

National Education Policy-2020

Common Minimum Syllabus for Uttarakhand State Universities and Colleges

Four Year Undergraduate Programme-FYUP /Honours Programme/Master's in Arts

Syllabus of UG/PG Programme in Sociology



DEPARTMENT OF SOCIOLOGY,

SOBAN SINGH JEENA UNIVERSITY

ALMORA

2025

LSMST

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STUDY COUNCIL COMMITTEE

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2.	PROF. A. K. SRIVASTAVA	RETIRED PROFESSOR, UNIVERSITY OF LUCKNOW	SOCIOLOGY
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DEPARTMENT OF SOCIOLOGY
SOBAN SINGH JEENA
UNIVERSITY, ALMORA
STRUCTURE OF FYUP PROGRAM IN SOCIOLOGY

YEAR	SEM.	COURSE CODE	PAPER TITLE	CREDITS
CERTIFICATE COURSE IN UG (ARTS)				
First Year	I	DSC	Introductory Sociology	4
		GE	Indian Social System	4
	II	DSC	Social Change	4
		GE	State Welfare Interventions in India	4
DIPLOMA IN UG (ARTS)				
Second Year	III	DSC	Indian Social Problems	4
		DSE	Applied Sociology	4
		GE	Culture and Society of Uttarakhand	4
	IV	DSC	Social Control	4
		DSE	Sociology of Environment	4
		GE	Uttarakhand: Problems and Prospects	4
BACHELOR OF ARTS				
Third Year	V	DSC	Development of Sociological Thought	4
		DSE	Sociology of Religion	4
		GE	Media and Society	4
	VI	DSC	Development of Indian Sociological Thought	4
		DSE	Research Methods in Social Sciences	4
		GE	NGOs and Development in India	4

YEAR	SEM.	COURSE CODE	PAPER TITLE	CREDITS
BACHELOR OF ARTS (SOCIOLOGY)				
Fourth Year	VII	DSC	Sociological Thinkers	4
		DSE	Techniques of Social Research and Statistics	4
		DSE	Rural Sociology	4
		DSE	Urban Sociology	4
		GE	Health and Sanitation in India	4
		Dissertation	Dissertation-1 (Dissertation on any Rural and Urban Social problem of Uttarakhand (Problem Identification, Literature Review and Tool Development) <i>Progressive Mode</i>)	6
	VIII	DSC	Indian Sociological Thinkers	4
		DSE	Industrial Sociology	4
		DSE	Rural Change and Reconstruction	4
		DSE	Urban Problems and Planning	4
		GE	Social Psychology	4
		Dissertation	Dissertation-1 : Dissertation on any Rural and Urban Social problem of Uttarakhand Data Collection, Analysis and Report Writing	6

STRUCTURE OF MASTER'S PROGRAMM IN SOCIOLOGY

YEAR	SEM.	COURSE CODE	PAPER TITLE	CREDITS
MASTER OF ARTS (SOCIOLOGY)				
Fifth Year	IX	DSC	Theoretical Perspectives in Sociology	4
		DSE	Sociology of Development	4
		DSE	Tribal Society in India	4
		DSE	Criminology	4
		GE	Social Movements in India	4
		Dissertation	Dissertation-2 (Dissertation on Any Aspect related to development in Uttarakhand (Identification, Literature Review and Tool Development) <i>Progressive Mode</i>)	6
	X	DSC	Modern Sociological Perspectives	4
		DSE	Sociology of Development in Indian Context	4
		DSE	Gender and Society	4
		DSE	Social Demography	4
		GE	Sociology of Education	4
		Dissertation	Dissertation-2 (Dissertation on Any Aspect related to development in Uttarakhand: Data Collection, Analysis and Report Writing)	6

Abbreviations-

*DSC- Discipline Specific Course; DSE- Discipline Specific Elective; GE- Generic Elective
IAPC : Internship/ Apprenticeship/ Project/ Community Outreach*

Programme Specific Outcomes (PSOs) (Undergraduate Programme)	
PSO1	Students will gain a foundational understanding of key sociological concepts and theories, social structures and processes.
PSO2	Students will acquire comprehensive knowledge of Indian social systems and issues.
PSO3	Students will develop a comprehensive understanding of social problems and the role of state and non-governmental organizations in advancing societal development.
PSO4	Students will acquire expertise in social science research methodologies, integrating theoretical knowledge with practical experience gained through internships and Community engagement initiatives.
PSO5	Students will gain an in-depth understanding of the cultural and societal dynamics of Uttarakhand, analyzing regional issues and proposing context-specific solutions.
PSO6	Students will comprehend the complex relationship between social structures and environmental dynamics.
PSO7	Students will understand the mechanisms of social change and control, analyzing factors driving social transformations and maintaining social order
PSO8	Students will nurture a deep understanding of the transformative impact of digital technologies on diverse dimensions of social life.
PSO9	Students will gain deep insight in to the origins, features and elements of religion as a complex socio-cultural phenomenon.
PSO10	Students will develop a comprehensive understanding of the evolution of Western and Indian Sociological Thought, including its foundational principles and theoretical frameworks.

Programme Specific Outcomes (PSOs) (Bachelor of Arts- Sociology)	
PSO1	Students will develop a deep understanding of Western classical-modern sociological theories and Indian sociological theories, applying them to contemporary social issues.
PSO2	Students will demonstrate proficiency in designing social research studies, employing appropriate statistical methods for data collection and analysis and interpreting results effectively.
PSO3	Students will acquire an in-depth understanding of rural and urban sociology, examining social structures, problems, dynamics and planning strategies.
PSO4	Students will understand health and sanitation complexities in India, focusing on social determinants of health and public health infrastructure challenges.
PSO5	Students will conduct field-based research on rural and urban social problems in Uttarakhand, covering problem identification, literature review, tool development, data collection, analysis and report writing.
PSO6	Students will gain insights into Indian Sociological Thinkers and their perspectives on society, considering historical and cultural contexts.
PSO7	Students will explore the sociological dimensions of industrialization, including labor relations, organizational dynamics and the societal impact of industrial development.
PSO8	Students will apply principles of social psychology to understand individual and group behavior, with a focus on socialization, identity, attitudes and group dynamics.
PSO9	Students will enhance analytical and critical thinking skills through engagement with complex social issues, conducting research and developing evidence-based arguments.

Programme Specific Outcomes (PSOs)- Master of Arts (Sociology)	
PSO1	Students will be able to engage critically with sociological theories and apply them to analyze social phenomena.
PSO2	Students will be able to conduct sociological research using qualitative and quantitative methodologies, ensuring rigorous and ethical practices.
PSO3	Students will acquire specialized knowledge of social movements in India, understanding their dynamics, causes and impact on society.
PSO4	Students will be able to develop a nuanced understanding of tribal societies in India, including their cultural practices, social structures and interactions with mainstream society.
PSO5	Students will gain insight into criminological issues in India, including the study of crime patterns, causes of criminal behavior and the effectiveness of interventions and policies in addressing crime.
PSO6	Students will be able to examine gender intersections in the Indian context to address societal challenges effectively.
PSO7	Students will enhance their critical thinking and analytical skills to evaluate social issues and policies, and develop logical arguments to present sociological insights effectively.
PSO8	Students will be able to uphold ethical research practices and professional conduct, promoting social justice and equality through sociological research and practice.

UNDERGRADUATE CERTIFICATE IN SOCIOLOGY

First Year	I	DSC	Introductory Sociology	Theory	4
		GE	Indian Social System	Theory	4
	II	DSC	Social Change	Theory	4
		GE	State Welfare Interventions in India	Theory	4

Undergraduate Certificate

Discipline Specific Course (DSC)- Introductory Sociology		
Programme/ Class: Certificate Course	Year: I	Semester: I
Subject: Sociology	Eligibility Criteria: Passed Class XII	
Course Code: DSC	Course Title: Introductory Sociology	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course Objectives: <ol style="list-style-type: none"> 1. To understand sociology's historical overview and core ideas. 2. To explore sociology's connections with other fields like philosophy and anthropology. 3. To develop a clear grasp of key sociological concepts like groups and institutions. 4. To analyze social processes such as cooperation and conflict and their effects. 5. To examine the nature of culture and civilization and their functions within society. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will gain the understanding of sociology's history and concepts for contextualizing phenomena. 2. They will appreciate interdisciplinary connections between sociology and other social sciences. 3. Students will grasp fundamental sociological concepts to analyze social dynamics. 4. They will enhance analytical skills to identify and analyze social interactions in different contexts. 5. Critical thinking skills will be cultivated through the examination of culture, civilization, and their societal implications. 		
UNIT	TOPICS	No. of Hours
I	Origin and Growth of Sociology: Meaning, Nature and Scope of Sociology, New Trends in Sociology; Relationship of Sociology with Other Social Sciences: Philosophy, Anthropology, Social Work, History, Political Science & Economics.	16
II	Social Group: Meaning, Definitions and Types; Reference Group. Sociological Concept: Community, Association, Institutions and Society.	15
III	Social Processes: Co-operation, Accommodation, Assimilation, Conflict, Competition, & Contravention : Meaning and Characteristics.	15
IV	Culture and Civilization: Meaning, Characteristics, Relationship and Differences between Culture & Civilization.	14

Suggested Readings:

1. Bose, N. K. (1967). *Culture and Society in India*. Bombay: Asia Publishing House.
2. Bottomore, T. B. (1972). *Sociology: A Guide to Problems and Literature*. Bombay: George Allen and Unwin Publishing House.
3. Davis, Kingsley. (1995). *Human Society*. Delhi: Surjeet Publications.
4. Giddens, A. (2006). *Sociology*. London: Oxford University Press.
5. Haralambos, M., & Holborn, M. (2014). *Sociology: Themes and Perspectives*. USA: HarperCollins.
6. Johnson, H. M. (1995). *Sociology: A Systematic Introduction*. New Delhi: Allied Publications.
7. Horton, P. B., & Hunt, C. L. (1985). *Sociology*. New York: McGraw-Hill.
8. Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
9. Jayaram, N. (1988). *Introductory Sociology*. Madras: Macmillan India.
10. MacIver, R. M., & Page, C. H. (1949). *Society: An Introductory Analysis*. London: Macmillan.
11. Sharma, K. L. (2007). *Social Stratification and Mobility*. New Delhi: Rawat Publications.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

Undergraduate Certificate		
Generic Elective (GE)- Indian Social System		
Programme/Class: Certificate Course	Year: I	Semester: I
Subject: Sociology	Eligibility Criteria: Passed Class XII	
Course Code: GE	Course Title: Indian Social System	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To develop in-depth understanding and get detailed insight into the past and contemporary Indian Society. • To explore the Traditional Social Institutions of Indian Society in context of continuity and change. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will build sociological knowledge and analytical skills that enable them to think critically about Indian society and emerging social issues. 2. Students will develop the ability to formulate effective and convincing written and oral arguments about issues and challenges within Indian society. 		
UNIT	TOPICS	No. of Hours
I	Features of Indian Society: Unity in Diversity, Diversities in Indian society and culture, Causes and Consequences of diversities.	12
II	Dharma, Varnashram Vyavastha: Meaning, Characteristics, Types and Sociological Importance of Varna Vyavastha ; Purushartha: Meaning, Forms, Sociological Importance of Purushartha; Sanskars: Meaning, Objectives, Major Sanskars of Hindu Life, Sociological Importance of Sanskars; Doctrine of Karma.	17
III	Marriage: Concept, Objectives, Types of Marriage: Hindu Marriage and Muslim Marriage. Family: Definitions, Types and Functions. Kinship: Definitions, Types, Kinship Terms, Kinship Usages and Social Significance of Kinship.	16
IV	Caste System: Meaning, Characteristics and Theories of origin, Traditional Theory, Racial Theory, Occupational Theory, Brahminic Theory, Religious Theory. Jajmani System: Meaning, Structure and Functioning, Importance, Change in Jajmani System.	15

Suggested Readings:

1. Ahuja, Ram (1993). *Indian Social System*. New Delhi: Rawat Publication.
2. Ghurye, G.S. (1961). *Caste, Class, and Occupation*. Bombay: Popular Publishers.
3. Goode, William J. (1965). *The Family*. New Delhi: Prentice Hall of India.
4. Kapadia, K. M. (1996). *Marriage and Family in India*. New Delhi: Oxford University Press.
5. Prabhu, P.H. (1963). *Hindu Social Organization*. Bombay: Popular Prakashan.
6. Srinivas, M.N. (1970). *Caste in Modern India*. London: Asia Publishing House.
7. Srivastava, A.K. (1986). *Class and Family in India*. Allahabad: Chung Publication.
8. Wisner, W. (1998). *The Hindu Jajmani System*. New Delhi: Munshi Ram Manohar Lal Publishers.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

Undergraduate Certificate		
DISCIPLINE SPECIFIC COURSE (DSC)- Social Change		
Programme/Class: Certificate Course	Year: I	Semester: II
Subject: Sociology	Eligibility Criteria: After successful completion of Semester I	
Course Code: DSC	Course Title: Social Change	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To develop a comprehensive understanding of social change and its patterns. 2. To critically evaluate modes of social change and diverse theoretical perspectives. 3. To apply sociological concepts to real-world scenarios, fostering critical thinking. 		
Course Outcomes: <ul style="list-style-type: none"> • Students will identify and analyze patterns of social change and factors influencing societal transformation. • They will assess modes like evolution and revolution and theoretical perspectives like structural functionalism and conflict theory, enhancing analytical abilities. 		
UNIT	TOPICS	No. of Hours
I	Social Change: Concept and Characteristics, Patterns of Social Change: Linear and Cyclical, Social Change and Cultural Change.	15
II	Factors of Social Change: Biological, Demographic, Economic, Technological and Cultural.	15
III	Modes of Social Change: Evolution, Progress, Development and Revolution.	15
IV	Theories of Social Change: Evolutionary Theory, Cyclical Theory, Structural Functional and Conflict Theory.	15

Suggested Readings:

- Gillin, J. and Gillin, M. (1950). *Cultural Sociology*. New York: The Macmillan Co.
- Gore, M.S. (1990). *Urbanization and Family Change*. Bombay: Popular Prakashan.
- Hobhouse, L.T. (1924). *Social Development*. New York: Henry Holt & Co.
- Moore, Wilbert E. (1974). *Social Change*. Englewood Cliffs: Prentice-Hall.
- Ogburn, W.F. (1922). *Social Change with Respect to Culture*. California: University of California Publications.
- Singer, Milton (ed.) (1958). *Traditional India: Structure and Change*. Jaipur: Rawat Publications.
- Singh, Yogendra (1973). *Modernization of Indian Tradition*. New Delhi: Rawat Publications.
- Singh, Yogendra (1977). *Social Stratification and Change in India*. New Delhi: Manohar Publishers and Distributors.
- Sorokin, P.A. (1937). *Social and Cultural Dynamics* (4 Vols.). New York: American Book Company.
- Sovani, N.V. (1966). *Urbanization and Urban India*. Bombay: Asia Publishing House.
- Spengler, Oswald J. (1918). *Decline of the West* (trans. C.F. Atkinson). New York: Macmillan.
- Srinivas, M.N. (1963). *Social Change in Modern India*. New Delhi: Orient Longman.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

Undergraduate Certificate		
Generic Elective (GE)- State Welfare Interventions in India		
Programme/Class: Certificate Course	Year: I	Semester: II
Subject: Sociology	Eligibility Criteria: After successful completion of Semester I	
Course Code: GE	Course Title: State Welfare Interventions in India	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ul style="list-style-type: none"> • To understand the history and current status of state welfare interventions in India, focusing on programs for socio-economic development and marginalized communities. • To analyze welfare programs targeting SCs, STs, OBCs, women and minorities implemented by central and state governments. • To evaluate the effectiveness of existing welfare programs in India. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Gain insight into the evolution and status of state welfare interventions, especially for marginalized groups in India. 2. Develop skills to assess and critique welfare programs, identifying areas for improvement. 3. Students will enhance practical understanding of development processes through engagement with government programs. 		
UNIT	TOPICS	No. of Hours
I	Concept of Social Welfare and Development.	15
II	Welfare state: Meaning, Nature, Types and Features.	15
III	Constitutional Provisions and Welfare Policies Related to the Welfare of Marginalized Sections - SCs, STs, OBCs, Women, and Minorities.	15
IV	Development programs and schemes related to welfare of marginalized sections: SCs, STs, OBCs, Women and Minorities.	15

Suggested Readings:

1. Gangrade, K. D. (2011). *Social Legislations in India*. New Delhi: Concept Publishing Agency.
2. Government of India websites (Ministry of Social Justice and Empowerment, etc.).
3. Kumar, Anand (2005). *The Welfare State System in India*. Gurgaon: Palgrave Macmillan.
4. Pandya, Rajeshwari (2008). *Women Welfare and Empowerment in India*. Delhi: New Century Publications.
5. Sachdeva, D.R. (1992). *Social Welfare Administration in India*. Delhi: Kitab Mahal.
6. Yadav, R.P. (20014). *Social Security in India*. New Delhi: Avishkar Publishers.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

DIPLOMA IN UG (ARTS)

Second Year	III	DSC	Indian Social Problems	4
		DSE	Applied Sociology	4
		GE	Culture and Society of Uttarakhand	4
	IV	DSC	Social Control	4
		DSE	Sociology of Environment	4
		GE	Uttarakhand: Problems and Prospects	4

Undergraduate Diploma

DISCIPLINE SPECIFIC COURSE (DSC)- Indian Social Problems

Programme/Class: Diploma	Year: II	Semester: III
Subject: Sociology	Eligibility Criteria: After successful completion of Semester II	
Course Code: DSC	Course Title: Indian Social Problems	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To identify and analyze emerging social issues and problems of contemporary society. • To sensitize students to the significance of these issues and examine the strategies and programs addressing them. • To study the multifaceted dimensions of these problems, including their causes, impacts and potential solutions. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will develop a broad understanding of prominent social issues and problems in contemporary India. 2. They will gain insight into the diverse strategies and programs aimed at addressing these issues. 		
UNIT	TOPICS	No. of Hours
I	Social Problems: Concept, Types and Causes.	11
II	Issues of Indian Society: Casteism, Communalism, Regionalism and Corruption in Public Life.	13
III	Violence Against Women: Types and Constitutional Provisions Problems and Welfare Schemes for Aged Persons.	18
IV	Poverty and Unemployment: Concept and Types, Causes and Effects, Strategies for Poverty Alleviation and Eradication of Unemployment.	18

Suggested Readings:

- Ahuja, R. (1998). *Social problems in India*. Rawat Publications.
- आहूजा, राम (2016). सामाजिक समस्याएं. तृतीय संस्करण. जयपुर. रावत पब्लिकेशन्स.
- Becker, H. (1966). *Social problems: A modern approach*. John Wiley & Sons, Inc.
- Beteille, A. (1974). *Social inequality*. Oxford University Press.
- Beteille, A. (1992). *Backward classes in contemporary India*. Oxford University Press.
- Chandra, B. (1984). *Communalism in modern India*. Vikas Publication.
- Laskin, R. (Ed.). (1964). *Social problems*. McGraw Hill Co.
- Merton, R. K., & Nisbet, R. A. (1971). *Contemporary social problems*. Harcourt Brace.

Suggested Online Link:

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Suggested equivalent online courses:

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Undergraduate Diploma		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Applied Sociology		
Programme/Class: Diploma	Year: II	Semester: III
Subject: Sociology	Eligibility Criteria: After successful completion of Semester II	
Course Code: DSE	Course Title: Applied Sociology	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To comprehend the concept, nature, and relevance of Applied Sociology in addressing real-world social issues. 2. To analyze the concepts and approaches related to social order, including the identification of problems in maintaining social order. 3. To introduce students to the concepts of social policy, along with their implementation and impact in India. 		
Course Outcomes: <ul style="list-style-type: none"> • Students will learn to think critically about social issues and policies using a sociological approach. • Students will understand the strengths and weaknesses of social policies in India and how sociology helps shape them. 		
UNIT	TOPICS	No. of Hours
I	Applied Sociology: Concept, Nature and Scope, Importance of Applied Sociology.	13
II	Social Order: Concept, Approaches to Social Order, Problems of Social Order.	12
III	Social Policy: Concept and Characteristics. Introduction of various Social Policies in India: Right to Education, MGNREGA, Sarva Shiksha Abhiyan, Ayushman Bharat Yojana, Ujjwala Yojana and Pradhan Mantri Garib Kalyan Anna Yojana (PMGKAY).	20
IV	Social Planning: Meaning and objectives, requisites for effective planning, limitations of social planning, and the role of NITI Aayog.	15

Suggested Readings:

1. Bierstedt, R. (1974). *The Social Order*. New York: McGraw-Hill.
2. Cohn, J. V., Schatz, J., Freeman, H., & Combs, D. J. Y. (2016). *Modelling Socio-cultural influences on Decision making: Understanding Conflict, Enabling Stability*. Florida: CRC Press.
3. Ford, J. (1923). *Social Problems and Social Policy*. University of California Press.
4. Gillin, L. J., Dittmer, C. G., & Colbert, R. J. (1928). *Social Problems*. New York: The Century Social Science Series.
5. Walsh, M. E., & Furfey, P. H. (1958). *Social Problems and Social Action*. New Jersey: Prentice-Hall.
6. Matson, R. R. (2005). *The Spirit Of Sociology: A Reader*. Boston: Pearson/Allyn & Bacon.
7. Phelps, H. A. (1938). *Contemporary Social Problem*. New York: Prentice Hall.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

Undergraduate Diploma		
Generic Elective (GE)- Culture and Society of Uttarakhand		
Programme/Class: Diploma	Year: II	Semester: III
Subject: Sociology	Eligibility Criteria: After successful completion of Semester II	
Course Code: GE	Course Title: Culture and Society of Uttarakhand	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To develop a comprehensive understanding of Uttarakhand's culture and society, both past and present. • To examine traditional institutions of Uttarakhand in the context of continuity and change. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will be able to comprehend the significance of various cultural practices and their impact on the society. 2. They will learn and evaluate the unique traditions, customs and practices of Uttarakhand's folk culture. 		
UNIT	TOPICS	No. of Hours
I	Folk Culture, Its Role and Theoretical Frameworks- Definition and characteristics of folk culture, Role of folk culture in social cohesion and identity formation, Theoretical frameworks to study folk culture: Symbolic Interactionism and Cultural Ecology.	16
II	Uttarakhand Cultural Regions, Diversity and Dynamics: Overview of Uttarakhand's cultural regions and communities, Demographic patterns and cultural diversity, Socio-Cultural Dynamics: Traditions, Customs and Kinship Systems.	17

III	<p>Folk Culture of Uttarakhand: Folk Art: Aipan, Peeth and Traditional Wooden Carvings, Mural/Fresco Painting, Dekaras and Ornaments. Folk Dance: Chanchari, Jhorha, Chholiya, Mandan, Tandi, Jhumelo, Ramman Dance, Barada Nati, Pandav Nritya, Langvir Nritya Folk Songs: Chhapeli, Bajuband, Laman Chura, Kulachar, Virudavali, Chitoli/Chaitwali, Bhagnaul, Khuded, Mangal Geet, Costumes and Musical Instruments. Festivals: Ghugutiya, Ghee Sankranti, Harela, Chaintol, Nandastami, Phooldei, Samwatsar Pratipada. Fairs: Uttarayani, Jauljibi, Bagwal, Chaiti, Kandali Mela Somnath Mela, Shravani Mela, Gindi Mela.</p>	17
IV	<p>Socio-economic impact of Folk Culture: Impact of Modernization, Globalization and Tourism, Government Initiatives for Cultural Preservation.</p>	10
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Babulkar, M. L. (2004). <i>Folk art and culture of Garhwal</i> [Hindi]. Allahabad: Hindi Sahitya Sammelan. 2. Bisht, B. S. (2006). <i>Tribe of Uttaranchal: A study of education, health, hygiene and nutrition</i>. New Delhi: Kalpaz Publications. 3. Bisht, S. S. (2018). <i>Kumaon Himalaya: Society and culture</i>. Dehradun: Samaya Sakshaya. 4. Census of India. (2011). <i>Uttarakhand – Series 06 – Part XII A – District Census Handbook: Dehradun</i>. Office of the Registrar General & Census Commissioner, India. 5. Atkinson, E. T. (1882). <i>The Himalayan Gazetteer</i> (Vols. I–III). Delhi: Cosmo Publications. 6. Kharkwal, S. C. (2017). <i>Uttarakhand: Geographical analysis of physical, cultural and economic landscape</i>. New Delhi: Kitab Mahal. 7. Sharma, D. D. (2009). <i>Cultural history of Uttarakhand</i>. New Delhi: D.K. Printworld Ltd. 8. Dabral, S. Pr. (1965) <i>History of Uttarakhand</i>, Veer Gatha Publication. 9. Pokhariya, D. S. (1994), <i>Kumauni Culture</i>, Almora, Almora Book Depot. 10. पोखरिया, डी० एस०, (1994), लोक संस्कृति के विविध आयाम (मध्य हिमालय के संदर्भ में) 11. पोखरिया, डी० एस०, (1994), कुमाऊँनी लोकगीत और लोकगाथाएं, बरेली: प्रकाश बुक डिपो 		
<p>Suggested Online Link: MOOC platforms such as “SWAYAM” in India and Abroad.</p>		
<p>Suggested equivalent online courses: MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.</p>		

Undergraduate Diploma		
DISCIPLINE SPECIFIC COURSE (DSC)- Social Control		
Programme/Class: Diploma	Year: II	Semester: IV
Subject: Sociology	Eligibility Criteria: After successful completion of Semester III	
Course Code: DSC	Course Title: Social Control	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ul style="list-style-type: none"> • To develop a thorough understanding of social control, its meaning, importance and functions in society. • Examine the types of social control, including formal and informal mechanisms. • Analyze the agencies responsible for social control. • Explore key theories of social control proposed. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will understand the importance of social control in maintaining order and stability in society. 2. Students will differentiate between formal and informal social control mechanisms and their impact on individual behavior. 3. Students will evaluate the roles of social institutions in regulating behavior and maintaining social cohesion. 		
UNIT	TOPICS	No. of Hours
I	Social Control: Meaning, definition and importance.	13
II	Methods of Social Control I: Informal Social Control- Custom, Norms, Folkways, Values, Family, Religion and Public Opinion.	17
III	Methods of Social Control II: Formal Social Control- State, Education and Law.	15
IV	Theories of Social Control: Karl Mannheim, C.H. Cooley and Kimball Young.	15

Suggested Readings:

1. Jones J. Chriss (1955). Social Control: An Introduction. New York: Polity Publishers.
2. Lowie, Robert H.(1980). Social Organisation. London: Routledge and Kegan Paul.
3. Malinowski, B. (1948). Magic, Science and Religion and Other Essays. Glencoe: The Free Press.
4. Rajendra K. Sharma (1997). Social Change & Social Control. New Delhi: Atlantic Publisher.
5. Roneck, Joseph, S (1947). Social Control, Washington DC: Nostrand Company INC.

Suggested Online Link:

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Suggested equivalent online courses:

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Undergraduate Diploma		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Sociology of Environment		
Programme/Class: Diploma	Year: II	Semester: IV
Subject: Sociology	Eligibility Criteria: After successful completion of Semester III	
Course Code: DSE	Course Title: Sociology of Environment	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ul style="list-style-type: none"> • To grasp the interrelation between society and the environment, focusing on ecological concepts and sustainable development principles. • Analyzing Environmental Challenges like global warming, biodiversity loss and waste management, exploring their socio-economic and ecological impacts. • To study relevant environmental movements/initiatives, their goals and impact on policy. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will critically analyze environmental issues and develop a commitment to sustainable practices. 2. They will explore environmental activism and the power of collective action. 		
UNIT	TOPICS	No. of Hours
I	Environmental Sociology: Emergence, Meaning and Scope; Environment and Society, their inter-relationship; Eco-system.	15
II	Global Warming and Climate Change, Loss of Biodiversity, Deforestation, Urban Wastes, Industrial Wastes.	15
III	Treadmill of production, Ecological Modernization and Risks	13
IV	Initiatives and Movements: Rio Earth Summit, Narmada Bachao Andolan, Chipko Movement, Ganga Bachao Abhiyan, National Clean Air Programme.	17

Suggested Readings:

- Agarwal, B. (2007). The gender and environment debate: Lessons from India. In M. Rangarajan (Ed.), *Environmental issues in India: A reader* (pp. 316-326, 324-325). Pearson, Longman.
- Bahuguna, S., Shiva, V., Patkar, M., et al. (2007). *India's environment: Myth and reality*. Natraj Publishers.
- Baviskar, A. (2005). *In the belly of the river: Tribal conflict over development in the Narmada Valley*. Oxford University Press.
- Bell, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture. *Economy and Society*, 35(3), 329-345.
- Biswal, T. (2006). *Human rights, gender, and environment*. Viva Books, The University of California.
- Gadgil, M., & Guha, R. C. (1996). *Ecology & equity: The use and abuse of nature in contemporary India*. Oxford University Press.
- Ghai, D. (Ed.). (1994). *Development and environment: Sustaining people and nature*. UNRISD Blackwell Publication.

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Undergraduate Diploma		
Generic Elective (GE)- Uttarakhand: Problems and Prospects		
Programme/Class: Diploma	Year: II	Semester: IV
Subject: Sociology	Eligibility Criteria: After successful completion of Semester III	
Course Code: GE	Course Title: Uttarakhand: Problems and Prospects	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To understand the multifaceted nature of poverty, migration and health issues in Uttarakhand. • To evaluate the causes and impacts of migration patterns in Uttarakhand. • To explore the intersections of natural disasters, environmental degradation and gender perspectives. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will understand the key causes of poverty and rural-urban differences in Uttarakhand. 2. Students will learn about the reasons for migration and how policies help manage its challenges. 3. Students will recognize environmental and disaster-related issues and explore how gender influences environmental management in Uttarakhand. 		
UNIT	TOPICS	No. of Hours
I	Migration and Health Issues: Patterns, Causes and Impacts of migration, Policy responses and challenges, Health Challenges in Uttarakhand, Access to healthcare services.	15
II	Natural Disasters, Environmental Degradation and Gender Vulnerability: Natural Disasters and their impact on Society, Environmental Degradation in Uttarakhand, Water resource management, Women's role in natural resource management.	16
III	Tourism in Uttarakhand: Tourism vs. Mass Tourism, Environmental and Social Impacts of Tourism, Alternatives for Sustainable Tourism, Prospects and problems related to Tourism in Uttarakhand.	15
IV	Government Interventions and Policies: State Policies for Development, Social Welfare Programs, Infrastructure development initiatives.	14

Suggested Readings:

1. Agrawal J.C. and S.P. Agrawal (1995). *Uttarakhand: Past Present and Future*. New Delhi: Concept Publishing Company.
2. Dewan, M.L. & Bahadur, Jagdish (Eds.). (2005). *Uttaranchal: Vision and Action Programme*. New Delhi; Concept Publishing Company.
3. Mehta, G.S. (1996). *Uttarakhand Prospects of Development*. New Delhi: Indu Publishing Company.
4. Mehta, G.S. (1999). *Development of Uttarakhand: Issues and Perspectives*. New Delhi: APH Publishing Corporation.
5. Planning Commission, Government of India (2014). *Uttarakhand Development Report*. New Delhi: Academic Foundation.
6. Sati, V.P. & Kamlesh Kumar (2004). *Uttaranchal: Dilemma of Plenties and Scarcities*. New Delhi: Mittal Publications.
7. Uttarakhand Development Report: Planning Commission (2009). *Planning commission*, Government of India. New Delhi: Academic Foundation.

Suggested Online Link:

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Suggested equivalent online courses:

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BACHELOR OF ARTS

Third Year	V	DSC	Development of Sociological Thought	4
		DSE	Sociology of Religion	4
		GE	Media and Society	4
	VI	DSC	Development of Indian Sociological Thought	4
		DSE	Research Methods in Social Sciences	4
		GE	NGOs and Development in India	4

BACHELOR OF ARTS

DISCIPLINE SPECIFIC COURSE (DSC)- Development of Sociological Thought

Programme/Class: B.A.	Year: III	Semester: V
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: DSC	Course Title: Development of Sociological Thought	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. To provide students with a foundational understanding of the historical context and key intellectual movements that shaped the development of sociology. 2. To familiarize students with the major sociological theorists and their contributions to sociological thought. 3. To enable students to critically analyze and evaluate the theoretical perspectives and concepts proposed by key sociological thinkers. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will understand how the French and Industrial Revolutions shaped sociology. 2. Students will compare and contrast the theories of Comte, Durkheim, Weber and Marx. 3. Students will critically discuss and apply sociological concepts to real-world issues. 		
UNIT	TOPICS	No. of Hours
I	Development of Sociological Thought: Role of French Revolution and Industrial Revolution in the Emergence of Sociology. August Comte: Positivism, Law of three Stages and Hierarchy of Sciences.	16
II	Emile Durkheim: Division of Labour in Society, Social Fact, Suicide and Religion.	15
III	Karl Marx: Dialectical Materialism, Historical Materialism, Class and Class Conflict, Alienation.	14
IV	Max Weber: Ideal Type, Social Action, Sociology of Religion, Bureaucracy and Authority.	15

Suggested Readings:

- Abraham, F. (1985). *Sociological Thought*. Macmillan Publishers.
- Aron, R. (1967). *Main Currents in Sociological Thought*. Penguin Books.
- Black, M. (1961). *The Social Theories of Talcott Parsons: A Critical Examination* (pp. 1–63). Prentice Hall.
- Black, M. (Ed.). (1961). *Parsons' Sociological Theory in The Social Theories of Talcott Parsons*. Prentice Hall.
- Comte, A. (1865). *A General View of Positivism*. Turner and Co. (Reissued by Cambridge University Press).
- Coser, L. A. (1977). *Masters of Sociological Thought*. Rawat Publications.
- Durkheim, E. (1958). *The Rules of Sociological Method*. The Free Press.
- Freund, J. (1970). *The Sociology of Max Weber*. Penguin Books.
- Giddens, A. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim*. Cambridge University Press.
- Giddens, A. (1989). *Sociology*. Polity Press.
- Haralambos, M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press.
- Lukes, S. (1985). *Émile Durkheim: His Life and Work: A Historical and Critical Study*. Stanford University Press.
- Marx, K. (1967). *The Communist Manifesto*. Progress Publishers.
- Morrison, K. (1995). *Marx, Durkheim, Weber: Formation of Modern Social Thought*. Sage Publications.
- Rawat, H. K. (2001). *Sociological Thinkers and Theorists*. Rawat Publications.
- Ross, E. A. (1956). *The Foundations of Sociology*. Macmillan Co.
- Steven, L. (1973). *Durkheim: Life and Works—A Critical Study*. Harper and Row.
- Turner, J. H. (1995). *The Structure of Sociological Theory*. Rawat Publications.
- Weber, M. (1947). *The Theory of Social and Economic Organization*. The Free Press.
- Weber, M. (2002). *The Protestant Ethic and the Spirit of Capitalism* (S. Kalberg, Trans.). Blackwell Publishers.

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BACHELOR OF ARTS		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Sociology of Religion		
Programme/Class: B.A.	Year: III	Semester: V
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: DSE	Course Title: Sociology of Religion	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To understand the meaning, nature and scope of religion. • To explore the elements of religion, including beliefs, myths, rituals and magic. • To examine the theories related to the origin of religion. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will be able to define religion and discuss its various components. 2. Students will be able to compare and contrast different theories about the origin of religion. 3. Students will be able to analyze the functions and dysfunctions of religion in society. 		
UNIT	TOPICS	No. of Hours
I	Sociology of Religion: Meaning, Nature and Scope	12
II	Religion: Meaning and elements (Beliefs, Myths, Rituals and Magic) and theories related to origin of Religion (Animism, Animatism, Naturism, Manatism and Totemism).	18
III	Religion and Society: Religion and Culture, Functions and Dysfunctions of Religion.	17
IV	Religions of India: Hinduism, Islam, Buddhism, Christianity, Sikhism and Jainism.	13

Suggested Readings:

- Ayyar, P. V. J. (1920). *South Indian shrines*. The Madras Times.
- Babb, L. A. (1996). *Absent Lord: Ascetics and kings in Jain ritual culture*. University of California Press.
- Babb, L. A. (2003). Sects and Indian religions. In V. Das (Ed.), *The Oxford India companion to sociology and social anthropology* (pp. 802–826). Oxford University Press. (Also see V. Das (Ed.), 2004, *Handbook of Indian sociology* (pp. 223–256), Oxford University Press.)
- Baird, R. D. (Ed.). (2001). *Religion in modern India*. Manohar Publishers.
- Bayly, S. (1989). *Saints, goddesses and kings: Muslims and Christians in South India*. Cambridge University Press.
- Bêteille, A. (2002). Religion as a subject for sociology. In *Sociology: Essays on approach and method* (pp. 184–202). Oxford University Press.
- Chatterjee, M. (1983). *Gandhi's religious thought*. University of Notre Dame Press.
- Copley, A. (1999). *Religion in conflict*. Oxford University Press.
- D'Souza, L. (2005). *The sociology of religion: A historical review*. Rawat Publications.
- Debiprasad, B. (1969). *Indian atheism: A Marxist approach*. People's Publishing House.
- Durkheim, E. (1995). *The elementary forms of religious life* (K. E. Fields, Trans.). The Free Press. (Book One and Conclusion, pp. 21–44, 303–412, 418–448)
- Eliade, M. (1961). *The sacred and the profane*. Harper and Row.
- Erndl, K. M. (1993). *Victory to the mother: The Hindu goddess of north-west India in myth, ritual and symbol*. Oxford University Press.
- Flood, G. (1996). *An introduction to Hinduism*. Cambridge University Press.
- Fuller, C. J. (1992). *The camphor flame: Popular Hinduism and society in India*. Princeton University Press.
- Gerth, H. H., & Mills, C. W. (Eds.). (1948). *From Max Weber: Essays in sociology*. Routledge & Kegan Paul.
- Ghurye, G. S. (1964). *Indian sadhus* (2nd ed.). Popular Prakashan.
- Gold, D. (1987). *The Lord as guru: Hindi sants and North Indian tradition*. Oxford University Press.
- Gore, M. S. (1991). *Secularism in India*. Indian Academy of Social Science.
- Grewal, J. S. (1990). *The Sikhs of the Punjab*. Cambridge University Press.
- Malinowski, B. (1948). *Magic, science and religion and other essays* (R. Redfield, Ed.). The Free Press. (pp. 37–50, 119–124)
- Marx, K. (2008/2009). *On the Jewish question*. In *Deutsch-Französische Jahrbücher*. (Originally published 1843; proofed and corrected by A. Blunden, M. Grant, & M. Carmody)
- Smith, D. E. (1963). *India as a secular state*. Princeton University Press. (pp. 1–40)

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BACHELOR OF ARTS		
Generic Elective (GE)- Media and Society		
Programme/Class: B.A.	Year: III	Semester: V
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: GE	Course Title: Media and Society	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. Examine the history and evolution of media, from print to digital platforms. 2. Explore key theoretical frameworks in media studies, including the Dominant Paradigm and Critical Media Theories. 3. Analyze the impact of virtual communities on social relationships and behavior in the digital age. 4. Assess the effects of the digital divide across gender and geographical factors. 5. Understand cybercrime, digital ethics, and emerging challenges in the media landscape. 		
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Differentiate between various forms of media (print, electronic, visual and social) and analyze their societal impact. • Apply media theories and semiotic analysis to interpret contemporary media phenomena. • Evaluate how virtual communities transform social relationships and concepts of time and space. • Analyze social inequalities in digital access and participation across gender and rural-urban divides. • Identify and critically assess various forms of cybercrime, online harassment and ethical challenges in digital media. 		
UNIT	TOPICS	No. of Hours
I	Historical Development of Media and its Forms: Print and Electronic media, Visual and Social Media Theories of Media: The Dominant Paradigm, Critical Media Theories and Semiotics	16
II	Digital Media and Virtual Communities: Defining virtual communities, Types of online communities, Changing notions of Time and Space, Impact on personal relationships, Influence on social behaviour	15
III	Digital Divide and Social Inequality: Gender dynamics in digital space, Rural-urban divide, Information inequality	14
IV	Cybercrime and Digital Ethics: Types of Cybercrime, Cyber bullying, Online Harassment and Scams, Digital privacy, Misinformation and fake news, Artificial Intelligence in media.	15

Suggested Readings:

1. Fussey, P., & Roth, S. (2020). Digitizing sociology: Continuity and change in the internet era. *Sociology Journal, e-special*, 659-674.
2. Goode, J. (2010). The digital identity divide: How technology knowledge impacts college students. *New Media & Society, 12*(3), 497-513. <https://doi.org/10.1177/1461444810361772>
3. Gunderson, R. (2016). The sociology of technology before the turn to technology. *Technology in Society, 40-48*. <https://doi.org/10.1016/j.techsoc.2016.07.001>
4. Julien, C. (2015). Bourdieu, social capital and online interaction. *American Journal of Sociology, 356-373*.
5. Lupton, D. (2014). *Digital sociology*. Routledge.
6. Marres, N. (2017). *Digital sociology: The reinvention of social research*. John Wiley & Sons.
7. Selwyn, N. (2019). *What is digital sociology?* John Wiley & Sons.
8. Bennett, T. (2005). Theories of the media, theories of society. In M. Gurevitch, T. Bennett, J. Curran, & J. Woollacott (Eds.), *Culture, society and the media* (pp. 26-50). Taylor & Francis.
9. Miller, D. (2002). Media power and class power: Overplaying ideology. *Socialist Register, 38*, 245-260.
10. Barthes, R. (1977). The photographic message. In S. Heath (Ed. & Trans.), *Image, music and text* (pp. 15-31). Hill.
11. Hall, S. (2011). Encoding/decoding. In T. Corrigan, P. White, & M. Mazaj (Eds.), *Critical visions in film theory* (pp. 77-87). Bedford/St. Martin's.

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BACHELOR OF ARTS

DISCIPLINE SPECIFIC COURSE (DSC)- Development of Indian Sociological Thought

Programme/Class: B.A.	Year: III	Semester: VI
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: DSC	Course Title: Development of Indian Sociological Thought	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> To understand the historical development of Sociology in India and the diverse perspectives within Indian sociology. To analyze and critically evaluate the contributions of key Indian sociologists. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> Students will be able to analyze the development and theoretical foundations of Sociology in India. Students will be able to apply Sociological concepts to critically examine social issues like caste, Kinship and Tribe relations in India. Students will gain insight into the sociological concepts of Value, Universalization and social ecology and apply them to real-world social issues. 		
UNIT	TOPICS	No. of Hours
I	Development of Sociology in India: Perspectives of Indian Sociology: Indological, Structural-Functional, Marxist, Subaltern.	16
II	G.S. Ghurye: Caste and Kinship, Caste and tribe relations, Culture and Civilization, National Unity.	16
III	Radhakamal Mukherjee: Sociology of Values, Concept of Universalization, Social Ecology.	15
IV	Irawati Karve: Hindu Society, Kinship Organization, Yuganta.	13

Suggested Readings:

- Dhanagare, D. N. (1993). *Themes and perspectives in Indian sociology*. Rawat Publications.
- Dumont, L. (1966). *Homo hierarchicus: The caste system and its implications*. Vikash Publication.
- Ghurye, G. S. (1961). *Caste, class and occupation*. Popular Book Depot.
- Ghurye, G. S. (1964). *The Indian sadhus*. Popular Book Depot.
- Gupta, D. (Ed.). (2001). Dumont on the nature of caste in India. In *Social stratification* (pp. xx–xx). Oxford University Press. *(Please insert page range if available)*
- Karve, I. (1967). *Yuganta: The end of an epoch*. Munshiram Manoharlal Publishers.
- Karve, I. (1968). *Kinship organization in India*. Munshiram Manoharlal Publishers.
- Mukherjee, D. P. (1942). *Modern Indian culture*. Indian Publishers.
- Mukherjee, D. P. (1946). *Problems of Indian youth*. Hind Kitab.
- Mukherjee, R. K. (1945). *Social ecology*. Oxford University Press.
- Mukherjee, R. K. (1949). *The social structure of value*. Macmillan.
- Nagla, B. K. (2008). *Indian sociological thought*. Rawat Publications.
- Pillai, D. (1997). *Indian sociology through Ghurye: A dictionary*. Popular Prakashan.
- Sharma, S. (1985). *Sociology in India: A perspective from sociology of knowledge*. Rawat Publications.
- Desai, A. R. (1997) *Indian Rural Sociology*, Rawat Publication
- Doshi, S. L. (2010) *Indian Sociological Thinkers*, Rawat Publication
- Nagla, B.K. (2015) *Indian Sociological Thinkers*, Rawat Publication

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BACHELOR OF ARTS

DISCIPLINE SPECIFIC ELECTIVE (DSE)- Research Methods in Social Sciences

Programme/Class: B.A.	Year: III	Semester: VI
Subject: Sociology	Eligibility Criteria: After successful completion of Semester V	
Course Code: DSE	Course Title: Research Methods in Social Sciences	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ul style="list-style-type: none"> • Understand the difference between sociological knowledge and common-sense knowledge, and develop critical thinking skills. • Learn about the scientific method, the nature of social phenomena, and the concept of value neutrality in research. • Understand the basic steps and types of social research, along with their practical applications. • Recognize the importance of sampling methods in achieving objectivity and conducting scientific studies. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will understand the scientific approach to studying social phenomena and the importance of research in social science. 2. Students will develop the ability to evaluate the strengths and limitations of research methodologies and theoretical claims. 3. Students will gain the skills to design and conduct research, including data collection and analysis. 4. Students will learn to identify ethical and practical considerations in research, engaging with objectivity and reflexivity. 		
UNIT	TOPICS	No. of Hours
I	Social Research: Concept, Importance and Characteristics. Major Steps of Social Research, Formulation of Research Problem and Problem of objectivity in social Research.	16
II	Hypothesis: Concept, characteristics and types of Hypothesis. Formulation of Hypothesis, Variables: Meaning and Types.	15
III	Approaches of Social Research: Historical, Comparative, Experimental, Case study.	14
IV	Sampling: Meaning, Characteristics and Significance. Types of Sampling: Probability and Non-probability Sampling, Merits and Demerits of Sampling.	15

Suggested Readings:

- Ackoff Russell L. (1961). The Design of Social Research. Chicago: University of Chicago Press.
- Bailey, Kenneth D. (1982). Methods of social research. (2nd eds.) New York: The Free Press.
- Barnes J A. (1977). Ethics of Inquiry in Social Research. New Delhi: OUP.
- Bose, Kumar Pradip (1995). Research Methodology. New Delhi: ICSSR.
- Creswell, John. W. (2003). Research design: Qualitative, Quantitative & Mixed Methods approaches. London: Sage Publications.
- G. Sjoberg and R. Nett. (1992). Methodology for Social Research. Jaipur: Rawat Publications.
- Goode and Hatt (1952). Methods in Social Research. New York: McGrawHill.
- Kothari, C.R. (1990). Research Methodology. New Delhi: New Age International Publishers.
- Lynch M. (2013). Using Statistics in Social Research. Springer.
- Sarantakosh S. (1998). Social Research. London: MacMillan Press.
- Young, P.V. (1960). Scientific Social Survey and Research. New York: Prentice Hall.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

BACHELOR OF ARTS		
Generic Elective (GE)- NGOs and Development in India		
Programme/Class: B.A.	Year: III	Semester: VI
Subject: Sociology	Eligibility Criteria: After successful completion of Semester V	
Course Code: GE	Course Title: NGOs and Development in India	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To understand the concept and definition of NGOs and historical evolution of NGOs in India. • To identify different types of NGOs and their legal structures. • To explore the role of NGOs in advocating for human rights, as well as their interventions and initiatives in environmental conservation and women entrepreneurship. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Upon completion of this unit, students will be able to define and explain the concept of NGOs. 2. Students will have an understanding of the different funding mechanisms available for NGOs and their application. 		
UNIT	TOPICS	No. of Hours
I	Introduction to NGOs and Development: Concept, Definition and Types of NGOs, Origin of NGOs in India.	13
II	Legal and Institutional Framework for NGOs: Regulatory Framework for NGOs in India and their Funding Mechanism.	15
III	NGOs and Social Change: Role of NGOs in Human Rights Advocacy, Environmental Movements and NGOs Interventions, Promoting Women Entrepreneurship through NGOs Initiatives.	17
IV	Issues and Challenges in NGOs Sector: Governance and Accountability in NGOs, Sustainability and Capacity Building, Ethical Considerations and Social Responsibility.	15

Suggested Readings:

1. Delhi Information Bureau. (2008). *Directory of top NGOs in India*. Jain Book Depot.
2. Farrington, J., & Lewis, D. J. (Eds.). (1993). Government initiatives to collaborate with NGOs in India. In *Non-governmental organizations and the state in Asia* (pp. 174–185). Routledge.
3. Government of India. (1975). *Towards equality: A report of the committee on the status of women in India*. Ministry of Education & Social Welfare.
4. Human Development Report. (1990). *Human development report 1990* (pp. 9–16). UNDP: Oxford University Press.
5. Indira, R. (Ed.). (1999). *Gender & society in India*. Manak Publications.
6. Kalpagam, U. (1994). *Labour and gender*. Sage Publications.
7. Kamat, S. (2015). *Development hegemony: NGOs and the state in India*. Oxford University Press.
8. Korten, D. C. (1990). *Getting to the 21st century: Voluntary action and the global agenda* (Chs. 9–10, pp. 95–132). Kumarian Press.
9. Krishnaraj, K., & Chanana, K. (1989). *Gender & the household domain*. Sage Publications.
10. Kumar, R. (1998). *History of doing*. Zubaan Publishers.
11. Lewis, D., & Ravichandra, N. (1995). *NGOs and social welfare: New research approaches*. Rawat Publications.
12. Norton, M. (1996). *The non-profit sector in India* (pp. 14–21). CAF International.
13. Nelson, P. J. (1995). *The World Bank and non-governmental organizations: The limits of apolitical development*. Routledge.
14. Dobriya, N. C. (n.d.). *NGOs & governmental organisations: Role, duties & functions*. Sumit Enterprises.
15. Chiang, P. H. (1981). *Non-governmental organizations at the United Nations: Identity, role and function*. Praeger.
16. Pawar, S. P., Ambedkar, J. B., & Shrikant, D. (Eds.). (2004). *NGOs and development: The Indian scenario*. Rawat Publications.
17. Madan, K. D., Dinesh, K., et al. (Eds.). (n.d.). *Policy making in government*. Publication Division, Ministry of Information and Broadcasting.
18. Ramasamy, A. S. (1994, August). Empowerment of people: Panchayati Raj and NGO movement. *Kurukshetra*, pp. 32–36.
19. Voluntary Action Network India. (n.d.). *Report of the task-force to review and simplify acts, rules, procedures affecting voluntary organisations*. Voluntary Action Network India.
20. Sachs, W. (Ed.). (1997). *The development dictionary* (pp. 7–25). Zed Books Ltd.
21. Sen, S. (1997). Voluntary organisations in India: Historical development and institutional genesis. *Institutional Development Journal*, 4(2), 29–40.
22. Sooryamoorthy, S., & Gangrade, K. D. (2001). *NGOs in India: A cross-sectional study*. Greenwood Press.
23. *The National Non-profit Leadership and Management Journal*, 18(1), January/February 2000.

Suggested Online Link:

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Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

YEAR	SEM.	COURSE CODE	PAPER TITLE	CREDITS
BACHELOR OF ARTS (SOCIOLOGY)				
Fourth Year	VII	DSC	Sociological Thinkers	4
		DSE	Techniques of Social Research and Statistics	4
		DSE	Rural Sociology	4
		DSE	Urban Sociology	4
		GE	Health and Sanitation in India	4
		Dissertation	Dissertation-1 (Dissertation on any Rural and Urban social problem of Uttarakhand(Problem Identification, Literature Review and Tool Development) <i>Progressive Mode</i>)	6
	VIII	DSC	Indian Sociological Thinkers	4
		DSE	Industrial Sociology	4
		DSE	Rural Change and Reconstruction	4
		DSE	Urban Problems and Planning	4
		GE	Social Psychology	4
		Dissertation	Dissertation-1 Dissertation on any Rural and Urban Social problem of Uttarakhand (Data Collection, Analysis and Report Writing)	6

BACHELOR OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC COURSE (DSC)- Sociological Thinkers		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VI	
Course Code: DSC	Course Title: Sociological Thinkers	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To familiarize the students with theoretical foundations of these sociological thinkers and their contemporary relevance. • To introduce the substantive theoretical and methodological issues of Classical-Modern thinkers which have shaped the sociological thinking. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will be able to explain the core concepts and theoretical frameworks of classical-modern sociological thinkers. 2. The students will have knowledge about the theoretical and methodological contributions of V. Pareto, T. Parsons, R. K. Merton and P. Sorokin and the contemporary relevance of these theorists. 		
UNIT	TOPICS	No. of Hours
I	Pareto: Logical and Non-logical action, Residues and derivatives, Theory of circulation of elites.	16
II	Talcott Parsons: Social system, Pattern variables.	13
III	Robert K. Merton: Latent and Manifest functions, Conformity and Deviance, Reference groups.	16
IV	Sorokin: Theory of social change, Social mobility, Theory of cultural dynamics.	15

Suggested Readings:

- Abraham, F. M., & Morgan, J. H. (1989). *Sociological Thought*. Wyndham Hall Press.
- Abraham, F. M. (1985). *Sociological Thoughts*. Macmillan Publishers India.
- Barnes, H. B. (1945). *An Introduction To The History Of Sociology*. University Of Chicago Press.
- Bottomore, T. B. (1961). *Karl Marx: Selected Writings In Sociology And Social Philosophy*. Penguin Books.
- Coser, L. A. (1971). *Masters Of Sociological Thoughts: Ideas In Historical And Social Context*. Harcourt Brace Jovanovich.
- Durkheim, E. (1982). *The Division Of Labour In Society*. Routledge And Kegan Paul.
- Durkheim, E. (1982). *The Rules Of Sociological Methods*. The Free Press.
- Fletcher, R. (1973). *The Making Of Sociology: A Study Of Sociological Theory* (Vols. 1 & 2). Thomas Nelson & Sons Ltd.
- Kenneth, A. (2011). *The Social Lens: An Invitation To Social And Sociological Theory*. Sage Publications.
- Marx, K., & Engels, F. (1848). *The Communist Manifesto*. Merlin Press.
- Marx, K. (1859). *A Contribution To The Critique Of Political Economy*. International Publisher.
- Merton, R. K. (1968). *Social Theory And Social Structure*. Free Press.
- Aron, R. (1965). *Main Currents In Sociological Thoughts* (Vols. I & II). Taylor & Francis.
- Ritzer, G. (1996). *Sociological Theory*. Tata McGraw-Hill.
- Waters, M. (2000). *Modern Sociological Theory*. Sage Publications.

Suggested Online Link:

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**Semester VII
BACHELOR OF ARTS (SOCIOLOGY)**

DISCIPLINE SPECIFIC ELECTIVE (DSE)- Techniques of Social Research and Statistics

Programme/Class: B.A. (Sociology)	Year: IV	Semester: VII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VI	
Course Code: DSE	Course Title: Techniques of Social Research and Statistics	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. To differentiate between sociological knowledge and commonsense knowledge and the rise of critical thinking. 2. To understand different approaches for understanding social reality. 3. To learn different tools and techniques of social research. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. The skills related to different types of research designs and techniques of data collection in social sciences will improve. 2. Students will be able to understand the role of Data Distribution, Tabulation, Analysis and Interpretation. 3. The students will develop a basic understanding of elementary statistics in social research. 		
UNIT	TOPICS	No. of Hours
I	Research Design: Exploratory, Descriptive, Diagnostic and Experimental.	13
II	Types and Sources of Data, Techniques of Data Collection: Observation, Interview, Questionnaire, Schedule and Content Analysis, Classification, Tabulation and Interpretation of Data.	16
III	Presentation of Data: Diagrammatic Presentation- Simple and Multiple Bar Diagrams. Graphic Presentation of Data-Histogram and Frequency Polygon.	16
IV	Meaning and Significance of Statistical Measures in Social Research; Different Measures of Central Tendency: Mean, Median, Mode and Standard Deviation.	15

Suggested Readings:

- Ackoff, R. L. (1961). *The Design of Social Research*. Chicago: University of Chicago Press.
- Bailey, K. D. (1982). *Methods of Social Research*. New York: The Free Press.
- Barnes, J. A. (1977). *Ethics of Inquiry in Social Research*. New Delhi: Oxford University Press.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative & Mixed Methods Approaches*. London: Sage Publications.
- Sjoberg, G., & Nett, R. (1992). *Methodology for Social Research*. Jaipur: Rawat Publications.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. New York: McGraw Hill.
- Kothari, C. R. (1990). *Research Methodology*. New Delhi: New Age International Publishers.
- Lynch, M. (2013). *Using Statistics in Social Research*. Springer.
- Mishra, R. P. (1988). *Research Methodology*. New Delhi: Concept Publishing House.
- Bose, P. K. (1995). *Research Methodology*. New Delhi: ICSSR.
- Sarantakos, S. (1998). *Social Research*. London: Macmillan Press.
- Young, P. V. (1960). *Scientific Social Survey and Research*. New York: Prentice Hall.

Suggested Online Link:

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Suggested equivalent online courses:

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Semester VII BACHELOR OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Rural Sociology		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VI	
Course Code: DSE	Course Title: Rural Sociology	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To understand the basic concepts of rural sociology, including the definition, scope and importance. 2. To analyze the characteristics of rural and urban communities and how they differ. 3. To examine the social structure and institutions that exist in rural areas, with a focus on India. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will be able to define rural sociology and explain its significance. 2. Students will be able to compare and contrast rural and urban communities. 3. Students will be able to describe the key features of rural social structure and institutions in India, including caste systems, land ownership and leadership structures. 		
UNIT	TOPICS	No. of Hours
I	Rural Sociology: Definition, Scope and Importance, Rural-Urban differences, Rural- Urban Continuum.	13
II	Basic Concepts: The Little Community, Peasant Society and Folk Culture, Little Tradition and Great Tradition, Universalization and Parochialization.	16
III	Rural Social Structure and Institutions: Rural Social Structure in India: Caste and Caste Panchayat, Dominant caste and Rural Factions, Jajmani System, Rural Power Structure and Leadership.	16
IV	Land and Agrarian System: Land revenue system in Pre-independence (Rayyatwari, Mahalwari and Jamindari); Land reforms in India.	15

Suggested Readings:

- Balley, F. G. (1957). *Caste and the Economic Frontier*. Manchester University Press.
- Chitamber, J. B. (1990). *Introductory Rural Sociology*. New Age International.
- Desai, A. R. (1961). *Rural India Transition*. Bombay: Popular Book Depot.
- Desai, A. R. (1969). *Rural Sociology in India*. New Delhi: Sage Publications.
- Doshi, S. C. (1999). *Rural Sociology India*. Jaipur: Rawat Publications.
- Dube, S. C. (1958). *India's Changing Villages*. New Delhi: Routledge.
- Dube, S. C. (1955). *Indian Villages*. Ithaca, New York: Cornell Press.
- Mehta, S. (1980). *A Study of Rural Sociology India*. Hyderabad: S. Chand.
- Mukherjee, R. K. (1957). *Dynamics of Rural Sociology*. Berlin: Academic Verlag Publications.

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BACHELOR OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Urban Sociology		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VI	
Course Code: DSE	Course Title: Urban Sociology	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To understand the basic concepts of Urban sociology. 2. To identify the different types of urban settlements and their characteristics. 3. To examine the theories of urban land use, such as the Concentric Zone Theory and the Sector Theory. 		
Course Outcomes: <ol style="list-style-type: none"> 1. By analyzing the characteristics of various urban forms using sociological theories, students will be able to explain the processes of urban change and development. 2. Students will be able to define key terms in urban sociology and distinguish between different types of urban settlements. 3. Students will develop the ability to apply sociological theories to analyze the characteristics of various urban forms. 		
UNIT	TOPICS	No. of Hours
I	Urban Sociology: Meaning, Nature and Scope. Basic Concepts in Urban Sociology: Urban, Urbanity, City & Town, Metropolis and Megalopolis, Urban agglomeration, Mega Cities, Satellite Cities, Rurban, Rural-Urban Fringe and Conurbations.	16
II	Urban Areas: Origin of Cities, Stages of City Development (Lewis Mumford) and Classification of Cities (R.D. Mackenzie, Harris, Riemer and Mumford).	15
III	Theories of Urban Land use: Concentric Zone Theory, Sector Theory, Multiple Nuclei Theory, Star Theory.	15
IV	Sociology of Cities: Urbanization, Urbanism and Industrialization (Meaning, Causes and Consequences)	14

Suggested Readings:

- Bose, A. (1979). *Studies in India's urbanization*. New Delhi: McGraw-Hill Inc. (Note: The dates "1901–1971" appear to be lifespan years and are not needed in APA reference style.)
- Burgess, W. W., & Bogue, D. J. (Eds.). (1964). *Contributions to urban sociology*. Chicago: University of Chicago Press.
- Chandran, R. R. (1991). *Urbanization and urban system in India*. Delhi: Oxford University Press.
- D'Souza, A. (1978). *The Indian city: Poverty, ecology and urban development*. New Delhi: Manohar Publications.
- Gandhi, R. S. (1981). Urban sociology in India. *International Journal of Contemporary Sociology*, 18(4), [Page range if available].
- Gold, H. (1982). *The sociology of urban life*. New York: Prentice-Hall.
- Gore, M. S. (1968). *Urbanization and family change*. Bombay: Popular Prakashan.
- Rao, M. S. A. (Ed.). (1974). *Urban sociology in India*. New Delhi: Orient Blackswan.
- Saberwal, S. (Ed.). (1978). *Process and institution in urban India: Sociological studies*. New Delhi: Vikas Publishing House.
- Saunders, P. (1981). *Social theory and the urban question*. New York: Routledge. (Note: Publisher name corrected from "Rutledge Library Editions" to "Routledge")
- Wilson, R. A. (1978). *Urban sociology*. New York: Prentice-Hall.

Suggested Online Link:

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Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

BACHELOR OF ARTS (SOCIOLOGY)		
Generic Elective (GE)- Health and Sanitation in India		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VI	
Course Code: GE	Course Title: Health and Sanitation in India	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives:		
<ol style="list-style-type: none"> 1. To examine the socio-cultural factors influencing health and sanitation practices. 2. To critically evaluate the social construction of hygiene, sanitation and illness. 3. To explore the intersections of caste, gender and socio-economic status in shaping sanitation and health outcomes. 		
Course Outcomes:		
<ol style="list-style-type: none"> 1. Students will critique the role of government policies and programs in addressing health and sanitation issues. 2. Students will evaluate the impact of environmental sanitation on public health outcomes. 3. Students will assess the effectiveness of sanitation movements and initiatives in India. 		
UNIT	TOPICS	No. of Hours
I	Introduction to Health and Sanitation: Meaning, origin and scope of Sociology of Health and Sanitation, Conceptualizing disease, sickness and illness.	15
II	Theoretical Perspectives on Health & Sanitation: History of Sanitation and Public health in India- Untouchability and its impact on sanitation practices, Perspectives on Sanitation: Mahatma Gandhi, Dr. B.R. Ambedkar and Dr. Bindeshwar Pathak.	16
III	Challenges related to Health and Sanitation in India: Gender Disparities in Health and Sanitation, Caste-Based Discrimination and Health Inequalities, Environmental and Public Health Concerns.	16
IV	Community Health Promotion: Government Schemes and Initiatives, The role of NGOs.	13

Suggested Readings:

- Akram, M. (2015). *Sociology of sanitation*. Delhi: Kalpaz Publications.
- Albrecht, G. L., & Fitzpatrick, R. (1994). *Quality of life in health care: Advances in medical sociology*. Mumbai: Jai Press.
- Basu, S. C. (1991). *Handbook of preventive and social medicine* (2nd ed.). Calcutta: Current Books International.
- Government of India. Ministry of Health and Family Welfare. (2002). *National health policy*. New Delhi: Ministry of Health and Family Welfare.
- Jha, H. (2015). *Sanitation in India*. Delhi: Gyan Books.
- Madan, T. N. (1980). *Doctors and society*. New Delhi: Vikas Publishing House.
- Nagla, B. K. (2015). *Sociology of sanitation*. Delhi: Kalpaz Publications.
- Nagla, M. (1988). *Medical sociology*. Jaipur: Printwell Publishers.
- Nagla, M. (2013). *Gender and health*. Jaipur: Rawat Publications.
- Oommen, T. K. (1978). *Doctors and nurses: A study in occupational role structure*. Delhi: Macmillan.
- Pais, R. (2015). *Sociology of sanitation*. Delhi: Kalpaz Publications.
- Park, K. (2002). *Textbook of preventive and social medicine* (20th ed.). Jabalpur: Banarasidas Bhanot Publishers.
- Pathak, B. (2015). *Sociology of sanitation*. Delhi: Kalpaz Publications.
- Saxena, A. (2015). *Sociology of sanitation*. Delhi: Kalpaz Publications.
- The World Bank. (1996). *Improving women's health in India*. Washington, D.C.: The World Bank.

Suggested Online Link:

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Suggested equivalent online courses:

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BACHELOR OF ARTS (SOCIOLOGY)

Dissertation-1 Dissertation on any Rural/Urban Social problem of Uttarakhand (Problem Identification, Literature Review and Tool Development)*Progressive Mode*

Programme/Class: B.A. (Sociology)	Year: IV	Semester: VII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VI	
Course Code: Dissertation	Course Title: Dissertation-1 (Dissertation on any Rural/Urban Social problem of Uttarakhand (Problem Identification, Literature Review and Tool Development) <i>Progressive Mode</i>	
Credits: 06	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	
Course objectives:		
<ol style="list-style-type: none"> 1. To identify and analyze a social problem affecting rural or urban areas of Uttarakhand. 2. To analyze and synthesize the findings from previous research to provide a theoretical framework for the dissertation. 3. To develop appropriate research tools such as questionnaires, surveys, or interview guides to collect data on the chosen social problem. 		
Course Outcomes:		
<ol style="list-style-type: none"> 1. Identification and analysis of the root causes and contributing factors associated with the chosen social problem. 2. Ability to critically evaluate existing research and apply theoretical frameworks to real-world social issues. 3. Understanding of the importance of validity and reliability in research tool development. 		
CREDITS	TOPICS	
2	Selection of the Problem and Literature Review	
2	Problem Identification and Tool Development	
2	Tutorials	

Suggested Readings-

- Ahuja, R. (2008). *Research methodology*. Jaipur: Rawat Publications.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage Publications.
- Dewan, M. L., & Bahadur, J. (Eds.). (2005). *Uttaranchal: Vision and action programme*. New Delhi: Concept Publishing Company.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. New York: McGraw Hill.
- Indian Council of Social Science Research (ICSSR). *Trend reports*. New Delhi: Ministry of Education.
- Kothari, C. R. (1990). *Research methodology*. New Delhi: New Age Publishing House.
- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. New Delhi: Sage Publications.
- Lynch, M. (2013). *Using statistics in social research*. New York City: Springer.
- Mehta, G. S. (1996). *Uttarakhand: Prospects of development*. New Delhi: Indu Publishing Company.
- Mehta, G. S. (1999). *Development of Uttarakhand: Issues and perspectives*. New Delhi: APH Publishing Corporation.
- Mishra, R. P. (1988). *Research methodology: A handbook*. New Delhi: Concept Publishing Company.
- Planning Commission, Government of India. (2014). *Uttarakhand development report*. New Delhi: Academic Foundation.
- Sati, V. P., & Kumar, K. (2004). *Uttaranchal: Dilemma of plentiness and scarcities*. New Delhi: Mittal Publications.
- Sjoberg, G., & Nett, R. (1992). *Methodology for social research*. Jaipur: Rawat Publications.
- Planning Commission, Government of India. (2009). *Uttarakhand development report*. New Delhi: Academic Foundation.
- Young, P. V. (1960). *Scientific social survey and research*. New York: Prentice Hall.

BACHELOR OF ARTS (SOCIOLOGY)

DISCIPLINE SPECIFIC COURSE (DSC)- Indian Sociological Thinkers

Programme/Class: B.A. (Sociology)	Year: IV	Semester: VIII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VII	
Course Code: DSC	Course Title: Indian Sociological Thinkers	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. Improve sociological understanding of the Indian society. 2. Acquaint students with the continuities and contradictions in Indian society. 3. Help students understand the history of ideas related to the analysis of Indian society. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain an understanding about the Indian sociological perspective. 2. They will be able to identify and analyze the continuities and contradictions within Indian society. 3. Students will be equipped to examine the history of ideas related to the analysis of Indian Society. 		
UNIT	TOPICS	No. of Hours
I	M. N. Srinivas: Sanskritization, Westernization and Secularization, Concept of Dominant Caste.	15
II	A.R. Desai: Understanding Indian society from Marxian approach, Indian Nationalism, Path of development.	15
III	Andre Beteille: Social stratification in India, Studies in Agrarian Social Structure, Society and Politics in India.	15
IV	B. R. Ambedkar: Religion, Caste, Untouchability, Constitutional Democracy.	15

Suggested Readings:

- Ambedkar, B. R. (1936). *Annihilation of caste*. Delhi: Navayana Publishing.
- Beteille, A. (2009). Sociology and ideology. *Sociological Bulletin*, 58(2), 147–166.
- Beteille, A. (1965). *Caste, class and power*. Bombay: Oxford University Press.
- Desai, A. R. (1960). *Recent trends in Indian nationalism*. Bombay: Popular Prakashan.
- Desai, A. R. (1976). *Social background of Indian nationalism*. Bombay: Popular Prakashan.
- Desai, A. R. (1984). *India's path of development: A Marxist approach*. Bombay: Popular Prakashan.
- Desai, A. R. (1969). *Rural sociology in India*. Bombay: Popular Prakashan.
- Desai, A. R. (Ed.). (1979). *Peasant struggles in India*. Oxford University Press.
- Doshi, S. L. (2003). *Modernity, postmodernity and neo-sociological theories*. Jaipur: Rawat Publications.
- Dube, S. C. (1955). *Indian village*. London: Routledge and Kegan Paul.
- Dube, S. C. (1958). *India's changing villages*. London: Routledge and Kegan Paul.
- Dumont, L. (1966). *Homo hierarchicus: The caste system and its implications*. New Delhi: Vikash Publication.
- Ghurye, G. S. (1961). *Caste, class and occupation*. Bombay: Popular Book Depot.
- Keer, D. (1961). *Ambedkar – Life and mission*. Bombay: Popular Prakashan.
- Lokhande, G. S. (1977). *B. R. Ambedkar: A study in social democracy*. New Delhi: Intellectual Publishing House.
- Madan, T. N. (2011). *Sociological traditions: Methods and perspectives in the sociology of India*. New Delhi: Sage Publications.
- Mukherjee, D. P. (1993). *Modern Indian culture: A sociological study*. Allahabad: Indian Publisher.
- Nagla, B. K. (2008). *Indian sociological thought*. New Delhi: Rawat Publications.
- Nagla, B. K. (2013). *Indian sociological thought* (2nd ed.). Jaipur: Rawat Publications.
- Nagla, B. K. (2022). *Sociology and sociologists in India: Perspectives from the North-West*. New Delhi: Rawat Publications.
- Savur, M., & Munshi, I. (Eds.). (1995). *Contradictions in Indian society: Essays in honour of Prof. A. R. Desai*. Jaipur: Rawat Publications.
- Srinivas, M. N. (1962). *Caste in modern India and other essays*. Bombay: Asia Publishing House.
- Srinivas, M. N. (1966). *Social change in modern India*. New Delhi: Orient Blackswan.
- Srinivas, M. N. (1952). *Religion and society among the Coorgs of South India*. Oxford: Clarendon Press.

Suggested Online Link:

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BACHELOR OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Industrial Sociology		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VIII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VII	
Course Code: DSE	Course Title: Industrial Sociology	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To grasp core concepts of industrial sociology; its history, key definitions and significance in industrial relations. 2. To analyze industrial organization structure, formal and informal aspects and efficiency pre-requisites. 3. To explore industrial dynamics such as management, worker participation, labor welfare and trade unions. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will be able to analyze the theoretical foundations of Industrial Sociology and their relevance to modern industrial settings. 2. They can critically evaluate the organizational structure, management practices and worker participation in the context of different industries. 		
UNIT	TOPICS	No. of Hours
I	Industrial Sociology: Meaning, Definition, Nature and Scope, Development of Industrial Sociology.	14
II	Industrial Organization: Formal and Informal Organization. Structure and Features of Industrial Organization, Prerequisites of Industrial Organization.	16
III	Industrial Management and Worker's Participation: The Management Structure-Line and Staff Organization, White collar Workers, Blue Collar Workers and Specialist.	16
IV	Labour Welfare: Concept and Measures Trade Union: Growth, functions and role in industrial organization.	14

Suggested Readings:

- Giri, V. V. (1959). *Labour problems in Indian industry*. Bombay: Asia Publishing House.
- Gisbert, P. (1972). *Fundamentals of industrial sociology*. New Delhi: Tata McGraw-Hill Publishing Co.
- Karnik, V. B. (1974). *Indian labour: Problems and prospects*. Calcutta: Minerva Associates Pvt. Ltd.
- Mamoria, C. B., & Mamoria, S. (2019). *Dynamics of industrial relations*. New Delhi: Himalaya Publishing House.
- Mathur, A. S., & Mathur, J. S. (2020). *Trade union movement in India*. Allahabad: Chaitanya Publishing House.
- Miller, D., & Form, W. (1980). *Industrial sociology: Work in organizational life*. New York: Joanna Cotler Books.
- Prashad, J. (2012). *Industrial sociology*. New Delhi: Vayu Education of India.
- Singh, N. (2012). *Industrial sociology*. New Delhi: Rawat Publications.
- Subramanya, G. (2015). *Principles of industrial sociology*. Bangalore: Sapna Book House.
- Vaid, K. N. (1970). *Labour welfare in India*. New Delhi: S. R. C. Publishing House.
- Yadav, R. G. (2010). *Industrial sociology*. Lucknow: New Royal Book Company.

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Suggested equivalent online courses:

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BACHELOR OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Rural Change and Reconstruction		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VIII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VII	
Course Code: DSE	Course Title: Rural Change and Reconstruction	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To know about rural movements and programs for the improvement to rural life. • To know about the major problems of rural society. 		
Course Outcomes: <ol style="list-style-type: none"> 1. To make the students understand the important changes taking place in the rural society. 2. Students will be able to evaluate the efforts made by the government to solve the problems of the villagers. 		
UNIT	TOPICS	No. of Hours
I	Social Change in Rural India- Concept, Factors and Barriers.	13
II	Rural Social Movements: Peasant Unrest and Peasant Movements in India ,The Santhal Rebellion, Champaran Satyagraha, Moplah Rebellion in Malabar, Naxalite Movement in West Bengal, Tebhaga Movement in Bengal, Telangana Movement.	16
III	Planned Change in Rural India: Panchayati Raj System, Community Development Programme.	14
IV	Program of Rural Reconstruction: Sarvodaya, Bhudan, Co-operative Movement in Rural India, Swarnjayanti Gram Swarozgar Yojana (SGSY), National Rural Employment Guarantee Act (NREGA), Sampoorna Grameen Rozgar Yojana (SGRY), Pradhan Mantri Awaas Yojana, Antyodaya Anna Yojana (AAY), Provision of Urban Amenities in Rural Area (PURA).	17

Suggested Readings:

- Balley, F. G. (1957). *Caste and the Economic Frontier*. Manchester: Manchester University Press.
- Chitamber, J. B. (1990). *Introductory Rural Sociology*. New Delhi: New Age International.
- Desai, A. R. (1961). *Rural India in Transition*. Bombay: Popular Book Depot.
- Desai, A. R. (1969). *Rural Sociology in India*. New Delhi: Sage Publications.
- Doshi, S. L. (1999). *Rural Sociology in India*. Jaipur: Rawat Publications.
- Dube, S. C. (1955). *Indian Villages*. Ithaca, New York: Cornell University Press.
- Dube, S. C. (1958). *India's Changing Villages*. London: Routledge & Kegan Paul.
- Mehta, S. (1980). *A Study of Rural Sociology in India*. Hyderabad: S. Chand.
- Mukherjee, R. K. (1957). *Dynamics of Rural Sociology*. Berlin: Academic Verlag Publishers.

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BACHELOR OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Urban Problems and Planning		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VIII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VII	
Course Code: DSE	Course Title: Urban Problems and Planning	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. To help students understand the dynamics of social institutions, secondary institutions, the informal sector, and the issues present in urban environments. 2. To introduce students to the scope and approaches of Urban Sociology. 3. To foster critical thinking and develop a policy-oriented perspective on the development of urban areas. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will critically examine key theoretical perspectives to understand the historical and contemporary dynamics of urban social life. 2. Students will assess the impacts and trends of urbanization on Indian society, including the development of urban sociology. 3. Students will gain awareness of major urban problems (e.g., slums, crime) and analyze related policies for addressing them. 4. Students will develop critical thinking and research skills to explore public policy, urban transformation and contemporary issues (e.g., migration, public health) within a multicultural context. 		
UNIT	TOPICS	No. of Hours
I	Urban Problems: Crime, Juvenile Delinquency, AIDS, Slums, Urban Poverty	15
II	Emerging Urban Problems: Pollution and Cyber Crime, Drug Addiction.	13
III	Migration: Type, Causes and Consequences. Theories of Migration (Ravenstein's Law, Lee's Theory, Stouffer's Law, Zelinsky's Law).	16
IV	Urban Planning: Meaning, Urban Ecology (Patrick Geddes), Master Plan, Zoning, Urban Planning in India, Smart Cities: Meaning and Characteristics.	16

Suggested Readings:

- Bhardwaj, R. K. (1974). *Urban development in India*. New Delhi: National Publishing House.
- Bose, A. (1901–1971, 1979). *Studies in India's urbanization*. McGraw-Hill Inc.
- Burgess, W. W., & Bogue, D. J. (Eds.). (1964). *Contributions to urban sociology*. University of Chicago Press.
- D'Souza, A. (1978). *The Indian city: Poverty, ecology, and urban development*. Manohar Publications.
- Desai, A. K., & Pillai, S. D. (1970). *Slums and Urbanization*. Bombay: Popular Prakashan.
- Gandhi, R. S. (1981). Urban sociology in India. *International Journal of Contemporary Sociology*, 18(3 & 4), 1981.
- Gore, M. S. (1968). *Urbanization and family change*. Popular Prakashan.
- Mukerjee, R. K. (1961). *Social profile of a metropolis*. Bombay: Asia Publishing House.
- Oommen, T. K. (1967). The rural-urban continuum re-examined in the Indian context. *Sociologia Ruralis*, 7(1).
- Quinn, J. A. (1967). *Urban sociology* (Ch. 14). Delhi: Eurasia.
- Ram Chandran, R. (1991). *Urbanization and urban system in India*. Delhi: Oxford University Press.
- Ramchandra, R. (1992). *Urbanization and urban system in India*. New Delhi: Oxford University Press.
- Rao, M. S. (Ed.). (1974). *Urban sociology in India*. New Delhi: Orient Blackswan Private Limited.
- Singh, S. (1954–1994). *Migration in the third world: Views and reviews*. New Delhi: Radha Publications.
- Wilson, R. A., & Schulz, D. A. (1978). *Urban sociology*. New York: Prentice-Hall.

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BACHELOR OF ARTS (SOCIOLOGY)		
Generic Elective (GE)- Social Psychology		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VIII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VII	
Course Code: GE	Course Title: Social Psychology	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: 1. To Understand the concept and history of social psychology. 2. To Understand various theories of social psychology.		
Course Outcomes: 1. Develop the ability to critically analyze and articulate human social behavior independently, demonstrating creativity in addressing complex social dynamics. 2. Gain a comprehensive understanding of key issues and concepts in social psychology, with the ability to apply them to real-world situations and contemporary debates.		
UNIT	TOPICS	No. of Hours
I	Social Psychology: Meaning, Nature and Scope, Relation with other Social Sciences.	15
II	Group Dynamics: Meaning, Definition, Types, Functions and Measures of Group Dynamics.	15
III	Leadership: Common Attributes or Traits of Leadership, Functions, Types and Theories of Leadership.	15
IV	Public Opinion, Propaganda, Social Collective Behavior, Social Prejudices.	15

Suggested Readings:

- Krech, D., & Crutchfield, R. S. (1975). *Theory and Problems of Social Psychology*. New York: McGraw-Hill.
- Maltzer, B. M., John, W., & Others. (1945). *Symbolic Interactionism*. New Jersey: Routledge and Kegan Paul Ltd.
- Mannheim, K. (1966). *Essays on Sociology and Social Psychology* (3rd ed.). London: Routledge and Kegan Paul Ltd.
- Newcomb, T. M. (1950). *Social Psychology*. New York: Dryden Press.
- Evans, R. R. (1975). *Readings in Collective Behaviour*. Chicago: Rand McNally College Publishing Co.
- Singh, A. K. (2008). *Social Psychology*. New Delhi: PHI Publishing House.
- Sprott, W. J. H. (1952). *Social Psychology*. London: Methuen and Company.
- Young, K. (1963). *A Handbook of Social Psychology* (Rev. ed.). London: Routledge and Kegan Paul Ltd.

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BACHELOR OF ARTS (SOCIOLOGY)		
Dissertation-1 Dissertation on any Rural/Urban Social problem of Uttarakhand (Data Collection, Analysis and Report Writing)		
Programme/Class: B.A. (Sociology)	Year: IV	Semester: VIII
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VII	
Course Code: Dissertation	Course Title: Dissertation-1 Dissertation on any Rural/Urban Social problem of Uttarakhand (Data Collection, Analysis and Report Writing)	
Credits: 06		
Max. Marks: 100	Passing Marks: As per University Rules	
Course objectives:		
<ol style="list-style-type: none"> 1. To collect primary data from relevant sources within the chosen region of Uttarakhand. 2. To analyze the collected data using appropriate sociological research methods and statistical tools. 3. To critically analyze the research findings and draw conclusions regarding the selected social problem. 		
Course Outcomes:		
<ul style="list-style-type: none"> • Enhanced research skills, including the ability to develop research tools and collect primary data. • Proficiency in data analysis using sociological research methods and statistical techniques. • Deeper understanding of a specific rural or urban social problem prevalent in Uttarakhand. • Ability to evaluate and critique existing literature and research on the chosen social problem. 		
CREDITS	TOPICS	
2	Data Collection, Classification and Tabulation of Data	
2	Data Analysis and Report Writing	
2	Tutorials	

Suggested Readings:

- Ahuja, R. (2008). *Research Methodology*. Jaipur: Rawat Publications.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, & Mixed Methods Approaches*. London: Sage Publications.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. New York: McGraw-Hill.
- Kothari, C. R. (1990). *Research Methodology*. New Delhi: New Age Publishing House.
- Kumar, R. (1999). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.
- Lynch, M. (2013). *Using Statistics in Social Research*. New York City: Springer.
- Mishra, R. P. (1988). *Research Methodology: A Handbook*. New Delhi: Concept Publishing Company.
- Sjoberg, G., & Nett, R. (1992). *Methodology for Social Research*. Jaipur: Rawat Publications.
- Young, P. V. (1960). *Scientific Social Survey and Research*. New York: Prentice-Hall.

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YEAR	SEM.	COURSE CODE	PAPER TITLE	CREDITS
MASTER OF ARTS (SOCIOLOGY)				
Fifth Year	IX	DSC	Theoretical Perspectives in Sociology	4
		DSE	Sociology of Development	4
		DSE	Tribal Society in India	4
		DSE	Criminology	4
		GE	Social Movement	4
		Dissertation	Dissertation-2 Dissertation on Any Aspect related to development in Uttarakhand (Problem Identification, Literature Review and Tool Development)	6
	X	DSC	Modern Sociological Perspectives	4
		DSE	Sociology of Development in Indian Context	4
		DSE	Gender and Society	4
		DSE	Social Demography	4
		GE	Sociology of Education	4
		Dissertation	Dissertation-2 Dissertation on Any Aspect related to development in Uttarakhand (Data Collection, Analysis and Report Writing)	6

MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC COURSE (DSC)- Theoretical Perspectives in Sociology		
Programme/Class: M.A. (Sociology)	Year: V	Semester: IX
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VIII	
Course Code: DSC	Course Title: Theoretical Perspectives in Sociology	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. To explore core concepts of sociological theories (functionalism, conflict theory, social exchange) and their historical development in relation to research methods. 2. To understand major sociological perspectives (functionalism, conflict theory, social exchange) through key theorists (Malinowski, Marx, Homans) to understand their contributions to the field. 3. To develop the ability to evaluate the strengths, limitations and applicability of these theories to real-world social phenomena. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain a deep understanding of major frameworks (functionalism, conflict theory, social exchange theory) and articulate their core concepts and sociological implications. 2. Students will develop critical thinking skills to evaluate and apply sociological theories to analyze real-world social phenomena and enhance their reasoning and research abilities. 		
UNIT	TOPICS	No. of Hours
I	Sociological Theory: Meaning, Nature and Types, Interrelationship between Theory and Research, Model Building.	15
II	Functionalism, Structural-Functionalism and Neo-Functionalism: Malinowski, Radcliff Brown, Robert K. Merton, Talcott Parsons, Alexendar J.	16
III	Conflict Theory: Karl Marx, R. Dahrondorf, L. Coser, Randall Collins	15
IV	Social Exchange Theory: George Homans and Peter Blau	14

Suggested Readings:

- Collins, R. (1975). *Conflict Sociology: Towards an Explanatory Science*. New York: Academic Press.
- Coser, L. (1956). *The Functions of Social Conflict*. New York: Free Press.
- Coser, L., & Rosenberg, B. (Eds.). (1971). *Sociological Theory*. New York: Macmillan.
- Craib, I. (2014). *Modern Social Theory: From Parsons to Habermas*. London: Routledge.
- Dahrendorf, R. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.
- Abraham, F. M. (1982). *Modern Sociological Theory*. Bombay: Oxford University Press.
- Jeffrey, A. (1972). *Neo-functionalism and After*. London: Blackwell Publishers Ltd.
- Martindale, D. (1960). *The Nature and Types of Sociological Theory*. Boston: Houghton Mifflin Company.
- Merton, R. K. (1957). *Social Theory and Social Structure*. Glencoe: Free Press.
- Rex, J. (1998). *Key Problems of Sociological Theory*. London: Routledge.
- Ritzer, G. (2007). *Modern Sociological Theory*. New Delhi: McGraw-Hill Education.
- Turner, J. H. (2005). *The Structure of Sociological Theory*. Jaipur: Rawat Publications.

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MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Sociology of Development		
Programme/Class: M.A. (Sociology)	Year: V	Semester: IX
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VIII	
Course Code: DSE	Course Title: Sociology of Development	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To analyze social development, investigate how social structures, such as class or gender, influence development outcomes in any country. 2. To compare the effectiveness of contrasting development approaches (e.g., socialist vs. capitalist) in achieving specific goals (e.g., poverty reduction, education) within a selected developing nation. 3. To critically examine the characteristics used to define "developed" and "developing" societies. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will become acquainted with perspectives such as Socialist, Marxist and Gandhian. 2. They will gain a comparative and critical understanding of development. 		
UNIT	TOPICS	No. of Hours
I	Conceptual Perspectives on Development: Economic Growth, Human Development, Social Development, Sustainable Development.	16
II	Social Structure and Development: Social Structure as a Facilitator/Inhibitor.	14
III	Path of Development: Socialist, Marxist, Gandhian; Theories of Development and Underdevelopment, Modernization, Dependency, and World Systems.	16
IV	Notions and Problems of Developed and Developing Societies.	14

Suggested Readings:

- Bell, Daniel (1974). *The Coming of Post-Industrial Society*. New York: Basic Books.
- Desai, A. R. (1984). *India's Path of Development: A Marxist Approach*. Bombay: Popular Prakashan.
- Harrison, David (1988). *Sociology of Development*. London: Routledge & Kegan Paul Ltd.
- Harrison, David (1988). *The Sociology of Modernization and Development*. London: Routledge & Kegan Paul Ltd.
- Mannheim, K. (1951). *Freedom, Power and Democratic Planning*. London: Routledge & Kegan Paul Ltd.
- Myrdal, G. (1968). *Asian Drama*. New York: Pantheon Books.
- Smelser, N. (1963). *Sociology of Economic Life and Change*. New York: Routledge.
- Sharma, S. L. (1986). *Development: Socio-Cultural Dimensions*. New Delhi: South Asia Books.
- Shenoy, S. R. (1973). *Central Planning in India*. New Delhi: Wiley Eastern.
- Smelser, N. J. (1959). *Social Change in the Industrial Revolution*. New Delhi: Sage Publications.
- Vidyarthi, L. P. & Jha, M. (1986). *Ecology, Economy and Religion of the Himalayas*. New Delhi: Orient Publications.
- World Bank (1963). *World Development Report*. International Bank for Reconstruction & Development.

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MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Tribal Society in India		
Programme/Class: M.A. (Sociology)	Year: V	Semester: IX
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VIII	
Course Code: DSE	Course Title: Tribal Society in India	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To provide a fair stock of knowledge to the students on the tribes and tribal life. 2. To enable the students to understand the problems faced by the tribes. 3. To give impression and knowledge on the tribal development plans, policies and programs. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will be able to explore the characteristics, structures, organizations and social institutions of Indian tribal communities. 2. They will analyze the social, cultural, economic and geographical classifications used to categorize Indian tribes. 3. Students will gain a comprehensive understanding of the socio-economic profile of the tribal communities in Uttarakhand. 4. They will develop awareness of tribal cultural heritage and contemporary challenges and analyze safeguards provided for them through the Constitution, legislation and programs. 		
UNIT	TOPICS	No. of Hours
I	Tribe: Definition, Characteristics, Geographical, Racial, Cultural and Economic Classification of tribes.	14
II	Tribal Culture and Various Forms of Tribal Social Institutions I: Marriage, Family, Clan and Kinship	15
III	Tribal Culture and Various Forms of Tribal Social Institutions II: Youth Dormitory, Status and Role of Women in Tribal Society.	15
IV	Socio-Economic Profile and Development of Tribes of Uttarakhand with special reference to Bhotiyas, Rajis, Tharus, Buxas and Khasas. Tribal Development Programmes in national perspective and appraisal of different Development Programmes.	16

Suggested Readings:

- Bisht, B.S. (1993). *Raji: A Tribe of Indo-Nepal Border of Uttarakhand*. Delhi: Vivek Prakashan.
- Bisht, B.S. (1994). *Tribes of India, Nepal, Tibet Border Land*. New Delhi: Gyan Publishing House.
- Bisht, B.S. (2001). *Ethnography of a Tribe*. Jaipur: Rawat Publication.
- Bisht, B.S. (2006). *Tribe of Uttaranchal: A Study of Education, Health, Hygiene and Nutrition*. New Delhi: Kalpaz Publication.
- Chaudhary, Buddhadev (1990). *Tribal Development in India*. Allahabad: Indian Publication.
- Hasnain, Nadeem (2017). *Tribal India*. New Delhi: New Royal Book Company.
- Jha, Makhan (1994). *Social Anthropology*. New Delhi: Vikas Publication House.
- Joshi, Vidyut & Chandrakant Upadhyaya (Eds.) (2017). *Tribal Situation in India: Issues and Development*. New Delhi: Rawat Publications.
- Majumdar, D.N. & Madan, T.N. (1956). *An Introduction to Social Anthropology*. Bombay: Asia Publication House.
- Mathur, K.S. (1974). *Tribe, Caste and Peasants*. Lucknow: Ethnographic Society.
- Mohanty, P.K. (2003). *Development of Primitive Tribal Groups in India*. New Delhi: Kalpaz Publications.
- Munshi, Indra (2012). *The Adivasi Question*. New Delhi: Orient Blackswan Private Limited.
- Pati, R.N. & Jagatdeb, L. (1991). *Tribal Demography in India*. New Delhi: APH Publication.
- Sah, G. (1990). *Social Movements in India*. New Delhi: Sage Publications.
- Singh, K.S. (1985). *Tribal Society*. Delhi: Manohar Publications.
- Singh, K.S. (1986). *Tribal Situation in India*. Delhi: Moti Lal Banarsidass.
- Verma, M.M. (2009). *Tribal Development in India*. New Delhi: Manohar Publishers.
- Vidyarthi, L.P. & Sahay, B.N. (1980). *Applied Anthropology and Development in India*. New Delhi: National Book Trust.

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MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Criminology		
Programme/Class: M.A. (Sociology)	Year: V	Semester: IX
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VIII	
Course Code: DSE	Course Title: Criminology	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. To acquaint the learners with the history and development of criminology. 2. To grasp the subject matter of crime, its causes and consequences. 3. To comprehend the relationship of criminology with other social sciences. 4. To know about legislation on crime and their implementation in India. 5. To understand the importance of studying criminal behavior, penology and victimology. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Understand crime and criminal behavior from a sociological perspective. 2. Explore career paths in probation, parole, and welfare services. 3. Build interest and knowledge in criminology for academic growth. 		
UNIT	TOPICS	No. of Hours
I	Crime and Criminal: Meaning, Concept and Factors of Crime Criminology: Meaning, Concept, Nature and Scope.	15
II	Theories of Criminal Behavior: Cesare Beccaria, Bentham, Gabriel Tarde, Lombroso, Sigmund Freud, Sutherland.	15
III	Types of Crime: Organized Crime, White Collar crime, Crime Against Women, Child Abuse	15
IV	Punishment and Reformative Measures: Objectives, Forms, Theories, Capital Punishment and Parole.	15

Suggested Readings:

- Ahuja, R. (2001). *Criminology*. New Delhi: Rawat Publications.
- Ahuja, R. (2014). *Social Problems*. New Delhi: Rawat Publications.
- Barnes, H. E., & Teeters, N. K. (1943). *New Horizons in Criminology*. New York: Prentice Hall Inc.
- Bedi, K. (2000). *It Is Always Possible*. Pune: Mehta Publishing House.
- Pace, D. F. (1991). *Concept of Vice, Narcotics and Organized Crime*. New Delhi: Pearson Books.
- Dhankerdas, R. D. (2000). *Punishment and the Prison: India and International Perspective*. New Delhi: Sage Publications.
- Elliott, M., & Merrill, F. (1950). *Social Disorganization*. New York: Harper & Brothers.
- Goswami, B. K. (1983). *Criminology and Penology*. Allahabad: Law Agency.
- Madan, G. R. (2009). *Indian Social Problems*. New Delhi: Allied Publishers Pvt. Ltd.
- Sutherland, E. H., & Cressey, D. R. (1934). *Principles of Criminology*. New York: General Hall, a Division of Rowman and Littlefield Publishers, Inc.

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MASTER OF ARTS (SOCIOLOGY)		
Generic Elective (GE)- Social Movement		
Programme/Class: M.A. (Sociology)	Year: V	Semester: IX
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VIII	
Course Code: GE	Course Title: Social Movement	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. To describe the Meaning, nature and scope of Social Movements in India. 2. To elaborate different theoretical perspectives and types of Social Movements in Indian context and across the world. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. This course explores a range of contemporary sociological approaches to the study of social movements to understand the interplay between theoretical perspectives and methodological approaches. 2. Students will make the sense of Social Movements in India and several major Old and New social movements in India and across the world related to issues of labour, ethnicity, nationalism, gender, caste, identity, environment, etc. 		
UNIT	TOPICS	No. of Hours
I	Social Movement: Concept, Meaning, Nature and Characteristics.	14
II	Theories of Social Movements: Structural-Functional, Marxist, Weberian and Contemporary.	16
III	Old Social Movements: Tribal, Peasants, Farmers and Labour Movement.	15
IV	New Social Movements: Dalit Movement, Women's Movement and Environmental Movement.	15

Suggested Readings:

- Banks, J. A. (1972). *The Sociology of Social Movements*. London: Macmillan.
- Brass, T. (1995). *New Farmers' Movements in India*. London: Macmillan.
- Dhanagare, D. N. (1983). *Peasant Movements in India: From 1920-1950*. New Delhi: Oxford University Press.
- Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*.
- Menon, N. (Ed.). (1999). *Gender and Politics in India*. Delhi: Oxford University Press.
- Mukherjee, P. N. (1977). *Social Movement and Social Change: Towards a Conceptual Clarification*. Press.
- Shah, G. (2001). *Social Movements in India*. New Delhi: Sage Publications.
- Singh, R. (1999). *Social Movements in India: Old and New*. New Delhi: Oxford University Press.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

MASTER OF ARTS (SOCIOLOGY)		
Dissertation -2 Dissertation on Any Aspect related to development in Uttarakhand (Identification, Literature Review and Preparation of The Tool) <i>Progressive Mode</i>		
Programme/Class: M.A. (Sociology)	Year: V	Semester: IX
Subject: Sociology	Eligibility Criteria: After successful completion of Semester VIII	
Course Code: Dissertation	Course Title: Dissertation -2 Dissertation on Any Aspect related to development in Uttarakhand (Identification, Literature Review and Preparation of The Tool)) <i>Progressive Mode</i>	
Credits: 06		
Max. Marks: 100	Passing Marks: As per University Rules	
Course objectives:		
<ol style="list-style-type: none"> 1. To identify and analyze key development challenges in Uttarakhand. 2. To review existing literature on socio-economic, environmental, and policy-related development issues in Uttarakhand. 3. To design a research tool for collecting primary data on development issues in the state. 		
Course Outcomes:		
<ol style="list-style-type: none"> 1. Develop skills in conducting a comprehensive literature review on development issues. 2. Gain practical experience in designing a research tool for collecting primary data. 3. Enhance analytical skills through the identification and analysis of development challenges. 		
CREDITS	TOPICS	
2	Selection of Problem and Literature Review	
2	Problem Identification and Tool Development	
2	Tutorials	
Suggested Readings:		
<ul style="list-style-type: none"> • Ahuja, Ram (2008). <i>Research Methodology</i>. Jaipur: Rawat Publications. • Creswell, John W. (2003). <i>Research Design: Qualitative, Quantitative & Mixed Methods Approaches</i>. London: Sage Publications. • Goode, W.J., & Hatt, P.K. (1952). <i>Methods in Social Research</i>. New York: McGraw-Hill. • Kothari, C.R. (1990). <i>Research Methodology</i>. New Delhi: New Age Publishing House. • Kumar, Ranjeet (1999). <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: Sage Publications. • Lynch, M. (2013). <i>Using Statistics in Social Research</i>. New York City: Springer. • Mishra, R.P. (1988). <i>Research Methodology: A Handbook</i>. New Delhi: Concept Publishing Company. • Sjoberg, G., & Nett, R. (1992). <i>Methodology for Social Research</i>. Jaipur: Rawat Publications. • Young, P.V. (1960). <i>Scientific Social Survey and Research</i>. New York: Prentice Hall. 		

MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC COURSE (DSC)- Modern Sociological Perspectives		
Programme/Class: M.A. (Sociology)	Year: V	Semester: X
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IX	
Course Code: DSC	Course Title: Modern Sociological Perspectives	
Credits: 04	Core: Compulsory	
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
<p>Course objectives:</p> <ul style="list-style-type: none"> • To understand the context and concerns of advanced social theories. • To discuss the role of Structuralism, Neo Marxism, Phenomenology, Ethno-methodology & Symbolic Interactionism and assess the role of context in the rise of social theory. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students can grasp the sociological and social theories for a comprehensive and critical understanding of social structure and social institution in the Contemporary society. 2. This course probes the development of perspectives in Sociology in continuity with the Classical theories. 		
UNIT	TOPICS	No. of Hours
I	Critical Theory (Horkheimer and Adorno), Neo-Marxism (J. Habermas, Althusser).	15
II	Symbolic Interactionism (G.H. Mead, Herbert Blumer, Erving Goffman).	15
III	Phenomenology (Edmund Husserl, Alfred Schutz), Ethnomethodology (H. Garfinkel)	15
IV	Post- Structuralism (M. Foucault and J. Derrida), Structuration (Anthony Giddens).	15

Suggested Readings:

- Bhabra, G., & Holmwood, J. (2021). *Colonialism and Modern Social Theory*. Cambridge: Polity Press.
- Collins, R. (1975). *Conflict Sociology: Towards an Explanatory Science*. New York: Academic Press.
- Coser, L. (1956). *The Functions of Social Conflict*. New York: Free Press.
- Coser, L., & Rosenberg, B. (Eds.). (1971). *Sociological Theory*. New York: Macmillan.
- Craib, I. (2014). *Modern Social Theory: From Parsons to Habermas*. New York: Routledge.
- Dahrendorf, R. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.
- Abraham, F. M. (1982). *Modern Sociological Theory*. Bombay: Oxford University Press.
- Jeffrey, A. (1972). *Neo-Functionalism and After*. London: Blackwell Publishers Ltd.
- Martindale, D. (1960). *The Nature and Types of Sociological Theory*. Boston: Houghton Mifflin Company.
- Merton, R. K. (1957). *Social Theory and Social Structure*. Glencoe: Free Press.
- Rex, J. (1998). *Key Problems of Sociological Theory*. London: Routledge.
- Ritzer, G. (2007). *Modern Sociological Theory*. New Delhi: McGraw-Hill Education.
- Turner, J. H. (2005). *The Structure of Sociological Theory*. Jaipur: Rawat Publications.
- Wallace, R., & Wolf, A. (1980). *Contemporary Sociological Theory: Expanding the Classical Tradition*. New York: Prentice Hall.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Sociology of Development in Indian Context		
Programme/Class: M.A. (Sociology)	Year: V	Semester: X
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IX	
Course Code: DSE	Course Title: Sociology of Development in Indian Context	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives:		
<ol style="list-style-type: none"> 1. To understand the development process, its consequences, and the barriers hindering India's progress. 2. To explore development in the context of regional growth, with a special focus on Uttarakhand. 		
Course Outcomes:		
<ol style="list-style-type: none"> 1. Students will be able to evaluate the role of intellectuals, bureaucrats and power politics in development. 2. Students can study the problems and possibilities of development in the Uttarakhand region and do further research work in this area. 		
UNIT	TOPICS	No. of Hours
I	Development and its Consequences, Institutional and Cultural barriers to Development.	15
II	Role of Communication in development, Social implication of InfoTech Revolution.	15
III	Role of Intellectuals, Bureaucrats and Power Politics in Development.	15
IV	Role of Agencies in Development: NITI Aayog, RBI, NABARD, World Bank, IMF and UNDP.	15

Suggested Readings:

- Bell, D. (1974). *The Coming of Post-Industrial Society*. Basic Books.
- Desai, A. R. (1984). *India's Path of Development: A Marxist Approach*. Popular Prakashan.
- Harrison, D. (1988). *The Sociology of Modernization and Development*. Routledge & Kegan Paul Ltd.
- Harrison, D. (1988). *Sociology of Development*. Routledge & Kegan Paul Ltd.
- Mannheim, K. (1951). *Freedom, Power and Democratic Planning*. Routledge & Kegan Paul Ltd.
- Myrdal, G. (1968). *Asian Drama*. Pantheon Books.
- Sharma, S. L. (1986). *Development: Socio-Cultural Dimensions*. South Asia Books.
- Shenoy, S. R. (1973). *Central Planning in India*. Wiley Eastern.
- Smelser, N. (1959). *Social Change in the Industrial Revolution*. University of Chicago Press.
- Smelser, N. (2013). *Sociology of Economic Life and Change*. Quid Pro Books.
- Vidyarthi, L. P., & Jha, M. (1986). *Ecology, Economy and Religion of Himalayas*. Orient Publication.
- World Bank. (1963). *World Development Report*. International Bank for Reconstruction & Development.

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Suggested equivalent online courses:

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MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Gender and Society		
Programme/Class: M.A. (Sociology)	Year: V	Semester: X
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IX	
Course Code: DSE	Course Title: Gender and Society	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> 1. To trace the evolution of Gender as a category of social analysis and the major debates that have emerged related to it. 2. It is hoped that exposure to the course will sensitize and familiarize the students about gender perspectives and gender-related problems in society. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will define and evaluate gender as a social construct. 2. Students will become aware of women's and LGBTQ+ people's experiences in cultural context, including understanding the role of gender and sexuality in the social sphere. 		
UNIT	TOPICS	No. of Hours
I	Social Construction of Gender: Socio-Cultural Perspective of Gender, Gender vs Biology, Theories of Feminism.	13
II	Health Status of Women in India: Socio-Cultural factors influencing women's health, Health care services in India. Educational Status of Women in India: Gender Gap in Education.	16
III	Women and Economy: Women's Participation in Primary, Secondary and Tertiary Sectors, Gender Gap in Economic Participation, Gender Responsive Budgeting.	15
IV	Women in Polity: Political Participation of Women in Independent India, Significance of the 73rd and 74th Amendments of the Indian Constitution for women empowerment, Gender in Political Representation.	16

Suggested Readings:

- Altekar, A. S. (1983). *The Position of Women in Hindu Civilization*. Motilal Banarasidas.
- Beauvoir, S. D. (1953). *The Second Sex*. Penguin Books.
- Bhasin, K. (1993). *What is Patriarchy*. New Delhi.
- Chanana, K. (1988). *Socialization, Women and Education: Explorations in Gender Identity*. New Delhi.
- Desai, N., & Krishnraj, M. (1987). *Women and Society in India*. Ajanta.
- Desai, N., & Patel, V. (1985). *Indian Women*. Popular Prakashan.
- Dube, L. (1990). *Structure and Strategies: Women, Work, and Family*. SAGE Publications.
- Everett, J. (1987). *Women and Social Change*. Heritage Publications.
- Forbes, G. (1998). *Women in Modern India*. Cambridge University Press.
- Jain, D. (1981). *Advances in Feministic Theory: An Indian Perspective*. Institute of Social Studies.
- Jaywardene, K. (1991). *Feminism and Nationalism in the Third World*. Kali for Women.
- Oakley, A. (1972). *Sex, Gender and Society*. Harper and Row.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

MASTER OF ARTS (SOCIOLOGY)		
DISCIPLINE SPECIFIC ELECTIVE (DSE)- Social Demography		
Programme/Class: M.A. (Sociology)	Year: V	Semester: X
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IX	
Course Code: DSE	Course Title: Social Demography	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ol style="list-style-type: none"> To explain the determinants and implications of these aspects of the demographic situation in India. To understand the various theories of population and their basis to understand the demographic cycle. To examine the concept of family planning and family welfare and the barriers to the acceptance of family planning. 		
Course Outcomes: <ol style="list-style-type: none"> Students will be able to describe various aspects of the demographic situation in India, such as the size and growth of the population, fertility, mortality, and the age and sex structure of the population. Students will be able to explain the current status of India's population policy and describe the future prospects of the family welfare program. 		
UNIT	TOPICS	No. of Hours
I	Meaning, Scope, Subject-matter and Importance of Demography, Theories of Population: Pre- Malthusian and Malthusian, Neo-Malthusianism.	15
II	Biological or Natural Theories of Population (M.T. Sadler), Theory of Optimum Population, Theory of Demographic Transition: C.P. Blacker, W.S. Thompson, and others.	15
III	Socio-Cultural and Economic Theories of Population: Arsene Dumont (Social Capillarity), Frank Fetter (Voluntarism).	15
IV	Census of India: Important results of Indian census from 1901 to Recent, Composition of Indian Population, Demographic Transition in India. Population Policy of India.	15

Suggested Readings:

- Bogue, D. J. (1969). *Principles of demography*. Wiley.
- Bose, A. (2001). *Population of India: Census results and methodology*. B. R. Publishing Corporation.
- Cox, R. R. (1976). *Demography*. Cambridge University Press.
- Devis, K. (1951). *Population of India and Pakistan*. Princeton University Press.
- Landis, P. H. (1954). *Population problems*. Cambridge University Press.
- Majumdar, P. K. (2010). *Fundamentals of demography*. Rawat Publication.
- Mitra, A. (2003). *Aspects of population policy in India*. Abhinav Publication.
- Moore, W. E. (1959). *Sociology and demography*. University of Chicago Press.
- Shiv Kumar, A. K. (2013). *A handbook of population and development in India*. Oxford University Press.
- Sorokin, P. S. (1959). *Social and cultural mobility*. Free Press.
- Power and Morality. (n.d.). *Harvard: Collection at Harvard Business School*.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

MASTER OF ARTS (SOCIOLOGY)		
Generic Elective (GE)- Sociology of Education		
Programme/Class: M.A. (Sociology)	Year: V	Semester: X
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IX	
Course Code: GE	Course Title: Sociology of Education	
Credits: 04		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 60
Course objectives: <ul style="list-style-type: none"> • To develop a conceptual and theoretical understanding of the relationships between society, education and development. • To explore the role of socialization in shaping educational processes and outcomes. • To understand the complexities of higher education, including transformations and practices. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Students will analyze the role of socialization agents in shaping educational processes and outcomes. 2. Students will critically evaluate equality in educational opportunities and propose strategies to promote social justice. 		
UNIT	TOPICS	No. of Hours
I	Sociology of Education: Meaning, Nature and Scope	13
II	Sociological Perspective in Education: Functionalist Perspective (Emile Durkheim & Davis and Moore), Marxian Perspective (L. Althusser & Bowles and Gintis) and Interactionist Perspective (H. Becker & N. Keddie).	17
III	Indian Perspectives on Education: Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. B.R. Ambedkar, Jiddu Krishnamurti.	16
IV	Educational Disparities in Indian Education: Based on caste, class, tribe, gender and rural-urban divide.	14

• **Suggested Readings:**

- Apple, Michael (2013). *The Other Side of the Hidden Curriculum: Culture as Lived in Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151.
- Ball, Stephen J. (1981). *Beachside Comprehensive: A Case Study of Comprehensive Schooling*.
- Barnett, Ronald (1990). *A Contested Concept in Idea of Higher Education*. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29.
- Bettie, Julie (2003). *Women Without Class: Girls, Race and Identity*. California: University of California Press.
- Cambridge: Cambridge University Press.
- Chanana, Karuna. (2006). *Educate Girls. Prepare Them for Life?* In Ravi Kumar (ed.), *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223.
- Davies, Bronwyn (2004). *The Discursive Production of the Male/Female Dualism in School Settings*. In Ball, S. J. (ed.), *The Routledge Falmer Reader in Sociology of Education*. London: Routledge Falmer. pp. 128-139.
- Deshpande, Satish and Apoorvanand (2018). *Exclusion in Indian Higher Education Today in India Exclusion Report*. New Delhi: Yoda Press. pp. 191-218.
- Dharampal (2002). *The Beautiful Tree: Indigenous Education in the Eighteenth Century*. Dharampal Collected Writings. Volume III. Goa: Other India Press. pp. 7-21, 81-86.
- Durkheim, Emile (1977). *On Education and Society* in Karabel, J. and Halsey, A.H. (eds.), *Power and Ideology in Education*. New York: Oxford University Press. pp. 92-104.
- Everhart, R. B. (1983). *Reading, Writing and Resistance*. Boston: Routledge and Kegan Paul.
- Freire, Paulo (1970/1993). *Pedagogy of the Oppressed* (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67.
- Froerer, Peggy (2007). *Disciplining the Saffron Way: Moral Education and the Hindu Rashtra*. *Modern Asian Studies*, 41(5). pp. 1033-1071.
- Gupta, L. (2014). *Ethos as a Gendering Device: Muslim Girls in a Minority School*. *Economic and Political Weekly*, Vol. 49, No. 32. pp. 65-72.
- Haralambos, M. & Heald, R.M. (1980). *Sociology: Themes and Perspectives*. New Delhi: OUP.
- Jeffrey, Craig (2010). *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford, California: Stanford University Press.
- Jeffrey, Craig (2011). *Great Expectations: Youth in Contemporary India*. In Clark Deces, Isabelle (ed.), *A Companion to Anthropology in India*. UK: Blackwell. pp. 62-79.
- Jeffrey, Roger et al. (2006). *Parhai Ka Mahaul? An Educational Environment in Bijnor, Uttar Pradesh*, in Neve, G. De and Donner, H. (eds.), *The Meaning of the Local: Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.
- Kumar, Krishna (1989). *Learning to be Backward in Social Character of Learning*. New Delhi: Sage. pp. 59-77.
- Kumar, Krishna (2009). *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') & 2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.
- Lukose, Ritty (2009). *Liberalization's Children: Gender, Youth and Consumer Citizenship in Globalizing India*. USA: Duke University.
- Macleod, Jay (2009). *Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood* (3rd ed.). USA: West View Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135.
- McLaren, P. (1986). *Schooling as a Ritual Performance*. Boston and London: Routledge and Kegan Paul.
- Parsons, T. (1959/2008). *The School Class as a Social System* in Ballantine, J. H. and Spade, J. Z. (eds.), *Schools and Society: A Sociological Approach to Education* (3rd Ed.). California: Pine Forge Press. pp. 80-85.

Suggested Online Link:

MOOC platforms such as “SWAYAM” in India and Abroad.

Suggested equivalent online courses:

MOOC platforms such as SWAYAM offered by IGNOU and other centrally and state-operated universities in India and abroad.

MASTER OF ARTS (SOCIOLOGY)		
Dissertation -2 Any Aspect related to development in Uttarakhand (Data Collection, Analysis and Report Writing)		
Programme/Class: M.A. (Sociology)	Year: V	Semester: X
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IX	
Course Code: Dissertation	Course Title: Dissertation -2 (Dissertation on Any Aspect Related to Development in Uttarakhand (Data Collection, Analysis and Report Writing)	
Credits: 06		
Max. Marks: 100	Passing Marks: As per University Rules	
Course objectives:		
<ol style="list-style-type: none"> 1. To explore and analyze a specific aspect related to development in Uttarakhand, such as education, healthcare, infrastructure, environment, or social welfare. 2. To analyze the collected data using appropriate sociological research methods and tools. 3. To ensure the reliability and validity of the research tool for data collection and analysis. 4. To interpret the findings of the research and draw sociological insights related to development in Uttarakhand 		
Course Outcomes:		
<ol style="list-style-type: none"> 1. Enhanced ability to apply sociological theories and concepts to real-world research. 2. Proficiency in developing and utilizing specialized research tools for sociological research. 3. Students will be able to analyze key challenges, trends and opportunities for development in the Uttarakhand region. 4. Ability to critically evaluate existing development policies and programs in Uttarakhand. 		
CREDITS	TOPICS	
2	Data Collection, Classification and Tabulation of Data	
2	Data Analysis and Report Writing	
2	Tutorials	

Suggested Readings:

- Ahuja, Ram (2008). *Research Methodology*. Jaipur: Rawat Publications.
- Creswell, John W. (2003). *Research Design: Qualitative, Quantitative & Mixed Methods Approaches*. London: Sage Publications.
- Goode, William J. & Hatt, Paul K. (1952). *Methods in Social Research*. New York: McGraw Hill.
- Kothari, C.R. (1990). *Research Methodology*. New Delhi: New Age Publishing House.
- Kumar, Ranjeet (1999). *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage Publications.
- Lynch, M. (2013). *Using Statistics in Social Research*. New York City: Springer.
- Mishra, R.P. (1988). *Research Methodology: A Handbook*. New Delhi: Concept Publishing Company.
- Sjoberg, G. & Nett, Roger (1992). *Methodology for Social Research*. Jaipur: Rawat Publications.
- Young, P.V. (1960). *Scientific Social Survey and Research*. New York: Prentice Hall.

YEAR	SEM.	COURSE CODE	PAPER TITLE	CRE DITS
SKILL ENHANCEMENT COURSE IN UG (ARTS)				
I YEAR	I	SEC	Techniques of Social Research- I (Research Problem Identification and Data Collection) - <i>Progressive mode</i>	2
	II	SEC	Techniques of Social Research (Data Management, Analysis and Presentation)- II	2
II YEAR	III	SEC	Applied Anthropology- I (Know Your People: Understanding the Ethnic Diversity of Uttarakhand)- <i>Progressive mode</i>	2
	IV	SEC	Applied Anthropology (Tribal Skills: Challenges and Opportunities) -II	2
III YEAR	V	SEC	Public Policy-I (Public Policy Formulation and Stakeholders) <i>Progressive mode</i>	2
	VI	SEC	Public Policy-II (Public Policy Evaluation and Impact Assessment)	2

BACHELOR OF ARTS		
Skill Enhancement Course: Techniques of Social Research-I (Research Problem Identification and Data Collection)- <i>Progressive mode</i>		
Programme/Class: B.A.	Year: I	Semester: I
Subject: Sociology	Eligibility Criteria: After successful completion of Class XII	
Course Code: SEC	Skill Enhancement Course: Research Problem Identification and Data Collection	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To develop a systematic understanding of problem identification and formulation in research. 2. To differentiate between various types of problems and their relevance in different fields. 3. To gain knowledge of different types, sources and classifications of data. 4. To explore various data collection techniques and their applicability in research. 5. To critically assess the strengths and limitations of different data collection methods. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 5. Ability to identify, define and conceptualize research problems effectively. 6. Comprehensive understanding of data types, sources and classifications. 7. Proficiency in selecting appropriate data collection techniques based on research requirements. 8. Capability to evaluate the advantages and limitations of different data collection methods for effective research. 		
UNIT	TOPICS	No. of Hours
I	<p>Unit I: Problem Identification and Understanding Data</p> <ul style="list-style-type: none"> • Problem Formulation • Definition, characteristics and significance. • Types of problems: Social, economic, environmental, technical and personal. • Research gaps and question formulation. • Understanding Data • Definition, types and sources: primary vs. secondary data. • Classification: Qualitative vs. Quantitative. • Ethical considerations in data handling. 	15

II	<p>Unit II: Data Collection Techniques</p> <p>1. Methods of Data Collection</p> <p>1. Observation, Questionnaire, Schedule, Interviews, Case Studies.</p> <p>2. Use of digital tools (Google Forms, AI-based tools).</p> <p>2. Merits and Demerits of Data Collection Techniques</p> <p>1. Strengths and limitations of different methods.</p> <p>2. Selection of appropriate techniques based on research objectives.</p>	15
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Ahuja, R. (2006). <i>Research methods</i>. Rawat Publications. • Goode, W. J., & Hatt, P. K. (1952). <i>Methods in social research</i>. McGraw Hill. • Gupta, S. P. (1969). <i>Statistical methods</i>. Sultan Chand & Sons. • Kothari, C. R. (1989). <i>Research methodology: Methods and techniques</i>. Vile Eastern. • Levin, J. (1983). <i>Elementary statistics in social research</i>. Harper and Row Publishers. • Raj, H. (2005). <i>Theory and practice in social research</i>. Surjeet Publication. • Singh, J. (2011). <i>Instruments of social research</i>. Rawat Publications. • Wilkinson, T. S., & Bhandarkar, P. L. (2010). <i>Methods and techniques of social research</i>. Himalayan Publishing House. • Young, P. V. (1988). <i>Scientific social survey and research</i>. Prentice Hall. 		
<p>Suggested Online Link: MOOC platforms such as “SWAYAM” in India and Abroad.</p>		
<p>Suggested equivalent online courses: IGNOU & Other central/state operated universities MOOC platforms such as “SWAYAM” in India and Abroad.</p>		

BACHELOR OF ARTS		
Skill Enhancement Course: Techniques of Social Research-II (Data Management, Analysis and Presentation)		
Programme/Class: B.A.	Year: I	Semester: II
Subject: Sociology	Eligibility Criteria: After successful completion of Semester I	
Course Code: SEC	Skill Enhancement Course: Data Management, Analysis and Presentation	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Objectives: <ul style="list-style-type: none"> • To develop skills in data organization, classification and management using digital tools. • To introduce basic data analysis techniques for quantitative and qualitative data. • To enhance report writing and ethical communication in research. • To improve presentation and public speaking skills for effective knowledge dissemination. 		
Outcomes: <ul style="list-style-type: none"> • Ability to organize and manage data using tabulation and digital tools. • Proficiency in basic statistical analysis and data visualization techniques. • Competence in structuring research reports with clarity and ethical considerations. • Enhanced presentation and communication skills for academic and professional settings. 		
UNIT	TOPICS	No. of Hours
I	Unit I: Data Organization and Interpretation 1. Data Organization a. Methods for classifying and storing data. b. Tabulation, categorization and data validation. c. Using Excel/Google Sheets for data management. 2. Basic Data Analysis a. Descriptive statistics: Mean, Median, Mode. b. Visual representation: Tables, Graphs, Charts. c. Qualitative data interpretation: Thematic analysis and coding.	15

II	<p>Unit II: Communication and Presentation of Findings</p> <ol style="list-style-type: none"> 1. Report Writing & Ethics <ol style="list-style-type: none"> 1. Structuring reports with clarity and coherence. 2. Adapting findings for different audiences. 3. Ethical reporting and avoiding bias. 2. Presentation Techniques <ol style="list-style-type: none"> 1. Data visualization: Charts, graphs and design tools. 2. PowerPoint & multimedia: Basics for impactful presentations. 3. Public speaking: Confidence-building and audience engagement. 	15
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Ahuja, R. (2006). <i>Research methods</i>. Rawat Publications. • Goode, W. J., & Hatt, P. K. (1952). <i>Methods in social research</i>. McGraw Hill. • Gupta, S. P. (1969). <i>Statistical methods</i>. Sultan Chand & Sons. • Kothari, C. R. (1989). <i>Research methodology: Methods and techniques</i>. Vile Eastern. • Levin, J. (1983). <i>Elementary statistics in social research</i>. Harper and Row Publishers. • Raj, H. (2005). <i>Theory and practice in social research</i>. Surjeet Publication. • Singh, J. (2011). <i>Instruments of social research</i>. Rawat Publications. • Wilkinson, T. S., & Bhandarkar, P. L. (2010). <i>Methods and techniques of social research</i>. Himalayan Publishing House. • Young, P. V. (1988). <i>Scientific social survey and research</i>. Prentice Hall. 		
<p>Suggested Online Link: MOOC platforms such as “SWAYAM” in India and Abroad.</p>		
<p>Suggested equivalent online courses: IGNOU & Other central/state operated universities MOOC platforms such as “SWAYAM” in India and Abroad.</p>		

BACHELOR OF ARTS		
Skill Enhancement Course- Applied Anthropology- I (Know Your People: Understanding the Ethnic Diversity of Uttarakhand)- Progressive mode		
Programme/Class: B.A.	Year: II	Semester: III
Subject: Sociology	Eligibility Criteria: After successful completion of Semester II	
Course Code: SEC	Course Title: Know Your People: Understanding the Ethnic Diversity of Uttarakhand	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ul style="list-style-type: none"> • To introduce students to Applied Anthropology and its role in tribal communities. • To provide knowledge of Uttarakhand’s tribal groups and their traditional skills. • To develop practical skills in handicrafts, textiles, sustainable agriculture and folk art. • To explore digital tools for promoting tribal crafts and livelihoods. 		
Course Outcomes: <ul style="list-style-type: none"> • Understand the cultural and economic significance of tribal skills. • Gain hands-on experience in traditional crafts and sustainable practices. • Apply digital marketing tools to support indigenous livelihoods. • Contribute to community engagement and heritage preservation. 		
UNIT	TOPICS	No. of Hours
I	1. Introduction to Applied Anthropology: Definition, scope and relevance 2. Overview of Uttarakhand’s tribal groups: Jaunsari, Bhotia, Tharu, Raji, Buksa	15
II	<ul style="list-style-type: none"> • Practical learning of traditional skills of Tribes: Handicrafts, Traditional Cuisine, Textiles, Sustainable Agriculture, Folk Art & Music. • Digital tools for promoting tribal crafts: Social media, e-commerce and exhibitions 	15

Suggested Readings:

- Dharamrajan, Shivani (2001). *NGOs as Prime Movers*. Kanishka Publishers & Distributors, New Delhi.
- Kottak, Conrad Phillip (1997). *The Exploration of Human Diversity* (7th ed.). McGraw-Hill Co.
- Mair, Lucy (n.d.). *Studies in Applied Anthropology*. London: London University Press.
- Prato, Giuliana & Pardo, Italo (2013). "Urban Anthropology," *Urbanities*, Vol. 3, No. 2, November 2013.
- Rynkiewich, A. Michael & Spradley, P. James (1981). *Ethics and Anthropology*. Robert E. Krieger Publishing Company, Inc., Florida.
- Subramanyam, V. (2008). *Indigenous Science and Technology for Sustainable Development*. Jaipur: Rawat Publications.
- Vidyarthi, Dr. L.P. (2013). *Applied Anthropology*. Kitab Mahal, Allahabad.
- Sarojini, Naidu Mary (n.d.). *Applied Anthropology*. Allahabad: Kitab Mahal.
- Escobar, A. (1991). "The Making and Marketing of Development Anthropology." *American Ethnologist*, 18(4): 658-682.
- Bisht, B.S. (1993). *Raji: A Tribe of the Indo-Nepal Border of Uttarakhand*. Delhi: Vivek Prakashan.
- Bisht, B.S. (1994). *Tribes of India, Nepal, Tibet Borderland*. New Delhi: Gyan Publishing House.
- Bisht, B.S. (2001). *Ethnography of a Tribe*. Jaipur: Rawat Publications.
- Bisht, B.S. (2006). *Tribe of Uttaranchal: A Study of Education, Health, Hygiene, and Nutrition*. New Delhi: Kalpaz Publications.
- Chaudhary, Buddhadev (1990). *Tribal Development in India*. Allahabad: Indian Publications.
- Hasnain, Nadeem (2017). *Tribal India*. New Delhi: New Royal Book Company.
- Jha, Makhan (1994). *Social Anthropology*. New Delhi: Vikas Publication House.
- Joshi, Vidyut & Upadhyaya, Chandrakant (eds.) (2017). *Tribal Situation in India: Issues and Development*. New Delhi: Rawat Publications.
- Majumdar, D.N. & Madan, T.N. (1956). *An Introduction to Social Anthropology*. Bombay: Asia Publishing House.
- Vidyarthi, L.P. & Sahay (1980). *Applied Anthropology and Development in India*. New Delhi: National Book Trust.

Suggested Online Link:

MOOC platforms such as "SWAYAM" in India and Abroad.

Suggested equivalent online courses:

IGNOU & Other central/state operated universities MOOC platforms such as "SWAYAM" in India and Abroad.

BACHELOR OF ARTS		
Skill Enhancement Course Applied Anthropology- II (Tribal Skills: Challenges and Opportunities)		
Programme/Class: B.A.	Year: II	Semester: IV
Subject: Sociology	Eligibility Criteria: After successful completion of Semester III	
Course Code: SEC	Course Title: Tribal Skills: Challenges and Opportunities	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course objectives: <ul style="list-style-type: none"> • To engage students in hands-on learning with artisans, farmers and cultural practitioners. • To develop problem-solving skills by identifying challenges in traditional livelihoods. • To introduce digital tools for promoting tribal crafts and sustainable practices. • To document indigenous knowledge and traditional craft techniques. 		
Course Outcomes: <ul style="list-style-type: none"> • Gain practical experience in working with local communities. • Understand challenges in traditional livelihoods and propose solutions. • Use social media and e-commerce for promoting tribal crafts. • Contribute to the preservation and documentation of indigenous knowledge. 		
UNIT	TOPICS	No. of Hours
I	Field Engagement and Addressing Challenges- <ul style="list-style-type: none"> • Working with artisans or farmers or cultural practitioners. • Identifying and addressing challenges faced by artisans or farmers or cultural practitioners. 	15
II	Digital Tools and Indigenous Knowledge Documentation- <ul style="list-style-type: none"> • Utilizing social media and e-commerce to promote tribal crafts. • Documenting indigenous knowledge and traditional craft techniques. 	15

• **Suggested Readings:**

- Belshaw, C. S. (1974). "The Contribution of Anthropology to Development." *Current Anthropology*, 15(4), 520-525.
- Evans-Pritchard, E. E. (1946). "Applied Anthropology." *Africa*, 16(1), 92-98.
- Gezen, L., & Kottak, C. (2014). *Culture*. New York: McGraw-Hill.
- Grillo, R. (2002). "Anthropologists and Development." In V. Desai & R. B. Potter (Eds.), *The Companion to Development Studies*. London: Edward Arnold.
- Mair, L. (1965). "Tradition and Modernity in the New Africa." *Transactions of the New York Academy of Sciences*, 27(4), 439-444. <https://doi.org/10.1111/j.2164-0947.1965.tb02980.x>
- Mead, M. (1955). *Cultural Patterns and Technical Change*. New York: Mentor.
- Mead, M. (1964). *Anthropology, A Human Science: Selected Papers 1937-1960*. Princeton: Van Nostrand.
- Malinowski, B. (1976). *The Dynamics of Culture Change: An Inquiry into Race Relations in Africa*. Westport, CT: Greenwood Press Inc.
- Amit, V. (1999). *Constructing the Field*. London: Routledge.
- Burgess, R. G. (1984). *In the Field: An Introduction to Field Research*. London: Routledge.
- Ellen, R. F. (1984). *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
- Frelich, M. (1970). *Marginal Natives: Anthropologists at Work*. New York: Harper & Sons.
- Goode, W. J., & Hatt, P. K. (1981). *Methods in Social Research*. Singapore: McGraw-Hill Book Company.
- Herle, A. (1998). *Cambridge and the Torres Strait*. Cambridge: Cambridge University Press.
- Perti, J. P., & Pelto, G. H. (1992). *Anthropological Research: The Structure of Enquiry*. Cambridge University Press.
- Russell, B. H. (1995). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek, CA: Alta Mira Press.
- Sarana, G. (1975). *The Methodology of Anthropology*. New York: The University of Arizona Press.
- Srivastava, V. K. (2005). *Field Work and Methodology*. Delhi: Oxford University Press.

Suggested Online Link:

MOOC platforms such as "SWAYAM" in India and Abroad.

Suggested equivalent online courses:

IGNOU & Other central/state operated universities MOOC platforms such as "SWAYAM" in India and Abroad.

BACHELOR OF ARTS		
Skill Enhancement Course (SEC) Public Policy- I (Public Policy Formulation and Stakeholders) <i>Progressive mode</i>		
Programme/Class: B.A.	Year: III	Semester: V
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: SEC	Course Title: Public Policy (Public Policy Formulation and Stakeholders)	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ul style="list-style-type: none"> • To introduce the fundamental concepts and processes of public policy-making. • To explore various theoretical approaches to public policy. • To analyze the role of key stakeholders in shaping public policies. 		
Course Outcomes: <ul style="list-style-type: none"> • Understand the concepts and processes of public policy-making. • Analyze theoretical approaches and their relevance to policy design. • Identify the roles of various stakeholders in policy formulation and governance. 		
UNIT	TOPICS	No. of Hours
I	Unit 1: Fundamentals of Public Policy <ul style="list-style-type: none"> • Concept and Importance of Public Policy <ul style="list-style-type: none"> ○ Definition, scope and significance ○ Public vs. Private policy • Public Policy-Making Process <ul style="list-style-type: none"> ○ Stages: Problem identification, formulation, implementation, evaluation 	15

II	<p>Unit 2: Stakeholders and Their Role in Policy-Making</p> <p>3. Government and Bureaucracy</p> <p>1. Role of ministries, departments and regulatory bodies</p> <p>4. Political Influences</p> <p>1. Political parties, legislators, election manifestos</p> <p>5. Judiciary, Civil Society and Media</p> <p>1. Role of Judiciary, NGOs, pressure groups and media advocacy</p> <p>6. Public Participation in Policy-Making</p> <p>1. Importance of citizen engagement, participatory governance</p>	15
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Dye, T. R. (2017). <i>Understanding Public Policy</i>. Pearson. • Sapru, R. K. (2019). <i>Public Policy: Art and Craft of Policy Analysis</i>. PHI Learning. • Dror, Y. (2017). <i>Public Policy Making Reexamined</i>. Routledge. • Jain, R. B. (2016). <i>Public Policy in India</i>. Oxford University Press. • Government of India Reports (NITI Aayog, Economic Survey, National Policy Documents). <i>Skill Enhancement Course: Evaluation and Impact Assessment of Public Policies with Special Reference to India</i>. • Anderson, James E. (1975). <i>Public Policy Making</i>. Praeger: New York. • Dror, Y. (1968). <i>Public Policy Making Re-examined</i>. Chandler: Pennsylvania. • Dye, T. R. (1972). <i>Understanding Public Policy</i>. Prentice Hall: Englewood Cliffs. • Frohock, F. M. (1979). <i>Public Policy: Scope and Logic</i>. Prentice Hall: Englewood Cliffs. • Sahni, Pardeep. (1987). <i>Public Policy: Conceptual Dimensions</i>. Kitab Mahal: Allahabad. • Saigal, Krishan. (1983). <i>Policy Making in India: An Approach to Optimization</i>. Vikas: New Delhi. 		
<p>Suggested Online Link:</p> <p>MOOC platforms such as “SWAYAM” in India and Abroad.</p>		
<p>Suggested equivalent online courses:</p> <p>IGNOU & Other central/state operated universities MOOC platforms such as “SWAYAM” in India and Abroad.</p>		

BACHELOR OF ARTS		
Skill Enhancement Course (SEC) Public Policy-II (Public Policy Evaluation and Impact Assessment)		
Programme/Class: B.A.	Year: III	Semester: VI
Subject: Sociology	Eligibility Criteria: After successful completion of Semester V	
Course Code: SEC	Course Title: Public Policy Evaluation and Impact Assessment	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ul style="list-style-type: none"> • To introduce the principles and methods of public policy evaluation. • To equip students with tools for assessing the impact of public policies. • To analyze case studies of Indian policy evaluation. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Understand key evaluation methods used in policy assessment. • Develop analytical skills to assess policy effectiveness. • Apply policy evaluation frameworks to real-world case studies in India. 		
UNIT	TOPICS	No. of Hours
I	Unit 1: Methods and Tools for Policy Evaluation <ul style="list-style-type: none"> • Introduction to Policy Evaluation <ul style="list-style-type: none"> ○ Definition, purpose and types (Ex-ante, Mid-term, Ex-post) ○ Difference between evaluation and monitoring • Evaluation Methods <ul style="list-style-type: none"> ○ Qualitative vs. Quantitative approaches ○ Cost-Benefit Analysis (CBA), Logical Framework Analysis (LFA) ○ Social Return on Investment (SROI) and Randomized Control Trials (RCTs) 	15

II	<p>Unit 2: Impact Assessment of Public Policies in India</p> <p>7. Frameworks for Impact Assessment</p> <ol style="list-style-type: none"> 1. NITI Aayog’s role in evaluation 2. Social audits and accountability mechanisms <p>8. Case Studies of Indian Public Policies</p> <ol style="list-style-type: none"> 1. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) 2. Ayushman Bharat - National Health Policy 3. Digital India and E-Governance Policies <p>9. Challenges in Policy Evaluation</p> <ol style="list-style-type: none"> 1. Data accessibility, bureaucratic constraints and role of technology 	15
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Dye, T. R. (2017). <i>Understanding Public Policy</i>. Pearson. • Sapru, R. K. (2019). <i>Public Policy: Art and Craft of Policy Analysis</i>. PHI Learning. • Dror, Y. (2017). <i>Public Policy Making Reexamined</i>. Routledge. • Jain, R. B. (2016). <i>Public Policy in India</i>. Oxford University Press. • Government of India Reports (NITI Aayog, Economic Survey, National Policy Documents). <i>Skill Enhancement Course: Evaluation and Impact Assessment of Public Policies with Special Reference to India</i>. • Anderson, James E. (1975). <i>Public Policy Making</i>. Praeger: New York. • Dror, Y. (1968). <i>Public Policy Making Re-examined</i>. Chandler: Pennsylvania. • Dye, T. R. (1972). <i>Understanding Public Policy</i>. Prentice Hall: Englewood Cliffs. • Frohock, F. M. (1979). <i>Public Policy: Scope and Logic</i>. Prentice Hall: Englewood Cliffs. • Sahni, Pardeep. (1987). <i>Public Policy: Conceptual Dimensions</i>. Kitab Mahal: Allahabad. • Saigal, Krishan. (1983). <i>Policy Making in India: An Approach to Optimization</i>. Vikas: New Delhi. 		
<p>Suggested Online Link:</p> <p>MOOC platforms such as “SWAYAM” in India and Abroad.</p>		
<p>Suggested equivalent online courses:</p> <p>IGNOU & Other central/state operated universities MOOC platforms such as “SWAYAM” in India and Abroad.</p>		

YEAR	SEM.	COURSE CODE	PAPER TITLE	CRE DITS
IAPC- Internship/Apprenticeship / Project/ Community Outreach COURSE IN UG (ARTS)				
III YEAR	V	IAPC	IAPC- Internship/Apprenticeship / Project/ Community Outreach- Community Outreach and Report Writing	2
	VI	IAPC	IAPC- Internship/Apprenticeship / Project/ Community Outreach- NGO Internship and Report Writing	2

BACHELOR OF ARTS		
IAPC- Internship/Apprenticeship / Project/ Community Outreach- Community Outreach and Report Writing		
Programme/Class: B.A.	Year: III	Semester: V
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: IAPC	Course Title: Community Outreach and Report Writing	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	
Course Description: This course focuses on engaging undergraduate students in community outreach activities aimed at understanding and addressing the needs of vulnerable population's along with, emphasizing the development of report writing skills.		
Course objectives: <ol style="list-style-type: none"> 1. To sensitize students with the challenges faced by vulnerable populations. 2. To engage students actively in community services and encourages them to contribute positively towards society. 3. To strengthen students' report writing skills for effectively communicating their observations, experiences and recommendations. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Improvement in communication and interpersonal skills through interaction with diverse groups. 2. Development of problem-solving skills and the ability to work effectively in challenging environments. 3. Students will experience personal growth and development through hands-on learning experiences, enhancing their social awareness and responsibility. 		
Course Structure:		
UNIT	TOPICS	
I	Introduction to Community Outreach – Field Work	
II	Report Writing (Each student will prepare appropriate report of the work done. This will be submitted to the department for evaluation).	

Suggested Readings:

- Ackoff, Russell L. (1961). *The Design of Social Research*. Chicago: University of Chicago Press.
- Bailey, Kenneth D. (1982). *Methods of Social Research* (2nd ed.). New York: The Free Press.
- Barnes, J. A. (1977). *Ethics of Inquiry in Social Research*. New Delhi: OUP.
- Bose, Kumar Pradip (1995). *Research Methodology*. New Delhi: ICSSR.
- Selltitz, Claire, Jahoda, Marie, Deutsch, Morton, Cook, Stuart W. (1959). *Research Methods in Social Relations*. New York City: Holt, Rinehart, and Winston.
- Creswell, John W. (2003). *Research Design: Qualitative, Quantitative & Mixed Methods Approaches*. London: Sage Publications.
- Sjoberg, G., & Nett, R. (1992). *Methodology for Social Research*. Jaipur: Rawat Publications.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. New York: McGraw-Hill.
- Kothari, C. R. (1990). *Research Methodology*. New Delhi: New Age International Publishers.
- Lynch, M. (2013). *Using Statistics in Social Research*. Springer.
- Sarantakos, S. (1998). *Social Research*. London: Macmillan Press.
- Young, P. V. (1960). *Scientific Social Survey and Research*. New York: Prentice Hall.

BACHELOR OF ARTS

IAPC- Internship/Apprenticeship / Project/ Community Outreach- NGO Internship and Report Writing

Programme/Class: B.A.	Year: III	Semester: VI
Subject: Sociology	Eligibility Criteria: After successful completion of Semester V	
Course Code: IAPC	Course Title: NGO Internship and Report Writing	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	
<p>Course Description: This internship program is designed to provide undergraduate students with hands-on experience in the field of NGO management and report writing. Through this program, students will have the opportunity to work closely with an NGO, gaining practical skills and knowledge in various aspects of NGO operations, project management and report writing.</p>		
<p>Course objectives:</p> <ol style="list-style-type: none"> 1. To understand the organizational structure and different function within the NGO. 2. To document the experience and challenges faced during the internship. 		
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain practical knowledge and skills related to the operations of an NGO. 2. Enhance skills such as communication, teamwork, problem-solving and project management. 3. Gain a deeper understanding of social issues and the role of NGOs in addressing them. 4. Provide a reflective analysis of the internship experience, highlighting personal growth, skills development and challenges overcome. 		
Course Structure:		
UNIT	TOPICS	
I	NGO Internship	
II	Report Writing (Each student will prepare appropriate report of the work done. This will be submitted to the department for evaluation).	

Suggested Readings:

- Ahuja, Ram (2008). *Research Methodology*. Jaipur: Rawat Publications.
- Creswell, John W. (2003). *Research Design: Qualitative, Quantitative & Mixed Methods Approaches*. London: Sage Publications.
- Delhi Information Bureau (2008). *Directory of Top NGOs in India*. Delhi: Jain Book Depot.
- Farrington, J., & D.J. Lewis (eds) (1993). "Government Initiatives to Collaborate with NGOs in India," in *Non-Governmental Organisations and the State in Asia*. London: Routledge, pp. 174-185.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. New York: McGraw-Hill.
- ICSSR. *Trend Reports: Ministry of Education*. ICSSR: New Delhi.
- Kothari, C. R. (1990). *Research Methodology*. New Delhi: New Age Publishing House.
- Kumar, Ranjeet (1999). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.
- Lynch, M. (2013). *Using Statistics in Social Research*. New York City: Springer.
- Mishra, R. P. (1988). *Research Methodology: A Handbook*. New Delhi: Concept Publishing Company.
- Sjoberg, G., & Nett, R. (1992). *Methodology for Social Research*. Jaipur: Rawat Publications.
- Young, P. V. (1960). *Scientific Social Survey and Research*. New York: Prentice Hall.

