MADHAV UNIVERSITY, SIROHI

CENTRE FOR DISTANCE AND ONLINE EDUCATION

PROGRAMME PROJECT REPORT

MASTER OF ARTS (SOCIOLOGY)

2026-27

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1. PROGRAMME MISSION AND OBJECTIVES

Madhav University (MU), Sirohi, Rajasthan, was established under Act No. 07 of 2014 of the Rajasthan State Legislature. The University is recognized by the University Grants Commission (UGC) and has been accredited with an 'A' Grade by the National Assessment and Accreditation Council (NAAC), reflecting its commitment to academic quality, institutional development and continuous improvement.

Madhav University has developed a multidisciplinary academic environment offering Certificate, Diploma, Undergraduate, Postgraduate and Doctoral programmes across diverse disciplines, including Commerce & Management, Arts & Sciences, Engineering& Technology, Pharmacy, Agriculture, Education, Law, Allied Health Sciences and other professional and emerging areas. The University also provides modern academic infrastructure, including laboratories, smart classrooms, innovation facilities and library resources to support teaching, learning, research and skill development.

The University emphasizes outcome-based education, experiential learning, project-based instruction, digital and blended learning, skill-integrated curricula, interdisciplinary learning, research and innovation. These institutional approaches provide a strong foundation for extending quality higher education through the Open and Distance Learning (ODL) mode.

The proposed M.A. Sociology programme through ODL is designed to provide advanced understanding of society, social institutions, social structures, culture, social stratification, social change, development, social movements and contemporary social issues.

1.1 Rationale for Introducing M.A. Sociology through ODL

Sociology provides systematic understanding of social relationships, institutions, communities, social structures and processes of social change. Rapid social, technological, economic and cultural transformations have created a continuing need for individuals possessing advanced understanding of social processes and contemporary social issues.

The ODL mode provides flexible postgraduate learning opportunities for graduates, teachers, social-sector professionals, government employees, working professionals, candidates preparing for competitive examinations and learners interested in research and social development.

1.2 Programme Mission

"To provide accessible, flexible and quality postgraduate education in Sociology through the Open and Distance Learning mode, enabling learners to develop advanced sociological knowledge, critical and analytical thinking, research aptitude and an informed understanding of social structures, institutions, cultures and processes of social change."

1.3 Programme Vision

"To develop critically aware, research-oriented and socially responsible Sociology graduates capable of understanding and analysing social processes and contributing effectively to education, research, social development, administration and society."

1.4 Programme Objectives

The programme aims to develop advanced understanding of sociological theories, concepts, institutions and research methodologies. It will enable learners to critically analyse social structures,

stratification, culture, family, education, religion, economy, politics, urbanization, rural society, social movements and social change.

The programme will develop research aptitude, analytical thinking, academic writing and interpretation skills while creating awareness of contemporary social challenges and social development issues.

2. RELEVANCE OF THE PROGRAMME WITH MADHAV UNIVERSITY'S MISSION AND GOALS

The M.A. Sociology programme is aligned with the University's objectives of holistic education, research, inclusive access and social responsibility. It will promote understanding of society and contemporary social challenges while developing analytical and research capabilities.

The programme will support learners from diverse backgrounds and provide flexible access to postgraduate Sociology education through ODL.

3. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

The programme will primarily cater to graduates interested in Sociology and related social sciences. It will also be relevant for teachers, working professionals, government and social-sector employees, candidates preparing for competitive examinations, social-development practitioners and learners interested in research.

The instructional framework will consider diverse learner backgrounds and provide accessible SLMs supported by examples, case studies, social data, analytical exercises, assignments and research-oriented activities.

4. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

Sociology is appropriate for ODL delivery because learning primarily involves conceptual understanding, critical analysis, interpretation of social processes and application of sociological perspectives to real-life situations.

The SLMs will incorporate social examples, case studies, contemporary social issues, research findings, statistical and demographic information and analytical exercises. Learners will develop critical thinking, social analysis, research aptitude, academic writing and interpretation skills.

5. INSTRUCTIONAL DESIGN

5.1 Curriculum Design

The curriculum of the M.A. (Sociology) programme is designed by subject experts and academicians in the field of Sociology, keeping in view the academic requirements, contemporary social developments, emerging social issues, changing social structures, and the knowledge and competencies required by learners. The curriculum incorporates relevant and current areas of Sociology such as sociological theory, research methodology, Indian society, social stratification, rural and urban sociology, sociology of education, sociology of family and gender, political sociology, economic sociology, sociology of religion, social change and development, and other emerging areas of sociological studies.

The curriculum is structured to facilitate effective learning through the Open and Distance Learning (ODL) mode and is aligned with the prescribed academic and regulatory requirements. Appropriate emphasis is given to learner-centric approaches, development of critical and analytical thinking, sociological reasoning, research aptitude, problem-solving abilities, data

interpretation, academic writing, communication skills, interdisciplinary understanding, and the application of sociological concepts to contemporary social realities.

The curriculum incorporates case studies, social examples, field-based observations, assignments, analytical activities, research-oriented exercises, and other learner-oriented components to enable learners to relate sociological theories and concepts with contemporary social issues and practices. Due emphasis is also given to social justice, equality, gender issues, human rights, social inclusion, cultural diversity, sustainable development, environmental concerns, globalization, digital transformation, migration, urbanization, and emerging challenges in Indian and global society.

The curriculum is rigorously reviewed and duly approved through the prescribed statutory academic processes of the University, including the Board of Studies, Centre for Internal Quality Assurance (CIQA), and University Academic Council. The review and approval process ensures academic quality, relevance, coherence, research orientation, interdisciplinary understanding, and alignment with the objectives of the M.A. (Sociology) programme and the evolving requirements of higher education, sociological research, social development, and contemporary society.

5.2 Programme Structure and Detailed Syllabus

Name of programme	**Master of Arts (Sociology)**
Programme Outcome	**PO1: Advanced Sociological Knowledge** Demonstrate in-depth understanding of sociological theories, concepts, and perspectives. **PO2: Critical Thinking and Analysis** Apply analytical and critical reasoning to interpret social structures, institutions, and issues. **PO3: Research Competence** Develop the ability to conduct sociological research using qualitative and quantitative methods. **PO4: Understanding of Social Processes** Analyze social change, stratification, culture, and social dynamics in diverse contexts. **PO5: Communication Skills** Present sociological ideas effectively through academic writing, reports, and presentations. **PO6: Ethical and Social Responsibility** Apply ethical principles and demonstrate sensitivity towards social diversity and inclusion.
Programme Specific Outcome	**PSO1: Sociological Theory Application** Apply classical and contemporary sociological theories to analyze social phenomena.

	PSO2: Research Methodology Application Use qualitative and quantitative research methods for data collection and analysis. **PSO3: Social Issue Analysis** Critically analyze issues such as inequality, gender, caste, globalization, and development. **PSO4: Academic Writing and Documentation** Produce well-structured research papers, reports, and dissertations. **PSO5: Policy and Development Analysis** Evaluate social policies and development programmes.

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	DMSO9101T	Sociological Theories and concepts – I	4	0	0	0	4	30	70	100
2	DMSO9102T	Sociology of Development - I	4	0	0	0	4	30	70	100
3	DMSO9103T	Sociology in India - I	4	0	0	0	4	30	70	100
4	DMSO9104T	Research Methodology - I	4	0	0	0	4	30	70	100
5	DGEC9102T	Decentralisation and Local Administration	4	0	0	0	4	30	70	100
		Grand Total					**20**			**500**

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	DMSO9201T	Sociological Theories and concepts – II	4	0	0	0	4	30	70	100
2	DMSO9202T	Sociology of Development – II	4	0	0	0	4	30	70	100
3	DMSO9203T	Sociology in India - II	4	0	0	0	4	30	70	100
4	DMSO9204T	Research Ethics and Publication –II	4	0	0	0	4	30	70	100
5	DGEC9201T	Democracy and Development	4	0	0	0	4	30	70	100

		Grand Total					**20**		**500**

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	DMSO9301T	Sociology of Education -I	4	0	0	0	4	30	70	100
2	DMSO9302T	Diaspora and Transnational – I	4	0	0	0	4	30	70	100
3	DMSO9303T	Urban Sociology –I	4	0	0	0	4	30	70	100
4	DMSO9304T	Sociology of Religion- I	4	0	0	0	4	30	70	100
5	DGEC9302T	Photography and Videography	4	0	0	0	4	30	70	100
6	DMHT9405P	Project-1	0	0	0	0	4			100
		Grand Total					**24**			**600**

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	DMSO9401T	Sociology of Education -II	4	0	0	0	4	30	70	100
2	DMSO9402T	Diaspora and Transnational – II	4	0	0	0	4	30	70	100
3	DMSO9403T	Urban Sociology –II	4	0	0	0	4	30	70	100
4	DMSO9404T	Sociology of Religion- II	4	0	0	0	4	30	70	100

5	DGEC9402T	Digital Journalism	4	0	0	0	4	30	70	100
6	DMHT9406P	Project-2	0	0	0	0	4			100
		Grand Total					**24**			**600**

SYLLABUS

(SEMESTER-I)

Program Name: Master of Arts (Sociology)

Course Name: Sociological Theories and concepts – I	Course Code: DMSO9101T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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

BLOCK I: Foundations of Sociological Theory
Unit 1: Emergence of Sociology
• Social and intellectual background of Sociology
• Impact of Industrial and French Revolutions
• Positivism and scientific method
Unit 2: Nature and Scope of Sociological Theory
• Meaning and characteristics of theory
• Relationship between theory and research

• 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

Unit 13: Max Weber – Methodology
• Verstehen
• Ideal types
• Value neutrality
Unit 14: Theory of Social Action
• Types of social action
• Authority and domination
• Bureaucracy
Unit 15: Religion and Capitalism
• Protestant Ethic thesis
• Rationalization
• Modernity and disenchantment

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: DMSO9102T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Conceptual Foundations of Development
Unit 1: Meaning and Evolution of Development
• Concept of development
• Growth vs. development
• Human development and social development
Unit 2: Indicators of Development
• Economic indicators (GDP, GNP)
• Human Development Index (HDI)

• Gender Development Index (GDI)
• Sustainable development indicators
Unit 3: Development and Underdevelopment
• Colonialism and underdevelopment
• Structural inequalities
• Core-periphery framework
BLOCK II: Classical and Modernization Theories
Unit 4: Modernization Theory
• Linear stages of development
• Walt W. Rostow – Stages of Economic Growth
• Critique of modernization
Unit 5: Functionalist Perspective
• Talcott Parsons and pattern variables
• Social system and development
• Value change and institutional differentiation
Unit 6: Structural Differentiation and Social Change
• Traditional vs. modern societies
• Role of education and urbanization
• Limitations of modernization theory
BLOCK III: Dependency and World-System Theories
Unit 7: Dependency Theory
• Andre Gunder Frank and development of underdevelopment

• Centre-periphery relations
• Critique of capitalism
Unit 8: World-System Theory
• Immanuel Wallerstein
• Core, semi-periphery, periphery
• Global division of labour
Unit 9: Neo-Marxist Perspectives
• Unequal exchange
• Role of multinational corporations
• Criticisms of dependency approaches
BLOCK IV: Alternative Approaches to Development
Unit 10: Sustainable Development
• Concept and principles
• United Nations Sustainable Development Goals (SDGs)
• Environmental concerns
Unit 11: Human Development Approach
• Amartya Sen – Capability approach
• United Nations Development Programme (UNDP) reports
• Social justice and equity
Unit 12: Participatory and Grassroots Development
• Role of NGOs
• Community participation

• Decentralization and local governance
BLOCK V: Development in the Indian Context
Unit 13: Planning and Development in India
• Five Year Plans
• Mixed economy model
• Liberalization (1991 reforms)
Unit 14: Rural and Urban Development
• Agrarian transformation
• Urbanization and migration
• Poverty and unemployment
Unit 15: Social Dimensions of Development
• Gender and development
• Caste and development
• Tribal development and displacement

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: DMSO9103T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Emergence and Development of Sociology in India
Unit 1: Growth of Sociology in India
• Colonial background
• Institutionalization of Sociology
• Early sociological research
Unit 2: Indological and Textual Approach
• Sanskritic sources
• Civilization perspective

• 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

• Caste and politics
Unit 8: Village Studies in India
• S. C. Dube – Indian village
• Agrarian social structure
• Rural transformation
Unit 9: Tribe and Ethnicity
• Tribal communities
• Integration and assimilation
• Tribal movements
BLOCK IV: Family, Kinship and Religion
Unit 10: Family and Marriage
• Joint and nuclear family
• Marriage patterns
• Changing family structure
Unit 11: Kinship System
• North and South Indian kinship patterns
• Lineage and descent
• Kinship terminology
Unit 12: Religion and Society
• Religious pluralism
• Secularism in India
• Communalism

BLOCK V: Contemporary Issues in Indian Society
Unit 13: Social Stratification and Inequality
• Caste, class, and gender
• Reservation policy
• Social mobility
Unit 14: Social Change in India
• Modernization
• Urbanization
• Globalization
Unit 15: Development and Social Policy
• Poverty and unemployment
• Education and health
• Welfare programs

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: DMSO9104T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Foundations of Social Research
Unit 1: Meaning and Nature of Social Research
• Concept and objectives of research
• Scientific method
• Characteristics of social research
Unit 2: Types of Research
• Basic and applied research
• Quantitative and qualitative research

• 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

• Advantages and limitations
Unit 8: Interview Method
• Structured, semi-structured, and unstructured interviews
• Interview schedule
• Ethical concerns in interviews
Unit 9: Questionnaire and Survey Method
• Questionnaire design
• Scaling techniques (Likert scale, semantic differential scale)
• Pilot study
BLOCK IV: Qualitative and Quantitative Methods
Unit 10: Quantitative Research Methods
• Survey research
• Statistical reasoning
• Reliability and validity
Unit 11: Qualitative Research Methods
• Ethnography
• Content analysis
• Focus group discussion
Unit 12: Mixed Methods Research
• Triangulation
• Integrating qualitative and quantitative data
• Strengths and limitations

BLOCK V: Data Processing and Research Ethics
Unit 13: Data Processing
• Editing, coding, classification
• Tabulation
• Introduction to basic statistical tools
Unit 14: Interpretation and Report Writing
• Data interpretation
• Structure of research report
• Citation and referencing styles
Unit 15: Ethics in Social Research
• Informed consent
• Confidentiality and anonymity
• Plagiarism and academic integrity

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: DGEC9102T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

Block I: Introduction to Decentralisation
Unit 1: Concept and Importance of Decentralisation
• Definition, meaning, and objectives
• Significance for democracy, development, and governance
• Theories and models of decentralisation: political, administrative, fiscal
• Global perspectives on decentralisation

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, ZilaParishad
• 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

Unit 3: Administrative Machinery for Local Governance
• Role of state governments in supervision and control
• Bureaucracy and local administration
• Coordination between central, state, and local levels
• Administrative reforms and capacity building in local bodies
Block III: Political and Legal Framework
Unit 1: Constitutional Provisions
• 73rd and 74th Constitutional Amendments: objectives and significance
• Schedule XI and XII: functional powers of local bodies
• Reservations for women, SC/ST, and backward classes
• Panchayat Extension to Scheduled Areas (PESA) Act, 1996
Unit 2: State Legislations and Policies
• State Panchayati Raj Acts and Municipal Laws
• Guidelines for financial management and accountability
• Role of State Finance Commissions
• Policy initiatives to strengthen local governance
Unit 3: Electoral Processes and Political Representation
• Election procedures for local bodies
• Role of political parties and independent candidates
• Participation of women and marginalized groups
• Electoral reforms and innovations

Block IV: Fiscal and Administrative Decentralisation
Unit 1: Fiscal Decentralisation
• Revenue sources of local bodies: taxes, grants, loans
• Expenditure responsibilities: social services, infrastructure, health, education
• Role of Finance Commissions and Planning Commissions
• Budgeting, accounting, and audit in local governance
Unit 2: Administrative Decentralisation
• Delegation and devolution of administrative powers
• Role of local bureaucrats and elected representatives
• Coordination with state and central agencies
• Accountability, transparency, and performance evaluation
Unit 3: Public Participation and Community Development
• Participatory planning and decision-making
• Role of NGOs, civil society, and citizen committees
• Social audits and citizen feedback mechanisms
• Best practices in participatory governance
Block V: Contemporary Issues and Reforms
Unit 1: Challenges in Local Governance
• Corruption, inefficiency, and lack of capacity
• Political interference and administrative bottlenecks
• Urban-rural disparities and regional imbalances

• Role of technology in addressing challenges
Unit 2: Innovations and Reforms
• E-governance and digital administration
• Innovative financing and public-private partnerships
• Capacity building and training programs for local officials
• Case studies of successful local governance models
Unit 3: Global Perspectives
• Comparative study of decentralisation in USA, UK, and Scandinavian countries
• Lessons for India from international experiences
• Decentralisation and sustainable development
• Future prospects of local governance in India

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

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- 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: DMSO9201T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Structural and Functional Theories
Unit 1: Structural Functionalism
• Basic assumptions
• Social system and equilibrium
• Critiques of functionalism
Unit 2: Talcott Parsons
• AGIL Model
• Pattern variables

• Theory of social action
Unit 3: Robert K. Merton
• Manifest and latent functions
• Middle-range theory
• Strain theory
BLOCK II: Symbolic Interactionism and Phenomenology
Unit 4: Symbolic Interactionism
• George Herbert Mead
• Self and society
• "I" and "Me"
Unit 5: Herbert Blumer
• Principles of symbolic interactionism
• Meaning and interpretation
Unit 6: Phenomenology and Ethnomethodology
• Alfred Schutz
• Harold Garfinkel
• Social construction of reality
BLOCK III: Critical Theory and Neo-Marxism
Unit 7: Frankfurt School
• Frankfurt School
• Critical theory tradition
• Culture industry

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

• Anthony Giddens
• Agency and structure
• Modernity
Unit 14: Theory of Practice
• Pierre Bourdieu
• Habitus
• Cultural capital
Unit 15: Feminist and Subaltern Theories
• Liberal, Marxist, and Radical feminism
• Standpoint theory
• Subaltern perspectives

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: DMSO9202T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Globalization and Development
Unit 1: Globalization and Social Change
• Concept and dimensions of globalization
• Liberalization and privatization
• Global inequality
Unit 2: Global Institutions and Development
• World Bank
• International Monetary Fund

• World Trade Organization
• Structural Adjustment Programmes
Unit 3: Globalization and Developing Countries
• Impact on agriculture and industry
• Migration and labour markets
• Cultural globalization
BLOCK II: State, Market and Civil Society
Unit 4: Role of the State in Development
• Developmental state
• Welfare state
• Good governance
Unit 5: Market-led Development
• Neoliberalism
• Public-private partnerships
• Corporate social responsibility
Unit 6: Civil Society and NGOs
• Grassroots movements
• Role of NGOs in development
• Social accountability
BLOCK III: Sectoral Dimensions of Development
Unit 7: Agricultural and Rural Development
• Green Revolution

• 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

• Social exclusion
BLOCK V: Contemporary Development Debates
Unit 13: Human Development and Capability Approach
• Amartya Sen – Capability approach
• Multidimensional poverty index
• Social justice
Unit 14: Post-Development Perspectives
• Arturo Escobar
• Critique of Western development models
• Alternative development
Unit 15: Future of Development
• Digital economy
• Sustainable growth models
• Global cooperation and challenges

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: DMSO9203T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Social Stratification and Identity in India
Unit 1: Caste, Class and Power
• Changing dynamics of caste
• Class formation in India
• Elite and power structure
Unit 2: Dalit and Backward Class Movements
• Ambedkarite movement
• Reservation and social justice

• Identity politics
Unit 3: Gender and Patriarchy
• Women's movement in India
• Gender inequality
• Intersectionality
BLOCK II: Social Movements in India
Unit 4: Peasant and Agrarian Movements
• Farmers' movements
• Land rights struggles
• Agrarian crisis
Unit 5: Tribal and Environmental Movements
• Forest rights movement
• Displacement and rehabilitation
• Ecological resistance
Unit 6: New Social Movements
• Civil rights movements
• Anti-corruption movements
• Digital activism
BLOCK III: State, Politics and Civil Society
Unit 7: State and Development
• Welfare state in India
• Public policy and governance

• 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

BLOCK V: Contemporary Debates in Indian Sociology
Unit 13: Indian Sociological Perspectives
• Andre Béteille – Inequality and social change
• Yogendra Singh – Modernization of Indian tradition
Unit 14: Nation, Identity and Pluralism
• T. K. Oommen
• National integration
• Multiculturalism
Unit 15: Emerging Issues
• Globalization and culture
• Social media and youth
• Future directions of Indian sociology

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: DMSO9204T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Foundations of Research Ethics
Unit 1: Principles of Research Ethics
• Ethical theories (Deontology, Utilitarianism, Virtue ethics)
• Respect for persons, beneficence, justice
• Research misconduct
Unit 2: Institutional Ethical Frameworks
• Role of Institutional Ethics Committees (IEC)
• National and international ethical guidelines

• Plagiarism policies
Unit 3: Academic Integrity
• Plagiarism and self-plagiarism
• Fabrication and falsification
• Predatory publishing practices
BLOCK II: Ethical Issues in Social Research
Unit 4: Informed Consent and Confidentiality
• Consent procedures
• Privacy protection
• Data anonymization
Unit 5: Vulnerable Populations
• Research with children and marginalized communities
• Cultural sensitivity
• Power relations in fieldwork
Unit 6: Digital and Online Research Ethics
• Social media research
• Big data ethics
• AI and data privacy concerns
BLOCK III: Publication Ethics and Authorship
Unit 7: Authorship and Contribution
• Criteria for authorship
• Order of authors

• Ghost and guest authorship
Unit 8: Peer Review Process
• Blind review systems
• Ethical responsibilities of reviewers
• Conflict of interest
Unit 9: Copyright and Intellectual Property Rights
• Copyright laws
• Fair use and licensing
• Creative Commons
BLOCK IV: Journal Selection and Research Impact
Unit 10: Journal Indexing and Impact Metrics
• Scopus
• Web of Science
• Impact factor and h-index
Unit 11: Avoiding Predatory Journals
• Identifying fake journals
• Committee on Publication Ethics (COPE) guidelines
• Quality indicators
Unit 12: Open Access Publishing
• Gold and Green Open Access
• Institutional repositories
• Article Processing Charges (APC)

BLOCK V: Research Writing and Dissemination
Unit 13: Writing Research Articles
• Structure of research paper (IMRAD)
• Abstract writing
• Keywords and referencing styles
Unit 14: Thesis and Dissertation Submission
• Formatting guidelines
• Citation styles (APA, MLA, Chicago)
• Anti-plagiarism software
Unit 15: Research Communication and Outreach
• Conference presentations
• Research posters
• Academic networking platforms

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	Course Code: DGEC9201T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK – I: Conceptual Foundations of Democracy and Development
Unit 1: Democracy – Concept and Evolution
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.
Unit 2: Development – Concept, Theories, and Indicators

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: DMSO9301T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Foundations of Sociology of Education
Unit 1: Meaning and Scope
• Concept of Sociology of Education
• Education as a social institution
• Relationship between education and society
Unit 2: Education and Socialization
• Primary and secondary socialization
• Role of family, school, and peer groups
• Hidden curriculum

Unit 3: Education and Culture
• Cultural transmission
• Cultural reproduction
• Multicultural education
BLOCK II: Classical Theoretical Perspectives
Unit 4: Functionalist Perspective
• Émile Durkheim – Moral education
• Social solidarity and discipline
• Role of education in maintaining social order
Unit 5: Conflict Perspective
• Karl Marx – Education and class inequality
• Louis Althusser – Ideological State Apparatus
• Reproduction of social inequality
Unit 6: Weberian Perspective
• Max Weber – Status groups and education
• Bureaucratization of educational institutions
• Credentialism
BLOCK III: Contemporary Theories in Education
Unit 7: Cultural Capital Theory
• Pierre Bourdieu
• Habitus and symbolic violence
• Social reproduction

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

Unit 13: Development of Education in India
• Colonial education system
• Post-independence reforms
• National Education Policy
Unit 14: Issues in Indian Education
• Dropout rates
• Quality of education
• Inclusive education
Unit 15: Education and Social Change
• Education and modernization
• Role in nation-building
• Future challenges

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: DMSO9302T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Conceptual Foundations of Diaspora
Unit 1: Meaning and Evolution of Diaspora
• Origin of the term diaspora
• Classical and modern diasporas
• Typologies of diaspora
Unit 2: Theoretical Approaches
• William Safran – Characteristics of diaspora
• Robin Cohen – Global diasporas
• Critiques of diaspora theory

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

Unit 13: Transnational Families
• Split households
• Care chains
• Emotional remittances
Unit 14: Media and Communication
• Digital diaspora
• Social media networks
• Global cultural flows
Unit 15: Policy and Governance
• Migration policies
• Human rights issues
• International conventions

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 – AvtarBrah
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: DMSO9303T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Foundations of Urban Sociology
Unit 1: Meaning and Scope of Urban Sociology
• Concept of city and urbanism
• Rural–urban distinction
• Urban as a way of life
Unit 2: Origin and Growth of Cities
• Ancient and medieval cities
• Industrial city
• Post-industrial and global city

Unit 3: Urbanization
• Definition and measurement
• Causes and consequences
• Urban transition
BLOCK II: Classical Theories of Urban Society
Unit 4: Georg Simmel
• The Metropolis and Mental Life
• Individualism and urban culture
Unit 5: Max Weber
• City as a market and political community
• Authority and urban governance
Unit 6: Chicago School
• Robert E. Park
• Ernest W. Burgess
• Concentric zone model
• Human ecology
BLOCK III: Urban Social Structure
Unit 7: Urban Community
• Neighborhood and locality
• Urban social networks
• Social disorganization
Unit 8: Urban Stratification

• Class and inequality
• Slums and informal settlements
• Marginalization
Unit 9: Migration and Urban Life
• Rural–urban migration
• Informal sector
• Urban labor markets
BLOCK IV: Urban Institutions and Culture
Unit 10: Family and Kinship in Urban Areas
• Nuclear family
• Changing gender roles
• Work–family balance
Unit 11: Urban Governance
• Municipal administration
• Urban planning
• Smart city initiatives
Unit 12: Urban Culture
• Lifestyle and consumption
• Media and popular culture
• Multiculturalism
BLOCK V: Urban Problems and Planning
Unit 13: Urban Poverty and Housing

• Slums and homelessness
• Housing policies
• Social exclusion
Unit 14: Urban Environment
• Pollution
• Sustainable cities
• Climate resilience
Unit 15: Urban Development Policies
• Urban renewal
• Public transport
• Inclusive urban development

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 – SaskiaSassen
6. Ministry of Housing and Urban Affairs – Urban Policy Reports

Program Name: Master of Arts (Sociology)

Course Name: Sociology of Religion- I	Course Code: DMSO9304T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Foundations of Sociology of Religion
Unit 1: Meaning and Scope
• Concept of religion
• Religion vs. spirituality
• Sociology of religion as a discipline
Unit 2: Theories of Religion
• Functionalist, conflict, and interpretative perspectives
• Religion as belief system and institution
Unit 3: Religion and Society

• 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

• Interfaith relations
• Syncretism
Unit 14: Religion and Social Structure
• Caste and religion
• Gender and religion
• Reform movements
Unit 15: Contemporary Issues
• Communalism
• Religion and politics
• Secularism in India

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: DGEC9102T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Theoretical Foundations of Democracy and Development
Unit 1: Concepts and Definitions
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 BolsaFamília, 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: BetiBachaoBetiPadhao, 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: DMSO9401T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Education, Policy and Governance
Unit 1: Educational Policies in India
• Constitutional provisions
• National Education Policies
• Right to Education Act
Unit 2: Governance and Administration
• Central and state roles
• Regulatory bodies
• Decentralization in education

Unit 3: Globalization and Education Policy
• Internationalization of higher education
• UNESCO initiatives
• Education and Sustainable Development Goals
BLOCK II: Education and Development
Unit 4: Education and Economic Development
• Human capital theory
• Skill development and employability
• Knowledge economy
Unit 5: Education and Social Change
• Modernization
• Democratization of education
• Social mobility
Unit 6: Privatization and Marketization
• Growth of private institutions
• Public–private partnerships
• Commercialization of education
BLOCK III: Inequality, Exclusion and Inclusion
Unit 7: Education and Marginalized Groups
• Caste and tribal education
• Minority education
• Reservation and affirmative action

Unit 8: Gender and Education
• Access and participation
• Gender-sensitive curriculum
• Feminist critiques
Unit 9: Inclusive Education
• Disability and special education
• Inclusive pedagogy
• Policy frameworks
BLOCK IV: Higher Education and Research
Unit 10: Structure of Higher Education
• Universities and colleges
• Autonomy and accreditation
• Ranking systems
Unit 11: Quality and Accountability
• Quality assurance mechanisms
• National Assessment and Accreditation Council (NAAC)
• Academic performance indicators
Unit 12: Research and Innovation
• Research funding
• Academic publishing
• Ethics in educational research
BLOCK V: Technology and Alternative Education

Unit 13: Digital Education
• Online learning platforms
• MOOCs
• Digital divide
Unit 14: Alternative and Informal Education
• Open schooling
• Vocational education
• Lifelong learning
Unit 15: Emerging Trends and Future Directions
• Artificial intelligence in education
• Global competencies
• Future challenges in education

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: DMSO9402T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Diaspora, Citizenship and Identity
Unit 1: Citizenship and Nation-State
• Classical and modern theories of citizenship
• Dual citizenship and overseas citizenship
• Statelessness
Unit 2: Identity Politics in Diaspora
• Ethnicity and nationalism
• Hybridity and multiculturalism
• Second-generation migrants

Unit 3: Diaspora and Homeland Politics
• Political lobbying
• Voting rights abroad
• Diaspora diplomacy
BLOCK II: Transnationalism and Global Networks
Unit 4: Transnational Social Fields
• Cross-border kinship
• Economic and social remittances
• Circular migration
Unit 5: Economic Transnationalism
• Migrant entrepreneurship
• Global labour markets
• Remittances and development
Unit 6: Digital Diaspora
• Social media networks
• Virtual communities
• Online activism
BLOCK III: Diaspora, Development and Governance
Unit 7: Diaspora and Development Policies
• Role of diaspora in homeland development
• Investment and philanthropy
• Knowledge transfer

Unit 8: International Organizations and Migration Governance
• International Organization for Migration
• United Nations High Commissioner for Refugees
• Global Compact for Migration
Unit 9: Human Rights and Migration
• Refugee rights
• Human trafficking
• Protection frameworks
BLOCK IV: Culture, Media and Representation
Unit 10: Diasporic Literature and Film
• Representation of identity
• Memory and nostalgia
• Postcolonial narratives
Unit 11: Religion and Transnationalism
• Transnational religious networks
• Pilgrimage and diaspora
• Faith-based organizations
Unit 12: Gender and Family in Transnational Context
• Care chains
• Feminization of migration
• Changing family structures
BLOCK V: Contemporary Debates and Future Trends

Unit 13: Global Inequality and Migration
• South–North migration
• Border politics
• Migration crises
Unit 14: Climate Change and Forced Migration
• Environmental refugees
• Climate-induced displacement
• Policy responses
Unit 15: Future of Transnationalism
• Digital citizenship
• Global governance
• Emerging research directions

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 – AvtarBrah

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: DMSO9403T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Contemporary Urban Theories
Unit 1: Political Economy of the City
• Henri Lefebvre – Production of space
• David Harvey – Urban capitalism
• Right to the city
Unit 2: Global City and World City
• SaskiaSassen – Global city thesis
• World city networks
• Transnational urbanism

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

Unit 8: Urban Poverty and Exclusion
• Slums and homelessness
• Gentrification
• Social exclusion
Unit 9: Gender and Urban Spaces
• Safety and mobility
• Gendered division of labour
• Feminist urban perspectives
BLOCK IV: Urban Environment and Sustainability
Unit 10: Sustainable Urban Development
• Sustainable Development Goals
• United Nations initiatives
• Climate-resilient cities
Unit 11: Urban Ecology
• Environmental justice
• Pollution and waste management
• Green infrastructure
Unit 12: Urban Transport and Infrastructure
• Public transport systems
• Transit-oriented development
• Infrastructure inequality
BLOCK V: Urbanization in the Indian Context

Unit 13: Urban Transformation in India
• Metropolitan expansion
• Tier-II and Tier-III cities
• Regional disparities
Unit 14: Governance Reforms in India
• Ministry of Housing and Urban Affairs
• Smart Cities Mission
• AMRUT and urban schemes
Unit 15: Emerging Challenges
• Migration and informal settlements
• Digital divide
• Future of Indian cities

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 – SaskiaSassen

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: DMSO9404T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	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:

BLOCK I: Contemporary Theoretical Perspectives
Unit 1: Secularization Revisited
• Classical secularization thesis
• Post-secular society
• Critiques of secularization
Unit 2: Civil Religion and Public Religion
• Robert N. Bellah – Civil religion
• Public sphere and religion
• Religion in democratic societies

Unit 3: Rational Choice Theory of Religion
• Rodney Stark
• Religious market theory
• Competition among religious groups
BLOCK II: Religion, Politics and Power
Unit 4: Religion and Nationalism
• Religious nationalism
• Identity politics
• Majoritarianism
Unit 5: Fundamentalism and Extremism
• Rise of fundamentalist movements
• Global religious conflicts
• Radicalization
Unit 6: Religion and the State
• Theocracy and secular state
• Church–state relations
• Legal frameworks
BLOCK III: Religion, Economy and Society
Unit 7: Religion and Capitalism
• Max Weber revisited
• Prosperity gospel
• Religion and entrepreneurship

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

Unit 13: Religion and Social Change
• Reform movements
• Interfaith dialogue
• Religious diversity
Unit 14: Religion and Law in India
• Personal laws
• Uniform Civil Code debate
• Minority rights
Unit 15: Emerging Issues
• Communalism
• Religion and gender justice
• Future of religion in India

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. Om Singh	Assistant Professor	Full-Time	PhD	Sociology
2	Dr. Beanish Khan	Assistant Professor	Full-Time	PhD	Sociology

5.4 DeliveryMechanism

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 Learner Support Centre and Learner Support Services

Madhav University does not establish or operate any Learner Support Centre (LSC) outside the permissible territorial jurisdiction of the University. The University establishes and maintains a Learner Support Centre at its campus to provide academic and administrative support services to learners enrolled in Open and Distance Learning (ODL) programmes.

The Learner Support Centre is headed by a Coordinator who is not below the rank of Assistant Professor. The University provides adequate academic and non-academic manpower for the Learner Support Centre in accordance with the number of learners enrolled and the applicable provisions of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments. The availability of qualified counsellors, supervisors, academic support personnel and other required staff is ensured as per the nature and requirements of the programmes offered.

At present, Madhav University has one Learner Support Centre located at the University campus. The University does not promote, establish or operate any franchisee, outsourced, Information Centre, Facilitation Centre, Nodal Centre, Knowledge Partner or similar arrangement for providing ODL academic or learner support services outside the framework permitted under the UGC regulations.

The University provides learner support services through a structured single-window mechanism at the Learner Support Centre and through the University's designated digital platforms. The details relating to the Learner Support Centre, including its address, Coordinator, contact details, working hours, counselling schedule and available facilities, are maintained and made available to learners through the University's official website and other prescribed information channels.

6. PROCEDURE FOR ADMISSIONS, CURRICULUM, TRANSACTION AND EVALUATION

6.1 Admission Process

Learners seeking admission to programmes offered through the Centre for Distance and Online Education (CDOE), Madhav University, shall apply through the University's designated admission portal: https://cdoemu.in

Admission to the MA (Sociology) programme shall be granted to eligible candidates after verification of their eligibility and requisite documents, in accordance with the admission criteria prescribed by the University and the applicable provisions of the UGC and other regulatory authorities, as applicable.The University shall follow the reservation policy as prescribed by the Government of India, the Government of Rajasthan, and other applicable statutory and regulatory provisions.

The admission process shall be transparent, merit-based wherever applicable, and conducted in accordance with the approved admission policy of the University. The University shall verify the eligibility and supporting documents submitted by the applicant before confirming admission. In case any candidate is found to have furnished incorrect, incomplete, misleading or false information, or is subsequently found ineligible for the programme, the University shall take appropriate action, including cancellation of admission, in accordance with the applicable rules and regulations.

Detailed information regarding eligibility, admission procedure, fee structure, documents required, academic calendar, learner support services and other relevant conditions shall be provided in the Programme Prospectus and on the official website of CDOE, Madhav University.

6.2 Maximum Duration

The MA (Sociology) programme is of two years duration. In accordance with the applicable provisions of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations and other applicable norms prescribed by the UGC, the maximum permissible period for completion of the MA (Sociology) programme shall be four years from the date of initial admission, or such period as may be prescribed under the prevailing UGC regulations.

The learner may complete the programme within the maximum permissible period by fulfilling all the prescribed academic requirements, including completion of the required courses/credits, examinations, assignments, project/dissertation or other programme requirements, as applicable.

A learner who does not complete the programme within the prescribed maximum duration shall be governed by the applicable provisions of the University regarding re-admission, credit transfer, credit validity and completion of pending courses, subject to the prevailing UGC regulations.

6.3 Minimum Eligibility Criteria for Admission

The minimum eligibility for admission to the M.A. (Sociology) programme is successful completion of a Bachelor's degree of a minimum duration of three years from a recognized University/Institution, preferably with Sociology as one of the subjects, subject to the programme-specific eligibility criteria prescribed by Madhav University and the applicable provisions of the UGC and other statutory/regulatory bodies, wherever applicable.

Candidates shall fulfil the prescribed minimum academic eligibility requirements before seeking admission to the MA (Sociology) programme. Candidates holding degrees obtained through recognized modes of education shall be considered subject to the applicable UGC and regulatory provisions.

At the time of admission, candidates shall submit the prescribed documents and proof of educational qualification, identity and other required information through the University's designated admission portal. The University shall verify the submitted documents and eligibility before confirming admission.

If a candidate fails to provide the required proof of eligibility within the prescribed time, or if the documents submitted are found to be invalid, false, incomplete or inconsistent with the eligibility requirements, the University shall take appropriate action in accordance with its admission rules and applicable regulations, including cancellation of admission wherever warranted.

Candidates are required to carefully read the Programme Prospectus, admission guidelines, eligibility requirements, fee structure and other instructions before submitting the admission application.

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 Arts (Sociology)	PG	2 Years	1	12,500	3000	15,500
			2	12,500	3000	15,500
Total						**31,000**

6.5 Academic Calendar

S. No.	Event	Batch	Last Date
1	Admission	January	March (as per UGC-DEB guidelines)
		July	September (as per UGC-DEB guidelines)
2	Assignment Submission	January	By 31st March and 31st May
		July	By 30th September and 30th November

3	Distribution of SLM	January	15th February
		July	15th September
4	Project Report Submission (Applicable during Final semester)	January	30th April
		July	30th October
5	Admit Card Generation	January	20th May
		July	20th November
6	Term End Examination	January	15th June & onward
		July	15th December & onward
7	Result Declaration of End Term Examination	January	By end of August
		July	By end of February

6.6 Credit System

Madhav University, through its Centre for Distance and Online Education (CDOE), follows the credit system for its ODL programmes in accordance with the applicable UGC norms and the approved programme structure.

One credit represents 30 hours of learner study effort, comprising all prescribed learning activities, including self-learning, reading, assignments, academic counselling, practical/other learning activities, where applicable, and preparation for assessment.

Accordingly, an 8-credit course represents approximately 240 hours of learner study effort, a 6-credit course represents approximately 180 hours, a 4-credit course represents approximately 120 hours, and a 2-credit course represents approximately 60 hours of learner study effort.

The credit value assigned to each course is specified in the approved curriculum and programme structure. The total credits required for completion of the programme are as prescribed in the approved programme curriculum and in accordance with the applicable UGC and regulatory requirements.

The credit system enables learners to understand the academic workload and learning effort associated with each course. Successful completion of the programme requires the learner to fulfil the prescribed academic and assessment requirements, including continuous/formative assessment and summative assessment through the Term-End Examination, as applicable to the programme.

6.7 Assignments and Evaluation

6.7.1 Assignments

ODL learners undertake a substantial part of their learning through self-learning using the prescribed Self-Learning Materials (SLMs) and other academic resources. Assignments form an integral component of the continuous/formative assessment process and are designed to assess the learner's understanding, application, analytical ability and achievement of the intended learning outcomes.

Assignments are compulsory for the courses for which they are prescribed in the approved programme structure. Depending upon the nature of the course, an assignment may include

descriptive questions, short-answer questions, numerical problems, case studies, application-based questions, practical-oriented tasks, projects or other appropriate assessment activities.

Assignment question papers are made available to learners through the designated CDOE portal and/or other prescribed modes within the notified schedule. Learners submit their responses through the prescribed online and/or offline mechanism within the stipulated time.

Assignments are evaluated by duly appointed and qualified faculty members/evaluators in accordance with the approved evaluation scheme and prescribed guidelines. The marks/grades obtained in assignments are maintained as part of the learner's academic record.

6.7.2 Evaluation System

The evaluation system of the programme consists of:

A. Continuous/Formative Assessment – 30% Weightage

The continuous/formative assessment carries a weightage of 30%. It includes assignments and other approved continuous assessment components, as specified in the programme structure and evaluation scheme.

At least one graded assignment is prescribed for each course, wherever applicable. The assignments are evaluated by qualified and duly appointed evaluators. The evaluation process is designed to assess the learner's progress towards achievement of the prescribed course learning outcomes.

B. Term-End Examination – 70% Weightage

The Term-End Examination carries a weightage of 70% and is conducted in accordance with the examination scheme, academic calendar and applicable UGC-DEB requirements.

The University conducts Term-End Examinations at the prescribed intervals, ordinarily twice in an academic year (probably June and December), subject to the applicable academic calendar and examination schedule.

A learner is eligible to appear in the Term-End Examination after fulfilling the prescribed requirements, including registration for the course and submission of the assignment(s), wherever such submission is prescribed.

Learners are required to submit the examination form through the designated CDOE portal or through any other prescribed mode within the notified schedule and pay the applicable examination fee, wherever prescribed.

If a learner is unable to appear in a particular Term-End Examination, the learner may appear in a subsequent examination opportunity within the maximum permissible duration of the programme, subject to the applicable University rules and UGC-DEB regulations.

The University provides appropriate opportunities to learners to complete the pending assessment requirements within the maximum duration prescribed for the programme. The validity of registration, re-registration, credit retention, and any provision for improvement or completion of pending courses shall be governed by the applicable UGC regulations and the academic regulations of Madhav University prevailing at the relevant time.

The minimum passing requirement for each course shall be as prescribed in the approved programme regulations and evaluation scheme. For the MA programme, the minimum passing

requirement is 40% marks, subject to fulfilment of the prescribed requirements in the continuous/formative and summative assessment components, wherever applicable.

The University ensures that the evaluation and examination process is transparent, fair, learner-centric and aligned with the intended learning outcomes of the programme.

7. LABORATORY SUPPORT AND LIBRARY RESOURCES

Madhav University provides adequate library, digital learning and laboratory support facilities for learners enrolled in its ODL programmes. The University ensures that learners have access to the academic resources required for effective learning and achievement of the prescribed programme and course learning outcomes.

7.1 Library Resources

The University Library provides access to a comprehensive collection of print and digital learning resources relevant to the programmes offered through the Centre for Distance and Online Education (CDOE).

The library resources include prescribed textbooks, reference books, Self-Learning Materials (SLMs), academic journals, research publications, project reports/dissertations, e-books, e-journals and other relevant digital learning resources.

The library collection covers areas including Commerce, Management, Information Technology, Computer Applications and other allied disciplines relevant to the programmes offered by the University.

ODL learners are provided access to appropriate library and digital resources through the University's library and designated digital platforms. The University continuously reviews and strengthens its library resources based on programme requirements, learner needs, curriculum revisions and emerging academic requirements.

The University also provides access to online learning resources and other digital academic resources, wherever applicable, to supplement the prescribed Self-Learning Materials.

7.2 Laboratory and ICT Support

Where a programme/course requires practical or laboratory-based learning, the University provides access to the required laboratories and practical facilities in accordance with the nature and requirements of the programme.

The University has appropriately equipped computer laboratories, ICT-enabled classrooms, audio-visual facilities, lecture-capturing facilities, Wi-Fi connectivity and other digital infrastructure required to support ODL learners.

The laboratory and ICT facilities are made available to learners in accordance with the prescribed academic schedule and programme requirements. The University ensures that the facilities required for practical learning, wherever applicable, are maintained and periodically upgraded.

The University also provides appropriate digital support for access to Self-Learning Materials, academic announcements, assignments, learner support services, examination-related information and other academic resources through the designated CDOE portal and digital platforms.

8. COST ESTIMATE OF THE PROGRAMME AND PROVISIONS

Madhav University makes the necessary financial and infrastructural provisions for the effective implementation and delivery of its ODL programmes through the Centre for Distance and Online Education (CDOE).

The University provides the required financial resources for Self-Learning Material (SLM) development and distribution, learner support services, academic and non-academic manpower, library and digital resources, ICT infrastructure, examination and evaluation, administrative support, quality assurance and other activities associated with the effective delivery of ODL programmes.

The University has made the necessary initial provisions for infrastructure, manpower, development and printing of Self-Learning Materials, digital learning resources and other academic and administrative requirements.

The proposed broad internal budget allocation for the ODL programmes is as follows:

a) Development and distribution of Self-Learning Materials: 20%

b) Postal and learner-support-related expenses: 10%

c) Academic, administrative and other operational expenses: 60%

d) Future development, infrastructure strengthening and quality enhancement: 10%

The above allocation represents the University's internal financial planning and may be reviewed periodically on the basis of enrolment, programme requirements, learner-support requirements and actual expenditure.

The University maintains appropriate financial records and ensures that the funds generated through ODL programmes are utilized for the effective delivery, maintenance and continuous improvement of ODL programmes and learner support services in accordance with the applicable UGC-DEB requirements and the financial regulations of the University.

9. QUALITY ASSURANCE

Madhav University has established the Centre for Internal Quality Assurance (CIQA) as a dedicated mechanism for ensuring and continuously improving the quality of its programmes offered through Open and Distance Learning (ODL) mode.

The CIQA functions in accordance with the applicable provisions of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and subsequent amendments, and the guidelines prescribed by the University Grants Commission and the Distance Education Bureau (DEB).

The CIQA monitors the quality of academic, administrative and learner-support processes associated with ODL programmes and facilitates continuous quality improvement across the system.

9.1 Objectives of CIQA

The primary objective of the Centre for Internal Quality Assurance is to develop and implement a comprehensive, dynamic and sustainable internal quality assurance system to ensure that the programmes offered through ODL mode meet the quality standards prescribed by the University Grants Commission and are continuously improved.

The CIQA aims to:

a. ensure quality in academic, administrative and learner-support services provided to ODL learners;
b. establish and maintain appropriate quality benchmarks for ODL programmes;
c. undertake periodic self-evaluation and reflective exercises for continuous quality improvement;
d. monitor the implementation of approved Programme Project Reports (PPRs);
e. ensure that the design, development and delivery of ODL programmes are aligned with the prescribed learning outcomes;
f. facilitate equivalence of academic standards between ODL programmes and corresponding programmes offered through the conventional mode, wherever applicable;
g. obtain and analyse feedback from learners, teachers, academic counsellors, staff, employers and other relevant stakeholders;
h. identify areas requiring improvement and recommend appropriate corrective and preventive measures;
i. promote learner-centric academic and support systems;
j. ensure compliance with applicable UGC-DEB regulations, guidelines and quality assurance requirements;
k. facilitate periodic academic, administrative and quality audits;
l. promote good practices and innovations in ODL teaching-learning and learner support;
m. maintain reliable data and records relating to quality assurance and programme implementation; and
n. promote continuous improvement in the quality of ODL programmes and services.

9.2 Functions of CIQA

The Centre for Internal Quality Assurance performs the following functions:

1. Quality Monitoring: To monitor the quality of academic, administrative and learner-support services provided to ODL learners.
2. Programme Project Reports: To ensure that the Programme Project Report (PPR) of each ODL programme is prepared in accordance with the norms and guidelines prescribed by the UGC and, wherever applicable, by the concerned statutory/regulatory authority.
3. Implementation of PPR: To monitor the implementation of approved PPRs and recommend corrective measures wherever deviations are identified.
4. Academic Planning and Review: To facilitate systematic academic planning, periodic review and continuous improvement of ODL programmes.
5. Learning Material Quality: To monitor the quality, adequacy and timely availability of Self-Learning Materials and other learning resources in accordance with the applicable UGC-DEB guidelines.
6. Learner Support: To monitor the effectiveness of learner support services, counselling, assignment support, grievance redressal and other learner-centric services.
7. Feedback Mechanism: To establish mechanisms for obtaining, analysing and utilizing feedback from learners, teachers, academic counsellors, staff and other stakeholders for quality improvement.
8. Quality Audits: To facilitate internal quality audits and periodic reviews of ODL academic and administrative processes.

9. Quality Enhancement: To identify areas requiring quality enhancement and recommend appropriate measures to the competent authorities of the University.
10. Capacity Building: To organize workshops, seminars, orientation programmes and other capacity-building activities relating to quality assurance in ODL.
11. Best Practices: To identify, document, develop and disseminate good practices and innovative approaches contributing to quality enhancement in ODL.
12. Data and Documentation: To collect, maintain, analyse and disseminate accurate and reliable information relating to the quality and performance of ODL programmes.
13. Annual Planning and Reporting: To prepare and maintain annual quality assurance plans and reports and review their implementation periodically.
14. Stakeholder Engagement: To facilitate interaction with relevant stakeholders and incorporate their suggestions, wherever appropriate, into the quality improvement process.
15. Programme Review: To provide inputs for periodic review and restructuring of programmes to maintain academic relevance and alignment with learner, professional and societal requirements.
16. Research and Continuous Improvement: To facilitate system-based research and evidence-based initiatives for improving the learner-centric environment and overall quality of the ODL system.
17. Regulatory Compliance: To coordinate with the competent authorities of the University for ensuring compliance with applicable UGC-DEB regulations, guidelines, notifications and reporting requirements.
18. Accreditation and Quality Initiatives: To coordinate, wherever applicable, with the designated accreditation and quality-assurance bodies for assessment and accreditation-related activities.
19. Annual CIQA Report: To prepare the Annual Report of the CIQA covering the quality assurance activities, outcomes, identified gaps, corrective measures and quality enhancement initiatives undertaken during the academic session.
20. Submission of Reports: To submit the Annual Report of the CIQA to the competent statutory authorities of the University and to the UGC/DEB in the prescribed format and within the prescribed timeline, wherever required.

The CIQA maintains appropriate records and documentary evidence of its quality assurance activities, reviews and recommendations. The recommendations of the CIQA are placed before the appropriate statutory authorities of the University for consideration and necessary action.