

**Syllabus for One-Year Post Graduate
Programme**

M.A. Sociology — Under NEP 2020

w.e.f. Academic Session 2026-27 and onwards

**Department of Sociology and Social Work
School of Humanities and Social Sciences
Hemvati Nandan Bahuguna Garhwal University
(A Central University)
Srinagar Garhwal, Uttarakhand**

**Department of Sociology and Social Work
Hemvati Nandan Bahuguna Garhwal University
(A Central University), Srinagar Garhwal**

**Curriculum Framework and Credit Allocation
One-Year Postgraduate Programme
Master of Arts (M.A.) in Sociology, 2026**

Course Eligibility (Entry Requirement):

Admission to the one-year postgraduate program in Sociology requires a four-year Bachelor's degree (with a minimum of 160 credits). Furthermore, all applicants must successfully meet the attainment levels and entrance requirements specified in the program's admission regulations.

Programme Overview:

The Master of Arts (M.A.) in Sociology (1-Year) is a comprehensive one-year postgraduate programme structured in accordance with the National Education Policy (NEP) 2020. The curriculum is distributed across two academic semesters, with each semester comprising a stipulated 24 credits. The academic framework mandates the completion of four Discipline-Specific Core (DSC) courses for the first and second semesters, each carrying a weightage of five credits.

Elective Framework:

To fulfil the remaining four credits required each semester, students must undertake one elective course. The selection process requires students to first designate their preferred academic category: either a Discipline-Specific Elective (DSE) or a Multidisciplinary Elective (MDE). Upon selecting the category, students must enrol in one of the available papers within that specific stream. The DSE and MDE streams are mutually exclusive in any given semester; however, both uniformly carry a weightage of four credits and are evaluated out of 100 marks.

Exit Options and Degree Conferral:

Upon the successful culmination of the one academic year, requiring the accumulation of a minimum of 48 credits, students are eligible to receive a one-year postgraduate degree in Sociology.

Semester I — 1- Year P.G. Programme

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanl Assessment	Total Marks
Discipline-Specific Core (DSC)	NEP/SOC/C007	Classical Sociological Theory	5	60	40	100
	NEP/SOC/C008	Sociology of Planning and Development	5	60	40	100
	NEP/SOC/C009	Sociology of Crime	5	60	40	100
	NEP/SOC/C010	Project Work	5	60	40	100
Elective: In each semester, students must choose ONE elective paper. First, select the category — DSE or MDE (not both). Then choose ONE paper from the two options in the chosen category. Both carry equal credits (4 credits, 100 marks).						
DSE (Any 1 of 2)	NEP/SOC/E03A	Social Movement	4	60	40	100
	NEP/SOC/E03B	Sociology of Disaster Management				
— OR —						
MDE (Any 1 of 2)	NEP/SOC/MDE03A	Political Sociology				
	NEP/SOC/MDE03B	Science, Technology and Society				
SEC (Non-CGPA Course)*	Academic Library Systems and Services			1 Credit		
OR						
SEC (Non-CGPA Course)*	Entrepreneurship & Startup Awareness			1 Credit		
Total Credits: 24 (DSC: 20+ Elective: 4)						

Semester II — 1- Year P.G. Programme

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanl Assessment	Total Marks
Discipline-Specific Core (DSC)	NEP/SOC/C011	Modern Sociological Theory	5	60	40	100
	NEP/SOC/C012	Women and Society	5	60	40	100
	NEP/SOC/C013	Urban Sociology	5	60	40	100
	NEP/SOC/C014A	Dissertation and Viva-Voce	5	60	40	100
	OR					
	NEP/SOC/C014B	Rural Society and Development				
Elective: In each semester, students must choose ONE elective paper. First, select the category — DSE or MDE (not both). Then choose ONE paper from the two options in the chosen category. Both carry equal credits (4 credits, 100 marks).						
DSE (Any 1 of 2)	NEP/SOC/E04A	Religion and Society	4	60	40	100
	NEP/SOC/E04B	Social Demography				
— OR —						
MDE (Any 1 of 2)	NEP/SOC/MDE04A	Law and Society				
	NEP/SOC/MDE04B	Society and Social Work				
SEC (Non-CGPA Course)*	Community outreach activities			1 Credit		

Total Credits: 24 (DSC: 20 + Elective: 4)

NHEQF level 6.5 - Students who successfully complete the one-year PG programme (securing a minimum of 48 credits) will be awarded the M.A. (Sociology) — Postgraduate Degree of one year.

Non-CGPA Courses

A non-CGPA course refers to a course whose marks and associated credits are not counted towards the calculation of the student's overall CGPA. A non-CGPA course is one in which the marks and credits earned by a student shall not be included in the computation of the student's overall CGPA; however, successful completion (pass) of such courses is mandatory for the award of the degree.

1st Semester- * *The University shall provide a common syllabus for the course titled “Academic Library Systems and Services.”*

* **Entrepreneurship & Startup Awareness-** *Departments may develop and offer an ‘Entrepreneurship & Startup Awareness’ course or, alternatively, adopt the ‘Entrepreneurship & Startup Awareness’ course prescribed by the University. Departments shall offer this course to familiarize students with entrepreneurial mindset, startup ecosystem, innovation, and self-employment opportunities. The course may include basic business planning, case studies, interaction with entrepreneurs, and awareness of government startup schemes, with assessment based on participation and practical exercises. The course aims to promote creativity, leadership, and employment generation in alignment with NEP 2020.*

2nd Semester - * **Community Outreach Activities-** *In lieu of ‘Entrepreneurship & Startup Awareness’ course Departments may offer a community outreach-based non-CGPA course focusing on societal engagement, local needs, and institutional social responsibility. The course may include activities such as field visits, awareness programmes, surveys, or collaboration with local bodies/NGOs, with evaluation based on participation, field reports, and reflective learning. This course aims to inculcate social sensitivity, ethical values, and experiential learning in alignment with NEP 2020.*

Semester I — 1- Year P.G. Programme

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanl Assessment	Total Marks
Discipline-Specific Core (DSC)	NEP/SOC/C007	Classical Sociological Theory	5	60	40	100
	NEP/SOC/C008	Sociology of Planning and Development	5	60	40	100
	NEP/SOC/C009	Sociology of Crime	5	60	40	100
	NEP/SOC/C010	Project Work	5	60	40	100
Elective: <i>In each semester, students must choose ONE elective paper. First, select the category — DSE or MDE (not both). Then choose ONE paper from the two options in the chosen category. Both carry equal credits (4 credits, 100 marks).</i>						
DSE (Any 1 of 2)	NEP/SOC/E03A	Social Movement	4	60	40	100
	NEP/SOC/E03B	Sociology of Disaster Management				
— OR —						
MDE (Any 1 of 2)	NEP/SOC/MDE03A	Political Sociology				
	NEP/SOC/MDE03B	Science, Technology and Society				
SEC (Non-CGPA Course)*	Academic Library Systems and Services		1 Credit			
OR						
SEC (Non-CGPA Course)*	Entrepreneurship & Startup Awareness		1 Credit			
Total Credits: 24 (DSC: 20+ Elective: 4)						

Discipline-Specific Core (DSC) Papers

Programme Name: M.A. Sociology		
Semester	Semester I	
Paper Code	NEP/SOC/CO07	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Classical Sociological Theory		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines alternative classical perspectives and foundational sociological/anthropological theories, focusing on institutional analysis, structural approaches, cultural frameworks, and early symbolic interactionism. Building on first-year studies, students will engage in deep theoretical comparison to understand how early pioneers conceptualized community, culture, and social exchange, ultimately preparing them for advanced theoretical work in Semester IV.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Early Foundations and Alternative Classical Perspectives	Georg Simmel: formal sociology, social types, and the psychology of metropolitan life; Ferdinand Tönnies: transition to modernity, Gemeinschaft, and Gesellschaft; W.E.B. Du Bois: race sociology, the color line, and double consciousness; Harriet Martineau: early methodology, translating positivism, and moral analysis.
Unit II	Structural Approaches	A.R. Radcliffe-Brown: concept of social structure and structural-functionalism; S.F. Nadel: role analysis and social structure theory; Claude Levi-Strauss: structuralism, myth, and kinship; Marcel Mauss: rules of exchange, reciprocity, and the sociology of The Gift.
Unit III	Functionalist Perspectives and Cultural Frameworks	Bronisław Malinowski: functionalism and needs theory; E.E. Evans-Pritchard: structural-functionalism, segmentary lineages, and the rationality of belief systems; Ruth Benedict: cultural configurations and the integration of cultural patterns.
Unit IV	Early Interactionist and Interpretive Views	G.H. Mead: mind, self, society, and the symbolic interactionism paradigm; Charles Horton Cooley: primary groups, socialization, and the looking-glass self; Herbert Blumer: expanding Mead and formalizing symbolic interactionism premises.
<p>Course Outcomes: Upon completion, students will be able to systematically compare these foundational paradigms and apply them to analyze social institutions and processes in contemporary India. Furthermore, they will demonstrate an advanced capacity for theoretical argumentation by producing field-based analyses that explicitly draw upon these classical structural, cultural, and interpretive frameworks.</p>		

Suggested Readings:

- Du Bois, W. E. B. (1994). *The souls of Black folk*. Dover Publications. (Original work published 1903)
- Martineau, H. (1989). *How to observe morals and manners*. Transaction Publishers. (Original work published 1838)
- Simmel, G. (1971). *On individuality and social forms* (D. N. Levine, Ed.). University of Chicago Press.
- Tönnies, F. (2001). *Community and civil society* (J. Harris, Ed.; M. Hollis, Trans.). Cambridge University Press. (Original work published 1887)
- Veblen, T. (2007). *The theory of the leisure class*. Oxford University Press. (Original work published 1899)

- Lévi-Strauss, C. (1963). *Structural anthropology* (C. Jacobson & B. G. Schoepf, Trans.). Basic Books. (Original work published 1958)
- Mauss, M. (2002). *The gift: The form and reason for exchange in archaic societies* (W. D. Halls, Trans.). Routledge. (Original work published 1925)
- Nadel, S. F. (1957). *The theory of social structure*. Free Press.
- Radcliffe-Brown, A. R. (1952). *Structure and function in primitive society: Essays and addresses*. Free Press.
- Benedict, R. (1934). *Patterns of culture*. Houghton Mifflin.
- Evans-Pritchard, E. E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Oxford University Press.
- Malinowski, B. (1944). *A scientific theory of culture and other essays*. University of North Carolina Press.
- Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Prentice-Hall.
- Cooley, C. H. (1902). *Human nature and the social order*. Charles Scribner's Sons.
- Mead, G. H. (1934). *Mind, self, and society: From the standpoint of a social behaviorist* (C. W. Morris, Ed.). University of Chicago Press.

Programme Name: M.A. Sociology		
Semester	Semester I	
Paper Code	NEP/SOC/CO08	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Sociology of Planning and Development		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course examines the sociological dimensions of planning and development with particular reference to India and the Uttarakhand Himalayan region. Students will explore theories of development and planning models, assess the social outcomes of major infrastructure projects, and critically engage with the role of communities, bureaucracies, and NGOs in shaping developmental outcomes. The course emphasises participatory field engagement.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Concepts and Theories of Planning	Concept of planning and development; Centralised and decentralised planning; Theories of development — modernisation, dependency, and world-system; Models of planning: Democratic, socialistic, and totalitarian.
Unit II	Understanding Development	Changing concepts — economic growth, human development, and sustainable development; Sen's capability approach; Role of intellectuals, bureaucrats, and politicians in development
Unit III	Planning Institutions	Social policy and planning in India; Five-Year Plans and their social dimensions; NITI Aayog and its mandate; Plan formulation, implementation, monitoring, and evaluation; Decentralised planning and Panchayati Raj.
Unit IV	Regional and Community Development	Community development in India — history and outcomes; Regional planning with special focus on Uttarakhand Himalayan Region; Case studies: Tehri Dam, Rishikesh-Karnaprayag Rail, Char Dham Roads — social impact and displacement.
Course Outcomes: Upon completion, students are expected to critically evaluate theories of development and their social implications. They will be prepared to assess the sociological consequences of major development projects in Uttarakhand, applying frameworks of displacement, community resilience, and participatory planning. Students will demonstrate capacity for social impact assessment and propose research designs for investigating development-related social change.		

Suggested Readings:

- Chakraborty, S. (1987), Development Planning — Indian Experience, Oxford: Clarendon Press.
- Escobar, Arturo (1995), Encountering Development, Princeton: Princeton University Press.
- Friedmann, John (1987), Planning in the Public Domain, Princeton: Princeton University Press.
- Ghosh, A. (1992), Planning in India: The Challenge for the Nineties, New Delhi: Sage.
- Roy, Arundhati (1999), The Greater Common Good, Bombay: India Book Distributor.
- Sen, Amartya (1999), Development as Freedom, Oxford: OUP.
- Shiva, Vandana (1991), The Violence of the Green Revolution, London: Zed Books.
- Singh, Tarlok (1969), Towards an Integrated Society, New Delhi: Orient Longman.
- Wallerstein, Immanuel (1974), The Modern World-System, Vol. I, New York: Academic Press.

- Bandyopadhyay, D. (1987), People's Participation in Planning Kerala Experiment, Economic and Political Weekly.

Programme Name: M.A. Sociology	
Semester	Semester I
Paper Code	NEP/SOC/CO09
Course Type	Discipline-Specific Core (5 Credits)
Title of the Paper: Sociology of Crime	
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course introduces students to the sociological study of crime, deviance, and social control. Students will engage with theories of deviance, examine typologies of crime including white-collar crime, juvenile delinquency, and cybercrime, and analyse punishment systems and prison reform. The course develops skills in crime mapping and sociological analysis of India's legal and correctional systems.

COURSE CONTENT

Units	Title	Topics
Unit I	Foundations of Criminology	Criminology: Meaning, definitions, nature, scope and historical development; Criminology and social sciences; Theories of crime — biological, psychological, and sociological; Crime vs sin, immorality, vice, and tort.
Unit II	Deviance and Crime Typologies	Sociology of deviance; conformity and deviance; Durkheim and anomie; Sutherland's differential association; Organised crime; White-collar crime; Crimes against women; Cybercrime; Political and economic crime.
Unit III	Juvenile Delinquency and Correction	Juvenile delinquency — Meaning, definitions, nature, causes, and treatment; Juvenile Justice Act 2015; Correctional concepts and institutions; Reformatories; Modern methods for criminal reform and rehabilitation.
Unit IV	Punishment, Prisons and Social Disorganisation	Punishment — objectives, forms, and theories; capital punishment debate; Sociology and history of prisons; Prison reforms in India; Social Disorganisation — alcoholism, addiction, prostitution, corruption, youth unrest.

Course Outcomes: Upon completion, students will be equipped to explain major theories of crime and deviance and apply them to analyse crime patterns in Indian society. They are expected to evaluate the sociological dimensions of India's criminal justice system. Students will demonstrate capacity for crime mapping using secondary data and for sociological analysis of juvenile delinquency and social disorganisation.

Suggested Readings:

- Becker, Howard S. (1963), *Outsiders: Studies in the Sociology of Deviance*, New York: Free Press.
- Clinard, Marshall B. and Meier, Robert F. (2015), *Sociology of Deviant Behaviour* (15th edition), Belmont: Cengage.
- Cressey, Donald R. (1969), *Theft of the Nation*, New York: Harper and Row.
- Durkheim, Emile (1897/1952), *Suicide: A Study in Sociology*, London: Routledge and Kegan Paul.
- Foucault, Michel (1975), *Discipline and Punish: The Birth of the Prison*, New York: Pantheon Books.
- Goffman, Erving (1961), *Asylums*, New York: Anchor Books.
- Merton, Robert K. (1938), *Social Structure and Anomie*, *American Sociological Review*, 3(5).
- Nagla, B.K. (2006), *Women, Crime and Law*, Jaipur: Rawat Publication.
- Sutherland, Edwin H. and Cressey, Donald R. (1970), *Criminology* (8th edition), Philadelphia: Lippincott.
- Thio, Alex (2010), *Deviant Behaviour* (10th edition), Boston: Allyn and Bacon.
- Walklate, Sandra (2006), *Understanding Criminology* (3rd edition), Philadelphia: Open University Press.

Programme Name: M.A. Sociology	
Semester	Semester I
Paper Code	NEP/SOC/C010
Course Type	Discipline-Specific Core (5 Credits)
Title of the Paper: Project Work	
Credits: 5	Marks: 100 [60 Project Report + 20 Presentation + 20 Viva Voce]

COURSE CONTENT

Course Requirement & Field Study: Participation in the Project Work course is mandatory for all students. This includes a compulsory field study designed to investigate pressing social issues, challenges, and developmental dynamics within Indian society, with a specialised focus on the state of Uttarakhand.

Thematic Domains: Students must anchor their empirical research in one of the following comprehensive sociological branches, applying these frameworks to localised contexts:

- **Ecology, and Migration:** Sociology of Environment, Rural and Urban Sociology, Sociology of Tourism, and the Sociology of Sanitation.
- **Social Institutions and Culture:** Sociology of Religion and Ritual, Sociology of Family and Kinship, and the Sociology of Education.
- **Inequality, Power, and Justice:** Political Sociology, Sociology of Gender, Sociology of Social Movements, and the Sociology of Crime and Deviance.
- **Economy and Healthcare:** Planning and Development, Economic Sociology (including labour and out-migration), and Medical Sociology (Health and Illness).

Methodology & Submission: The study must rely strictly on empirical observation and primary data collection. Upon concluding the field study, students are required to submit a comprehensive Field Study Report to the department.

Method of Evaluation: Student performance and the final project report will be assessed by an external expert and committee of internal experts and supervisor of the student, constituted by the department and experts nominated by the Head of the Department.

Discipline-Specific Elective (DSE) Papers — Students choosing DSE select ONE of the following two papers.

Programme Name: M.A. Sociology	
Semester	Semester I
Paper Code	NEP/SOC/E03A
Course Type	Discipline-Specific Elective (4 Credits)
Title of the Paper: Social Movement	
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course provides a systematic understanding of the nature, theories, and forms of social movements. Students will examine theoretical approaches, including resource mobilisation, new social movement theory, and political process models, and engage with both historical and contemporary movements in India.

COURSE CONTENT

Units	Title	Topics
Unit I	Understanding Social Movements	Social movements: Meaning, definition, Nature and types- reform, protest, and revolution; Counter-movements and schisms; Social movement organisations; Cycles of protest.
Unit II	Theoretical Approaches	Relative deprivation theory; Resource Mobilisation Theory (McCarthy and Zald); Political Process Theory (McAdam); Structural Strain Theory (Smelser); New Social Movement theories (Habermas, Touraine, Melucci).
Unit III	Social Movements in India	Peasant movements — Telangana, Tebhaga, Naxalbari; Tribal movements — Munda Uprising, Santhal Movement; Socio-religious reform movements; Environmental and ecological movements — Chipko, Narmada Bachao Andolan, Bishnoi Movement; Anti-Tehri Dam Movement.
Unit IV	Prominent Social Reformers in India and Uttarakhand	Mahatma Gandhi; B.R. Ambedkar; Birsa Munde; Jyotirao Phule; E.V. Ramasamy (Periyar); Amrita Devi; Gaura Devi; Swami Manmathan; Sunder Lal Bahuguna.

Course Outcomes: Upon completion, students will be able to explain and critically compare major theories of social movements and apply them to Indian cases. They are expected to trace the history of key social movements in India and assess their sociological significance. Students will demonstrate field skills for documenting and analysing local social movements and will evaluate the relationship between collective action and social change.

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 Thought*, New Delhi: Sage.
- Guha, Ramachandra (1989), *The Unquiet Woods*, Delhi: OUP.
- McAdam, Doug, McCarthy, John D. and Zald, Mayer N. (eds.) (1996), *Comparative Perspectives on Social Movements*, Cambridge: Cambridge University Press.
- Melucci, Alberto (1989), *Nomads of the Present*, London: Hutchinson Radius.
- Oommen, T.K. (1990), *Protest and Change: Studies in Social Movement*, Delhi: Sage Publications.
- Rao, M.S.A. (1979), *Social Movements and Social Transformation*, Delhi: Macmillan.
- Shah, Ghanshyam (2004), *Social Movements in India (2nd edition)*, New Delhi: Sage Publications.
- Shiva, Vandana (1988), *Staying Alive: Women, Ecology and Development*, London: Zed Books.

Programme Name: M.A. Sociology	
Semester	Semester I
Paper Code	NEP/SOC/E03B
Course Type	Discipline-Specific Elective (4 Credits)
Title of the Paper: Sociology of Disaster Management	
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course examines disasters as sociological phenomena — their causes, social impacts, and institutional frameworks for managing them. Students will analyse how disasters affect communities differentially along lines of caste, class, and gender, and assess the roles of the state, civil society, and international agencies in disaster preparedness and response. The Uttarakhand context, including the 2013 Kedarnath disaster, provides grounded field material.

COURSE CONTENT

Units	Title	Topics
Unit I	Understanding Disasters	Disaster: Concepts, definitions, nature, causes and types — famines, floods, earthquakes, epidemics, wars, industrial disasters (Bhopal), nuclear disasters; Disaster risk and vulnerability.
Unit II	Impact of Disasters	Effects and aftermath of disasters; Sociological understanding of victims, survivors, loss, displacement, and trauma; Differential impact on marginalised groups; Gender and disaster.
Unit III	State and Institutional Response	Role of the State in disaster prevention, preparedness, and management; Institutional mechanisms — SDRF, NDRF; Disaster Management Act 2005; National Disaster Management Authority (NDMA).
Unit IV	Civil Society and Global Perspective	Role of voluntary organisations, NGOs, political bodies, citizens' associations, and international agencies (UNDP, OCHA) in disaster relief and resilience; Community-based disaster risk reduction.

Course Outcomes: Upon completion, students will explain disaster sociology through its key concepts and theoretical frameworks. They will analyse the differential social impacts of disasters and evaluate the effectiveness of institutional responses at national and international levels. Students will apply sociological perspectives to disaster preparedness planning and demonstrate understanding of disaster risk reduction strategies relevant to Uttarakhand.

Suggested Readings:

- Blaikie, Piers, Cannon, Terry, Davis, Ian and Wisner, Ben (1994), *At Risk: Natural Hazards, People's Vulnerability and Disasters*, London: Routledge.
- Dynes, Russell R. (1970), *Organised Behaviour in Disaster*, Lexington: Heath Lexington Books.
- Fritz, Charles E. (1961), *Disaster*, in Merton and Nisbet (eds.), *Contemporary Social Problems*, New York: Harcourt Brace.
- Hewitt, Kenneth (ed.) (1983), *Interpretations of Calamity*, Boston: Allen and Unwin.
- National Disaster Management Authority (2009), *National Disaster Management Guidelines*, New Delhi: NDMA.
- Oliver-Smith, Anthony (1986), *The Martyred City*, Albuquerque: University of New Mexico Press.
- Quarantelli, E.L. (ed.) (1998), *What Is a Disaster?*, London: Routledge.
- Sen, Amartya (1981), *Poverty and Famines*, Oxford: Clarendon Press.
- Sharma, Dharendra (1983), *India's Nuclear Estate*, New Delhi: Lancens.
- Tierney, Kathleen (2014), *The Social Roots of Risk*, Stanford: Stanford University Press.
- Visvanathan, Shiv (1986), *Bhopal: The Imagination of a Disaster*, *Alternatives*, 11(1).

Multidisciplinary Elective (MDE) Papers — Alternative to DSE; students choosing MDE select ONE of the following two papers

Programme Name: M.A. Sociology	
Semester	Semester I
Paper Code	NEP/SOC/MDE03A
Course Type	Multidisciplinary Elective (4 Credits)
Title of the Paper: Political Sociology	
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course examines the sociological dimensions of political life — power, the state, democracy, nationalism, and electoral behaviour. Students will engage with classical and contemporary theories of power and the state, analyse voting behaviour and political mobilisation in India, and examine the sociology of nationalism and identity politics. The course develops skills for empirical analysis of political data and local political processes.

COURSE CONTENT

Units	Title	Topics
Unit I	Democracy and Its Challenges	Social preconditions of democracy — Tocqueville, Lipset; Democratic deepening in India; Populism and authoritarianism; Civil society and democratic accountability; Panchayati Raj as grassroots democracy.
Unit II	Electoral Sociology in India	Voting behaviour — caste, class, religion, and ethnicity as variables; Psephology and survey methods; Political parties and their social bases; Criminalisation of politics; Women in electoral politics.
Unit III	Nationalism and Identity Politics	Theories of nationalism — Gellner, Anderson (imagined communities), Hobsbawm; Hindutva as a political ideology; Dalit politics and Ambedkarism; regionalism and sub-nationalism in India.
Unit IV	Power and the State	Theories of power — Weber, Parsons, Lukes (three dimensions), and Foucault; State formation and legitimacy; State and civil society — Gramsci's hegemony; Bureaucracy and political power; Elite theory — Mosca, Pareto, Mills.

Course Outcomes: Upon completion, students will be able to apply sociological theories of power and the state to analyse Indian political structures and processes. They will be prepared to interpret electoral data sociologically and explain the role of caste, class, and religion in shaping political behaviour. Students will critically assess challenges to democracy in India and demonstrate capacity for empirical research into local political mobilisation.

Suggested Readings:

- Anderson, Benedict (1983), *Imagined Communities*, London: Verso.
- Gellner, Ernest (1983), *Nations and Nationalism*, Oxford: Blackwell.
- Gramsci, Antonio (1971), *Selections from the Prison Notebooks*, London: Lawrence and Wishart.
- Jaffrelot, Christophe (2003), *India's Silent Revolution*, London: Hurst.
- Kothari, Rajni (1970), *Politics in India*, New Delhi: Orient Longman.
- Lipset, Seymour Martin (1960), *Political Man: The Social Bases of Politics*, New York: Doubleday.
- Lukes, Steven (1974), *Power: A Radical View*, London: Macmillan.
- Mills, C. Wright (1956), *The Power Elite*, New York: OUP.
- Tocqueville, Alexis de (1835/2000), *Democracy in America*, Chicago: University of Chicago Press.
- Weber, Max, in Gerth, H.H. and Mills, C.W. (eds.) (1948), *From Max Weber*, New York: OUP.
- Yadav, Yogendra and Palshikar, Suhas (2008), *Ten Theses on State Politics in India*, Seminar, 591.

Programme Name: M.A. Sociology	
Semester	Semester I
Paper Code	NEP/SOC/MDE03B
Course Type	Multidisciplinary Elective (4 Credits)
Title of the Paper: Science, Technology and Society	
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course introduces Science and Technology Studies (STS) as an interdisciplinary field examining how science and technology are socially shaped and how they reshape society in return. Students will engage with SCOT, Actor-Network Theory, India's science policy, biotechnology controversies, and the sociological implications of digital platforms, AI, and surveillance capitalism.

COURSE CONTENT

Units	Title	Topics
Unit I	Science Policy and Technology in India	Scientific Policy Resolution 1958; CSIR, DRDO, ISRO — sociological analysis; nuclear programme and public debate; Biotechnology — GMOs, Bt cotton controversy; Biopiracy and patents; Indigenous technical knowledge.
Unit II	Knowledge, Power and Citizen Science	Indigenous technical knowledge vs modern science; Citizen science and participatory research; Science communication and public understanding; Post-truth and misinformation; technology, democracy, and digital rights in India.
Unit III	Digital Society and Technology	The network society — Castells; platform economies — gig work, digital labour, and precarity; surveillance capitalism — Zuboff; Aadhaar and digital governance in India; algorithmic decision-making and AI ethics; digital divides and digital rights.
Unit IV	STS Foundations	Social Construction of Technology (SCOT) — Bijker and Pinch; Actor-Network Theory — Latour and Callon; laboratory studies; Merton's norms of science; science as a social institution; technological determinism and its critique.

Course Outcomes: Upon completion, students are expected to explain STS frameworks and apply them to analyse controversies over technology in Indian society. They will be equipped to evaluate the sociological dimensions of digital transformation, including surveillance, gig labour, and platform governance. Students will demonstrate critical awareness of the relationship between knowledge, power, and science policy and conduct research on a technology-society interface issue.

Suggested Readings:

- Merton, R. K. (1973). *The sociology of science: Theoretical and empirical investigations*. University of Chicago Press.
- Bijker, Wiebe E., Hughes, Thomas P. and Pinch, Trevor (eds.) (1987), *The Social Construction of Technological Systems*, Cambridge: MIT Press.
- Castells, Manuel (2000), *The Rise of the Network Society* (2nd edition), Oxford: Blackwell.
- Jasanoff, Sheila (ed.) (2004), *States of Knowledge*, London: Routledge.
- Latour, Bruno and Woolgar, Steve (1979), *Laboratory Life*, Beverly Hills: Sage.
- MacKenzie, Donald and Wajcman, Judy (eds.) (1999), *The Social Shaping of Technology* (2nd edition), Buckingham: Open University Press.
- Raina, Dhruv and Habib, S. Irfan (2004), *Domesticating Modern Science*, New Delhi: Tulika Books.
- Shiva, Vandana (1997), *Biopiracy: The Plunder of Nature and Knowledge*, Boston: South End Press.

- Srnicek, Nick (2017), Platform Capitalism, Cambridge: Polity Press.
- Visvanathan, Shiv (1997), A Carnival for Science, Delhi: OUP.
- Zuboff, Shoshana (2019), The Age of Surveillance Capitalism, New York: Public Affairs.

Semester II — 1- Year P.G. Programme

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Internal Assessment	Total Marks	
Discipline-Specific Core (DSC)	NEP/SOC/C011	Modern Sociological Theory	5	60	40	100	
	NEP/SOC/C012	Women and Society	5	60	40	100	
	NEP/SOC/C013	Urban Sociology	5	60	40	100	
	NEP/SOC/C014	Dissertation and Viva-Voce	OR	5	60	40	100
	OR						
	NEP/SOC/C014	Rural Society and Development					
<p>Elective: In each semester, students must choose ONE elective paper. First, select the category — DSE or MDE (not both). Then choose ONE paper from the two options in the chosen category. Both carry equal credits (4 credits, 100 marks).</p>							
DSE (Any 1 of 2)	NEP/SOC/E04A	Religion and Society	4	60	40	100	
	NEP/SOC/E04B	Social Demography					
— OR —							
MDE (Any 1 of 2)	NEP/SOC/MDE04A	Law and Society					
	NEP/SOC/MDE04B	Society and Social Work					
SEC (Non-CGPA Course)*		Community outreach activities			1 Credit		
Total Credits: 24 (DSC: 20 + Elective: 4)							
<p>NHEQF level 6.5 - Students who successfully complete the two-year PG programme (securing a minimum of 96 credits) will be awarded the M.A. (Sociology) — Postgraduate Degree of two years.</p>							

Discipline-Specific Core (DSC) Papers

Programme Name: M.A. Sociology	
Semester	Semester II
Paper Code	NEP/SOC/C011
Course Type	Discipline-Specific Core (5 Credits)
Title of the Paper: Modern Sociological Theory	
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course examines the development of sociological theory in the twentieth and twenty-first centuries, covering conflict approaches, phenomenology, ethnomethodology, neo-functionalism, neo-Marxism, structuralism, and postmodernism. Students will engage critically with Dahrendorf, Giddens, Habermas, Bourdieu, Foucault, and others, developing the theoretical sophistication required for dissertation-level sociological analysis.

COURSE CONTENT

Units	Title	Topics
Unit I	Levels of Theorisation and Conflict Approaches	Levels of theorisation in sociology — Merton's scheme; Ralf Dahrendorf — class and class conflict; Lewis Coser — functions of social conflict; conflict theory and social change; Randall Collins — micro-interactional stratification; Horkheimer — critique of instrumental reason; Adorno — the culture industry.
Unit II	Phenomenology and Ethnomethodology	Alfred Schutz — lifeworld and intersubjectivity; Peter Berger and Thomas Luckmann — social construction of reality; Harold Garfinkel — ethnomethodology; Erving Goffman — dramaturgical theory and total institutions.
Unit III	Neo-Functionalism and Neo-Marxism	Jeffrey Alexander — neo-functional approach; Jurgen Habermas — communicative action and legitimation theory; Louis Althusser — Marxist structuralism and ISAs; Antonio Gramsci — hegemony and counter-hegemony.
Unit IV	Structuralism, Postmodernism and Interpretive Approaches	Anthony Giddens — structuration theory; Jacques Derrida — deconstruction; Michel Foucault — discourse, power, and genealogy; Pierre Bourdieu — habitus, field, and capital; Edward Said — Orientalism and Occidentalism.

Course Outcomes: Upon completion, students will be able to systematically explain and compare major currents in modern sociological theory. They are expected to apply contemporary theoretical frameworks to analyse social institutions and problems, demonstrate capacity for sustained theoretical argumentation at the dissertation level, and evaluate the relationship between classical and modern theory as intellectual traditions.

Suggested Readings:

- Alexander, Jeffrey C. (1985), Neo-functionalism, Beverly Hills: Sage.
- Berger, Peter L. and Luckmann, Thomas (1966), The Social Construction of Reality, New York: Doubleday.
- Bourdieu, Pierre (1977), Outline of a Theory of Practice, Cambridge: Cambridge University Press.
- Dahrendorf, Ralf (1959), Class and Class Conflict in an Industrial Society, Stanford University Press.
- Foucault, Michel (1972), The Archaeology of Knowledge, New York: Pantheon Books.
- Garfinkel, Harold (1967), Studies in Ethnomethodology, Englewood Cliffs: Prentice Hall.
- Giddens, Anthony (1984), The Constitution of Society, Cambridge: Polity Press.
- Goffman, Erving (1959), The Presentation of Self in Everyday Life, New York: Doubleday.
- Habermas, Jurgen (1984), The Theory of Communicative Action (2 Vols.), Boston: Beacon Press.

- Lemert, Charles (ed.) (2010), *Social Theory: The Multicultural and Classic Readings* (4th edition), Boulder: Westview Press.
- Ritzer, George (2011), *Sociological Theory* (8th edition), New York: McGraw-Hill.
- Adorno, T. W., & Horkheimer, M. (2002). *Dialectic of enlightenment*. Stanford University Press.
- Habermas, J. (1989). *The structural transformation of the public sphere*. MIT Press.
- Horkheimer, M. (1972). *Traditional and critical theory*. In *Critical theory: Selected essays* (pp. 188-243). Herder and Herder.
- Marcuse, H. (1964). *One-dimensional man: Studies in the ideology of advanced industrial society*. Beacon Press.

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/C012	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Women and Society		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines gender as a social construct and analyses the historical and contemporary status of women in Indian and global society. Students will engage with feminist theory across its major strands, assess the impact of development and globalisation on women, and evaluate legal and institutional mechanisms for gender justice. The course cultivates intersectional awareness — the articulation of gender with caste, class, and religion.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Gender Construction and Theoretical Approaches	Social construction of gender; Sex and gender distinction; Theoretical approaches — liberal, radical, socialist, Marxian, and Black feminist perspectives; Intersectionality — Crenshaw.
Unit II	Status of Women in Indian Society	Status of women in pre-colonial, colonial, and post-colonial India; Women's movements in the 19th and 20th centuries; Contribution of women in Indian society; Partition, citizenship, and women; contemporary women's movements — Nirbhaya, MeToo.
Unit III	Development, Demographics and Globalisation	Demographic profile of women in India; gender gap index; women and development — WID vs GAD frameworks; technology, liberalisation, and globalisation and their differential impact on women.
Unit IV	Law, Empowerment and Institutional Support	Women and law — Domestic Violence Act 2005, POCSO Act 2012, crimes against women; human rights and women; Women's empowerment — reservation, role of state, NGOs, and self-help groups.
<p>Course Outcomes: Upon completion, students will be equipped to apply feminist theoretical frameworks to analyse gender inequality in Indian society. They will be prepared to evaluate legal and policy mechanisms for women's empowerment and trace the historical development of women's movements in India. Students will demonstrate intersectional awareness in the analysis of gender alongside caste, class, and religion and develop the capacity for gender-sensitive field research.</p>		

Suggested Readings:

- Butler, Judith (1990), *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge.
- Crenshaw, Kimberle (1989), *Demarginalizing the Intersection of Race and Sex*, University of Chicago Legal Forum.
- de Beauvoir, Simone (1949), *The Second Sex*, Paris: Gallimard.
- Desai, Neera and Krishna Raj, Maithreyi (1987), *Women and Society in India*, Delhi: Ajanta Publication.
- Dube, Leela (1997), *Women and Kinship*, Tokyo: United Nations University Press.
- Friedan, Betty (1963), *The Feminine Mystique*, New York: W.W. Norton.
- Mies, Maria (1986), *Patriarchy and Accumulation on a World Scale*, London: Zed Books.
- Mohanty, Chandra Talpade (1988), *Under Western Eyes*, *Feminist Review*, 30.
- Rege, Sharmila (2006), *Writing Caste/Writing Gender*, New Delhi: Zubaan.
- Sen, Amartya (1990), *More than 100 Million Women are Missing*, *New York Review of Books*.
- Wollstonecraft, Mary (1792), *A Vindication of the Rights of Woman*, London: J. Johnson.

Programme Name: M.A. Sociology	
Semester	Semester II
Paper Code	NEP/SOC/C013
Course Type	Discipline-Specific Core (5 Credits)
Title of the Paper: Urban Sociology	
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course examines the sociology of urban life — its theoretical foundations, historical development, and contemporary challenges. Students will engage with classical urban theories (Weber, Simmel, Chicago School), new urban sociology (Lefebvre, Harvey, Castells), and analyse Indian urbanisation patterns, including issues of housing, slums, migration, and urban poverty. Field surveys in Uttarakhand urban areas provide grounded learning.

COURSE CONTENT

Units	Title	Topics
Unit I	Foundations of Urban Sociology	Urban sociology — meaning, nature, scope; Relationship with other social sciences; Emergence of cities and urban civilisation; Urban sociology in India — trends and trajectories.
Unit II	Urban Theoretical Frameworks	Classical theories — Max Weber on the city; Georg Simmel on metropolis and mental life; Chicago School — Park, Burgess, McKenzie, Wirth; New Urban Sociology — Henri Lefebvre, David Harvey, Manuel Castells.
Unit III	Urbanisation and Social Change	Dimensions of urbanisation and its social consequences; Relationship between industrialisation and urbanisation; Urbanisation in India — patterns, trends, and regional variations; Urbanisation and Uttarakhand.
Unit IV	Urban Issues and Planning	Urban problems — migration, housing, slums, urban poverty, juvenile delinquency, urban violence; Urban planning — objectives, agencies, Smart Cities Mission; water crisis, noise and air pollution; Informal urban economy.

Course Outcomes: Upon completion, students will be able to apply classical and contemporary urban sociological theories to analyse the social dimensions of urbanisation in India. They will be equipped to examine urban problems sociologically and evaluate planning responses. Students will demonstrate field research skills for urban community surveys and will critically assess the social impact of urbanisation on Uttarakhand's hill towns.

Suggested Readings:

- Castells, Manuel (1977), *The Urban Question: A Marxist Approach*, London: Edward Arnold.
- Harvey, David (1973), *Social Justice and the City*, Baltimore: Johns Hopkins University Press.
- Harvey, David (1989), *The Urban Experience*, Baltimore: Johns Hopkins University Press.
- Lefebvre, Henri (1968), *The Right to the City*, Paris: Anthropos.
- Park, Robert E., Burgess, Ernest W. and McKenzie, Roderick D. (1925), *The City*, Chicago: University of Chicago Press.
- Rao, M.S.A. (ed.) (1974), *Urban Sociology in India: Reader and Source Book*, New Delhi: Orient Longman.
- Simmel, Georg (1950), *The Metropolis and Mental Life*, in Wolff (ed.), *The Sociology of Georg Simmel*, New York: Free Press.
- Sjoberg, Gideon (1960), *The Preindustrial City*, Glencoe: Free Press.
- Weber, Max (1921/1958), *The City*, New York: Free Press.
- Wirth, Louis (1938), *Urbanism as a Way of Life*, *American Journal of Sociology*, 44(1).
- Burgess, Ernest W. (1925), *The Growth of the City*, in Park et al., *The City*, Chicago: University of Chicago Press.

Programme Name: M.A. Sociology	
Semester	Semester II
Paper Code	NEP/SOC/C014A
Course Type	Discipline-Specific Core (5 Credits)
Title of the Paper: Dissertation and Viva-Voce	
Title of the Paper: Dissertation and Viva-Voce	Marks: 100 [60 Dissertation + 40 Viva-Voce]

Course Objectives: The dissertation is an independent empirical sociological research project carried out under the supervision of an assigned faculty member. Students will apply the research skills developed across Semesters I, II, and III to investigate an original social question through fieldwork and primary data collection. The dissertation demonstrates the student's capacity for independent sociological inquiry and academic writing.

COURSE CONTENT

Research Proposal and Supervisor Allocation

Identification of research topic; formulation of objectives and hypotheses; review of literature; supervisor allocation by Head of Department; ethical clearance; research timeline.

Fieldwork and Data Collection

Primary data collection under faculty supervision; interview and questionnaire administration; ethnographic observation, if applicable; field diary maintenance; mid-term supervisor review.

Data Analysis and Writing

Data coding and tabulation; statistical or qualitative analysis; interpretation and discussion; chapter writing to academic standards; two typed copies submitted to the Department.

Evaluation and Viva-Voce

Dissertation evaluated by a Board (Head/Supervisor and External Examiner appointed by the University); Viva-Voce conducted jointly.

Course Outcomes: Upon completion, students will have demonstrated the ability to independently design, execute, analyse, and present a sociological research project. They are expected to produce an original dissertation meeting academic standards of argumentation, evidence, and citation. Students will successfully defend their research findings in a Viva-Voce examination, demonstrating mastery of their subject, methodology, and theoretical framework.

Suggested Readings:

- Becker, Howard S. (1986), *Writing for Social Scientists*, Chicago: University of Chicago Press.
- Bryman, Alan (2012), *Social Research Methods* (4th edition), Oxford: Oxford University Press.
- Denzin, Norman K. and Lincoln, Yvonna S. (eds.) (2011), *The Sage Handbook of Qualitative Research* (4th edition), Thousand Oaks: Sage.
- Hammersley, Martyn and Atkinson, Paul (2007), *Ethnography: Principles in Practice* (3rd edition), London: Routledge.
- Kothari, C.R. (2004), *Research Methodology: Methods and Techniques* (2nd edition), New Delhi: New Age International.
- Kumar, Ranjit (2014), *Research Methodology: A Step-by-Step Guide* (4th edition), London: Sage.
- Silverman, David (2013), *Doing Qualitative Research* (4th edition), London: Sage.
- Srinivas, M.N. and Shah, A.M. (1979), *Fieldworker and the Field*, New Delhi: OUP.
- Strauss, Anselm and Corbin, Juliet (1998), *Basics of Qualitative Research* (2nd edition), Thousand Oaks: Sage.
- Turabian, Kate L. (2013), *A Manual for Writers* (8th edition), Chicago: University of Chicago Press.

Programme Name: M.A. Sociology	
Semester	Semester II
Paper Code	NEP/SOC/C014B
Course Type	Discipline-Specific Core (5 Credits)
Title of the Paper: Rural Society and Development	
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course examines rural society in India — its structures, problems, and processes of transformation — with particular reference to development programmes and grassroots governance. Students will analyse the sociology of village life, agrarian change, and the functioning of major rural development schemes, including MGNREGA, with field engagement in Uttarakhand's village panchayat system.

COURSE CONTENT

Units	Title	Topics
Unit I	Concept of Rural Society and Development	Rural sociology in India: origin, scope, and importance; Nature and characteristics of rural society; Differences between rural and urban society; Need and importance of rural development.
Unit II	Rural Problems in India	Agrarian structure and land relations; Poverty and indebtedness; Caste and social stratification in villages; Problems of agricultural labourers; Rural-urban migration and its social consequences.
Unit III	Community Development Programmes	Community Development Programme (CDP) — history and outcomes; Integrated Rural Development Programme (IRDP); Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Antyodaya Yojna.
Unit IV	Factors Affecting Rural Development	Economy, social structure, population, natural resources, capital formation, and technology as factors; Role of NITI Aayog in rural development; Panchayati Raj and decentralised governance; Self-help groups and women's participation.

Course Outcomes: Upon completion, students are expected to explain the structural characteristics of rural Indian society and analyse major rural development programmes sociologically. They will be equipped to evaluate the outcomes of community development efforts and assess the role of grassroots institutions in rural transformation. Students will demonstrate field skills for mapping village social structures and interviewing community stakeholders in Uttarakhand.

Suggested Readings:

- Bailey, F.G. (1957), *Caste and the Economic Frontier*, Manchester: Manchester University Press.
- Dube, S.C. (1958), *India's Changing Villages*, London: Routledge and Kegan Paul.
- Epstein, T. Scarlett (1962), *Economic Development and Social Change in South India*, Manchester: Manchester University Press.
- Franda, Marcus (1979), *India's Rural Development*, Bloomington: Indiana University Press.
- Jain, L.C. (1979), *Grass without Roots*, New Delhi: Sage.
- Misra, S.N. and Sardana, M.K. (1993), *Panchayati Raj and Rural Development*, New Delhi: National Publishing House.
- Rao, S.K. (ed.) (1981), *Rural Development in India: Some Facts*, Hyderabad: NIRD.
- Singh, Tarlok (1969), *Towards an Integrated Society*, New Delhi: Orient Longman.
- Srinivas, M.N. (1987), *The Dominant Caste and Other Essays*, Delhi: OUP.
- Kothari, Rajni (1988), *State against Democracy*, New Delhi: Ajanta Publishers.

Discipline-Specific Elective (DSE) Papers — Students choosing DSE select ONE of the following two papers.

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/E04A	
Course Type	Discipline-Specific Elective (4 Credits)	
Title of the Paper: Religion and Society		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course examines the sociological dimensions of religion — its social functions, institutional forms, and role in shaping social order and social change. Students will engage with classical and contemporary sociological perspectives on religion, study religious organisations and experience, and critically analyse communalism, secularisation, and religious revivalism in the Indian context.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Understanding Religion Sociologically	Sociology of religion — Meaning and subject matter; Approaches: theological, psychological, anthropological, and sociological; Durkheim, Weber, and Marx on religion.
Unit II	Religious Experience and Structure	Sacred and profane — Durkheim; Charisma and its routinisation — Weber; Creed, cult, and codes; Religious organisations — church, sect, denomination, and cult (Troeltsch, Stark and Bainbridge).
Unit III	Religion and Social Dynamics	Religion and social control — role in legitimation; Civil religion — Bellah; Religion and social change — Weber's Protestant Ethic thesis and its relevance to India; Concept of Dharma and Society in the Indian Subcontinent.
Unit IV	Religion, Conflict and Secularism	Religion in India: Hinduism, Jainism, Buddhism, Sikhism, Abrahamic Religions (Christianity, Islam, Judaism), Functions and dysfunctions of religion, Communalism in India, Religious revivalism — Hindu nationalism, Islamic revival, Secularisation thesis and its critics, Secularism in the Indian Constitution.
Course Outcomes: Upon completion, students will be able to apply sociological frameworks to analyse religion as a social institution and cultural force. They are expected to evaluate classical and contemporary theories of religion and relate them to Indian religious diversity. Students will critically examine the relationship between religion, caste, nationalism, and secularism and demonstrate the capacity for field-based study of religious communities.		

Suggested Readings:

- Bellah, Robert N. (1967), Civil Religion in America, Daedalus, 96(1).
- Berger, Peter L. (1967), The Sacred Canopy, New York: Doubleday.
- Durkheim, Emile (1912/1965), The Elementary Forms of the Religious Life, New York: Free Press.
- Geertz, Clifford (1973), The Interpretation of Cultures, New York: Basic Books.
- Madan, T.N. (ed.) (1992), Religion in India (2nd enlarged edition), Delhi: OUP.
- Nandy, Ashis (1990), The Politics of Secularism and the Recovery of Religious Tolerance, in Veena Das (ed.), Mirrors of Violence, Delhi: OUP.
- Roberts, Keith A. and Yamane, David (2012), Religion in Sociological Perspective (5th edition), Thousand Oaks: Sage.
- Smith, Donald E. (1963), India as a Secular State, Princeton: Princeton University Press.
- Tambiah, Stanley J. (1990), Magic, Science and Religion and the Scope of Rationality, Cambridge: Cambridge University Press.

- Turner, Bryan S. (2011), Religion and Modern Society, Cambridge: Cambridge University Press.
- Weber, Max (1930), The Protestant Ethic and the Spirit of Capitalism, London: George Allen and Unwin.

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/E04B	
Course Type	Discipline-Specific Elective (4 Credits)	
Title of the Paper: Social Demography		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course examines population as a social phenomenon, exploring the relationship between demographic processes and social structures. Students will study theories of population growth and transition, analyse fertility, mortality, and migration as socially determined processes, and engage with India's demographic data, including its implications for the Uttarakhand Himalayan region. The course develops quantitative data analysis skills.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Introduction to Social Demography	Social demography: Meaning, definition, and scope; Theories of population — Malthusian theory, Optimum Population Theory, Demographic Transition Theory; Population policy in India.
Unit II	Fertility and Social Influences	Concept of fecundity and fertility; Social and cultural determinants of fertility; Measures of fertility — CBR, GFR, TFR; Fertility trends in India; Fertility decline — causes and consequences.
Unit III	Morbidity and Mortality	Determinants and measures of mortality — CDR, IMR, MMR; Infant, child, and maternal mortality in India; Social causes of mortality differentials by caste, gender, and region; Morbidity — concepts and social determinants.
Unit IV	Migration and Population Policy	Concepts and types of migration; factors and theories — Ravenstein, Stouffer, Everett Lee, world-systems approach; internal migration in India (1951–2021); Hill depopulation in Uttarakhand; Migration policy and remittances.
Course Outcomes: Upon completion, students are expected to apply demographic concepts and theories to analyse population phenomena in India with particular reference to Uttarakhand. They will be equipped to interpret census and survey data on fertility, mortality, and migration and relate demographic trends to social change. Students will demonstrate quantitative data analysis skills and critically evaluate India's population policies from a sociological perspective.		

Suggested Readings:

- Bhende, Asha A. and Kanitkar, Tara (2016), Principles of Population Studies (17th edition), Mumbai: Himalaya Publishing House.
- Bose, Ashish (1988), From Population to People (2 Vols.), New Delhi: B.R. Publishing Corporation.
- Davis, Kingsley (1951), The Population of India and Pakistan, Princeton: Princeton University Press.
- Dyson, Tim (2018), A Population History of India, Oxford: OUP.
- Hawthorn, Geoffrey (1970), The Sociology of Fertility, London: Collier-Macmillan.
- Malthus, Thomas R. (1798/1970), An Essay on the Principle of Population, Harmondsworth: Penguin.
- Massey, Douglas S. et al. (1993), Theories of International Migration, Population and Development Review, 19(3).
- Nam, Charles B. (1968), Population and Society, Boston: Houghton Mifflin.
- Premi, Mahendra K. (2001), India's Population: Heading towards a Billion, New Delhi: B.R. Publishing.
- Srinivasan, K. (1998), Basic Demographic Techniques and Applications, New Delhi: Sage.
- Weeks, John R. (2015), Population: An Introduction to Concepts and Issues (12th edition), Belmont: Cengage.

Multidisciplinary Elective (MDE) Papers — Alternative to DSE; students choosing MDE select ONE of the following two papers

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/MDE04A	
Course Type	Multidisciplinary Elective (4 Credits)	
Title of the Paper: Law and Society		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines the relationship between law, society, and social change through a sociological lens. Students will engage with sociological theories of law, analyse legal pluralism in India, study access to justice and public interest litigation, and develop an understanding of the constitutional sociology of the Indian republic. Field engagement with legal literacy and court processes grounds the course in practice.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Sociology of Law	Law as a social institution; Durkheim on law and social solidarity; Weber on formal rationality and the legal order; Marx on law as superstructure; Ehrlich's living law; Natural law vs positive law traditions; J.S. Gandhi- Informal Social Structures in the Legal Profession; Habermas-The Discourse Theory of Law.
Unit II	Legal Pluralism in India	Panchkosh: Customary law vs state law; Personal law systems — Hindu, Muslim, Christian; Tibal law and forest rights; Forest Rights Act 2006; Legal pluralism in Uttarakhand's hill communities; Debate over Uniform Civil Code.
Unit III	Access to Justice	Barriers to legal access — class, caste, and gender; Legal aid and Lok Adalats-alternative dispute resolution; Public Interest Litigation and judicial activism in India; Landmark environmental and social PILs.
Unit IV	Constitutional Sociology	Constitution as a social document; Ambedkar's constitutional vision and the Dalit question; Directive Principles and social rights; Landmark judgments as sociological events — Vishaka, Olga Tellis, NALSA; Constitutional morality vs popular morality.
<p>Course Outcomes: Upon completion, students will be able to apply sociological theories of law to analyse the relationship between legal institutions and social change in India. They will be prepared to evaluate legal pluralism and access to justice mechanisms and situate landmark judicial decisions within their social and political contexts. Students will demonstrate field skills for legal literacy work and the capacity to conduct sociological research on law-society interfaces.</p>		

Suggested Readings:

- Ambedkar, B.R. (1945), What Congress and Gandhi Have Done to the Untouchables, Bombay: Thacker and Co.
- Austin, Granville (1966), The Indian Constitution: Cornerstone of a Nation, Oxford: Clarendon Press.
- Baxi, Upendra (1982), The Crisis of the Indian Legal System, New Delhi: Vikas Publishing.
- Baxi, Upendra (2002), The Future of Human Rights, New Delhi: OUP.
- Ehrlich, Eugen (1936), Fundamental Principles of the Sociology of Law, Cambridge: Harvard University Press.
- Galanter, Marc (1989), Law and Society in Modern India, Delhi: OUP.
- Menski, Werner (2003), Hindu Law: Beyond Tradition and Modernity, Delhi: OUP.

- Santos, Boaventura de Sousa (1995), *Toward a New Common Sense*, New York: Routledge.
- Twining, William (2000), *Globalisation and Legal Theory*, London: Butterworths.
- Weber, Max (1954), *Max Weber on Law in Economy and Society*, Cambridge: Harvard University Press.
- Galanter, Marc (1984), *Competing Equalities: Law and the Backward Classes in India*, Berkeley: University of California Press.
- Gandhi, J. S. (1982). *Lawyers and touts: A study in the sociology of the legal profession*. Hindustan Publishing Corporation.
- Habermas, J. (1996). *Between facts and norms: Contributions to a discourse theory of law and democracy* (W. Rehg, Trans.). MIT Press. (Original work published 1992)

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/MDE04B	
Course Type	Multidisciplinary Elective (4 Credits)	
Title of the Paper: Society and Social Work		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course introduces social work as a discipline and profession in its relationship to sociology. Students will study the philosophical foundations, values, and methods of social work — including casework, group work, community organisation, and social action — and examine social welfare legislation and the voluntary sector in India. The course develops practical field engagement skills applicable to careers in development, welfare, and community practice.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Social Work — Discipline and Profession	Social work — meaning, nature, scope, and philosophy; Relationship between sociology and social work; Historical development in India and the West; Values and professional ethics; Social work education in India.
Unit II	Methods of Social Work	Social casework — principles, process, and skills; social group work — types, stages, and principles; Community organisation — concept, models, and process; social action and advocacy; Social work research.
Unit III	Social Welfare Policy and Legislation in India	Concept of social welfare; Directive Principles and welfare state; key social legislation — Persons with Disabilities Act 2016, Child Labour Act, Bonded Labour Act, SC/ST Atrocities Act; Social protection programmes — MGNREGA, PDS, Ayushman Bharat.
Unit IV	Voluntary Sector, NGOs and Community Development	Voluntary organisations — concept, types, and functions; growth and regulation of the NGO sector in India — FCRA; Self-help groups and their social role; Community-based organisations; Social entrepreneurship; CSR under the Companies Act 2013.
Course Outcomes: Upon completion, students are expected to explain the professional foundations and ethical framework of social work and relate them to sociological theory. They will demonstrate understanding of social work methods and apply them to case and community-based scenarios. Students will evaluate India's social welfare legislation and voluntary sector landscape and develop field practice skills relevant to careers in NGOs, government welfare departments, and development organisations.		

Suggested Readings:

- Biestek, Felix P. (1957), *The Casework Relationship*, Chicago: Loyola University Press.
- Brager, George and Specht, Harry (1973), *Community Organising*, New York: Columbia University Press.
- Fowler, Alan (1997), *Striking a Balance: A Guide to NGO Effectiveness*, London: Earthscan.
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