

**JAI NARAIN VYAS UNIVERSITY, JODHPUR
DEPARTMENT OF SOCIOLOGY**

**SYLLABUS
FOUR YEAR UNDERGRADUATION PROGRAMME
IN
SOCIOLOGY
(As Per NEP 2020)**



SEMESTER I & II EXAMINATION SESSION 2026-2027

SEMESTER III & IV EXAMINATION SESSION 2027-2028

SEMESTER V & VI EXAMINATION SESSION 2028-2029

SEMESTER VII & VIII EXAMINATION SESSION 2029-2030 (HONOURS)

SEMESTER VII & VIII EXAMINATION SESSION 2029-2030 (HONOURS WITH RESEARCH)

EXAMINATION SCHEME FOR FOUR YEAR UNDERGRADUATE PROGRAMME (F.Y.U.P.) IN SOCIOLOGY
SEMESTER – I

NHEQF Level	Semester	Course Type	Course code	Course Title	L	P	H/W	Total hours	Credits	Total Credits	CA Marks	EoSE Marks	MM
4.5	1	MJR	09/SOC/MJR/101/T	Introduction to Sociology	L	-	6	90	6	6	30	120	150
		MJR	09/SOC/MJR/102/T	Society In India	L	-	6	90	6	6	30	120	150
		MNR	09/SOC/MNR/101/T	Basic Sociology	L	-	6	90	6	6	30	120	150
		SEC	09/SOC/SEC/101/T	Globalisation & Society	L	-	3	45	3	3	15	60	75

Total Credits 6J+6J+6N+3S+4A=25

SEMESTER – II

4.5	II	MJR	09/SOC/MJR/151/T	Social Problems and Issues	L	-	6	90	6	6	30	120	150
		MJR	09/SOC/MJR/152/T	Social Anthropology	L	-	6	90	6	6	30	120	150
		MNR	09/SOC/MNR/151/T	Social Problems in India	L	-	6	90	6	6	30	120	150
		SEC	09/SOC/SEC/151/T	Contemporary Sociological Importance	L	-	3	45	3	3	15	60	75

Total Credits 6J+6J+6N+3S+4A=25

SEMESTER – III

5	III	MJR	09/SOC/MJR/201/T	Social Thinkers	L	-	6	90	6	6	30	120	150
		MJR	09/SOC/MJR/202/T	Rural Society in India	L	-	6	90	6	6	30	120	150
		MNR	09/SOC/MNR/201/T	Pioneer of Sociology	L	-	6	90	6	6	30	120	150
		MDC	09/SOC/MDC/201/T	Environmental issues and Challenges	L	-	3	45	3	3	15	60	75
		VAC	09/SOC/VAC/201/T	Community Engagement and Service	L	-	3	45	3	3	15	60	75

Total Credits 6J+6J+6N+3MD+3V=24

SEMESTER – IV

5	IV	MJR	09/SOC/MJR/251/T	Basic Social Research	L	-	6	90	6	6	30	120	150
		MJR	09/SOC/MJR/252/T	Urban Society in India	L	-	6	90	6	6	30	120	150
		MNR	09/SOC/MNR/251/T	Social Survey & Research	L	-	6	90	6	6	30	120	150
		MDC	09/SOC/MDC/251/T	Science, Technology and Society	L	-	3	45	3	3	15	60	75

Total Credits 6J+6J+6N+3MD=21

SEMESTER – V

5.5	V	MJR	09/SOC/MJR/301/T	Indian Social thinkers	L	-	6	90	6	6	30	120	150
		MJR	09/SOC/MJR/302/T	Indian Culture and tradition	L	-	6	90	6	6	30	120	150
		MNR	09/SOC/MNR/301/T	Sociology of Environment	L	-	6	90	6	6	30	120	150
		MDC	09/SOC/MDC/301/T	Public Policy	L	-	3	45	3	3	15	60	75
		SEC	09/SOC/SEC/301/T	Disaster Management	L	-	3	45	3	3	15	60	75

Total Credits 6J+6J+6N+3MD+3S=24

SEMESTER – VI

5.5	VI	MJR	09/SOC/MJR/351/T	Tribal Society in India	L	-	6	90	6	6	30	120	150
		MJR	09/SOC/MJR/352/T	Social Change in Modern India	L	-	6	90	6	6	30	120	150
		MNR	09/SOC/MNR/351/T	Society in India	L	-	6	90	6	6	30	120	150
		VAC	09/SOC/VAC/351/T	Ethics and vulnerable section of society	L	-	3	45	3	3	15	60	75

Total Credits 6J+6J+6N+3V=21


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SEMESTER - VII (HONOURS)													
6	VII	MJR	09/SOC/MJR/401/T	Principle of Sociology	L	-	6	90	6		30	120	150
		MJR	09/SOC/MJR/402/T	Classical Sociological tradition	L	-	6	90	6		30	120	150
		MJR	09/SOC/MJR/403/T	Indian Sociology	L	-	6	90	6		30	120	150
		DSE	09/SOC/DSE/401/T	Sociology of Village	L	-	4	60	4		20	80	100
		DSE	09/SOC/DSE /402/T	Sociology of Information Society	L	-	4	60	4		20	80	100
		DSE	09/SOC/DSE /403/T	Education & Society	L	-	4	60	4		20	80	100
		DSE	09/SOC/DSE /404/T	Gender & Society	L	-	4	60	4		20	80	100
DSE – Select any two out of four													
Total Credits = 6I+6I+6I+4DS+4DS =26													

DSE – Select any two out of four

Total Credits = 6J+6J+6J+4DS+4DS =26

SEMESTER - VIII (HONOURS)												
6	VIII	MJR	09/SOC/MJR/451/T	Methodology of Research Methods	L	-	6	90	6	30	120	150
		MJR	09/SOC/MJR/452/T	Theoretical Perspectives in Sociology	L	-	6	90	6	30	120	150
		DSE	09/SOC/DSE/451/T	Sociology of Kinship, Marriage and Family	L	-	4	60	4	20	80	100
		DSE	09/SOC/ DSE/452/T	Comparative Sociology	L	-	4	60	4	20	80	100
		DSE	09/SOC/ DSE/453/T	Population studies	L	-	4	60	4	20	80	100
		DSE	09/SOC/DSE/454/T	Sociology of Change and Development	L	-	4	60	4	20	80	100
		DSE	09/SOC/DSE/455/T	Political Sociology	L	-	4	60	4	20	80	100
		DSE	09/SOC/DSE/456/T	Sociology of Marginalization Communities	L	-	4	60	4	20	80	100

DSE – Select any three out of six

Total Credits = 6J+6J+4DS+4DS+4DS =24

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SEMESTER- VII (HONOURS WITH RESEARCH)													
6	VII	MJR	09/SOC/MJR/401/T	Principle of Sociology	L	-	6	90	6		30	120	150
		MJR	09/SOC/MJR/402/T	Classical Sociological tradition	L	-	6	90	6		30	120	150
		MJR	09/SOC/MJR/403/T	Indian Sociology	L	-	6	90	6		30	120	150
		DSE	09/SOC/DSE/401/T	Sociology of Village	L	-	4	60	4		20	80	100
		DSE	09/SOC/DSE/402/T	Sociology of Information Society	L	-	4	60	4		20	80	100
		DSE	09/SOC/DSE/403/T	Education & Society	L	-	4	60	4		20	80	100
		DSE	09/SOC/DSE/404/T	Gender & Society	L	-	4	60	4		20	80	100

DSE – Select any two out of four

Total Credits = 6J+6J+6J+4DS+4DS =26

SEMESTER- VIII (HONOURS WITH RESEARCH)													
6	VIII	MJR	09/SOC/MJR/451/T	Methodology of Research Methods	L	-	6	90	6		30	120	150
		MJR	09/SOC/MJR/452/T	Advance Research Methods	L		6	90	6		30	120	150
		PRJ	09/SOC/PRJ/451	Dissertation/ Research Project Duration – 6 Months 04 Credits 100 Marks (Internal and Continuous Assessment) 04 Credits 100 Marks(Content Writing) 04 Credits 50 Marks Viva 50 Marks Presentation	-	P	-	-	4+4+4				300

Total Credits = 6J+6J+12PRJ =24

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester I		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	First	
Name of Course	Introduction to Sociology	
Course Code	09/SOC/MJR/101/T	
Course Type	Major	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon completion of this course, students will be able to: • Define the Discipline: Identify the nature and scope of Sociology and its distinct relationship with Anthropology, Economics, and Political Science. • Differentiate Social Units: Distinguish between fundamental social structures like Society, Community, Association, and Institution. • Analyze Social Dynamics: Classify Social Groups (Primary/Secondary) and evaluate the roles of Co-operation, Competition, and Conflict in social interaction. • Evaluate Social Order: Explain the mechanisms of Social Control (Formal/Informal) and the structural basis of Social Stratification. • Understand Individual & Society: Analyze the process of Socialization and the interplay between an individual's Status and Role. • Assess Transformation: Identify the factors driving Social Change and differentiate between Evolution and Progress.	
Credits	6	
Total Marks	30+120= 150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Sociology : Nature and Scope, Relationship with other Social Sciences : Social Anthropology, Economics, Political Science.	18
II	Concepts of Society, Community, Association, Institution	18
III	Social Group : Meaning and Types ; Primary and Secondary Social Processes : Meaning and Types ; Co-operation, Competition and Conflict.	18
IV	Social Control : Formal and Informal; Social Stratification: Basis, forms Status and Role : Basis, forms	18
V	Socialization : Stages, Agencies Social Change : Meaning and Factors; Evolution, Progress.	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Bottomore, T.B. : Sociology (Hindi Tr.available)		
Davis, Kingsley : Human Society (Hindi Tr.available)		
Ginsberg, M. : Sociology (Hindi Tr.available)		
Johnson : Sociology (Hindi Tr.available)		
Maciver and Page : Society (Hindi Tr.available)		
Department of Sociology, Ryers Polytechnique, Toronto : Readings in Sociology (edu.)		
Giddens : Sociology		
Bierstedt, Robert : Social Order		

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester I		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	First	
Name of Course	Society In India	
Course Code	09/SOC/MJR/102/T	
Course Type	Major	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Indian Social Fabric: Evaluate the major features of Indian society, specifically the dialectic between Unity and Diversity and the challenges to National Integration. • Interpret Traditional Frameworks: Explain the philosophical foundations of traditional Hindu society, including the concepts of Purushartha (aims of life) and Ashrama (stages of life). • Deconstruct Social Hierarchies: Critically examine the origin, nature, and functions of the Varna and Jati (Caste) systems, and analyze the shift toward Class stratification in contemporary India. • Evaluate Domestic Institutions: Assess the changing nature and functions of Family and Marriage, including the impact of Social Legislation on the status of women. • Identify Drivers of Social Change: Analyze the processes of Sanskritisation, Westernisation, Secularisation, and Urbanization as key forces reshaping Indian social structures.	
Credits	6	
Total Marks	30+120= 150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Major features of Indian Society and culture, Unity and diversity, National Integration.	18
II	Basic Concepts of traditional Hindu Society : Purushartha, Asharma, Shankar	18
III	Social Stratification : Varna, Jati (caste): Origin, Nature, functions and Changes, class stratification in India	18
IV	Family and Marriage : Nature, functions and changing trends, changing Status of women, social legislations related to marriage, family and women	18
V	Processes of changes: Sanskritisation, Westernisation,secularisation, Urbanization	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Prabhu, P.N. : Hindu Social Organisation (Hindi Tr.available)		
Kapadia : Marriage and Family in India (Hindi Tr.available)		
Hutton : Caste in India (Hindi Tr.available)		
Government of India : Social Legislation		
Karve, J. : Hindu Society-An Introduction		
Srinivas, M.N. : Social Change in Modern India		
Vedalkar, Haridutt : Hindu PariwarMimansa		
Pannikar, K.M. : Hindu Society at Cross Roads		
Saxena, Ramnarayan : Bharatiya Samaj aur SamajikSansthayen		
Indra Deva : Bharatiya Samaj		
Prasad, Narmadeshwar : Jati Vyavastha		
Mandelbaum, D.G. : Society in India		
Atal Yogesh : Changing Indian Society		
Atal Yogesh : Indian Society		


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Four Year Undergraduate Programme (Sociology) Syllabus, Semester I		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	First	
Name of Course	Basic Sociology	
Course Code	09/SOC/MNR/101/T	
Course Type	Minor	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: ☐ Define the Sociological Perspective: Articulate the meaning, nature, and scope of Sociology and distinguish its methodology and focus from related disciplines like Geography, Political Science, Economics, and Anthropology. ☐ Analyze Social Units: Identify and differentiate between fundamental social entities, including Society, Community, Association, and Institutions, while explaining the role of Culture in shaping them. ☐ Categorize Social Interactions: Classify social processes into Associative (Cooperation, Assimilation, etc.) and Dissociative (Conflict, Competition) and evaluate their impact on social integration. ☐ Deconstruct Group Dynamics: Explain the characteristics and significance of various Social Groups, distinguishing between Primary/Secondary, In-group/Out-group, and the psychological impact of Reference Groups. ☐ Examine Structural Inequality: Analyze the concepts of Social Stratification and Differentiation, specifically how Caste, Class, and Gender create hierarchical structures in society. ☐ Evaluate Individual Roles: Define the complexities of Status and Role, including advanced concepts like Status Sets, Role Conflict, and Role Sets, and how they are governed by Norms and Values. ☐ Synthesize Social Continuity and Change: Explain the mechanisms of Socialization (theories and agencies) and Social Control, while critically assessing theories of Social Change, Evolution, and Progress.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week		6
Unit	Topic	No of Lecture/ Contact Hours
I	Sociology – Meaning and definition, Nature and Scope of Sociology, Meaning and definition, Relationship of sociology with: Political Science, Economics, Geography, Social Anthropology	12
II	Society : Meaning and definition, Characteristics, Types, Community, Association, Institution, Culture	12
III	Social Processes :Meaning and types Associative processes: Cooperation, Assimilation, Accommodation, Integration Dissociative processes: Competition, Conflict, Social Groups: Concept, Characteristics and types, Primary and Secondary groups, Formal and Informal groups, In-group and Out-group, Reference group	12
IV	Inequality, Differentiation and Social Stratification Meaning and concept Forms of social stratification: Caste, Class, Gender Status and Role: Concept, Status set, Status sequence, Multiple role, Role set, Role conflict Norms and Values: Concept, Characteristics, Classification	12
V	Socialization Concept : Stages, Agencies, Theories Social Control: Concept, Forms, Agencies Social Change: Meaning and factors, Evolution and Progress Theories	12
Activities		

1. Classroom Discussion and Concept Clarification
2. Short Written Assignments/ Concept Notes
3. Group Discussion and Presentations
4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Karve, I.: Hindu Society-An Introduction
Srinivas, M.N. : Social Change in Modern India
Vedalankar, Haridutt : Hindu PariwarMimansa
Pannikar, K.M. : Hindu Society at Cross Roads
Saxena, Ramnarayan : Bharatiya Samaj aur SamajikSansthayen

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester I		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	FIRST	
Name of Course	Globalisation & Society	
Course Code	09/SOC/SEC/101/T	
Course Type	Skill Enhancement Course	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: Analyze the LPG Framework: Define and explain the emergence and characteristics of Globalization, Liberalization, and Privatization, identifying the shift toward neoliberal economic policies. Evaluate Multidimensional Impacts: Examine the Economic, Technological, Political, and Cultural dimensions of globalization and how they interconnect to create a "global village." Assess Global Risks: Critically evaluate the negative consequences of global integration, such as Rising Inequality, Environmental Degradation, and Consumerism, and their effects on health and security. Critique the Indian Experience: Analyze the specific impact of globalization on Indian Culture, Education, Religion, and the Status of Women, recognizing both opportunities and challenges. Interpret Resistance and Hybridity: Explain the rise of Alter-Globalization movements and the cultural tension between Hybridity (blending of traditions) and Cultural Imperialism (dominance of Western culture).	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Globalization : Meaning, characteristics of Globalization , Emergence of Globalization, Liberalization- Meaning & characteristics , Privatization- Meaning & characteristics	9
II	Dimensions of Globalization : Economic, Technological , Political, Cultural	9
III	Consequences of Globalization : Rising Inequality, Environmental Degradation ,Consumerism ,Health and Security	9
IV	Impact of Globalization in Indian Context: Cultural Impacts ,Impact on Education , Impact on Religion, Impact on Women	9
V	Global Social Movements and Resistance : The Alter-Globalization Movement: Grassroots resistance against neoliberalism and the perceived undemocratic nature of institutions like the IMF and World Bank. Hybridity: The emergence of new cultural forms from the mixing of different traditions. Cultural Imperialism: The fear that Western (specifically American) culture is erasing local traditions.	9
Activities		
- Classroom Discussion and Concept Clarification - Short Written Assignments/ Concept Notes - Group Discussion and Presentations - Case study / Contemporary Issue Analysis - Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
- Anupama Globalization and Society, Wisdom Press (ISBN) (CBCS) - Bhagawati, Jagdis, In Defence of Globalization, Oxford Univ Press, Delhi 2004		
Reference Readings		
- Pathak, A., Modernity, Globalization and Identity: A Reflexive Quest, Delhi: Aakar Books, 2006 - Singh, Y. Culture Change in India: Identity and Globalization. Jaipur: Rawat, 2006. - Sengupta, A., Reforms, Equity and the IMF: An Economist's World, Delhi: Har-Anand Publications PVT limited, 2009 - Jha, Avinash, Background to Globalisation, Centre for education and documentation. Mumbai, 2000 - Arjun Appadurai, Modernity at large: Cultural Dimensions of Globalization, Delhi, OUP, 1997 - Joseph E. Stiglitz, Globalization& its Discontents, W.W. Norton & Company, 2002		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester II		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Second	
Name of Course	Social Problems and Issues	
Course Code	09/SOC/MJR/151/T	
Course Type	Major	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Course Learning Outcomes (CLOs) Upon successful completion of this course, students will be able to: • Analyze Social Disorganization: Distinguish between Social Organization and Social Disorganization, and evaluate the underlying causes and systemic consequences of social problems. • Examine Criminology and Youth Deviance: Analyze the types and causes of Crime and Juvenile Delinquency, while exploring the sociological triggers behind student unrest and violence. • Evaluate Domestic and Gender-Based Issues: Critically assess problems within the institutions of marriage and family, such as Child Marriage, Dowry, and Divorce, and identify the roots of crime against women. • Assess Behavioral and Global Threats: Evaluate the social impact of substance abuse (Alcoholism/Drug Addiction) and global threats like Terrorism and Illiteracy. • Analyze Socio-Economic Challenges: Examine the structural causes and interconnections between Poverty, Unemployment, Corruption, and Population Explosion in the modern world	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Concepts of Social organization : Social disorganization and Social Problem, Causes and consequences of Social disorganization and Social Problem	18
II	Crime : types, causes and consequences. Juvenile delinquency : causes and consequences Students unrest and violence.	18
III	Problems related to marriage and family; Child Marriage, dowry, divorce, Prostitution, crime against women.	18
IV	Alcoholism, Drug-addiction, Terrorism, Illiteracy	18
V	Poverty, Unemployment, Corruption, Population explosion	18
Activities 1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book Elliott and Merrill : Social Disorganisation Madan: Indian Social Problems (Vol. I) Spicer : Human Problems and Technological Change Ahuja, Ram : Social Problems in India Ahuja, Ram : Drug Abuse Ministry of Home Affairs : Crime in India		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester II		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Second	
Name of Course	Social Anthropology	
Course Code	09/SOC/MJR/152/T	
Course Type	Major	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Define Anthropological Foundations: Articulate the definition and scope of Anthropology and identify the various racial elements that constitute the diverse Indian population. • Evaluate Theoretical Perspectives: Critically examine and compare the major schools of anthropological thought, including Evolutionism, Diffusionism, and Functionalism, in the context of cultural development. • Analyze Tribal Social Structure: Describe the demographic background of Tribal India and analyze their unique systems of family, marriage, kinship, and the specific status of women within these communities. • Examine Primitive Institutions: Assess the functional role of Economy, Religion, Magic, and Primitive Law in tribal societies and how these differ from modern institutional frameworks. • Assess Policy and Resistance: Identify the core problems of Indian tribes, analyze the characteristics of Tribal Movements, and evaluate the effectiveness of Tribal Welfare programs and Constitutional Provisions (like the 5th and 6th Schedules).	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Anthropology : Definition and Scope, racial elements in Indian population.	18
II	Concept of culture, evolutionism, diffusionism and functionalism,	18
III	Tribal India : Demographic Background, family, marriage, kinship, Status of Women.	18
IV	Tribal India : Economy, Religion, Magic, Primitive Law	18
V	Problems of Indian Tribes, Tribal Movement (characteristics and main issues), Tribal Welfare and constitutional provisions.	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Dube, S.C. : Manav Aur Sanskriti		
Government of India : Adivasi		
Herskovits : Cultural Anthropology		
Majumdar and Madan : An Introduction to Social Anthropology		
Tribal Research Institute : Rajasthan ke Adivasi		
Singh K.S. : Tribal Movements in India (Part I,II)Singh K.S. : The Scheduled Tribes		
Mayor, Lucy : Introduction to social Anthropology		
Beals and Hoiser, : An Introduction to social Anthropology		
Doshi, S.L. : SamajikManavshastra		
Singh, K.S. : Tribal Situation in IndiaDube, S.C. : Tribal Heritage in India		
Ghurye, G.S. : Caste and Race in India		
Government of India : Approaches to Tribal Integration		
Bernard Alan and Janathan Spencer : Encyclopedia of Social and Cultural Anthropology		
Moore, Henrietta, L.(Ed) : Anthropological Theory Today		
Levinson David and Melvin Emper (Ed) : Encyclopedia of Cultural Anthropology, (Vol. I to IV)		
Ortner Sherry B. : Theories in Anthropology since Sixties in Comparative study in Society and History, (Vol.26 no.IPP 1 to 6-166)		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester II		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Second	
Name of Course	Social Problems In India	
Course Code	09/SOC/MNR/151/T	
Course Type	Minor	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Conceptualize Social Deviance: Define the concept of a Social Problem and apply various sociological approaches to analyze their types, underlying causes, and systemic impacts. • Evaluate Socio-Economic Barriers: Critically examine the interlinked nature of Poverty, Unemployment, and Population Explosion, and assess the social roots of Beggary and Illiteracy. • Analyze Threats to National Integration: Evaluate the tensions between Communalism and Secularism, and analyze the impact of Regionalism and Terrorism on social stability and national unity. • Examine Behavioral and Ethical Issues: Analyze the social and health implications of Substance Abuse (Drugs/Alcohol) and the economic consequences of Corruption and Black Money. • Assess Gender and Domestic Vulnerabilities: Identify and evaluate the roots of Domestic Violence, Child Abuse, and Prostitution, while analyzing the legal and social frameworks designed to curb violence against women.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Social Problems – Concept and Approaches, Causes of Social Problems and its Types	18
II	Poverty, Unemployment, Population Explosion, Beggary, Illiteracy	18
III	Communalism, Secularism, Regionalization, Terrorism	18
IV	Drug Abuse and Drug Addiction, Alcoholism	18
	Corruption, Black Money	18
V	Child Abuse' Domestic Violence, Violence Against Women, Prostitution	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Elliott and Merrill : Social Disorganisation		
Madan: Indian Social Problems (Vol. I)		
Spicer : Human Problems and Technological Change		
Ahuja, Ram : Social Problems in India		
Ahuja, Ram : Drug Abuse		
Ministry of Home Affairs : Crime in India		

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester II		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Second	
Name of Course	Contemporary Sociological Importance	
Course Code	09/SOC/SEC/151/T	
Course Type	Skill Enhancement Course	
Level of the course (As per annexure - I)	100-199	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Spatial Structures: Evaluate the composition of Indian society by distinguishing between Village, Town, and City structures and analyzing the dynamic Rural-Urban linkages. • Apply Theoretical Perspectives: Critically apply Ideological, Historical, Structural, and Functional perspectives to interpret the complex evolution and organization of Indian social systems. • Assess Pluralism: Examine the depth of Cultural and Ethnic diversity in India, specifically analyzing how language, caste, region, and religious beliefs contribute to the "Unity in Diversity" framework. • Evaluate Tribal Dynamics: Identify the geographical distribution of Tribal Communities and analyze the sociological tensions between Assimilation, Integration, and Assertion, alongside issues of backwardness. • Analyze Threats to Integration: Critically assess the factors affecting National Integration, including the role of Naxalism and the intersection of Politics with Caste and Communalism	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society	9
II	Ideological, Historical, Structural and Functional Perspective to study Indian Society.	9
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices.	9
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe.	9
V	Change and Transformation in Indian Society; Factors affecting National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism.	9
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
1.J, Jennifer. Quinn.S. Brown.R, 2091: Writing for Sociology, University of California, Berkeley.		
2. Uberoi, Patricia, 1993: Family, Kinship and Marriage in India		
3. Bose, N.K.1967: Culture and Society in India		
4. Dube, S.C., 1958: India's Changing Villages.		
5. Karve, Irawati, 1961: Hindu Society: An Interpretation.		
6. Srinivas, M.N., 1963Social Change in Modern India		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester III		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Third	
Name of Course	Social Thinkers	
Course Code	09/SOC/MJR/201/T	
Course Type	Major	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Evaluate Positivism and the Hierarchy of Sciences: Explain Auguste Comte's vision of Sociology as a scientific discipline, specifically analyzing the Law of Three Stages and his ranking of scientific knowledge. • Analyze Materialist Perspectives: Critically examine Karl Marx's theories of Historical and Dialectical Materialism, the nature of Class Conflict, and the psychological impact of Alienation in capitalist societies. • Interpret Social Facts and Solidarity: Identify Emile Durkheim's concept of Social Facts and analyze how the Division of Labour, the sociology of Religion, and types of Suicide reflect the level of social integration. • Deconstruct Subjective Meaning: Articulate Max Weber's definition of Sociology centered on Social Action, the methodology of Ideal Types, and the relationship between Religion (Protestant Ethic) and economic systems. • Assess Cultural Dynamics and Mobility: Analyze Pitirim Sorokin's theories on Cultural Change (Sensate, Ideational, Idealistic) and the mechanisms and directions of Social Mobility.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Auguste Comte : Meaning of Sociology, Law of three stages, Hierarchy of Sciences, Positivism	18
II	Karl Marx : Historical and Dialectical Materialism, Theory of class, Social Change, Alienation.	18
III	Emile Durkheim : Social fact, Division of Labour, Suicide, Religion	18
IV	Max Weber : Meaning of Sociology, Social Action, Ideal Type, Religion	18
V	Pitrim Sorokin : Sociology – Nature and Method, Theory of cultural change, Social Mobility	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Abraham : Social Thinkers		
Raymond Aron : Main Currents in Sociological Thought, 2 Volumes		
Shamboo Lal Doshi and P.C. Jain : Kari Marx, Max Weber, Emile Durkheim (In Hindi)		
Doshi and Jain : Pramukh Samajshastriya Vicharak-Comte se Meron Tak		
Coser Lewis A – Masters of sociological thought		


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Four Year Undergraduate Programme (Sociology) Syllabus, Semester III		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Third	
Name of Course	Rural Society in India	
Course Code	09/SOC/MJR/202/T	
Course Type	Major	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Define Rural Sociological Frameworks: Explain the concept and development of Rural Sociology and identify the unique features of rural Economy and Polity that define village life. • Analyze Rural Concepts: Differentiate between core concepts such as Peasant Society, Agrarian Structure, and the interplay between Little, Great, and Multiple Traditions. • Examine Village Social Order: Critically assess the influence of Family, Caste, Kinship, and Gender on village social structure, while evaluating the roles of Village and Caste Panchayats. • Evaluate Transformation Drivers: Analyze how Urbanization and Globalization have altered traditional village systems and the Rural-Urban Continuum. • Assess Agrarian Crisis: Examine the causes and consequences of Agrarian Distress (Indebtedness, Poverty, and Suicide) and evaluate the history and impact of Agrarian Movements in India	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Introduction to Rural Sociology :Concept of Rural Sociology & its Development Features of Economy & Polity in relation to village	18
II	Basic Concepts: Village, Peasant Society, Agrarian Structure, Little, Great & Multiple traditions, Rural-Urban Continuum	18
III	Social Structure of Village : Family, Caste, Kinship and Gender Religion and Village LifeFormal and Informal Administrative Structures: Village Panchayats, Caste Panchayat	18
IV	Change in Indian Village Structure Impact of Urbanization & Globalization in Village Systems	18
V	Agrarian Distress in Villages: Suicide, Indebtedness, Poverty Agrarian Movement in India	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Gahlot, Rishabh , Rural Sociology, 2023, Ashish books (APH) New Delhi		
Desai A.R., 1959: Rural Sociology India, Popular Prakashan, Bombay.		
Rao M.S.A., 1874: Urban Sociology in India, Orient Longman, New Delhi.		
Desai A.R., 1979: Rural Sociology, India in Transition, Popular Prakashan, Bombay.		
D'Souza Alfred, 1978: The Indian City, Poverty, Ecology and Urban Development, Manohar Publication, New Delhi.		
Ramkrishana Mukarjee, 1957: The Dynamics of Rural Society, Berlin.		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester III		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Third	
Name of Course	Pioneer of Sociology	
Course Code	09/SOC/MNR/201/T	
Course Type	Minor	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Historical Triggers: Evaluate how the French Revolution and the Industrial Revolution created the social crises that led to the emergence of Sociology as a formal discipline. • Evaluate Positivist Foundations: Explain Auguste Comte's "Law of Three Stages" and Herbert Spencer's application of biological "Social Evolution" to the study of social structures. • Deconstruct Conflict Theory: Critically analyze Karl Marx's materialist interpretation of history, the mechanics of Class Struggle, and the phenomenon of Alienation in industrial labor. • Interpret Rationalization and Authority: Assess Max Weber's theories on Bureaucracy, the types of Power and Authority, and the cultural link between the Protestant Ethic and the rise of Capitalism. • Synthesize Social Integration: Analyze Emile Durkheim's concepts of Social Facts and the Division of Labour, and explain how his studies on Suicide and Religion demonstrate social solidarity.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Pioneer of Sociology : Foundations of Social Thought, Emergence of Sociology, French Revolution, Industrial Revolution	18
II	Pioneers of Sociology: Comte – Positivism, classification of science, Three stages of law, Spencer – Methodology, Social evolution	18
III	Karl Marx – Historical materialism, Dialectical materialism,Class struggle, Alienation	18
IV	Max Weber – Action, Power & Authority, Bureaucracy, Protestant ethic and the spirit of capitalism	18
V	Emile Durkheim – Division of labour, Social facts, Suicide, Religion	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Coser, L.A. - <i>Masters of Sociological Thought</i> .		
Abraham & Morgan - <i>Sociological Thought</i> .		
Bottomore, T.B. - <i>Sociology: A Guide to Problems and Literature</i>		

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester III		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Third	
Name of Course	Environmental Issues and Challenges	
Course Code	09/SOC/MDC/201/T	
Course Type	Multidisciplinary	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Deconstruct Environmental Perspectives: Analyze the multiple meanings of "environment" and evaluate different sociological and scientific approaches to diagnosing and solving environmental problems. • Evaluate Ecosystem Services & Sustainability: Examine the functions of various Ecosystems (especially in the Indian context) and assess the scope of Sustainable Development and consumption patterns. • Analyze Environmental Politics & Policy: Critically assess national and international treaties, including the Convention on Biological Diversity and frameworks like Millennium Ecosystem Services, while understanding the politics of ecosystem management. • Assess Biodiversity & Resource Management: Identify India's Biodiversity Hotspots and evaluate threats to endangered species arising from habitat loss, poaching, and modern consumerism. • Compare Conservation Strategies: Differentiate between State-led and Community-driven conservation models, and evaluate the effectiveness of national laws and restoration ecology in mitigating human-wildlife conflict.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Introduction to environmental studies Meanings of environment, multiple ways of seeing it, multiple ways of diagnosing the 'environmental problem' and hence different solution Evolution of the concept	9
II	Ecosystems Scope of sustainable development and sustainable consumption. Concept and types of ecosystems, their functions (ecosystem services) and interdependence especially in Indian context.	9
III	National and international politics, treaties and politics of ecosystems management including Payment for Ecosystem services, Millennium Ecosystem Services, Convention of Biological Diversity, Social and economic importance of various ecosystems for specific socio-economic groups	9
IV	Biodiversity Conservation Concept of biodiversity, biodiversity resources of India (biodiversity hotspots), and endangered and endemic species. Threats to biodiversity from habitat loss, poaching, and unsustainable lifestyle/consumerism	9
V	Human-wildlife conflict, State-led conservation, community driven conservation, restoration ecology, international and national laws, policies and Institutions of Conservation.	9
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Hannigan, J. (2022). <i>Environmental sociology</i> (4th ed.). Routledge.		
Gupta, A. (2025). <i>Environmental issues and challenges</i> (1st ed.). Routledge India.		
Stoddart, M. C. J., Lahsen, M., & Swarnakar, P. (2026). <i>Understanding environmental sociology</i> . Edward Elgar Publishing.		
Shiva, V. (2008). <i>Soil not oil: Environmental justice in an age of climate crisis</i> . South End Press.		
Gadgil, M., & Guha, R. (1995). <i>Ecology and equity: The use and abuse of nature in contemporary India</i> . Penguin Books.		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester III		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Third	
Name of Course	Community Engagement and Service	
Course Code	09/SOC/VAC/201/T	
Course Type	Value Added Course	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Synthesize Conceptual Frameworks: Distinguish between "Charity" and "Social Responsibility" while applying the Gandhian philosophies of Gram Swaraj and Nai Talim to modern community service. • Apply Sociological Perspectives: Analyze the role of Social Capital, collective efficacy, and the "Third Sector" (NGOs) in fostering community resilience and democratic participation. • Analyze Rural-Urban Dynamics: Evaluate the structural challenges of the Indian village (Caste, 73rd Amendment) and urban centers (Slums, Digital Divide), while utilizing platforms like UBA and NSS for intervention. • Address Multi-Sectoral Issues: Design and promote awareness campaigns for critical local issues, including Swachh Bharat (Sanitation), digital literacy, environmental sustainability, and the role of Self-Help Groups (SHGs) in livelihood. • Demonstrate Engagement Skills: Utilize diverse communication tools—such as Nukkad Natak (Street Plays) and Digital Advocacy—to bridge the gap between community needs and government schemes like MGNREGA. • Execute Field-Based Research: Conduct a micro-intervention project using reflective models (e.g., "What? So What? Now What?") and document impact through professional field journals and case studies	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week		6
Unit	Topic	No of Lecture/ Contact Hours
I	Foundations of Community Engagement: Conceptual Framework: Defining Community, Engagement, and Service Learning; The shift from "Charity" to "Social Responsibility", Historical Context in India: The Gandhian philosophy of <i>Gram Swaraj</i> (Village Self-rule) and <i>Nai Talim</i> (Basic Education), Sociological Perspectives: Understanding Social Capital (Robert Putnam), Collective Efficacy, and the role of the "Third Sector" (NGOs and Civil Society).	9
II	Rural and Urban Community Dynamics in India, The Indian Village: Understanding caste hierarchies, agrarian relations, and the role of the Gram Panchayat (73rd Amendment), Urban Marginalization: Issues of urban slums, informal labor, and the "Digital Divide" in metropolitan centers, Government Initiatives: Overview of Unnat Bharat Abhiyan (UBA) and the National Service Scheme (NSS) as platforms for student engagement.	9
III	Health and Sanitation: Promoting the <i>Swachh Bharat Abhiyan</i> ; addressing malnutrition and menstrual hygiene, Education and Literacy: Digital literacy campaigns and supporting primary education in government schools, Environmental Sustainability: Water harvesting, waste management, and climate change awareness at the local level, Livelihood and Self-Help Groups (SHGs): Understanding the role of microfinance and women's collectives in poverty alleviation.	9
IV	Skills for Effective Engagement, Communication Skills: Using <i>Nukkad Natak</i> (Street Plays), folk media, and community radio for social awareness, Leadership and Teamwork: Managing group dynamics, conflict resolution, and collaborative problem-solving. Advocacy and Networking: How to bridge the gap between	9

	community needs and government schemes (Public Distribution System, 9MGNREGA), Digital Advocacy: Using social media responsibly for community mobilization and awareness.	
V	The Fieldwork Project: Identifying a local problem and designing a micro-intervention, Documentation Skills: Writing field journals, case studies, and impact assessment reports, Reflective Practice: The "What? So What? Now What?" model of reflection to internalize learning, Sustainability and Exit Strategy: Ensuring that the community benefit continues after the student's project ends.	9
Activities 1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book • Bandy, J. (2025). <i>Service learning and community engagement: A practitioner's guide.</i> Vanderbilt University Center for Teaching. • Chakrabarty, B., & Pandey, R. K. (2024). <i>Local governance in India</i> (2nd ed.). SAGE Publications India. • Dasra. (2024). <i>The power of many: Strengthening community engagement in India.</i> Dasra Reports. • Pandey, R. K. (2025). <i>Community engagement and social responsibility in higher education.</i> Routledge India. • Singh, M., Bhatt, P., Singh, W., & Pareek, K. S. (2023). <i>Community engagement in higher education.</i> Routledge India. • University Grants Commission. (2026). <i>Fostering social responsibility & community engagement in higher education institutions in India 2.0.</i> UGC India.		

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester IV		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Fourth	
Name of Course	Basic Social Research	
Course Code	09/SOC/MJR/251/T	
Course Type	Major	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Master the Research Process: Define the meaning and purpose of Social Research and Surveys, and demonstrate the ability to execute the major steps of a research design, including the Case Study method. • Apply Scientific Rigor: Evaluate the applicability of Scientific Methods in social sciences and formulate testable Hypotheses using an interdisciplinary approach. • Utilize Data Collection Tools: Select and implement appropriate qualitative and quantitative techniques, such as Observation, Interviews, Schedules, and Questionnaires, based on the research context. • Execute Sampling and Reporting: Apply various Sampling procedures (Probability and Non-Probability) and demonstrate proficiency in data processing, interpretation, and professional Report Writing. • Perform Statistical Analysis: Utilize Elementary Statistics to summarize data, specifically calculating and interpreting measures of central tendency, including Mean, Median, and Mode.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Social Research and Social Survey : Meaning and purpose, Major steps in social research; case study method.	18
II	Scientific methods and its applicability in social research, Concept, Interdisciplinary approach, Hypothesis :	18
III	Techniques of data collection : Observation, interview, schedule and questionnaire	18
IV	Sampling : Procedures and types of samples Processing and interpretation of data, Report writing	18
V	Elementary Statistics : Uses and limitations of Statistics Measures of central tendency : Mean. Mode and Median	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Goode and Hatt : Methods in Social Research		
Hagood : Statistics for Sociologist		
Young, P.V. : Scientific Social Survey and Research		
Nachmias & Nachmias – Research Methods in social sciences		
Mueller & Schuessler – Statistical Reasoning in Sociology		
SDSEizz Jahoda & others : Research Methods in Social Relations		
Moser, C.A. : Survey Methods in Social Investigation		
Ahuja, Ram : Social Research		
C.L.Sharma : SamajikAnusandhan aur SaravekshanPadhathiya		
B.N.Ghosh : Scientific Method & Social Research.		


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Four Year Undergraduate Programme (Sociology) Syllabus, Semester IV		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Fourth	
Name of Course	Urban Society in India	
Course Code	09/SOC/MJR/252/T	
Course Type	Major	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Evaluate Classical Urban Traditions: Analyze how foundational theorists—Durkheim (Social Solidarity), Marx (Industrial Centers), Weber (The City as a Power Structure), and Tönnies (Gemeinschaft vs. Gesellschaft)—conceptualized the transition to urban life. • Analyze Urbanism as a Way of Life: Critically examine Georg Simmel's perspective on the mental life of the metropolis, Louis Wirth's definition of urbanism, and Robert Redfield's framework of the Rural-Urban Continuum. • Examine Indian Urbanization Trends: Identify the emerging trends and factors driving urbanization in India and evaluate the diverse classification of Urban Centres, Cities, and Towns. • Assess Industrial-Urban Impacts: Evaluate the growth of the industrial-urban base and its profound impact on social stratification, specifically the shifting dynamics of Caste, Class, Gender, and the Family structure. • Identify Urban Challenges: Analyze the socio-environmental consequences of rapid city growth, focusing on Migration, the housing crisis, Slum development, and escalating urban environmental problems.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Classical Sociological Traditions on Urban and City Dimensions: Emile Durkheim. Karl Marx, Max Weber and Tonnies.	18
II	George Simmel: Metropolis: Louis Writh: Urbanism Redfield: Rural-Urban Continuum.	18
III	Urban Sociology in India: Emerging Trends in Urbanisation. Factors Of Urbanisation, Social Consequences of Urbanisation. Classification of Urban Centres, Cities and Towns,	18
IV	Industrial Urban Base, its growth and special features. Changing Occupational Structure, and its Impact on Social Stratification-Class, Caste, Gender, Family.	18
V	Indian city and its growth: Migration, Problems of housing. Slum development. Urban environmental problems	18
Activities		
1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Pickwance C. G. (ed) 1976: Urban Sociology: Critical Essays, Methuen.		
Saunders peter 1981: Social Theory and Urban Question. Hutchinson.		
Bose Asthish 1978: Studies in India Urbanisation 1909-1971. Tata Mc Graw Hill.		
Abrahamson M 1976: Urban Sociology Englewool. Prentice Hall.		


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Ronnan, Paddison, 2009: Handbook of Urban Studies, Sage: India
Bharadwaj, R.K. 1974: Urban Development in India National Publishing House.
Gold, Harry, 1982: Sociology of Urban Life. Prentice Hall, Englewood Cliff.
Colling, Worth, J. B. 1972: Problems of Urban Society Vol. 2. George and Unwin Ltd.
Alfred de Souza 1979: The Indian City: Poverty, Ecology and Urban Development. Manohar, Delhi.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester IV		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Fourth	
Name of Course	Social Survey & Research	
Course Code	09/SOC/MNR/251/T	
Course Type	Minor	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Distinguish Research Frameworks: Define the meaning and purpose of Social Surveys and Social Research, and execute the systematic, major steps required to conduct a sociological study. • Apply Scientific Rigor: Utilize the Scientific Method in social investigations and demonstrate the ability to formulate clear Concepts and testable Hypotheses. • Master Data Collection & Design: Select and implement appropriate Research Designs and data collection techniques, including Interviews, Questionnaires, Schedules, and Observation. • Execute Sampling & Analysis: Apply various Sampling Methods to ensure representative data and perform basic quantitative analysis using Measures of Central Tendency (Mean, Median, and Mode). • Evaluate Qualitative Methods: Apply in-depth qualitative tools such as the Case Study Method, Content Analysis, Oral History, and Life History to capture complex social meanings.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Social Survey: Meaning and purpose, Types, Social Research: Meaning and purpose, Major steps in social research	9
II	Scientific method in Social Research, Hypothesis & Concept	9
III	Techniques of data collection: Interview, Schedule and Questionnaire, Observation	9
IV	Research Design and its Types, Sampling Method Measures of Central Tendency	9
V	Case Study Method, Content Analysis, Oral History and Life History	9
Activities 1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book Young, P.V. : Scientific Social Survey and Research Nachmias & Nachmias – Research Methods in social sciences Mueller & Schuessler – Statistical Reasoning in Sociology SDSEizz Jahoda & others : Research Methods in Social Relations Moser, C.A. : Survey Methods in Social Investigation Ahuja, Ram : Social Research C.L.Sharma : SamajikAnusandhan aur SaravekshanPadhathiya		

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VI		
Session 2027-28		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Fourth	
Name of Course	Science, Technology and Society	
Course Code	09/SOC/MDC/251/T	
Course Type	Multidisciplinary	
Level of the course (As per annexure - I)	200-299	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Science as a Cultural Product: Evaluate the "Methods of Science" through sociological lenses, understanding how the social context influences the production and validation of scientific knowledge. • Evaluate Scientific Authority: Deconstruct the "Demarcation Problem" (distinguishing science from non-science) and analyze the autonomy and cognitive authority science holds in modern society. • Examine the Institution of Science: Critique the professionalization of science as a social institution, focusing on the "Ethos of Science" (Mertonian norms) and how scientific labor is organized. • Identify Structural Inequalities: Analyze the social and cultural inequalities within knowledge production, including gender, race, and regional biases, and assess the status of Sociology itself as a science. • Interpret the S&T Relationship: Differentiate between Hierarchical, Symbiotic, and Coalescing perspectives on the relationship between Science and Technology. • Assess Technology as Knowledge: Articulate the philosophical roots of technology and understand "Technology as Knowledge" rather than just a physical tool or application of science.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Science as Culture Methods of Science: Issues and Perspectives. Social Context of Production of Scientific Knowledge.	9
II	Science Demarcation, Autonomy and Cognitive Authority of Science, relation of Applied science with society	9
III	Organization of Production of Scientific Knowledge and Professionalization of Science as Social Institution and Ethos of Science.	9
IV	Inequalities in Science, Knowledge Production: Social and Cultural Contexts, understanding Sociology as Science	9
V	Perspectives on Science - Technology Relationship Hierarchical, Symbiotic and Coalescing. Science and Technology, and their Human Roots: Philosophy of Science and Technology. Technology as Knowledge	9
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
A.F. Chalmers (1976) What is this thing calledScienceMilton Keynes: The Open University Press.		
T.S. Kuhn (1970) The Structure of Scientific Revolutions. Chicago: Chicago University Press (first published in 1962).		
D. Oldroyd (1986) The Arch of Knowledge: An Introductory Study of the Philosophy and Methodology of Science. New York and London: Methuen.		
D. Bloor (1991) Knowledge and Social Imagery. Chicago: The University of Chicago Press (first published in 1976).		
M. Biagioli ed., (1999) The Science Studies Reader. New York: Routledge.		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester V		
Session 2028-29		
Part – A Introduction		
Subject	SOCIOLOGY	
Semester	Fifth	
Name of Course	Indian Social Thinkers	
Course Code	09/SOC/MJR/301/T	
Course Type	Major	
Level of the course (As per annexure - I)	300-399	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Critique Indological and Textual Perspectives: Analyze the contributions of G.S. Ghurye, Radha Kamal Mukerjee, and Louis Dumont in understanding Indian society through classical texts, culture, and the "Dumontian" view of hierarchy. • Evaluate Structural-Functionalism: Examine how M.N. Srinivas, S.C. Dube, and McKim Marriott applied fieldwork and functional analysis to study village structures, Sanskritization, and the "Little and Great Traditions." • Analyze Marxist Frameworks: Apply the materialist and dialectical perspectives of D.P. Mukerjee, A.R. Desai, and Ramkrishna Mukerjee to analyze class conflict, the Indian national movement, and economic changes. • Compare Cultural and Civilizational Lenses: Contrast Yogendra Singh's focus on the modernization of tradition with the Civilizational perspective of N.K. Bose and Surajit Sinha, while evaluating Andre Béteille's work on social stratification. • Interpret Subaltern and Marginalized Perspectives: Critically assess the "view from below" through the works of B.R. Ambedkar, Ranajit Guha, and David Hardiman, focusing on caste oppression and grassroots resistance.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Indological / Textual Perspective- Radha Kamal Mukerjee, G. S. Ghurye, Louis Dumont	18
II	Structural-Functional Perspectiv- M. N. Srinivas, S. C. Dube, McKim Marriott	18
III	Marxist Perspective- D. P. Mukerjee, A. R. Desai, Ramkrishna Mukerjee	18
IV	Cultural Perspective – Yogendra Singh, Stratification Perspective – Andre Béteille , Civilization Perspective – N. K. Bose, Surajit Sinha	18
V	Subaltern Perspective, B. R. Ambedkar, Ranajit Guha, Hardyman	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Abraham : Social Thinkers		
Raymond Aron : Main Currents in Sociological Thought, 2 Volumes		
Shambo Lal Doshi and P.C. Jain : Kari Marx, Max Weber, Emile Durkheim (In Hindi)		
Doshi and Jain : Pramukh SamajshastriyaVicharak-Comte se Meron Tak		
Coser Lewis A – Masters of sociological thought		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester V
Session 2028-29

Part – A Introduction

Subject	SOCIOLOGY
Semester	Fifth
Name of Course	Indian Culture and Tradition
Course Code	09/SOC/MJR/302/T
Course Type	Major
Level of the course (As per annexure - I)	300-399
Pre- requisite for the course (if any)	N/A
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Foundations of Indian Society: Explain the core characteristics of Indian society and culture, with a specific focus on the philosophical concepts of Unity in Diversity and Vasudhaiva Kutumbakam (The World is One Family). • Evaluate Cultural Transformations: Critically assess the impact of Globalization and Westernization on Indian traditions while identifying the historic and contemporary contributions of Indian culture to the global stage. • Deconstruct Social Institutions: Analyze the structural shifts in Family (Joint vs. Nuclear) and Marriage, and evaluate how customs and traditions adapt to changing social environments. • Examine Contemporary Social Issues: Identify and critique the "Changing Face" of social problems, including the sociological implications of Live-in Relationships, Homosexuality, and Digital Relationships. • Assess Digital Threats: Analyze the misuse of social media and the rise of Cybercrime as modern challenges to social order and individual security. • Synthesize Identity and Change: Evaluate the drivers of Social Change and analyze the tensions between Regionalism, Ethnic Conflict, and Tribal Identity in the context of national integration.
Credits	6
Total Marks	150

Part B Contents of the Course

Unit	Topic	No of Lecture/ Contact Hours
I	Indian Society : Main characteristics, Indian Culture: main characteristics, Unity in Diversity, concept of Vasudhaiva Kutumbakam.	18
II	Impact of Globalization on Indian Culture, Contribution of Indian Culture to the World, Westernization.	18
III	Social Institutions : Family, Joint and Nuclear Family, Customs, Traditions, Marriage - Meaning, Types, Social Issues : Traditional Social Problems,	18
IV	Changing Face of Social Problems, Homosexuality, Live-in- Relationship, misuse of social media, Digital Relationship, Cybercrime.	18
V	Social Change : Meaning, Type, Other Issues - Regionalism and Cultural Identity, Ethnic Conflict, Tribal Identity.	18

Activities

6. Classroom Discussion and Concept Clarification
7. Short Written Assignments/ Concept Notes
8. Group Discussion and Presentations
9. Case study / Contemporary Issue Analysis
10. Debates and Integrative Session

Part – C Learning Resources

Recommended Book
 Barnes, J.A. 1971: Three Styles in the Study of Kinship, London: Tavistock.
 Fortes, M. 1980: Time and Social Structure and Other Essays: London Athlone Press.
 Fox, Robin 1967: Kinship and Marriage : An Anthropological Perspective.

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Banks, J.A. 1972: The Sociology of Social Movements, London: Macmillan.
Desai, A.R. Ed 1979: Peasant Struggles in India,
Bombay: Oxford University Press.
Pickwance C. G. (ed) 1976: Urban Sociology: Critical Essays, Methuen.
Saunders peter 1981: Social Theory and Urban Question. Hutchinson.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester V		
Session 2028-29		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Fifth	
Name of Course	Sociology of Environment	
Course Code	09/SOC/MNR/301/T	
Course Type	Minor	
Level of the course (As per annexure - I)	300-399	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Define the Socio-Environmental Nexus: Articulate the definition, scope, and importance of Environmental Sociology and analyze the social management of natural resources like Forest, Water, and Land. • Analyze Ecosystem Dynamics: Explain the concept, structure, and functions of various Ecosystems and identify how social stability depends on healthy ecological types. • Evaluate Environmental Hazards: Critically assess the causes of Environmental Degradation (Air, Water, Noise, and Soil pollution) in India and identify the proactive role of society in pollution prevention. • Critique Development and Displacement: Analyze the sociological impact of developmental projects, specifically the challenges of Displacement, Relocation, and resulting environmental problems. • Interpret Global Environmentalism: Evaluate Global Environmentalism as a challenge to the "Post-Materialism" thesis and examine the interplay between Environment, Technology, and Society. • Advocate for Environmental Justice: Understand the principles of Environmental Justice and evaluate existing policies and collective actions aimed at equitable resource distribution and protection.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Environmental Sociology: Definition, scope and importance of environment; Natural Resources- Forest, Water, Land	9
II	Eco-System: Concept of ecosystem; Structure, functions and types of ecosystems	9
III	Environmental Hazards in India: Environmental degradation –Air, Water, Noise, Soil pollution, Hazards Pollution; Role of Society in prevention of pollution	9
IV	Development, Displacement, Relocation and Environ- mental Problems. Global Environmentalism : A Challenge to Post Materialism thesis,	9
V	Environment, Technology and Society, Environmental Justice : Policy and Action	9
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
1. Erach Bhaurucha (2004), Environmental Studies, UGC, New Delhi		
2. Gould, Ken and Tammy Lewis (2004), Environmental Sociology, Second Edition, New York, Oxford University		
3. Jadhav, H &Bhosale, V.M. 1995. Environmental Protection and Laws, Himalaya Pub. House, Delhi		
4. Suresh K. Dhameja - Society and Environment		
5. Thivari - Society and Environment		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester V		
Session 2028-29		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Fifth	
Name of Course	Public Policy	
Course Code	09/SOC/MDC/301/T	
Course Type	Multidisciplinary	
Level of the course (As per annexure - I)	300-399	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Evolution of Public Policy: Define the meaning, nature, and significance of Public Policy and trace its historical evolution as a distinct academic discipline. • Deconstruct the Policy Process: Identify the various types of public policies and explain the conceptual relationship between Public Policy and Public Administration. • Evaluate Policy Contexts: Critically assess the multidimensional environments—Political, Economic, Governing, and Social-Cultural—that shape and constrain policy decisions. • Analyze Institutional Roles: Evaluate the specific functions of the Legislature, Executive, and Judiciary in the policy cycle, while examining the Politico-Administrative Dichotomy within the bureaucracy. • Synthesize the Indian Framework: Analyze the structural foundations of Indian policy-making, including the influence of the Preamble, Federalism, and the Parliamentary system. • Identify Policy Actors: Distinguish between the roles of official makers and influential external actors, such as NGOs, Civil Society, and International Donor Agencies, in the Indian policy landscape.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Introduction to Public Policy Meaning, nature and significance of Public, Evolution of Public Policy as a discipline	9
II	Public Policy Process Types of Public Policy Relationship between Public Policy and Public Administration Conceptual framework of Public Policy, Basis of Policy making, Reasons for the study of Public Policy contexts	9
III	The context of Public Policy- Political, Economic, Governing, Social and cultural Development of the Policy approach	9
IV	Role of institutions/ official policy makers in policy making- Legislature, Executive, Bureaucracy (With reference to Politico-administrative dichotomy), Judiciary	9
V	Public Policy in India: Meaning, Nature, Scope and Significance Public Policy Structural Framework- Preamble, Federalism and Parliamentary system Actors in Policy processes- Government & Non- government Institutions, International Donor Agencies	9
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		


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5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Birkland, T. A. (2026). *An introduction to the policy process: Theories, concepts, and models of public policy making* (6th ed.). Routledge.

Dye, T. R. (2007). *Understanding public policy* (15th ed.). Pearson.

Chakrabarty, B., & Kandpal, P. C. (2025). *Public policy in India: Concepts, ideals, and realities*. Cengage Learning India.

Sapru, R. K. (2024). *Public policy: Formulation, implementation and evaluation*. Sterling Publishers.

Mathur, K. (2003). *Public policy and politics in India: How institutions matter*. Oxford University Press.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester V

Session 2028-29

Part –A Introduction

Subject	SOCIOLOGY
Semester	Fifth
Name of Course	Disaster Management
Course Code	09/SOC/SEC/301/T
Course Type	Skill Enhancement Course
Level of the course (As per annexure - I)	300-399
Pre- requisite for the course (if any)	N/A
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Synthesize Sociological Perspectives on Crisis: Define the nature of disasters and apply theoretical frameworks like Public Sociology, the Sociology of Crisis, and Ulrich Beck's Risk Society to understand how modern societies produce and manage threats. • Categorize and Analyze Disaster Types: Distinguish between natural hazards (Earthquakes, Floods) and anthropogenic/man-made crises (Wars, Industrial/Nuclear disasters, Communal Clashes), analyzing their specific social triggers. • Evaluate India's Strategic Policy: Critique the evolution of India's Disaster Management Policy, emphasizing the shift from reactive relief and rehabilitation to proactive Pre-disaster management and mitigation. • Deconstruct the Institutional Hierarchy: Explain the legal and administrative structure of The Disaster Management Act, 2005, and analyze the vertical coordination between the NDMA, SDMA, and DDMA. • Assess Field Coordination: Evaluate the operational roles and coordination strategies between the NDRF (National Disaster Response Force), paramilitary forces, and NGOs in crisis response. • Design Holistic Recovery Strategies: Formulate plans for post-disaster livelihood restoration and Psychosocial Support, specifically addressing the trauma and PTSD needs of vulnerable groups like children and the elderly.
Credits	3
Total Marks	75

Part B Contents of the Course

Total Lecture Per Week		6
Unit	Topic	No of Lecture/ Contact Hours
I	Concepts, definitions and Nature of disasters, Sociological perspective to disaster management (Public Sociology, Sociology of Crisis, Risk Society)	9
II	Causes and Types of Disasters: Manmade: Famines, floods, earthquakes, epidemics; Natural: wars, industrial, disasters, nuclear disasters. Communal Clashes.	9
III	INDIA'S DISASTER MANAGEMENT POLICY: Disaster relief and rehabilitation, Pre-disaster management, Need of disaster management	9
IV	Institutional Framework and Policy in India: The Disaster Management Act, 2005: Key provisions, Institutional Hierarchy: The roles of the NDMA (National), SDMA (State), and DDMA (District) authorities. Role of Paramilitary and NGOs: The coordination between the NDRF (National Disaster Response Force) and civil society organizations.	9
V	Post-Disaster Recovery and Rehabilitation: Reconstructing housing and restoring livelihoods (e.g., providing seeds to farmers or tools to artisans), Psychosocial Support: Addressing Trauma and Post-Traumatic Stress Disorder (PTSD) in survivors, particularly children and the elderly.	9

Activities

1. Classroom Discussion and Concept Clarification
2. Short Written Assignments/ Concept Notes
3. Group Discussion and Presentations

4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

- Pandey, R. K.** (2025). *Disaster management in India: Policies, institutions, practices*. Routledge India.
- Tierney, K.** (2025). *Disasters: A sociological approach* (2nd ed.). Wiley.
- Drabek, T. E.** (2009). *The sociology of disaster: Fictional explorations of human experiences*. Routledge.
- Shrivastav, A., Singh, D., Saxena, R., Gautam, S., & Chaudhary, D. S.** (2024). *A textbook of disaster management*. Shashwat Publication.
- Modh, S.** (2090). *Introduction to disaster management*. Macmillan Publishers India.
- Kapur, A.** (2090). *Vulnerable India: A geographical study of disasters*. Sage Publications

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VI		
Session 2028-29		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Sixth	
Name of Course	Tribal Society in Indian	
Course Code	09/SOC/MJR/351/T	
Course Type	Major	
Level of the course (As per annexure - I)	300-399	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Evaluate Tribal Origins & Classifications: Analyze the historical evolution of tribes in India and evaluate the academic debates surrounding the "Definition of Tribe" and their geographical/linguistic classifications. • Deconstruct Tribal Social Institutions: Examine the unique features of tribal Marriage, Kinship, and Economic systems, including specialized institutions like Youth Dormitories (Ghotul, etc.) and traditional political structures. • Analyze Core Tribal Grievances: Critically assess the causes of Indebtedness, Land Alienation, and Shifting Cultivation, and evaluate how these contribute to poverty and unemployment within tribal belts. • Assess Transformation & Resistance: Analyze the impact of modernization on tribal identity and evaluate the history and drivers of Tribal Movements and integration policies in India. • Identify Specialized Tribal Groups of Rajasthan: Demonstrate detailed knowledge of the social organization, culture, and specific challenges of the Bhil, Mina, Garasia, Damor, and Sahariya tribes.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Tribes in India: Origin and Historical Perspective, Problems in the Definition of Tribe, Classification of Indian Tribes	18
II	Social Institutions of Indian Tribes: Marriage, Family and Kinship, Economic Organization, Political Organization, Religious Beliefs, Youth Dormitories	18
III	Different Approaches to Tribal Problems: Indebtedness, Land Alienation, Shifting Cultivation, Poverty, Unemployment	18
IV	Social Impact of Change on Tribes: Tribal Development , Tribal Integration and Identity, Tribal Movements	18
V	Tribes of Rajasthan: Bhil, Mina, Garasia, Damor, Sahariya	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Singh, K. S. (1998). The Scheduled Caste. Delhi: Anthropological Survey of India.		
Nadeem Hasnain Tribal India Today, Harman Publications, New Delhi, 1988.		
E.E. Evans-Pritchard, Social Anthropology, Psychology Press, Hove, 2004.		
Omvedt Gail, 2006. Understanding Caste: from Budha to Ambedkar and Beyond, Orient Black Swan.		
Roger M. Keesing, Cultural Anthropology: A Contemporary Perspective, Holt, Rinehart and Winston, New York, 1981.		
J. Beattie, Other Cultures, Routledge & Kegan Paul, London, 1982.		
T. N. Madan and D. N. Majumdar, Introduction to Social Anthropology, Asia Publishing House, Bombay, 1961.		
K. S. Singh, Tribal Situation in India, Indian Institute of Advanced Studies, Simla, 2002.		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester VI		
Session 2028-29		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Sixth	
Name of Course	Social Change in Morden India	
Course Code	09/SOC/MJR/352/T	
Course Type	Major	
Level of the course (As per annexure - I)	300-399	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Theoretical Frameworks: Compare and contrast Evolutionary, Linear, and Cyclical theories to explain historical and contemporary social shifts. • Evaluate Indian Social Processes: Critically assess the influence of Sanskritization, Westernization, and Secularization on the traditional Indian social structure. • Deconstruct Colonial Impact: Analyze how British colonial rule transformed Indian economic and social institutions, leading to modern nationalist identity. • Synthesize Development Paradigms: Differentiate between Economic Growth and Sustainable/Human Development, applying these concepts to the Indian context. • Identify Modern Drivers: Evaluate the role of Globalization and Digital Technology in reshaping social hierarchies and cultural identities in 21st-century India	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Foundations of Social Change • Conceptual Framework: Meaning, Nature, and Characteristics of Social Change. • Factors of Change: Biological, Technological, Economic, and Cultural factors. • Classical Theories: * Evolutionary Theory: (Auguste Comte and Herbert Spencer). ○ Linear Theory: (The idea of progress and stages). ○ Cyclical Theory: (Vilfredo Pareto and Pitirim Sorokin).	18
II	Processes of Social Change in India • Cultural Processes: M.N. Srinivas's concepts of Sanskritization and Westernization. • Structural Processes:Industrialization and its impact on the Indian labor force and family structure. • Modernization: The shift from tradition to modernity; Secularization and the changing role of religion in public life.	18
III	Colonialism and Social Transformation • Impact of Colonial Rule: Changes in land tenure systems, education, and the legal framework. • Social Reform Movements: The role of 19th-century reformers in challenging caste and gender hierarchies. • Nationalism and Change: The emergence of a middle class and the rise of the Indian National Movement as a driver of social change	18

IV	Perspectives on Development • Defining Development: Shift from purely Economic Growth to Social Development. • Modern Paradigms: ○ Human Development: The Capability Approach (Amartya Sen) and the Human Development Index (HDI). ○ Sustainable Development: The Brundtland Commission and the SDGs (Sustainable Development Goals). • Dependency Theory: A brief overview of Center-Periphery relations in the global South	18
V	Contemporary Challenges and Trends • Globalization: Impact on Indian culture, consumerism, and the "Global Village." • Information Technology: The role of the digital revolution in social mobilization and the "Digital Divide." • Social Movements: Contemporary environmental, Dalit, and Women's movements as agents of change.	18
Activities 1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book 1. M.N. Srinivas- Social Change in Modern India 2. M. Haralambos- Sociology Themes and Perspectives 3. Ahuja Ram – Society in India 4. A.C. Kapur – Select Constitutions 5. Rao. C.N. Sankar- Sociology of Indian Society		

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VI		
Session 2028-29		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Sixth	
Name of Course	Society In India	
Course Code	09/SOC/MNR/351/T	
Course Type	Minor	
Level of the course (As per annexure - I)	300-399	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Foundations of Indian Society: Explain the core features of Indian culture, focusing on the concepts of Unity in Diversity and the sociological challenges to National Integration. • Evaluate Classical Hindu Social Thought: Deconstruct the traditional life-cycle and ethical frameworks, including Karma (Action), Purushartha (Aims of Life), Ashrama (Life Stages), and Sanskaras (Rites of Passage). • Deconstruct Social Stratification: Analyze the origins, nature, and functions of the Varna and Jati (Caste) systems, while evaluating the transition from caste-based to Class-based structures. • Examine Marriage and Family Dynamics: Evaluate the changing nature and functions of Marriage and Family, and critically assess the evolving status of women in contemporary India. • Identify Drivers of Social Change: Analyze the impact of Sanskritization, Westernization, Secularization, and Globalization on traditional Indian social institutions.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Major Feature of Indian Society and culture unity and diversity, national integration	9
II	Hindu Social thought – Karma , Purushsratha, Ashrama, Sanskara	9
III	Varna, Jati (Cast) : Nature Origin, function and change and class	9
IV	Marriage – Nature, Function and changing trends, Family, nature , function and type, Changing status of women	9
V	Sanskritisation, Westernisation, Secularisation, Globalisation	9
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Atal Yogesh, Bhartiya Samaj, Pearson Education, 2096		
Dube, S.C. 1995. Indian Society, New Delhi: National Book Trust.		
Gupta, Dipankar. 2000. Interrogating Caste: Understanding hierarchy & difference in Indian Society, Delhi: Penguin.		
Jain Shobhita, Bharat Mein Parivar, Vivah Aur Natedari (Family, Marriage and Kinship in India), Rawat Publications		
Karve Irawati. 1961. Hindu Society: An Interpretation, Poona: Deccan College. Karve Irawati, Kinship Organization in India, MunshiramManoharlal Publishers 1990		
Srinivas, M.N. 1973. Social Change in Modern India, California: University of Callifornia Press. Srinivas, M.N. 1990. India: Social Structure, New Delhi: Hindustan Publishing Corporation. Uberoi Patricia, 1993. Family and Marriage in India, New Delhi: Oxford University Press.		


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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VI		
Session 2028-29		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Sixth	
Name of Course	Ethics And Vulnerable Sections Of Society	
Course Code	09/SOC/VAC/351/T	
Course Type	Value Added Course	
Level of the course (As per annexure - I)	300-399	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	This syllabus focuses on Social Vulnerabilities and Human Rights, examining the specific challenges faced by marginalized and sensitive groups within the Indian social structure. Course Learning Outcomes (CLOs) Upon successful completion of this course, students will be able to: • Analyze Gendered Practices: Evaluate the domestic and professional challenges faced by women, focusing on issues of Dowry, Consent, the Gender Pay Gap, and the sociological impact of Role Conflict and workplace harassment. • Evaluate Child Welfare & Protection: Identify the root causes of child exploitation, including Child Labor and Trafficking, and analyze the importance of nutrition and health frameworks in child development. • Assess Geriatric Concerns: Analyze the multifaceted problems of the elderly—such as Financial Insecurity, Loneliness, and Abuse—and formulate strategies for promoting Dignified Ageing. • Advocate for Disability Rights: Critically examine the legal rights and affirmative actions for Persons with Disabilities (PWD), focusing on the prevention of discrimination and social justice schemes. • Deconstruct Gender Diversity: Demonstrate a sociological understanding of the LGBTQ+ community (Third Gender) and advocate for the removal of social stigma and the acceptance of gender diversity through affirmative action.	
Credits	3	
Total Marks	75	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Women and family-Gendered practices in the family, marriages (dowry, child marriage, women’s consent). Women and work- women’s work at home and at work place, pay gap, gendered roles, harassment at work place and working women and role conflict. Women and Society- Gender sensitive language, property right, marriage, divorce/Separation and women’s right; violence against women	9
II	Issues Relating to Children: Nutrition and health, Child Exploitation: Child labor, trafficking, sexual exploitation.	9
III	Issues Relating to Elderly Persons: Abuse of Elders, Financial insecurity, Loneliness and Social insecurity, Health Care Issues, Needs for a happy and Dignified Ageing.	9
IV	Issues Relating to persons with disability: Rights of PWD, affirmative action, prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD.	9
V	Issues Relating to Third Gender: Understanding LGBTQ, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender	9
Activities		
1. Classroom Discussion and Concept Clarification		

2. Short Written Assignments/ Concept Notes
3. Group Discussion and Presentations
4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Singh, J. P. (2023). *Women and gender issues in India*, Motilal Banarsidass Publishing House.

Thomas, P. (2025). *Women and marriage in India* (1st ed.). Routledge

BPR&D. (2006). *Sexual abuse of children: A sociological study in Delhi metropolis*. Bureau of Police Research and Development.

Shankardass, M. K., & Rajan, S. I. (Eds.). (2008). *Abuse and neglect of the elderly in India*. Springer,

Banerjee, R., & Biswas, S. (2025). *Elder abuse in India's urban settings: Evidence-based reflections from old-age homes*. The Journal of Adult Protection.

Khaitan & Co. (2024). *Handbook on rights of persons with disability*, Khaitan & Co.

Bhagat-Ganguly, V., & Verma, S. (2024). *Exploring social justice strategies for LGBTQIA+ persons in India*. Routledge India.


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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Principle of Sociology	
Course Code	09/SOC/MJR/401/T	
Course Type	Major	
Level of the course (As per annexure – I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Social Interaction: Distinguish between associative (Cooperation, Accommodation, Assimilation) and dissociative (Competition, Conflict) forms of interaction that shape human relationships. • Evaluate Groups and Institutions: Categorize different social groups (Primary, Secondary, and Reference) and examine the functions of core Social Institutions like Economy, Education, Religion, and Politics. • Deconstruct Social Hierarchy: Apply the concepts of Status and Role to individual identity and analyze the structural divisions of Caste and Class in social stratification. • Synthesize Socialization & Control: Evaluate theories of Socialization (how we learn to be social) and analyze the mechanisms of Social Control, such as Law, Religion, and Public Opinion, in maintaining order. • Interpret Change and Collective Action: Compare Dialectical, Cultural, and Technological theories of social change and evaluate the impact of Social Movements and Revolutions on society.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Nature and Scope of Sociology: Social interaction and its major forms: Cooperation, Accommodation, Assimilation, Competition, Conflict.	18
II	Social Group, its major forms Primary and secondary groups, Reference Group Theory, Social Institution : Economic, Educational, Religious and Political.	18
III	Social Structure and Stratification: Status and Role, Caste and Class.	18
IV	Socialisation And Its Theories: Learning and Socialisation Social Control: Religion, Art, Custom, Law, Propaganda and Public Opinion.	18
V	Social Change: Concept and Theories: Dialectical, Cultural and Technological Theories Collective Behaviour: Social Movement, Revolution	18
Activities 1.Classroom Discussion and Concept Clarification 2.Short Written Assignments/ Concept Notes 3.Group Discussion and Presentations 4.Case study / Contemporary Issue Analysis 5.Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book Beteille, Andre (ed.): Social Inequality Bottomore, T.B.: Sociology Davis, Kingsley: Human Society Haralambos, M.: Sociology Homans, G.C.: The Human Group Johnson, H.M.: Sociology Mac Iver and Page: Society Merton, R.K.: Social Structure and Social Theory		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Classical Sociological Tradition	
Course Code	09/SOC/MJR/402/T	
Course Type	Major	
Level of the course (As per annexure – I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Emergence of Sociology: Trace the historical background of sociology and evaluate Auguste Comte's contributions, specifically the Law of Three Stages, the Hierarchy of Sciences, and the philosophy of Positivism. • Critique Marxian Theory: Apply Karl Marx's materialist dialectics to analyze Class Conflict, the Theory of Surplus Value, and the psychological state of Alienation within capitalist structures. • Evaluate Durkheimian Methodology: Examine Emile Durkheim's study of "Social Facts" through his theories on the Division of Labour, the social causes of Suicide, and the elementary forms of Religious life. • Interpret Weberian Perspectives: Analyze Max Weber's "Interpretative Sociology" (Verstehen), his typology of Social Action, the mechanics of Bureaucracy, and the link between the Protestant Ethic and Capitalism. • Analyze Elite and Cultural Dynamics: Differentiate between Vilfredo Pareto's logical vs. non-logical actions and his theory of the Circulation of Elites, alongside Pitirim Sorokin's theories on Socio-cultural Change and Social Mobility	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Emergence of Sociology: Historical background, Auguste Comte: Positivism, Hierarchy of Sciences, Law of three stages.	18
II	Karl Marx: Dialectical Materialism, Historical Materialism, Class and Class conflict, Theory of surplus value, Alienation.	18
III	Emile Durkheim: Methodology of Sociology: Division of labour, Suicide, Religion.	18
IV	Max Weber: Sociology as an interpretative Science, Social Action, "Bureaucracy, Protestant Ethics and the Spirit of Capitalism.	18
V	Vilfredo Parato: Methodology-Logico-Ex- perimental methods; logical and non-logical action, Circulation of elites Pitrim Sorokin Theory of Socio-cultural change, Social mobility.	18
Activities 1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book Abraham, Francis & J H Morgan Sociological Thought from Comte to Sorokin Aron, Raymond Main Currents in Sociological Thought (Vol. I & II) Bendix, R. Max Weber: An Intellectual Portrait Coser, L.A. Masters of Sociological Thought Dahrendorf: Class and Class Conflict in an Industrial Society Giddens, Anthony Capitalism and Modern Sociological Theory-An Analysis of Marx, Durkhiem and Weber Huges, John A., Martin Peter, T. and Sharock. WW Understanding classical Sociology-Marx, Weber and Durkheim		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII

Session 2029-30

Part –A Introduction

Subject	SOCIOLOGY
Semester	Seventh
Name of Course	Indian Sociology
Course Code	09/SOC/MJR/403/T
Course Type	Major
Level of the course (As per annexure - I)	400-499
Pre- requisite for the course (if any)	N/A
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Structure of Indian Society: Evaluate the core elements of social structure, including the transition from Tribe and Caste to Class, and identify the historical emergence of the Middle Class in India. • Evaluate Political Visions of Unity: Critique the concepts of Unity in Diversity and Jawaharlal Nehru's vision of a secular, modern Indian society. • Deconstruct Hindu Social Organization: Analyze the philosophical and ethical pillars of traditional life, including Karma, Purushartha, Varna, Ashrama, and Sanskara. • Compare Rural and Urban Dynamics: Examine the structural differences and ongoing changes within Villages, Towns, Cities, and Metropolises in the Indian context. • Assess Welfare and Development: Analyze the socio-legal frameworks for the development of Weaker Sections, specifically Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities, Women, and Children. • Critique Challenges to Nation-Building: Identify and evaluate the "Problems of Nation Building," such as Communalism, Regionalism, Casteism, and Terrorism, alongside the impact of Land Reforms and Population Explosion.
Credits	6
Total Marks	150

Part B Contents of the Course

Total Lecture Per Week		6
Unit	Topic	No of Lecture/ Contact Hours
I	Indian Society: Elements of social Structure, Tribe, Caste, Class, Emergence of Middle Class Unity and diversity, Nehru's vision of Indian Society.	18
II	Basic Concepts of Hindu Social Organisation: Karma, Purushartha, Varna, Ashram and Sanskara.	18
III	Village, town, city and metropolis-Structure and changes.	18
IV	Development of Weaker Section: Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities, Children and Women.	18
V	Problems of nation building in India: Agrarian relations, consequences of Land Reforms, castesism, communalism, regionalism, terrorism and Population Explosion.	18

Activities

1. Classroom Discussion and Concept Clarification
2. Short Written Assignments/ Concept Notes
3. Group Discussion and Presentations
4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Bailey: Tribe and Castes' in Contribution to Indian Sociology, Vol. III
Desai, A.R.: Rural Sociology in India
Ghurye, G.S.: Cities and Civilization
Ghurye, G.S.: Caste and Race in India

Kane, P.V.: History of Dharm Shastras
Kingsley, Davis: Population of India and Pakistan
Panikar, K.M.: Hindu Society at Cross Roads
Prabhu, P.N.: Hindu Social Organisation
Radhakrishnan, S.: Hindu View of Life
Nehru, J.L.: Discovery of India

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Sociology of Village	
Course Code	09/SOC/DSE/401/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Agrarian Social Structure: Define the basic characteristics of Peasant and Agrarian societies and distinguish them from urban social formations. • Evaluate Rural Institutions: Examine the specific nature of Family, Caste, Religion, and Education within the rural context, including traditional habitat and settlement patterns. • Critique Agrarian Relations: Analyze the dynamics of Land Management and leadership, while identifying the root causes of Agrarian Unrest in India. • Assess Rural Challenges: Evaluate the impact of Poverty, Indebtedness, and Emigration on village stability and individual livelihoods. • Examine Planned Change: Analyze the effectiveness of Panchayati Raj (Local Self-Govt), Community Development Programmes, and contemporary rural development strategies. • Analyze Movements and Modernization: Critically evaluate major Agrarian Movements, the socio-economic consequences of the Green Revolution, and the far-reaching impact of Globalization on rural life.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Rural Society in India as Agrarian and Peasant Social Structure :Basic Characteristics of Peasant and Agrarian Society.	12
II	Nature of Family, Caste, Religions, Education. Habitat and Settlement In Rural Context.	12
III	Agrarian Relation and Land Management in Rural India. Agrarian Leadership and Agrarian Unrest in India.	12
IV	Rural Poverty, Emigration. Indebtedness. Planned Change for Rural Society, Panchayati Raj, Local Self Govt., Community Development Programmes and Rural Development Strategies.	12
V	Major Agrarian Movements in India A Critical Analysis, Green Revolution. New Strategy for Agricultural Development. Globalization and its Impact on Rural Society.	12
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Gahlot, Rishabh , Rural Sociology, 2023, Ashish books (APH) New Delhi.		
Agrawal. G.K., Gramin Samajshastra (Hindi).		
Berch, Berberogue, Ed. 1992 Class, State and Development in India 1, 2, 3 and 4 Chapters. Sage, New Delhi.		
Chauhan, B.R.: Bharat Me Gramin Samajshastra(Hindi)		

Desai, A.R. 1977: Rural Sociology in India (in Hindi also), Popular Prakashan, Bombay.
Mencher, J.P. 1983: Social Anthropology of Peasantry Part III, OUP.
P. Radhakrishnan, 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836 - 1982 Sage Publications: New Delhi.
Thorne, Daniel and Thorne Alice 1962: Land and Labour in India, Asia Publications, Bombay.
Andre, Bettle. 1974: Six Essays in Comparitiv Sociology, OUP, New Delhi

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Sociology of Information Society	
Course Code	09/SOC/DSE/402/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Informational Paradigm: Evaluate the shift from Industrialism to Informationalism, identifying how the "Self" and capitalism are restructured within the Information Society. • Trace the IT Revolution: Map the historical sequence, key actors, and institutional sites of the Information Technology Revolution, distinguishing between Mass Production and Flexible Production. • Evaluate the Transformation of Work: Critically assess the new occupational structures, the rise of "Net Workers," and the sociological implications of Jobless Growth and the Service Economy. • Analyze Global Labor Dynamics: Examine the existence of a "Global Labor Force" and analyze how information technology restructures the relationship between Capital and Labor, potentially leading to Social Dualism or fragmented societies. • Interpret New Media Cultures: Analyze the rise of Computer-Mediated Communication (CMC) and the impact of social networks on the creation of Virtual Communities and the diversification of mass audiences.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Technology Society and Historical Change. Information's. Industrialism, Capitalism, The Self in the Information Society, Information Technology Paradigm.	12
II	The historical sequence of the information technology revolution, Models, Actors and sites of the information technology revolution. It Revolution enterprise; The culture institutions and organisations of the information economy, Transition from industrialism to in formationalism i.e. from mass production to flexible production.	12
III	The transformation of work and employment; net workers: jobless and flexitimers. Post-industrialism the service economy and the information society. The new occupational structures. The work process in the informational paradigm.	12
IV	Is there a global labour force? Informational technology and the restructuring of capital labour relationships, Social dualism or fragmented societies.	12
V	The rise of media culture. The new media and the diversification of Mass audience. Computer Mediated Communication, Institutional Control, Social Networks and Virtual Communities.	12
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		


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Manuel, Castells 1996: The Rise of Network Society, Blackwell, Publishers.
 Mark. Taylor and Esa Saarinen 1994: Imagologies Routledge London.
 December and Randall 1994: The World Wide Web Unleashed, Macmillan Computer Publishing.
 Mischael, H. 1993: The Metaphysics of Virtual Society. OUP London.
 Verena, A. Colnley 1993 Rethinking Technology,
 Minneapolis University of Minnesota press.
 P. Zrkoczy N Heap: Information Technology: Pitman.
 Singhal Arvind and Rogers Everett India Communi- cation Revolution From Bullok Carts to Cyber Mart Sage Publications.
 Bhatnagar, Subhash 2000: Information and Commu- nication Technology in Development Sage Publication.
 Melkote, Shrinivas 2009: The Information Society Leslies H. Steves.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Education & Society	
Course Code	09/SOC/DSE/403/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Educational-Social Nexus: Evaluate the scope of the sociology of education and analyze the role of schooling and Media as powerful agents of Socialization. • Evaluate Stratification and Mobility: Deconstruct how education serves as both a gateway to Social Mobility and a potential reinforcer of Social Stratification based on background. • Examine the Teaching Profession: Analyze the social background of teachers and the sociological implications of their Professionalization and political engagement. • Synthesize Education with Power and Wealth: Critically assess the relationship between educational systems, the Economic structure, and the Political system, focusing on how education drives Modernization. • Critique Policy and Control: Compare the theories of Laissez-faire (private/free market) versus State Control in education and evaluate the historical evolution of Educational Policy in India. • Interpret Student Agency: Analyze the social backgrounds, values, and aspirations of students, and compare the history and impact of Student Movements in India and the West.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Development and Scope of Sociology of Education Education and Socialization, Media and Education.	12
II	Education : Social Stratification and Social Mobility, Teachers Social background, Professionalization and Political Participation.	12
III	Education : Economy and Political System : Education : Social Change and Modernization.	12
IV	Theories of Education : Laissez-faire and State control. Education as a social system :Organization and Administration of education in India. Educational Policy in India.	12
V	Students : Social background, Values and Aspirations, Students Movements in India and the West.	12
Activities 1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book Aikara Jacob, (1994) Sociology of Education, ICSSR, New Delhi. Banerjee, B.N. (1990) Education cannot wait - A critical study of the new education policy,		


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B.R. Publishing Corporation, Delhi.
 Chanana, Karuna 1998, Socialization, Education & Women : Explorations in Gender Identity, New Delhi, Orient Longman.
 Giddens, Anthony (1997) Sociology - third edition, Blackwell Publishers, Oxford.
 Halsay, A.H. et al. (1961) Education, Economy & Society; A reader in the sociology of education, New York, Free Press.
 Haralambos, M. and Heald, R.M. (1980) Sociology - Themes and Perspectives, Oxford University Press, Delhi.
 Illich, Ivan, 1973 Deschooling Society, London, Penguin.
 Jayaram, N. (1990) Sociology of education in India. Bombay : Somaiya.
 Pandey, Ram Shakti (1994) New Dimensions of education, Indian Publishers Distributors Delhi.
 Kamat, A.R. 1985 Educational & social change in India. Bombay : Somaiya.
 Ruhela, Saryu (1999) Sociological perspectives on Indian Higher Education, Indian Publishers Distributors, Delhi.
 Schaefer & Lamm, (1992) Sociology - Fourth Edition, Mc Graw Hill Inc. New York.
 Sen, Amartya (1992) Inequality Re-examined. Delhi. Oxford University Press.
 Shah, B.V. and Shah, K.B. (1998) Sociology of Education, Rawat Publication, Jaipur.
 University News (UN) (1998), Society, Education & Development, Association of Indian Universities, New Delhi.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Gender & Society	
Course Code	09/SOC/DSE/404/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	This syllabus focuses on Gender Studies within a sociological framework, examining how gender is constructed, maintained, and challenged in both global and Indian contexts. Course Learning Outcomes (CLOs) Upon successful completion of this course, students will be able to: • Deconstruct the Social Construction of Gender: Differentiate between Gender (Social) and Biology (Physical) and analyze how the Private-Public Dichotomy and Patriarchy function as both ideologies and daily practices. • Evaluate Theoretical Explanations of Inequality: Compare and contrast Biological, Cultural, Marxian, and Postmodernist explanations for gender disparity. • Analyze Diverse Feminist Perspectives: Critically assess the core tenets of various feminist movements, including Liberal, Radical, Socialist, Black, and Eco-Feminism, with a specific focus on the evolution of Indian Feminism. • Examine the Gendered Division of Labor: Analyze the distinction between Production (Market work) and Reproduction (Domestic work), evaluating the sociological significance of Invisible Work and household labor. • Trace the Historical Status of Indian Women: Evaluate the shifting status of women through the Pre-colonial, Colonial, and Post-colonial eras and analyze the role of the Women’s Movement and state initiatives in driving change. • Synthesize Contemporary Gender Issues: Critically examine how gender intersects with vital social issues in India, including Land Rights, Personal Laws vs. Civil Code, Health, Education, and the structural nature of Violence	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Social Construction of Gender : Gender vs. Biology, Equality vs. Difference, Women in the family; Socialization, Genderroles, and Private-public dichotomy. Patriarchy as ideology and practice.	12
II	Explanation of Gender Inequality : Biological, Cultural, Marxian, Feminist and Postmodernist. Liberal Feminism, Marxist Feminism, Radical Feminism, Socialist Feminism, Indian Feminism, Black Feminism, Eco-Feminism.	12
III	Gender based division of labour/work :Production vs. Reproduction, household work, Invisible work. Empowerment & Development	12
IV	Women in India :The Changing Status of Woman in India-Precolonial, Colonial and Postcolonial, Women's Movement, Constitutional Provision and State initiatives.	12
V	Social issues in India :Health, Education, Land Rights, Personal Laws & Civil code, Ecology, Violence.	12
Activities		

1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session
Part – C Learning Resources
Recommended Book 1. Channana Karuna (1988) - Socialisation, Education and Women, Exploration in Gender Identity, Orient Longman, New Delhi. 2. Delamont, Sara - The Sociology of women, George Allen & Unwin, London. 3. Desai, Neera and Krishanaraj Maithreyi - Women and Society in India, Ajanta Pub., Delhi. 4. Dube, Leela and Parliwal. Rajni (1990) - Structures and Strategies. Women, Work and Family, Sage Publications, New Delhi. 5. Glover, David and Kaplan Cora : Genders, Routledge, London. 6. India, Government of (1975) Towards Equality, a Report of the Committee on the Status of Women in India, Ministry of Education & Social Welfare, New Delhi. 7. Indira, R (ed) Gender & Society in India, Manak Pub., 1999. 8. Krishna Raj. M. Gender & the Household domain, Sage Publications, New Delhi. 9. Maya Unnithan Kumar, Identity, Gender & Poverty Rawat Publication, Jaipur 2009. 10. Oakley Ann-Sex Gender and Society, Harper and Row, New York.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Methodology of Research Methods	
Course Code	09/SOC/MJR/451/T	
Course Type	Major	
Level of the course (As per annexure – I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Define the Logic of Scientific Enquiry: Explain the meaning and purpose of social research, applying the Scientific Method through the processes of Induction and Deduction. • Construct Theoretical Frameworks: Distinguish between and effectively use the building blocks of research: Facts, Concepts, Hypotheses, and Theories. • Execute Qualitative & Quantitative Techniques: Master primary data collection methods, including Case Studies, Observation, Interviews, Questionnaires, and Schedules, understanding when each is most applicable. • Design and Organize Research: Develop a comprehensive Research Design, utilizing an interdisciplinary approach, and perform technical post-research tasks like Coding, Tabulation, and Report Writing. • Apply Sampling and Scaling: Implement various Sampling techniques to ensure representativeness and utilize Scaling methods to measure social attitudes and variables. • Perform Statistical Analysis: Calculate measures of Central Tendency and Variability (\$Quartile\ Deviation\$ and \$Standard\ Deviation\$).	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Social Research: Meaning, Purpose and Major steps of Social Research Scientific Method and its Applicability Logic Of Scientific Enquiry: Induction and Deduction Fact, Concept, Hypothesis, Theory.	18
II	Case Study Method Techniques: Observation, Interview, Questionnaire and Schedule.	18
III	Research Design, Interdisciplinary Approach Coding, Tabulation, Interpretation, Report writing.	18
IV	Scaling techniques Sampling measures of central tendency and variability (quartile deviation and standard deviation).	18
V	Correlation-rho and Persons Product moment, chi-square contingency coefficient.	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Festinger, L. and Katz, D.: Research Methods in Behavioural Sciences		

Garret : Statistics in Psychology and Education
Goode and Hatt: Methods in Social Research Hagood: Statistics for Sociologists
Selliz, Jahoda and Others: Research Methods in Social Relations
Lazarsfeld Paul, F.: The Language of Social Research
Lindrey, G. A Hand Book of Social Psychology Modge, John: The Tools of Social Sciences Wills and Robert:
Statistics
Whithey, Fredrik Thomson: The Elements of Research

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Theoretical Perspectives in Sociology	
Course Code	09/SOC/MJR/452/T	
Course Type	Major	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Architecture of Theory: Define the meaning and characteristics of Sociological Theory and explain the dynamic relationship between Facts, Theory, and Empirical Research. • Evaluate Functionalist Paradigms: Critically assess Malinowski's cultural functionalism, Talcott Parsons' social system dimensions (AGIL schema), and R.K. Merton's refinement of functional analysis (Manifest and Latent functions). • Deconstruct Structuralism: Differentiate between Radcliffe-Brown's view of social structure, S.F. Nadel's role analysis, and Levi-Strauss's structural analysis of the human mind and kinship. • Synthesize Conflict Perspectives: Compare and contrast various conflict theories, evaluating Dahrendorf's critique of Marx, Lewis Coser's "Functions of Social Conflict," and Randall Collins' link between conflict and social change. • Interpret Action and Interaction: Analyze Parsons' General Theory of Action and apply the principles of Symbolic Interactionism (G.H. Mead and Herbert Blumer) to understand how social reality is constructed through symbols and gestures.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Sociological Theory: Concept and Characteristics. Components of Sociological Theory. Relationship between Fact, Theory and Research.	18
II	Functionalism. Social System and Functional Analysis B. Malinowski: Culture Functionalism. Talcott Parsons: Functional dimensions of social system. R.K. Merton: Critique and Reformulation of Functional Analysis.	18
III	Structural-Functionalism and Structuralism A.R. Radcliffe- Brown The idea of social structure. S.F. Nadel- Social structure & the problem of Role Analysis: Levi-Strauss- Structural Analysis.	18
IV	Conflict Theory R. Dahrendorf - Critique of Marxian Theory of conflict: L. Coser-Functional Analysis of Conflict: R. Collins Conflict and Social change.	18
V	Theory of Action and Interaction Talcott Parsons -General Theory of Action: Symbolic Interactionism: G.M. Mead & H. Blumer.	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		
4. Case study / Contemporary Issue Analysis		
5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		

Alexander, Jeffrey C. Twenty lectures: Sociological theory since world war, New York: Columbia University Press
Bottomore, Tom. 1984: The Frankfurt School. Chester, Sussex Ellis Horwood and London: Tavistock Publications.
Craib, Ian. 1992: Modern Social Theory: from Parsons to Habermas (2nd edition). London: Harvester Pess. Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat.
Giddens, Anthony. 1983: Central Problems in Social Theory: Action, structure and contradiction in social analysis. London: Macmillan; Structuroture
Rizer, George, 1992: (3rd edition). Sociological Theory. New York: McGraw Hill.
Singhi, N. K.: Samajshatriya Siddhant (Hindi) Rawat : Jaipur

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Sociology of Kinship , Marriage and Family	
Course Code	09/SOC/DSE/451/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Define Foundational Kinship Concepts: Articulate the precise sociological meanings of Lineage, Clan, Phratry, and Moiety, while distinguishing between Consanguinity (blood relations) and Affinity (marriage relations). • Analyze Descent and Succession: Differentiate between Patrilineal, Matrilineal, and Cognatic systems, and evaluate the rules governing the Inheritance of property and the Succession to social office. • Evaluate Alliance Theory: Critique the exchange of marriage partners through Symmetrical and Asymmetrical lenses and analyze the social significance of Marriage Transactions (like dowry or bridewealth) and their impact on stability. • Deconstruct Marriage Rules: Explain the difference between Prescriptive and Preferential marriage rules and analyze the functions of Monogamy and Polygamy across various cultures. • Interpret Residential Patterns: Identify and compare rules of residence, including Virilocal (living with groom's family), Uxorilocal (living with bride's family), Neolocal, and Natolocal patterns. • Differentiate Family and Household: Apply the Genealogical Method to trace kinship ties and distinguish between Elementary and Extended families, while understanding the Developmental Cycle of domestic groups. • Assess Indian Regional Diversity: Evaluate the regional variations in Family and Marriage in India and analyze how demographic shifts and social forces impact the care of children and the elderly.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Basic Terms and Concepts: Lineage, Clan, Phratry, Moiety, Incest, Descent, Inheritance, Succession, Consanguinity and Affinity.	12
II	Kinship Terminology: Patrilineal, Matrilineal, Double and Cognatic Descent: Descent Groups, Corporate Groups and Local Groups.	12
III	Marriage and Affinity: Alliance Theory: Symmetrical and Asymmetrical Exchange, Prescriptive and Preferential Marriage, Monogamy and Polygamy, Marriage Transaction and Stability of Marriage.	12
IV	Rules of Residence : Virilocal, Unxorilocal, Neolocal and Natolocal Residence The Genealogical Method Family: Nature of the Family, Family and Household, Elementary and Extended Family and Developmental Cycle.	12


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V	Family and Marriage in India: Regional diversities. Forces of change and Family in the context of care of the child and the aged: Demographic dimensions of family and marriage.	12
Activities		
1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book Barnes, J.A. 1971: Three Styles in the Study of Kinship, London: Tavistock. Fortes, M. 1970: Time and Social Structure and Other Essays: London Athlone Press. Fox, Robin 1967: Kinship and Marriage : An Anthropological Perspective. Harmondsworth: Penguin. Books Ltd. Goody, Jack (ed) 1971: Kinship. Harmondsworth: Penguin. Books Ltd.		


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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Comparative Sociology	
Course Code	09/SOC/DSE/452/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Global Growth of Sociology: Evaluate the historical and social context of the discipline's emergence, from its Eurocentric moorings to the later Americanization of sociological thought. • Trace Intellectual Influence: Analyze the impact of Western traditions on the development of Sociology in India, identifying both the contributions and the limitations of these imported frameworks. • Evaluate Comparative Methodologies: Compare the application of the Comparative Method in the works of classical thinkers like Durkheim, Radcliffe-Brown, and Max Weber, and assess the role of the Fieldwork Tradition in sociological research. • Synthesize Modern Sociological Themes: Deconstruct global themes such as Modernity, Development, and Pluralism, and evaluate how Multi-culturalism functions within diverse societies. • Critique the Nation-State Framework: Analyze the sociological dimensions of Secularism, Nation-Building, and Globalization, particularly their intersection with Gender and Environment. • Assess Colonial and Post-colonial Contexts: Evaluate the influence of colonialism on sociology and participate in the academic debate on Decolonization, Contextualization, and Indigenization of social sciences in India and South Asia.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	The Emergence and Growth of Sociology in the West : Historical and social context, The Eurocentric Moorings of western sociological tradition, Americanization of sociology, the impact of western sociology on the development of Sociology in India.	12
II	Comparative method in classical writings : Durkheim, Radcliffe-Brown and Max Weber ; Comparative Method in sociological research, The Fieldwork Tradition.	12
III	Central Themes in Comparative Sociology :Modernity, Development, Diversity, Pluralism & Multi-Culturalism.	12
IV	Central Themes in Comparative Sociology : Secularism, Nation-State and Nation-Building, Gender, Environment & Globalization.	12
V	The Colonial and the Post-colonial context : Bearing of Colonial context on the development of sociology ; The debate on decolonization; contextualization and Indigenization; National and Regional concerns - India and South Asia.	12
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		

4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Beteille, Andre 1987 : Essays in Comparative Sociology,
Oxford University Press, New Delhi.
Beteille, Andre 1992 : Society and Politics in India.
Essays in Comparative Perspective, Oxford University Press, New Delhi.
Beteille, Andre 2002 ; Sociology; Essays on approach and Method,
Oxford University Press, New Delhi.
Dube, S.C. 1973; Social Sciences in Changing Society (Lucknow).
Kothari, Rajni, 1988 : Rethinking Development : In Search of Humane Alternatives, Ajanta, Delhi.
Oomen, T.K. and P.N. Mukherjee, eds 1986 : Indian
Sociology : Reflections and Introspections', Popular Prakashan, Bombay

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Population Studies	
Course Code	09/SOC/DSE/453/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Population-Social Structure Nexus: Evaluate the nature and scope of demography and explain how population systems influence Social Stratification and structural variables. • Master Demographic Metrics: Define and calculate key concepts such as Fertility, Fecundity, Mortality, and Morbidity, and interpret the sociological utility of Life Tables and Census Data. • Evaluate Classical Population Theories: Critically assess the Malthusian trap, Marxist perspectives on overpopulation, Arsène Dumont's Social Capillarity theory, and the Optimum Theory of population. • Apply the Demographic Transition Model: Analyze the stages of the Demographic Transition Theory to predict how societies move from high birth/death rates to low birth/death rates during development. • Analyze Indian Demographic Trends: Trace the history and growth of India's Population, focusing on projections and the composition of the current population. • Critique Regional Population Issues: Identify major problems such as Population Explosion, Urbanization, and Migration, with a specific focus on Rajasthan's health indicators like Infant Mortality Rate (IMR) and Net Reproductive Rate (NRR). • Evaluate National Policy & Global Resources: Critique India's Population Policy and the socio-economic implications of Family Planning Programmes in the context of global resource sustainability.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week		6
Unit	Topic	No of Lecture/ Contact Hours
I	Importance of the Study of Population, Nature and Scope: Population System and its relationship with Social Structure and Stratification Variables.	12
II	Basic Fertility, Mortality. concepts: Fecundity, Morbidity, Life tables, Migration and its theories. Census in India; Sociological uses of Census Data.	12
III	Population Theories: Malthusian, Marxists theory, Dumont's Social Capillarity theory, Demographic Transition theory. Optimum theory.	12
IV	Population of India: History, growth com : Position and Projections. Major Population Problems in India with Special Reference to Rajasthan: Population explosion, Family Planning, Migration, Urbanisation, Birth and Death Rate, Infant Mortality Rate, Net Repro. Ductive Rate	12
V	Population Policy in India. Family Planning Programmes and its implications, World resources and World population.	12
Activities		
1. Classroom Discussion and Concept Clarification		
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2. Short Written Assignments/ Concept Notes
3. Group Discussion and Presentations
4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Cassen, R.H.: India's Population, Economy, Society

Mitra, Ashok : India's Population: Aspects of Quality and Control, Vol. I

Prem, Rammanamma and Bambwale: An Introduction to Social Demography

Agarwal, S.N.: Population

Bose, Ashish, A. Mitra, O.B. Kasi and J.N. Sharma: Population in India's

Development, 1947-2000 UN.: The Determinants and Consequences of Population Trends, Vol. I

Calvin Gold, Cheider: Population, Modernization and Demographic

Social Structure United Nations: Indirect Techniques for Estimation

United Nations: Country Monographic Series No. 10 Population of India Davis, Kingsley: Population in India and Pakistan

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Sociology of Change and Development	
Course Code	09/SOC/DSE/454/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Forms of Social Change: Distinguish between different modes of societal transformation, including Evolution, Diffusion, and Progress, while evaluating the shift toward Sustainable and Human Development models. • Evaluate Classical Theories of Change: Compare the structural logic of Linear, Cyclical, and Dialectical theories and analyze the specific Demographic, Biological, Economic, and Cultural factors that trigger these shifts. • Critique Mainstream Development Models: Evaluate the limitations of "Mainstream" development theories, specifically focusing on the Ideal Type Index, Pattern Variables (Parsons), and the crucial intersection of Gender and Development. • Analyze Dependency and Global Systems: Apply critical frameworks to global inequality, including the Center-Periphery model, Gunder Frank's "Development of Underdevelopment" thesis, and Wallerstein's World Systems Theory. • Appraise the Indian Developmental Experience: Critically assess the sociological outcomes of India's Five-Year Plans and analyze the deep socio-cultural repercussions of Globalization. • Interpret the Digital Transformation: Evaluate the social implications of the Information Technology (InfoTech) Revolution on traditional Indian social structures and identity	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Meaning and Forms of Social Change : Evolution, Diffusion, Progress & Development, Human Development and Social Development, Sustainable Development.	12
II	Theories and factors of Social Change Theories: Linear, Cyclinal, Dialectical Factors: Demographic, Biological, Economic, Technological and Cultural.	12
III	Critique of Mainstream theories of Development Ideal Type Index; Bipolar theory, Pattern Variable Approach, Gender & Development.	12
IV	Concept of Modernization and Development, Center-Periphery, World System, Development of Underdevelopment thesis-G.Frank, World Modern System Theory Wallerstein	12
V	Indian Experience of Development : Sociological appraisal of five-year plans, Socio-Cultural Repercussion of Globalization, Social implication of InfoTech revolution.	12
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		

4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

1. Abraham, M.F. 1990. Modern Sociological Theory: An Introduction. New Delhi: CUP.
2. Agarwal, Bina. 1994. A Field of One's Own: Gender and Land Rights in South Asia, Cambridge: Cambridge University Press.
3. Appadurai, Arjun. 1997. Modernity at Large: Cultural Dimensions of Globalization. New Delhi: OUP.
4. Dereze, Jean and Amartya Sen. 1996. India: Economic development and Social Opportunity, New Delhi: OUP.
5. Desai, A.R. 1985. India's Path of Development : A Marxist Approach. Bombay: Popular Prakashan (Chapter 2).
6. Dube, S.C. 1992. Understanding Change. Delhi. Vikas Publishing House Pvt. Ltd.
7. Ilaq, Mahbub Ul. 1991. Reflections on Human Development. OUP.
8. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi. Sage.
9. Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi, OUP.
10. Shanna, S.L. 1986. Development: Socio-Cultural Dimensions. Rawat Jaipur (Chapter 1).
11. Singer and Cohn (eds.). 1968. Structure and Change in Indian Society.
12. Singh, Yogendra 1993. Social Change In India: Crises and Resilience. Delhi.
13. Singh, Yogendra 2000. Culture Change in India, Rawat.
14. Singh, Yogendra. 1973. Modernization of Indian Tradition Jaipur. Rawat.


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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Political Sociology	
Course Code	09/SOC/DSE/455/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Sociology-Politics Nexus: Evaluate the nature and scope of Political Sociology and distinguish its unique focus compared to traditional Political Science and general Sociology. • Evaluate Political Institutions: Deconstruct the sociological functions of the State, Political Parties, and Bureaucracy, while analyzing how individuals are shaped by Political Socialization and the concept of Civic Culture. • Critique Power Structures: Compare and contrast theories of power, including Elitism (Pareto, Mosca), Pluralism (Dahl), and the sociological implications of a Mass Society. • Assess Developing Nations: Analyze the sociological challenges of Political Development in developing countries, identifying the tension between traditional social structures and modern democratic goals. • Synthesize Indian Nation-Building: Evaluate the role of social structure (caste, religion, class) in Nation-Building and identify the socio-economic determinants of Voting Behaviour in India. • Interpret Collective Political Action: Analyze the origins and impact of Protest Movements and Revolutions as drivers of radical political development and social change.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Nature and Scope of Political Sociology, its relationship With Sociology and Political Science.	12
II	Political Institutions, State, Parties and Bureaucracy, political socialization and civic culture.	12
III	Power Structure, Elitism, Pluralism And Mass Society, Sociological aspects of Political Development in Developing Countries.	12
IV	Social Structure and nation building in India, voting behaviour.	12
V	Protest Movement, Revolution And Political Evelopment.	12
Activities		
1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
1. Mukhopadhyay, A.K. 1977: Political Sociology - An Introduction Analysis, K.P. Bagchi and Company. 2. Lipset, S.M. 1959; Political Man, Mercury Books, London. 3. Lalpalombaa, J.ed. 1964; Bureaucracy and PoliticalDevelopment, Princeton University Press. 4. Mehden, F.R. Vonder 1964; Politics of the developing Nations, Prentice Hall, Inc.		

5. Easton, D. 1953; the Political System - An Inquiry into the state of Political Science, Scientific Book Agency, Calcutta.
6. Bottomore, T. 1979; Political Sociology, B.I. Publication Bombay.
7. Gupta, D. 1995; Political Sociology in India - Contemporary trends, Orient Longman.
8. Kothari, R. 1970; Politics in India, Orient Longman.
9. Kviraj, S. ed 1997; Politics in India, Oxford India paperback.
10. Nash, K. 2000 Contemporary Political Sociology - Globalization, Politics and Power, Black well Publishers.
11. Kumar, A. Ed 1999; Nation Building in India - Culture, Power and Society, Radiant Publishers, Delhi.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Sociology of Marginalization Communities	
Course Code	09/SOC/DSE/456/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Socio-Economic Indices of Marginalization: Identify and evaluate the multi-dimensional indicators of exclusion, such as Relative Isolation, Displacement, and Educational Backwardness, while maintaining a critical sociological view of the Caste System. • Evaluate the Structure of Marginalized Groups: Deconstruct the social and cultural realities of Scheduled Castes (SC), Scheduled Tribes (ST), Nomadic, and De-notified Tribes, focusing on their unique challenges regarding Social Mobility and identity formation. • Compare Ideological Perspectives: Critically analyze the role of ideology in marginalization and compare the transformative visions of social reformers Jyotiba Phule, Babasaheb Ambedkar, and Ram Manohar Lohia. • Interpret Social Movements: Categorize the nature and dynamics of movements among the marginalized, distinguishing between Protest, Reform, Sub-nationalism, and Nativism, and evaluating the role of Christian Missionaries and NGOs. • Assess Constitutional & Legal Safeguards: Evaluate the effectiveness of Affirmative Action (Reservation) and specific Constitutional Provisions designed to protect the rights and promote the empowerment of marginalized communities.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Marginalization and its Socio Economic Indices : Poverty, Relative isolation, Exploitation, Discrimination, Displacement, Educational Backwardness, Inequality, Critical view of Caste system.	12
II	The social structure and culture of the Marginalized communities: The status of Schedule castes, Schedule tribes, Nomadic castes and tribes, denotified tribes, problems of Social Development and Social Mobility, Identity formation, Affirmative action And Empowerment.	12
III	Perspectives on Marginalization Role of ideology in Marginalization, the views of Jyotiba Phule, Baba Saheb Ambedkar, Ram Manohar Lohiya.	12
IV	Social Movement among Marginalized Communities : Nature and dynamics; Perspectives on social movements - protests, deform, Sub-nationalism, Nativism, Millenarism, Role of Christian Missionaries, Role of NGO's.	12
V	Safeguards for Marginalized communities : Legal Safeguards and Constitutional provisions for marginalized communities. Various program for development and support for marginalized communities	12
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		

3. Group Discussion and Presentations
4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

1. Beteille, Andre 1992: The Backward Classes in Contemporary India, Delhi : Oxford University Press.
2. Charsley, S.R. and G.K. Karanth, 1988-eds, Challenging Untouchability, Delhi:Sage.
3. Gore, M.S. 1993: The Social Context of an Ideology :The Social and Political Thoughts of BabasahebAmbedkar, New Delhi, Sage.
4. Gupta, Dipankar, 1991: Social Statification, New Delhi:Oxford University Press.
5. Omvedt, Gale, 1995: Dalit Visions : The anti-castemovement and the construction of an Indian Identity New Delhi : Orient Longman.
6. Omvedt, Gale 1999 : Dalits and the DemocraticRevolution, New Delhi, Sage.
7. Shah, Ghansham, 1990 : Social Movements in India : A Review of Literature, Delhi : Sage.
8. Singh, K.S. 1995 : The Scheduled Tribes, Delhi : Oxford University Press.
9. Singh, K.S. 1998 : The Scheduled Castes, Delhi :Anthropological Survey in India.
10. Zelliot, Eleanor, 1995 : From Untouchable to Dalit :Essays on the Ambedkar Movement New Delhi :Manohar.


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B.A. HONS. WITH RESEARCH

Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Principle of Sociology	
Course Code	09/SOC/MJR/401/T	
Course Type	Major	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Social Interaction: Distinguish between associative (Cooperation, Accommodation, Assimilation) and dissociative (Competition, Conflict) forms of interaction that shape human relationships. • Evaluate Groups and Institutions: Categorize different social groups (Primary, Secondary, and Reference) and examine the functions of core Social Institutions like Economy, Education, Religion, and Politics. • Deconstruct Social Hierarchy: Apply the concepts of Status and Role to individual identity and analyze the structural divisions of Caste and Class in social stratification. • Synthesize Socialization & Control: Evaluate theories of Socialization (how we learn to be social) and analyze the mechanisms of Social Control, such as Law, Religion, and Public Opinion, in maintaining order. • Interpret Change and Collective Action: Compare Dialectical, Cultural, and Technological theories of social change and evaluate the impact of Social Movements and Revolutions on society	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Nature and Scope of Sociology: Social interaction and its major forms: Cooperation, Accommodation, Assimilation, Competition, Conflict.	18
II	Social Group, its major forms Primary and secondary groups, Reference Group Theory, Social Institution : Economic, Educational, Religious and Political.	18
III	Social Structure and Stratification: Status and Role, Caste and Class.	18
IV	Socialisation And Its Theories: Learning and Socialisation Social Control: Religion, Art, Custom, Law, Propaganda and Public Opinion.	18
V	Social Change: Concept and Theories: Dialectical, Cultural and Technological Theories Collective Behaviour: Social Movement, Revolution	18
Activities 1.Classroom Discussion and Concept Clarification 2.Short Written Assignments/ Concept Notes 3.Group Discussion and Presentations 4.Case study / Contemporary Issue Analysis 5.Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book Beteille, Andre (ed.) Social Inequality Bottomore, T.B.: Sociology Davis, Kingsley: Human Society Haralambos, M.: Sociology Homans, G.C.: The Human Group Jolinson, H.M.: Sociology Mac Iver and Page: Society Merton, R.K.: Social Structure and Social Theory		

Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII

Session 2029-30

Part –A Introduction

Subject	SOCIOLOGY
Semester	Seventh
Name of Course	Classical Sociological Tradition
Course Code	09/SOC/MJR/402/T
Course Type	Major
Level of the course (As per annexure - I)	400-499
Pre- requisite for the course (if any)	N/A
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Origins of Sociology: Trace the historical context of the discipline's emergence and evaluate Auguste Comte's contributions, including his philosophy of Positivism, the Hierarchy of Sciences, and the Law of Three Stages. • Evaluate Marxian Theories: Critically assess Karl Marx's materialist perspective, including Dialectical Materialism, the structural causes of Class Conflict, and the socio-psychological state of Alienation in capitalist societies. • Examine Durkheimian Functionalism: Analyze Emile Durkheim's methodological focus on "Social Facts" through his studies on the Division of Labour, the social typology of Suicide, and the elementary forms of Religion. • Interpret Weberian Social Action: Evaluate Max Weber's "Interpretative Sociology" (Verstehen) and his analysis of Social Action, the rational-legal structure of Bureaucracy, and the link between Protestant Ethics and the rise of capitalism. • Synthesize Pareto and Sorokin: Compare Vilfredo Pareto's "Logico-Experimental" methods and the Circulation of Elites with Pitirim Sorokin's theories on Socio-Cultural Change and the mechanisms of Social Mobility.
Credits	6
Total Marks	150

Part B Contents of the Course

Total Lecture Per Week		Part B Contents of the Course	
		6	
Unit	Topic	No of Lecture/ Contact Hours	
I	Emergence of Sociology: Historical background, Auguste Comte: Positivism, Hierarchy of Sciences, Law of three stages.	18	
II	Karl Marx: Dialectical Materialism, Historical Materialism, Class and Class conflict, Theory of surplus value, Alienation.	18	
III	Emile Durkheim: Methodology of Sociology: Division of labour, Suicide, Religion.	18	
IV	Max Weber: Sociology as an interpretative Science, Social Action, "Bureaucracy, Protestant Ethics and the Spirit of Capitalism.	18	
V	Vilfredo Parato: Methodology-Logico-Ex- perimental methods; logical and non-logical action, Circulation of elites Pitrim Sorokin Theory of Socio-cultural change, Social mobility.	18	
Activities			

Activities

6. Classroom Discussion and Concept Clarification
7. Short Written Assignments/ Concept Notes
8. Group Discussion and Presentations
9. Case study / Contemporary Issue Analysis
10. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Abraham, Francis & J.H. Morgan Sociological Thought from Comte to Sorokin
Aron, Raymond Main Currents in Sociological
Thought (Vol. I & II) Bendix, R. Max Weber : An Intellectual Portrait
Coser, L.A.: Masters of Sociological Thought

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Dahrendorf: Class and Class Conflict in an Industrial Society
Giddens, Anthony Capitalism and Modern Sociological Theory-An Analysis of Marx, Durkheim and Weber
Huges, John A., Martin Peter, T. and Sharock, WW Understanding classical Sociology-Marx, Weber and Durkheim
Nisbet: The Sociological Tradition
Zeitlin: Ideology and Development of Sociological Theory
Shambhoo Lal Doshi and Jain, P.C.: Karl Marx, Max Weber and Emile Durkheim (in Hindi)

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Indian Sociology	
Course Code	09/SOC/MJR/403/T	
Course Type	Major	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Indian Social Structure: Evaluate the core elements of society, including the transition from Tribe and Caste to Class, and identify the historical emergence of the Middle Class. • Evaluate Political Visions of Unity: Critique the sociological concept of Unity in Diversity and assess Jawaharlal Nehru's vision for a modern, secular Indian society. • Deconstruct Hindu Social Organisation: Analyze the philosophical pillars of traditional life, including the concepts of Karma, Purushartha, Varna, Ashrama, and Sanskara. • Compare Rural and Urban Dynamics: Examine the structural differences and ongoing changes within Villages, Towns, Cities, and Metropolises in the Indian context. • Assess Welfare and Development: Analyze the socio-legal frameworks for the development of Weaker Sections, specifically Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities, Women, and Children. • Critique Challenges to Nation-Building: Identify and evaluate major obstacles to national integration, such as Communalism, Regionalism, Casteism, and Terrorism, alongside the impact of Land Reforms and Population Explosion.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Indian Society: Elements of social Structure, Tribe, Caste, Class, Emergence of Middle Class Unity and diversity, Nehru's vision of Indian Society.	18
II	Basic Concepts of Hindu Social Organisation: Karma, Purushartha, Varna, Ashram and Sanskara.	18
III	Village, town, city and metropolis-Structure and changes.	18
IV	Development of Weaker Section: Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities, Children and Women.	18
V	Problems of nation building in India: Agrarian relations, consequences of Land Reforms, castesism, communalism, regionalism, terrorism and Population Explosion.	18
Activities		
6. Classroom Discussion and Concept Clarification		
7. Short Written Assignments/ Concept Notes		
8. Group Discussion and Presentations		
9. Case study / Contemporary Issue Analysis		
10. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Bailey: Tribe and Castes' in Contribution to Indian Sociology, Vol. III		
Desai, A.R.: Rural Sociology in India		
Ghurye, G.S.: Cities and Civilization		

Ghurye, G.S.: Caste and Race in India
Kane, P.V.: History of Dharm Shastras
Kingsley, Davis: Population of India and Pakistan
Panikar, K.M.: Hindu Society at Cross Roads
Prabhu, P.N.: Hindu Social Organisation
Radhakrishnan, S.: Hindu View of Life
Nehru, J.L.: Discovery of India

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Sociology of Village	
Course Code	09/SOC/DSE/401/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze Agrarian Social Structure: Define the basic characteristics of Peasant and Agrarian societies and distinguish them from urban or purely industrial social formations. • Evaluate Rural Institutions: Examine the specific nature of Family, Caste, Religion, and Education within the rural context, including traditional habitat and settlement patterns. • Critique Agrarian Relations: Analyze the dynamics of Land Management and leadership, while identifying the socio-economic root causes of Agrarian Unrest and conflict in India. • Assess Rural Challenges: Evaluate the impact of Poverty, Indebtedness, and Emigration on village stability and individual livelihoods. • Examine Planned Change: Analyze the effectiveness of Panchayati Raj (Local Self-Govt), Community Development Programmes, and contemporary rural development strategies in empowering rural populations. • Analyze Movements and Modernization: Critically evaluate major Agrarian Movements, the socio-economic consequences of the Green Revolution, and the far-reaching impact of Globalization on the rural economy.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Rural Society in India as Agrarian and Peasant Social Structure:Basic Characteristics of Peasant and Agrarian Society.	12
II	Nature of Family, Caste, Religions, Education. Habitat andSettlement In Rural Context.	12
III	Agrarian Relation and Land Management in Rural India. Agrarian Leadership and Agrarian Unrest in India.	12
IV	Rural Poverty, Emigration. Indebtedness. Planned Change for Rural Society, Panchayati Raj, Local Self Govt., Community Development Programmes and Rural Development Strategies.	12
V	Major Agrarian Movements in India A Critical Analysis, Green Revolution. New Strategy for Agricultural Development. Globalization and its Impact on Rural Society.	12
Activities		
6. Classroom Discussion and Concept Clarification		
7. Short Written Assignments/ Concept Notes		
8. Group Discussion and Presentations		
9. Case study / Contemporary Issue Analysis		
10. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Gahlot, Rishabh , Rural Sociology, 2023, Ashish books (APII) New Delhi.		

Agrawal, G.K., Gramin Samajshastra (Hindi).
Berch, Berberogue, Ed. 1992 Class, State and Development in India 1, 2, 3 and 4 Chapters. Sage, New Delhi.
Chauhan, B.R.: Bharat Me Gramin Samajshastra(Hindi)
Desai, A.R. 1977: Rural Sociology in India (in Hindi also), Popular Prakashan, Bombay.
Mencher, J.P. 1983: Social Anthropology of Peasantry Part III, OUP.
P. Radhakrishnan, 1989: Peasant Struggles: Land
reforms and Social Change in Malabar 1836 - 1982 Sage Publications: New Delhi.
Thorner, Daniel and Thirmer Alice 1962: Land and Labour in India, Asia Publications, Bombay.
Andre, Betille. 1974: Six Essays in Comparitiv Sociology, OUP, New Delhi

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Sociology of Information Society	
Course Code	09/SOC/DSE/402/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Informational Paradigm: Evaluate the shift from Industrialism to Informationalism, identifying how the "Self" and capitalism are restructured within the Information Society. • Trace the IT Revolution: Map the historical sequence, key actors, and institutional sites of the Information Technology Revolution, distinguishing between Mass Production and Flexible Production. • Evaluate the Transformation of Work: Critically assess the new occupational structures, the rise of "Net Workers," and the sociological implications of Jobless Growth and the Service Economy. • Analyze Global Labor Dynamics: Examine the existence of a "Global Labor Force" and analyze how information technology restructures the relationship between Capital and Labor, potentially leading to Social Dualism or fragmented societies. • Interpret New Media Cultures: Analyze the rise of Computer-Mediated Communication (CMC) and the impact of social networks on the creation of Virtual Communities and the diversification of mass audiences.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Technology Society and Historical Change. Information's. Industrialism, Capitalism, The Self in the Information Society, Information Technology Paradigm.	12
II	The historical sequence of the information technology revolution, Models, Actors and sites of the information technology revolution. It Revolution enterprise; The culture institutions and organisations of the information economy, Transition from industrialism to in formationalism i.e. from mass production to flexible production.	12
III	The transformation of work and employment; net workers: jobless and flexitimers. Post-industrialism the service economy and the information society. The new occupational structures. The work process in the informational paradigm.	12
IV	Is there a global labour force? Informational technology and the restructuring of capital labour relationships, Social dualism or fragmented societies.	12
V	The rise of media culture. The new media and the diversification of Mass audience. Computer Mediated Communication, Institutional Control, Social Networks and Virtual Communities.	12
Activities 6. Classroom Discussion and Concept Clarification 7. Short Written Assignments/ Concept Notes 8. Group Discussion and Presentations 9. Case study / Contemporary Issue Analysis 10. Debates and Integrative Session		
Part – C Learning Resources		

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Recommended Book

Manuel, Castells 1996: The Rise of Network Society, Blackwell, Publishers.

Mark. Taylor and Esa Saariner 1994: Imagologies Routledge London.

December and Randall 1994: The World Wide Web Unleashed, Macmillan Computer Publishing.

Mischael, H. 1993: The Metaphysics of Virtual Society. OUP London.

Verena, A. Colnley 1993 Rethinking Technology,

Minneapolis University of Minnasota press.

P. Zrkoczzy N Heap: Information Technology: Pitman.

Singhal Arvind and Rogers Everett India Communi- cation Revolution From Bullok Carts to Cyber Mart Sage Publications.

Bhatnagar, Subhash 2000: Information and Commu- nication Technology in Development Sage Publication.

Melkote, Shrinivas 2009: The Information Society Leslies H. Steves.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Education & Society	
Course Code	09/SOC/DSE/403/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Analyze the Educational-Social Nexus: Evaluate the scope of the sociology of education and analyze the role of schooling and Media as powerful agents of Socialization. • Evaluate Stratification and Mobility: Deconstruct how education serves as both a gateway to Social Mobility and a potential reinforcer of Social Stratification based on background. • Examine the Teaching Profession: Analyze the social background of teachers and the sociological implications of their Professionalization and political engagement. • Synthesize Education with Power and Wealth: Critically assess the relationship between educational systems, the Economic structure, and the Political system, focusing on how education drives Modernization. • Critique Policy and Control: Compare the theories of Laissez-faire (private/free market) versus State Control in education and evaluate the historical evolution of Educational Policy in India. • Interpret Student Agency: Analyze the social backgrounds, values, and aspirations of students, and compare the history and impact of Student Movements in India and the West.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Development and Scope of Sociology of Education, Education and Socialization, Media and Education.	12
II	Education : Social Stratification and Social Mobility, Teachers Social background, Professionalization and Political Participation.	12
III	Education : Economy and Political System : Education : Social Change and Modernization.	12
IV	Theories of Education : Laissez-faire and State control. Education as a social system :Organization and Administration of education in India. Educational Policy in India.	12
V	Students : Social background, Values and Aspirations, Students Movements in India and the West.	12
Activities		
6. Classroom Discussion and Concept Clarification		
7. Short Written Assignments/ Concept Notes		
8. Group Discussion and Presentations		
9. Case study / Contemporary Issue Analysis		
10. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book		
Aikara Jacob, (1994) Sociology of Education, ICSSR,New Delhi.		
Banerjee, B.N. (1990) Education cannot wait - A criticalstudy of the new education policy,		

B.R. Publishing Corporation, Delhi.
 Chanana, Karuna 1998, Socialization, Education & Women : Explorations in Gender Identity, New Delhi, Orient Longman.
 Giddens, Anthony (1997) Sociology - third edition, Blackwell Publishers, Oxford.
 Halsay, A.H. et al. (1961) Education, Economy & Society; A reader in the sociology of education, New York, Free Press.
 Haralambos, M. and Heald, R.M. (1980) Sociology - Themes and Perspectives, Oxford University Press, Delhi.
 Illich, Ivan, 1973 Deschooling Society, London, Penguin.
 Jayaram, N. (1990) Sociology of education in India. Bombay : Somaiya.
 Pandey, Ram Shakti (1994) New Dimensions of education, Indian Publishers Distributors Delhi.
 Kamat, A.R. 1985 Educational & social change in India. Bombay : Somaiya.
 Ruhela, Saryu (1999) Sociological perspectives on Indian Higher Education, Indian Publishers Distributors, Delhi.
 Schaefer & Lamm, (1992) Sociology - Fourth Edition, Mc Graw Hill Inc. New York.
 Sen, Amartya (1992) Inequality Re-examined. Delhi. Oxford University Press.
 Shah, B.V. and Shah, K.B. (1998) Sociology of Education, Rawat Publication, Jaipur.
 University News (UN) (1998), Society, Education & Development, Association of Indian Universities, New Delhi.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VII		
Session 2029-30		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Seventh	
Name of Course	Gender & Society	
Course Code	09/SOC/DSE/404/T	
Course Type	Discipline Specific Elective	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Deconstruct the Social Construction of Gender: Differentiate between Gender (Social) and Biology (Physical) and analyze how the Private-Public Dichotomy and Patriarchy function as both ideologies and daily practices. • Evaluate Theoretical Explanations of Inequality: Compare and contrast Biological, Cultural, Marxian, and Postmodernist explanations for gender disparity. • Analyze Diverse Feminist Perspectives: Critically assess the core tenets of various feminist movements, including Liberal, Radical, Socialist, Black, and Eco-Feminism, with a specific focus on the evolution of Indian Feminism. • Examine the Gendered Division of Labor: Analyze the distinction between Production (Market work) and Reproduction (Domestic/Caring work), evaluating the sociological significance of Invisible Work. • Trace the Historical Status of Indian Women: Evaluate the shifting status of women through the Pre-colonial, Colonial, and Post-colonial eras and analyze the role of the Women's Movement and state initiatives. • Synthesize Contemporary Gender Issues: Critically examine how gender intersects with vital social issues in India, including Land Rights, Personal Laws vs. Uniform Civil Code, Health, and Ecology.	
Credits	4	
Total Marks	100	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Social Construction of Gender : Gender vs. Biology, Equality vs. Difference, Women in the family; Socialization, Gender roles, and Private-public dichotomy. Patriarchy as ideology and practice.	12
II	Explanation of Gender Inequality : Biological, Cultural, Marxian, Feminist and Postmodernist. Liberal Feminism, Marxist Feminism, Radical Feminism, Socialist Feminism, Indian Feminism, Black Feminism, Eco-Feminism.	12
III	Gender based division of labour/work : Production vs. Reproduction, household work, Invisible work. Empowerment & Development	12
IV	Women in India : The Changing Status of Woman in India-Precolonial, Colonial and Postcolonial, Women's Movement, Constitutional Provision and State initiatives.	12
V	Social issues in India : Health, Education, Land Rights, Personal Laws & Civil code, Ecology, Violence.	12
Activities		
6. Classroom Discussion and Concept Clarification		
7. Short Written Assignments/ Concept Notes		
8. Group Discussion and Presentations		
9. Case study / Contemporary Issue Analysis		

10. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

1. Channana Karuna (1988) - Socialisation, Education and Women, Exploration in Gender Identity, Orient Longman, New Delhi.
2. Delamont, Sara - The Sociology of women, George Allen & Unwin, London.
3. Desai, Neera and Krishanaraj Maithreyi - Women and Society in India, Ajanta Pub., Delhi.
4. Dube, Leela and Parliwal. Rajni (1990) - Structures and Strategies. Women, Work and Family, Sage Publications, New Delhi.
5. Glover, David and Kaplan Cora : Genders, Routledge, London.
6. India, Government of (1975) Towards Equality, a Report of the Committee on the Status of Women in India, Ministry of Education & Social Welfare, New Delhi.
7. Indira, R (ed) Gender & Society in India, Manak Pub., 1999.
8. Krishna Raj. M. Gender & the Household domain, Sage Publications, New Delhi.
9. Maya Unnithan Kumar, Identity, Gender & Poverty Rawat Publication, Jaipur 2009.
10. Oakley Ann-Sex Gender and Society, Harper and Row, New York.

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Methodology of Research Methods	
Course Code	09/SOC/MJR/451/T	
Course Type	Major	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Define the Logic of Scientific Enquiry: Explain the meaning and purpose of social research, applying the Scientific Method through the processes of Induction and Deduction. • Construct Theoretical Frameworks: Distinguish between and effectively use the building blocks of research: Facts, Concepts, Hypotheses, and Theories. • Execute Qualitative & Quantitative Techniques: Master primary data collection methods, including Case Studies, Observation, Interviews, Questionnaires, and Schedules, understanding when each is most applicable. • Design and Organize Research: Develop a comprehensive Research Design, utilizing an interdisciplinary approach, and perform technical post-research tasks like Coding, Tabulation, and Report Writing. • Apply Sampling and Scaling: Implement various Sampling techniques to ensure representativeness and utilize Scaling methods to measure social attitudes and variables. • Perform Statistical Analysis: Calculate measures of Central Tendency (Mean, Median, Mode) and Variability (Quartile Deviation and Standard Deviation). • Evaluate Data Relationships: Compute and interpret correlation coefficients (Spearman's ρ and Pearson's Product Moment) and apply inferential statistics like Chi-square (χ^2) and the Contingency Coefficient.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/ Contact Hours
I	Social Research: Meaning, Purpose and Major steps of Social Research Scientific Method and its Applicability Logic Of Scientific Enquiry: Induction and Deduction Fact, Concept, Hypothesis, Theory.	18
II	Case Study Method Techniques: Observation, Interview, Questionnaire and Schedule.	18
III	Research Design, Interdisciplinary Approach Coding, Tabulation, Interpretation, Report writing.	18
IV	Scaling techniques Sampling measures of central tendency and variability (quartile deviation and standard deviation).	18
V	Correlation-rho and Persons Product moment, chi-square contingency coefficient.	18
Activities		
1. Classroom Discussion and Concept Clarification		
2. Short Written Assignments/ Concept Notes		
3. Group Discussion and Presentations		

4. Case study / Contemporary Issue Analysis
5. Debates and Integrative Session

Part – C Learning Resources

Recommended Book

Festinger, L. and Katz, D.: Research Methods in Behavioural Sciences
Garret : Statistics in Psychology and Education
Goode and Hatt: Methods in Social Research Hagood: Statistics for Sociologists
Selliz, Jahoda and Others: Research Methods in Social Relations
Lazarsfeld Paul, F.: The Language of Social Research
Lindrey, G. A Hand Book of Social Psychology Modge, John: The Tools of Social Sciences Wills and Robert: Statistics
Whithey, Fredrik Thomson: The Elements of Research

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester VIII		
Session 2026-27		
Part –A Introduction		
Subject	SOCIOLOGY	
Semester	Eighth	
Name of Course	Advance Research Methods	
Course Code	09/SOC/MJR/452/T	
Course Type	Major	
Level of the course (As per annexure - I)	400-499	
Pre- requisite for the course (if any)	N/A	
Course Learning Outcome (CLO)	Upon successful completion of this course, students will be able to: • Apply Ethical Standards in Research: Evaluate the moral responsibilities of a researcher, particularly in Field Research, and identify how to prevent Manipulation in Data Presentation. • Demonstrate Methodological Reflexivity: Understand the logic of social enquiry by balancing Objectivity with Reflexivity (the researcher's awareness of their own influence on the study). • Compare Research Perspectives: Differentiate between Positivism(scientific/quantitative focus), the Comparative Method, and the Feminist Method (focusing on lived experience and power dynamics). • Synthesize Literature and References: Conduct a structured Literature Review and apply appropriate Schools of Reference (citation styles and academic frameworks) to support sociological arguments. • Analyze Multi-Modal Data: Differentiate between Quantitative and Qualitative data analysis techniques and align theory with empirical research. • Visualize Statistical Data: Construct and interpret complex graphical representations, including Histograms, Pie charts, Frequency Polygons, and Ogives. • Compute Advanced Statistics: Calculate and interpret Measures of Central Tendency (Mean, Median, Mode) and Measures of Dispersion, specifically Standard Deviation, Variance, and Covariance.	
Credits	6	
Total Marks	150	
Part B Contents of the Course		
Total Lecture Per Week	6	
Unit	Topic	No of Lecture/Contact Hours
I	Ethics in Social Research: Ethics in doing field research, Manipulation in data presentation, The Logic of Social Research: Sociological Research, Objectivity in the Social Sciences, Reflexivity	18
II	Methodological Perspectives : Positivism, The Comparative Method, Feminist Method The Process of Social Research 1.2 Hypothesis 1.3 Field	18
III	Literature Review and Schools of Reference : Purpose and structure of literature review , Schools of reference and its applicability in academic work	18
IV	Modes of Enquiry: Theory and Research, Analyzing Data: Quantitative and Qualitative, Ethical Issues in Data Collection and Analysis	18
V	Statistical Methods : Overview of Statistics in Sociology, Graphical and Diagrammatic Presentation of Data (Bar diagram, Piediagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives), Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode) , Measures of Dispersion (Standard Deviation, Variance and Covariance)	18

Activities 1. Classroom Discussion and Concept Clarification 2. Short Written Assignments/ Concept Notes 3. Group Discussion and Presentations 4. Case study / Contemporary Issue Analysis 5. Debates and Integrative Session		
Part – C Learning Resources		
Recommended Book D.A. de Vaus. 1986 : Surveys in Social Research, London George Relen and Unwin. Hughes, John 1987 : The Philosophy of Social Research London, Longman Irvine J., I. Miles and J Evans (eds) 1979 : Demystifying Social Statistics, London Pluto Press. Madge, John. 1970 : The Origins of Scientific Sociology. London Tavistock. Marsh, Catherine 1988 : Exploring Data Cambridge: Polity Press. Punch, Keith 1986 : Introduction to Social Research, London Sage. Srinivas M.N and Shah A.M. 1979 : Field Worker and the Field. New Delhi Oxford. Nagar, K.N. : SankhyekikeMooltatve (Hindi) Singh, Surendra :SamajikAnusandhan Vol I & II (Hindi), U.P.H.G.A. Rawat, H.C.: SamajikAnusandhan, Rawat Publication, Jaipur.		

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Four Year Undergraduate Programme (Sociology) Syllabus, Semester - VIII	
Session 2029-2030	
Part –A Introduction	
Subject	SOCIOLOGY
Semester	Eighth
Name of Course	Dissertation / Project Report
Course Code	09/SOC/PJR/451/T
Course Type	Major
Level of the course (As per annexure - I)	400-499
Pre- requisite for the course (if any)	N/A
Course Learning Outcome (CLO)	CLO 1: Understand basic concepts, methods, and significance of academic research. CLO 2: Identify research problems and apply appropriate methodologies. CLO 3: Collect, classify, and analyze Social data. CLO 4: Critically evaluate Social issues and draw conclusions. CLO 5: Prepare and present a structured dissertation.
Credits	12
Total Marks	Component Marks Internal Assessment (Supervisor) 100 Written Dissertation / Project Report 100 Presentation 50 Viva Voce Examination 50 Total 300
Part B Contents of the Course	
Credits	12
Objective	The dissertation / research project aims to develop the following competencies among students: • Ability to conduct independent academic research • Scientific and analytical understanding of Social issues • Skills in data collection, analysis, and interpretation • Academic writing and presentation skills • Understanding of contemporary social problems and institutions
Selection of Topic	• The topic shall be selected by the student in consultation with the assigned faculty supervisor. • The topic must be relevant to Sociology and suitable for academic research. • Topics may focus on local, regional, national, or global social issues. • A large number of students will not be allowed to work on the same topic. • The final approval of the topic shall be given by the Departmental Committee / Head of the Department (HoD).
Illustrative Topics	• Education Sociology • Family and Society • Social Change & Development • Social Issue • Media & Society • Culture & Religion
Supervisor	• Each student shall be assigned a faculty supervisor from the department. • A faculty member may supervise a maximum of 8–10 students. • Students are required to maintain regular consultation with their supervisor during the research process. •
Structure of the Dissertation / Research Project	The dissertation should generally follow the structure given below: 1. Title Page 2. Certificate from the Supervisor 3. Declaration by the Student 4. Acknowledgement 5. Table of Contents 6. Introduction o Statement of the Research Problem o Objectives of the Study o Hypothesis / Research Questions 7. Review of Literature 8. Research Methodology o Research Design o Methods

	of Data Collection 8. Data Analysis and Interpretation 9. Findings and Discussion 10. Conclusion and Suggestions 11. Bibliography / References 13. Appendices (if required)
Word Limit	6000 – 8000 words
Format and Style	The dissertation should follow the following format: • Font: Times New Roman • Font Size: 12 • Line Spacing: 1.5 • Margins: 1 inch on all sides • Citation Style: APA / Chicago / MLA
Evaluation Criteria	• Relevance of the topic • Clarity of research methodology • Quality of analysis and interpretation • Academic writing and presentation • Performance in viva voce examination
Plagiarism Policy	• The dissertation should not contain more than 10% plagiarism. • If plagiarism is detected beyond the permissible limit, the student may be asked to revise the work or the dissertation may be rejected. • Proper citation and referencing of all sources is mandatory
Submission	• The student must submit two hard copies of the dissertation to the department. • A soft copy (PDF format) must also be submitted. • The submission deadline will be decided by the department
Viva Voce	After submission of the dissertation, the student shall appear for a Viva Voce Examination. During the viva, the student will be expected to explain: • Research problem and objectives • Methodology used in the study • Major findings and conclusions

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