

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

M.A. Sociology — Under NEP 2020

w.e.f. Academic Session 2026-27

**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
Two-Year Postgraduate Programme
Master of Arts (M.A.) in Sociology, 2026**

Course Eligibility (Entry Requirement):

Admission to the postgraduate program in Sociology requires a three-year Bachelor's degree with a minimum of 120 credits, or a standard four-year Bachelor's degree. Candidates holding a B.Tech. or B.E. degree must have completed at least 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 is a comprehensive two-year postgraduate programme structured in accordance with the National Education Policy (NEP) 2020. The curriculum is distributed across four academic semesters, with each semester comprising a stipulated 24 credits. The academic framework mandates the completion of three Discipline-Specific Core (DSC) courses for the first and second semesters and four DSC courses for the third and fourth semesters, each carrying a weightage of five credits, alongside one compulsory Skill Enhancement Course (SEC) valued at five credits for the first and second semesters.

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:

In alignment with the flexible learning pathways advocated by the NEP 2020, the programme features structured exit credentials. Upon the successful culmination of the first academic year, requiring the accumulation of a minimum of 48 credits, students are eligible to receive a Postgraduate Diploma in Sociology. Candidates who successfully complete the entire two-year academic cycle, thereby amassing the requisite minimum of 96 credits, will be formally conferred the Master of Arts degree in Sociology.

Semester I — 2- Year P.G. Programme (First Year)

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanal Assessment	Total Marks
Discipline-Specific Core (DSC)	NEP/SOC/C001	Introduction to Sociology	5	60	40	100
	NEP/SOC/C002	Classical Sociological Thinkers	5	60	40	100
	NEP/SOC/C003	Indian Society: Structure and Change	5	60	40	100
SEC	NEP/SOC/SEC01	History and Philosophy of Social Sciences	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/E01A	Indian Social Problems	4	60	40	100
	NEP/SOC/E01B	Social Research				
— OR —						
MDE (Any 1 of 2)	NEP/SOC/MDE01A	Social Anthropology				
	NEP/SOC/MDE01B	Sociology of Education				
AEC (Non- CGPA Course)*		Indian Knowledge System	1 Credit			
Total Credits: 24 (DSC: 15 + SEC: 5 + Elective: 4)						

Semester II — 2- Year P.G. Programme (First Year)

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanal Assessment	Total Marks
Discipline-Specific Core (DSC)	NEP/SOC/C004	Indian Sociological Thought	5	60	40	100
	NEP/SOC/C005	Sociology of Environment	5	60	40	100
	NEP/SOC/C006	Traditional Sociological Thinkers	5	60	40	100
SEC	NEP/SOC/SEC02	Research Techniques and Statistical Analysis	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/E02A	Social Psychology	4	60	40	100
	NEP/SOC/E02B	Sociology of Sanitation				
— OR —						
MDE (Any 1 of 2)	NEP/SOC/MDE02A	Indian Knowledge Traditions				
	NEP/SOC/MDE02B	Health and Society				
VAC (Non- CGPA Course)*		Constitutional, Ethical and Moral Values	1 Credit			
Total Credits: 24 (DSC: 15 + SEC: 5 + Elective: 4)						

Students who exit after successfully completing the first year of the two-year PG programme (securing a minimum of 48 credits) will be awarded a Postgraduate Diploma of one year in Sociology.

Semester III — 2- Year P.G. Programme (Second Year)

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanal 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 IV — 2- Year P.G. Programme (Second Year)

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanal 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)						
<i>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.</i>						

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- *Departments may develop and offer a discipline-specific **Indian Knowledge Systems (IKS)** course or, alternatively, adopt the IKS course prescribed by the University.

2nd Semester - *The University shall provide a common syllabus for the course titled “**Constitution, Ethical and Moral Values.**”

3rd 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.

4th 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

Semester I — 2- Year P.G. Programme (First Year)

Semester I — 2- Year P.G. Programme (First Year)

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanal Assessment	Total Marks
Discipline-Specific Core (DSC)	NEP/SOC/C001	Introduction to Sociology	5	60	40	100
	NEP/SOC/C002	Classical Sociological Thinkers	5	60	40	100
	NEP/SOC/C003	Indian Society: Structure and Change	5	60	40	100
SEC	NEP/SOC/SEC01	History and Philosophy of Social Sciences	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/E01A	Indian Social Problems	4	60	40	100
	NEP/SOC/E01B	Social Research				
— OR —						
MDE (Any 1 of 2)	NEP/SOC/MDE01A	Social Anthropology				
	NEP/SOC/MDE01B	Sociology of Education				
Total Credits: 24 (DSC: 15 + SEC: 5 + Elective: 4)						

Discipline-Specific Core (DSC) Papers

Programme Name: M.A. Sociology		
Semester	Semester I	
Paper Code	NEP/SOC/CO01	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Introduction to Sociology		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course introduces students to the foundational concepts, perspectives, and institutional structures of Sociology. Students will examine sociology's emergence as a scientific discipline and its relationship with other social sciences. The course develops sociological imagination through the study of society, culture, stratification, and social processes, and lays the conceptual groundwork for the entire M.A. programme.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Foundations of Sociology	Emergence of Sociology as a science; Nature, scope, and significance; Relationship with other Social Sciences (Anthropology, Political Science, Psychology, Economics, History). Interdisciplinary Relevance in the 21st Century.
Unit II	Sociological Perspectives and Core Concepts	Classical and Modern Perspectives: Evolutionary, Positivist, Functionalist, Conflict, and Interpretative. Core Concepts: Society, Community, Association, Institution, Social Groups, Role and Status, Culture, Folkways, Mores, and Norms.
Unit III	Institutions and Social Structures	Family, Marriage, Kinship, Caste, Religion, Education, Economy, and Polity – structural-functional analysis and transformation in the Indian context. Global-local comparative approach.
Unit IV	Social Processes and Dynamics	Socialisation – Meaning, definitions, processes, agents, and stages; Social Stratification – Meaning, definitions, forms, and theories Social Mobility – Meaning, definitions and types. Role of media, education, and globalisation in mobility.
<p>Course Outcomes: Upon completion, students will be able to identify and explain core sociological concepts and perspectives. They will be equipped to apply sociological imagination to analyse everyday social life and compare institutional structures across societies. Students will demonstrate understanding of the relationship between social processes and individual behaviour in the Indian context.</p>		

Suggested Readings:

- Berger, Peter L. (1963), Invitation to Sociology: A Humanistic Perspective, New York: Doubleday.
- Bottomore, T.B. (1972), Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin.
- Giddens, Anthony (2006), Sociology (5th edition), Cambridge: Polity Press.
- Haralambos, M. and Holborn, M. (2013), Sociology: Themes and Perspectives (8th edition), London: Collins.
- Inkeles, Alex (1987), What is Sociology?, New Delhi: Prentice Hall.
- Jayaram, N. (1988), Introductory Sociology, Madras: MacMillan India.
- Johnson, Harry M. (1995), Sociology: A Systematic Introduction, New Delhi: Allied Publishers.
- MacIver, R.M. and Page, C.H. (1974), Society: An Introductory Analysis, New Delhi: Macmillan.
- Macionis, John J. (2017), Sociology (16th edition), New Jersey: Pearson.
- Smelser, Neil J. (1994), Sociology, Cambridge: Blackwell.

- Tonnies, Ferdinand (2001), *Community and Civil Society*, Cambridge: Cambridge University Press.

Programme Name: M.A. Sociology		
Semester	Semester I	
Paper Code	NEP/SOC/CO02	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Classical Sociological Thinkers		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines the foundational contributions of classical sociological thinkers — Comte, Durkheim, Marx, and Weber — whose ideas constitute the bedrock of sociological theory. Students will develop a deep understanding of positivism, the division of labour, class conflict, and rational social action, cultivating analytical and comparative skills through critical engagement with primary theoretical arguments.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Auguste Comte	Positivism and the Spirit of Enlightenment; Conservatism and its Critique; Contribution to Sociology: Idea of Social Statics and Social Dynamics; Law of Three Stages.
Unit II	Emile Durkheim	Division of Labour in Modern Society; Mechanical and Organic Solidarities; Theory of Suicide: A Sociological Interpretation; Sacred and Profane; Social Facts; Durkheim's Methodological Legacy.
Unit III	Karl Marx	Dialectical and Historical Materialism; Class Formation and Class Conflict; Dynamics of Capitalist Development; Alienation and its Social Outcomes; Ideology and Superstructure.
Unit IV	Max Weber	Theory of Social Action; Protestant Ethics and Rise of Capitalism; Power, Status, and Authority; Bureaucracy; Ideal Types; Value Neutrality in Science.
<p>Course Outcomes: Upon completion, students are expected to differentiate between major theoretical frameworks and their applications. They will be prepared to apply classical perspectives to analyse contemporary social structures and transformations, critically evaluate social phenomena using established sociological frameworks, and demonstrate understanding of how foundational theories inform current sociological research and analysis.</p>		

Suggested Readings:

- Adams, Bert N. and Sydie, R.A. (2001), *Sociological Theory*, New Delhi: Vaster Publication.
- Aron, Raymond (1967), *Main Currents in Sociological Thought*, Vols. 1 and 2, Penguin.
- Bendix, Rinehart (1960), *Max Weber: An Intellectual Portrait*, New York: Double Day.
- Coser, Lewis A. (1977), *Masters of Sociological Thought*, New York: Harcourt Brace, pp. 43–260.
- Dahrendorf, Ralph (1959), *Class and Class Conflict in an Industrial Society*, Stanford University Press.
- Giddens, Anthony (1977), *Capitalism and Modern Social Theory*, Cambridge: Cambridge University Press.
- Hughes, John A., Martin, Peter J. and Sharrock, W.W. (1995), *Understanding Classical Sociology*, London: Sage.
- Parsons, Talcott (1949), *The Structure of Social Action*, New York: McGraw-Hill.
- Ritzer, George (2011), *Sociological Theory* (8th edition), New York: McGraw-Hill.
- Turner, Jonathan H. (2003), *The Structure of Sociological Theory* (7th edition), Jaipur: Rawat Publication.
- Zeitlin, Irving M. (1998), *Ideology and the Development of Sociological Theory*, New Delhi: Rawat Publication.

Programme Name: M.A. Sociology		
Semester	Semester I	
Paper Code	NEP/SOC/CO03	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Indian Society: Structure and Change		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines the structural aspects, diversity, and dynamics of Indian society with emphasis on caste, community, and social change. Students will analyse processes of Sanskritization, modernisation, urbanisation, and globalisation as forces shaping Indian social life. The course encourages sociological imagination through participatory and field-based activities grounded in the Uttarakhand context.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Indian Social Structure	Nature and significance of Indian Social Institutions; Unity in Diversity; Caste, Family, and Village Community; Changes in Indian Society during British Rule.
Unit II	Social Change in India	Meaning and theories of Social Change; Continuity and Change; Processes of Social Change: Sanskritization, Westernisation, Modernisation; Globalisation, Urbanisation.
Unit III	Mobility and Minorities	Social Mobility among Scheduled Castes and Scheduled Tribes; constitutional safeguards; Islamization and Modernisation in Indian Muslim Society; Other minority communities in India.
Unit IV	Role of Elites	Role of Elites in the Modernisation of Indian Society; New elites and social transformation: political and professional elites in India.
<p>Course Outcomes: Upon completion, students will demonstrate understanding of structural diversity in Indian society and its historical roots. They will be equipped to analyse processes of social change and evaluate competing sociological explanations for continuity and transformation. Students will apply field observation skills to examine caste, class, and community dynamics in their immediate social environment.</p>		

Suggested Readings:

- Beteille, Andre (1965), Caste, Class and Power, Berkeley: University of California Press.
- Desai, A.R. (1975), Social Background of Indian Nationalism, Bombay: Popular Prakashan.
- Dube, S.C. (1967), The Indian Village, New Delhi: National Book Trust.
- Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.
- Karve, Irawati (1961), Hindu Society: An Interpretation, Poona: Deccan College.
- Kothari, Rajni (1970), Politics in India, New Delhi: Orient Longman.
- Mandelbaum, David G. (1990), Society in India (2 Vols.), Berkeley: University of California Press.
- Sharma, K.L. (2001), Social Inequality in India, New Delhi: Rawat Publications.
- Singh, Yogendra (1983), Modernisation of Indian Tradition, New Delhi: Thompson Press.
- Srinivas, M.N. (1966), Social Change in Modern India, Berkeley: University of California Press.
- Srinivas, M.N. (1991), India: Social Structure, Delhi: Chaman Offset Printers.

Skill Enhancement Course (SEC) Paper

Programme Name: M.A. Sociology	
Semester	Semester I
Paper Code	NEP/SOC/SEC01
Course Type	Skill Enhancement Course (5 Credits)
Title of the Paper: History and Philosophy of Social Sciences	
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course lays the epistemological foundations essential to sociological inquiry. Students will trace the historical emergence of social sciences in the context of colonialism, Enlightenment, and modernity, and engage with competing philosophies of social knowledge — positivism, interpretivism, and critical realism. The course introduces decolonial and indigenous epistemologies as alternatives to Eurocentric frameworks and examines ethics in social research.

COURSE CONTENT

Units	Title	Topics
Unit I	Birth of Social Sciences	Enlightenment and the idea of progress; colonialism and the emergence of social sciences; social science and governance; Disciplinary boundaries and their formation; sociology among the social sciences.
Unit II	Philosophy of Social Science	Positivism — Comte and Durkheim; Interpretivism — Weber and Dilthey; Critical Realism — Bhaskar; the debate on value freedom and objectivity; Naturalism and anti-naturalism in social inquiry.
Unit III	Decolonising Knowledge	Critique of Eurocentrism — Quijano and Mignolo; Indigenous epistemologies; Subaltern Studies and postcolonial theory; Knowledge, power, and social science in the Global South.
Unit IV	Ethics in Social Research	Informed consent, confidentiality, and power relations; Research with vulnerable populations; Positionality of the researcher; Professional codes of ethics; Institutional ethics frameworks.

Course Outcomes: Upon completion, students will be equipped to identify and evaluate major philosophical traditions underlying social scientific inquiry. They will be prepared to critically assess the colonial roots of social science disciplines and articulate the value of indigenous epistemologies. Students will demonstrate ethical reasoning about research design and the ability to situate sociological knowledge within its historical and philosophical context.

Suggested Readings:

- Bernstein, Richard J. (1976), *The Restructuring of Social and Political Theory*, Philadelphia: University of Pennsylvania Press.
- Bhambra, Gurinder K. (2007), *Rethinking Modernity: Postcolonialism and the Sociological Imagination*, Basingstoke: Palgrave Macmillan.
- Bhaskar, Roy (1975), *A Realist Theory of Science*, Leeds: Leeds Books.
- Hammersley, Martyn (1995), *The Politics of Social Research*, London: Sage.
- Hughes, John A. (1990), *The Philosophy of Social Research* (2nd edition), London: Longman.
- Kuhn, Thomas S. (1962), *The Structure of Scientific Revolutions*, Chicago: University of Chicago Press.
- Mignolo, Walter D. (2000), *Local Histories/Global Designs*, Princeton: Princeton University Press.
- Popper, Karl (1959), *The Logic of Scientific Discovery*, London: Hutchinson.
- Quijano, Anibal (2000), *Coloniality of Power, Eurocentrism and Latin America*, *Nepantla*, 1(3).
- Smith, Linda Tuhiwai (1999), *Decolonising Methodologies*, London: Zed Books.
- Winch, Peter (1958), *The Idea of a Social Science*, London: Routledge and Kegan Paul.

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/E01A	
Course Type	Discipline-Specific Elective (4 Credits)	
Title of the Paper: Indian Social Problems		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course examines major social problems in contemporary India through a sociological lens. Students will engage with theoretical frameworks — including anomie, labelling, and value conflict — to analyse social tensions such as casteism, communalism, poverty, and gender-based violence. The course develops analytical skills through case studies, legal awareness activities, and participatory discussion.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Conceptual Issues	Social Problems: Meaning, definitions, nature, characteristics, and types; Concepts of Anomie and Alienation; Social disorganisation as a framework for understanding social problems.
Unit II	Theories of Social Problems	Social Disorganisation Approach; Value Conflict Approach; Cultural Lag Theory; Labelling Theory; Social problems and social policy.
Unit III	Social Tensions	Casteism, Communalism, Regionalism, Terrorism, Corruption, and Beggary — sociological analysis
Unit IV	Legislative and Social Issues	Poverty, Dowry, Divorce, Unemployment, Environmental Pollution, Consumer Protection Act, Health Problems, Elderly Issues, Untouchability, Child Labour — legal and policy responses.
Course Outcomes: Upon completion, students will be prepared to identify and explain the sociological dimensions of major social problems in India. They will be equipped to apply theoretical frameworks to real-world cases and evaluate the effectiveness of legal and policy responses. Students will demonstrate awareness of how social structure produces social problems and develop skills for community-based problem analysis.		

Suggested Readings:

- Ahuja, Ram (1999), Social Problems in India, New Delhi: Rawat Publication.
- 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.
- Elliot, Mabel A. and Merrill, Francis E. (1950), Social Disorganisation, New York: Harper and Brothers.
- Gurr, Ted Robert (1970), Why Men Rebel, Princeton: Princeton University Press.
- Madan, G.R. (1976), Indian Social Problems (2 Vols.), New Delhi: Allied Publishers.
- Merton, Robert K. and Nisbet, Robert (eds.) (1971), Contemporary Social Problems, New York: Harcourt Brace.
- Pachauri, J.P. (1999), Drug Abuse and Alcoholism in India, Bareilly: MTC Printers.
- Singh, V.K. (2008), Social Problems of India, Jaipur: Rawat Publications.
- Srinivas, M.N. (1962), Caste in Modern India and Other Essays, Bombay: Asia Publishing House.
- Tandon, B.C. (1988), Social Problems in India, Allahabad: Chugh Publications.

Programme Name: M.A. Sociology		
Semester	Semester I	
Paper Code	NEP/SOC/E01B	
Course Type	Discipline-Specific Elective (4 Credits)	
Title of the Paper: Social Research		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course introduces students to the fundamental principles, types, and processes of social research. Students will develop the ability to identify and define research problems, formulate hypotheses, and select appropriate research designs. The course emphasises the scientific method as applied to social inquiry and prepares students for the practical research components of subsequent semesters.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Introduction to Research	Social Research: Meaning, definitions, objectives, types, and significance ; Scientific Method; Criteria of good research; Problems encountered by researchers in India; Research as a social process.
Unit II	Research Problem	Selection and necessity of a research problem; Sources of research problems; techniques and steps in defining the problem; Review of literature.
Unit III	Hypothesis	Hypothesis: Meaning, definitions, characteristics, importance and types; Testing of hypotheses; Problems in formulating hypotheses; Null and alternative hypotheses.
Unit IV	Research Design	Research design: Meaning, definitions, significance, and features of good research design; Quantitative vs. qualitative; Inductive vs. deductive Types of Research design: Exploratory, Descriptive, Diagnostic, and Experimental, cross-sectional and longitudinal.
<p>Course Outcomes: Upon completion, students will be equipped to design a basic social research study from problem identification through hypothesis formulation and design selection. They are expected to distinguish between research types, evaluate the appropriateness of different designs for given social questions, and demonstrate capacity for critical thinking about research problems in the Indian social context.</p>		

Suggested Readings:

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Babbie, Earl (2013), The Practice of Social Research (13th edition), Belmont: Wadsworth.
- Bailey, Kenneth D. (1994), Methods of Social Research (4th edition), New York: The Free Press.
- Bryman, Alan (2012), Social Research Methods (4th edition), Oxford: Oxford University Press.
- Goode, W.J. and Hatt, P.K. (1952), Methods in Social Research, New York: McGraw-Hill.
- Kothari, C.R. (2004), Research Methodology: Methods and Techniques (2nd edition), New Delhi: New Age International.
- Moser, C.A. and Kalton, G. (1971), Survey Methods in Social Investigation, London: Heinemann.
- Seltiz, Claire et al. (1959), Research Methods in Social Relations, New York: Henry Holt.
- Thakur, Devendra (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications.
- Wilkinson, T.S. and Bhandarkar, P.L. (1984), Methodology and Techniques of Social Research, Bombay: Himalaya Publishing.
- Young, Pauline V. (1988), Scientific Social Surveys and Research, New Delhi: Prentice Hall.

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/MDE01A	
Course Type	Multidisciplinary Elective (4 Credits)	
Title of the Paper: Social Anthropology		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course introduces the foundational concepts, theories, and scope of Social Anthropology. Students will develop a comparative understanding of cultural and tribal social systems through functionalist, structuralist, and fieldwork approaches. Special attention is given to tribal societies of India, including the tribes of Uttarakhand, their problems, and development challenges.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Introduction to Social Anthropology	Social Anthropology: Meaning, definition, nature, and scope; Relationship with Sociology, History, Economics, and Psychology; Methods in anthropology; History of anthropological thought.
Unit II	Theoretical Orientation	Functionalism — Radcliffe-Brown and Malinowski; Structuralism — Claude Levi-Strauss; Diffusionism and Evolutionism; Fieldwork approach in Social Anthropology.
Unit III	Core Concepts and Institutions	Culture, Clan, Caste and Race, Family, Kinship and Descent, Marriage, Religious Institutions; cultural relativism and ethnocentrism.
Unit IV	Tribal Society in India	Tribe: Meaning and definitions; Problems of tribal people; Tribal movements in India; social and cultural change in tribal India; Measures of tribal development; Tribes of Uttarakhand.
<p>Course Outcomes: Upon completion, students will be able to explain key anthropological concepts and apply them to the study of tribal and non-tribal communities. They are expected to critically evaluate major theoretical traditions in social anthropology and conduct ethnographic observation. Students will demonstrate sensitivity to cultural diversity and understanding of tribal development challenges in Uttarakhand.</p>		

Suggested Readings:

- Beattie, John (1964), *Other Cultures: Aims, Methods and Achievements in Anthropology*, London: Routledge and Kegan Paul.
- Beteille, Andre (1974), *Six Essays in Comparative Sociology*, New Delhi: OUP.
- Evans-Pritchard, E.E. (1972), *Social Anthropology*, London: Routledge and Kegan Paul.
- Fox, Robin (1973), *Encounter with Anthropology*, England: Penguin Books.
- Harris, Marvin (1979), *Cultural Materialism*, New York: Random House.
- Keesing, Roger M. (1976), *Cultural Anthropology: A Contemporary Perspective*, New York: Holt Rinehart.
- Kuper, Adam (1977), *The Social Anthropology of Radcliffe-Brown*, London: Routledge and Kegan Paul.
- Levi-Strauss, Claude (1963), *Structural Anthropology*, New York: Basic Books.
- Madan, T.N. and Majumdar, D.N. (1980), *An Introduction to Social Anthropology*, Delhi: Asia Publishing House.
- Malinowski, Bronislaw (1922), *Argonauts of the Western Pacific*, London: Routledge.
- Singh, K.S. (1982), *Tribal Movements in India*, New Delhi: Manohar Publications.

Programme Name: M.A. Sociology		
Semester	Semester I	
Paper Code	NEP/SOC/MDE01B	
Course Type	Multidisciplinary Elective (4 Credits)	
Title of the Paper: Sociology of Education		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course examines education as a social institution through functionalist, conflict, and interactionist lenses. Students will analyse inequalities in educational access along caste, class, gender, and regional lines, and critically evaluate India's National Education Policy 2020. The course also addresses credentialism, knowledge production, and the social role of higher education in contemporary India.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Education as a Social Institution	Functionalist perspectives — Durkheim and Parsons; Conflict perspectives — Bourdieu's cultural capital, habitus, and field; Interactionist perspectives — labelling, hidden curriculum, and teacher expectations.
Unit II	Inequality in Education	Caste and education in India; gender gap in schooling; first-generation learners; Regional disparities; school dropout rates and their social causes; Education and social reproduction.
Unit III	NEP 2020 — A Sociological Analysis	Key provisions of NEP 2020: multidisciplinary and vocational orientation; implications for access and equity in higher education; IKS integration; Critiques from marginalised perspectives.
Unit IV	Higher Education, Knowledge and Society	Credentialism and its social effects; Brain drain from developing societies; Knowledge production and academic capitalism; The global university; education and social mobility in India.
Course Outcomes: Upon completion, students will be able to apply sociological theories to analyse the role of education in reproducing and challenging social inequality. They will be prepared to evaluate educational policies, including NEP 2020, from equity and access perspectives. Students will demonstrate understanding of how education intersects with caste, gender, and class and develop skills for research on educational institutions.		

Suggested Readings:

- Apple, Michael W. (2004), *Ideology and Curriculum* (3rd edition), New York: Routledge.
- Bourdieu, Pierre and Passeron, Jean-Claude (1977), *Reproduction in Education, Society and Culture*, London: Sage.
- Collins, Randall (1979), *The Credential Society*, New York: Academic Press.
- Deshpande, Satish (2013), *Caste and Castelessness*, *Economic and Political Weekly*, 48(15).
- Durkheim, Emile (1956), *Education and Sociology*, New York: Free Press.
- Illich, Ivan (1971), *Deschooling Society*, New York: Harper and Row.
- Kumar, Krishna (1991), *Political Agenda of Education*, New Delhi: Sage.
- Ministry of Education (2020), *National Education Policy 2020*, Government of India, New Delhi.
- Parsons, Talcott (1959), *The School Class as a Social System*, *Harvard Educational Review*, 29(4).
- Willis, Paul (1977), *Learning to Labour*, Farnborough: Saxon House.
- Young, Michael F.D. (ed.) (1971), *Knowledge and Control*, London: Collier-Macmillan.

Semester II — 2- Year P.G. Programme (First Year)

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Interanl Assessment	Total Marks
Discipline-Specific Core (DSC)	NEP/SOC/C004	Indian Sociological Thought	5	60	40	100
	NEP/SOC/C005	Sociology of Environment	5	60	40	100
	NEP/SOC/C006	Traditional Sociological Thinkers	5	60	40	100
SEC	NEP/SOC/SEC02	Research Techniques and Statistical Analysis	5	60	40	100
<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/E02A	Social Psychology	4	60	40	100
	NEP/SOC/E02B	Sociology of Sanitation				
— OR —						
MDE (Any 1 of 2)	NEP/SOC/MDE02A	Indian Knowledge Traditions				
	NEP/SOC/MDE02B	Health and Society				
VAC* (Non- CGPA Course)		Constitutional, Ethical and Moral Values	1 Credit			
Total Credits: 24 (DSC: 15 + SEC: 5 + Elective: 4)						
<p><i>Students who exit after successfully completing the first year of the two-year PG programme (securing a minimum of 48 credits) will be awarded a Postgraduate Diploma of one year in Sociology.</i></p>						

Discipline-Specific Core (DSC) Papers

Programme Name: M.A. Sociology	
Semester	Semester II
Paper Code	NEP/SOC/CO04
Course Type	Discipline-Specific Core (5 Credits)
Title of the Paper: Indian Sociological Thought	
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course surveys the development of sociological thought in India, examining its intellectual history and the major theoretical approaches used to study Indian society. Students will engage with Indological, civilizational, structural-functional, Marxist, and subaltern perspectives developed by prominent Indian sociologists, fostering comparative analysis and contextual sociological reflection.

COURSE CONTENT

Units	Title	Topics
Unit I	Sociology in India	Structure of Indian society and theoretical approaches; Development of sociology as a discipline in India; Colonial knowledge and Indian sociology.
Unit II	Indological and Civilizational Approaches	Louis Dumont — Homo Hierarchicus; Radhakamal Mukherjee — civilizational sociology; N.K. Bose and Surjeet Sinha — civilizational approaches.
Unit III	Structural-Functional and Synthetic Approaches	M.N. Srinivas — Sanskritization and Westernisation; S.C. Dube — village studies; McKim Marriott — ethno-sociology; Irawati Karve and Andre Beteille — synthesis of textual and field views.
Unit IV	Marxist and Subaltern Approaches	D.P. Mukherji — Tradition and change; A.R. Desai — Marxist analysis of Indian society; Ramkrishna Mukherjee — Social structure; Ranjit Guha, David Hardiman, B.R. Ambedkar — Subaltern perspectives.

Course Outcomes: Upon completion, students are expected to identify and compare major theoretical traditions in Indian sociology. They will be equipped to critically evaluate contributions of Indian sociologists and apply their frameworks to contemporary social analysis. Students will demonstrate understanding of how colonial history, fieldwork traditions, and political economy have shaped the distinctiveness of Indian sociological thought.

Suggested Readings:

- Ambedkar, B.R. (1936), *Annihilation of Caste*, Bombay: Bharat Bhushan Printing Press.
- Beteille, Andre (1991), *Society and Politics in India*, New Delhi: OUP.
- Desai, A.R. (1981), *Relevance of the Marxist Approach to the Study of Indian Society*, *Sociological Bulletin*, 10(1).
- Dhanagare, D.N. (1998), *Themes and Perspectives in Indian Sociology*, New Delhi: Rawat Publications.
- Dube, S.C. (1967), *The Indian Village*, New Delhi: National Book Trust.
- Dumont, Louis (1970), *Homo Hierarchicus*, Chicago: University of Chicago Press.
- Ghurye, G.S. (1957), *Caste and Class in India*, Bombay: Popular Book Depot.
- Guha, Ranajit (ed.) (1982), *Subaltern Studies I*, Delhi: OUP.
- Karve, Irawati (1961), *Hindu Society: An Interpretation*, Poona: Deccan College.

- Mukherjee, D.P. (1958), *Diversities*, Delhi: People's Publishing House.
- Nagla, B.K. (2008), *Indian Sociological Thought*, Jaipur: Rawat Publications.
- Srinivas, M.N. (1966), *Social Change in Modern India*, Berkeley: University of California Press.

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/CO06	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Traditional Sociological Thinkers		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines the contributions of post-classical sociological thinkers — Spencer, Sorokin, Pareto, Parsons, and Merton — who shaped the discipline through the late nineteenth and twentieth centuries. Students will engage with Social Darwinism, elite circulation, structural functionalism, and the analysis of deviance, developing critical skills in comparative theory and contemporary application.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Herbert Spencer and P.A. Sorokin	Herbert Spencer: Social Darwinism, Social organism, Law of equal liberty, evolutionary sociology. P.A. Sorokin: Social Mobility, Social-Cultural Dynamics, Social Revolution, Sensate and Ideational cultures.
Unit II	Vilfredo Pareto	Logico-Experimental Method; Logical and Non-Logical Action; Residues and Derivatives; Types of Elites; Circulation of Elites; Pareto's sociology of sentiment and power.
Unit III	Talcott Parsons	Social System; Action Frame of Reference; AGIL Paradigm; Pattern Variables; Social evolution and differentiation; Parsons' theory of social integration.
Unit IV	Robert K. Merton	Function and Dysfunction; Latent and Manifest Functions; Middle-range theory; Conformity and Deviance; Anomie and Opportunity Structure; Reference Groups.
<p>Course Outcomes: Upon completion, students will be able to explain the major contributions of post-classical sociological thinkers and their theoretical frameworks. They are expected to apply these theories to analyse contemporary social institutions and processes, and demonstrate the ability to critically compare theoretical paradigms and evaluate the continued relevance of traditional sociological frameworks.</p>		

Suggested Readings:

- Aron, Raymond (1965), Main Currents in Sociological Thought, Vols. 1 and 2, Penguin Books.
- Barnes, Harry Elmer (ed.) (1948), An Introduction to the History of Sociology, Chicago: University of Chicago Press.
- Bogardus, Emory S. (1960), The Development of Social Thought, Bombay: Vakils, Feffer and Simons.
- Coser, Lewis A. (1971), Masters of Sociological Thought, New York: Harcourt Brace Jovanovich.
- Merton, Robert K. (1968), Social Theory and Social Structure (enlarged edition), New York: Free Press.
- Nisbet, Robert A. (1979), The Sociological Tradition, London: Heinemann.
- Parsons, Talcott (1951), The Social System, New York: Free Press.
- Ritzer, George (2011), Sociological Theory (8th edition), New York: McGraw-Hill.
- Sorokin, Pitirim (1947), Society, Culture and Personality, New York: Harper and Brothers.
- Timasheff, Nicholas S. (1967), Sociological Theory: Its Nature and Growth, New York: Random House.
- Turner, Jonathan H. (2003), The Structure of Sociological Theory (7th edition), Jaipur: Rawat Publication.

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/CO05	
Course Type	Discipline-Specific Core (5 Credits)	
Title of the Paper: Sociology of Environment		
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines the relationship between society and the natural environment from a sociological perspective. Students will trace the evolution of environmental sociology, engage with key theoretical contributions, and analyse issues of sustainable development, environmental displacement, and social movements. Special attention is given to the ecology and environmental challenges of the Uttarakhand Himalayan region.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Foundations of Environmental Sociology	Rise, decline, and resurgence of Sociology of Environment; Interrelation among ecology, environment, and society; Nature as a social construction; Human Exceptionalism (HEP) and New Ecological Paradigm (NEP).
Unit II	Theoretical Contributions	Dunlap and Catton — New Ecological Paradigm; Anthony Giddens — risk and environment; Ramachandra Guha — ecological history and peasant resistance; Radha Kamal Mukherjee — regional sociology of environment.
Unit III	Development and Environmental Impact	Sustainable Development and Environmental Conservation; Development-induced displacement and relocation; Environmental Impact Assessment — need, scope, and methodology; Corporate social responsibility and environment.
Unit IV	Culture, Action and Social Movements	Role of traditional knowledge and religious beliefs in environmental protection; Role of NGOs and civil society; Social movements — Chipko, Narmada Bachao Andolan and Joshimath.
<p>Course Outcomes: Upon completion, students will be equipped to critically analyse the relationship between social organisation and environmental change. They will apply theoretical frameworks to understand environmental conflicts and policy responses. Students will demonstrate understanding of grassroots environmental movements in India and develop skills to assess the social dimensions of environmental issues in the Uttarakhand context.</p>		

Suggested Readings:

- Agarwal, Anil and Narain, Sunita (1985), India: The State of the Environment, New Delhi: Centre for Science and Environment.
- Dunlap, Riley E. and Catton, William R. (1979), Environmental Sociology, Annual Review of Sociology, Vol. 5.
- Gadgil, Madhav and Guha, Ramachandra (1992), This Fissured Land: An Ecological History of India, Delhi: OUP.
- Guha, Ramachandra (1989), The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, Delhi: OUP.
- Hannigan, John (2014), Environmental Sociology (3rd edition), London: Routledge.
- Merchant, Carolyn (ed.) (1994), Ecology: Key Concepts in Critical Theory, New York: Humanities Press.
- Mukherjee, Radhakamal (1926), The Regional Balance of Man, Madras: University of Madras Press.
- Schnaiberg, Allan (1980), The Environment: From Surplus to Scarcity, New York: OUP.
- Shiva, Vandana (1988), Staying Alive: Women, Ecology and Development, London: Zed Books.
- Sundar, Nandini, Jeffery, Roger and Thin, Neil (2001), Branching Out: Joint Forest Management in India, Delhi: OUP.
- Wilson, Des (ed.) (1984), The Environmental Crisis, London: Heinemann.

Skill Enhancement Course (SEC) Paper

Programme Name: M.A. Sociology	
Semester	Semester II
Paper Code	NEP/SOC/SEC02
Course Type	Skill Enhancement Course (5 Credits)
Title of the Paper: Research Techniques and Statistical Analysis	
Credits: 5	Marks: 100 [60 University Exam + 40 Internal Assessment]

Course Objectives: This course provides students with practical tools for conducting sociological research. Students will develop competence in sampling design, primary and secondary data collection, and statistical analysis, including scaling techniques, measures of central tendency, dispersion, and correlation. The course equips students for the Semester III field practical and the Semester IV dissertation.

COURSE CONTENT

Units	Title	Topics
Unit I	Sampling and Data Collection Techniques	Concept of universe, population, and sample; Probability and non-probability sampling; Sample size and sampling error; Questionnaire construction; Interview schedules; In-depth interviews; Focus Group Discussions (FGDs); Participant observation; Case study method; Ethnography.
Unit II	Data Processing and Measurement Scales	Types of Data: Qualitative and Quantitative Data, Categorical and Continuous; Levels of measurement; Reliability and validity; Scaling techniques (Likert, Thurstone, Guttman); Data coding, cleaning, and tabulation; Qualitative data processing; Thematic coding; Content analysis; Grounded theory basics.
Unit III	Basics of Descriptive and Inferential Statistics	Measures of Central Tendency: Dispersion; Normal distribution; Standard error; Confidence intervals; Parametric tests (t-test, Z-test, ANOVA); Non-parametric tests (Chi-square, Mann-Whitney U, Kruskal-Wallis); p-values and level of significance.
Unit IV	Correlation, Regression, and Software	Measures of association; Correlation (Pearson, Spearman, Partial); Simple linear regression; Multiple regression; Logistic regression; Statistical software applications for quantitative data (SPSS, R); Introduction to qualitative analysis software (NVivo, ATLAS.ti).

Course Outcomes: Upon completion, students will be able to design and execute sampling procedures appropriate to sociological research questions. They are expected to construct data collection tools, apply statistical techniques to sociological data, and present findings in standard tabular and graphical formats. Students will demonstrate competence in both quantitative and qualitative data handling essential for the field, practical, and the dissertation.

Suggested Readings:

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Babbie, Earl (2013), The Practice of Social Research (13th edition), Belmont: Wadsworth.
- Bailey, Kenneth D. (1994), Methods of Social Research (4th edition), New York: The Free Press.
- Blalock, Hubert M. (1979), Social Statistics (revised 2nd edition), New York: McGraw-Hill.
- Champion, Dean J. (1981), Basic Statistics for Social Research, New York: Macmillan.
- Goode, W.J. and Hatt, P.K. (1952), Methods in Social Research, New York: McGraw-Hill.
- Gupta, S.P. (2015), Statistical Methods (44th edition), New Delhi: Sultan Chand and Sons.

- Kumar, Ranjit (2014), *Research Methodology: A Step-by-Step Guide* (4th edition), London: Sage.
- Moser, C.A. and Kalton, G. (1971), *Survey Methods in Social Investigation*, London: Heinemann.
- Nachmias, David and Nachmias, Chava (1981), *Research Methods in Social Sciences*, New York: St. Martin's Press.
- Young, Pauline V. (1988), *Scientific Social Surveys and Research*, New Delhi: Prentice Hall.

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/E02A	
Course Type	Discipline-Specific Elective (4 Credits)	
Title of the Paper: Social Psychology		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course examines the sociological and psychological dimensions of individual and group behaviour in social contexts. Students will study the formation and change of attitudes, processes of learning and motivation, mass behaviour phenomena such as propaganda and rumour, and theories of leadership and crowd behaviour. The course fosters practical skills in attitude measurement and behavioural observation.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Introduction to Social Psychology	Meaning, nature, and scope; Relationship with Sociology; Individual and Society; Psychological basis of social and cultural growth; Socialisation and personality.
Unit II	Attitudes, Learning, and Motivation	Attitudes — formation, change, and measurement scales (Likert, Bogardus); Learning — concepts and theories (conditioning, social learning); Motivation — biogenic and sociogenic motives.
Unit III	Mass Behaviour and Cognition	Public opinion — formation and measurement; Propaganda techniques; Prejudice and discrimination; Stereotyping; Rumour — types and social functions.
Unit IV	Leadership and Group Behaviour	Leadership — nature, types (autocratic, democratic, laissez-faire), and theories (trait, situational, transactional); Group mind; Audience, crowd behaviour, and social movements.
Course Outcomes: Upon completion, students are expected to explain social psychological theories of attitude, motivation, and group behaviour. They will be prepared to apply concepts of prejudice, stereotype, and propaganda to analyse contemporary social phenomena. Students will demonstrate skills in designing attitude measurement instruments and critically evaluate theories of leadership.		

Suggested Readings:

- Allport, Gordon W. (1954), *The Nature of Prejudice*, Cambridge: Addison-Wesley.
- Aronson, Elliot (2012), *The Social Animal* (11th edition), New York: Worth Publishers.
- Festinger, Leon (1957), *A Theory of Cognitive Dissonance*, Stanford: Stanford University Press.
- Krech, D. and Crutchfield, R.S. (1948), *Theory and Problems of Social Psychology*, New York: McGraw-Hill.
- Le Bon, Gustave (1895), *The Crowd: A Study of the Popular Mind*, London: T. Fisher Unwin.
- Lindzey, G. and Aronson, E. (eds.) (1985), *Handbook of Social Psychology* (3rd edition), New York: Random House.
- Mannheim, Karl (1966), *Essays on Sociology and Social Psychology*, London: Routledge and Kegan Paul.
- Mead, George Herbert (1934), *Mind, Self and Society*, Chicago: University of Chicago Press.
- Newcomb, Theodore M. (1950), *Social Psychology*, New York: Dryden Press.
- Sprott, W.J.H. (1952), *Social Psychology*, London: Methuen and Co.
- Young, Kimball (1963), *A Handbook of Social Psychology* (revised edition), London: Routledge and Kegan Paul.

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/E02B	
Course Type	Discipline-Specific Elective (4 Credits)	
Title of the Paper: Sociology of Sanitation		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course examines sanitation as a sociological phenomenon — its causes, social impacts, and institutional frameworks. Students will analyse how sanitation affects communities differentially along lines of caste, class, and gender, and assess the roles of the state, civil society, and voluntary organisations. The course foregrounds the Indian experience, with special attention to the Sulabh Sanitation Movement and Bindeshwar Pathak's contribution to the liberation of manual scavengers.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Foundations of Sanitation Sociology	Concept and genesis of sanitation; Relationship with Public Health, Environment, Gender Studies, and Development Studies; associated dimensions — environment, women, and sustainable development; Theoretical frameworks; Sanitation as a human right.
Unit II	Historical Development and Policy Perspectives	Historical evolution of sanitation; moralist, technocratic, rights-based, and community-led approaches; social perspectives — caste, class, and exclusion; state programmes — Total Sanitation Campaign and Swachh Bharat Mission; Implementation and critical evaluation.
Unit III	Sanitation, Society, and Public Health	Sanitation hygiene and social norms; Scavenging and caste-based occupational segregation; Poverty and sanitation nexus; Population, environment, and waste management; Public and private space; Gendered experience of open defecation; menstrual hygiene management.
Unit IV	Toilet, Social Change, and the Sulabh Movement	Toilet as a tool of social change; origin and socio-cultural acceptance of toilets; Bindeshwar Pathak and the Sulabh Sanitation Movement — Gandhian roots, twin-pit pour-flush model, and Sulabh International; liberation and rehabilitation of scavengers; globalisation and regional sanitation disparities in India.
<p>Course Outcomes: Upon completion, students will be equipped to explain sanitation as a sociological phenomenon through its key concepts and theoretical frameworks. They are expected to analyse the differential social impacts of inadequate sanitation and evaluate state and civil society responses. Students will apply sociological perspectives to understand sanitation movements, with a focus on Bindeshwar Pathak and the Sulabh model, and demonstrate understanding of community-based sanitation strategies relevant to the Indian context.</p>		

Suggested Readings:

- Pathak, Bindeshwar. (2015). *'Sociology of Sanitation'*, Kalpaz Publication, New Delhi. Primary
- Pathak, Bindeshwar. (1995). *'Road to Freedom: A Sociological Study on the Abolition of Scavenging in India'*, Motilal Banarsidass, Delhi.
- Akram, Mohammad. (2015). *'Sociology of Sanitation'*, Kalpaz Publication, New Delhi.
- Bagela, Anil S. (2015). *'Lok Swasthya aur Samajik Parivesh'*, Kalpaz Publication, New Delhi.
- Jha, Hetukar. (2015). *'Sociology of Sanitation'*, Kalpaz Publication, New Delhi.
- Nagla, B.K. (2015). *'Sociology of Sanitation'*, Kalpaz Publication, New Delhi.
- Richard, Pais. (2015). *'Sociology of Sanitation'*, Kalpaz Publication, New Delhi.

- Saxena, Ashish. (2015). *'Sociology of Sanitation'*, Kalpaz Publication, New Delhi.
- Singh, A.K. (Ed.). (2008). *'Manual Scavenging in India: A Disgrace to the Country'*, Concept Publishing, New Delhi.
- UNICEF/WHO. (2023). *Progress on Household Drinking Water, Sanitation and Hygiene (JMP Report)*, WHO Press, Geneva.

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/MDE02A	
Course Type	Multidisciplinary Elective (4 Credits)	
Title of the Paper: Indian Knowledge Traditions		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
<p>Course Objectives: This course introduces students to the richness and diversity of Indian philosophical and knowledge traditions, fulfilling the NEP 2020 mandate for Indian Knowledge Systems (IKS) integration. Students will engage with Vedic epistemology, the Darshanas, classical Indian systems of statecraft and ethics, and traditional science and technology. The course relates these traditions to contemporary sociological questions and the decolonisation of knowledge.</p>		
COURSE CONTENT		
Units	Title	Topics
Unit I	Foundations of Indian Knowledge	Concept of Jnana (knowledge) in Indian tradition; Pramana — sources of valid knowledge; the six Darshanas — Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta; epistemological categories and their social relevance.
Unit II	Social Order and Ethics in Classical India	Varnashrama system — sociological interpretation; Arthashastra — statecraft, economy, and social order; Dharmashastra and social regulation; concept of Purushartha — Dharma, Artha, Kama, Moksha.
Unit III	Science, Technology and Medicine in Ancient India	Mathematics and astronomy — Aryabhata, Brahmagupta; Ayurveda as a knowledge system; metallurgy and material science; traditional architecture — Vastu; knowledge transmission — gurukul, tols, and mathas.
Unit IV	IKS and Contemporary Society	IKS and NEP 2020; decolonising Indian curricula; Gandhian thought and indigenous development; traditional ecological knowledge in Uttarakhand; IKS, sustainable development, and intellectual property rights.
<p>Course Outcomes: Upon completion, students will be able to identify and explain major traditions within Indian classical thought and their epistemological foundations. They will be equipped to relate these traditions to contemporary sociological and developmental questions. Students will demonstrate critical appreciation of the IKS integration mandate of NEP 2020 and conduct field documentation of a traditional knowledge practice in their local community.</p>		

Suggested Readings:

- Chattopadhyaya, D.P. (1986), History of Science and Technology in Ancient India (3 Vols.), Calcutta: Firma KLM.
- Dasgupta, Surendranath (1922), A History of Indian Philosophy (5 Vols.), Cambridge: Cambridge University Press.
- Kangle, R.P. (1972), The Kautiliya Arthashastra (3 Parts), Bombay: University of Bombay.
- Kosambi, D.D. (1965), Ancient India: A History of Its Culture and Civilisation, New York: Pantheon Books.
- Radhakrishnan, S. (1953), The Principal Upanishads, London: George Allen and Unwin.
- Raju, P.T. (1971), The Philosophical Traditions of India, London: George Allen and Unwin.
- Sharma, Arvind (2006), A Guide to Hindu Spirituality, Bloomington: World Wisdom.

- UGC (2022), IKS Guidelines for Higher Education Institutions, New Delhi: University Grants Commission.
- Visvanathan, Shiv (1997), A Carnival for Science, Delhi: OUP.
- Zimmer, Heinrich (1951), Philosophies of India, edited by Joseph Campbell, New York: Pantheon Books.
- Coward, Harold G. (1990), Sacred Word and Sacred Text: Scripture in World Religions, New York: Orbis Books.

Programme Name: M.A. Sociology		
Semester	Semester II	
Paper Code	NEP/SOC/MDE02B	
Course Type	Multidisciplinary Elective (4 Credits)	
Title of the Paper: Health and Society		
Credits: 4	Marks: 100 [60 University Exam + 40 Internal Assessment]	
Course Objectives: This course introduces medical sociology and examines health and illness as social phenomena shaped by structural forces. Students will analyse how caste, class, gender, and region determine health outcomes in India, examine the social construction of illness and mental health stigma, and critically evaluate India's public health system and welfare policies.		
COURSE CONTENT		
Units	Title	Topics
Unit I	Medical Sociology Foundations	Social determinants of illness; Parsons' sick role theory; medicalisation of society; the doctor-patient relationship; Biomedicine vs alternative and indigenous healing systems (AYUSH) in India.
Unit II	Social Determinants of Health	Caste, class, gender, and regional inequalities in health; Poverty and malnutrition; Sanitation and water access; Occupational health hazards; COVID-19 as a sociological event revealing structural inequalities.
Unit III	Mental Health and Stigma	Sociological perspectives on mental illness — Foucault, Goffman; stigma and discrimination in Indian society; Community mental health approaches; disability — social vs medical model; Mental health policy in India.
Unit IV	Health Policy and the Welfare State	National Health Policy and its evolution; Ayushman Bharat PMJAY; Public-private dynamics in healthcare delivery; People's health movements; traditional medicine and the AYUSH system; Health as a human right.
Course Outcomes: Upon completion, students are expected to explain the social determinants of health and apply medical sociology frameworks to analyse health inequalities in India. They will be prepared to evaluate India's public health infrastructure from sociological and policy perspectives. Students will demonstrate understanding of how stigma and the medicalisation of social problems affect vulnerable populations and develop fieldwork skills for health-related social research.		

Suggested Readings:

- Baru, Rama Venkata (1998), *Private Health Care in India*, New Delhi: Sage.
- Conrad, Peter (2007), *The Medicalisation of Society*, Baltimore: Johns Hopkins University Press.
- Foucault, Michel (1973), *The Birth of the Clinic*, New York: Pantheon Books.
- Goffman, Erving (1963), *Stigma: Notes on the Management of Spoiled Identity*, Englewood Cliffs: Prentice Hall.
- Illich, Ivan (1976), *Limits to Medicine — Medical Nemesis*, London: Marion Boyars.
- Oliver, Mike (1990), *The Politics of Disablement*, London: Macmillan.
- Parsons, Talcott (1951), *The Social System*, New York: Free Press.
- Patel, Vikram et al. (eds.) (2014), *Global Mental Health: Principles and Practice*, Oxford: OUP.
- Sen, Amartya (1999), *Development as Freedom*, Oxford: OUP.
- Turner, Bryan S. (1987), *Medical Power and Social Knowledge*, London: Sage.
- Wilkinson, Richard and Marmot, Michael (eds.) (2003), *Social Determinants of Health (2nd edition)*, Copenhagen: WHO.

Semester III — 2- Year P.G. Programme (Second Year)

Course Category	Code	Title of Paper	Total Credit	Theory/ Practical	Internal 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				
<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/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 III
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]

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.

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.

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.

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 III
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 III	
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]	
<p>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.</p>		
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.
<p>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.</p>		

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 III
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 III	
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 III
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: Lancers.
- 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 III	
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]	
<p>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.</p>		
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.
<p>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.</p>		

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 III
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 IV — 2- Year P.G. Programme (Second Year)

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/C014	Dissertation and Viva-Voce	5	60	40	100
	OR					
	NEP/SOC/C014	Rural Society and Development				
Elective: In each semester, students must choose <i>ONE</i> elective paper. First, select the category — DSE or MDE (not both). Then choose <i>ONE</i> 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				
Total Credits: 24 (DSC: 20 + Elective: 4)						
<i>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.</i>						

Discipline-Specific Core (DSC) Papers

Programme Name: M.A. Sociology	
Semester	Semester IV
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 IV	
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 IV
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 IV
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 IV	
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 IV
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 IV	
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 IV	
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 IV	
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]	
<p>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.</p>		
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.
<p>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.</p>		

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.
- Friedlander, Walter A. (1958), *Introduction to Social Welfare*, New Delhi: Prentice Hall.
- Gore, M.S. (1965), *Social Work and Social Work Education*, Bombay: Asia Publishing House.
- Murthy, N.A. (1992), *Social Work Education and Practice in India*, Jaipur: Rawat Publications.
- Putnam, Robert D. (2000), *Bowling Alone*, New York: Simon and Schuster.
- Richmond, Mary (1917), *Social Diagnosis*, New York: Russell Sage Foundation.
- Specht, Harry and Courtney, Mark E. (1994), *Unfaithful Angels*, New York: Free Press.
- Zastrow, Charles (2015), *Introduction to Social Work and Social Welfare* (11th edition), Belmont: Cengage.
- Mishra, R.P. (1984), *Social Work — Theory and Practice*, New Delhi: Central Social Welfare Board.