

**Syllabus for Two-Year Post Graduate  
Program Under NEP 2020**

**Department of Sociology and Social Work  
School of Humanities and Social Sciences  
H.N.B. Garhwal Central University  
Srinagar (Garhwal)**

**Approved through**

**Board of Studies convened  
on 25<sup>th</sup> & 26<sup>th</sup> July, 2025**

**(For P.G. 2 Year Programme: Sociology)**

***w.e.f. Academic Session 2025-26***

**HNB Garhwal University (A Central University)  
Srinagar Garhwal, Uttarakhand**

**Department of Sociology & Social Work**  
**H.N.B. Garhwal (A Central) University, Srinagar (Garhwal)**  
**Curriculum Framework and Credit Allocation for Course: M.A. (Sociology) 2025**

**P.G. First Year (for 2-year P.G. program)**

To be eligible for the postgraduate program in Sociology, candidates must hold either a 3-year Bachelor's degree (with a minimum of 120 credits) or a 4-year Bachelor's degree. For those who have completed a B. Tech or B. E. program, a minimum of 160 credits is required. Additionally, candidates need to fulfill the entrance requirements, including the specified levels of attainment outlined in the program admission regulations.

**First Semester for 2-year P.G. program in Sociology**

Semester	Course category	Course Code	Course title	Total Credit	Theory/ Practical	Assessment	Total
I	Discipline-Specific Core	NEP/SOC/CO01	Introduction to Sociology	5	60	40	100
		NEP/SOC/CO02	Classical Sociological Thinkers	5	60	40	100
		NEP/SOC/CO03	Indian Society: Structure & Change	5	60	40	100
		NEP/SOC/CO04	Social Research	5	60	40	100
	Discipline-Specific Elective (Any 1 out of Minimum of 2 electives)	NEP/SOC/E01A Or NEP/SOC/E01B	Indian Social Problems Or Social Anthropology	4	60	40	100
Total				24			

**Second Semester for 2-year P.G. program in Sociology**

Semester	Course category	Course Code	Course title	Total Credit	Theory/ Practical	Assessment	Total
II	Discipline-Specific Core	NEP/SOC/CO05	Indian Sociological Thought	5	60	40	100
		NEP/SOC/CO06	Research Techniques & Statistical Analysis	5	60	40	100
		NEP/SOC/CO07	Traditional Sociological Thinkers	5	60	40	100
		NEP/SOC/CO08	Sociology of Environment	5	60	40	100
	Discipline Specific Elective (Any 1 out of Minimum of 2 electives)	NEP/SOC/E02A Or NEP/SOC/E02B-	Social Psychology Or Sociology of Disaster Management	4	60	40	100
Total				24			

*Students who exit after successfully completing the first year of a two-year PG programme (i.e., securing a minimum of 48 credits will be awarded a "Postgraduate Diploma" of one year, in the related field/discipline/subject.*

## P.G. Second Year (for 2-year P.G. program)

### Third Semester for 2-year P.G. program in Sociology

Semester	Course category	Course Code	Course title	Total Credit	Theory/ Practical	Assessment	Total
III	Discipline Specific Core	NEP/SOC/CO09	Classical Sociological Theory	5	60	40	100
		NEP/SOC/CO10	Sociology of planning and development	5	60	40	100
		NEP/SOC/CO11	Practical based on Research Design, Sampling & Techniques	5	60	40	100
		NEP/SOC/CO12	Sociology of crime	5	60	40	100
	Discipline Specific Elective (Any 1 out of Minimum 2 electives)	NEP/SOC/E03A Or NEP/SOC/E03B	Social Movement Or Rural Society and Development	4	60	40	100
Total				24			

### Fourth Semester for 2-year P.G. program in Sociology

Semester	Course category	Course Code	Course title	Total Credit	Theory/ Practical	Assessment	Total
IV	Discipline-Specific Core	NEP/SOC/CO13	Modern Sociological Theory	5	60	40	100
		NEP/SOC/CO14	Women and Society	5	60	40	100
		NEP/SOC/CO15	Dissertation and Viva-Voce	5	60	40	100
		NEP/SOC/CO16	Urban Sociology: Theories, trends, and issues	5	60	40	100
	Discipline-Specific Elective (Any 1 out of Minimum 2 electives)	NEP/SOC/E04A Or NEP/SOC/E04B	Religion & Society Or Social Demography	4	60	40	100
Total				24			

*Student, after successfully completing the second year of the 2-year P.G. programme (i.e., securing a minimum of 96 credits will be awarded a “Postgraduate Degree” of Two years, in the related field/discipline/subject.*

## First Semester for 2-year P.G. program in Sociology

Program Name: M.A. Sociology	
Semester-I	Paper Code: NEP/SOC/C001
Course Type	Discipline-Specific Core- 1 (5 Credits)
Title of the Paper	Introduction to Sociology
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To introduce foundational concepts, perspectives, and institutional structures in Sociology.
- To develop sociological imagination and understanding through interdisciplinary, ethical, and field- based exposure.
- To enhance analytical, observational, and communication skills through participatory methods.

## COURSE CONTENT

Units	Title	Topics
1 <sup>st</sup>	Foundations of Sociology	Emergence of Sociology as a science; Nature, scope, and significance; Relationship with other Social Sciences (Anthropology, Political Science, Psychology, Economics, History). Interdisciplinary Relevance in the 21st Century.
2 <sup>nd</sup>	Sociological Perspectives and Core Concepts	Classical and Modern Perspectives: Evolutionary, Positivist, Functionalist, Conflict, and Interpretative. Core Concepts: Society, Community, Association, Institution, Social Groups, Role and Status, Culture, Folkways, Mores, and Norms.
3 <sup>rd</sup>	Institutions and Social Structures	Family, Marriage, Kinship, Caste, Religion, Education, Economy, and Polity – structural-functional analysis and transformation in Indian context. Global-local comparative approach.
4 <sup>th</sup>	Social Processes and Dynamics	Socialization – process, agents, and stages; Social Stratification – forms, theories, and inequalities; Social Mobility – types and channels. Role of media, education, and globalization in mobility.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Field-based Group Project: Sociological Mapping of an Institution/Community (10 Marks)
- Digital/Visual Presentation (10 Marks)
- Mini-Survey/Interview Task (10 Marks)
- Seminar and Viva-Voce (10 Marks)

## SUGGESTED READINGS

- Berger, Peter (1963), *Invitation to Sociology: A Humanistic Perspective*, New York, Doubleday.
- Bottomore, T.B. (1972), *Sociology – A Guide to problems and Literature*, Bombay: George Allen and Unwin.
- Davis, Kingsley (1981), *Human Society*, New Delhi: Surjeet Publications. Giddens, Anthony (1989), *Sociology*, Oxford University: Polity Press.
- Harlambos, M. (1998), *Sociology – Themes and Perspectives*, New Delhi: Oxford University Press. Inkeles, Alex (1987), *What is Sociology?* New Delhi: Prentice Hall.
- Jayaram, N. (1988), *Introductory Sociology*, Madras: McMillan India.
- Johnson Harry M. (1995), *Sociology – A Systematic Introduction*, New Delhi: Allied Publishers.
- Maclver, R.M. and H. Page (1974), *Society – An Introductory Analysis*, New Delhi: McMillan.
- Smelser, N.J. (1993), *Sociology*, New Delhi, Prentice Hall of India.

Program Name: M.A. Sociology	
Semester-I	Paper Code: NEP/SOC/C002
Course Type	Discipline-Specific Core- 2 (5 Credits)
Title of the Paper	Classical Sociological Thinkers
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To introduce students to the foundational contributions of classical sociological thinkers.
- To develop a deep understanding of core sociological theories, methods, and perspectives from Comte, Durkheim, Marx, and Weber.
- To cultivate analytical, comparative, and reflective skills through critical readings and application-based tasks.

### COURSE CONTENT

Units	Title	Topics
1 <sup>st</sup>	Auguste Comte	Positivism, Enlightenment and Conservative Reaction, Contribution to the subject matter of Sociology: Social Statics and Social Dynamics.
2 <sup>nd</sup>	Emile Durkheim	Division of Labour in Capitalist Society, Mechanical and Organic Solidarities, Theory of Suicide, Sacred and Profane, Social Fact, Contribution to Methodology.
3 <sup>rd</sup>	Karl Marx	Dialectical Materialism, Historical Materialism, Class and Class Conflict, Capitalist Development, Alienation and Social Implications.
4 <sup>th</sup>	Max Weber	Theory of Social Action, Protestant Ethics and Capitalism, Power, Status, and Authority, Bureaucracy, Ideal Types, Value Neutrality.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Comparative Essay: Analysis of any two thinkers based on their methodology and views on society. (10Marks)
- Concept Mapping: Prepare concept maps of key theories (e.g., Suicide, Bureaucracy, Alienation). (10 Marks)
- Group Presentation: Role-play or presentation on one classical theory in contemporary society. (10 Marks)
- Viva & Participation: Oral explanation of concepts and engagement. (10 Marks)

### Suggested Readings:

Adams Bert N. and Sydie, R.A. (2001), Sociological Theory, New Delhi: Vaster Publication.

Aron Raymond (1967), Main Currents in Sociological Thought, Vol. 1 and 2, Penguin, Chapters on Marx, Durkheim, and Weber.

Bendix, Rinehart (1960), Max Weber, an Intellectual Portrait (For Weber) Double Day.

Coser, L.A. (1977), Master of Sociological Thought, New York: Harcourt Brace, pp. 43-87, 129-174, 217- 260.

Dehrendorf, Ralph (1959), Class and Class Conflict in an Industrial Society, Stanford University Press. Giddens, Anthony (1977), Capitalism and Modern Social Theory- An analysis of Writing of Marx, Durkheim and Weber, Cambridge University Press, Whole Book.

Hughes, Jhon, A. Martin, Perer, J. and Sharrok, W.W. (1995) Understanding Classical Sociology- Marx,

Durkheim and Weber, London: Sage Publication.

Nisbet, Robert (1996), The Sociology Tradition, London: Heinemann Education Books Ltd. Parsons Talcott (1949), The Structure of Social Action, New York, McGraw Hill.

Popper Karl (1945), Open Society and its Enemies, London, Rutledge.

Ritzer, George, (1992), (3<sup>rd</sup> edition), Sociological Theory, New York, McGraw Hill.

Turner, Jonathan H. (1995) (4<sup>th</sup> edition), The Structure of Sociological Theory Jaipur: Rawat Publication. Zeitin

Irving M. (1981), Ideology and the Development of Sociological Theory, Prentice Hall.

Zeitlin, Irving M. (1998), (Indian edition). Rethinking Sociology: A Critique of Contemporary Theory, New Delhi: Rawat Publication.

Program Name: M.A. Sociology	
Semester-I	Paper Code: NEP/SOC/C003
Course Type	Discipline-Specific Core- 3 (5 Credits)
Title of the Paper	Indian Society: Structure and change
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To understand the structural aspects and diversity of Indian society.</li> <li>- To analyze the processes and agents of social change in India.</li> <li>- To evaluate the role of caste, community, religion, elites, and globalization in shaping modern Indian society.</li> <li>- To encourage sociological imagination through participatory and field-based activities.</li> </ul>	

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Indian Social Structure	Unity in Diversity, Caste, Family, and Village Community. Change in Indian Society during British Rule
2 <sup>nd</sup>	Social Change in India	Meaning of Social Change, Continuity and Change. Sanskritization, Modernization, Globalization, Urbanism and Urbanization in India.
3 <sup>rd</sup>	Mobility and Minorities	Social Mobility among Scheduled Castes and Scheduled Tribes. Islamization and Modernization in Indian Muslim Society.
4 <sup>th</sup>	Role of Elites	Role of Elites in the Modernization of Indian Society.

#### Skill & Practical-Based Components (Internal – 40 Marks)

- Case Study: Changing structure of a family or caste/community group. (10 Marks)
- Group Discussion: Role of Elites and Caste in Indian modernization. (10 Marks)
- Field Observation: Visit to a village or urban slum to observe caste, mobility, or urbanization. (10 Marks)
- Viva & Participation: Oral presentation and continuous participation. (10 Marks)

#### Suggested Reading:

- Aziz, Abdul, (1994), Poverty Alleviation in India: Policies and Programmes, New Delhi: Ashish Publishing. Desai, Neera and Maithreyi Krishna Raj. (1987), Women and Society in India, New Delhi: Ajanta Publishers.
- Desai, Neera & Usha Thakkar (2007), Women in India Society, New Delhi: National Book Trust. Dube, S.C. (1967), The Indian Village, New Delhi: National Book Trust.
- Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot. Karve, Irawati (1961), Hindu Society: An Interpretation, Poona: Deccan College. Prabhu, P.H. (1979): Hindu Society: An Interpretation, Poona: Deccan College. Sharma, K.L. (2001), Social Inequality in India, New Delhi: Rawat Publications. Srinivas, M.N. (1960), India's Villages. Bombay: Asia Publishing House.
- Srinivas, M.N. (1970), Social Change in Modern India, Berkeley, California: University Press. Srinivas, M.N. (1991), India: Social Structure, Delhi: Chaman Offset Printers.
- Mandelbaum, D.G. (1990), Society in India, Berkeley: University of California Press, Vol. I Parts 24 & 4.
- Singh, Yogendra. (1983), Modernization of Indian Tradition: A Systematic Study of Social Change, New Delhi: Thompson Press.
- C. Parvathamma, Scheduled Castes at the Cross Roads.



Program Name: M.A. Sociology	
Semester-I	Paper Code: NEP/SOC/C004
Course Type	Discipline-Specific Core- 4 (5 Credits)
Title of the Paper	Social Research
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To introduce students to the fundamental principles and types of social research.
- To develop the ability to identify and define research problems, formulate hypotheses, and design studies.
- To enhance understanding of scientific methods and practical research skills through experiential learning.
- To familiarize students with research challenges and foster problem-solving capacity.

### COURSE CONTENT

Units	Title	Topics
1 <sup>st</sup>	Introduction to Research	Meaning of research, Objectives, Types, Significance, Scientific Method, Criteria of good research, Problems encountered by researchers in India.
2 <sup>nd</sup>	Research Problem	Selection and Necessity of a Research Problem, Techniques and Steps in defining the problem.
3 <sup>rd</sup>	Hypothesis	Meaning, Characteristics, Importance in research, Types and Testing of Hypothesis, Problems in Formulating Hypothesis.
4 <sup>th</sup>	Research Design	Meaning, Need, Features of good research design, Types: Exploratory, Descriptive, Diagnostic, and Experimental.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Research Problem Identification Exercise: Individual submission with justification. (10 Marks)
- Hypothesis Framing Task: Based on any social issue using real-life data. (10 Marks)
- Seminar: Comparative study on types of research design with practical examples. (10 Marks)
- Viva & Participation: Oral presentation, class discussion and reflective engagement. (10 Marks)

### Suggested Reading:

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1970), Social Statistics. New York: Tata Mc-Graw-Hill.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Dooley, David (1998), Social Research Methods, Prentic-Hall of India, New Delhi.

- Goode, W.J. and Hatt. P.K. (1952), *Methods in Social Research*, New York: McGraw International Students Edition.
- Gupta, S.P. (2002), *Statistical Methods*, New Delhi: Sultan Chand and Sons Publication. Kothari, C.R. (1988), *Research Methodology*, Willey Publishers, New Delhi.
- Moser, S.C. and G. Kalton (1971), *Survey Methods in Social Investigation*, London: Heinmann. Seltiz, Claire et al (1959), *Research Methods in Social Relation*, New York: Henry Holt and Co.
- Srinivas, M.N. and A.M. Shah (1979), *Fieldworker and The Field*, New Delhi: Oxford University Press. Thakur, Devender (2003), *Research Methodology in Social Science*, New Delhi: Deep and Deep Publications Pvt. Ltd.
- Wilkinson, T.S. and Bhandarkar, P.L. (1984), *Methodology & Techniques of Social Research*, Bombay, Himalaya Publishing House.
- Young, P.V. (1988), *Scientific Social Surveys and Research*, New Delhi Prentice Hall.

Program Name: M.A. Sociology	
Semester-I	Paper Code: NEP/SOC/E01A
Course Type	Discipline-Specific Elective- 1 (4 Credits)
Title of the Paper	Indian Social Problems
Credits	4
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To introduce the conceptual framework of social problems and sociological perspectives.
- To critically examine major social problems in contemporary India and their theoretical interpretations.
- To develop awareness of legal measures and policies addressing social issues.
- To enhance analytical and communicative skills through case studies and participatory methods.

### COURSE CONTENT

Units	Title	Topics
1 <sup>st</sup>	Conceptual Issues	Meaning, Nature, Characteristics and Types of Social Problems; Concepts of Anomie and Alienation.
2 <sup>nd</sup>	Theories of Social Problems	Social Disorganization Approach, Value Conflict Approach, Cultural Lag Theory, Labeling Theory.
3 <sup>rd</sup>	Social Tensions	Casteism, Communalism, Regionalism, Terrorism, Corruption, and Beggary.
4 <sup>th</sup>	Legislative and Social Issues	Poverty, Dowry, Divorce, Unemployment, Environmental Pollution, Consumer Protection Act, Health Problems, Elderly Issues, Untouchability, Child Labor.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Case Study: Detailed report on a local social problem (e.g., dowry, drug abuse, child labor). (10 Marks)
- Group Discussion or Debate: On any one current social issue. (10 Marks)
- Legal Awareness Poster/Presentation: Based on an act like Dowry Prohibition or Consumer Protection (10 Marks)
- Viva & Participation: Engagement in activities and verbal assessment. (10 Marks)

### Suggested Reading:

Ahuja Ram. Social problems in India Rawat Publication, New Delhi. 1999

Elliot, Mabel A and Merrill, Francis E. Social Disorganization, Harper and Brothers, New York, 1950.

Gurr, Ted Robert, Why Men Rebel, Princeton: Princeton University Press, 1970.

Madan G.R. Indian Social problems Allied Publisher, New Delhi. 1976.

Pachauri, J.P. (1999) (ed.), Drug Abuse and Alcoholism in India, Bareilly, MTC Printers.

Robert K. Merton and Robert Nisbet, (ed.) Contemporary social problems, Harcourt Brace, New York,

<b>Program Name: M.A. Sociology</b>	
<b>Semester-I</b>	<b>Paper Code: NEP/SOC/E01B</b>
<b>Course Type</b>	<b>Discipline-Specific Elective- 2 (4 Credits)</b>
<b>Title of the Paper</b>	<b>Social Anthropology</b>
<b>Credits</b>	<b>4</b>
<b>Total Marks</b>	<b>100 [60 University Exam + 40 Internal Assessment (Skill &amp; Practical-Based Components)]</b>

### Course Objectives

- To introduce students to the foundational concepts, theories, and scope of Social Anthropology.
- To enable comparative understanding of cultural and tribal social systems.
- To examine classical anthropological theories and their relevance in fieldwork and tribal studies.
- To cultivate skills of ethnographic observation and application in contemporary tribal development contexts.

<b>COURSE CONTENT</b>		
<b>Units</b>	<b>Title</b>	<b>Topics</b>
<b>1<sup>st</sup></b>	Introduction to Social Anthropology	Definition, Nature and Scope of Social Anthropology; its relationship with Sociology, History, Economics, and Psychology.
<b>2<sup>nd</sup></b>	Theoretical Orientation	Functionalism (Radcliffe-Brown & B. Malinowski), Structuralism (Claude Levi-Strauss), Field Work Approach in Social Anthropology
<b>3<sup>rd</sup></b>	Core Concepts and Institutions	Culture, Clan, Caste and Race, Family, Kinship, Marriage, and Religious Institutions.
<b>4<sup>th</sup></b>	Tribal Society in India	Definition of Tribe, Problems of Tribal People, Tribal Movements in India, Social and Cultural Change in Tribal India, Measures of Tribal Development, Tribes of Uttarakhand.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Ethnographic Observation Report: Based on a tribal group or local community. (10 Marks)
- Concept Mapping/Poster: On major anthropological concepts like kinship, clan, etc. (10 Marks)
- Group Presentation: Fieldwork approach or tribal development schemes. (10 Marks)
- Viva & Participation: Discussion and active participation in field-based tasks. (10 Marks)

### Suggested Reading:

- Beattie, John (1964), Other Cultures: Aims, Methods and Achievements in Anthropology, London: R.K.P.
- Beteille (1974), Six Essays in Comparative Sociology, New Delhi: OUP.
- Fox, Robn (1973), Encounter with Anthropology, England: Penguin Books Ltd.
- Godelier, Maurice (1973), Perspectives in Marxist Anthropology, London: Cambridge University Press.
- Harris, Marvin (1972), The Rise of Anthropology, London: Routledge and Kegan Paul.
- Keesing, Roger, M. (1976), Cultural Anthropology: A Contemporary Perspective, America: Holt

Remmhart and Winston.

- Kuper, Adam (1977), *Social Anthropology of Redcliff Brown*, London: Routledge and Kegan Paul.
- Madan, T.N. and D.N. Majumdar (1980), *An Introduction to Social Anthropology*, Delhi: Asia Publishing House.
- Mandelbaum, D.G. (1974), *Society in India*, Bombay Popular Prakashan.
- Manners and Kaplan (1968), *Theories in Anthropology*, Chicago Aldine Publishing Co. Pritchard, Evans (1972), *Social Anthropology*, London: Routledge and Kegan Paul.

## Second Semester for 2-year P.G. program in Sociology

Program Name: M.A. Sociology	
Semester-II	Paper Code: NEP/SOC/C005
Course Type	Discipline-Specific Core- 1 (5 Credits)
Title of the Paper	Indian Sociological Thought
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To introduce Indian sociological thought in its historical and intellectual context.
- To examine diverse theoretical perspectives on Indian society including Indological, Civilizational, Functional, Marxist, and Subaltern approaches.
- To understand the contributions of Indian sociologists and their relevance to contemporary social analysis.
- To develop skills for comparative analysis, critical thinking, and field-contextual reflection.

### COURSE CONTENT

Units	Title	Topics
1 <sup>st</sup>	Sociology in India	The structure of Indian society and the theoretical approaches to study it.
2 <sup>nd</sup>	Indological and Civilizational Approaches	G.S. Ghurye, Louis Dumont, Radhakamal Mukherjee (Indological); N.K. Bose, Surjeet Sinha (Civilizational).
3 <sup>rd</sup>	Structural-Functional and Synthetic Approaches	M.N. Srinivas, S.C. Dube, McKim Marriott (Functional); Irawati Karve, Andre Beteille (Synthesis of Textual and Field Views).
4 <sup>th</sup>	Marxist and Subaltern Approaches	D.P. Mukherji, A.R. Desai, Ramkrishna Mukherjee (Marxist); Ranjit Guha, David Hardiman, B.R. Ambedkar (Subaltern).

### Skill & Practical-Based Components (Internal – 40 Marks)

- Comparative Essay: Between two Indian sociologists or schools of thought. (10 Marks)
- Presentation: On the application of a selected theory to Indian society. (10 Marks)
- Field-Based Reflection: Report on a community observation based on a functional or subaltern lens. (10 Marks)
- Viva & Participation: Participation in class and discussion. (10 Marks)

### Suggested Reading:

- Desai, A.R. (1981), "Relevance of the Marxist Approach to the Study of Indian Society", Sociological Bulletin, 10(1). pp. 1-20
- Dhana Gare, D.N. (1998), Themes and Perspectives in Indian Sociology, New Delhi, Rawat Publications.
- Dumont, Louis (1970), Homo-Hierarchicus: Caste System and its Implications, Chicago.
- Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot. Mukherjee, D.P. (1958), Diversities, Delhi: People's Publishing House.

- Singh, Y. (1973), *Modernization of Indian Traditions*, Delhi: Thomson Press. Srinivas, M.N. (1960), *India's Villages*. Bombay: Asia Publishing House.
- Bose, N.K. (1977), *Culture and Society in India*, Bombay: Popular Prakashan.
- David, Hardiman (1996), *Feeding the Bania: Peasants and Usurers in Western India*, Oxford University Press.
- David, Hardiman (1987), *The Coming of Devi: Adivasi Assertion in Western India*: Oxford University Press.
- Dube, S.C. (1967), *The Indian Village*, New Delhi: NBT.
- Sinha, S. (1974), 'Sociology of Religion: A trend report' in ICSSR'. *A Survey of Research in Sociology and Social Anthropology*. 11, Bombay: Popular Prakashan.
- Jodhka, S.S. (1997), 'From Book view to Field view: Social Anthropological Constructions of the Indian Village'. *Oxford Development Studies*, 26(3)
- Nagla, B.K. (2008), *Indian Sociological Thought*, Jaipur, Rawat Publications.
- Unithan, T.K.N. (1965), (Ed.), *Sociology of India*, New Delhi, Prentice-Hall of India.

<b>Program Name: M.A. Sociology</b>	
<b>Semester-II</b>	<b>Paper Code: NEP/SOC/C006</b>
<b>Course Type</b>	<b>Discipline-Specific Core- 2 (5 Credits)</b>
<b>Title of the Paper</b>	<b>Research Techniques &amp; Statistical Analysis</b>
<b>Credits</b>	<b>5</b>
<b>Total Marks</b>	<b>100 [60 University Exam + 40 Internal Assessment (Skill &amp; Practical-Based Components)]</b>
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To introduce research sampling, data collection, and analytical tools for sociological research.</li> <li>- To develop quantitative and qualitative data analysis skills.</li> <li>- To enhance students' ability to use statistical tools to interpret and present data.</li> <li>- To strengthen field-based research competencies aligned with NEP guidelines.</li> </ul>	

<b>COURSE CONTENT</b>		
<b>Units</b>	<b>Title</b>	<b>Topics</b>
<b>1<sup>st</sup></b>	Sampling Design	Census and Sampling Method, Population vs. Sample, Sampling frame, Sampling Size. Types of Sampling, Steps in Sampling Design, Criteria for Selecting a Sampling Procedure, Characteristics of Good Sample Design, Importance of Appropriate Sampling.
<b>2<sup>nd</sup></b>	Methods of Data Collection	Primary Data: Questionnaire, Schedule, Interview, Observation, Case Study, Survey, Content Analysis. Secondary Data: Historical and Oral Sources, Journals, and Books.
<b>3<sup>rd</sup></b>	Data Analysis and Scaling	Classification and Tabulation, Frequency Distribution, Graphic Presentation (Charts, Histograms, Graphs). Importance of Statistics. Scaling Techniques: Likert, Thurstone, Bogardus.
<b>4<sup>th</sup></b>	Statistical Measures	Central Tendency: Mean, Median, Mode; Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation; Correlation: Karl Pearson's and Rank Correlation Methods.

### **Skill & Practical-Based Components (Internal – 40 Marks)**

- Sampling Exercise: Create a sampling frame and justify sampling choice. (10 Marks)
- Data Collection Assignment: Design and apply a basic questionnaire or interview schedule. (10 Marks)
- Statistical Computation: Use collected or secondary data to calculate central tendency or correlation. (10 Marks)
- Viva & Participation: Oral explanation of field application and statistics. (10 Marks)



**Suggested Readings:**

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition. Blalock, Hubert M. (1979), Social Statistics. New York: Tata Mc-Graw-Hill.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New York: Macmillan Publishing.
- Goode, W.J. and Hatt, P.K. (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002), Statistical Methods, New Delhi: Sultan Chand and Sons Publication.
- Kumar Ranjit (2006), Research Methodology: A Step-by-step Guide for beginners, Australia, Pearson Education.
- Moser, S.C., and G. Kalton (1971), Survey Methods in Social Investigation, London: Heinmann.
- Nachmias David & Nachmias Chava (1981), Research Methods in Social Sciences, New York. St. Martin's Press.
- Seltiz, Claire et al (1959), Research Methods in Social Relation, New York: Henry Holt and Co.
- Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentic Hall.

Program Name: M.A. Sociology	
Semester-II	Paper Code: NEP/SOC/C007
Course Type	Discipline-Specific Core- 3 (5 Credits)
Title of the Paper	Traditional Sociological Thinkers
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To understand foundational sociological thinkers and their theoretical contributions.
- To analyze classical frameworks that shaped the development of sociology.
- To assess the relevance of traditional theories to contemporary social systems.
- To develop critical skills in comparative theory and conceptual analysis through practical applications.

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Herbert Spencer and P.A. Sorokin	Herbert Spencer: Social Darwinism, Social organism, Law of equal liberty. P.A. Sorokin: Social Mobility, Social-Cultural Dynamics, Social Revolution.
2 <sup>nd</sup>	Vilfredo Pareto	Logico-Experimental Method, Logical and Non-Logical Action, Residues and Derivatives, Types of Elites, Circulation of Elites.
3 <sup>rd</sup>	Talcott Parsons	Social System, Action Frame of Reference, AGIL Paradigm, Pattern Variables.
4 <sup>th</sup>	Robert K. Merton	Function and Dysfunction, Latent and Manifest Functions, Conformity and Deviance, Reference Groups.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Comparative Analysis: Between any two thinkers (e.g., Parsons and Merton). (10 Marks)
- Theoretical Concept Mapping: Visual representation of one theory (e.g., AGIL Paradigm). (10 Marks)
- Group Presentation: Application of elite theory or pattern variables in current social context. (10 Marks)
- Viva & Participation: Active involvement in discussions and oral evaluation. (10 Marks)

### Suggested Readings:

- Barnes, Harry Elmer 'An Introduction to the History of Sociology', Chicago, University of Chicago Press, 1948.
- Coser, Lewis A. 'Masters of Sociological Thought', New York, Harcourt Brace Jovanovich, Inc., 1971.
- Timasheff, Nicholas S. 'Sociological Theory-Its Nature & Growth', New York, Random House, 1967. Nisbet, Robert A. 'The Sociological Tradition', London, Heinemann, 1979.
- Bogardus, Emory S. 'The Development of Social Thought', Bombay, Vakils, Borer and Simons Pvt. Ltd., 1960.
- Aron, Raymond 'Main Currents in Sociological Thought', Vol. 1 & 2, Harmondsworth, Mindless, Penguin Books, 1965.

- Abel, Theodore 'The Foundation of Sociological Theory', Indian ed., Jaipur, Rawat Publications, 1980.
- Abraham, Francis M. 'Modern Sociological Theory: An Introduction', Delhi, Oxford University Press, 1982. Sorokin Pitrim' Contemporary Sociological Theories', Indian Ed. New Delhi, Kalyani Publishers, 1978.
- Morrison, Ken. 1995. *Marx, Weber and Durkheim*, London: Sage Publications. Merton, R.K. (1968), Social Theory & Social Structure, Glencoe, 3<sup>rd</sup> Free Press.

<b>Program Name: M.A. Sociology</b>	
<b>Semester-II</b>	<b>Paper Code: NEP/SOC/C008</b>
<b>Course Type</b>	<b>Discipline-Specific Core- 4 (5 Credits)</b>
<b>Title of the Paper</b>	<b>Sociology of Environment</b>
<b>Credits</b>	<b>5</b>
<b>Total Marks</b>	<b>100 [60 University Exam + 40 Internal Assessment (Skill &amp; Practical-Based Components)]</b>
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To understand the evolution and significance of Sociology of Environment.</li> <li>- To analyze the contributions of classical and contemporary thinkers in environmental sociology.</li> <li>- To examine sustainable development, displacement, and environmental impact assessment.</li> <li>- To explore the role of traditional knowledge systems, NGOs, and social movements in environmental protection.</li> </ul>	

<b>COURSE CONTENT</b>		
<b>Units</b>	<b>Title</b>	<b>Topics</b>
<b>1<sup>st</sup></b>	Foundations of Environmental Sociology	The rise, decline, and resurgence of Sociology of Environment. Interrelation among Ecology, Environment and Society.
<b>2<sup>nd</sup></b>	Theoretical Contributions	Emerging theoretical perspectives in sociology of environment. Contribution of Dunlop and Cotton, Patrick Giddens, Ramchandra Guha, and Radha Kamal Mukherjee
<b>3<sup>rd</sup></b>	Development and Impact	Sustainable Development and Environmental Conservation. Development, Displacement, Relocation, and Environmental Problems. Environment Impact Analysis: Its Need, Scope, and Methodology.
<b>4<sup>th</sup></b>	Culture, Action and Movements	Role of Traditional Knowledge and Religious Beliefs in Environmental Protection. Role of NGOs. Social Movements Regarding Environment & Ecology.

### **Skill & Practical-Based Components (Internal – 40 Marks)**

- Case Study: On a social movement or environmental conflict (e.g., Chipko, Narmada). (10 Marks)
- Field Visit/Survey: Local environmental issue and stakeholder perspectives. (10 Marks)
- Poster/Presentation: Role of traditional beliefs or NGOs in environmental conservation. (10 Marks)
- Environmental Mapping Project: Mapping of an ecologically sensitive zone in Uttarakhand. (5 Marks)
- Stakeholder Interview: Interview with an environmental activist, NGO worker, or forest official. (5 Marks)

### **Suggested Reading:**

- Agarwal, Anil (1989), “Economy and Environment in India”, in Anil Agarwal (ed.) The Price of Forest. New Delhi: Centre for Science and Environment.
- Bhatt, Anil (1989), Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi Carolyn Merchant (Ed.), Ecology, Key Concepts in critical theory, Rawat Publication, New Delhi, 1996. Chauhan, I.S. (1998), Environmental Degradation, Delhi: Rawat Publications.

- Dubey, S.M. and Murdia, Ratno (ed.) (1980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
- Gadgil, Madhav & Ram Chandra Guha (1996), Ecology and Equity: The use and Abuse of Nature the Himalaya. OUP: Delhi.
- Guha, Ram Chandra (1995), The Unquiet Wook's: Ecological Change and Peasant Resistance in the Himalaya. OUP: Delhi.
- John A. Hannigan, Environmental Sociology, Routledge, London, 1995.
- Mushi, Indra (2000), Environment in Sociological Theory, Sociological Bulletin, Vol. 49, No. 2.
- Schnaiberg, Allan (1980), The Environment, New York: OUP.
- Singh, Gian (1991), Environmental Deterioration in India: Causes and Control, New Delhi: Agricoles. Wilson, Des (ed.) (1984), The Environmental Crisis, London: Heinemann.

Program Name: M.A. Sociology	
Semester	Paper Code: NEP/SOC/E02A
Course Type	Discipline-Specific Elective- 1 (4 Credits)
Title of the Paper	Social Psychology
Credits	4
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To introduce the fundamental concepts and scope of social psychology in relation to sociology.</li> <li>- To understand individual and group behavior in social and cultural contexts.</li> <li>- To examine key psychological processes like attitudes, motivation, prejudice, and leadership.</li> <li>- To develop practical skills in observation, attitude measurement, and group behavior analysis.</li> </ul>	

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Introduction to Social Psychology	Meaning, Nature and Scope; Relationship with Sociology. Individual and Society. Psychological Basis of Social and Cultural Growth.
2 <sup>nd</sup>	Attitudes, Learning, and Motivation	Attitudes: Formation and Change, Measurement (Scales). Learning: Concepts and Theories. Motivation: Biogenic and Sociogenic Motives.
3 <sup>rd</sup>	Mass Behavior and Cognition	Public Opinion, Propaganda, Prejudice, Stereotype, and Rumour.
4 <sup>th</sup>	Leadership and Group Behavior	Leadership: Nature, Types, and Theories. Group Mind: Audience, Crowd, and Crowd Behaviour.

#### Skill & Practical-Based Components (Internal – 40 Marks)

- Observation Task: Behavior observation in groups/crowds (e.g., market, classroom, events). (10 Marks)
- Attitude Survey: Design and use Likert/Bogardus scale to measure any social attitude. (10 Marks)
- Group Presentation: On stereotypes, public opinion, or leadership types. (10 Marks)
- Viva & Participation: Class engagement and reflective oral evaluation. (10 Marks)

#### Suggested Reading:

- B.N. Maltzer, W. John & Others (1945), Symbolic Interactionism, Routledge, and Kenan Paul Ltd. New Jersey, 1945.
- Krech D. and Crutchfield R.S. (1975), Theory and Problems of Social Psychology, McGraw Hill, New York.
- Kimball Young (1963), A Handbook of Social Psychology (Routledge and Kegan Paul Ltd. London, Revised Edition.

- Kari Mannheim (1966), *Essays on Sociology and Social Psychology*, Routledge and Kegan Paul Ltd., London, 3<sup>rd</sup> Edition.
- Lindzey (ed.) (1964), *handbook of Social Psychology*, Vol. I & II Wiley Publishing Co. The London Third Edition.
- Robert R. Evans (1975), *Readings in Collective Behaviour*, Chicago: Rand Monally College Publishing Co.
- T.M. Newcomb (1950), *Social Psychology*, Drvdon Press, New York.
- W.J.H. Sprott (1952), *Social Psychology*, Methuen, and Co. London.

Program Name: M.A. Sociology	
Semester-II	Paper Code: NEP/SOC/E02B
Course Type	Discipline-Specific Elective- 2 (4 Credits)
Title of the Paper	Sociology of Disaster Management
Credits	4
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To introduce the concept, causes, and types of disasters from a sociological perspective.</li> <li>- To examine the impact of disasters on individuals and communities.</li> <li>- To analyze the role of the state, civil society, and voluntary organizations in disaster management.</li> <li>- To build practical skills for disaster response and community resilience through participatory learning.</li> </ul>	

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Understanding Disasters	Concepts, definitions, and the nature of disasters. Causes and types of disasters: famines, floods, earthquakes, epidemics, wars, industrial disasters, nuclear disasters.
2 <sup>nd</sup>	Impact of Disasters	The effects and aftermath of disasters: sociological understanding of victims, survivors, loss, displacement, and trauma.
3 <sup>rd</sup>	State and Institutional Response	The role of the State in disaster prevention, preparedness, and management. Institutional mechanisms: SDRF, NDRF, Disaster Management Act.
4 <sup>th</sup>	Civil Society and Global Perspective	Role of voluntary organizations, NGOs, political bodies, citizens' associations, and international agencies in disaster relief and resilience.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Case Study: On any past disaster in India or Uttarakhand (e.g., 2013 Kedarnath floods). (10 Marks)
- Field Visit/NGO Interaction: Disaster preparedness audit of a local organization. (10 Marks)
- Poster/Presentation: Role of SDRF/NDRF or community initiatives. (10 Marks)
- Viva & Participation: Active class involvement and oral feedback. (10 Marks)

### Suggested Reading:

- Veena Das and Ashis Nandy: 'Violence, Victimhood and the Language of Silence', Contributions to Indian Sociology.
- Dharendra Sharma, India's Nuclear Estate (New Delhi: Lancers, 1983).



- P.N.Haksar et. al.,: A Statement of Scientific Temper, Bombay: Nehru Centre, 1981. Ashish Nandy: Science, Authoritarianism and Culture.
- Praful, Bidwai: Atomic Power on the Run, The Times of India, 13-15 October 1986
- Dharendra Sharma (ed.): The Indian Atom: Power and Proliferation (New Delhi: Philosophy and Social Action, 1986).Dhirendra Sharma, India's Nuclear Estate
- Ashish Nandy: The Bomb, The Illustrated Weekly of India, 4 August 1985
- Jatinder K. Bajaj: The Bhopal Tragedy: The Responsibility of the Scientific Community',
- Sunil Sahasrabudhe, Bhopal: Science Must Share the Blame, PPST Bulletin, 1985, 5, pp. 6-14,25
- Shiv Visvanathan Bhopal: The Imagination of a Disaster, Alternatives, 1986, II, pp. 147-65.
- Sen Amartya (1981) Poverty and Famines New Delhi: UP

### Third Semester for 2-year P.G. program in Sociology

Program Name: M.A. Sociology

Semester-III	Paper Code: NEP/SOC/C009
Course Type	Discipline-Specific Core- 1 (5 Credits)
Title of the Paper	Classical Sociological Theory
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

#### Course Objectives

- To understand the historical emergence and philosophical foundations of classical sociological theory.
- To analyze major theoretical paradigms including positivism, evolutionism, conflict, structuralism, functionalism, and interactionism.
  - To foster analytical and comparative understanding of classical thinkers and their relevance today.
- To promote field engagement and classroom application of classical concepts to contemporary issues.

### COURSE CONTENT

Units	Title	Topics
1 <sup>st</sup>	Foundations of Classical Theory	Rise of Classical Sociological Theory: Positivism – Comte’s Law of Three Stages, Evolutionism – H. Spencer’s Evolutionary Doctrine, Conflict – Marx’s Dialectical Materialism.
2 <sup>nd</sup>	Structural Approaches	A.R. Radcliffe Brown: Concept of Social Structure, S.F. Nadel: Role Analysis, Levi-Strauss: Structuralism.
3 <sup>rd</sup>	Functionalist Perspectives	Malinowski: Functionalism, Durkheim: Division of Labour, Parsons: Social System.
4 <sup>th</sup>	Interactionist and Interpretive Views	Weber: Social Action Typology, Pareto: Residues and Derivatives, G.H. Mead: Mind, Self and Society.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Presentation on key classical thinkers and contemporary relevance. (10 Marks)
- Analytical essay or debate comparing two theoretical paradigms. (10 Marks)
- Application of classical theory to local community issues or field observation. (10 Marks)
- Short field report analyzing a social institution using classical theory lens. (10 Marks)

#### Suggested Reading:

- Adams, Bert N & Sydie, R.A. (2001), Sociological Theory, New Delhi, Vistar Publications.
- Abraham M. Francis (2001), Modern Sociological Theory: An Introduction, Kolkata, Oxford University Press.
- Aron, Raymond (1965), Main Currents in Sociological Thought, Vol-I & II, New York, Basic

Books. Bottomore, Tom & Nisbet, Robert (2004), A History of Sociological Analysis, Jaipur, Rawat Publication.

- Cohen, Percy S. (1968), Modern Social Theory, New York, Basic Books.
- Barret, Michele (1994). 'The Polity Reader in Social Theory', Cambridge, Polity Press.
- Giddens, Anthony (1996), Capitalism & Modern Social Theory Cambridge, Cambridge University Press.
- Lemert, Charles (2004), Social Theory: The Multicultural and Classic Readings, Jaipur, Rawat Publications. Ritzer George, (2000), Modern Sociological Theory, New York McGraw-Hill.
- Ritzer, George (2000), Classical Sociological Theory, New York McGraw-Hill Higher Education. Turner, Jonathan H. (2001), The Structure of Social Theory, Jaipur, Rawat Publication.
- Zeitlin, Irving M, (2001), Rethinking Sociology: A Critique of Contemporary Theory, Jaipur, Rawat Publication.

Program Name: M.A. Sociology	
Semester-III	Paper Code: NEP/SOC/C010
Course Type	Discipline-Specific Core- 2 (5 Credits)
Title of the Paper	Sociology of Planning and Development
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

#### Course Objectives

- To explore the sociological dimensions of planning and development with special reference to India.
- To understand the changing nature of development including its regional disparities.
- To critically assess planning initiatives in the Indian Himalayan context, particularly Uttarakhand.
- To train students in participatory field techniques through real-time exposure to local development projects.

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Concepts and Theories of Planning	Concept of Planning and Development: Centralised and Decentralised Planning. Theories: Democratic, Socialistic and Totalitarian.
2 <sup>nd</sup>	Understanding Development	Changing Concept: Economic growth, Human Development, Sustainable Development. Role of Intellectuals, Bureaucrats and Politics.
3 <sup>rd</sup>	Planning Institutions	Social Policy and Planning in India: Plan Formulation, Implementation, Monitoring and Evaluation. Indian Experience, NITI Aayog.
4 <sup>th</sup>	Regional and Community Development	Community Development in India; Regional Planning with special focus on Uttarakhand Himalayan Region: Tehri Dam, Rishikesh-Karnaprayag Rail, Char Dham Roads.

#### Skill & Practical-Based Components (Internal – 40 Marks)

- Field Report: Visit to any development site in Uttarakhand (e.g., hydroelectric dam, railway construction, highway widening). (10 Marks)
- Stakeholder Interview: Bureaucrats, project-affected families, NGOs. (10 Marks)
- Seminar Presentation: Critical analysis of planning outcomes in Uttarakhand. (10 Marks)
- Research Proposal: Prepare a mini proposal for Social Impact Assessment (SIA) study. (10 Marks)

#### Suggested Readings:

Bulmer, M. et al. (1989), The Goals of Social Policy, London: Unwin Hyman.

Bandyopadhyay, D. (1987), People's Participation in Planning Kerala Experiment, Economics and Political Weekly, Sept. 24, 2450-54.

Chakraborty, S. (1987), Development Planning-Indian Experience, Oxford, Clarendon Press. Ghosh, A. (1992), Planning in India: The Challenge for the Nineties, New Delhi, Sage Publications. Hutt man, E.E. (1981), Introduction to Social Policy, New York, McGraw Hill.

Kulkarni, P.D. (1979), Social Policy and Social Development in India, Madras, Association of Schools of Social Work in India.

Madison, B.Q. (1980), The Meaning of Social Policy, London, Croom Helm. Mukherjee, N. (1993), Participatory Rural Appraisal: Methodology.

Program Name: M.A. Sociology	
Semester-III	Paper Code: NEP/SOC/C011
Course Type	Discipline-Specific Core- 3 (5 Credits)
Title of the Paper	Practical Based on Research Design, Sampling & Techniques
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To apply sociological research principles in field-based settings.</li> <li>- To develop practical understanding of research design, sampling, and techniques of data collection.</li> <li>- To foster research skills such as questionnaire construction, interviewing, and observation.</li> <li>- To prepare students for empirical data analysis and ethical fieldwork.</li> </ul>	
<b>COURSE CONTENT</b> <ol style="list-style-type: none"> <li>1. Designing a Sociological Research Proposal.</li> <li>2. Framing Research Questions and Hypotheses.</li> <li>3. Sampling Design and Selection: Probability and Non-probability methods.</li> <li>4. Construction of Tools: Questionnaire, Interview Schedule, Observation Guide.</li> <li>5. Conducting Pilot Survey and Field Work.</li> <li>6. Recording and Tabulation of Data.</li> <li>7. Submission of Field Report/Research File based on Primary Data Collection.</li> <li>8. Viva-Voce Examination (Conducted by Internal &amp; External Examiners).</li> </ol>	

### Skill & Practical-Based Components (Internal – 40 Marks)

- Research Proposal Submission (Individual). (10 Marks)
- Pilot Survey and Tool Testing. (10 Marks)
- Field Report and Tabulation File. (10 Marks)
- Seminar and Participation. (10 Marks)
- Field Visit to Development Project Site (e.g., dam, rail, road): Displacement/Resettlement Impact Study. (5 Marks)
- Interview with Project Affected Families (PAFs) and Local Officials. (5 Marks)

### Examination Guidelines:

Practical examination shall be conducted by a Board of Examiners consisting of the Head of the Department/Internal Faculty Member and an External Examiner (appointed by the University). The Board shall jointly conduct the Viva-Voce and evaluate the fieldwork file/report.

<b>Program Name: M.A. Sociology</b>	
<b>Semester-III</b>	<b>Paper Code: NEP/SOC/C012</b>
<b>Course Type</b>	<b>Discipline-Specific Core- 4 (5 Credits)</b>
<b>Title of the Paper</b>	<b>Sociology of Crime</b>
<b>Credits</b>	<b>5</b>
<b>Total Marks</b>	<b>100 [60 University Exam + 40 Internal Assessment (Skill &amp; Practical-Based Components)]</b>

#### **Course Objectives**

- To introduce the sociological foundations of criminology and criminal behavior.
- To analyze various forms and causes of crime, deviance, and social disorganization.
- To understand the evolution of correctional systems and legal responses to crime.
- To develop skill-based understanding of crime mapping, community policing, and victim support systems.

<b>COURSE CONTENT</b>		
<b>Units</b>	<b>Title</b>	<b>Topics</b>
<b>1<sup>st</sup></b>	Foundations of Criminology	Criminology: Meaning, Nature, Scope; Historical Development; Criminology and other Social Sciences; Crime and Criminals: Theories and Factors; Crime vs. Sin, Immorality, Vice, Tort.
<b>2<sup>nd</sup></b>	Deviance and Crime Typologies	Sociology of Deviance, Conformity and Deviance; Suicide; Organized Crimes; White Collar Crimes; Crimes against Women: Murder, Rape, Robbery/Dacoity; Professional, Economic, Political Crimes; Cybercrime.
<b>3<sup>rd</sup></b>	Juvenile Delinquency and Correction	Juvenile Delinquency: Nature, Causes, Treatment; Correctional Concepts and Institutions; Modern Methods for Criminal Reform.
<b>4<sup>th</sup></b>	Punishment and Prisons	Punishment: Objectives, Forms, Theories; Capital Punishment; Sociology and History of Prisons; Prison Reforms in India.
<b>5<sup>th</sup></b>	Social Disorganization and Crime	Social Disorganization and its relation to crime and delinquency; Problems: Alcoholism, Addiction, Prostitution, Corruption, Youth Unrest.

#### **Skill & Practical-Based Components (Internal – 40 Marks)**

- Crime Mapping Project: Local area crime trend analysis using news reports or FIRs. (10 Marks)
- Prison Visit/Interview: Visit a jail or interact with police officials or reformed offenders. (10 Marks)
- Case Study: White collar crime or juvenile case handling. (10 Marks)
- Seminar/Viva/Participation. (10 Marks)

**Suggested Reading:**

Ahuja, Ram (2000), Social Problems in India, Jaipur: Rawat Publications. Madan, G.R. (1991), India's Social Problems, New Delhi: Allied Publishers.

Crime in India (2007-08), Crime in India Reports, New Delhi: Government of India. Thio, Alex (1978), Deviant Behaviour, Boston: Houghton Mifflin Co.

Makkar, S.P. Singh, and Paul C. Friday, (1993), Global Perspectives in Criminology. Jalandhar: ABC Publications.

Ministry of Home Affairs, (1998), Crime in India. New Delhi: Government of India. Sutherland, Edwin H., and Donald R. Cressey, (1968), Principles of Criminology, Bombay:

The Times of India Press.

Walklate, Sandra. (1998), Understanding Criminology, Philadelphia: Open University Press. Ryan Patrick J. and George Rush. (1997), Understanding Organized Crime in Global Perspective,

London: Sage Publications.

Nagla, B.K (2006 ), Women, Crime and Law, Jaipur, Rawat Publication.



Program Name: M.A. Sociology	
Semester:III	Paper Code: NEP/SOC/E03A
Course Type	Discipline-Specific Elective- 1 (4 Credits)
Title of the Paper	Social Movement
Credits	4
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

#### Course Objectives

- To provide conceptual clarity on the nature and forms of social movements.
- To understand major theories and ideological roots of movements.
- To develop the ability to critically analyze both traditional and contemporary movements in India.
- To enhance field skills by studying local and regional movements such as Chipko, Tehri Dam protests, and other ecological initiatives in Uttarakhand.

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Understanding Social Movements	Nature, Definition, and Types of Social Movements; Reform, Protest & Movement; Revival, Revolution, Schism, Splits and Counter Movements.
2 <sup>nd</sup>	Theoretical Approaches	Deprivation theory, Resource Mobilization theory, Political Process theory, Structural Strain theory, and New Social Movement theories
3 <sup>rd</sup>	Traditional Movements in India	Peasant Movements, Tribal Movements, Socio-Religious Reform Movements, and Nationalist Movement.
4 <sup>th</sup>	New Social Movements in India	Scheduled Caste and Tribe Movements, Women's Movements, Environmental and Ecological Movements with special reference to Chipko, Tehri, and Joshimath.

#### Skill & Practical-Based Components (Internal – 40 Marks)

- Case Study: Any one local/regional movement (e.g., Chipko, Anti-Tehri Dam, Joshimath). (10 Marks)
- Field Visit Report: Participation in NGO-led awareness drives or social campaigns. (10 Marks)
- Group Presentation/Seminar on selected movement. (10 Marks)
- Assignment/Poster Preparation/Interview with Activists. (10 Marks)

#### Suggested Readings:

Banks. J.A. (1972), The Sociology of Social Movements. London: Macmillan. Desai. A.R. (ed.) (1979), Peasant Struggles in India, Bombay, OUP. Dhanagare. D.N. (1983), Peasant Movements in India (1920-1950) Delhi, OUP.

Gore. M.S. (1993), The Social Context of an Ideology, Ambedkar's Political and Social Thoughts. New Delhi, Sage Publications.

Gouldner. A.W. (ed.) (1950), Studies in Leadership, New Delhi: Harper and Brothers.

Jayal N.P. & Pai Sudha eds. (2001), Democratic Governance in India, New Delhi, Sage Publications.

Oommen. T.K. (1990), Protest and Change: Studies in Social Movement. Delhi, Sage Publications.

Rao. M.S.A. (1979), Social Movement in India, Delhi, Manohar Publications.

Rao. M.S.A. (1979), Social Movements and Social Transformation, Delhi, Macmillan. Singh. K.S. (1982), Tribal Movements in India. New Delhi: Manohar Publications.

Shah, Ghanshyam (2001), Dalit Identity and Politics, New Delhi, Sage Publications.

Zelliot, Eleanor (1995), From Untouchables to Dalits: Essays on the Ambedkar Movement. Delhi Manohar Publications

Program Name: M.A. Sociology	
Semester-III	Paper Code: NEP/SOC/E03B
Course Type	Discipline-Specific Elective 2 (4 Credits)
Title of the Paper	Rural Development and Change
Credits	4
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To understand the nature, scope, and relevance of rural sociology in India.</li> <li>- To analyze village structures and changing patterns in rural society.</li> <li>- To examine socio-economic institutions and rural development programs.</li> <li>- To develop field-based skills for understanding rural transformation and grassroots governance.</li> </ul>	

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Concept of rural development	Origin, Scopes and Importance of Rural Development in India. Need and importance of rural development
2 <sup>nd</sup>	Rural Problems	Rural Problems in India. Addressing rural problems through rural development.
3 <sup>rd</sup>	Community Development Programmes	Community Development Programmes (CDP). Objectives and Strategies.  Integrated Rural Development Programme (IRDP) and Mahatma Gandhi National Rural Guarantee Employment Act, Objectives and Strategies, Performance, and Critical Appraisal.
4 <sup>th</sup>	Factors Affecting Rural Development	Economy, Social Structure, Population, Natural Resources, Capital Formation, Technology. Role of NITI Aayog in Rural Development in India.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Field Visit: Study of a village panchayat system and rural development projects in Uttarakhand. (10 Marks)
- Interview-based report: Farmers, women SHGs, or Panchayat leaders. (10 Marks)
- Group Discussion or Presentation: Role of Green/White/Red Revolution in transforming rural life. (10 Marks)
- Preparation of Village Social Map and Household Profile Format. (10 Marks)

### Suggested Readings:

Ahlawat, S.R.(ed) (2008) Economic Reforms and Social Transformation, Jaipur, Rawat Publication

Bhatt, Anil (1989), *Development and Social Justice - Micro Action by Weaker Sections*, New Delhi.

Bhattacharya, V.R. (1982), *New Face of Rural India. March of New 20 Points Programmes*, New Delhi.

Dube, S.C. (1959). *India's Changing Villages*, London: Routledge and Kegan Paul.

Franda Marcus (1979). *India's Rural Development: An Assessment of Alternatives*, London: Indian University Press.

Jain, L.C. (1979), *Grass without Roots – Rural Development under Govt. Auspices*, New Delhi, Sage.

Majumdar, Vina (ed) (1979), *Role of Rural Women in Development*, Bombay: Allied.

Mowli, V. Chandra (ed.) (1988), *Role of voluntary Organization in Social Development*, New Delhi.  
Rao, S.K. (ed) (1981), *Rural Development in India: Some Facts*, Hyderabad: NIRD.  
Sharma, P.N. and Shastri, C. (1984), *Social Planning: Concept and Techniques*, Lucknow: Print House.  
Singh, Tarlok (1969). *Towards on Integrated Society: Planning Social Policy and Rural Institutions*, New Delhi: Orient Longman.

Makhija, H.R. Transformation of Village, Delhi: Atma Ram, 1963.

Pareek U, Studies in Rural leadership, Delhi: Behavioural Science Center, 1966. Rogers, E.M. Social Changes in Rural Societies, Prentice-Hall, 1988.

Ruttan, V.W. Integrated Rural Development Programmes: A Historical Perspective, World Development, Vol. 12, No. 4, p. 348, 1984.

Sanderson, D. and Polson, R.A. Rural Community Organization, New York: Wiley, 1939. Sorokin, P. and Zimmerman, C.C. Principle and Rural-Urban Sociology, New York: Holt, 1929. Taylor, C. et al, Rural Life in The United States, New York: Knoof.

## Fourth Semester for 2-year P.G. program in Sociology

Program Name: M.A. Sociology	
Semester-IV	Paper Code: NEP/SOC/C013
Course Type	Discipline-Specific Core- 1 (5 Credits)
Title of the Paper	Modern Sociological Theory
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To understand contemporary levels of sociological theorization.</li> <li>- To critically analyze modern theoretical approaches including conflict, phenomenological, neo-functional, and postmodernist paradigms.</li> <li>- To encourage comparative evaluation of theoretical developments in the 20th and 21st centuries.</li> <li>- To develop the ability to apply modern theories in interpreting societal transformations.</li> </ul>	

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Levels of Theorization & Conflict Approach	Levels of Theorization in Sociology: Origin and Contemporary Status, Merton's Scheme of Theorization. Conflict Approach: Ralf Dahrendorf's Class and Class Conflict, Coser's Functions of Social Conflict.
2 <sup>nd</sup>	Phenomenology & Ethnomethodology	Alfred Schutz's Concept of Lifeworld, Berger & Luckman's Social Construction of Reality, Harold Garfinkel: Ethnomethodology, Erving Goffman: Dramaturgical Theory.
3 <sup>rd</sup>	Neo-Functionalism & Neo-Marxism	J. Alexander's Neo-Functional Approach, Habermas's Legitimation Theory, Louis Althusser's Marxist Structuralism, Gramsci's Notion of Hegemony.
4 <sup>th</sup>	Structuralism, Postmodernism & Interpretation	Giddens's Structuration Theory, Derrida's Deconstruction, Foucault's Postmodernist Theory. Interpretative Approach: Clifford Geertz – Interpretative Culture, Pierre Bourdieu – Doxa, Habitus, Field, Edward Said – Orientalism and Occidentalism.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Seminar on a selected modern theorist with theoretical application. (10 Marks)
- Field report applying a modern theory to a social problem or institution. (10 Marks)
- Poster or infographic creation explaining complex theoretical models. (10 Marks)
- Written assignment comparing classical and modern theory. (10 Marks)

**Suggested Readings:**

Abraham (2001), M. Francis: Modern Sociology Theory: An Introduction, Kolkata, Oxford University Press. Aron, Raymond (1965), Main Currents in Sociological Thoughts, Vol.-I & II, New York; Basis Books.

Bottomore, Tom & Nisbet, Robert (2004), A History of Sociological Analysis, Jaipur, Rawat Publications.

Clifford Greetz (1973) The Interpretation of Culture

Cohen. Percy S. (1968), Modern Social Theory, New York, Basic Books Edward Said (1978) Orientalism

Michele, Barret. (1994). 'The Polity Reader in Social Theory. Cambridge, Polity Press.

Giddens, Anthony (1996), Capitalism & Modern Social Theory Cambridge, Cambridge University Press.

Lemert, Charles (2004), Social Theory: The Multicultural and Classic readings, Jaipur, Rawat Publications.

Pierre Bourdiue(1972) Outline of a Theory of Practice

Ritzer George (2000) Modern Sociological Theory, New York, Mc-Graw-Hill.

Turner, Jonathan H. (2001), The Structure of Sociological Theory, Jaipur, Rawat Publication.

Ritzer, George (2000), Classical Sociological Theory, New York, Mc-Graw-Hill, Higher Education.

Zeitlin, Irving M. (2001), Rethinking Sociology: A Critique of Contemporary Theory, Jaipur, Rawat Publication.

Program Name: M.A. Sociology	
Semester-IV	Paper Code: NEP/SOC/C014
Course Type	Discipline-Specific Core- 2 (5 Credits)
Title of the Paper	Women and Society
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To understand gender as a social construct and its implications.</li> <li>- To explore the changing status of women across historical contexts.</li> <li>- To assess the impact of economic and technological changes on women.</li> <li>- To examine the legal and institutional mechanisms for women's empowerment.</li> </ul>	

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Gender Construction & Theoretical Approaches	Social Construction of Gender: Sex and Gender. Approaches to Women's Issues: Psychological, Functional, Marxian, Feminist.
2 <sup>nd</sup>	Status of Women in Indian Society	Status of Women in Pre-Colonial, Colonial and Post-Colonial India. Women's Movements in 19th and 20th Centuries.
3 <sup>rd</sup>	Development, Demographics and Globalization	Demographic Profile of Women in India, Gender Gap. Development and Women: Technology, Liberalization and Globalization.
4 <sup>th</sup>	Law, Empowerment and Institutional Support	Women and Law: Domestic Violence, Crimes Against Women, Human Rights. Empowerment of Women: Reservation, Role of State and NGOs.

#### Skill & Practical-Based Components (Internal – 40 Marks)

- Case Study: Gender issues in local communities or institutions. (10 Marks)
- Report Writing: Visit to Women's Rights Organizations or Helplines. (10 Marks)
- Seminar/Poster: Evolution of Feminist Theories or Key Women's Movements. (10 Marks)
- Group Discussion/Role Play: Debates on laws related to women's rights. (10 Marks)

#### Suggested Readings:

Aggarwal, B. (1988), Structure of Patriarchy: State, Community and Household in modernizing India (ed.) New Delhi: Kali for Women.

Ahlawat, Neerja (1995), Women Organizations and Social Networks, New Delhi: Rawat Publications.

Bose Rup, E. (1970), Women's Role in Economic Development, London: George Allen and Unwin.

Cater, Libby et al (1977), Women and Men-Changing Roles, Relationship and Perceptions, New York: Praeger.

Center for Women's Development Studies (1987), Women and Development: Gender Issues, Occasional Paper No. 2, New Delhi, CWDS.

Chanan, K. (1988), Socialization, Women and Education: Exploration in Gender Identity, New Delhi: Orient Longman.

Desai, Neera, and M. Krishna Raj (1987), Women and Society in India, Delhi: Ajanta Publication.

Dube, Leela and Rajni Paliwal (1990), Structures and Strategies: Women, Work and Family, New Delhi: Sage Publication.

Govt. of India (1988), National Perspective Plan for Women (1988-2000), A.D. Department. Of “W.& C.D.” New Delhi: Ministry of H.R.D.

Nagla, B.K (2006 ), Women, Crime and Law, Jaipur, Rawat Publication.



<b>Program Name: M.A. Sociology</b>	
<b>Semester-IV</b>	<b>Paper Code: NEP/SOC/C015</b>
<b>Course Type</b>	<b>Discipline-Specific Core- 3 (5 Credits)</b>
<b>Title of the Paper</b>	<b>Dissertation and Viva-Voce</b>
<b>Credits</b>	<b>5 credits</b>
<b>Total Marks</b>	<b>100 [60 University Exam + 40 Internal Assessment (Skill &amp; Practical-Based Components)]</b>

### **COURSE CONTENT**

The dissertation will be allowed only to those students who have secured 60% marks in the aggregate of the last three semesters. The dissertation shall be based on fieldwork involving the collection of primary data. Fieldwork shall be carried out under the supervision of the assigned faculty supervisor and Head of Department.

Two typed copies of the dissertation must be submitted to the Department through the Head. The dissertation will be evaluated by a board of examiners consisting of the Head/Supervisor and an external examiner appointed by the university. They will also conduct the Viva-Voce. Both examiners will award marks

#### **Evaluation Scheme (as per NEP Guidelines)**

Total Marks: 100

- University Exam (Dissertation & Viva-Voce): 60 Marks
- Internal Evaluation (Skill/Activity-Based): 40 Marks
- Fieldwork logbook
- Regular Supervisor Evaluation
- Seminar/Presentation
- Research Diary/Reflective Notes

Program Name: M.A. Sociology	
Semester-IV	Paper Code: NEP/SOC/C016
Course Type	Discipline-Specific Core- 4 (5 Credits)
Title of the Paper	Urban Sociology: Theories, Trends and Issues
Credits	5
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>- To understand the theoretical foundations and emergence of urban sociology.</li> <li>- To study the evolution of urban life and analyze Indian urban issues.</li> <li>- To enable students to connect sociological theories with practical urban problems.</li> <li>- To develop skills for research and field-based investigation into urban development and planning.</li> </ul>	

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Foundations of Urban Sociology	Urban Sociology: Meaning, Nature, Scope, Relationship with other Social Sciences. Urban Sociology in India: Emerging Trends.
2 <sup>nd</sup>	Urban Theoretical Frameworks	Classical Theories: Max Weber on the City, George Simmel on Metropolis and Mental Life. Chicago School: Robert Park, Burgess, McKenzie, Louis Wirth. New Urban Sociology: Henri Lefebvre, David Harvey, Manuel Castells. Traditional Theories Recap: Wirth, Burgess, Park.
3 <sup>rd</sup>	Urbanization and Social Change	Dimensions of Urbanization and its Social Consequences. Relationship between Industrialization and Urbanization.
4 <sup>th</sup>	Urban Issues and Planning	Urban Problems: Migration, Housing, Slums, Urban Poverty, Juvenile Delinquency, Urban Violence. Urban Planning: Objectives, Agencies, Water Crisis, Noise and Air Pollution.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Field Survey of Slum Settlements and Urban Services (10 Marks)
- Seminar on Urban Planning Policies in Uttarakhand Cities (10 Marks)
- Mapping and Analysis of Urban Problems (Migration, Pollution, Housing) (10 Marks)
- Report Writing & Viva based on Field Work and Interviews (10 Marks)

### Suggested Readings:

- Alfred D' Souza (1978), The Indian City: Poverty, Ecology and Urban Development, Manohar Publications, New Delhi.

- Ashis Boss (1901-1971, 1979), Studies in India's Urbanisation. Harry Gold (1982), The Sociology of Urban Life, Prentice-Hall.
- J.A. Quinn (1967), Urban Sociology, Ch. 14 Eurasia, Delhi.
- M.S.A. Rao (ed.) (1974), Urban Sociology in India.
- M.S. Gore (1968), Urbanisation and Family Change.
- Park, Robert E. et al., (1925). 'The city', University of Chicago Press.
- Ram Chandran, R. (1991), Urbanisation and Urban System in India, OUP Delhi.
- Raj S. Gandhi (1981), Urban Sociology in India, International Journal Contemporary Sociology, Vol. 18, Nos. 3 & 4, 1981.
- Satish Saberwal (ed.) (1978), Process and Institution in Urban India. Saunders Peter (1981), Social Theory and Urban Question, Hutchinson.
- Harvey, David, (1989). 'The Urban Experience, Baltimore: John Hopkins Press.
- T.K. Oommen (1967), The Rural Urban Continuum Re-examined in the India Context, Sociologies Ruralism, Vol. 07, No. 1.
- Wilson R.A. and D.A. Schulz (1978), Urban Sociology, Prentice-Hall.
- W.W. Burgess & D.J. Bogue (ed.) (1964), Contributions to Urban Sociology. University of Chicago Press. Wirth, Louis (1991). 'Urbanism a Way of Life', Irvington Publication.

Program Name: M.A. Sociology	
Semester-IV	Paper Code: NEP/SOC/E04A
Course Type	Discipline-Specific Elective- 1 (4 Credits)
Title of the Paper	Religion and Society
Credits	4
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To introduce the students to the sociological understanding of religion.
- To familiarize them with classical and contemporary approaches to religion.
- To analyze religion's role in shaping social order, change, and conflict.
- To develop critical thinking around secularism, communalism, and revivalism in Indian society.

COURSE CONTENT		
Units	Title	Topics
1 <sup>st</sup>	Understanding Religion Sociologically	Sociology of Religion: Definition, subject matter. Approaches to the study of religion: Theological, Psychological, Anthropological, Sociological.
2 <sup>nd</sup>	Religious Experience and Structure	Religious Experiences and Institutions: Sacred, Charismatic; Creed, Cult and Codes. Religious Organizations: Church, Sect.
3 <sup>rd</sup>	Religion and Social Dynamics	Religion and Social Control: Role in Legitimation. Religion and Social Change: Max Weber's Thesis and Its Relevance to India.
4 <sup>th</sup>	Religion, Conflict and Secularism	Functions and Dysfunctions of Religion. Communalism in India: Nature and Socio-Economic Bases. Religious Revivalism and Process of Secularization.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Content analysis of religious texts/rituals (10 Marks)
- Seminar on religion and secularism in modern India (10 Marks)
- Field visits to local temples, mosques, churches, monasteries (10 Marks)
- Interview/report writing on inter-faith dialogue or community practices (10 Marks)

### Suggested Readings:

- Madan, T.N. (ed.). (1992), (enlarged edition). Religion in India: Oxford University Press.
- Mazumdar, H.T. (1996), India's religious heritage. New Delhi: Allied.
- Pachauri, J.P. Chakkanatt, J.D. (2004), Religion-Cultural Plurality and Nation-State. Srinagar, Sadharmyam Publication.
- Roberts, Keith A (1984), Religion in Sociological Perspective. New York: Dorsey Press. Shakir, Moin (ed.). (1989), Religion, State and Politics in India Delhi: Ajanta Publications. Turner, Bryan S. (1991), (2<sup>nd</sup> edition), Religion and Social Theory. London: Sage.

Program Name: M.A. Sociology	
Semester-IV	Paper Code: NEP/SOC/E04B
Course Type	Discipline-Specific Elective- 3 (4 Credits)
Title of the Paper	Social Demography
Credits	4
Total Marks	100 [60 University Exam + 40 Internal Assessment (Skill & Practical-Based Components)]

### Course Objectives

- To introduce the theoretical and practical aspects of social demography.
- To understand the social dimensions of population phenomena.
- To critically evaluate demographic trends in India, especially in the Himalayan region.
- To analyze the impacts of fertility, mortality, and migration on social structures.

### COURSE CONTENT

Units	Title	Topics
1 <sup>st</sup>	Introduction to Social Demography	Meaning, Definition, and Scope of Social Demography. Theories of Population: Malthus, Optimum Population Theory, Demographic Transition Theory.
2 <sup>nd</sup>	Fertility and Social Influences	Concept of Fecundity and Fertility, Social and Cultural Factors, Measures of Fertility, Fertility Trends in India, Fertility Policies.
3 <sup>rd</sup>	Morbidity and Mortality	Determinants and Measures of Mortality, Consequences of Mortality, Infant, Child and Maternal Mortality: Types and Causes.
4 <sup>th</sup>	Migration and Policy	Concepts and Types of Migration, Factors and Theories (World-systems, Stouffer, Everett Lee, Ravenstein), Internal Migration (1951–2001), Migration Policies in India.

### Skill & Practical-Based Components (Internal – 40 Marks)

- Field Survey: Migration Patterns and Household Fertility Behavior in Uttarakhand (10 Marks)
- Report on Mortality Trends Using Health Data (10 Marks)
- GIS-based or Secondary Data Mapping on Population Pressure (10 Marks)
- Seminar/Poster: Demographic Theory or Fertility Policies Review (10 Marks)

### Suggested Readings:

- Asha Bhende & Tara Kanitkar, Principles of Population Studies, Himalaya Publishing House, Bombay 2003.
- Weeks, John R, 'Population: An Introduction to Concepts and Issues', Belmont, California: Wadsworth, 1977.
- Nam, Charles B, 'Population and Society,' Boston: Houghton Mifflin, 1968. Hawthorn, Geoffrey, 'The Sociology of Fertility,' London, Collier – Macmillan, 1970.
- Heer, David M., 'Society and Population' Englewood Cliffs, Prentice Hall, 1975 Lassonde, Louise, Coping with Population Challenges, London, Earthscan, 1997.
- Massey, Douglas et al., "Theories of International Migration," *Population and Development Review* 19:3, 1993