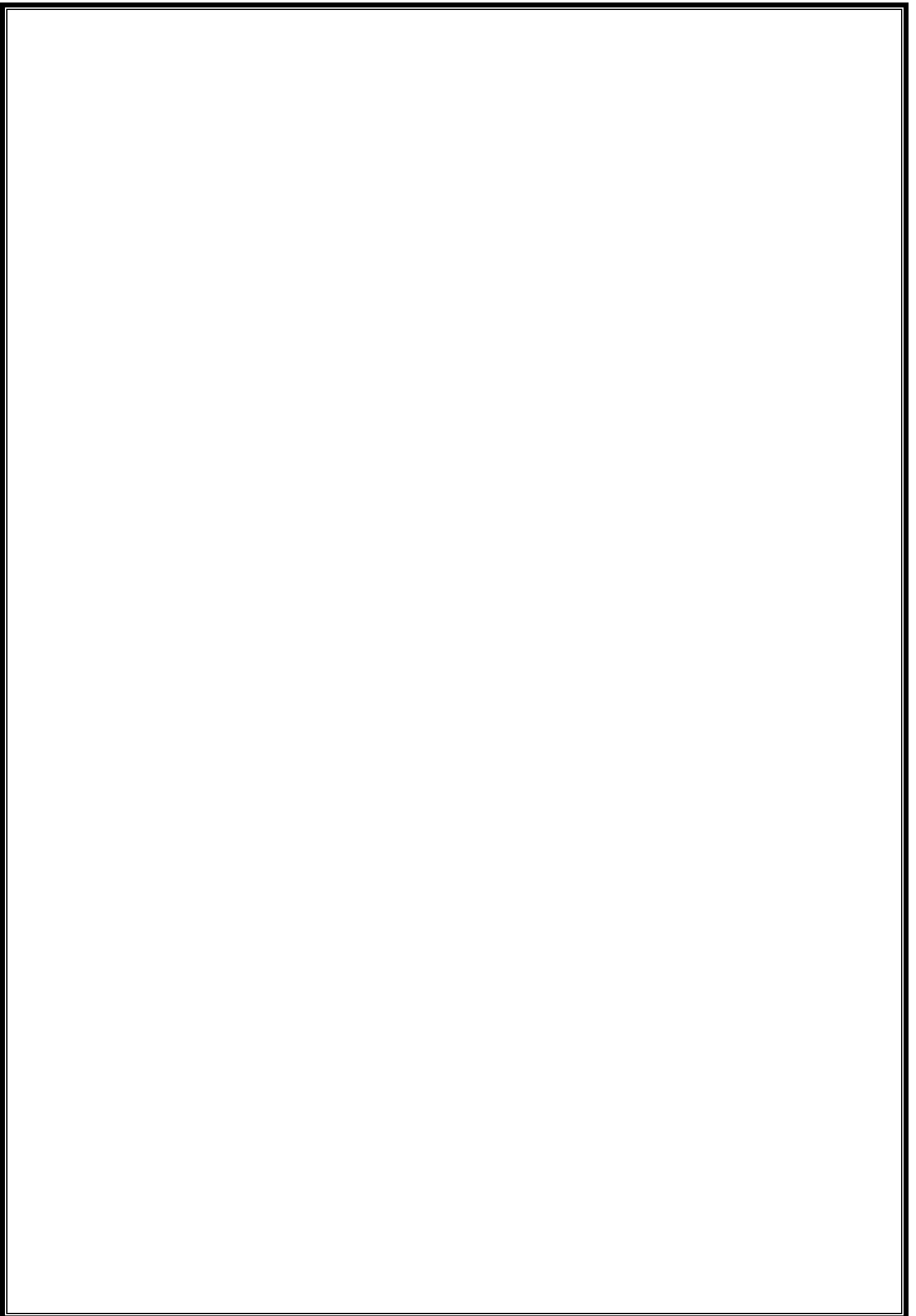


**Syllabus for
Four-Year Undergraduate Program (FYUP)
Under NEP 2020**

**First Year (Semester I & II)
Second Year (Semester III & IV)**

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**



Course Structure along with Credit Distribution for B.A. Four Year Undergraduate Programme (FYUP) according to NEP 2020.

w.e.f. session 2026-27

First Year – NHEQF Level- 4.5

Course Category	Semester-I			Semester-II		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Discipline Specific core (2 Subjects)	DSC -I (Major)	1	4	DSC -II (Major)	1	4
	DSC -I (Minor)	1	4	DSC -II (Minor)	1	4
M.D/I.D (Minor)- 1 Subject	M.D/I.D (M)-I	1	4	M.D/I.D (M) -II	1	4
M.D/I.D (General)	MD/ID (G)-I	1	3	MD/ID (G)-II	1	3
SEC/AEC	SEC-AMSC Or AEC-Communication Skills	1	3	AEC-Communication Skills or SEC-AMSC	1	3
VAC	Understanding and connecting with environment Or Life Skills & personality development	1	2	Life Skills & personality development Or Understanding and connecting with environment	1	2
Total		6	20		6	20
NHEQF Level 4.5	<i>Student on exit after successfully completing first year (i.e., securing minimum required 40 credits + 4 Credits in one vocational course/skills-enhancement course of 4 credits) will be awarded “Undergraduate Certificate” of one year, in related field/discipline/subject</i>					
<i>The student may opt for Communication Skills in one semester, and any one course from Additional Multidisciplinary skill Course (SEC--AMSC) in the other semester.</i>						
AMSC- Additional Multidisciplinary Skill Course (is offered as SEC)						
The department may offer a (M.D./I.D -Minor) as either a fully theory-based or fully practical-based module.						
List of Additional Multidisciplinary Skill course (SEC-AMSC) courses:						
Following are the courses which will be offered by the University under AMSC under the 4-year U.G. program. University may add new courses under AMSC in future along with the following courses:						
<ol style="list-style-type: none"> 1. Plant Nursery Development and Management 2. Basic Yoga practices 3. Physical Education and Sports Management 4. Regional Folklores and their cultural context 5. Indian traditional music 6. Tour and travel Operations 						
Communication Skills- AEC						
<i>‘Communication Skills’ course will be offered in Hindi, English and Sanskrit Languages, student may opt any one language for studying the course</i>						
Life Skill & Personality Development – VAC						
<i>Understanding and connecting with environment- VAC</i>						

Second Year – NHEQF Level- 5

Course Category	Semester-III			Semester-IV		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Major-I (One Subject)	DSC (Major)-III	1	5	DSC (Major)-IV	1	5
Minor-I (One Subject)	DSC (Minor)-III	1	4	DSC (Minor)-IV	1	4
SEC (Major) Skill-based Course	SEC (Major)-V	1	3	SEC (Major)-VI	1	3
M.D/I.D (Minor)- 1 Subject	M.D/I.D (M)-III	1	4	M.D/I.D (M)-IV	1	4
AEC (Language based courses)	Indian, Modern, Regional Language-I	1	2	Indian, Modern, Regional Language-II	1	2
VAC/AEC	AEC-Indian Knowledge System Or VAC-Culture, traditions and moral values	1	2	AEC-Indian Knowledge System Or VAC-Culture, traditions and moral values	1	2
Total		6	20		6	20

NHEQF Level 5

Student on exit after successfully completing Second year (i.e., securing minimum required 80 credits + 4 Credits in one vocational course/skills-enhancement course of 4 credits) will be awarded “Undergraduate Diploma” of two year, in related field/discipline/subject.

IKS- Indian Knowledge System- AEC

Culture, Traditions and Moral Values- VAC

Students are required to study both courses — *Indian Knowledge System (IKS)* and *Culture, traditions and moral values* — during the 3rd and 4th semesters. However, they will have the flexibility to study one course in each semester.

IMR Language- ‘Indian, Modern, Regional Language’- Hindi, Sanskrit and English (Student have to study 2 different languages in the second year with one language in one semester and other language in another semester). One additional course titled “Heritage of Indian Languages” shall be offered, which students may opt for in lieu of any one prescribed language course, subject to the applicable regulations of the programme.

The department may offer a SEC Major course and (M.D./I.D -Minor) as either a fully theory-based or fully practical-based module.

Note: Student will continue with the same Discipline specific major & Minor in the second year (III & IV Semester) as studied in the first year (I & II semester) of the FYUP.

Third Year – NHEQF Level- 5.5

A student pursuing a Bachelor's degree will be required to continue with the same Major and Minor subjects in the third year as selected in the second year of the four-year undergraduate programme.

Course Type	Semester-V			Semester-VI		
	Subject/Title	No. of paper	Credits	Subject /Title	No. of paper	Credits
Major-I (One)	DSC (Major)-VII	1	6	DSC (Major)-X	1	6
	DSC (Major)-VIII	1	6	DSC (Major)-XI	1	6
	DSE (Major) Elective-I	1	4	DSE (Major) Elective-II	1	4
	DSC-(Major)-Industrial visit/Field Visit/Vocational/Internship/SEC-IX	1	4	DSC-(Major)-Minor project/Community outreach project/SEC-XII	1	4
Minor (One)	DSC-(Minor)-V (Industrial visit/field visit/SEC/minor-project/ Community outreach project)	1	4	DSC-Minor-VI	1	4
Total		5	24		5	24

NHEQF Level 5.5 *Student on exit after successfully completing three years (i.e., securing minimum required 128 credits will be awarded “Bachelor’s Degree” of three year, in related field/discipline/subject.*

Note: In case of DSE Major Elective course, if the department want to introduce practical component, the department may bifurcate the total 4 credits between theory and practical.

In the case of a Discipline-Specific Course (DSC), if a department wishes to increase the credit weightage of practical components, it may do so by correspondingly reducing the credits allotted to theory components.

Industrial visit- *The Industrial Visit course aims to provide students with practical exposure to real-world industrial environments, bridging the gap between theory and practice. It enhances understanding of industrial processes, workplace technologies, and professional ethics, while also developing observational skills and motivating students towards entrepreneurship.*

Community outreach- *The curricular component of ‘community outreach’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.*

Note- *In case of Vocational course/Field visit being offered by the department, the 4 credits may be given entirely to the theory or practical course or distributed between theory and practical as per the requirements.*

Note: *Student will continue with the same Discipline specific minor in the third year (V & VI Semester) as studied in the second year (III & IV semester) of the FYUP.*

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

Curriculum Framework and Credit Allocation
Four-Year Undergraduate Programme
B.A. Programme (Sociology)

First Year

Semester I & II

SEMESTER - I			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major /Minor Discipline Specific Core (DSC)	SOC/DSC/001	Basic Sociological Concepts	4
MD/ID Course	SOC/MD/ID/001	Introduction to Sociology	4
SEMESTER - II			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major/ Minor Discipline Specific Core (DSC)	SOC/DSC/002	Indian Society	4
MD/ID Course	SOC/MD/ID/002	Indian Culture	4

SECOND YEAR
(SEMESTER III & IV)

SEMESTER - III			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major Discipline Specific Core (DSC)	SOC/DSC/003A	Sociological Thoughts	5
Minor Discipline Specific Core (DSC)	SOC/DSC/003B	Classical Sociological Perspectives	4
MD/ID Course	SOC/MD/ID/003	Sociological Thinkers	4
Skill Course (SEC)- Major	SOC/SEC/003	Basic Concepts of Social Research	3
SEMESTER - IV			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major Discipline Specific Core (DSC)	SOC/DSC/004A	Social Change in India	5
Minor Discipline Specific Core (DSC)	SOC/DSC/004B	Indian Society: Change and Continuity	4
MD/ID Course	SOC/MD/ID/004	Changing Indian Society	4
Skill Course (SEC) - Major	SOC/SEC/004	Methods and Techniques of Social Research	3

First Year
Semester I & II

SEMESTER - I			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major /Minor Discipline Specific Core (DSC)	SOC/DSC/001	Basic Sociological Concepts	4
MD/ID Course	SOC/MD/ID/001	Introduction to Sociology	4
SEMESTER - II			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major/ Minor Discipline Specific Core (DSC)	SOC/DSC/002	Indian Society	4
MD/ID Course	SOC/MD/ID/002	Indian Culture	4

B.A. Programme (Sociology)**First Year****Semester-1****Discipline-Specific Core (4 Credits)****(Major/Minor)**

Year: I	Semester: I
Subject: Sociology	
Type of Paper: Discipline-Specific Core (4 Credits)	
Paper Code: SOC/DSC/001	Paper Name: Basic Sociological Concepts
<p>Course Objectives: This course provides a foundational exploration of sociology, focusing on its origin, nature, and relationship with other social sciences. Students will examine core concepts like society, culture, and community, alongside associative and dissociative social processes, ultimately building a basic framework for understanding human behavior and social structures.</p>	
Course Content	
Units	Topics
Unit I	Sociology: Meaning, definitions, nature, scope and subject matter Origin and Development of Sociology.
Unit II	Relationships of Sociology with other Social Sciences: Anthropology, Psychology, History, Political Science and Economics.
Unit III	Sociological Concepts: Society, Culture, Community, Association and Institution
Unit IV	Social Processes: Associative- Co-operation, Accommodation, Assimilation. Dissociative- Conflict, Competition. Social Control: Meaning, definitions, types and agencies
Unit V	Socialisation: Meaning, definitions, stages & agencies Social Groups: Meaning, definitions and types, Status and Role.
<p>Course Outcomes: Upon completion, students will be able to clearly define and apply basic sociological terminology to everyday social phenomena. Furthermore, they will demonstrate an understanding of socialization, social control, and group dynamics, equipping them to analyze fundamental societal interactions and institutional structures.</p>	

Suggested Reading:**English Readings**

- Berger, P. L. (1963). *Invitation to sociology: A humanistic perspective*. Anchor Books.
- Bottomore, T. B. (2010). *Sociology: A guide to problems and literature* (3rd ed.). Routledge.
- Coser, L. A. (1956). *The functions of social conflict*. Free Press.

- Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
- Haralambos, M., & Holborn, M. (2013). *Sociology: Themes and perspectives* (8th ed.). Collins.
- Horton, P. B., & Hunt, C. L. (1984). *Sociology*. McGraw-Hill.
- MacIver, R. M., & Page, C. H. (1949). *Society: An introductory analysis*. Rinehart.
- Mead, G. H. (1934). *Mind, self, and society*. University of Chicago Press.
- Schaefer, R. T. (2019). *Sociology: A brief introduction* (13th ed.). McGraw-Hill Education.

Hindi Readings

- आहूजा, राम (2000). *समाजशास्त्र के मूल तत्व*. रावत पब्लिकेशन्स.
- बघेल, डी. एस. (2019). *समाजशास्त्र कैलाश पुस्तक सदन*.
- मुखर्जी, आर. एन. (2015). *समाजशास्त्र के मूल सिद्धांत*. सरस्वती सदन.
- सिंह, जे. पी. (2013). *समाजशास्त्र: एक परिचय*. पीएचआई लर्निंग.

B.A. Programme (Sociology)**First Year****Semester-1****Multidisciplinary/Interdisciplinary (4 Credits)**

Year: I	Semester: I
Subject: Sociology	
Type of Paper: Multidisciplinary/Interdisciplinary (4 Credits)	
Paper Code: SOC/MD/ID/001	Paper Name: Introduction to Sociology
<p>Course Objectives: This multidisciplinary course introduces the emergence and background of sociology as a discipline in both Western and Indian contexts. Students will engage with fundamental concepts such as socialization, status, and role, while exploring social ecology and key social processes to understand sociology's distinct position within the social sciences.</p>	
Course Content	
Units	Topics
Unit I	Sociology: Meaning, definitions, nature, scope and subject matter. Origin and Development of Sociology
Unit II	Basic Concepts of Sociology: Society, Socialization, Culture, Status and Role.
Unit III	Social Processes: Associative- Co-operation, Accommodation, Assimilation. Dissociative- Conflict, Competition.
Unit IV	Social Groups, Social Ecology (Rural Life and Urban Life).
<p>Course Outcomes: Upon completion, students will be able to trace the historical development of sociology and identify its core subject matter. They will demonstrate a broad comprehension of social groups and ecological settings, enabling them to evaluate basic social dynamics in both rural and urban environments.</p>	

Suggested Reading:**English Readings**

- Berger, P. L. (1963). *Invitation to sociology: A humanistic perspective*. Anchor Books.
- Bottomore, T. B. (2010). *Sociology: A guide to problems and literature* (3rd ed.). Routledge.
- Coser, L. A. (1956). *The functions of social conflict*. Free Press.
- Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
- Haralambos, M., & Holborn, M. (2013). *Sociology: Themes and perspectives* (8th ed.). Collins.
- Horton, P. B., & Hunt, C. L. (1984). *Sociology*. McGraw-Hill.
- MacIver, R. M., & Page, C. H. (1949). *Society: An introductory analysis*. Rinehart.
- Mead, G. H. (1934). *Mind, self, and society*. University of Chicago Press.

- Schaefer, R. T. (2019). *Sociology: A brief introduction* (13th ed.). McGraw-Hill Education.

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- आहूजा, राम (2000). *समाजशास्त्र के मूल तत्व*. रावत पब्लिकेशन्स.
- बघेल, डी. एस. (2019). *समाजशास्त्र*. कैलाश पुस्तक सदन.
- मुखर्जी, आर. एन. (2015). *समाजशास्त्र के मूल सिद्धांत*. सरस्वती सदन.
- सिंह, जे. पी. (2013). *समाजशास्त्र: एक परिचय*. पीएचआई लर्निंग.

B.A. Programme (Sociology)**First Year****Semester-II****Discipline-Specific Core- 1 (4 Credits)**

Year: I	Semester: II
Subject: Sociology	
Type of Paper: Discipline-Specific Core- 1 (4 Credits)	
Paper Code: SOC/DSC/002	Paper Name: Indian Society
<p>Course Objectives: This course examines the pluralistic nature of Indian society, focusing on the intricate balance of unity and diversity. Students will explore traditional social institutions, including caste, class, religion, family, and kinship, to understand the structural and ecological dynamics shaping both historical and contemporary rural India.</p>	
Course Content	
Units	Topics
Unit I	India as a Plural Society, Unity and Diversity
Unit II	Social Institutions and Practices - Caste, Class and Religion
Unit III	Family, Marriage and Kinship
Unit IV	Village Panchayat. Caste Panchayat, Rural Ecology and Economy
<p>Course Outcomes: Upon completion, students will be able to critically analyze the foundational institutions and structural hierarchies unique to Indian society. Furthermore, they will demonstrate the ability to apply sociological perspectives to evaluate the functioning of rural economies, local governance systems, and complex kinship networks.</p>	

Suggested Reading:**English Readings**

- Ahuja, R. (1999). *Society in India: Concepts, theories, and recent trends*. Rawat Publications.
- Desai, A. R. (1969). *Rural sociology in India*. Popular Prakashan.
- Dube, S. C. (1990). *Indian society*. National Book Trust.
- Ghurye, G. S. (1969). *Caste and race in India* (5th ed.). Popular Prakashan.
- Jodhka, S. S. (2015). *Caste in contemporary India*. Routledge.
- Karve, I. (1965). *Kinship organization in India* (2nd ed.). Asia Publishing House.
- Sharma, K. L. (1997). *Social stratification in India: Issues and themes*. Sage Publications.
- Singh, Y. (1973). *Modernization of Indian tradition: A systemic study of social change*. Thomson Press.
- Srinivas, M. N. (1962). *Caste in modern India: And other essays*. Asia Publishing House.
- Uberoi, P. (Ed.). (1993). *Family, kinship and marriage in India*. Oxford University Press.

Hindi Readings

- आहूजा, राम (2000). *भारतीय समाज*. रावत पब्लिकेशन्स.
- दुबे, एस. सी. (1993). *भारतीय समाज*. नेशनल बुक ट्रस्ट.
- नादगौडे, जी. (2005). *भारतीय समाज: संरचना एवं परिवर्तन*. मध्य प्रदेश हिन्दी ग्रंथ अकादमी.
- नागला, बी. के. (2015). *भारतीय सामाजिक चिंतन*. रावत पब्लिकेशन्स.

B.A. Programme (Sociology)**First Year****Semester-II****Multidisciplinary/Interdisciplinary (4 Credits)**

Year: I	Semester: II
Subject: Sociology	
Type of Paper: Multidisciplinary/Interdisciplinary (4 Credits)	
Paper Code: SOC/MD/ID/002	Paper Name: Indian Culture
<p>Course Objectives: This interdisciplinary course explores the vibrant and diverse cultural landscape of India, emphasizing its pluralistic traditions. Students will systematically examine the interconnectedness of social institutions, family structures, and marriage practices, while also investigating the ecological and livelihood factors that sustain rural communities.</p>	
Course Content	
Units	Topics
Unit I	Unity and Diversity-India as a Plural Society
Unit II	Social Institutions: Caste, Class and Religion, village Panchayat
Unit III	Marriage, Family and Kinship.
Unit IV	Rural Ecology and Livelihood.
<p>Course Outcomes: Upon completion, students will be able to articulate the cultural complexities and unifying elements of Indian pluralism. They will be equipped to assess how cultural traditions intersect with environmental factors to shape rural livelihoods, demonstrating a holistic understanding of India's socio-cultural fabric.</p>	

Suggested Reading:**English Readings**

- Ahuja, R. (1999). *Society in India: Concepts, theories, and recent trends*. Rawat Publications.
- Desai, A. R. (1969). *Rural sociology in India*. Popular Prakashan.
- Dube, S. C. (1990). *Indian society*. National Book Trust.
- Ghurye, G. S. (1969). *Caste and race in India* (5th ed.). Popular Prakashan.
- Jodhka, S. S. (2015). *Caste in contemporary India*. Routledge.
- Karve, I. (1965). *Kinship organization in India* (2nd ed.). Asia Publishing House.
- Sharma, K. L. (1997). *Social stratification in India: Issues and themes*. Sage Publications.
- Singh, Y. (1973). *Modernization of Indian tradition: A systemic study of social change*. Thomson Press.
- Srinivas, M. N. (1962). *Caste in modern India: And other essays*. Asia Publishing House.
- Uberoi, P. (Ed.). (1993). *Family, kinship and marriage in India*. Oxford University Press.

Hindi Readings

- आहूजा, राम (2000). *भारतीय समाज*. रावत पब्लिकेशन्स.
- दुबे, एस. सी. (1993). *भारतीय समाज*. नेशनल बुक ट्रस्ट.
- नादगौडे, जी. (2005). *भारतीय समाज: संरचना एवं परिवर्तन*. मध्य प्रदेश हिन्दी ग्रंथ अकादमी.
- नागला, बी. के. (2015). *भारतीय सामाजिक चिंतन*. रावत पब्लिकेशन्स.

SECOND YEAR
(SEMESTER III & IV)

SEMESTER - III			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major Discipline Specific Core (DSC)	SOC/DSC/003A	Sociological Thoughts	5
Minor Discipline Specific Core (DSC)	SOC/DSC/003B	Classical Sociological Perspectives	4
MD/ID Course	SOC/MD/ID/003	Sociological Thinkers	4
Skill Course (SEC)- Major	SOC/SEC/003	Basic Concepts of Social Research	3
SEMESTER - IV			
COURSE CATEGORY	COURSE CODE	COURSE TITLE	CREDITS
Major Discipline Specific Core (DSC)	SOC/DSC/004A	Social Change in India	5
Minor Discipline Specific Core (DSC)	SOC/DSC/004B	Indian Society: Change and Continuity	4
MD/ID Course	SOC/MD/ID/004	Changing Indian Society	4
Skill Course (SEC) - Major	SOC/SEC/004	Methods and Techniques of Social Research	3

B.A. Programme (Sociology)
Second Year
Semester-III
Major
Discipline Specific Core Course

Year: II	Semester: III
Subject: Sociology	
Type of Paper: Discipline-Specific Core Courses (5 Credits Per Course)	
Paper Code: SOC/DSC/003A	Paper Name: Sociological Thoughts
<p>Course Objectives: advanced core course provides a deep theoretical examination of classical sociological thinkers, including Comte, Durkheim, Spencer, Weber, and Marx, alongside prominent Indian sociologists like Ghurye and Srinivas. Students will engage with foundational paradigms such as positivism, historical materialism, and structural evolution to understand the discipline's intellectual roots.</p>	
Course Content	
Units	Topics
Unit I	Auguste Comte: Positivism; Law of the three stages; Social Statistics and Social Dynamics.
Unit II	Emile Durkheim: Social Fact, Division of Labour-Functions, Solidarity-Mechanical & Organic, Suicide; Herbert Spencer: The Evolutionary Doctrine, Organic Analogy.
Unit III	Max Weber: Social Action-Meaning, Characteristics & Types, Ideal Types; Protestant Ethics and the Spirit of Capitalism, Power and Authority; Karl Marx: Historical Materialism; Economic Determinism; Mode of Production; Class and Class Conflict.
Unit IV	G.S. Ghurye — caste, culture, and race; M.N. Srinivas — Sanskritization and Westernisation; S.C. Dube — village studies.
Unit V	D.P. Mukherji — tradition and change; A.R. Desai — Marxist analysis of Indian society; Ramkrishna Mukherjee — social structure.
<p>Course Outcomes: Upon completion, students will be able to critically evaluate the core arguments, methodologies, and concepts developed by classical Western and Indian theorists. Furthermore, they will demonstrate an advanced capacity to apply these historical frameworks to analyze modern social actions, institutional divisions of labor, and societal transformations.</p>	

Suggested Reading:

English Readings

- Aron, R. (1998). *Main currents in sociological thought* (Vols. 1-2). Routledge.
- Coser, L. A. (1977). *Masters of sociological thought: Ideas in historical and social context* (2nd ed.). Harcourt Brace Jovanovich.
- Desai, A. R. (1981). Relevance of the Marxist approach to the study of Indian society. *Sociological*

Bulletin, 10(1).

- Dube, S. C. (1967). *The Indian village*. National Book Trust.
- Durkheim, E. (1933). *The division of labor in society*. Macmillan.
- Durkheim, E. (1951). *Suicide: A study in sociology*. Free Press.
- Ghurye, G. S. (1957). *Caste and class in India*. Popular Book Depot.
- Karve, I. (1961). *Hindu society: An interpretation*. Deccan College.
- Marx, K., & Engels, F. (1978). *The Marx-Engels reader* (R. C. Tucker, Ed.; 2nd ed.). W. W. Norton & Company.
- Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of modern social thought* (2nd ed.). Sage Publications.
- Nagla, B. K. (2008). *Indian sociological thought*. Rawat Publications.
- Ritzer, G., & Stepnisky, J. (2017). *Sociological theory* (10th ed.). SAGE Publications.
- Weber, M. (1978). *Economy and society: An outline of interpretive sociology*. University of California Press.

Hindi Readings

- दोषी, एस. एल., एवं जैन, पी. सी. (2001). *सामाजिक विचारक*. रावत पब्लिकेशन्स.
- मुखर्जी, आर. एन. (2010). *सामाजिक विचारधाराएं*. सरस्वती सदन.
- नागला, बी. के. (2015). *भारतीय सामाजिक चिंतन*. रावत पब्लिकेशन्स.
- सिंह, जे. पी. (2011). *सामाजिक चिंतन के मूल आधार*. पीएचआई लर्निंग.

B.A. Programme (Sociology)
Second Year
Semester-III
Minor
Discipline Specific Core Course

Year: II	Semester: III
Subject: Sociology	
Type of Paper: Discipline-Specific Core Courses (4 Credits Per Course)	
Paper Code: SOC/DSC/003B	Paper Name: Classical Sociological Perspectives
<p>Course Objectives: This course offers a focused exploration of foundational sociological theories, analyzing the seminal works of classical Western thinkers and key Indian sociologists. Students will compare essential concepts such as social facts, ideal types, and class conflict, while also examining indigenous theoretical models like Sanskritization and Marxist analyses of Indian society.</p>	
Course Content	
Units	Topics
Unit I	Auguste Comte: Positivism; Law of the three stages; Social Statistics and Social Dynamics.
Unit II	Emile Durkheim: Social Fact, Division of labour; Solidarity-Mechanical & Organic, Suicide; Herbert Spencer: The Evolutionary Doctrine, Organic Analogy.
Unit III	Max Weber: Social Action-Meaning, Characteristics & Types, Ideal Types; Protestant Ethics and the Spirit of Capitalism; Karl Marx: Historical Materialism; Mode of Production; Class and Class Conflict.
Unit IV	G.S. Ghurye — caste, culture, and race; M.N. Srinivas — Sanskritization and Westernisation.
Unit V	D.P. Mukherji — tradition and change; A.R. Desai — Marxist analysis of Indian society.
<p>Course Outcomes: Upon completion, students will be able to systematically compare the evolutionary, functional, and conflict-based paradigms of early sociology. They will be equipped to utilize these foundational concepts to interpret historical social structures and recognize the enduring influence of classical thought on contemporary sociological inquiry.</p>	

Suggested Reading:

English Readings

- Aron, R. (1998). *Main currents in sociological thought* (Vols. 1-2). Routledge.
- Coser, L. A. (1977). *Masters of sociological thought: Ideas in historical and social context* (2nd ed.).

Harcourt Brace Jovanovich.

- Desai, A. R. (1981). Relevance of the Marxist approach to the study of Indian society. *Sociological Bulletin*, 10(1).
- Dube, S. C. (1967). *The Indian village*. National Book Trust.
- Durkheim, E. (1933). *The division of labor in society*. Macmillan.
- Durkheim, E. (1951). *Suicide: A study in sociology*. Free Press.
- Ghurye, G. S. (1957). *Caste and class in India*. Popular Book Depot.
- Karve, I. (1961). *Hindu society: An interpretation*. Deccan College.
- Marx, K., & Engels, F. (1978). *The Marx-Engels reader* (R. C. Tucker, Ed.; 2nd ed.). W. W. Norton & Company.
- Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of modern social thought* (2nd ed.). Sage Publications.
- Nagla, B. K. (2008). *Indian sociological thought*. Rawat Publications.
- Ritzer, G., & Stepnisky, J. (2017). *Sociological theory* (10th ed.). SAGE Publications.
- Weber, M. (1978). *Economy and society: An outline of interpretive sociology*. University of California Press.

Hindi Readings

- दोषी, एस. एल., एवं जैन, पी. सी. (2001). *सामाजिक विचारक*. रावत पब्लिकेशन्स.
- मुखर्जी, आर. एन. (2010). *सामाजिक विचारधाराएं*. सरस्वती सदन.
- नागला, बी. के. (2015). *भारतीय सामाजिक चिंतन*. रावत पब्लिकेशन्स.
- सिंह, जे. पी. (2011). *सामाजिक चिंतन के मूल आधार*. पीएचआई लर्निंग.

B.A. Programme (Sociology)**Second Year****Semester-III****Multidisciplinary/Interdisciplinary Course**

Year: II	Semester: III
Subject: Sociology	
Type of Paper: Multidisciplinary/ Interdisciplinary (4 Credits Per Course)	
Paper Code: SOC/MD/ID/003	Paper Name: Sociological Thinkers
<p>Course Objectives: This multidisciplinary course examines the emergence of sociological theory by studying the major contributions of foundational thinkers like Comte, Durkheim, Weber, and Marx, complemented by Indian scholars. Students will explore the role of theory in building sociological knowledge, focusing on concepts ranging from positivism and alienation to indigenous cultural analyses.</p>	
Course Content	
Units	Topics
Unit I	Auguste Comte- Emergence of sociology in the West, Positivism, Law of three stages
Unit II	Emile Durkheim- Social facts, Division of Labour, Suicide
Unit III	Max Weber: Social Action, Ideal Types, Power and Authority Karl Marx: Materialist Conception of History; Class and Class Conflict; Alienation.
Unit IV	G.S. Ghurye — caste, culture, and race; M.N. Srinivas — Sanskritization and Westernisation; D.P. Mukherji — tradition and change.
<p>Course Outcomes: Upon completion, students will be able to illustrate the foundational theories that shaped the sociological discipline. They will demonstrate the ability to connect broad theoretical frameworks, such as the materialist conception of history or ideal types, to real-world social phenomena and systemic changes.</p>	

Suggested Reading:**English Readings**

- Aron, R. (1998). *Main currents in sociological thought* (Vols. 1-2). Routledge.
- Coser, L. A. (1977). *Masters of sociological thought: Ideas in historical and social context* (2nd ed.). Harcourt Brace Jovanovich.
- Desai, A. R. (1981). Relevance of the Marxist approach to the study of Indian society. *Sociological Bulletin*, 10(1).
- Dube, S. C. (1967). *The Indian village*. National Book Trust.
- Durkheim, E. (1933). *The division of labor in society*. Macmillan.
- Durkheim, E. (1951). *Suicide: A study in sociology*. Free Press.
- Ghurye, G. S. (1957). *Caste and class in India*. Popular Book Depot.

- Karve, I. (1961). *Hindu society: An interpretation*. Deccan College.
- Marx, K., & Engels, F. (1978). *The Marx-Engels reader* (R. C. Tucker, Ed.; 2nd ed.). W. W. Norton & Company.
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- Nagla, B. K. (2008). *Indian sociological thought*. Rawat Publications.
- Ritzer, G., & Stepnisky, J. (2017). *Sociological theory* (10th ed.). SAGE Publications.
- Weber, M. (1978). *Economy and society: An outline of interpretive sociology*. University of California Press.

Hindi Readings

- दोषी, एस. एल., एवं जैन, पी. सी. (2001). *सामाजिक विचारक*. रावत पब्लिकेशन्स.
- मुखर्जी, आर. एन. (2010). *सामाजिक विचारधाराएं*. सरस्वती सदन.
- नागला, बी. के. (2015). *भारतीय सामाजिक चिंतन*. रावत पब्लिकेशन्स.
- सिंह, जे. पी. (2011). *सामाजिक चिंतन के मूल आधार*. पीएचआई लर्निंग.

B.A. Programme (Sociology)**Second Year****Semester-III****Skill Course (Major)**

Year: II	Semester: III
Subject: Sociology	
Type of Paper: Skill Courses (3 Credits Per Course)	
Paper Code: SOC/SEC/003	Paper Name: Basic Concepts of Social Research
<p>Course Objectives: This skill-enhancement course introduces the foundational principles, definitions, and objectives of social research and scientific methods. Students will learn the step-by-step process of identifying and formulating a research problem, constructing valid hypotheses, and distinguishing between various types of qualitative and quantitative research designs.</p>	
Course Content	
Units	Topics
Unit I	<p>Social Research: Meaning, Definitions and Objectives; Steps in Scientific Method</p> <p>Types of Research: Basic and applied; Quantitative and qualitative; Deductive and inductive; Conceptual and empirical; Descriptive, exploratory, explanatory and correlational.</p>
Unit II	<p>Research Problem: Objectives; Identification and formulation of Research Problem</p>
Unit III	<p>Hypothesis: Meaning, Types, Formulation.</p>
<p>Course Outcomes: Upon completion, students will be able to outline the core stages of the scientific method and formulate clear, researchable problems. They will demonstrate practical skills in developing hypotheses and selecting appropriate methodological approaches, laying the groundwork for empirical sociological investigation.</p>	

Suggested Reading:**English Readings**

- Ahuja, R. (2001). *Research methods*. Rawat Publications.
- Bailey, K. D. (1982). *Method of social research* (2nd ed.). The Free Press.
- Blalock, H. M. (1970). *Social statistics*. Tata McGraw-Hill.
- Dooley, D. (1998). *Social research methods*. Prentice-Hall of India.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.
- Gupta, S. P. (2002). *Statistical methods*. Sultan Chand and Sons.
- Kothari, C. R. (1988). *Research methodology*. Wiley Publishers.
- Moser, S. C., & Kalton, G. (1971). *Survey methods in social investigation*. Heinmann.

Hindi Readings

- आहूजा, राम (2002). *सामाजिक अनुसंधान*. रावत पब्लिकेशन्स.
- बघेल, डी. एस. (2018). *सामाजिक अनुसंधान*. कैलाश पुस्तक सदन.
- खत्री, एस. आर. (2010). *सामाजिक अनुसंधान एवं सांख्यिकी*. मध्य प्रदेश हिन्दी ग्रंथ अकादमी.
- सिंह, सुरेंद्र (2005). *सामाजिक अनुसंधान*. उत्तर प्रदेश हिन्दी संस्थान.

B.A. Programme (Sociology)
Second Year
Semester-IV
Major
Discipline Specific Core Course

Year: II	Semester: IV
Subject: Sociology	
Type of Paper: Discipline-Specific Core Courses (5 Credits Per Course)	
Paper Code: SOC//DSC/004A	Paper Name: Social Change in India
<p>Course Objectives: This core course examines the major theories, structural factors, and dynamic processes driving social change in contemporary India. Students will analyze the impact of industrialization, globalization, and technology on traditional institutions like caste and family, while evaluating the historical and current role of various grassroots social movements.</p>	
Course Content	
Units	Topics
Unit I	Social change in India: Meaning, basic concepts, theories in the Indian Context
Unit II	Processes of Change: Sanskritization, Westernisation, Modernisation, and Secularisation
Unit III	Changes in Social Institutions: The Changing Caste System, Value system in Indian society; Family and Marriage Dynamics, and Social Laws
Unit IV	Factors of Change: Industrialization, Migration, Urbanization, Globalisation and Technology
Unit V	Social Movements: Peasant (Farmer), Tribal, Dalit, and Women's Movements
<p>Course Outcomes: Upon completion, students will be able to critically apply theories of modernization, secularization, and Westernization to the evolving Indian societal landscape. Furthermore, they will demonstrate the capacity to analyze how structural shifts and social movements collectively influence institutional continuity and transformation.</p>	

Suggested Reading:

English Readings

- Béteille, A. (1965). *Caste, class, and power: Changing patterns of stratification in a Tanjore village*. University of California Press.
- Desai, A. R. (1948). *Social background of Indian nationalism*. Popular Prakashan.

- Dube, S. C. (1992). *Understanding change: Anthropological and sociological perspectives*. Vikas Publishing House.
- Omvedt, G. (1994). *Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India*. Sage Publications.
- Patel, T. (Ed.). (2005). *The family in India: Structure and practice*. Sage Publications.
- Rao, M. S. A. (1979). *Social movements in India* (Vols. 1-2). Manohar.
- Shah, G. (2004). *Social movements in India: A review of literature* (2nd ed.). Sage Publications.
- Sharma, K. L. (2007). *Indian social structure and change*. Rawat Publications.
- Singh, Y. (1973). *Modernization of Indian tradition: A systemic study of social change*. Thomson Press.
- Srinivas, M. N. (1966). *Social change in modern India*. University of California Press.

Hindi Readings

- आहूजा, राम (2005). *भारतीय समाज: समस्याएं एवं परिवर्तन*. रावत पब्लिकेशन्स.
- मदान, जी. आर. (2010). *परिवर्तनशील भारतीय समाज*. विवेक प्रकाशन.
- सिंह, जे. पी. (2012). *सामाजिक परिवर्तन एवं भारतीय समाज*. पीएचआई लर्निंग.

B.A. Programme (Sociology)
Second Year
Semester-IV
Minor
Discipline Specific Core Course

Year: II	Semester: IV
Subject: Sociology	
Type of Paper: Discipline-Specific Core Courses (4 Credits Per Course)	
Paper Code: SOC//DSC/004B	Paper Name: Indian Society: Change and Continuity
Course Objectives: This course explores the delicate balance between enduring traditional structures and modern transformative forces within Indian society. Students will engage with concepts of social change, examining how phenomena like migration, urbanization, and technological advancement interact with and alter foundational institutions and value systems.	
Course Content	
Units	Topics
Unit I	Social change in India: Meaning, basic concepts, theories in the Indian Context
Unit II	Processes of Change: Sanskritization, Westernisation, Modernisation, and Secularisation
Unit III	Changes in Social Institutions: The Changing Caste System, Family and Marriage Dynamics; Value system in Indian society.
Unit IV	Factors of Change: Industrialisation, Migration, Globalisation, Urbanisation, and Technology
Unit V	Social Movements: Peasant (Farmer) and Tribal Movements
Course Outcomes: Upon completion, students will be able to identify the primary drivers of social change and their specific impacts on the Indian caste system and family dynamics. They will be equipped to evaluate the significance of peasant and tribal movements in advocating for socio-economic adaptations within a changing national context.	

Suggested Reading:

English Readings

- Béteille, A. (1965). *Caste, class, and power: Changing patterns of stratification in a Tanjore village*. University of California Press.
- Desai, A. R. (1948). *Social background of Indian nationalism*. Popular Prakashan.

- Dube, S. C. (1992). *Understanding change: Anthropological and sociological perspectives*. Vikas Publishing House.
- Omvedt, G. (1994). *Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India*. Sage Publications.
- Patel, T. (Ed.). (2005). *The family in India: Structure and practice*. Sage Publications.
- Rao, M. S. A. (1979). *Social movements in India* (Vols. 1-2). Manohar.
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- आहूजा, राम (2005). *भारतीय समाज: समस्याएं एवं परिवर्तन*. रावत पब्लिकेशन्स.
- मदान, जी. आर. (2010). *परिवर्तनशील भारतीय समाज*. विवेक प्रकाशन.
- सिंह, जे. पी. (2012). *सामाजिक परिवर्तन एवं भारतीय समाज*. पीएचआई लर्निंग.

B.A. Programme (Sociology)**Second Year****Semester-IV****Multidisciplinary/Interdisciplinary Course**

Year: II	Semester: IV
Subject: Sociology	
Type of Paper: Multidisciplinary /Interdisciplinary (4 Credits Per Course)	
Paper Code: SOC/MD/ID/004	Paper Name: Changing Indian Society
Course Objectives: This interdisciplinary course investigates the transition of Indian society from its traditional colonial base to a modern, globally connected framework. Students will systematically examine contemporary challenges, including the digital divide, environmental crises, and shifting gender roles, alongside structural drivers like demographic shifts and urbanization.	
Course Content	
Units	Topics
Unit I	Traditional Base and Colonial Impact: Traditional social structure (Varna, Jati, and Ashrama), Impact of British Colonialism on society.
Unit II	Drivers of Modern Change: Demographic shifts and migration, Urbanisation, Industrialisation, and the cultural effects of Globalisation on the Indian lifestyle.
Unit III	Evolving Social Institutions: Changing patterns of family and marriage, the shifting status and roles of women.
Unit - IV	Contemporary Challenges: The Digital Divide and internet culture, Youth and social media dynamics, Environmental crises
Course Outcomes: Upon completion, students will be able to trace the historical impacts of colonialism on traditional social structures and assess modern cultural shifts. They will demonstrate an advanced understanding of contemporary socio-environmental issues and the profound effects of digital culture and youth dynamics on modern Indian life.	

Suggested Reading:**English Readings**

- Béteille, A. (1965). *Caste, class, and power: Changing patterns of stratification in a Tanjore village*. University of California Press.
- Desai, A. R. (1948). *Social background of Indian nationalism*. Popular Prakashan.
- Dube, S. C. (1992). *Understanding change: Anthropological and sociological perspectives*. Vikas Publishing House.
- Omvedt, G. (1994). *Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India*. Sage Publications.

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- आहूजा, राम (2005). *भारतीय समाज: समस्याएं एवं परिवर्तन*. रावत पब्लिकेशन्स.
- मदान, जी. आर. (2010). *परिवर्तनशील भारतीय समाज*. विवेक प्रकाशन.
- सिंह, जे. पी. (2012). *सामाजिक परिवर्तन एवं भारतीय समाज*. पीएचआई लर्निंग.

B.A. Programme (Sociology)**Second Year****Semester-IV****Skill Course (Major)**

Year: II	Semester: IV
Subject: Sociology	
Type of Paper: Skill Courses (3 Credits Per Course)	
Paper Code: SOC/SEC/004	Paper Name: Methods and Techniques of Social Research
<p>Course Objectives: This advanced skill course provides a comprehensive overview of practical research methodologies, focusing on research design, sampling techniques, and data processing. Students will engage with the complexities of selecting appropriate probability and non-probability samples, and learn the tools required to collect and analyze both quantitative and qualitative data.</p>	
Course Content	
Units	Topics
Unit I	Research design: Meaning, definitions, objectives and types
Unit II	Sampling: Meaning, definitions, characteristics, merits & demerits. Types- Probability sampling and non-probability sampling
Unit III	Data in Social Research: Types of Data: Quantitative and Qualitative, inductive and deductive, subjective and objective, Categorical and Continuous; Sources of Data; Tools and Techniques of data collection
<p>Course Outcomes: Upon completion, students will be able to construct robust research designs and implement suitable sampling strategies for diverse sociological inquiries. Furthermore, they will demonstrate proficiency in utilizing specific data collection tools and distinguishing between various data types, equipping them to execute independent social research.</p>	

Suggested Reading:**English Readings**

- Ahuja, R. (2001). *Research methods*. Rawat Publications.
- Bailey, K. D. (1982). *Method of social research* (2nd ed.). The Free Press.
- Blalock, H. M. (1970). *Social statistics*. Tata McGraw-Hill.
- Dooley, D. (1998). *Social research methods*. Prentice-Hall of India.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.
- Gupta, S. P. (2002). *Statistical methods*. Sultan Chand and Sons.
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- Moser, S. C., & Kalton, G. (1971). *Survey methods in social investigation*. Heinmann.

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- बघेल, डी. एस. (2018). *सामाजिक अनुसंधान*. कैलाश पुस्तक सदन.
- खत्री, एस. आर. (2010). *सामाजिक अनुसंधान एवं सांख्यिकी*. मध्य प्रदेश हिन्दी ग्रंथ अकादमी.
- सिंह, सुरेंद्र (2005). *सामाजिक अनुसंधान*. उत्तर प्रदेश हिन्दी संस्थान.