
6. International Organization for Migration – World Migration Reports

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Urban Sociology –I          | Course Code: MSO9303T   |
| Semester: 3                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Introduce students to the sociological study of urban society.
2. Examine classical and contemporary theories of urbanization.
3. Analyze processes of urban growth, migration, and spatial organization.
4. Study urban social structure, institutions, and community life.
5. Develop critical understanding of urban problems and planning.

**Course Content:**

|   |
|---|
| <b>BLOCK I: Foundations of Urban Sociology</b>                                      |
| <b>Unit 1: Meaning and Scope of Urban Sociology</b>                                 |
| <ul style="list-style-type: none"> <li>• Concept of city and urbanism</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Rural–urban distinction</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Urban as a way of life</li> </ul>          |
| <b>Unit 2: Origin and Growth of Cities</b>  |
| <ul style="list-style-type: none"> <li>• Ancient and medieval cities</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Industrial city</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Post-industrial and global city</li> </ul> |

|                             |
|-----------------------------|
| <b>Unit 3: Urbanization</b> |
|-----------------------------|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Definition and measurement</li> </ul> |
| <ul style="list-style-type: none"> <li>• Causes and consequences</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Urban transition</li> </ul>           |

|  |
|--|
| <b>BLOCK II: Classical Theories of Urban Society</b> |
|--|

|                             |
|-----------------------------|
| <b>Unit 4: Georg Simmel</b> |
|-----------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• The Metropolis and Mental Life</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Individualism and urban culture</li> </ul> |

|                          |
|--------------------------|
| <b>Unit 5: Max Weber</b> |
|--------------------------|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• City as a market and political community</li> </ul> |
| <ul style="list-style-type: none"> <li>• Authority and urban governance</li> </ul>           |

|                               |
|-------------------------------|
| <b>Unit 6: Chicago School</b> |
|-------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Robert E. Park</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Ernest W. Burgess</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Concentric zone model</li> </ul> |
| <ul style="list-style-type: none"> <li>• Human ecology</li> </ul>         |

|  |
|--|
| <b>BLOCK III: Urban Social Structure</b> |
|--|

|                                |
|--------------------------------|
| <b>Unit 7: Urban Community</b> |
|--------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Neighborhood and locality</li> </ul> |
| <ul style="list-style-type: none"> <li>• Urban social networks</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Social disorganization</li> </ul>    |

|                                     |
|-------------------------------------|
| <b>Unit 8: Urban Stratification</b> |
|-------------------------------------|

|  |
|--|
| <ul style="list-style-type: none"> <li>• Class and inequality</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Slums and informal settlements</li> </ul> |
| <ul style="list-style-type: none"> <li>• Marginalization</li> </ul>                |
| <b>Unit 9: Migration and Urban Life</b>  |
| <ul style="list-style-type: none"> <li>• Rural–urban migration</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Informal sector</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Urban labor markets</li> </ul>            |
| <b>BLOCK IV: Urban Institutions and Culture</b>                                    |
| <b>Unit 10: Family and Kinship in Urban Areas</b>                                  |
| <ul style="list-style-type: none"> <li>• Nuclear family</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Changing gender roles</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Work–family balance</li> </ul>            |
| <b>Unit 11: Urban Governance</b>   |
| <ul style="list-style-type: none"> <li>• Municipal administration</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Urban planning</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Smart city initiatives</li> </ul>         |
| <b>Unit 12: Urban Culture</b>  |
| <ul style="list-style-type: none"> <li>• Lifestyle and consumption</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Media and popular culture</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Multiculturalism</li> </ul>               |
| <b>BLOCK V: Urban Problems and Planning</b>  |
| <b>Unit 13: Urban Poverty and Housing</b>  |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Slums and homelessness</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Housing policies</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Social exclusion</li> </ul>            |
| <b>Unit 14: Urban Environment</b>   |
| <ul style="list-style-type: none"> <li>• Pollution</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Sustainable cities</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Climate resilience</li> </ul>          |
| <b>Unit 15: Urban Development Policies</b>                                      |
| <ul style="list-style-type: none"> <li>• Urban renewal</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Public transport</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Inclusive urban development</li> </ul> |

### Course Outcomes:

After completion of this course, learners will be able to:

1. Explain classical and modern theories of urban sociology.
2. Analyze processes of urbanization and migration.
3. Understand urban social structure and institutions.
4. Critically evaluate urban problems and governance.
5. Apply sociological perspectives to urban development issues.
6. Develop research skills in urban studies.

### References:

1. The City – R.E. Park, E.W. Burgess & R.D. McKenzie
2. The Urban Revolution – Henri Lefebvre
3. Urbanism as a Way of Life – Louis Wirth
4. The Metropolis and Mental Life – Georg Simmel

5. The Global City – Saskia Sassen
6. Ministry of Housing and Urban Affairs – Urban Policy Reports

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociology of Religion- I    | Course Code: MSO9304T   |
| Semester: 3                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Introduce sociological perspectives on religion and religious institutions.
2. Examine classical and contemporary theories of religion.
3. Analyze the relationship between religion, society, and social change.
4. Study religious practices, beliefs, and organizations in comparative perspective.
5. Develop critical understanding of secularization and modernity.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Foundations of Sociology of Religion</b>   |
| <b>Unit 1: Meaning and Scope</b>   |
| <ul style="list-style-type: none"> <li>• Concept of religion</li> </ul>                                      |
| <ul style="list-style-type: none"> <li>• Religion vs. spirituality</li> </ul>                                |
| <ul style="list-style-type: none"> <li>• Sociology of religion as a discipline</li> </ul>                    |
| <b>Unit 2: Theories of Religion</b>  |
| <ul style="list-style-type: none"> <li>• Functionalist, conflict, and interpretative perspectives</li> </ul> |
| <ul style="list-style-type: none"> <li>• Religion as belief system and institution</li> </ul>                |
| <b>Unit 3: Religion and Society</b>  |

- Religion and social integration

- Religion and social control

- Religion and social change

## **BLOCK II: Classical Sociological Perspectives**

### **Unit 4: Émile Durkheim**

- Sacred and profane

- Totemism

- Collective conscience

### **Unit 5: Karl Marx**

- Religion as ideology

- Religion and class domination

- Critique of religion

### **Unit 6: Max Weber**

- Religion and economic life

- Protestant ethic thesis

- Authority and religious leadership

## **BLOCK III: Religious Organization and Practices**

### **Unit 7: Types of Religious Organization**

- Church, sect, denomination, cult

- Institutionalization of religion

### **Unit 8: Rituals and Symbols**

- Functions of rituals

- Religious symbols and meanings

- Pilgrimage and festivals

### **Unit 9: Religion and Identity**

- Religion and ethnicity

- Religion and nationalism

- Minority religions

## **BLOCK IV: Religion and Modernity**

### **Unit 10: Secularization Theory**

- Concept of secularization

- Decline vs. transformation of religion

- Post-secular debates

### **Unit 11: Fundamentalism and Revivalism**

- Religious movements

- Extremism and identity politics

- Global religious resurgence

### **Unit 12: Religion and Globalization**

- Transnational religious networks

- Media and religion

- Religious pluralism

## **BLOCK V: Religion in the Indian Context**

### **Unit 13: Religious Diversity in India**

- Major religious traditions

|   |
|---|
| <ul style="list-style-type: none"> <li>• Interfaith relations</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Syncretism</li> </ul>            |
| <b>Unit 14: Religion and Social Structure</b>                             |
| <ul style="list-style-type: none"> <li>• Caste and religion</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Gender and religion</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Reform movements</li> </ul>      |
| <b>Unit 15: Contemporary Issues</b>                                       |
| <ul style="list-style-type: none"> <li>• Communalism</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Religion and politics</li> </ul> |
| <ul style="list-style-type: none"> <li>• Secularism in India</li> </ul>   |

### Course Outcomes:

After completion of this course, learners will be able to:

1. Explain classical and modern sociological theories of religion.
2. Analyze religion as a social institution.
3. Understand the role of religion in social integration and conflict.
4. Examine secularization and globalization debates.
5. Apply sociological perspectives to religious issues in India.
6. Develop analytical skills for research in Sociology of Religion.

### References:

1. The Elementary Forms of Religious Life – Émile Durkheim
2. The Protestant Ethic and the Spirit of Capitalism – Max Weber
3. Religion and Society – Bryan Wilson
4. Sociology of Religion – Malory Nye
5. Religion in Modern India – T.N. Madan

**Program Name: Master of Arts (Sociology)**

|   |                         |
|---|-------------------------|
| Course Name: Democracy and Development – II | Course Code: GEC9102T   |
| Semester: 3                                 | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0       | Credits: 4              |
| Type of course: Lecture+ Assignments        | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks    | ESE: 70 Marks           |

**Course Objectives:**

1. To examine the evolution of democracy and development in India and comparative global contexts.
2. To explore the relationship between democratic institutions, governance, and socio-economic development.
3. To analyze challenges to democratic consolidation, political participation, and social equity.
4. To develop students' critical understanding of policy frameworks, development indicators, and social change.
5. To enable students to conduct research on political, social, and economic dimensions of democracy and development.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Theoretical Foundations of Democracy and Development</b>   |
| <b>Unit 1: Concepts and Definitions</b>  |
| Detailed understanding of democracy: liberal, participatory, deliberative, and representative forms.                             |
| Concept of development: GDP growth, Human Development Index (HDI), multidimensional poverty index, and gender development index. |

Interrelationship between democracy and development: modernization theory, neo-institutionalism, Amartya Sen’s capability approach.

Case examples: Correlation between democratic governance and social development indicators in India, Scandinavian countries, and East Asia.

**Unit 2: Historical Evolution of Democratic Thought**

Classical liberalism: Locke, Montesquieu, and Rousseau’s contribution to constitutionalism.

Republicanism and civic humanism: citizen participation, civic virtue, and public good.

Postcolonial perspectives: challenges of democracy in newly independent states; Indian constitutional design as a synthesis of global and indigenous ideas.

Key examples: Indian Constituent Assembly debates and role of social reformers in democratization.

**Unit 3: Development Theories and Approaches**

Economic growth vs. human development paradigms: Rostow, Sen, and Sustainable Development Goals (SDGs).

Social justice frameworks: Rawls’ theory of justice, inclusive growth, and equity-focused policies.

Role of democracy in promoting equitable development: citizen participation, accountability mechanisms, decentralization.

Comparative examples: Brazil’s Bolsa Família, Kerala model of development, and Nordic welfare states.

**BLOCK II: Democracy in Practice: India and Comparative Perspectives**

**Unit 1: Indian Democratic Institutions**

Constitution of India: Preamble, Fundamental Rights, Duties, Directive Principles of State Policy (DPSPs).

Parliament, Judiciary, Executive: structure, separation of powers, judicial review, and checks and balances.

Electoral systems: first-past-the-post, proportional representation in local bodies, state legislatures.

Panchayati Raj and urban local governance: 73rd and 74th Constitutional Amendments; citizen participation at grassroots.

### **Unit 2: Comparative Democracies**

Case studies: United States, United Kingdom, Germany, Japan, and South Africa.

Differences in electoral systems, bicameral legislatures, judicial powers, and federal arrangements.

Lessons for India: challenges of coalition politics, federal flexibility, and minority representation.

### **Unit 3: Civil Society and Political Participation**

Role of NGOs, trade unions, advocacy groups, and social movements in shaping policy.

Citizen engagement: voting behavior, civic education, digital platforms for participation.

Challenges in marginalized communities' participation: gender, caste, religious minorities, and persons with disabilities.

## **BLOCK III: Development and Socio-Economic Change**

### **Unit 1: Economic Development and Policy**

Planning and development in India: evolution from Five-Year Plans to NITI Aayog strategies.

Agriculture: Green Revolution, modern farming techniques, food security programs.

Industry and services: MSMEs, IT sector, Make in India initiative.

Poverty alleviation: MNREGA, PM-Kisan, and microfinance for rural development.

## **Unit 2: Social Development**

Education: Right to Education Act, literacy programs, and digital education initiatives.

Health: National Health Mission, vaccination drives, and public health policies.

Gender and minority development: Beti Bachao Beti Padhao, minority scholarships, and affirmative action policies.

Social inclusion: policies for SC/ST, persons with disabilities, and other marginalized groups.

## **Unit 3: Political Economy of Development**

Governance and corruption: anti-corruption measures, RTI, and citizen charters.

Policy-making and regulatory frameworks: fiscal policy, social welfare schemes, and economic reforms.

Role of international organizations: UNDP, World Bank, IMF, and OECD in policy guidance.

Case examples: Economic reforms of 1991, GST implementation, and labor law reforms.

## **BLOCK IV: Challenges to Democracy and Development**

### **Unit 1: Political Challenges**

Electoral malpractice, populism, and political instability.

Federalism, coalition politics, and regional party dynamics.

Civil liberties and freedom of expression: role of judiciary, press, and civil society in protecting democratic norms.

### **Unit 2: Social Challenges**

Inequality: caste, class, and gender dimensions.

Communalism, identity politics, and social unrest: impact on policy and governance.

Urbanization and migration: pressure on infrastructure, social services, and employment opportunities.

### **Unit 3: Economic Challenges**

Poverty, unemployment, and underdevelopment: structural constraints and policy responses.

Resource allocation: energy, water, and land disputes; sustainable development challenges.

Globalization: impact on domestic industries, informal sector, and economic inequality.

## **BLOCK V: Research, Policy, and Contemporary Perspectives**

### **Unit 1: Research Methods in Democracy and Development**

Qualitative research: interviews, focus groups, and ethnographic studies.

Quantitative research: surveys, statistical analysis, econometric tools, and GIS mapping.

Ethics in research: confidentiality, informed consent, and responsible reporting.

### **Unit 2: Policy Analysis and Evaluation**

Evaluating programs: performance metrics, indicators, and impact assessment.

Role of think tanks and research institutions in policy formulation.

Comparative policy studies: learning from global best practices and contextual adaptation.

### Unit 3: Contemporary Issues and Case Studies

Women's empowerment: policies, participation, and leadership roles.

Child rights: education, health, and protection schemes.

Digital governance: e-governance, transparency, and citizen engagement platforms.

Case studies: Right to Education, MGNREGA, Swachh Bharat, Ayushman Bharat, and National Rural Health Mission.

### Course Outcomes

1. After completing this course, students will be able to:
2. Demonstrate understanding of democratic institutions, governance structures, and development processes.
3. Critically analyze the interconnections between political participation, social policy, and economic growth.
4. Evaluate challenges to democracy, including inequality, corruption, and social exclusion.
5. Apply theoretical and empirical tools to assess development outcomes in India and comparative contexts.
6. Produce research-based analyses and policy-oriented recommendations grounded in historical and contemporary evidence.

### References:

1. Dahl, R. A. (1989). *Democracy and Its Critics*. Yale University Press.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
3. Narain, I. (2015). *Democracy and Development in India: Institutions, Policies, and Challenges*. Routledge India.

4. Kohli, A. (2006). *Politics of Economic Growth in India 1980–2005*. Oxford University Press.
5. Barber, B. R. (1998). *Strong Democracy: Participatory Politics for a New Age*. University of California Press.
6. Jahan, R. (2000). *The Elusive Agenda: Democracy and Development in South Asia*. Brookings Institution Press.
7. Pal, M. (2014). *Governance and Development in India: Contemporary Issues*. Sage Publications.

# **SYLLABUS**

## **(SEMESTER IV)**

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociology of Education -II  | Course Code: MSO9401T   |
| Semester: 4                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Develop advanced understanding of contemporary issues in education.
2. Examine policy, governance, and reforms in education systems.
3. Analyze education in relation to globalization and knowledge economy.
4. Study inclusive, digital, and alternative education models.
5. Enable critical evaluation of educational development in India and globally.

**Course Content:**

|   |
|---|
| <b>BLOCK I: Education, Policy and Governance</b>                                  |
| <b>Unit 1: Educational Policies in India</b>                                      |
| <ul style="list-style-type: none"> <li>• Constitutional provisions</li> </ul>     |
| <ul style="list-style-type: none"> <li>• National Education Policies</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Right to Education Act</li> </ul>        |
| <b>Unit 2: Governance and Administration</b>                                      |
| <ul style="list-style-type: none"> <li>• Central and state roles</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Regulatory bodies</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Decentralization in education</li> </ul> |

|   |
|---|
| <b>Unit 3: Globalization and Education Policy</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Internationalization of higher education</li> </ul>    |
| <ul style="list-style-type: none"> <li>• UNESCO initiatives</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• Education and Sustainable Development Goals</li> </ul> |

|  |
|--|
| <b>BLOCK II: Education and Development</b> |
|--|

|   |
|---|
| <b>Unit 4: Education and Economic Development</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Human capital theory</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Skill development and employability</li> </ul> |
| <ul style="list-style-type: none"> <li>• Knowledge economy</li> </ul>                   |

|  |
|--|
| <b>Unit 5: Education and Social Change</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Modernization</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Democratization of education</li> </ul> |
| <ul style="list-style-type: none"> <li>• Social mobility</li> </ul>              |

|  |
|--|
| <b>Unit 6: Privatization and Marketization</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Growth of private institutions</li> </ul> |
| <ul style="list-style-type: none"> <li>• Public–private partnerships</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Commercialization of education</li> </ul> |

|   |
|---|
| <b>BLOCK III: Inequality, Exclusion and Inclusion</b> |
|---|

|  |
|--|
| <b>Unit 7: Education and Marginalized Groups</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Caste and tribal education</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Minority education</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Reservation and affirmative action</li> </ul> |

|                                     |
|-------------------------------------|
| <b>Unit 8: Gender and Education</b> |
|-------------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Access and participation</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Gender-sensitive curriculum</li> </ul> |
| <ul style="list-style-type: none"> <li>• Feminist critiques</li> </ul>          |

|                                    |
|------------------------------------|
| <b>Unit 9: Inclusive Education</b> |
|------------------------------------|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Disability and special education</li> </ul> |
| <ul style="list-style-type: none"> <li>• Inclusive pedagogy</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Policy frameworks</li> </ul>                |

|  |
|--|
| <b>BLOCK IV: Higher Education and Research</b> |
|--|

|   |
|---|
| <b>Unit 10: Structure of Higher Education</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Universities and colleges</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Autonomy and accreditation</li> </ul> |
| <ul style="list-style-type: none"> <li>• Ranking systems</li> </ul>            |

|  |
|--|
| <b>Unit 11: Quality and Accountability</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Quality assurance mechanisms</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• National Assessment and Accreditation Council (NAAC)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Academic performance indicators</li> </ul>                      |

|   |
|---|
| <b>Unit 12: Research and Innovation</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Research funding</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Academic publishing</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Ethics in educational research</li> </ul> |

|  |
|--|
| <b>BLOCK V: Technology and Alternative Education</b> |
|--|

|                                   |
|-----------------------------------|
| <b>Unit 13: Digital Education</b> |
|-----------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Online learning platforms</li> </ul> |
| <ul style="list-style-type: none"> <li>• MOOCs</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Digital divide</li> </ul>            |

|  |
|--|
| <b>Unit 14: Alternative and Informal Education</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Open schooling</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Vocational education</li> </ul> |
| <ul style="list-style-type: none"> <li>• Lifelong learning</li> </ul>    |

|   |
|---|
| <b>Unit 15: Emerging Trends and Future Directions</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Artificial intelligence in education</li> </ul> |
| <ul style="list-style-type: none"> <li>• Global competencies</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Future challenges in education</li> </ul>       |

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Critically analyze educational policies and reforms.
2. Examine the relationship between education and development.
3. Understand issues of inequality and inclusion in education.
4. Evaluate higher education governance and quality mechanisms.
5. Apply sociological perspectives to digital and alternative education.
6. Develop research-oriented perspectives in Sociology of Education.

**References:**

1. Education and Development – J.B.G. Tilak
2. Globalization and Education – Carlos Alberto Torres
3. The Sociology of Education – Jean Anyon

4. Pedagogy of the Oppressed – Paulo Freire
5. Ministry of Education – Policy Documents

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Diaspora and Transnational – II | Course Code: MSO9402T   |
| Semester: 4                                  | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0        | Credits: 4              |
| Type of course: Lecture+ Assignments         | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks     | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Develop advanced understanding of diaspora politics and transnational networks.
2. Examine citizenship, identity, and belonging in global contexts.
3. Analyze economic, political, and cultural dimensions of transnationalism.
4. Study state policies and international governance of migration.
5. Enable critical engagement with contemporary debates in diaspora studies.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Diaspora, Citizenship and Identity</b>   |
| <b>Unit 1: Citizenship and Nation-State</b>  |
| <ul style="list-style-type: none"> <li>• Classical and modern theories of citizenship</li> </ul> |
| <ul style="list-style-type: none"> <li>• Dual citizenship and overseas citizenship</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Statelessness</li> </ul>                                |
| <b>Unit 2: Identity Politics in Diaspora</b>   |
| <ul style="list-style-type: none"> <li>• Ethnicity and nationalism</li> </ul>                    |
| <ul style="list-style-type: none"> <li>• Hybridity and multiculturalism</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Second-generation migrants</li> </ul>                   |

|   |
|---|
| <b>Unit 3: Diaspora and Homeland Politics</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Political lobbying</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Voting rights abroad</li> </ul> |
| <ul style="list-style-type: none"> <li>• Diaspora diplomacy</li> </ul>   |

|   |
|---|
| <b>BLOCK II: Transnationalism and Global Networks</b> |
|---|

|  |
|--|
| <b>Unit 4: Transnational Social Fields</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Cross-border kinship</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Economic and social remittances</li> </ul> |
| <ul style="list-style-type: none"> <li>• Circular migration</li> </ul>              |

|  |
|--|
| <b>Unit 5: Economic Transnationalism</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Migrant entrepreneurship</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Global labour markets</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Remittances and development</li> </ul> |

|                                 |
|---------------------------------|
| <b>Unit 6: Digital Diaspora</b> |
|---------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Social media networks</li> </ul> |
| <ul style="list-style-type: none"> <li>• Virtual communities</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Online activism</li> </ul>       |

|  |
|--|
| <b>BLOCK III: Diaspora, Development and Governance</b> |
|--|

|  |
|--|
| <b>Unit 7: Diaspora and Development Policies</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Role of diaspora in homeland development</li> </ul> |
| <ul style="list-style-type: none"> <li>• Investment and philanthropy</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Knowledge transfer</li> </ul>                       |

|   |
|---|
| <b>Unit 8: International Organizations and Migration Governance</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• International Organization for Migration</li> </ul>      |
| <ul style="list-style-type: none"> <li>• United Nations High Commissioner for Refugees</li> </ul> |
| <ul style="list-style-type: none"> <li>• Global Compact for Migration</li> </ul>                  |

|   |
|---|
| <b>Unit 9: Human Rights and Migration</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Refugee rights</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Human trafficking</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Protection frameworks</li> </ul> |

|  |
|--|
| <b>BLOCK IV: Culture, Media and Representation</b> |
|--|

|   |
|---|
| <b>Unit 10: Diasporic Literature and Film</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Representation of identity</li> </ul> |
| <ul style="list-style-type: none"> <li>• Memory and nostalgia</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Postcolonial narratives</li> </ul>    |

|   |
|---|
| <b>Unit 11: Religion and Transnationalism</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Transnational religious networks</li> </ul> |
| <ul style="list-style-type: none"> <li>• Pilgrimage and diaspora</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Faith-based organizations</li> </ul>        |

|  |
|--|
| <b>Unit 12: Gender and Family in Transnational Context</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Care chains</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Feminization of migration</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Changing family structures</li> </ul> |

|  |
|--|
| <b>BLOCK V: Contemporary Debates and Future Trends</b> |
|--|

|   |
|---|
| <b>Unit 13: Global Inequality and Migration</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• South–North migration</li> </ul> |
| <ul style="list-style-type: none"> <li>• Border politics</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Migration crises</li> </ul>      |

|   |
|---|
| <b>Unit 14: Climate Change and Forced Migration</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Environmental refugees</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Climate-induced displacement</li> </ul> |
| <ul style="list-style-type: none"> <li>• Policy responses</li> </ul>             |

|  |
|--|
| <b>Unit 15: Future of Transnationalism</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Digital citizenship</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Global governance</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Emerging research directions</li> </ul> |

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Analyze citizenship and identity in diasporic contexts.
2. Examine transnational economic and social networks.
3. Evaluate global migration governance frameworks.
4. Understand cultural and media representations of diaspora.
5. Critically assess contemporary migration debates.
6. Develop advanced research perspectives in diaspora and transnational studies.

**References:**

1. Global Diasporas – Robin Cohen
2. The Transnational Villagers – Peggy Levitt
3. Cartographies of Diaspora – Avtar Brah

4. The Age of Migration – Stephen Castles, Hein de Haas & Mark J. Miller
5. Migration and Its Enemies – Kenan Malik
6. International Organization for Migration – World Migration Reports

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Urban Sociology –II         | Course Code: MSO9403T   |
| Semester: 4                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Develop advanced understanding of contemporary urban theories.
2. Examine globalization, neoliberalism, and urban restructuring.
3. Analyze governance, sustainability, and inclusive urban development.
4. Study emerging urban issues such as smart cities and digital urbanism.
5. Enable critical research-oriented perspectives on urban transformation.

**Course Content:**

|  |
|--|
| <b>BLOCK I: Contemporary Urban Theories</b>  |
| <b>Unit 1: Political Economy of the City</b>   |
| <ul style="list-style-type: none"> <li>• Henri Lefebvre – Production of space</li> </ul> |
| <ul style="list-style-type: none"> <li>• David Harvey – Urban capitalism</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Right to the city</li> </ul>                    |
| <b>Unit 2: Global City and World City</b>  |
| <ul style="list-style-type: none"> <li>• Saskia Sassen – Global city thesis</li> </ul>   |
| <ul style="list-style-type: none"> <li>• World city networks</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Transnational urbanism</li> </ul>               |

**Unit 3: Postmodern Urbanism**

- Fragmentation and diversity
- Edge cities
- Urban cultural economy

**BLOCK II: Urban Governance and Planning**
**Unit 4: Urban Governance Models**

- Decentralization
- Public–private partnerships
- Participatory governance

**Unit 5: Smart Cities and Digital Urbanism**

- Smart city mission
- Surveillance and data governance
- E-governance

**Unit 6: Urban Planning and Policy**

- Master plans
- Urban renewal
- Housing and slum rehabilitation

**BLOCK III: Urban Inequality and Social Justice**
**Unit 7: Informal Sector and Precarious Labour**

- Informal economy
- Gig economy
- Migrant workers

|  |
|--|
| <b>Unit 8: Urban Poverty and Exclusion</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Slums and homelessness</li> </ul> |
| <ul style="list-style-type: none"> <li>• Gentrification</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Social exclusion</li> </ul>       |

|  |
|--|
| <b>Unit 9: Gender and Urban Spaces</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Safety and mobility</li> </ul>         |
| <ul style="list-style-type: none"> <li>• Gendered division of labour</li> </ul> |
| <ul style="list-style-type: none"> <li>• Feminist urban perspectives</li> </ul> |

|   |
|---|
| <b>BLOCK IV: Urban Environment and Sustainability</b> |
|---|

|   |
|---|
| <b>Unit 10: Sustainable Urban Development</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Sustainable Development Goals</li> </ul> |
| <ul style="list-style-type: none"> <li>• United Nations initiatives</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Climate-resilient cities</li> </ul>      |

|                               |
|-------------------------------|
| <b>Unit 11: Urban Ecology</b> |
|-------------------------------|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Environmental justice</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Pollution and waste management</li> </ul> |
| <ul style="list-style-type: none"> <li>• Green infrastructure</li> </ul>           |

|  |
|--|
| <b>Unit 12: Urban Transport and Infrastructure</b> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Public transport systems</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Transit-oriented development</li> </ul> |
| <ul style="list-style-type: none"> <li>• Infrastructure inequality</li> </ul>    |

|  |
|--|
| <b>BLOCK V: Urbanization in the Indian Context</b> |
|--|

|   |
|---|
| <b>Unit 13: Urban Transformation in India</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Metropolitan expansion</li> </ul> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Tier-II and Tier-III cities</li> </ul> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Regional disparities</li> </ul> |
|--|

|   |
|---|
| <b>Unit 14: Governance Reforms in India</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Ministry of Housing and Urban Affairs</li> </ul> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Smart Cities Mission</li> </ul> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• AMRUT and urban schemes</li> </ul> |
|---|

|                                     |
|-------------------------------------|
| <b>Unit 15: Emerging Challenges</b> |
|-------------------------------------|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Migration and informal settlements</li> </ul> |
|--|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Digital divide</li> </ul> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Future of Indian cities</li> </ul> |
|---|

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Critically analyze contemporary urban theories.
2. Evaluate governance and planning models.
3. Understand urban inequality and social justice issues.
4. Examine sustainability and environmental challenges in cities.
5. Apply sociological perspectives to urbanization in India.
6. Develop advanced research skills in urban sociology.

**References:**

1. The Urban Revolution – Henri Lefebvre
2. Social Justice and the City – David Harvey
3. The Global City – Saskia Sassen

4. Planet of Slums – Mike Davis
5. Urban Sociology – Ronan Paddison
6. United Nations Human Settlements Programme – UN-Habitat Reports

**Program Name: Master of Arts (Sociology)**

|  |                         |
|--|-------------------------|
| Course Name: Sociology of Religion- II   | Course Code: MSO9404T   |
| Semester: 4                              | Core / Elective: Core   |
| Teaching Scheme in Hrs (L:T:P): 3:0:0    | Credits: 4              |
| Type of course: Lecture+ Assignments     | Total Contact Hours: 12 |
| Continuous Internal Evaluation: 30 Marks | ESE: 70 Marks           |

**Course Objectives:**

The course aims to:

1. Develop advanced understanding of contemporary debates in Sociology of Religion.
2. Examine religion in relation to politics, economy, and globalization.
3. Analyze new religious movements and transformations in religious life.
4. Study religion, identity, and conflict in modern societies.
5. Enable critical research perspectives on religion in India and globally.

**Course Content:**

|   |
|---|
| <b>BLOCK I: Contemporary Theoretical Perspectives</b>                                 |
| <b>Unit 1: Secularization Revisited</b>   |
| <ul style="list-style-type: none"> <li>• Classical secularization thesis</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Post-secular society</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Critiques of secularization</li> </ul>       |
| <b>Unit 2: Civil Religion and Public Religion</b>                                     |
| <ul style="list-style-type: none"> <li>• Robert N. Bellah – Civil religion</li> </ul> |
| <ul style="list-style-type: none"> <li>• Public sphere and religion</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Religion in democratic societies</li> </ul>  |

|   |
|---|
| <b>Unit 3: Rational Choice Theory of Religion</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Rodney Stark</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Religious market theory</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Competition among religious groups</li> </ul> |

|   |
|---|
| <b>BLOCK II: Religion, Politics and Power</b> |
|---|

|   |
|---|
| <b>Unit 4: Religion and Nationalism</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Religious nationalism</li> </ul> |
| <ul style="list-style-type: none"> <li>• Identity politics</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Majoritarianism</li> </ul>       |

|   |
|---|
| <b>Unit 5: Fundamentalism and Extremism</b> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Rise of fundamentalist movements</li> </ul> |
| <ul style="list-style-type: none"> <li>• Global religious conflicts</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Radicalization</li> </ul>                   |

|                                       |
|---------------------------------------|
| <b>Unit 6: Religion and the State</b> |
|---------------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Theocracy and secular state</li> </ul> |
| <ul style="list-style-type: none"> <li>• Church–state relations</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Legal frameworks</li> </ul>            |

|   |
|---|
| <b>BLOCK III: Religion, Economy and Society</b> |
|---|

|  |
|--|
| <b>Unit 7: Religion and Capitalism</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Max Weber revisited</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Prosperity gospel</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Religion and entrepreneurship</li> </ul> |

**Unit 8: Religion and Social Welfare**

- Faith-based organizations
- Religion and charity
- NGOs and humanitarian work

**Unit 9: Religion and Social Movements**

- Reform movements
- Liberation theology
- Dalit theology and feminist theology

**BLOCK IV: New Religious Movements and Globalization**
**Unit 10: New Religious Movements**

- Cults and sects
- Spiritual movements
- Alternative spirituality

**Unit 11: Religion and Media**

- Televangelism
- Digital religion
- Social media and faith

**Unit 12: Religion and Globalization**

- Transnational religious networks
- Pilgrimage tourism
- Religious pluralism

**BLOCK V: Religion in Contemporary India**

|  |
|--|
| <b>Unit 13: Religion and Social Change</b> |
|--|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Reform movements</li> </ul>    |
| <ul style="list-style-type: none"> <li>• Interfaith dialogue</li> </ul> |
| <ul style="list-style-type: none"> <li>• Religious diversity</li> </ul> |

|   |
|---|
| <b>Unit 14: Religion and Law in India</b> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Personal laws</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Uniform Civil Code debate</li> </ul> |
| <ul style="list-style-type: none"> <li>• Minority rights</li> </ul>           |

|                                 |
|---------------------------------|
| <b>Unit 15: Emerging Issues</b> |
|---------------------------------|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Communalism</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Religion and gender justice</li> </ul> |
| <ul style="list-style-type: none"> <li>• Future of religion in India</li> </ul> |

**Course Outcomes:**

After completion of this course, learners will be able to:

1. Critically evaluate contemporary theories of religion.
2. Analyze the relationship between religion and politics.
3. Examine religion's role in economy and social movements.
4. Understand new religious movements and digital religion.
5. Apply sociological perspectives to religion in India.
6. Develop advanced research skills in Sociology of Religion.

**References:**

1. Public Religions in the Modern World – José Casanova
2. A Theory of Religion – Rodney Stark & William Bainbridge
3. Religion in Modern India – T.N. Madan

4. The Desecularization of the World – Peter L. Berger
5. Religion and Globalization – Peter Beyer
6. Pew Research Center – Reports on Religion & Public Life

### 5.3 Faculty and Support Staff

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions exclusively for ODL mode.

**List of Faculty associated with MA (Sociology) program is as follows:-**

| S. No | Name of Faculty           | Designation         | Nature of Appointment | Qualification | Subject   |
|-------|---------------------------|---------------------|-----------------------|---------------|-----------|
| 1     | Dr. Mahendra Singh Parmar | Professor           | Full-Time             | PhD           | Sociology |
| 2     | Dr. Beanish Khan          | Assistant Professor | Full-Time             | PhD           | Sociology |

### 5.4 Delivery Mechanism

The Madhav University (MU) ODL Programmes follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MU 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 MU academic delivery system comprises:

➤ **Print Material**

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

➤ **Counselling Sessions**

There will be 12 counselling/ contact classes in face to face mode of one 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.

### 5.5 Support Systems

The Madhav University shall not have its Study Centres outside its campus. There shall be a Study Centre at the campus of the University for providing academic support to the ODL learners. The Study Centre at the campus shall be headed by a Coordinator, who shall not be below the rank of an Assistant Professor. The University shall augment the academic and non academic staff depending on the number of students enrolled following the UGC guidelines. The University has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates

for easy and smooth services to the students of distance mode. At present the University has only one study centre in the campus. The institution is not promoting any study centres outside the campus. All student support services will be provided to the student through a single window method/mode onsite.

## **6 Procedure for Admissions, Curriculum, Transaction and Evaluation**

### **6.1 Admission Process**

Students who are seeking admission in programs offered by CDOE-MU need to apply through <https://cdoemu.in> in the programme offered there. Admission to the **MA (Sociology)** programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, CDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

### **6.2 Maximum Duration**

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

### **6.3 Minimum Eligibility Criteria for Admission**

The minimum eligibility criteria for admission in ODL **MA (Sociology)** program is a pass in Bachelor's from any recognized University. The learner should also meet all the required documentation criteria as mentioned on the website for admission in the program. Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by CDOE-MU. Candidates are expected to read all instructions given in the Program prospectus before filling of application form.

#### 6.4 Programme Fee Academic Session beginning July 2026

| Name of the Program            | Degree | Duration | Year         | Program Fee/Year | Exam | Fee/Year Total (in Rs.) |
|--------------------------------|--------|----------|--------------|------------------|------|-------------------------|
| Master of Art's<br>(Sociology) | PG     | 2 Years  | 1            | 12,500           | 3000 | 15,500                  |
|                                |        |          | 2            | 12,500           | 3000 | 15,500                  |
|                                |        |          | <b>Total</b> |                  |      |                         |

#### 6.5 Academic Calendar

| Sr.No. | Event   | Batch   | Last Date                           |
|--------|---|---------|-------------------------------------|
| 1      | Admission   | January | March                               |
|        |   | July    | September                           |
| 2      | Assignment Submission   | January | By March 31st and May 31st          |
|        |   | July    | By September 30th and November 30th |
| 3      | Distribution of SLM   | January | 15 <sup>th</sup> February           |
|        |   | July    | 15 <sup>th</sup> September          |
| 4      | Project Report Submission<br>(Applicable during Final semester) | January | 30th April                          |
|        |   | July    | 30th October                        |
| 5      | Admit Card Generation   | January | May 20th                            |
|        |   | July    | November 20th                       |
| 6      | Term End Examination  | January | June 15onward                       |
|        |   | July    | December 15onward                   |
| 7      | Result Declaration of End Term Examination                      | January | By end of August                    |
|        |   | July    | By end of February                  |

#### 6.6 Credit System

MU, CDOE proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 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.

### **6.7 Assignments**

Distance Education 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:

**A. 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 CDOE/Study Centre to which the student is assigned or attached with.

**B. 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 <https://cdoemu.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 12 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 06 semesters, since the date of registration of the course is valid for 06 semesters. Beyond this period s/he may continue for another 06 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.

## **7. Laboratory Support and Library Resources**

The library of Madhav 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 Center for Distance Education of Madhav University has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. 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

## **8. Cost estimate of the programme and the provisions**

Initial expenses have been done by the University to 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 programmes' budget to be planned as per the guidelines of University Grants Commission

## 9. 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 and Online 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

- To maintain quality in the services provided to the learners.
- To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 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.
- To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- To facilitate the implementation of its recommendations through periodic reviews.
- 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.

- 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.
- To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 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;
- To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- To facilitate system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- To coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.
- To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 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.