



NATIONAL INSTITUTE OF OPEN SCHOOLING NOIDA

Unit 1: Educational Studies

- a) Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge
- b) Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom
- c) Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)
- d) Socialization and education- education and culture; Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule) to the development of educational thought for social change, National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit 2: History, Politics and Economics of Education

- a) Committees and Commissions' Contribution to Teacher Education Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

- b) Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.
- c) Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting
- d) Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

Unit 3: Learner and Learning Process

- a) Growth and Development: Concept and principles ,Cognitive Processes and stages of Cognitive Development , Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) , Mental health and Mental hygiene
- b) Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity
- c) Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, socialcompetence, Concept of social cognition, understanding social relationship and socialization goals
- d) Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit 4: Teacher Education

- a) Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum

and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels , Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

- b) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models
- c) Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)
- d) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Unit 5: Curriculum Studies

- a) Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development
- b) Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Model)
- c) Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

- d) Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Unit 6: Research in Education

- a) Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)
- b) Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)
- c) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation
- d) Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps

of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit 7: Pedagogy, Andragogy and Assessment

- a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy
- b) Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes , Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning
- c) Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
- d) Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Unit 8: Technology in/ for Education

- a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)

- b) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- c) Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research
- d) Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Unit 9: Educational Management, Administration and Leadership

- a) Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organinsational development, Organisational climate
- b) Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)
- c) Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad
- d) Change Management: Meaning, Need for Planned change, Three- Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese

Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).

Unit 10: Inclusive Education

- a) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication
- b) Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools
- c) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School
- d) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

1. Emergence of Psychology

Psychological thought in some major Eastern Systems: Bhagavad Gita, Buddhism, Sufism and Integral Yoga. Academic psychology in India: Pre- independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academia. Issues: The colonial encounter; Post colonialism and psychology; Lack of distinct disciplinary identity.

Western: Greek heritage, medieval period and modern period. Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic- Existential, Transpersonal, Cognitive revolution, Multiculturalism. Four founding paths of academic psychology - Wundt, Freud, James, Dilthey. Issues: Crisis in psychology due to strict adherence to experimental- analytical paradigm (logical empiricism). Indic influences on modern psychology.

Essential aspects of knowledge paradigms: Ontology, epistemology, and methodology. Paradigms of Western Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry. Paradigmatic Controversies. Significant Indian paradigms on psychological knowledge: Yoga, Bhagavad Gita, Buddhism, Sufism, and Integral Yoga. Science and spirituality (*avidya* and *vidya*). The primacy of self-knowledge in Indian psychology.

2. Research Methodology and Statistics

Research: Meaning, Purpose, and Dimensions.

Research problems, Variables and Operational Definitions, Hypothesis, Sampling.

Ethics in conducting and reporting research

Paradigms of research: Quantitative, Qualitative, Mixed methods approach
Methods of research: Observation, Survey [Interview, Questionnaires], Experimental, Quasi-experimental, Field studies, Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, Ethnography

Statistics in Psychology: Measures of Central Tendency and Dispersion. Normal Probability Curve. Parametric [t-test] and Non-parametric tests [Sign Test, Wilcoxon Signed rank test, Mann-Whitney test, Kruskal-Wallis test, Friedman]. Power analysis. Effect size.

Correlational Analysis: Correlation [Product Moment, Rank Order], Partial correlation, multiple correlation.

Special Correlation Methods: Biserial, Point biserial, tetrachoric, phi coefficient.

Regression: Simple linear regression, Multiple regression.

Factor analysis: Assumptions, Methods, Rotation and Interpretation.

Experimental Designs: ANOVA [One-way, Factorial], Randomized Block Designs, Repeated Measures Design, Latin Square, Cohort studies, Time series, MANOVA, ANCOVA. Single-subject designs.

3. Psychological testing

Types of tests

Test construction: Item writing, item analysis

Test standardization: Reliability, validity and Norms

Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories

Attitude scales – Semantic differential, Staples, Likert scale. Computer-based psychological testing

Applications of psychological testing in various settings: Clinical, Organizational and business, Education, Counseling, Military. Career guidance.

4. Biological basis of behavior

Sensory systems: General and specific sensations, receptors and processes

Neurons: Structure, functions, types, neural impulse, synaptic transmission. Neurotransmitters.

The Central and Peripheral Nervous Systems – Structure and functions. Neuroplasticity.

Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods.

Muscular and Glandular system: Types and functions Biological basis of Motivation: Hunger, Thirst, Sleep and Sex.

Biological basis of emotion: The Limbic system, Hormonal regulation of behavior.

Genetics and behavior: Chromosomal anomalies; Nature-Nurture controversy [Twin studies and adoption studies]

5. Attention, Perception, Learning, Memory and Forgetting

Attention: Forms of attention, Models of attention Perception:

Approaches to the Study of Perception: Gestalt and physiological approaches Perceptual Organization: Gestalt, Figure and Ground, Law of Organization

Perceptual Constancy: Size, Shape, and Color; Illusions

Perception of Form, Depth and Movement Role of motivation and learning in perception

Signal detection theory: Assumptions and applications

Subliminal perception and related factors, information processing approach to perception, culture and perception, perceptual styles, Pattern recognition, Ecological perspective on perception.

Learning Process:

Fundamental theories: Thorndike, Guthrie, Hull

Classical Conditioning: Procedure, phenomena and related issues Instrumental learning: Phenomena, Paradigms and theoretical issues; Reinforcement: Basic variables and schedules; Behaviour modification and its applications

Cognitive approaches in learning: Latent learning, observational learning. Verbal learning and Discrimination learning

Recent trends in learning: Neurophysiology of learning

Memory and Forgetting

Memory processes: Encoding, Storage, Retrieval

Stages of memory: Sensory memory, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural)

Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

6. Thinking, Intelligence and Creativity

Theoretical perspectives on thought processes: Associationism, Gestalt, Information processing, Feature integration model

Concept formation: Rules, Types, and Strategies; Role of concepts in thinking Types of Reasoning

Language and thought

Problem solving: Type, Strategies, and Obstacles Decision-making: Types and models

Metacognition: Metacognitive knowledge and Metacognitive regulation

Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila

Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan Relationship between Intelligence and Creativity

7. Personality, Motivation, emotion, stress and coping

Determinants of personality: Biological and socio-cultural

Approaches to the study of personality: Psychoanalytical, Neo-Freudian, Social learning, Trait and Type, Cognitive, Humanistic, Existential, Transpersonal psychology.

Other theories: Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development.

Basic motivational concepts: Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle.

Approaches to the study of motivation: Psychoanalytical, Ethological, S-R Cognitive, Humanistic

Exploratory behavior and curiosity

Zuckerman's Sensation seeking Achievement, Affiliation and Power Motivational Competence

Self-regulation Flow

Emotions: Physiological correlates

Theories of emotions: James-Lange, Canon-Bard, Schachter and Singer, Lazarus, Lindsley.

Emotion regulation

Conflicts: Sources and types

Stress and Coping: Concept, Models, Type A, B, C, D behaviors, Stress management strategies [Biofeedback, Music therapy, Breathing exercises, Progressive Muscular Relaxation, Guided Imagery, Mindfulness, Meditation, Yogasana, Stress Inoculation Training].

8. Social Psychology

Nature, scope and history of social psychology

Traditional theoretical perspectives: Field theory, Cognitive Dissonance, Sociobiology, Psychodynamic Approaches, Social Cognition.

Social perception [Communication, Attributions]; attitude and its change within cultural context; prosocial behavior

Group and Social influence [Social Facilitation; Social loafing]; Social influence [Conformity, Peer Pressure, Persuasion, Compliance, Obedience, Social Power, Reactance]. Aggression. Group dynamics, leadership style and effectiveness. Theories of intergroup relations [Minimal Group Experiment and Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory, Balance Theories, Equity Theory, Social Exchange Theory]

Applied social psychology: Health, Environment and Law; Personal space, crowding, and territoriality.

9. Human Development and Interventions

Developmental processes: Nature, Principles, Factors in development, Stages of Development. Successful aging.

Theories of development: Psychoanalytical, Behavioristic, and Cognitive Various aspects of development: Sensory-motor, cognitive, language, emotional, social and moral.

Psychopathology: Concept, Mental Status Examination, Classification, Causes

Psychotherapies: Psychoanalysis, Person-centered, Gestalt, Existential, Acceptance Commitment Therapy, Behavior therapy, REBT, CBT, MBCT, Play therapy, Positive psychotherapy, Transactional Analysis, Dialectic behavior therapy, Art therapy, Performing Art Therapy, Family therapy.

Applications of theories of motivation and learning in School Factors in educational achievement Teacher effectiveness.

Guidance in schools: Needs, organizational set up and techniques Counselling: Process, skills, and techniques

10. Emerging Areas

Issues of Gender, Poverty, Disability, and Migration: Cultural bias and discrimination. Stigma, Marginalization, and Social Suffering; Child Abuse and Domestic violence.

Peace psychology: Violence, non-violence, conflict resolution at macro level, role of media in conflict resolution.

Wellbeing and self-growth: Types of wellbeing [Hedonic and Eudemonic], Character strengths, Resilience and Post-Traumatic Growth.

Health: Health promoting and health compromising behaviors, Life style and Chronic diseases [Diabetes, Hypertension, Coronary Heart Disease], Psychoneuroimmunology [Cancer, HIV/AIDS]

Psychology and technology interface: Digital learning; Digital etiquette: Cyber bullying; Cyber pornography: Consumption, implications; Parental mediation of Digital Usage.

Unit -1 : Sociological Theory

1. Classical Sociological Traditions
 - Emile Durkheim
 - Max Weber
 - Karl Marx
2. Structure- Functionalism and Structuralism
 - Bronislaw Malinowski
 - A.R. Radcliffe- Brown
 - Talcott Parsons
 - Robert K. Merton
 - Claude Levi Strauss
3. Hermeneutic and Interpretative Traditions
 - G.H. Mead
 - Karl Manheim
 - Alfred Schutz
 - Harold Garfinkel
 - Erving Goffman
 - Clifford Geertz
4. Post Modernism, Post Structuralism and Post Colonialism
 - Edward Said
 - Pierre Bourdieu
 - Michel Foucault
 - Jurgen Habermas
 - Anthony Giddens
 - Manuel Castells
5. Indian Thinkers
 - M.K. Gandhi
 - B.R. Ambedkar
 - Radha Kamal Mukherjee
 - G. S. Ghurye
 - M.N. Srinivas
 - Irawati Karve

Unit - 2 : Research Methodology and Methods

1. Conceptualizing Social Reality
 - Philosophy of Science
 - Scientific Method and Epistemology in Social Science
 - Hermeneutic Traditions
 - Objectivity and Reflexivity in Social Science

- Ethics and Politics
2. Formulating Research Design
 - Reading Social Science Research, Data and Documents
 - Induction and Deduction
 - Fact, Concept and Theory
 - Hypotheses, Research Questions, Objectives
 3. Quantitative and Qualitative Methods
 - Ethnography
 - Survey Method
 - Historical Method
 - Comparative Method
 4. Techniques
 - Sampling
 - Questionnaire and Schedule
 - Statistical Analysis
 - Observation, Interview and Case study
 - Interpretation, Data Analysis and Report Writing

Unit -3 : Basic Concepts and Institutions

1. Sociological Concepts
 - Social Structure
 - Culture
 - Network
 - Status and Role
 - Identity
 - Community
 - Diaspora
 - Values, Norms and Rules
 - Personhood, Habitus and Agency
 - Bureaucracy, Power and Authority
2. Social Institutions
 - Marriage, Family and Kinship
 - Economy
 - Polity
 - Religion
 - Education
 - Law and Customs
3. Social Stratification
 - Social Difference, Hierarchy, Inequality and Marginalization

- Caste and Class
 - Gender, Sexuality and Disability
 - Race, Tribe and Ethnicity
5. Social Change and Processes
- Evolution and Diffusion
 - Modernization and Development
 - Social Transformations and Globalization
 - Social Mobility

Unit – 4 : Rural and Urban Transformations

1. Rural and Peasant Society
- Caste-Tribe Settlements
 - Agrarian Social Structure and Emergent Class Relations
 - Land Ownership and Agrarian Relations
 - Decline of Agrarian Economy, De-Peasantization and Migration
 - Agrarian Unrest and Peasant Movements
 - Changing Inter-Community Relations and Violence
2. Urban Society
- Urbanism, Urbanity and Urbanization
 - Towns, Cities and Mega-Cities
 - Industry, Service and Business
 - Neighbourhood, Slums and Ethnic Enclaves
 - Middle Class and Gated Communities
 - Urban Movements and Violence

Unit – 5 : State, Politics and Development

1. Political Processes in India
- Tribe, Nation State and Border
 - Bureaucracy
 - Governance and Development
 - Public Policy: Health, Education and Livelihoods
 - Political Culture
 - Grass-root Democracy
 - Law and Society
 - Gender and Development
 - Corruption
 - Role of International Development Organizations
2. Social Movements and Protests
- Political Factions, Pressure Groups
 - Movements based on Caste, Ethnicity, Ideology, Gender, Disability,

Religion and Region

- Civil Society and Citizenship
- NGOs, Activism and Leadership
- Reservations and Politics

Unit – 6 : Economy and Society

- Exchange, Gift , Capital, Labour and Market
- Mode of Production Debates
- Property and Property Relations
- State and Market: Welfarism and Neoliberalism
- Models of Economic Development
- Poverty and Exclusion
- Factory and Industry Systems
- Changing Nature of Labour Relations
- Gender and Labour Process
- Business and Family
- Digital Economy, E-Commerce
- Global Business and Corporates
- Tourism
- Consumption

Unit - 7: Environment and Society

- Social and Cultural Ecology: Diverse Forms
- Technological Change, Agriculture and Biodiversity
- Indigenous Knowledge Systems and Ethno-Medicine
- Gender and Environment
- Forest Policies, Adivasis and Exclusion
- Ecological Degradation and Migration
- Development, Displacement and Rehabilitation
- Water and Social Exclusion
- Disasters and Community Responses
- Environmental Pollution, Public Health and Disability
- Climate Change and International Policies
- Environmental Movements

Unit - 8: Family, Marriage and Kinship

- Theoretical Approaches: Structure-Functionalist, Alliance and Cultural
- Gender Relations and Power Dynamics
- Inheritance, Succession and Authority
- Gender, Sexuality and Reproduction
- Children, Youth and Elderly

- Emotions and Family
- Emergent Forms of Family
- Changing Marriage Practices
- Changing Care and Support Systems
- Family Laws
- Domestic Violence and Crime against Women
- Honour Killing

Unit - 9 : Science, Technology and Society

- History of Technological Development
- Changing notions of Time and Space
- Flows and Boundaries
- Virtual Community
- Media: Print and Electronic, Visual and Social Media
- E-Governance and Surveillance Society
- Technology and Emerging Political Processes
- State Policy, Digital Divide and Inclusion
- Technology and Changing Family Relations
- Technology and Changing Health Systems
- Food and Technology
- Cyber Crime

Unit - 10 : Culture and Symbolic Transformations

- Signs and Symbols
- Rituals, Beliefs and Practices
- Changing Material Culture
- Moral Economy
- Education: Formal and Informal
- Religious Organizations, Piety and Spirituality
- Commodification of Rituals
- Communalism and Secularism
- Cultural Identity and Mobilization
- Culture and Politics
- Gender, Body and Culture
- Art and Aesthetics
- Ethics and Morality
- Sports and Culture
- Pilgrimage and Religious Tourism
- Religion and Economy
- Culture and Environment
- New Religious Movements