

Department of Sociology and Social Work
H. N. B. Garhwal University (A Central University)
Curriculum Framework and Credit Allocation for Course: B.A. (Sociology)
U.G. Four-Year with Honours

B.A. (Sociology) - Fourth Year (UG with Honours)

Course Type	Semester-VII				Semester-VIII			
	Core/ Elective	Subject/Title	No. of Paper	Credits	Core/ Elective	Subject /Title	No. of paper	Credits
Major Subjects	Core Major - I	Foundations of Sociology: Concepts and Approaches	1	5	Core Major -I	Indian Sociological Tradition and Thinkers	1	5
	Core Major- II	Pioneers of Sociological Thoughts	1	5	Core Major-II	Traditions in Sociological Thought	1	5
	Core Major-III	Indian Society: Continuity and Change	1	5	Core Major-III	Society and Environment	1	5
Electives	Elective – 1A	Contemporary Social Challenges in India			Elective – 2A	Human Behaviour in Social Context		
	Or	Or	1	4	Or	Or	1	4
	Elective – 1B	Introduction to Social Anthropology			Elective – 2B	Society and Disasters: Sociological Insights		
		Introduction to Social Research	1	5		Project Work/Academic Project	1	5
Minor - I*		Human Society and Social Life	1	4		Industry and Society	1	4
Total			6	28			6	28
NHEQF Level-6	Student on exit after successfully completing four years (i.e., securing a minimum required 176 credits along with securing an additional 2 credits under SSD coursework) will be awarded “Four years Bachelor’s Degree (Honours)” in the related field/discipline.							

Minor-I* For students with Core subjects other than Sociology. The minor courses opted by any learner should be different from the Core Major offered by the Department. If a student selects a minor course from a particular subject or department, they are required to study the courses offered by that same subject/department in both the 7th and 8th semesters.

Important Note: The student may select a Minor course either from his/her second Core, studied up to the 6th semester or may select from the I.D/M.D subjects they have pursued in the first and second year of their U.G. Programme.

For Example, If a student has passed a B.A. 3-year program with two Core subjects, i.e. Sociology and Political Science, and the student have opted for Political Science as his/her Major subject, then the student may either opt for Sociology or any I.D./M.D course as Minor course which he/she has studied in the first two years of the FYUP.

Bachelor's Degree Program-Sociology (4th Year with Honours)

Fourth Year with Honours (Semester-7)

CORE Major Paper - I (5 Credits)

Foundations of Sociology: Concepts and Approaches

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VII
Subject	Sociology
Type of Paper	Core Major (5 Credits)
Paper Name	Foundations of Sociology: Concepts and Approaches
Course Objectives: This course is designed to introduce the fundamental concepts and theoretical approaches in sociology. It examines the emergence of sociology as a discipline and its connections to other social sciences. The course explores major theoretical perspectives and core sociological concepts that form the basis of social analysis. It investigates key social institutions and their transformations in both local and global contexts. The program also analyzes essential social processes including socialization, stratification, and the impact of modern forces like globalization on societal change.	
UNITS	TOPICS
Unit I	Discipline and Scope: Emergence of Sociology as a field of study; Nature, subject-matter and importance; Interrelation with allied Social Sciences (Anthropology, Political Science, Economics, History, Psychology); Relevance of interdisciplinary studies
Unit II	Perspectives and Core Ideas: Perspectives: Evolutionary, Positivist, Functionalist, Conflict, Interpretative; Basic Ideas: Society, Community, Association, Institution, Groups; Role, Status, Culture, Norms, Folkways, Mores
Unit III	Social Institutions: Family, Marriage and Kinship; Caste; Religion; Educational, Political and Economic Institutions; Institutional change in India with global context
Unit IV	Processes of Change: Socialization: agencies and stages; Stratification: forms and perspectives; Social Mobility: factors and channels; Impact of globalization, media, and education
Course Outcomes: After completing this course, students can identify and explain core sociological concepts and major theoretical perspectives. Learners will be able to analyze how social institutions function and evolve within societies. Students will examine fundamental social processes including socialization and stratification systems. Participants will apply sociological theories to understand contemporary social issues and transformations. Students will demonstrate understanding of how global influences interact with local social structures and cultural patterns.	

Suggested Readings:

- Berger, Peter (1963), Invitation to Sociology: A Humanistic Perspective, New York, Doubleday.
- Bottomore, T.B. (1972), Sociology – A Guide to problems and Literature, Bombay: George Allen and Unwin.
- Davis, Kingsley (1981), Human Society, New Delhi: Surjeet Publications. Giddens, Anthony (1989), Sociology, Oxford University: Polity Press.
- Harlambos, M. (1998), Sociology – Themes and Perspectives, New Delhi: Oxford University Press.

Inkeles, Alex (1987), What is Sociology? New Delhi: Prentice Hall.

- Jayaram, N. (1988), Introductory Sociology, Madras: McMillan India.
- Johnson Harry M. (1995), Sociology – A Systematic Introduction, New Delhi: Allied Publishers.
- MacIver, R.M. and H. Page (1974), Society – An Introductory Analysis, New Delhi: McMillan.
- Smelser, N.J. (1993), Sociology, New Delhi, Prentice Hall of India.

Fourth Year with Honours (Semester-7)

CORE Major Paper-II (5 Credits)

Pioneers of Sociological Thoughts

Bachelor's Degree Program 4th Year with Honours	
Subject	Sociology
Type of Paper	Major Core (5 Credits)
Year: IV	Semester: VII
Paper Name	Pioneers of Sociological Thoughts
Course Objectives: This course examines the foundational contributions of sociology's pioneering thinkers. It explores the key concepts and theoretical frameworks developed by Comte, Durkheim, Marx, and Weber. The course analyzes their distinct approaches to understanding social order, change, and organization. These classical perspectives provide the fundamental building blocks for contemporary sociological analysis and critical thinking about modern society.	
UNITS	TOPICS
Unit I	Auguste Comte: Positivism and Enlightenment; Conservative reaction; Social Statics and Dynamics
Unit II	Émile Durkheim: Division of labour; Mechanical & Organic solidarity; Suicide study; Sacred and Profane; Social Facts; Methodological contributions
Unit III	Karl Marx: Dialectical & Historical Materialism; Class conflict, Capitalist Development; Alienation and social consequences
Unit IV	Max Weber: Theory of Social Action; Protestant Ethics and Capitalism; Power, Authority and Status; Bureaucracy, Ideal Types, Value Neutrality
Course Outcomes: After completing this course, students can identify the central ideas of sociology's founding theorists. Learners will be able to compare different theoretical approaches to social organization and change. Students will analyze how these classical perspectives address fundamental sociological questions. Participants will apply these foundational theories to examine contemporary social phenomena and demonstrate understanding of their continuing relevance.	

Suggested Readings:

- Adams Bert N. and Sydie, R.A. (2001), Sociological Theory, New Delhi: Vaster Publication.
- Aron Raymond (1967), Main Currents in Sociological Thought, Vol. 1 and 2, Penguin, Chapters on Marx, Durkheim, and Weber.
- Bendix, Rinehart (1960), Max Weber, an Intellectual Portrait (For Weber) Double Day.
- Coser, L.A. (1977), Master of Sociological Thought, New York: Harcourt Brace, pp. 43-87, 129-174, 217- 260.
- Giddens, Anthony (1977), Capitalism and Modern Social Theory- An analysis of Writing of Marx, Durkheim and Weber, Cambridge University Press, Whole Book.
- Hughes, Jhon, A. Martin, Perer, J. and Sharrok, W.W. (1995) Understanding Classical Sociology- Marx,
- Durkheim and Weber, London: Sage Publication.

- Nisbet, Robert (1996), *The Sociology Tradition*, London: Heinemann Education Books Ltd.
- Parsons Talcott (1949), *The Structure of Social Action*, New York, McGraw Hill.
- Popper Karl (1945), *Open Society and its Enemies*, London, Rutledge.
- Ritzer, George, (1992), (3rd edition), *Sociological Theory*, New York, McGraw Hill.
- Turner, Jonathan H. (1995) (4th edition), *The Structure of Sociological Theory* Jaipur: Rawat Publication.
- Zeitin Irving M. (1981), *Ideology and the Development of Sociological Theory*, Prentice Hall.
- Zeitin, Irving M. (1998), (Indian edition). *Rethinking Sociology: A Critique of Contemporary Theory*, New Delhi: Rawat Publication.

Fourth Year with Honours (Semester-7)

CORE Major Paper-3 (5 Credits)

Indian Society: Continuity and Change

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VII
Subject	Sociology
Type of Paper	Core Major (5 Credits)
Paper Name	Indian Society: Continuity and Change
Course Objectives: This course examines the dynamic relationship between tradition and transformation in Indian society. It explores foundational structures including caste, family, and village communities, alongside colonial influences. The course analyzes key processes of social change such as Sanskritization, modernization, and globalization. The program investigates patterns of social mobility among marginalized communities and examines the role of elites in shaping India's social development.	
UNITS	TOPICS
Unit I	Foundations: Unity in Diversity; Caste, Family, Village Community; Colonial social change
Unit II	Processes: Meaning & Nature of Change; Continuity and Transformation; Sanskritization, Modernization, Globalization; Urbanism and Urbanization
Unit III	Change at Margins: Social Mobility among SCs & STs; Islamization & Modernization in Muslim society
Unit IV	Elites and Leadership: Elite role in social change and modernization in India
Course Outcomes: After completing this course, students will be able to identify and analyze India's core social institutions and their transformations. Learners can evaluate processes of change affecting different segments of Indian society. Students will assess patterns of social mobility among Scheduled Castes, Tribes, and Muslim communities. Participants will examine how elite groups influence social modernization and demonstrate understanding of both continuity and change in contemporary India.	

Suggested Readings:

- Aziz, Abdul, (1994), Poverty Alleviation in India: Policies and Programmes, New Delhi: Ashish Publishing.
- Desai, Neera and Maithreyi Krishna Raj. (1987), Women and Society in India, New Delhi: Ajanta Publishers.
- Desai, Neera & Usha Thakkar (2007), Women in India Society, New Delhi: National Book Trust. Dube,
- S.C. (1967), The Indian Village, New Delhi: National Book Trust.
- Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.
- Karve, Irawati (1961), Hindu Society: An Interpretation, Poona: Deccan College. Prabhu, P.H. (1979): Hindu Society: An Interpretation, Poona: Deccan College.
- Sharma, K.L. (2001), Social Inequality in India, New Delhi: Rawat Publications. Srinivas, M.N. (1960), India's Villages. Bombay: Asia Publishing House.
- Srinivas, M.N. (1970), Social Change in Modern India, Berkeley, California: University Press.

Srinivas,

- M.N. (1991), India: Social Structure, Delhi: Chaman Offset Printers.
- Mandelbaum, D.G. (1990), Society in India, Berkeley: University of California Press, Vol. I Parts 24 & 4.
- Singh, Yogendra. (1983), Modernization of Indian Tradition: A Systematic Study of Social Change, New Delhi: Thompson Press.
- C. Parvathamma , Scheduled Castes at the Cross Roads.

Fourth Year with Honours (Semester-7)

Elective Paper- 1A (4 Credits)

Contemporary Social Challenges in India

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VII
Subject	Sociology
Type of Paper	Elective (4 Credits)
Paper Name	Contemporary Social Challenges in India
Course Objectives: This course introduces major contemporary social challenges facing Indian society. It examines the nature and types of social problems through concepts like anomie and alienation. The curriculum explores theoretical perspectives for understanding these issues and analyzes specific challenges including casteism, communalism, and environmental problems. The course also investigates policy responses to issues such as poverty, gender discrimination, and consumer protection.	
UNITS	TOPICS
Unit I	Defining Social Problems; Types of Social Problem; Understanding Social Issues (Anomie, Alienation)
Unit II	Theories of Social Problems
Unit III	Casteism; Communalism; Regionalism; Terrorism; Corruption; Beggary
Unit IV	Poverty; Unemployment; Dowry; Divorce; Environmental Pollution; Child Labour; Untouchability; Elderly Problems; Consumer Rights
Course Outcomes: After completing this course, students can easily identify and categorize contemporary social problems in India. Learners will apply theoretical frameworks to analyze specific social challenges. Students will evaluate policy responses to various social issues. Participants will demonstrate understanding of the causes and potential solutions to pressing social problems affecting modern Indian society.	

Suggested Readings:

- Ahuja Ram. Social problems in India Rawat Publication, New Delhi. 1999
- Elliot, Mabel A and Merrill, Francis E. Social Disorganization, Harper and Brothers, New York, 1950.
- Gurr, Ted Robert, Why Men Rebel, Princeton: Princeton University Press, 1970.
- Madan G.R. Indian Social problems Allied Publisher, New Delhi. 1976.
- Pachauri, J.P. (1999) (ed.), Drug Abuse and Alcoholism in India, Bareilly, MTC Printers.
- Robert K. Merton and Robert Nisbet, (ed.) Contemporary social problems, Harcourt Brace, New York,

Fourth Year with Honours (Semester-7)

Elective Paper -1B (4 Credits)

Introduction to Social Anthropology

Bachelor's Degree Program 4th Year with Honours	
Subject	Sociology
Year: IV	Semester: VII
Type of Paper	Elective (4 Credits)
Paper Name	Introduction to Social Anthropology
Course Objectives: This course is designed to introduce the fundamental concepts and methods of social anthropology to the students. It explores the discipline's relationship with other social sciences and examines major theoretical approaches including functionalism and structuralism. The course investigates key social institutions such as kinship, family, and religion across cultures. The program also analyzes tribal communities in India, with special attention to development challenges and the specific context of Uttarakhand's tribal populations.	
UNITS	TOPICS
Unit I	Definition, Nature, Scope and Relation with other Social Sciences
Unit II	Functionalism (Radcliffe-Brown, Malinowski); Structuralism (Levi-Strauss); Fieldwork tradition
Unit III	Culture; Clan; Caste; Race; Family; Kinship; Marriage; Religion.
Unit IV	Tribes of India and Uttarakhand; Problems and Movements; Development and Change
Course Outcomes: After this course, students can explain core anthropological concepts and theoretical perspectives. Students will examine tribal communities' situations and evaluate development approaches. Also, learners will analyze social institutions like kinship and marriage systems across different societies. Participants will apply anthropological methods and perspectives to understand social organization and cultural change in diverse contexts.	

Suggested Readings:

- Beattie, John (1964), Other Cultures: Aims, Methods and Achievements in Anthropology, London: R.K.P.
- Beteille (1974), Six Essays in Comparative Sociology, New Delhi: OUP.
- Fox, Robn (1973), Encounter with Anthropology, England: Penguin Books Ltd.
- Godelier, Maurice (1973), Perspectives in Marxist Anthropology, London: Cambridge University Press.
- Harris, Marvin (1972), The Rise of Anthropology, London: Routledge and Kegan Paul.
- Keesing, Roger, M. (1976), Cultural Anthropology: A Contemporary Perspective, America: Holt
- Remmhart and Winston.
- Kuper, Adam (1977), Social Anthropology of Redcliff Brown, London: Routledge and Kegan Paul.
- Madan, T.N. and D.N. Majumdar (1980), An Introduction to Social Anthropology, Delhi: Asia

Publishing House.

- Mandelbaum, D.G. (1974), Society in India, Bombay Popular Prakashan.
- Manners and Kaplan (1968), Theories in Anthropology, Chicago Aldine Publishing Co. Pritchard, Evans (1972), Social Anthropology, London: Routledge and Kegan Paul.

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Fourth Year with Honours (Semester-7)

Core Course Research-Based (5 Credits)

Introduction to Social Research

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VII
Subject	Sociology
Type of Paper	Core Course Research-Based (5 Credits)
Paper Name	Introduction to Social Research
Course Objectives: This course explains the fundamentals of social research methodology. It covers the purpose, types, and significance of systematic inquiry in social sciences. The course explores how to identify research problems and develop testable hypotheses. Students will learn about various research designs and their application, while recognizing common challenges in social research.	
UNITS	TOPICS
Unit I	Meaning, Objectives, Types and Significance of Social Research; Scientific Method; Criteria of Good Research; Challenges during Conducting Research
Unit II	Research Problems: Selection, Importance, Steps, Techniques
Unit III	Hypotheses: Meaning, Characteristics, Importance, Types, Testing
Unit IV	Research Design: Meaning, Need, Features; Types – Exploratory, Descriptive, Diagnostic, Experimental
Course Outcomes: After this course, students can explain the basic principles and types of social research. Learners will be able to formulate research problems and develop appropriate hypotheses. Students will design studies using different methodological approaches. Participants will apply scientific methods to address research questions while understanding common practical challenges in social research implementation.	

Suggested Readings:

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Blalock, Hubert M.(1970), Social Statistics. New York: Tata Mc-Graw-Hill.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Dooley, David (1998), Social Research Methods, Prentice-Hall of India, New Delhi.
- Goode, W.J. and Hatt, P.K.(1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P.(2002), Statistical Methods, New Delhi: Sultan Chand and Sons Publication.
- Kothari, C.R.(1988), Research Methodology, Willey Publishers, New Delhi.
- Moser, S.C. and G. Kalton(1971), Survey Methods in Social Investigation, London: Heinmann.
- Seltiz, Claire et al (1959), Research Methods in Social Relation, New York: Henry Holt and Co.
- Srinivas, M.N. and A.M. Shah (1979), Fieldworker and the Field, New Delhi: Oxford University Press.

Fourth Year with Honours (Semester-7)

Minor Core Course (4 Credits)

Human Society and Social Life

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VII
Subject	Sociology
Type of Paper	Minor Core Course (4 Credits)
Paper Name	Human Society and Social Life
Course Objectives: This course explores how human societies are organized and how social life shapes individual experience. Students will learn about sociology's origins and its key founders, examining both Western and early Indian thinkers. The program investigates fundamental building blocks of society including status, roles, and institutions and the process of socialization. The course further examines everyday social interactions and contemporary challenges like globalization and inequality, demonstrating sociology's relevance for understanding modern life.	
UNITS	TOPICS
Unit I	Emergence of Sociology and Study of Human Society: Historical development of Sociology, Industrial Revolution, Modernity, Urbanization; Founding Thinkers: Comte, Marx, Durkheim, Weber; Beginnings of Indian sociology: G.S. Ghurye, M.N. Srinivas (brief overview); Importance of Sociology for Understanding Human Life
Unit II	Social Structure and Socialization: Society, Individual, and Community; Elements of Social Structure: Status, Roles, Institutions, Groups; Socialization: Meaning, Stages, Agencies; Personality as a Product of Social Interaction
Unit III	Roles and Everyday Social Life: Role Set, Role Strain and Role Conflict; Adjustment, Accommodation and Identity in Society; Everyday Interaction and Self-Development; Confidence, Motivation and Personal Growth in Social Context
Unit IV	Social Issues and Contemporary Challenges: Family Change and Generational Conflict; Youth and Identity Issues in Modern Society; Gender and Social Inequalities; Environment, Wellbeing, And Globalization; Significance of Sociology in Addressing Future Social Challenges
Course Outcomes: Upon completion, students can explain sociology's historical development and major theoretical perspectives. They will analyze social structures and socialization processes. Learners will examine role dynamics and identity formation in social contexts. Students will apply sociological perspectives to understand contemporary issues like gender inequality and globalization's societal impacts.	

Suggested Readings:

- Giddens, A., & Sutton, P. W. (2021). Sociology (9th ed.). Polity Press.
- Macionis, J. J. (2018). Society: The basics (15th ed.). Pearson.
- Ritzer, G., & Stepnisky, J. (2023). Sociological theory (10th ed.). SAGE Publications.

- Collins, R. (1994). *Four sociological traditions: Selected readings*. Oxford University Press.
- Ghurye, G. S. (2018). *Caste and race in India*. SAGE Publications. (Original work published 1932)
- Srinivas, M. N. (1962). *Caste in modern India and other essays*. Asia Publishing House.
- Goffman, E. (1959). *The presentation of self in everyday life*. Anchor Books.
- Henslin, J. M. (2021). *Essentials of sociology: A down-to-earth approach* (13th ed.). Pearson.
- Connell, R. (2018). *Gender: In world perspective* (3rd ed.). Polity Press.
- Giddens, A., & Birdsall, K. (2001). *Sociology: A brief but critical introduction* (5th ed.). Palgrave Macmillan.

Fourth Year with Honours (Semester-8)

Core Major Paper-I (5 Credits)

Indian Sociological Tradition and Thinkers

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VIII
Subject	Sociology
Type of Paper	Core Major (5 Credits)
Paper Name	Indian Sociological Tradition and Thinkers
Course Objectives: This course examines the distinct development of sociological thought in India through its major theoretical traditions and key thinkers. It explores diverse perspectives including Indological, structural-functional, Marxist, and subaltern approaches. The course analyzes how these scholars have contributed to understanding India's unique social structure, caste system, and cultural transformation. The program investigates both classical and contemporary frameworks for studying Indian society.	
UNITS	TOPICS
Unit I	Sociology in India: Development of Sociology in India; Structure of Indian society; Approaches to study Indian society
Unit II	Indological & Civilizational Schools: G.S. Ghurye; Louis Dumont; Radhakamal Mukherjee; N.K. Bose; Surjeet Sinha
Unit III	Structural-Functionalist & Synthetic Approaches: M.N. Srinivas; S.C. Dube; McKim Marriott; Irawati Karve; André Beteille
Unit IV	Marxist & Subaltern Approaches: D.P. Mukherji; A.R. Desai; Ramkrishna Mukherjee; Ranjit Guha; David Hardiman; B.R. Ambedkar
Course Outcomes: After completing this course, students can identify major Indian sociological traditions and their representative thinkers. Learners will compare different theoretical approaches to studying Indian society. Students will analyze how these perspectives address caste, social change, and cultural specificity. Participants will apply these frameworks to contemporary Indian social issues and demonstrate understanding of India's distinctive sociological heritage.	

Suggested Readings:

- Desai, A.R. (1981), "Relevance of the Marxist Approach to the Study of Indian Society", Sociological Bulletin, 10(1). pp. 1-20
- Dhanagare, D.N. (1998), Themes and Perspectives in Indian Sociology, New Delhi, Rawat Publications.
- Dumont, Louis (1970), Homo-Hierarchicus: Caste System and its Implications, Chicago.
- Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.
- Mukherjee, D.P. (1958), Diversities, Delhi: People's Publishing House.
- Singh, Y. (1973), Modernization of Indian Traditions, Delhi: Thomson Press.

- Srinivas, M.N. (1960), *India's Villages*. Bombay: Asia Publishing House.
- Bose, N.K. (1977), *Culture and Society in India*, Bombay: Popular Prakashan.
- David, Hardiman (1996), *Feeding the Bania: Peasants and Usurers in Western India* Oxford University Press.
- David, Hardiman (1987), *The Coming of Devi: Adivasi Assertion in Western India*: Oxford University Press.
- Dube, S.C. (1967), *The Indian Village*, New Delhi: NBT.
- Sinha, S. (1974), 'Sociology of Religion: A trend report' in ICSSR'. *A Survey of Research in Sociology and Social Anthropology*. 11, Bombay: Popular Prakashan.
- Jodhka, S.S. (1997), 'From Book view to Field view: Social Anthropological Constructions of the Indian Village'. *Oxford Development Studies*, 26(3)
- Nagla, B.K. (2008), *Indian Sociological Thought*, Jaipur, Rawat Publications.
- Unithan, T.K.N. (1965), (Ed.), *Sociology of India*, New Delhi, Prentic-Hall of India.

Fourth Year with Honours (Semester-8)

Core Major Paper-II (5 Credits)

Traditions in Sociological Thought

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VIII
Subject	Sociology
Type of Paper	Core Major (5 Credits)
Paper Name	Traditions in Sociological Thought
Course Objectives: This course examines the contributions of key sociological thinkers who helped shape modern social theory. It explores classical and mid-century perspectives including Spencer's organic analogy, Sorokin's social mobility concepts, and Pareto's elite theory. The curriculum covers Parsons' systems theory and Merton's functional analysis, investigating how these frameworks address social order, change, and action. The course aims to demonstrate how these foundational ideas continue to inform contemporary sociological analysis.	
UNITS	TOPICS
Unit I	Herbert Spencer: Theory of Social Darwinism; Organic Analogy; Principle of Equal Liberty. P.A. Sorokin: Concept of Social Mobility, Socio-Cultural Dynamics, Theory of Social Revolution.
Unit II	Vilfredo Pareto: Logico-Experimental Framework; Logical and Non-Logical Action; Theory of Elite; Concepts of Residues and Derivatives
Unit III	Talcott Parsons: Model of the Social System; Action Frame of Reference; AGIL Functional Paradigm; Pattern Variables in Social Action.
Unit IV	Robert K. Merton: Functions and Dysfunctions; Distinction between Latent and Manifest Functions; Theory of Conformity and Deviance; Reference Group Theory.
Course Outcomes: After completing this course, students can identify and explain major concepts from important sociological theorists. Learners will compare different theoretical approaches to understanding social structure and change. Students will analyze how these theories address fundamental sociological questions about order, action, and social dynamics. Participants will apply these classical perspectives to examine contemporary social phenomena and demonstrate understanding of their continuing relevance in sociological analysis.	

Suggested Readings:

- Barnes, Harry Elmer 'An Introduction to the History of Sociology', Chicago, University of Chicago Press, 1948.
- Coser, Lewis A. 'Masters of Sociological Thought', New York, Harcourt Brace Jovanovich, Inc., 1971.
- Timasheff, Nicholas S. 'Sociological Theory-Its Nature & Growth', New York, Random House, 1967.
- Nisbet, Robert A. 'The Sociological Tradition', London, Heinemann, 1979.
- Bogardus, Emory S. 'The Development of Social Thought', Bombay, Vakils, Borer and Simons Pvt.

Ltd., 1960.

- Aron, Raymond 'Main Currents in Sociological Thought', Vol. 1 & 2, Harmondsworth, Mindless, Penguin Books, 1965.
- Abel, Theodore 'The Foundation of Sociological Theory', Indian ed., Jaipur, Rawat Publications, 1980.
- Abraham, Francis M. 'Modern Sociological Theory: An Introduction', Delhi, Oxford University Press, 1982. Sorokin Pitrim' Contemporary Sociological Theories', Indian Ed. New Delhi, Kalyani Publishers, 1978.
- Morrison, Ken. 1995. Marx, Weber and Durkheim, London: Sage Publications. Merton, R.K. (1968), Social Theory & Social Structure, Glencoe, 3rd Free Press.

Fourth Year with Honours (Semester-8)

Major Core Paper – III (5 Credits)

Society and Environment

Bachelor's Degree Program 4th Year with Honors	
Subject	Sociology
Year: IV	Semester: VII
Type of Paper	Major Core (5 Credits)
Paper Name	Society and Environment
Course Objectives: This course explores the relationship between societies and their environments through sociological perspectives. It examines the development of environmental sociology and key theoretical approaches to understanding ecological issues. The course analyzes concepts of sustainable development and the social impacts of development-induced displacement. The program also investigates how cultural values, social movements, and civil society contribute to environmental protection efforts.	
UNITS	TOPICS
Unit I	Emergence, decline and revival of environmental sociology; Ecology, Environment and Society
Unit II	Theoretical Perspectives: Dunlap & Catton; Giddens; Guha; Radha Kamal Mukherjee
Unit III	Sustainable development; Development induced Displacement, Environmental Impact Assessment (EIA)
Unit IV	Role of culture, religion, civil societies and social movements in environmental protection
Course Outcomes: After this course, students can analyze society-environment relationships using sociological frameworks. Learners will evaluate different theoretical approaches to environmental issues. Students will assess development policies and their environmental impacts. Participants will examine how cultural factors and social movements influence environmental protection. Students will apply sociological perspectives to contemporary environmental challenges and solutions.	

Suggested Readings:

- Agarwal, Anil (1989), "Economy and Environment in India", in Anil Agarwal (ed.) The Price of Forest. New Delhi: Centre for Science and Environment.
- Bhatt, Anil (1989), Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi Carolyn Merchant (Ed.), Ecology, Key Concepts in critical theory, Rawat Publication, New Delhi, 1996. Chauhan, I.S. (1998), Environmental Degradation, Delhi: Rawat Publications.
- Dubey, S.M. and Murdia, Ratno (ed.) (1980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
- Gadgil, Madhav & Ram Chandra Guha (1996), Ecology and Equity: The use and Abuse of Nature the Himalaya. OUP: Delhi.

- Guha, Ram Chandra (1995), *The Unquiet Wook's: Ecological Change and Peasant Resistance in the Himalaya*. OUP: Delhi.
- John A. Hannigan, *Environmental Sociology*, Routledge, London, 1995.
- Mushi, Indra (2000), *Environment in Sociological Theory*, *Sociological Bulletin*, Vol. 49, No. 2.
- Schnaiberg, Allan (1980), *The Environment*, New York: OUP.
- Singh, Gian (1991), *Environmental Deterioration in India: Causes and Control*, New Delhi: Agricoles.
- Wilson, Des (ed.) (1984), *The Environmental Crisis*, London: Heinemann.

Fourth Year with Honours (Semester-8)

Elective Paper- 2A (4 Credits)

Human Behaviour in Social Context

Bachelor's Degree Program 4th Year with Honors	
Subject	Sociology
Year: IV	Semester: VII
Type of Paper	Elective (4 Credits)
Paper Name	Human Behaviour in Social Context

Course Objectives: This course explores how individual behavior shapes and is shaped by social environments. It examines the relationship between social psychology and sociology, focusing on attitude formation, motivation, and learning processes. The course investigates collective phenomena like public opinion, prejudice, and rumor propagation. It also analyzes leadership dynamics and group behavior patterns in various social contexts.

UNITS	TOPICS
Unit I	Nature, Scope, Relation of Social Psychology with Sociology
Unit II	Attitudes; Motivation; Learning
Unit III	Public Opinion; Propaganda; Prejudice; Stereotypes; Rumour
Unit IV	Leadership; Group Behaviour; Crowd; Audience; Group Mind

Course Outcomes: After this course, students can explain how social contexts influence individual behavior and attitudes. Learners will analyze collective phenomena like propaganda and stereotypes. Students will evaluate leadership styles and group dynamics in social settings. Participants will apply social psychology concepts to understand real-world interpersonal and group interactions.

Suggested Readings:

- B.N. Maltzer, W. John & Others (1945), Symbolic Interactionism, Routledge, and Kenan Paul Ltd. New Jersey, 1945.
- Krech D. and Crutchfield R.S. (1975), Theory and Problems of Social Psychology, Mcgraw Hill, New York.
- Kimball Young (1963), A Handbook of Social Psychology (Routledge and Kegan Paul Ltd. London, Revised Edition.
- Kari Mannheim (1966), Essays on Sociology and Social Psychology, Routledge and Kegan Paul Ltd., London, 3rd Edition.
- Lindzey (ed.) (1964), handbook of Social Psychology, Vol. I & II Wiley Publishing Co. The London Third Edition.
- Robert R. Evans (1975), Readings in Collective Behaviour, Chicago: Rand Monally College Publishing Co.
- W.J.H. Sprott (1952), Social Psychology, Methuen, and Co. London.

Fourth Year with Honours (Semester-8)

Elective Paper- 2B (4 Credits)

Society and Disasters: Sociological Insights

Bachelor's Degree Program 4th Year with Honours	
Year: IV	Semester: VIII
Subject	Sociology
Type of Paper	Elective (4 Credits)
Paper Name	Society and Disasters: Sociological Insights
Course Objectives: This course examines disasters through a sociological lens, exploring their various types and social causes. It analyzes the profound impacts on communities, including trauma and resilience. The course investigates institutional responses through state mechanisms and policy frameworks. It also assesses the roles of civil society and international organizations in disaster management and recovery.	
UNITS	TOPICS
Unit I	Nature and types of disasters (famine, flood, epidemic, war, industrial, nuclear)
Unit II	Social impacts: victims, displacement, trauma, resilience
Unit III	Role of State and institutions (SDRF, NDRF, Disaster Management Act)
Unit IV	Civil society, NGOs, international agencies, and community participation
Course Outcomes: After this course, students can classify disaster types and analyze their social roots. Learners will evaluate impacts on communities and institutional response systems. Students will assess disaster management policies and recovery mechanisms. Participants will apply sociological perspectives to understand community resilience and organizational roles in disaster contexts.	

Suggested Readings:

- Veena Das and Ashis Nandy: 'Violence, Victimhood and the Language of Silence', Contributions to Indian Sociology.
- Dharendra Sharma, India's Nuclear Estate (New Delhi: Lancers, 1983).
- P.N.Haksar et. al.,: A Statement of Scientific Temper, Bombay: Nehru Centre, 1981. Ashish
- Nandy: Science, Authoritarianism and Culture.
- Praful, Bidwai: Atomic Power on the Run, The Times of India, 13-15 October 1986
- Dharendra Sharma (ed.): The Indian Atom: Power and Proliferation (New Delhi: Philosophy and Social Action, 1986).Dharendra Sharma, India's Nuclear Estate
- Ashish Nandy: The Bomb, The Illustrated Weekly of India, 4 August 1985
- Jatinder K. Bajaj: The Bhopal Tragedy: The Responsibility of the Scientific Community',
- Sunil Sahasrabudhe, Bhopal: Science Must Share the Blame, PPST Bulletin, 1985, 5, pp. 6-14,25 Shiv
- Visvanathan Bhopal: The Imagination of a Disaster, Alternatives, 1986, II, pp. 147-65.
- Sen Amartya (1981) Poverty and Famines New Delhi: UP

Fourth Year with Honours (Semester-8)

Project Work/Academic Project - (5 Credits)

Bachelor's Degree Program 4th Year with Honors	
Subject	Sociology
Year: IV	Semester: VIII
Type of Paper	Project Work (5 Credits)
Paper Name	Project Work

Course Objectives: This project work aims to provide practical experience in conducting sociological research using primary data collection methods. Students will develop skills in research design, fieldwork implementation, and data analysis under faculty supervision. The project emphasizes applying theoretical knowledge to empirical investigation while maintaining academic rigor. Participants will learn to organize and present their research in proper academic format following departmental guidelines.

The Project Work will focus on fieldwork that collects primary data, conducted under the supervision of the supervisor or the Head of the Department.

Two typed copies of the dissertation must be submitted to the Department through the Head of the Department.

The Project Work will be evaluated by a board of examiners, which includes the Head of the Department or Supervisor and an external examiner appointed by the University. The external examiner will also conduct the candidate's Viva Voce. Both examiners will assign grades.

Course Outcomes: Upon completion, students can design and execute an independent research project using appropriate sociological methods. Learners will demonstrate competency in collecting and analyzing primary data through fieldwork. Students will produce a structured research document that presents coherent findings and analysis. Participants will effectively defend their methodological choices and research outcomes during the viva voce examination before the evaluation board.

Fourth Year with Honours (Semester-8)

Minor Core Course (4 Credits)

Industry and Society

Bachelor's Degree Program 4th Year with Honours	
Subject	Sociology
Year: IV	Semester: VIII
Type of Paper	Minor Core (4 Credits)
Paper Name	Industry and Society
Course Objectives: This course is designed to examine the relationship between industrial development and social change. It explores the process of industrialization and its impact on society, particularly in the Indian context. The course analyzes different types of industrial organizations and their structures. It investigates industrial conflicts and various resolution mechanisms. The program also covers the role of trade unions and collective bargaining in maintaining industrial relations.	
Units	Topics
Unit I	The Meaning of Industry and Society, and Their Interrelationship. Industrialisation, Industrial Revolution, Industrialisation in India, Industrialisation and Social Change
Unit II	Industrial Organizations, Types of Industrial Organizations, Formal Organization, Informal Organization, Comparison between Formal and Informal Organization
Unit III	Industrial Dispute and Its Resolution: Concept of Industrial Dispute or Conflict, Causes of Industrial dispute, Types of Industrial Conflict, Resolution of Industrial dispute: Conciliation, Voluntary Arbitration and Courts of Inquiry
Unit IV	Trade Unions and Collective Bargaining: Concept of Trade Unions, Features of Trade Unions, Functions of the Trade Union, Impact of the Trade Union Movement. Collective Bargaining: Concept of Collective Bargaining, Approaches to Collective Bargaining, Features of Collective Bargaining, Importance of Collective Bargaining, Collective Bargaining in the Indian Context
Course Outcomes: After completing this course, students can analyze the social consequences of industrial development. Learners will compare formal and informal organizational structures in industrial settings. Students will evaluate causes of industrial disputes and appropriate resolution methods. Participants will assess the functions and impact of trade unions. Students will apply collective bargaining principles to industrial relations scenarios in the Indian context.	

Suggested Readings:

- Gisbert Pascal, Fundamentals of Industrial Sociology, Tata Mc. Graw Hill Publishing Co. New Delhi, 1972.
- Schneider Engeno ,V. Industrial Sociology 2nd Edition, Mc. Graw Hill Publishing Co. New Delhi, 1979.
- Mamoria, C.B. and Mamoria, S. Dynamics of Industrial Relations In India.
- Sinha, G.P. and P.R.N. Sinha, Industrial Relations and Labour Legislations, New Delhi, Oxford and

IBH Publishing Co. 1977.

- Tyagi, B.P. Labour Economics and Social Welfare, Jai Prakashnath and Co. Meerut, 1980.
- Methrotra, S.N. Labour Problems In India, 3rd Revised Edition, S. Chand and Co. New Delhi, 1981

