



SU/BOS/Science/233

Date: 06 /07/2026

The Head/Co-ordinator/Director,
Center for Social Exclusion and Inclusive policy.
Shivaji University, Kolhapur

Subject : Regarding revised syllabi of **P. G. Diploma in Social Exclusion and Inclusive Policy**
under the Faculty of Inter- Disciplinary Studies

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi of **P. G. Diploma in Social Exclusion and Inclusive Policy** under the Faculty of Inter- Disciplinary Studies.

This syllabus shall be implemented from the academic year **2026-2027** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned course will be set for the examinations to be held in October /November 2026 & March/April 2027. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,

Dy Registrar

Encl. : as above

Copy to: For information and necessary action

1	The I/C Dean, Faculty of IDS	7	Affiliation T. 1 & T. 2 Section
2	Director, Board of Examination and Evaluation	8	P.G.Admission Section
3	The Chairman, Respective Board of Studies	9	Appointment A & B Section
4	O. E. 1 Exam Section	10	P.G.Seminar Section
5	Eligibility Section	11	I. T. Cell
6	Computer Centre	12	Internal Quality Assurance Cell (IQAC)

SHIVAJI UNIVERSITY, KOLHAPUR – 416004



CENTRE FOR THE STUDY OF SOCIAL INCLUSION

REVISED SYLLABUS

OF

**POST GRADUATE DIPLOMA IN SOCIAL
EXCLUSION AND INCLUSIVE POLICY
(PGDSEIP)**

UNDER

Faculty of Interdisciplinary Studies

Structure and Syllabus will be accordance with National Education

Policy 2020

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2026-27)

1. PREAMBLE

In an increasingly interconnected yet unequal world, social exclusion remains a critical barrier to sustainable development, equity, and social justice. Marginalized communities—based on caste, class, gender, ethnicity, disability, religion, or other identities—continue to face systemic discrimination, limiting their access to resources, opportunities, and participation in socio-economic and political processes. Recognizing the urgent need for inclusive policies and transformative interventions, the Post Graduate Diploma in Social Exclusion and Inclusive Policy (PGDSEIP) is designed to equip students, practitioners, and policymakers with the theoretical knowledge, analytical tools, and practical skills necessary to address these disparities.

This interdisciplinary program delves into the historical, structural, and institutional dimensions of social exclusion while exploring inclusive policy frameworks that promote equity, social cohesion, and human rights. Through rigorous academic engagement, fieldwork, and research, participants will critically examine existing policies, develop inclusive strategies, and advocate for systemic change. The course emphasizes participatory approaches, evidence-based policymaking, and intersectional perspectives to foster inclusive governance and sustainable development.

By bridging theory and practice, the PGDSEIP aims to cultivate a new generation of professionals committed to advancing social inclusion, reducing inequalities, and building just and equitable societies. Graduates will be empowered to contribute effectively in governmental, non-governmental, international, and grassroots organizations, driving meaningful change toward an inclusive future.

Program objectives:

1. To provide a comprehensive understanding of the theories, concepts, and manifestations of social exclusion.
2. To analyze the intersections of caste, gender, class, ethnicity, disability, and other axes of marginalization.
3. To evaluate existing policies and frameworks for social inclusion at local, national, and global levels.
4. To develop skills for designing, implementing, and monitoring inclusive policies and programs.
5. To foster critical thinking and advocacy for equitable and participatory governance.

This program is tailored for development professionals, civil servants, researchers, activists, and graduates seeking to deepen their expertise in social justice and inclusive development. Together, we strive to create a world where no one is left behind.

2. PROGRAMME OUTCOMES (POS)

Upon successful completion of the Post Graduate Diploma in Social Exclusion and Inclusive Policy, students will be able to:

1. Students will be able to remember key concepts, theories, and historical developments related to social exclusion and inclusive policy.
 2. Students will understand the structural causes, manifestations, and consequences of social exclusion across diverse contexts (e.g., gender, caste, disability, ethnicity).
 3. Students will apply theoretical knowledge and policy frameworks to real-world situations to address issues of marginalization and inequality.
 4. Students will analyze existing policies, programs, and interventions to assess their effectiveness in promoting inclusion and reducing exclusion.
 5. Students will critically evaluate the socio-political, economic, and cultural dimensions of exclusion and assess the ethical implications of policy decisions.
 6. Students will design innovative, context-sensitive strategies, policies, or interventions aim
1. **DURATION:** The Post Graduate Diploma in Social Exclusion and Inclusive Policy shall be A Full time course on one year – two Semester Duration with 22 Credits per Semester. (Total Credits = 44)
 2. **ELIGIBILITY FOR ADMISSION:** ANY GRADUATE FROM RECOGNIZED UNIVERSITY/HEI is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.
 3. **MEDIUM OF INSTRUCTION:** The medium of instruction shall be ENGLISH. However, the students will have an option to write answers-scripts in English and Marathi.
 4. **EXAM PATTERN** The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

5. SCHEME OF TEACHING AND EXAMINATION:

Semester I											
Teaching Scheme						Examination Scheme					
Sl.No	Theory (TH)				Practical (PR)	Semester-end Exam (SEE)			Internal Assessment		
	Course type	No. of lectures	Hrs.	Credit		Paper Hrs.	Max	Min	Internal	Max	Min
1	MM1	4	4	4		3	80	32		20	8
2	MM2	4	4	4		3	80	32		20	8
3	MM3	4	4	4		3	80	32		20	8
4	MM4	2	2	2		3	40	16		10	4
5	ME1	4	4	4		3	80	32		20	8
6	RM	4	4	4		3	80	32		20	8
Total		22	22	22			440			110	
		SEE+IA: 440+110=550									

Semester II											
Teaching Scheme						Examination Scheme					
Sl.No	Theory (TH)				Practical (PR)	Semester-end Exam (SEE)			Internal Assessment		

	Course type	No. of lectures	Hrs.	Credit	Hrs.	Credits	Paper Hrs.	Max	Min	Internal	Max	Min
1	MM5	4	4	4	--	--	3	80	32	--	20	8
2	MM6	4	4	4			3	80	32		20	8
3	MM7	4	4	4			3	80	32		20	8
4	MM8	2	2	2			3	40	16		10	4
5	ME2	4	4	4			3	80	32		20	8
6	OJT/FP	--	--	--	4	4	Certified submission of report	80	32	Viva-Voce	20	8
Total		18	18	18				440			110	
										SEE+IA: 440+110=550		
Semester I & II		40	40	40	4	4		880	-	SEE+AI: 880+220=1100		

MM: Major Mandatory – there will be four mandatory courses for each Semester

ME: Major Elective : one

RM : Research methodology : it is also mandatory

OJT/FP: on job training – internship/Apprentship or field project: it is mandatory course.it should be completed during end of Sem I to End of Sem II

6. PROGRAMME STRUCTURE

Year	Level	Sem.	Major Course with Credit		RM	OJT/F P	Total Credits	Degree
			Mandatory	Elective				
1	6.0	I	DSC-1: Social Exclusion: Theoretical Perspectives (4) DSC-2: Caste, Class, Gender and Social Exclusion (4) DSE-1: Tribal Community: Social Exclusion and Social Inclusion (4) DSE-2 : Minority Community: Social Exclusion and Social Inclusion (2)	SEC-1: Development Communication(4)	AECC-1: Research Methodology(4)	--	22	PG Diploma
		II	DSC-3: Social Policy and Social Inclusion (4) DSC-4: Indian Constitution and Inclusion (4) DSE-3: Environment Issues: Social Exclusion and Inclusion (4) DSE-4: SDG and Inclusion (2)	SEC-2: Project Management (4)	---	OJT/field project (4)	22	
Cumulative Credits for PG Diploma			28	8	4	4	44	

7. **SCHEME FOR ASSESSMENT:** Total marks for each course shall be based on continuous assessments and semester-end examination. Combination of internal assessment (for theory courses only) and semester-end examination for Undergraduate and Postgraduate Programmes will be as follows:

Total marks for each course Internal Assessment Semester-end Examination = 100 % = 20% =80% Provided that for some of the programmes the weightages shall be as approved by Academic Council.

Internal Assessment Process shall be as follows:

- i. The Internal Assessment shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment process should be conducted after completing 50% of syllabus of the course/s.
- ii. In case a student has failed to attend internal assessment on scheduled date, it shall be deemed that the student has dropped the test. However, in case of student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Programme Coordinator/Principal/Head of the Department. The Programme coordinator/Principal/Head of the Department in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but at least 15 days before the commencement of the concerned semester-end examination. under:
The outline for continuous internal assess

8. **DETERMINATION OF CGPA,** Grading and declaration of results: Shivaji University has adopted 10-point Grading System will be followed.

A. In each semester, marks obtained in each course (Paper) are converted to grade points as follows

1. If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
2. If total marks of any of the course are different than 100 (e.g. 120 or 50 etc.) and passing criterion is 40%. then marks obtained are converted to marks out of 100 as follows

$$\text{Marks out of 100} = \frac{\text{Marks obtained by student in that course}}{\text{Total marks of that course}} \times 100$$

Table: Conversion of Marks out of 100 to grade point

Sr.No	Marks Range out of 10	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	09	A+: Excellent
3	60-69	08	A: Very Good
4	55-59	07	B+: Good
5	50-54	06	B: Above Average

6	45-49	05	C: Average
7	40-44	04	P: Pass
8.	0-39	0	F: Fail
9.	Absent	0	Ab: Absent

B. Computation of SGPA: Based on the grade points earned in each course in each semester, Semester Grade Point Average (SGPA) is computed as follows. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the i th semester is denoted by S_i . The formula is given by

$$SGPA \text{ of semester } i = S_i = \frac{\sum_{j=1}^k c_j \times G_j}{\sum_{j=1}^k c_j}$$

where c_j is the number of credit of j th course, G_j is the grade points earned in the j th course and k be the number of courses in i th semester.

C. Computation of CGPA: Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^m C_i \times S_i}{\sum_{i=1}^m C_i}$$

Where C_i is the total number of credits in i th semester, S is the SGPA of i th semester and m is the number of semesters in the programme.

D. Based on CGPA, final letter grade is assigned as follows

Final Cumulative Grade Point Average (CGPA) and Final Grade for course.

Sr No.	CGPA Range	Grade and	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good
4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average

6	4.86-5.85	C	Average
7	4.00 – 4.85	P	Pass
8.	0.00 – 3.99	F	F: Fail

9. NATURE OF QUESTION PAPER AND SCHEME OF MARKING

I. FOR FOUR CREDITS: Total Marks: 80

Each question will carry 20 marks

Q1. Answer the following [20]

A. MCQ. (10 Questions for 10 Marks)

B. true/false (10 Concepts for 10 Marks)

Q2. Short Notes (Any four out of six) [20]

Q3. Long Answer Question (Any one out of two) [20]

Q4. Long Answer Question (Any one out of two) [20]

II. FOR TWO CREDITS: Total Marks: 40

Q1. MCQ (10 Question for 10 Marks) [10]

Q2. Short Answer Question (Any 2 out of 4) [10]

Q3. Long Answer Question (Any one out of two) [20]

10. SYLLABUS

POST GRADUATE DIPLOMA IN SOCIAL EXCLUSION AND INCLUSIVE POLICY (PGDSEIP)

SEMESTER I

DSC-1: Social Exclusion: Theoretical Perspectives (4)

DSC-2: Caste, Class, Gender and Social Exclusion (4)

DSE-1: Tribal Community: Social Exclusion and Social Inclusion (4)

DSE-2: Minority Community: Social Exclusion and Social Inclusion (2)

SEC1: Development Communication (4)

RM1: Research Methodology

POST GRADUATE DIPLOMA IN SOCIAL EXCLUSION AND INCLUSIVE POLICY (PGDSEIP)

SEMESTER II

DSC-3: Social Policy and Social Inclusion (4)

DSC-4: Indian Constitution and Inclusion (4)

DSE-3: Environment Issues: Social Exclusion and Inclusion (4)

DSE-4: Sustainable Development Goals and Inclusion (2)

SEC-2: Project Development and Management (4)

OJT/ Field Project (4)

A) THEORY PAPERS:

**POST GRADUATE DIPLOMA IN SOCIAL EXCLUSION AND INCLUSIVE POLICY
SEMESTER – I**

Type: Major Mandatory

Course Name: SOCIAL EXCLUSION: THEORETICAL PERSPECTIVES

Course Number: MM 1

Course Credits: 4

Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)

COURSE DESCRIPTION:

This course explores the concept of social exclusion through multidisciplinary theoretical lenses. Designed for postgraduate students in social sciences, it examines how structural inequalities, identity markers, and institutional practices lead to marginalization across caste, class, gender, religion, and disability. Drawing on classical and contemporary theories, the course equips students with critical analytical tools to understand exclusionary processes in modern societies. It

fosters sensitivity towards marginalized groups and prepares students to engage with policy, advocacy, and research in inclusive development.

COURSE OBJECTIVES:

The course aims to:

1. To introduce students to foundational concepts and definitions of social exclusion.
2. To explore classical sociological theories that explain inequality and marginalization.
3. To analyze contemporary theoretical frameworks that address intersectionality and identity-based exclusion.
4. To evaluate policies and interventions aimed at inclusion and empowerment

COURSE OUTCOMES:

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

1. Remember key concepts and historical evolution of social exclusion
2. Understand major theoretical perspectives on exclusion and marginalization
3. Apply theoretical insights to real-world cases of exclusion
4. Analyze and evaluate existing policies and create strategies for inclusion

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- UNIT I: Understanding Social Exclusion – Concepts and Dimensions: Introduction to the concept of social exclusion, Historical evolution of the idea in sociology and policy, Difference between poverty and social exclusion, Dimensions: Economic, political, cultural, and symbolic exclusion, Global and national contexts of exclusion, Case studies: Dalits, Adivasis, Persons with Disabilities
- UNIT II: Classical Theories of Inequality and Marginalization: Marxist theory: Class struggle and alienation, Weberian theory: Class, status, and power, Durkheim: Division of labor and anomie, Structural functionalism vs. conflict theories, Feminist critiques of classical theory, Application of classical theories to Indian context
- UNIT III: Contemporary Theories of Identity and Intersectionality: Intersectionality: Crenshaw and beyond, Postcolonial theory and subaltern studies, Critical race theory and caste, Gender and queer theory in understanding exclusion, Theories of recognition (Taylor) and capabilities (Sen & Nussbaum), Case studies from India and the Global South
- UNIT IV: Institutional systems and Policy Responses: Role of state and civil society in perpetuating/excluding, Education, health, and employment systems as sites of exclusion, Affirmative action: Reservations, quotas, and compensatory justice, Welfare vs. rights-based approaches, Critical evaluation of MGNREGA, RTE, and other inclusion policies, Grassroots movements and resistance

READING MATERIAL / REFERENCES

1. Desai, S., & Vanneman, R. (2018). Caste Discrimination and Exclusion in India . Sage Publications.
2. Sen, A. (2000). Development as Freedom . Oxford University Press.

3. Drèze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Penguin Books.
4. Gopal Guru (Ed.). (2011). *Humiliation: Claims and Context*. Oxford University Press.
5. Uma Chakravarti (2003). *Gendering Caste: Through a Feminist Lens*. Stree Publishers.
6. Beteille, A. (1992). *Caste, Class and Occupation*. Oxford University Press.
7. Partha Chatterjee (2004). *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. Permanent Black.
8. Ghosh, D. K. (2010). *Social Exclusion and Human Development: A Global Perspective*. Pearson Education.
9. Therborn, G. (2014). *The Killing Fields of Inequality*. Polity Press.
10. Viramma & Das, V. (1997). *Viramma: Life of an Untouchable*. Verso.
11. Pierson, John, *Tackling Social Exclusion*, Routledge
12. Bhattacharya H., *The Politics of Social Exclusion in India*, Routledge, New York, 2010
13. Byrne David, *Social Exclusion*
14. Chalan K.S., *Economic Reforms and Social Exclusion*, Sage publication, New Delhi, 2011
15. Rao D.Pulla, *Human Development and Social Exclusion*, Serials Publication, New Delhi, 2011
16. Sekhar K., *Social Exclusion Integration and Inclusive Policies*, Rawat Publications, Jaipur, 2010
17. Gurusamy S., *Social Exclusion and Inclusive*, APH Publication, New Delhi, 2011
18. Tripathy S.N., *Issues on Ethnicity, Discrimination and Social Exclusion*, Abhijeet Publication, delhi, 2010
19. Rath N, *Social Exclusion & Gender*, Abhijeet Publication, Delhi, 2012
20. Waghmare N. C, *Human rights & Social Exclusion in Globalized India*, Manas Publication, 2012
21. The World Bank, *Poverty and Social Exclusion in India*, Oxford University press, New Delhi 2011
22. Thorat Sukhadev, B. R. Ambedkar (Perspective on Social Exclusion and Inclusive Policies), Oxford University press, New Delhi 2008
23. Nathan Dev, *Social Exclusion and Adverse Inclusion*, Oxford University Press, 2012
24. Jordan Bill, *A Theory of Poverty and Social Exclusion*, Rawat Publication, Jaipur, 2015
25. Mani A., *Dimesions of Social Exclusion*, Discovery Publication, New Delhi, 2013

WEB RESOURCES:

1. Coursera: Social Exclusion and Equality – Offered by top universities like Yale and Columbia
2. UNDP Reports on Social Inclusion
3. World Bank – Social Inclusion Knowledge Platform
4. E-pao.net – Northeast India-focused resource on marginalization
5. India Development Gateway – Social Inclusion Section

SEMESTER – I**Type: Major Mandatory****Course Name: CASTE, CLASS, GENDER AND SOCIAL EXCLUSION****Course Number: MM 2****Course Credits: 4****Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total****Marks: 100)****COURSE DESCRIPTION:**

This course critically examines the interplay of caste, class, gender, and other markers of identity in shaping systems of social exclusion. Drawing on sociological and interdisciplinary perspectives, it explores how structural inequalities are produced, maintained, and resisted in contemporary societies. The course equips students with analytical tools to understand intersectional oppression, policy implications, and grassroots movements. It is particularly relevant for understanding diversity, inclusion, and equity issues in public institutions, civil society, and development sectors.

COURSE OBJECTIVES:

The course aims to:

1. To understand the historical and sociological foundations of caste, class, and gender as systems of stratification.
2. To analyze the intersections of multiple identities and their role in producing social exclusion.
3. To examine institutional mechanisms that reproduce or challenge inequality.
4. To explore contemporary struggles, policies, and frameworks aimed at addressing exclusion.

COURSE OUTCOMES:

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

1. Remember key concepts, theories, and historical contexts related to caste, class, gender, and exclusion.
2. Understand the interplay between different axes of identity and marginalization.
3. Apply theoretical frameworks to real-world cases of exclusion and discrimination.
4. Analyze and evaluate existing policies and movements aimed at inclusion.
5. Create research-based interventions or policy recommendations addressing social exclusion.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Foundations of Caste, Class, and Gender as Systems of Stratification (15 hrs): Introduction to social stratification, Classical sociological theories: Marx, Weber, Durkheim, Caste as a unique system in the Indian context – Ambedkar, Dumont, Class analysis in capitalist and postcolonial societies, Gender as a social construct – de Beauvoir, Butler, Intersectionality: Crenshaw and beyond, Case study: Rural vs urban experiences of stratification
- Unit II: Intersections of Identity and Exclusion (15 hrs): Conceptualizing intersectionality in Indian and global contexts, Dalit women and triple burden of caste, class, and gender, Adivasi, Muslim, and LGBTQ+ identities within exclusionary frameworks, Structural violence and symbolic exclusion, Everyday forms of exclusion: education, health, employment, Role of language, religion, and region in reinforcing hierarchies,
- Unit III: Institutions, Structures, and Reproduction of Exclusion (15 hrs): State and governance: Policies and implementation gaps; Education system and access: Affirmative action and its challenges; Labour markets: Informality, bonded labor, and gendered work, Media representations and stereotyping, Legal structures and rights discourse.
- Unit IV: Resistance, Movements, and Policy Interventions (15 hrs): Historical and contemporary social movements: Dalit, feminist, workers' movements, Civil society and advocacy strategies Affirmative action: Reservation policies in India, International human rights frameworks and conventions, Development paradigms: From welfare to rights-based approaches, Critical assessment of MGNREGA, RTE, and other inclusion-focused schemes.

READING MARTIAL / REFERENCES

1. **प्रा. डॉ. रणधीर शिंदे (२०२४) महाराष्ट्रातील समाजजीवन आणि परिवर्तन, शिवाजी विद्यापीठ, कोल्हापूर**
2. Deshpande, S. (2003). *Presenting the Past: Essays on History-Writing*. Oxford University Press.
3. Omvedt, G. (2006). *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*. M.E. Sharpe.
4. Chakravarti, U. (2003). *Gendering Caste: Through a Feminist Lens*. Stree.
5. Tharoor, S. (2016). *An Era of Darkness: The British Empire in India*. Aleph Book Company.
6. Shah, G., Thorat, S., Deshpande, S., & Mander, H. (Eds.). (2018). *The People's Pledge: Untouchability and Minorities in India*. Orient Blackswan.
7. Sen, G. & Mukherjee, A. (2017). *Class and Gender in Contemporary India*. Palgrave Macmillan.
8. Uma, A. (2008). *Dalit Women Speak: Narratives of Suffering and Survival*. Rawat Publications.
9. Nanda, B. B. (2002). *Indian Women Through Seven Decades of Independence*. Har-Anand Publications.
10. Rege, S. (2013). *Writing Caste/Writing Gender: Narratives of Difference and Inequality in India*. Zubaan.
11. Jodhka, S. S. (2012). *Caste: Oxford India Short Introductions*. Oxford University Press.
12. Raju, C.B., *Social Justice and the Constitution of India (With References to Sc's/ St's)* Serial Publication
13. Sengar Shailendra, *Caste and Power: Changing patterns of Stratification* Anmol publishing
14. Mallaiah, / Ratana kumari, *Dalit and Human Development: Contemporary Issues*, Abhijeet Publishing
15. Yogendra Singh, *Social Stratification and Change in India 2nd - Ed*, Manohar Publishers
16. Khan. M. A., *Woman Human Rights S.B.S. Publishers and Distributors*
17. Ramsharan Masania, *Major Trends and Development in Dalit Politics* Cyber Tech Publication
18. Zelliot Eleanor, *Untouchable to Dalit Essays on the Ambedkar Movement 3rd - Ed* Manohar Publishers
19. Suvira Jaiswal, *Caste: origin, function and dimensions of change*, Manohar Publishers
20. Kotani, H - ed, *Caste System, Untouchability and the Depressed*, Manohar Publishers
21. Thorat Sukhdev, *Ambedkar in retrospect essays on Economics*, Ravat publication
22. Deulkar Sita, *Dalits: Past Present and Future*, Dominant Publishers
23. Dass Arvind / Deulkar Sit, *Caste and Social Reality History revisited*, Dominant Publishers
24. Ashfaq Husain Ansari, *Basic Problems of OBC & Dalit Muslims*, Serial Publications
25. Anil Bhumali, *Developments of Scheduled Caste*, Serial Publications
26. Jugale V.B., *Demography, Economic Inequality Women & Other Essays* ed Serial Publication
27. Mishra R.C., *Women in India: Towards Gender Equality*, Auther Press
28. Banerji Shruti , *Women & Globalization* Sarup & Sons

WEB RESOURCES / ONLINE PLATFORMS

1. Coursera: Social Exclusion and Equality (University of London)
2. NPTEL: Sociology of Gender
3. UNESCO: Global Citizenship Education – Social Inclusion

4. CSDS (Centre for the Study of Developing Societies) – Research Papers
5. India Social Report (OUP)

Type: Major Mandatory

Course Name: TRIBAL COMMUNITY: SOCIAL EXCLUSION AND SOCIAL INCLUSION

Course Number: MM 3

Course Credits: 4

Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)

COURSE DESCRIPTION:

This course explores the socio-cultural, economic, and political realities of tribal communities in India, focusing on the processes of social exclusion and inclusion. It examines historical marginalization, contemporary challenges, policy frameworks, and grassroots

movements. Designed for postgraduate students of Social Sciences, it provides theoretical insights and empirical tools to understand tribal identities, development paradigms, and inclusive governance. The course equips learners with critical perspectives to engage meaningfully with issues of equity, human rights, and sustainable development in diverse tribal contexts.

COURSE OBJECTIVES:

The course aims to:

1. To understand the historical and structural roots of social exclusion faced by tribal communities.
2. To analyze the sociocultural and economic dimensions of tribal life and identity.
3. To evaluate policies, programs, and legal frameworks aimed at promoting tribal inclusion.
4. To critically assess development initiatives and foster skills for inclusive research and advocacy.

COURSE OUTCOMES:

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

1. Recall key concepts, historical contexts, and identities of tribal communities.
2. Explain the causes and consequences of social exclusion among tribal groups.
3. Apply analytical tools to assess development interventions targeting tribal areas.
4. Critically evaluate policies and design inclusive strategies for tribal empowerment.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Introduction to Tribal Communities and Social Exclusion:(15 hours): Conceptualizing tribes: Definitions and classifications in the Indian context; Historical processes of marginalization: Colonial legacy and post-independence neglect; Caste, tribe, and other social categories: Intersections and distinctions; Forms of exclusion: Economic, educational, political, cultural; Case studies: Particularly Vulnerable Tribal Groups (PVTGs)
- Unit II: Sociocultural and Economic Dimensions of Tribal Life (15 hours): Tribal livelihood systems: Shifting cultivation, forest dependency, artisanal practices; Gender roles and kinship structures in tribal societies; Language, religion, and cultural practices; Impact of globalization and market forces on tribal economies; Migration, displacement, and loss of traditional knowledge
- Unit III: Legal and Policy Frameworks for Tribal Inclusion (15 hours): Constitutional safeguards: Fifth and Sixth Schedules, PESA Act; Land rights and Forest Rights Act (FRA) 2006; Education, health, and welfare schemes for tribal populations; Role of Panchayats and decentralized governance; Critical analysis of affirmative action and reservation policies
- Unit IV: Development Paradigms and Grassroots Movements (15 hours): Tribal resistance movements: Past and present; Role of NGOs, civil society, and media in tribal empowerment
- Sustainable development and tribal participation; Research ethics and methodologies in tribal fieldwork; Designing participatory and inclusive development projects

READING MATERIAL / REFERENCES

1. Chatterji, T. (2017). Tribes in India. Pearson Education.
2. Thakur, D. (2008). Tribal India: Problems and Development. Deep & Deep Publications.
3. Xaxa, V. (2015). Tribes in India: Issues of Integration and Identity. Orient Blackswan.
4. Prasad, R. N., & Singh, R. B. (2011). Tribal Development in India: The Contemporary Challenges. Rawat Publications.
5. Shah, G., & Thakkar, H. (Eds.). (2012). The People Who Live with the Forests. Kalpaz Publications.
6. Dasgupta, A. (2009). Tribal Society in India: An Anthropohistorical Perspective. Manohar Publishers.
7. Desai, A. R. (Ed.). (1987). Social Background of Indian Nationalism. Popular Prakashan.
8. Mishra, S. K. (2009). Development and Displacement: The Case of Adivasis in India . Mittal Publications.
9. Pathy, S. (2010). Tribal Development in India: Policies and Programmes. Kanishka Publishers.
10. Jodha, N. S. (2001). Common Property Resources and the Rural Poor in Dry Regions of India. Oxford University Press.

WEB RESOURCES AND ONLINE PLATFORMS:

1. IGNCA – Tribal Cultural Resources – Digital repository of tribal art, culture, and traditions.
2. MoTA – Ministry of Tribal Affairs, Government of India – Official source for policies, reports, and data.
3. National Council of Educational Research and Training (NCERT) – Tribal Education – Curriculum resources and reports.
4. Swayam MOOCs – Courses on Tribal Studies – Free online courses from top Indian institutions.
5. Indian Journal of Tribal Development – Peer-reviewed journal covering academic and policy-related research on tribes.

Type: Major Mandatory

Course Name: MINORITY COMMUNITY: SOCIAL EXCLUSION AND SOCIAL INCLUSION

Course Number: MM 4

Marks: (For 2 Credits: Semester end Examination: 40 Internal Assessment: 10 Total Marks: 50)

COURSE DESCRIPTION:

This course explores the socio-political and economic dynamics of minority communities, focusing on systemic patterns of exclusion and pathways to inclusion. It equips postgraduate students with critical frameworks to analyze discrimination, identity politics, and policy responses in diverse societies. Drawing from global and Indian contexts, the course emphasizes

interdisciplinary perspectives essential for understanding social justice, human rights, and inclusive development. This knowledge is crucial for future policymakers, researchers, and practitioners aiming to address inequality and promote equitable participation in modern pluralistic societies.

COURSE OBJECTIVES:

The course aims to:

1. To Understand the conceptual foundations of minority identities and their historical marginalization.
2. To Analyze structural mechanisms of social exclusion affecting minority groups.
3. To Evaluate policy frameworks and institutional efforts aimed at social inclusion.
4. To Develop informed perspectives on multiculturalism, citizenship, and participatory governance.

COURSE OUTCOMES:

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

1. Identify key concepts, definitions, and classifications related to minority communities and social exclusion.
2. Explain the socio-historical context and structural causes of marginalization experienced by minority groups.
3. Apply theoretical models to real-world cases of exclusion and inclusion across different regions.
4. Analyze the intersectionality of caste, religion, ethnicity, gender, and class in shaping experiences of minorities.
5. Critically assess policies, programs, and interventions designed for social inclusion.
6. Propose innovative strategies or policy recommendations to foster inclusive development and social cohesion.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Understanding Minority Communities and Identity Formation (15 hours): Conceptual Foundations: Defining "minority" – sociological, legal, and political perspectives; Historical construction of minority identities in colonial and post-colonial India, Identity, Caste, and Ethnicity, Intersectionality of caste, religion, language, and gender, Theories of identity formation and cultural hybridity, Religious Minorities in India, Constitutional safeguards and challenges, Rights and representation under constitutional provisions; Language as a marker of identity and exclusion, Global Perspectives on Minority Rights, International frameworks (UNDRIP, UN Minorities Declaration),
- Unit II: Forms of Social Exclusion and Strategies for Inclusion (15 hours): Structures of Social Exclusion: Economic deprivation and labor marginalization, Educational and health disparities; Discrimination and Institutional Bias, Systemic discrimination in public institutions; Hate crimes, violence, and communal tensions, Political Marginalization, Underrepresentation in governance and policymaking, Electoral politics and minority voter behavior, Policy Frameworks for Inclusion, Affirmative action and reservation policies, Role of NCSC, NCST, and National Commission for Minorities, Development Programs and Implementation Gaps; Evaluation of schemes like UMEED, Nai Manzil, etc.

READING MATERIAL / REFERENCES

1. डॉ. विनोद पवार (२०२४) भारतीय संविधान आणि अल्पसंख्याकांचे हक्क , शिवाजी विद्यापीठ, कोल्हापूर
2. Desai, M., & Khandker, S. R. (2013). Poverty and Inequality (Oxford India Paperbacks ed.). Oxford University Press.
3. Chandra, B. (2009). Communalism in Modern India. Orient Blackswan.
4. Alavi, S. E. (2010). Muslims in India Since 1947: Islamic Perspectives on Inter-Faith Relations. Pearson Education.
5. Tharoor, S. (2016). An Era of Darkness: The British Empire in India. Aleph Book Company.
6. Rehman, J. (2010). The Constitution of India: A Contextual Analysis. Hart Publishing.
7. Ahmad, I. (Ed.). (2004). Lineages of Resistance: Issues of Identity, Culture and Hegemony. Three Essays Collective.
8. Sen, A. (2016). The Country of First Boys and Other Essays. Penguin Books.
9. Basu, D. D. (2019). Introduction to the Constitution of India. LexisNexis Butterworths Wadhwa.
10. Hasan, Z. (2009). Quest for Equity: Indian Politics and Social Inclusion. Oxford University Press.
11. Pandey, G. (2006). The Construction of Communalism in Colonial North India. Oxford University Press.

WEB RESOURCES:

1. UNESCO – Social Inclusion Platform
2. <https://en.unesco.org/themes/social-inclusion>
3. World Bank – Social Inclusion Knowledge Platform
4. <https://www.worldbank.org/en/topic/socialinclusion>
5. Coursera: Diversity and Inclusion in Management
6. <https://www.coursera.org>
7. National Commission for Minorities (India)
8. <https://minorityaffairs.gov.in>
9. Saksham – Ministry of Social Justice and Empowerment, India
10. <https://socialjustice.nic.in>

Type: Major Elective- 1

Course Name: DEVELOPMENT COMMUNICATION

Course Number: ME-1

Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)

COURSE DESCRIPTION:

This course explores the role of communication in socio-economic development, focusing on theories, strategies, and practices that drive behavior change, community engagement, and policy advocacy. It equips students with critical insights into how media, technology, and participatory approaches influence development outcomes. Designed for postgraduate students in

social sciences, the course bridges theoretical understanding with practical applications relevant to NGOs, international agencies, government bodies, and civil society organizations.

COURSE OBJECTIVES:

The course aims to:

1. To Understand the foundational concepts and historical evolution of Development Communication.
2. To Analyze the role of media, culture, and participation in shaping development narratives.
3. To Apply communication strategies to real-world development challenges.
4. To Evaluate and design effective communication interventions using digital tools and participatory methods.

COURSE OUTCOMES:

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

1. Recall key concepts, theories, and models of Development Communication.
2. Explain the significance of communication in development processes and policy-making.
3. Apply communication frameworks to address developmental issues like health, education, and gender.
4. Analyze, evaluate, and design development communication strategies using participatory and digital tools.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Foundations of Development Communication (15 hours): Introduction to Development and Communication, Evolution of Development Communication: From Modernization to Participatory Paradigms; Theories: Diffusion of Innovations, Spiral of Silence, Agenda Setting; Role of Communication in National Development; Case Studies: Early Communication Campaigns (e.g., Family Planning, Literacy), Ethical Dimensions and Critiques.
- Unit II: Media, Culture, and Participation in Development (15 hours): Media Systems and Development: Print, Broadcast, Digital, Cultural Approaches to Communication, Participatory Communication Models, Community Radio, Folk Media, and Local Knowledge Systems, Gender, Class, and Caste in Communication Strategies, Indigenous Communication Practices.
- Unit III: Strategic Communication in Development Programs (15 hours) Communication for Behavior Change: Health, Education, Environment, SBCC (Social and Behavior Change Communication); Designing Communication Campaigns: SMART Goals, Audience Analysis; Monitoring and Evaluation of Communication Interventions, Interpersonal vs. Mass Communication Approaches; Case Studies: Polio Eradication, Swachh Bharat Abhiyan.
- Unit IV: Digital Technologies and Innovation in Development Communication (15 hours): Role of ICTs in Development: Mobile, Internet, GIS; Social Media and Crowdsourcing in Development; E-Governance and m-Governance Initiatives, Data Visualization and Storytelling for Advocacy; Citizen Journalism and Digital Activism; Future Trends: AI, Big Data, and Development Communication

READING MATERIAL / REFERENCES

1. डॉ. कैलास बवले (२०२४) उच्चशिक्षण संस्थांमधील ग्रामीण विकासाचा दृष्टीकोन, शिवाजी विद्यापीठ, कोल्हापूर
2. Melkote, S. R., & Steeves, H. L. (2001). Communication for Development in the Third World: Theory and Practice for Empowerment. Sage Publications India.
3. Servaes, J. (2012). Communication for Development and Social Change. Sage Publications India.
4. Rogers, E. M. (2003). Diffusion of Innovations (5th ed.). Free Press (A division of Simon & Schuster India).
5. White, P., & Nair, S. (2017). Media and Development. Zubaan Publishers Pvt. Ltd.
6. Kapoor, I., & Sahni, M. (2019). Development Communication: Reconsidering the Information and Communication Technology Perspective. Orient Blackswan.
7. Kumar, K. A. (2011). Mass Communication and Development. PHI Learning Pvt. Ltd.
8. Singh, S. (2018). Digital Media and Development: The New Frontiers. SAGE Publications India.
9. Gumucio-Dagron, A. (2001). Making Waves: Stories About Participatory Communication for Social Change. The Rockefeller Foundation & ITDG Publishing.
10. Couldry, N., & Deshpande, M. (2016). Media and Society: Critical Perspectives. Macmillan India.
11. Jacobson, T. E., & Storey, D. (2004). Communication for Social Change: Contextual Essays on Listening and Dialogue. The Rockefeller Foundation & The International Communication Forum.

WEB RESOURCES / ONLINE PLATFORMS:

1. United Nations Communication for Development (C4D) – UNICEF’s official portal on C4D initiatives.
2. Communication Initiative Network – Global knowledge-sharing platform on development communication.
3. edX – Communication Strategies for Change by Emory University – MOOC on strategic communication for public health and development.
4. UNDP Human Development Reports – Annual reports offering data and analysis relevant to communication and development.
5. Digital Green – Platform showcasing use of video-based agricultural extension through community participation.

Type: Research Methodology Mandatory**Course Name: Research Methodology (4)****Course Number: RM1****Course Credits: 4****Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total****Marks: 100)****COURSE DESCRIPTION:**

This course equips postgraduate students with foundational and advanced skills in research methodology within the social sciences. It emphasizes understanding epistemological frameworks,

designing rigorous studies, collecting and analyzing both qualitative and quantitative data, and interpreting results ethically. The curriculum aligns with contemporary academic and professional standards, preparing students to conduct independent, high-quality research applicable across diverse sectors such as policy-making, education, media, and development.

COURSE OBJECTIVES:

The course aims to:

1. To Introduce students to the philosophical foundations and types of research in social sciences.
2. To Enable students to formulate research problems, design studies, and select appropriate methods.
3. To Train students in the systematic collection and management of qualitative and quantitative data.
4. To Equip students with analytical tools to interpret and communicate research findings effectively.

COURSE OUTCOMES:

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

1. Remember various paradigms and approaches to research in social sciences.
2. Understand the process of formulating a research problem and selecting an appropriate methodology.
3. Apply suitable techniques for data collection and analysis in real-world contexts.
4. Analyze and evaluate research outputs, synthesize findings, and create original research reports.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- UNIT I: Foundations of Research in Social Sciences (15 hours): Meaning, nature, and scope of research; Types of research: exploratory, descriptive, explanatory, applied, action research; Epistemological foundations: positivism, constructivism, critical theory, postmodernism; Research paradigms: quantitative, qualitative, mixed methods; Ethics in social science research: informed consent, confidentiality, plagiarism; Role of literature review in research
- UNIT II: Research Design and Formulation (15 hours): Formulating research questions and objectives; Hypothesis development and testing; Sampling techniques: probability and non-probability sampling; Validity and reliability in research; Research instruments: questionnaires, interview schedules, observation tools; Pilot study and its significance
- UNIT III: Data Collection Methods (15 hours): Quantitative data collection: surveys, structured interviews, experiments; Qualitative data collection: in-depth interviews, focus group discussions, participant observation; Use of technology in data collection (online surveys, digital ethnography); Managing fieldwork challenges; Introduction to secondary data sources
- UNIT IV: Data Analysis and Interpretation (15 hours): Introduction to statistical tools: descriptive and inferential statistics; Coding and thematic analysis in qualitative data; Software tools: SPSS, NVivo, R (basic level); Triangulation and integration of qualitative

and quantitative data; Writing research reports: structure, referencing (APA), presentation of findings; Dissemination of research: publishing and policy briefs.

READING MATERIAL / REFERENCES:

1. Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
2. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International Publishers.
3. Kothari, C. R. (1984). *Quantitative techniques* (2nd ed.). Vikas Publishing House Pvt. Ltd.
4. Kothari, C. R. (2009). *An introduction to operational research* (3rd ed.). Vikas Publishing House Pvt. Ltd.
5. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications India.
6. Punch, K. F. (2014). *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed.). SAGE Publications India.
7. Singh, Y. K. (2006). *Fundamentals of Research Methodology and Statistics*. New Age International.
8. Ghauri, P., & Gronhaug, K. (2010). *Research Methods in Business Studies: A Practical Guide* (4th ed.). Pearson Education India.
9. Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods* (6th ed.). SAGE Publications India.
10. Bryman, A. (2015). *Social Research Methods* (4th ed.). Oxford University Press.
11. Neuman, W. L. (2018). *Social Research Methods: Qualitative and Quantitative Approaches* (8th ed.). Pearson India.
12. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications India.
13. Denscombe, M. (2014). *The Good Research Guide: For Small-Scale Research Projects* (5th ed.). Open University Press (Reprinted by Response Books, India).
14. Banerjee, M. (2013). *Research Methodology: Tools and Techniques*. Excel Books India.

WEB RESOURCES

1. Coursera – Research Methods Specialization
2. <https://www.coursera.org/specializations/research-methods>
3. edX – Introduction to Social Science Research Methods
4. <https://www.edx.org/learn/social-science-research-methods>
5. SAGE Research Methods Online
6. <https://methods.sagepub.com/>
7. National Programme on Technology Enhanced Learning (NPTEL)
8. <https://nptel.ac.in/courses/109/101/>
9. UNESCO Digital Library – Research Methodology Guides
10. <https://unesdoc.unesco.org/>

**POST GRADUATE DIPLOMA IN SOCIAL EXCLUSION AND INCLUSIVE POLICY
(PGDSEIP)
SEMESTER II**

DSC-3: Social Policy and Social Inclusion (4)
DSC-4: Indian Constitution and Inclusion (4)
DSE-3: Environment Issues: Social Exclusion and Inclusion (4)
DSE-4: SDG and inclusion (2)

**POST GRADUATE DIPLOMA IN SOCIAL EXCLUSION AND INCLUSIVE POLICY
SEMESTER – II**

Type: Major Mandatory

Course Name: SOCIAL POLICY AND SOCIAL INCLUSION

Course Number: MM 5

Course Credits: 4

Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)

COURSE DESCRIPTION:

This course explores the theoretical foundations, policy frameworks, and practical implications of social inclusion within the broader context of social policy. It examines how policies influence equity, access, and participation across diverse groups such as women, children, persons with disabilities, Scheduled Castes, Scheduled Tribes, and other marginalized communities. Drawing on global and national case studies, students will analyze contemporary challenges and strategies to foster inclusive development in modern societies.

COURSE OBJECTIVES:

The course aims to:

1. To understand the conceptual foundations of social policy and its relevance to social inclusion.
2. To explore the historical evolution and comparative models of social policy globally and nationally.
3. To critically examine the implementation and impact of major social policies in India.
4. To develop analytical and policy-making skills to address exclusion and promote inclusivity.

COURSE OUTCOMES:

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

1. Remember key concepts and theories related to social policy and inclusion.
2. Understand the structure and objectives of various social policies.
3. Apply policy frameworks to real-world issues of marginalization and inequality.
4. Analyze and evaluate the effectiveness of social policies in promoting inclusion.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Foundations of Social Policy and Social Inclusion (15 hours): Introduction to social policy: Definitions, scope, and significance; Key concepts: Equity, equality, justice, inclusion, and human rights; Theoretical perspectives: Liberalism, Marxism, Feminism, and Capabilities Approach, Relationship between state, market, and civil society in policy formulation; Global frameworks: UNDP, MDGs, SDGs, and social inclusion
- Unit II: Historical and Comparative Perspectives (15 hours): Evolution of social policy in Europe and the Global South; Comparative models: Beveridge vs. Bismarckian welfare regimes; Post-colonial social policy in India: Nehruvian vision, Five-Year Plans; Role of international agencies: World Bank, IMF, UNICEF; Social protection systems: Cash transfers, insurance, and public services

- Unit III: Major Social Policies in India (15 hours): Overview of flagship programs: MGNREGA, NFSA, RTE Act, Ayushman Bharat; Policies for vulnerable groups: SC/ST, OBC, Women, Children, Persons with Disabilities; Urban poverty alleviation and housing: PMAY, Smart Cities; Education and health policies: SSA, National Health Policy; Critique of implementation gaps, corruption, and targeting errors
- Unit IV: Social Exclusion and Inclusion Strategies (15 hours): Dimensions of exclusion: Caste, gender, disability, religion, region; Intersectionality and multiple exclusions; Community-based approaches to inclusion; Participatory policy making and bottom-up planning; Role of NGOs, SHGs, and grassroots movements in advocacy

READING MATERIAL / REFERENCES:

1. श्री .किशोर बेडकिहाळ (२०२४) महात्मा गांधींचा सामाजिक समावेशनाचा दृष्टीकोन, शिवाजी विद्यापीठ कोल्हापूर .
2. Desai, M., & Joshi, V. (Eds.). (2008). India Development Report 2008. Oxford University Press.
3. Alston, L. J., Basu, K., & Filgueira, F. (2012). Social Security as a Fundamental Right: Latin America and India in Comparative Perspective. Oxford University Press.
4. Sen, A. (2009). The Idea of Justice. Penguin Books.
5. Drèze, J., & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. Penguin Books.
6. Ghosh, D. K. (2009). Public Policy in India: Process, Problems and Challenges. Pearson Education.
7. Bardhan, P. (2010). Awakening Giants, Feet of Clay: Assessing the Economic Transformation of China and India. Princeton University Press.
8. Parikh, K. S. (Ed.). (2009). Social and Environmental Indicators: Towards Sustainable Development. Sage Publications.
9. Nambissan, G. B., & Sedwal, M. (2002). Education and Social Inclusion: Children with Special Needs in India. Sage Publications.
10. Ramachandran, V. S., & Humane, R. (2013). Inclusive Education in India: Access and Equity. Pearson Education.
11. Chakravarty, S. (2010). Reforming Public Sector Enterprises: Privatization and Market Discipline. Oxford University Press.

WEB RESOURCES AND MOOC PLATFORMS:

1. UNDP Human Development Reports
2. World Bank Open Knowledge Repository – Social Protection
3. UNICEF India Policy Resources
4. Coursera – Social Policy for Social Services & Policy Practitioners (Columbia University)
5. NPTEL Course on Social Exclusion and Inclusive Policies

SEMESTER – II**Type: Major Mandatory****Course Name: INDIAN CONSTITUTION AND INCLUSION (4)****Course Number: MM 6****Course Credits: 4****Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)****COURSE DESCRIPTION:**

This course critically examines the constitutional framework of India through the lens of inclusion, equity, and social justice. It explores how the Indian Constitution envisions diversity,

safeguards rights of marginalized groups, and promotes inclusive governance. Students will engage with key constitutional provisions, landmark judgments, and contemporary debates around caste, gender, religion, disability, and regional disparities. Designed for postgraduate students in Social Sciences, this course enhances analytical and critical thinking skills essential for understanding and addressing structural inequalities in modern democratic societies.

COURSE OBJECTIVES:

The course aims to:

1. To understand the foundational principles and structure of the Indian Constitution.
2. To analyze the constitutional mechanisms for inclusion and protection of marginalized communities.
3. To evaluate the role of judiciary and institutions in promoting constitutional values.
4. To apply constitutional knowledge in addressing real-world issues of exclusion and inequality.

COURSE OUTCOMES:

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

1. Remember key constitutional provisions related to inclusion and equality.
2. Understand the historical and philosophical foundations of the Indian Constitution.
3. Apply constitutional frameworks to real-life cases of discrimination and exclusion.
4. Analyze and evaluate judicial decisions and policy interventions from an inclusion perspective.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Foundations of the Indian Constitution: Introduction to the Indian Constitution: Historical background and drafting process; Salient features: Federalism, Parliamentary system, Fundamental Rights, Directive Principles; Preamble: Interpretation and evolving significance; Constitutional amendments and their implications; Comparative perspectives: Constitutions of USA, UK, and South Africa
- Unit II: Constitutional Framework for Inclusion: Affirmative Action: Articles 15(4), 16(4), 46 – Reservation for SCs, STs, OBCs; Minorities and constitutional safeguards; Gender justice and constitutional provisions; Disability and the Rights of Persons with Disabilities Act, 2016; Linguistic and cultural pluralism under the Constitution
- Unit III: Role of Judiciary and Institutions: Judicial review and Public Interest Litigation (PIL); Landmark judgments: Kesavananda Bharati, Vishaka Guidelines, Sabarimala case; Role of Election Commission, National Human Rights Commission, NCSC, NCM; Constitutional morality vs majoritarianism; Recent controversies: CAA, AFSPA, Section 377
- Unit IV: Contemporary Challenges and Debates: Federal tensions: Centre-State relations and recent disputes; Digital rights and privacy: Puttaswamy judgment; Right to Education, Health, and Food as constitutional imperatives; Constitutional crises: Emergency, impeachment, etc.; Inclusion in education, employment, and political representation

READING MATERIAL / REFERENCES:

1. Austin, G. (2003). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
2. Bhargava, R. (2010). *The Promise of India's Secular Democracy*. Oxford University Press.
3. Chandra, B., et al. (2008). *Foundations of Indian Political Thought*. Orient Blackswan.
4. Thiruvengadam, A. K. (2018). *The Constitution of India: A Contextual Analysis*. Hart Publishing (India reprint).
5. Jaffrelot, C. (Ed.). (2009). *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Permanent Black.
6. Menon, N. (2012). *Gender and Politics in India*. Oxford University Press.
7. Desai, M., & Vaidya, S. (2018). *The Indian Constitution: Themes and Perspectives*. Pearson Education.
8. Sen, S. (2018). *Law Like Love: Queer Perspectives on Law in India*. Yoda Press.
9. Basu, D.D. (2019). *Introduction to the Constitution of India*. LexisNexis Butterworths.
10. Varma, P. S. (2021). *The Republic of Hindutva: How Was It Achieved?* Penguin Viking.

Web Resources:

1. Indian Kanoon – Free access to Indian legal documents and court judgments.
2. PRS Legislative Research – Explains bills, laws, and parliamentary processes.
3. Coursera - "Constitutional Law" by University of Virginia – MOOC on comparative constitutional law.
4. [YouTube Channel - ias our dream] (<https://www.youtube.com/@iasourdream>) – Video lectures on Indian Polity and Constitution.
5. Digital Library of India (NCERT) – Access to free e-books and government publications.

SEMESTER – II

Type: Major Mandatory

Course Name: ENVIRONMENT ISSUES: SOCIAL EXCLUSION AND INCLUSION

Course Number: MM 7

Course Credits: 4

Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)

COURSE DESCRIPTION:

This course explores the intersection of environmental issues with social exclusion and inclusion, emphasizing how marginalized communities are disproportionately affected by

ecological degradation. It critically examines policies, practices, and movements that address environmental justice and equity in the context of sustainable development. Designed for postgraduate students in Social Sciences, this course equips learners with theoretical and practical insights into inclusive governance, rights-based approaches, and participatory environmental management, making it highly relevant to contemporary debates on climate justice, sustainability, and human rights.

COURSE OBJECTIVES:

The course aims to:

1. To understand the foundational concepts of environmental issues and their linkages with social inequality.
2. To analyze the socio-cultural and political dimensions of environmental injustice.
3. To evaluate policies and frameworks addressing environmental inclusion and equity.
4. To develop critical perspectives on grassroots environmental movements and inclusive strategies.

COURSE OUTCOMES:

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

1. Identify key environmental issues and their relationship with social exclusion.
2. Explain how environmental degradation affects different social groups unequally.
3. Apply theoretical frameworks to real-world cases of environmental injustice.
4. Analyze and critique existing environmental policies from an inclusion perspective.
5. Evaluate the effectiveness of grassroots movements and policy interventions in promoting inclusion.
6. Create innovative, inclusive strategies for sustainable environmental governance.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Foundations of Environmental Issues and Social Exclusion (15 hours): Introduction to environmental sociology; Conceptualizing environmental issues: local, national, global; Defining social exclusion: caste, class, gender, ethnicity, and region; Linking environment and inequality; Ecological footprint and uneven distribution of resources; Vulnerability and resilience in marginalized communities; Case studies: Dalits, Adivasis, women, urban poor; Theoretical frameworks: Political ecology, environmental justice
- Unit II: Socio-Cultural and Political Dimensions of Environmental Injustice (15 hours): Cultural politics of natural resource control; Gender and environment: ecofeminist perspectives; Caste and environmental access in India; Displacement and land acquisition: case of dams, mining, industrialization; Indigenous knowledge systems and conservation; Environmental racism and discrimination; Role of state and market in perpetuating exclusion; Legal and institutional barriers to inclusion
- Unit III: Policies and Frameworks for Environmental Inclusion (15 hours): International frameworks: Rio Declaration, SDGs, UNDP, IPCC reports; National policies: Forest Rights Act, Right to Information, Climate Action Plans; Rights-based approaches to environmental governance; Participatory forest management and community conservation; Green economy and inclusive development; Role of civil society and NGOs in policy advocacy

- Unit IV: Grassroots Movements and Strategies for Inclusive Governance (15 hours): People's movements: Chipko, Narmada Bachao Andolan, POSCO, etc. Role of local institutions in environmental protection; Women-led environmental initiatives; Community-based adaptation to climate change; Digital activism and environmental justice; Intersectionality in environmental struggles; Collaborative governance models; Designing inclusive environmental strategies.

READING MATERIAL / REFERENCES:

1. Gadgil, M., & Guha, R. (2012). Ecology and Equity: The Use and Abuse of Nature in Contemporary India. Orient Blackswan.
2. Shiva, V. (2010). Earth Democracy: Justice, Sustainability, and Peace. North Atlantic Books (Indian Edition available).
3. Baviskar, A. (2005). Between Growth and Security: Urbanization and Conflict over Environment in Delhi. Oxford University Press.
4. Agarwal, B., & Narain, S. (Eds.). (2005). The State of India's Environment: Citizens' Report. Centre for Science and Environment.
5. Menon-Sen, K., & Bhatia, R. (Eds.). (2004). Social Exclusion and Health in India. Society for Community Health Awareness, Research and Action.
6. Chatterjee, P. (2009). Lineages of Political Society: Studies in Postcolonial Democracy. Permanent Black.
7. Paranjape, S. (2008). Environmental Policy and Sustainable Development in India. Sage Publications.
8. Reddy, K. S. (Ed.). (2004). Social Determinants of Health: Indian Scenario. WHO Regional Office for South-East Asia.
9. Sen, A. (2000). Development as Freedom. Oxford University Press.
10. Murmis, M. (2003). Community Participation in Rural Water Supply Projects in India. Sage Publications.

WEB RESOURCES

1. UNEP – Environmental Justice
2. World Bank – Social Inclusion Knowledge Platform
3. Coursera – Environmental Justice: University of Michigan
4. IPCC Reports on Climate Change and Equity
5. CSE (Centre for Science and Environment) – Down to Earth Magazine

SEMESTER – II

Type: Major Mandatory

Course Name: SDG AND INCLUSION (2)

Course Number: MM 7

Course Credits: 2

Marks: (For 2 Credits: Semester end Examination: 40 Internal Assessment: 10 Total Marks: 50)

COURSE DESCRIPTION:

This course explores the interlinkages between the United Nations' Sustainable Development Goals (SDGs) and the principles of inclusion, with a focus on their relevance in shaping equitable and sustainable societies. Designed for postgraduate students in Social Sciences, it equips learners with critical knowledge and analytical tools to understand how inclusive development can drive progress across key SDG targets such as poverty eradication, gender equality, quality education, and climate action. The course draws from global frameworks and local practices to enable students to engage meaningfully with contemporary development challenges.

COURSE OBJECTIVES:

The course aims to:

1. To introduce students to the conceptual foundations of the Sustainable Development Goals (SDGs) and their relevance in the 21st century.
2. To analyze the role of inclusion—across dimensions such as gender, caste, disability, and class—in achieving the SDGs.
3. To develop critical thinking skills for evaluating policy frameworks and development programs through the lens of sustainability and inclusion.
4. To foster the ability to design or critique inclusive development initiatives that align with global sustainability standards.

COURSE OUTCOMES:

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

1. Remember the historical evolution and core components of the SDGs framework.
2. Understand the concept of inclusion and its multidimensional nature in development discourse.
3. Apply theoretical frameworks to assess real-world development interventions for inclusivity and sustainability.
4. Analyze and evaluate national and international policies for their effectiveness in promoting inclusive and sustainable development.
5. Create policy recommendations or project proposals that integrate SDGs and inclusion principles.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- Unit I: Foundations of Sustainable Development Goals (15 hours): Introduction to Global Development Agendas; Millennium Development Goals (MDGs) vs. Sustainable Development Goals (SDGs); Historical context and evolution of global development goals Overview of the 17 SDGs and Their Targets ; Thematic clusters: People, Planet, Prosperity, Peace, and Partnership; Interconnectedness of goals and cross-cutting themes; Key Concepts in Sustainability; Sustainable development, resilience, equity, and justice; Ecological footprint, planetary boundaries, and green economy; Global Governance and Implementation Frameworks; Role of UN agencies, multilateral institutions, and civil society; Voluntary National Reviews and global accountability mechanisms; India's Engagement with the SDGs
- Unit II: Inclusion and Equity in Development (15 hours): Conceptualizing Inclusion in Development ; Definitions and dimensions of social inclusion, Intersectionality and

multidimensional exclusion, Inclusion and the SDGs: Linkages and Gaps ; SDG 10: Reduced inequalities, Inclusive access to education, health, and employment, Gender Equality and Women's Empowerment ; SDG 5 and beyond: Addressing structural barriers, Gender budgeting and policy integration, Caste, Ethnicity, and Marginalized Communities ; Structural inequalities in Indian context, Affirmative action and inclusive governance, Disability Inclusion and Universal Design ; Rights-based approach and the UNCRPD Accessibility in education, infrastructure, and digital spaces Urban-Rural Divide and Spatial Inequalities ; Urbanization and informal settlements; Rural development and inclusive growth strategies

READING MATERIAL / REFERENCES:

1. Desai, M., & Shah, A. (2019). Sustainable Development Goals: India's Journey. Oxford University Press.
2. Ghosh, J. (2020). The Making of a Development Economist: Writings by and on Amit Bhaduri . Tulika Books.
3. Sen, A. (2018). Development as Freedom. Oxford University Press.
4. Chatterjee, P. (2021). The Politics of the Governed: Reflections on Popular Politics in Most of the World. Columbia University Press (Indian edition).
5. Kabeer, N. (2020). Gender Equality and Women's Empowerment in the Global Labour Market. Zubaan Publications.
6. Drèze, J., & Sen, A. (2019). An Uncertain Glory: India and its Contradictions. Penguin Books.
7. Banerjee, B. (2021). Inclusive Development: Policies, Practices and Emerging Challenges. Sage Publications.
8. Dubash, N. K. (Ed.). (2020). Handbook of Climate Change in India. Oxford University Press.
9. Rao, V. & Walton, M. (Eds.). (2021). Culture and Public Action: Reinventing India's Social Policy. Sage Publications.
10. Parikh, K. S. (2022). Sustainable Development: Challenges and Strategies for India. Orient BlackSwan.

WEB RESOURCES

1. United Nations Sustainable Development Knowledge Platform
2. <https://sdgs.un.org/>
3. NITI Aayog – SDG India Index Reports
4. <https://www.niti.gov.in/sdg-india-index>
5. World Bank Open Data – SDG Indicators
6. https://data.worldbank.org/sdg_coverage
7. UNDP Human Development Reports
8. <http://hdr.undp.org/en>
9. Coursera – “Sustainable Development” by Columbia University
10. <https://www.coursera.org/learn/sustainable-development>

Type: Major Elective

Course Name: Project Management (4)

Course Number: ME 2

Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)

COURSE DESCRIPTION:

This course equips postgraduate students of Social Sciences with foundational and advanced knowledge of project development and management principles. With increasing demand for evidence-based interventions in policy, research, and development sectors, this course bridges academic understanding with practical application. Students will learn to conceptualize, plan, implement, monitor, and evaluate projects grounded in social science contexts. Emphasis is placed

on stakeholder engagement, resource optimization, risk mitigation, and ethical considerations. The curriculum aligns with global standards and prepares students for roles in academia, NGOs, government, and the corporate sector.

COURSE OBJECTIVES:

The course aims to:

1. To introduce students to the fundamental concepts, life cycle, and frameworks of project development and management in the context of social sciences.
2. To develop skills in planning and designing socially relevant and sustainable projects using standard tools and techniques.
3. To enhance competencies in monitoring, evaluating, and reporting project outcomes in diverse socio-cultural settings.
4. To foster strategic thinking and leadership capabilities for managing complex, multi-stakeholder social science projects.

COURSE OUTCOMES:

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

1. Remember key concepts, terminology, and frameworks in project management.
2. Understand the phases and processes involved in the project life cycle.
3. Apply project planning tools and evaluation techniques in real-world scenarios.
4. Analyze, evaluate, and create strategies for managing complex social science projects.

UNIT-WISE SYLLABUS (1 credit Each Unit: 15 Hours)

- UNIT I: Introduction to Project Management (15 hours): Concept and significance of project management in social sciences; Evolution and paradigms of project management; Project life cycle: Initiation, Planning, Execution, Monitoring & Evaluation, Closure; Types of projects: Research, development, advocacy, policy-based; Project identification and needs assessment; Stakeholder analysis and engagement; Ethical considerations in social science projects
- UNIT II: Project Design and Planning (15 hours): Problem tree and objective tree analysis; SMART goal setting and indicator development; Logical Framework Matrix (LogFrame); Work Breakdown Structure (WBS); Resource planning and budgeting; Gantt charts, PERT/CPM, and scheduling techniques; Risk assessment and mitigation planning; Budgeting and financial management in social projects; Proposal writing and grant applications
- UNIT III: Implementation, Monitoring, and Evaluation (15 hours): Project implementation strategies; Monitoring vs. Evaluation: Concepts and purposes; Baseline surveys, mid-term reviews, and impact evaluations; M&E frameworks and indicators; Data collection methods: Quantitative and qualitative; Reporting mechanisms: Periodic reports, dashboards, case studies; Participatory approaches to evaluation; Challenges in implementation: Scope creep, delays, stakeholder conflicts
- UNIT IV: Leadership, Governance, and Strategic Management of Projects (15 hours): Project leadership and team dynamics; Communication and conflict resolution in teams;

Change management in long-term projects; Quality assurance and control mechanisms; Financial accountability and donor compliance; Project closure and lessons learned documentation; Impact assessment and policy linkage

READING MATERIAL / REFERENCES:

1. Kerzner, H. (2017). Project Management: A Systems Approach to Planning, Scheduling, and Controlling (12th ed.). John Wiley & Sons India Pvt. Ltd.
2. Gray, C. F., & Larson, E. W. (2018). Project Management: The Managerial Process (7th ed.). McGraw Hill Education (India).
3. Meredith, J. R., & Mantel, S. J. (2019). Project Management: A Managerial Approach (10th ed.). Wiley India Pvt. Ltd.
4. Roy, R. (2020). Project Management for Development Projects. Sage Publications India Pvt. Ltd.
5. Thite, M. (2018). Project Management: Principles, Techniques, and Applications. Pearson Education India.
6. Baccarini, D. (2019). Strategic Management of Development Projects. Oxford University Press India.
7. Turner, J. R., & Simister, S. J. (2020). Managing Projects in Development Contexts. Palgrave Macmillan India.
8. Anantamula, V. S. (2021). Project Management Casebook for Development Professionals. SAGE India.
9. Malik, M. (2021). Research Project Management: A Practical Guide for Social Scientists. Orient Blackswan.
10. Singh, A. (2022). Social Entrepreneurship and Project Management. PHI Learning Pvt. Ltd.

WEB RESOURCES / ONLINE PLATFORMS:

1. Coursera – Google Project Management Certificate
<https://www.coursera.org/professional-certificates/google-project-management>
2. edX – Project Management Principles and Practices (University of California, Irvine)
<https://www.edx.org/learn/project-management>
3. United Nations Development Programme (UNDP) – Project Cycle Management
<https://www.undp.org/content/undp/en/home/ourwork/capacitydevelopment/project-cycle-management.html>
4. World Bank Open Learning Campus – Project Management Toolkit
<https://olc.worldbank.org/>
5. Logical Framework Approach (EU Guidelines)
https://ec.europa.eu/europeaid/sites/devco/files/logframe-handbook_en.pdf

Type: OJT/FP

Course Name: on job training /field project (4)

Course Number: OJT 1

Marks: (For 4 Credits: Semester end Examination: 80 Internal Assessment: 20 Total Marks: 100)

OJT/FP Structure

Phase 1: Orientation and Introduction

- Introduction to the Organization: Provide an overview of the organization's mission, values, and culture; introduce key personnel and departments.
- Role Familiarization: Clarify the student's role, responsibilities, and expected outcomes; Discuss any relevant policies, procedures, and safety guidelines.
- Corporndances and Coordination with industries for OJT

Phase 2: actual OJT placement for 15 days.

- Basic Skills Training;
- Shadowing and Observation;
- Hands-on Practice

Phase 3: Assessment and Evaluation

- Feedback and Reflection: - Encourage the student to reflect on their learning experience and gather feedback from supervisors and mentors.
- Report submission
- Viva-voice /presentation