

Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) and (CW+CR) (2025- onwards)

NCrf Credit Level	Semester	Course Type	Course Name	Course Level	Credit	Total Credits to be opted	Internal	End Semester	Total	Contact hours
6	1	Core Course	Fundamental Concepts in Sociology (MSOCCFC125)	400	4	20	28	72	100	60
		Core Course	Indian Society: Structure and Perspectives (MSOCCIS125)	400	4		28	72	100	60
		Core Course	Research Methodology (MSOCCRM125)	500	4		28	72	100	60
		Discipline Centric Elective	Tribal Society in India: Continuity and Change (MSOCDTS125)	400	4		28	72	100	60
		Discipline Centric Elective	Population Studies (MSOCDPS125)	400	4		28	72	100	60
		Discipline Centric Elective	Social Anthropology (MSOCDSA125)	400	4		28	72	100	60
		Out of THREE Discipline Centric Electives, Students have to opt TWO								
	2	Core Course	Social Theory (MSOCCST225)	400	4	20	28	72	100	60
		Core Course	Social Stratification (MSOCCSS225)	400	4		28	72	100	60
		Core Course	Fieldwork – Community Studies (MSOCCCFW225)	500	4		28	72	100	60
		Discipline Centric Elective	Industrial Sociology (MSOCDIS225)	400	4		28	72	100	60
		Discipline Centric Elective	Sociology of Religion (MSOCDSR225)	400	4		28	72	100	60
		Discipline Centric Elective	Criminology (MSOCDC225)	400	4		28	72	100	60
		Out of THREE Discipline Centric Electives, Students have to opt TWO								
Total Credits – 1 st Year = 48 : Exit Option with Postgraduate Diploma in Sociology on Completion of Courses equal to a minimum of 40 or Credits entry to one year PG in Sociology with Coursework										

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	First		
Course Title	Fundamental Concepts in Sociology		
Course Code	MSOCCFC125		
Course Type	Core Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1. Enable students to think sociologically by understanding key concepts, perspectives, and the importance of viewing social reality through a sociological lens.</p> <p>CLO-2. Apply the tools, techniques, and ethical considerations of conducting sociological research and also applying scientific methods in studying society.</p> <p>CLO-3. Examine cultural dynamics and transformation through various social processes, helping students understand how culture shapes and is shaped by society.</p> <p>CLO-4. Familiarize students with the practical applications of sociology, including its relevance in professional fields, public policy, and social development.</p>		

Unit 1 Thinking Sociologically

- Common Sense and Sociological Imagination
- Sociological Consciousness
- Discourse
- Dialectics

Unit 2 Doing Sociology

- Theory, Approach, Perspective
- Positivism and Phenomenology
- Hermeneutics
- Sociology and Ideology

Unit 3 Fundamental Processes

- Conformity, Variance, Deviance
- Morality, Integration, Accommodation
- Anomie, Pathology
- Marginalization, Alienation, Social Exclusion

Unit 4 Sociology as a Profession

- Sociology as a Teaching profession
- Sociology as a Research Enterprise
- Sociology and Social Criticism
- Sociology and the Free Society

Suggested Readings

- Braham, P. (2013). *Key concepts in sociology*. Sage.

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- Dillon, M. (2020). *Introduction to sociological theory: Theorists, concepts, and their applicability to the twenty-first century* (3rd ed.). Wiley-Blackwell.
- Edles, L. D., & Appelrouth, S. (2020). *Sociological theory in the classical era: Text and readings* (4th ed.). Sage.
- Giddens, A., & Sutton, P. W. (2021). *Essential concepts in sociology* (3rd ed.). Polity Press.
- Hannan, M. T., Polos, L., & Carroll, G. R. (2019). *Concepts and categories: Foundations for sociological and cultural analysis*. Columbia University Press.
- Haralambos, M., & Holborn, M. (2020). *Sociology: Themes and perspectives* (8th ed.). HarperCollins Publishers Ltd.
- Henslin, J. M. (2023). *Sociology: A down-to-earth approach* (15th ed.). Pearson.
- Korgen, K. O. (Ed.). (2021). *The Cambridge handbook of sociology* (Vol. 2). Cambridge University Press.
- McIntyre, L. J. (2014). *The practical skeptic: Core concepts in sociology* (6th ed.). McGraw-Hill.
- Ritzer, G., & Stepnisky, J. N. (2022). *Contemporary sociological theory and its classical roots: The basics* (6th ed.). Sage.
- Ryan, J. M. (2019). *Core concepts in sociology*. Wiley-Blackwell.
- van Tubergen, F. (2020). *Introduction to sociology* (1st ed.). Routledge.
- Venkataraman, N. (2025). *Foundations of sociological theory*. Educohack Press.

Pedagogy:

This course shall introduce the foundational concepts to delve into how we can look into the everyday social situations through a sociological lens. The course shall use documentaries to show sociological thinking in action which shall be followed by a guided reflection to bridge theory and practice. The teaching shall also include mock peer-review sessions to offer hands-on training to students to discuss real or hypothetical research problems. One of the important pedagogical practices shall be to use methods to determine the understanding among students and stimulate discussions. The students shall also be taught about their responsibilities as sociologists such as how to engage with the public, representation of communities, and so on which will evolve an understanding of sociology in them and their role as sociology students.

CLO-PLO Matrix for the course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	2	3	3	3
2	3	3	3	3	3
3	3	2	3	3	3
4	3	3	3	3	3
Average	3	2.5	3	3	3

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	First		
Course Title	Indian Society: Structure and Perspectives		
Course Code	MSOCCIS125		
Course Type	Core Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: To develop a basic understanding of the evolution and characteristics of Indian Society CLO 2: To familiarize the students with the Caste system, its working and theories put forth by different sociologists CLO 3: To develop a thorough understanding of the contemporary theoretical foundations of Indian society CLO 4: To comprehend the processes of continuity and change in Indian society		

Unit 1: Introduction

- Historical Moorings of Indian Society
- Distinctive Features
- Sources of Diversity: Regional, Linguistic and Religious Diversity
- Bonds of Unity

Unit 2: Caste System in India

- Caste System
- Varna and Jati
- Theories of Caste System
- Continuity and Change

Unit 3: Theoretical Perspectives

- Yogendra Singh
- M. N. Srinivas
- Andre Beteille
- Dipankar Gupta

Unit 4: Processes of Change

- Islamization
- Sanskritization
- Westernization
- Modernization

Suggested Readings

- Berreman, G. D. (1979). *Caste and other inequalities: Essays in inequality*. Meerut: Folklore Institute.
- Beteille, A. (1974). *Social inequality*. New Delhi: Oxford University Press.

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- Bhoi, D., & Gorringer, H. (Eds.). (2023). *Caste in everyday life: Experience and affect in Indian society*. Springer Nature Switzerland.
- Dhanagare, D. N. (1993). *Themes and perspectives in Indian sociology*. Jaipur: Rawat.
- Dube, S. C. (1995). *Indian village*. London: Routledge.
- Dumont, L. (1970). *Homo hierarchicus: The caste system and its implications*. New Delhi: Vikas.
- Gadgil, M., & Guha, R. (1996). *Ecology and equity: The use and abuse of nature in contemporary India*. New Delhi: Oxford University Press.
- Guha, R. (1991). *Subaltern studies*. New York: Oxford University Press.
- Karve, I. (1961). *Hindu society: An interpretation*. Poona: Deccan College.
- Kothari, R. (Ed.). (1973). *Caste in Indian politics*. New Delhi: Orient Longman.
(Note: Publisher location and name assumed based on edition — please confirm)
- Lannoy, R. (1971). *The speaking tree: A study of Indian culture and society*. London: Oxford University Press.
- Lewis, O. (1966). Culture of poverty. *Scientific American*, 215(4), 19–25.

Pedagogy

This course shall introduce the core concepts in Indian society to the students and by use of mixed pedagogical tools, the students will be made to contextualize the various fundamental processes in Indian society through a sociological lens. The course shall use documentaries and book reviews to stimulate learning among the students. One of the important pedagogical practices shall be group discussions and debates to enhance learning.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	2	3	3	3
2	3	3	3	3	3
3	3	2	3	3	3
4	3	3	3	3	3
Average	3	2.5	3	3	3

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	First		
Course Title	Research Methodology		
Course Code	MSOCCRM125		
Course Type	Core		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N/A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Demonstrate understanding of key epistemological debates and research paradigms in the social sciences.</p> <p>CLO 2: Design a basic research study including problem identification, hypothesis formation, and method selection.</p> <p>CLO 3: Apply qualitative and quantitative methods appropriately, including tools like surveys, interviews, and ethnography.</p> <p>CLO 4: Analyse data, ensure validity and reliability, and effectively communicate research findings.</p>		

Unit 1: Conceptualizing Social Reality

- Philosophy of Science
- Epistemological issues in social research
- Hermeneutic Traditions
- Objectivity and Reflexivity in Social Research

Unit 2: Research Design

- Logic of inquiry in social research
- Fact, Concept and Theory
- Hypothesis, Research Question, Objectives
- Types of Research

Unit 3: Qualitative and Quantitative Methods

- Ethnography
- Survey Method
- Sampling and Sample Size
- Scaling and Measurement

Unit 4: Techniques of Data Collection

- Questionnaire and Schedule
- Observation, Interview and Case Study
- Validity, Reliability and Triangulation
- Data Analysis and Report Writing

Suggested Readings

- Ahuja, R. (2022). *Research methods*. New Delhi: Rawat Publications.
- Babbie, E. R. (2020). *The practice of social research*. South Korea: Cengage.
- Bose, P. K. (1995). *Research methodology*. New Delhi: ICSSR.
- Bryman, A. (2003). *Quantity and quality in social research*. Routledge.

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- Burns, R. B. (2000). *Introduction to research methods*. London: Sage Publications.
- Denzin, N. K. (2006). *Sociological methods: A sourcebook* (1st ed.). Routledge.
- Fernandes, W., & Riegas, P. (1985). *Participatory and conventional research methodologies*. New Delhi: Indian Social Institute.
- Flick, U. (2009). *An introduction to qualitative research*. New Delhi: Sage Publications.
- Goode, W. J., & Hatt, P. K. (2024). *Methods in social research* (1st Indian ed.). Hyderabad: Asia Law House.
- Handel, J. D. (1978). *Statistics for sociology*. Englewood Cliffs, NJ: Prentice Hall.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Sage Publications.
- Neuman, W. L., & Kreuger, L. (2003). *Social work research methods: Qualitative and quantitative approaches*.
- Wolcott, H. F. (2012). *Writing up qualitative research*. London: Sage Publications.
- Young, P. V. (1988). *Scientific social survey and research*. New Delhi: Prentice Hall.

Pedagogy

This course emphasizes philosophical foundations and practical applications of research in social sciences. It encourages students to reflect on the epistemological debates and adopt appropriate research tools and methods through an interactive and participatory learning environment. Teaching methods will include:

- Interactive lectures and group discussions
- Hands-on sessions on data tools and techniques
- Use of case studies and real-world examples for critical engagement

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	2	3
2	3	3	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	2.75	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	First		
Course Title	Tribal Society in India: Continuity and Change		
Course Code	MSOCDTS125		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Understand the structural and cultural specificities of tribal societies in India. CLO 2: Assess the role of state policies, economic development, and legal frameworks in shaping tribal life. CLO 3: Interpret current issues such as land alienation, displacement, and political mobilization among tribal communities. CLO 4: Apply sociological theories to analyze continuity and change in tribal societies in varied regional contexts.		

Unit 1: Conceptual and Historical Foundations

- Concept and classification of tribes
- Tribe: Anthropological and Sociological debates
- Colonial construction of the tribe
- Tribe-caste continuum and debates

Unit 2: Economy, Society, and Culture

- Tribal modes of subsistence: hunting-gathering, shifting cultivation, pastoralism, settled agriculture
- Kinship, marriage and religion in tribal societies
- Cultural diversity and linguistic plurality
- Traditional leadership and community structures

Unit 3: Development, Displacement, and State Policy

- Forest policies, land alienation, and resource extraction
- Development projects and displacement: dams, mining, Special economic zones (SEZ)
- Constitutional safeguards and Fifth and Sixth Schedules
- Role of NGOs, civil society, and legal activism

Unit 4: Identity, Protest, and Change

- Tribal movements and political mobilization
- Globalization, education, and cultural change
- Assertion of tribal identities in contemporary society

Suggested Readings

- Atal, Y. (2015). *Indian tribes in transition: The need for reorientation* (1st ed.). Routledge India.
- Baviskar, A. (2004). *In the belly of the river: Tribal conflicts over development in the Narmada Valley*. New Delhi: Oxford University Press.
- Béteille, A. (1986). *The concept of tribe*. Delhi: Oxford University Press.
- Dasgupta, A. (2012). *On the margins: Tribes, castes and other social categories*. Sage.

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- Fuchs, S. (1977). *The aboriginal tribes of India*. St. Martin's Press.
- Fürer-Haimendorf, C. von. (1982). *Tribes of India: The struggle for survival*. University of California Press.
- Hasnain, N. (1991). *Tribal India*. Delhi: Palaka Prakashan.
- Kumar, R. (2022). Society and culture change in the tribal peoples of Jharkhand, India. *Tourism Heritage and Culture Studies*, 2(1), 73–77.
- Munshi, I. (Ed.). (2012). *The Adivasi question: Issues of land, forest and livelihood*. New Delhi: Orient BlackSwan.
- Nathan, D., & Xaxa, V. (Eds.). (2012). *Social exclusion and adverse inclusion: Development and deprivation of Adivasis in India*. New Delhi: Oxford University Press.
- Sharma, A. (2001). *Tribal identity and modern world*. New Delhi: Sage Publications.
- Sharma, S. (1994). *Tribal identity and modern world*. New Delhi: Sage.
- Shah, G. (2006). *Untouchability in rural India*. New Delhi: Sage Publications.
- Sundar, N. (2016). *The burning forest: India's war in Bastar*. New Delhi: Juggernaut.
- Tripathi, V. (2025). Tribes and their perception of climate change vulnerability: Findings from a tribal dominated state in India. *Climate Research*, 94, 35–46.
- Xaxa, V. (2008). *State, society, and tribes: Issues in post-colonial India*. Pearson Education India.

Pedagogical Approach

This course adopts a multidisciplinary, participatory, and experiential pedagogical framework aimed at cultivating critical inquiry and contextual understanding of tribal societies in India. Teaching and learning methods will include:

- **Interactive lectures** that integrate insights from sociology, anthropology, history, and political economy to explore the complexities of tribal life.
- **Thematic case studies and ethnographic readings** that illustrate the lived experiences of tribal communities across various regions.
- **Field-based assignments**, where possible, or engagement with documentaries, tribal narratives, and legal documents to foster **experiential learning**.
- **Group discussions, and debates**, on contested topics like displacement, tribal identity, and cultural change to develop **critical thinking** and dialogic learning.
- **Problem-based learning (PBL)** where students analyze real-world issues, like SEZ development or constitutional safeguards, from multiple perspectives.
- **Guest lectures and interaction with activists, policy practitioners, and scholars** working on tribal issues to connect academic insights with ground realities.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	2	3
2	3	3	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	2.75	3

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	First		
Course Title	Population Studies		
Course Code	MSOCDPS125		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO1: Students will demonstrate an understanding of key demographic concepts, methods, and measurements used in population studies.</p> <p>CLO2: Students will analyze the interplay between population trends and major social institutions such as family, education, and the economy.</p> <p>CLO3: Students will be able to critically evaluate contemporary population challenges, including aging, fertility decline, and climate-induced migration.</p> <p>CLO4: Students will also apply interdisciplinary and intersectional approaches to examine population issues within broader social, cultural, and policy contexts.</p>		

Unit 1: Foundations of Population Studies

- Concepts: population, demography, fertility, mortality, migration, growth rate.
- Sources of population data: Census, Civil Registration, Sample Surveys.
- Population pyramids, age-sex composition, dependency ratio.

Unit 2: Theoretical perspectives:

- Neo- Malthusian
- Arsene Dumont
- Marxist critique

Unit 3: Contemporary Issues in Population Studies

- Population ageing and care economy
- Migration: internal, international, climate-induced.
- Marriage patterns, kinship systems, and their demographic implications.
- Environmental stress and carrying capacity debates

Unit 4: Emerging Frontiers and Policy Perspectives

- Digital demography: surveillance, biometric governance
- Reproductive justice and rights-based population frameworks
- Technological interventions: IVF, surrogacy, and population control
- Population policies: comparative perspectives (India, China, Nordic countries)

Suggested Readings

- Arokiasamy, P. (2018). India's demographic future: Education, work and gender equality. *Economic and Political Weekly*.
- Banks, J. A. (1968). Historical sociology and the study of population. *Daedalus*, 97(2), 397–414.
- Bhagat, R. B. (2021). *Migration and urban transition in India*. Sage.
- Bongaarts, J. (2020). *World population policies: Their origins, evolution, and impact*. Springer.

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- Bose, A. (1991). *Demographic diversity of India*. B.R. Publishing Corporation.
- Census of India. (n.d.). *Census of India reports*. Office of the Registrar General and Census Commissioner, India.
- Chandrasekhar, S. (Ed.). (1974). *Infant mortality, population growth and family planning in India*. George Allen & Unwin.
- Cox, P. R. (n.d.). *Demography*. UBS Publishers' Distributors (P) Ltd.
- Davis, K. (1967). *Population policy and economic development*. Stanford University Press.
- Dyson, T. (2010). *Population and development: The demographic transition*. Zed Books.
- Finkle, J. L., & McIntosh, C. A. (Eds.). (1994). *The new policies of population*. The Population Council.
- Ginsburg, F., & Rapp, R. (1995). *Conceiving the new world order: The global politics of reproduction*. University of California Press.
- Goldthorpe, J. H. (2016). *Sociology as a population science*. Cambridge University Press.
- Guilmoto, C. Z., & Rajan, S. I. (Eds.). (2019). *Fertility transition in South India*. Sage.
- Haq, E., & Singh, S. K. (2006). *Population and sustainable development in India*. Authorspress.
- Jeffery, P., & Jeffery, R. (1996). *Don't marry me to a plowman! Women's everyday lives in rural North India*. Westview Press.
- Quraishi, S. Y. (2021). *The population myth: Islam, family planning and politics in India*. HarperCollins Publishers India.
- Sen, A., & Drèze, J. (2013). *An uncertain glory: India and its contradictions*. Penguin.
- Weeks, J. R. (2015). *Population: An introduction to concepts and issues*. Cengage Learning.

Pedagogical Approach

In accordance with the pedagogical aspect this course adopts a multidisciplinary, intersectional, and learner-centric approach to the study of population. It blends conceptual clarity with contemporary relevance, encouraging students to critically analyze demographic processes within broader social, cultural, environmental, and policy contexts. The teaching-learning strategy will include:

- Interactive lectures that integrate sociological, demographic, environmental, and gender-based perspectives.
- Data-driven analysis using census records, NSSO surveys, and global databases (UN, WHO, etc.) to build students' competency in reading, interpreting, and critiquing population data.
- Problem-based learning (PBL) exercises where students investigate demographic issues like migration, aging, or fertility through real-world case studies.
- Group discussions, and debates, exercises on population control policies, ethical dilemmas in reproductive technologies, and rights-based population frameworks.
- Audio-visual pedagogy such as documentary analysis, demographic infographics.
- Student-led presentations on contemporary challenges like digital demography and climate migration to foster public speaking and analytical skills.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	3	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	First		
Course Title	Social Anthropology		
Course Code	MSOCDSA125		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: To develop a basic understanding of Culture and its various dynamics CLO 2: To familiarize the students with fieldwork Tradition and its relevance in Social Anthropology CLO 3: To develop an understanding of theoretical foundations of Social Anthropology CLO 4: To comprehend the emergence and development of Social Anthropology in India		

Unit 1 Introduction

- Meaning and Scope and Evolution Social Anthropology
- Culture: Concept, Aspects of Culture: Cultural Universals: Cultural Relativism: Cultural Integration
- Dynamics of Culture: Acculturation and Transculturation

Unit 2 Basic Concepts

- Emergence of fieldwork tradition
- Historical Particularism
- American Cultural Tradition
- Participant Observation

Unit 3 Theories in Social Anthropology

- E. B. Tylor
- L. H. Morgan
- B. Malinowski

Unit 4 Indian Context

- Development of Anthropology in India
- Verrier Elwin
- Dhirendra Nath Majumdar
- Irawati Karve

Suggested Readings

- Barnard, A. (n.d.). *Social anthropology: A concise introduction* (Study Mates).
- Barnard, A., & Spencer, J. (Eds.). (2010). *Encyclopedia of social and cultural anthropology*. Cambridge: Routledge.
- Carrithers, M. (1992). *Why humans have cultures*. Oxford: Oxford University Press.
- Ember, C. R., & Ember, M. (1977). *Anthropology*. Englewood Cliffs, NJ: Prentice Hall.

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- Eriksen, T. H. (1995). *Small places, large issues: An introduction to social and cultural anthropology*. London: Pluto Press.
- Evans-Pritchard, E. E. (1954). *Social anthropology*. London: Cohen & West.
- Just, P. (2000). *Social and cultural anthropology: A very short introduction*. London: Oxford University Press.
- Keesing, R. M. (1998). *Cultural anthropology*. (Publisher not specified — please provide for full citation.)
- Lobo, L., & Shah, A. M. (2022). *Indian anthropology: Anthropological discourse in Bombay, 1886–1936*. Routledge.
- Madan, T. N., & Majumdar, D. N. (1956). *Introduction to social anthropology*. Bombay: Asia Publishing House.
- Malinowski, B. (1979). *The ethnography of Malinowski* (M. W. Young, Ed.). London: Routledge & Kegan Paul. (*Anthology of writings about the Trobriand Islanders*)
- Singh, Y. (1973). *Modernization of Indian tradition*. Delhi: Thomson Press.
- Srinivas, M. N. (1960). *India's villages*. Bombay: Asia Publishing House.
- Srinivas, M. N. (1963). *Social change in modern India*. Berkeley, CA: University of California Press.
- Srinivas, M. N. (1980). *India: Social structure*. New Delhi: Hindustan Publishing Corporation.

Pedagogy

This course shall introduce the core concepts in Social Anthropology to the students and by use of mixed pedagogical tools, the students will be made to contextualize the various fundamental processes in anthropology. The course shall use documentaries and book reviews to stimulate learning among the students. One of the important pedagogical practices shall be group discussions and debates to enhance learning.

CLO-PLO Matrix for MSOCDSA125

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	2	3	3	3
2	3	3	3	3	3
3	3	2	3	3	3
4	3	3	3	3	3
Average	3	2.5	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Two		
Course Title	Social Theory		
Course Code	MSOCCST225		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Analyze foundational and contemporary sociological theories by exploring key thinkers such as Giddens, Bauman, and Beck to understand the evolution and challenges of modern social theory.</p> <p>CLO 2: Critically evaluate the contributions of Critical Theory, including Althusser, Habermas, and Adorno, with a focus on their perspectives on power, ideology, and social structures.</p> <p>CLO 3: Explore post-structuralist approaches through the works of Derrida, Foucault, and Barthes to understand the complex relationships between language, power, and meaning in social life.</p> <p>CLO 4: Examine postmodern critiques of culture and society, using insights from Lyotard, Jameson, and Baudrillard to assess the impact of late capitalism, media, and cultural transformations on contemporary social realities.</p>		

Unit 1: Foundations and Challenges in Contemporary Sociological Theory

- Anthony Giddens: Modernity and the Juggernaut of Social Change
- Zygmunt Bauman: Liquid Modernity and Sociological Reflexivity
- Ulrich Beck: Risk Society and Reflexive Modernization

Unit 2: Critical Theory and Power Structures

- Louis Althusser: Over-determination and Ideological State Apparatuses
- Jürgen Habermas: Communicative Action and the Lifeworld
- Theodor Adorno: Dialectic of Enlightenment and Culture Industry

Unit 3: Post-Structuralism and the Politics of Discourse

- Jacques Derrida: Deconstruction and the Instability of Meaning
- Michel Foucault: Power/Knowledge, Discourse
- Roland Barthes: Death of the Author and Semiotics

Unit 4: Postmodernism and Contemporary Cultural Critique

- Jean-François Lyotard: The Postmodern Condition and Decline of Grand Narratives
- Fredric Jameson: Cultural Logic of Late Capitalism and Postmodernism
- Jean Baudrillard: Simulation, Hyperreality, and Media Culture

Suggested Readings

- Adorno, T. W., & Horkheimer, M. (2002). *Dialectic of enlightenment: Philosophical fragments* (E. Jephcott, Trans.). Stanford University Press. (Original work published 1944)
- Althusser, L. (2006). *Lenin and philosophy and other essays* (B. Brewster, Trans.). Monthly Review Press. (Original work published 1971)

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- Bauman, Z. (2000). *Liquid modernity*. Polity Press.
- Barthes, R. (1977). *Image, music, text* (S. Heath, Trans.). Hill and Wang.
- Beck, U. (1992). *Risk society: Towards a new modernity* (M. Ritter, Trans.). Sage Publications.
- Buchanan, I. (2006). *Fredric Jameson: Live theory*. Continuum.
- Derrida, J. (1976). *Of grammatology* (G. C. Spivak, Trans.). Johns Hopkins University Press.
- Elliott, A., & Ray, L. J. (2003). Jean François Lyotard. In *Key contemporary social theorists* (pp. 131–146). Blackwell Publishers.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). Pantheon Books.
- Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings* (C. Gordon, Ed.). Pantheon Books.
- Giddens, A. (1990). *The consequences of modernity*. Polity Press.
- Habermas, J. (1984). *The theory of communicative action* (T. McCarthy, Trans., Vol. 1). Beacon Press.
- Harvey, D. (2014). *Seventeen contradictions and the end of capitalism*. Oxford University Press.
- Jameson, F. (1991). *Postmodernism, or, The cultural logic of late capitalism*. Duke University Press.
- Kellner, D. (1989). *Fredric Jameson, postmodernism, and critique*. Mausever Press.
- Lyotard, J.-F. (1984). *The postmodern condition: A report on knowledge*. University of Minnesota Press.
- Mann, D. (2008). The postmodern condition. In *Understanding society: A survey of modern social theory* (pp. 243–262). Oxford University Press.
- Roberts, A. (2000). *Fredric Jameson*. Routledge.
- Sayer, A. (2011). *Why things matter to people: Social science, values and ethical life*. Cambridge University Press.
- Smith, R. G. (Ed.). (2005). *Jean Baudrillard: Fatal theories*. Routledge.

Pedagogy

The pedagogical approach to the course is student-centered, dialogic, and critically reflexive. It combines lectures with discussions, close reading of primary texts, and application-based learning through case studies and media analysis. Students engage in seminar presentations, reflective journals, and theory-in-action projects to relate abstract ideas to contemporary realities. Emphasis is placed on critical thinking, comparative analysis, and contextual understanding of theoretical debates. Writing workshops and peer reviews support analytical and academic writing skills. The course fosters an inclusive environment encouraging diverse perspectives, helping students develop a nuanced, practical, and critical grasp of evolving social theories and their relevance.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	2	2
2	3	3	3	2	3
3	3	3	3	2	3
4	3	3	3	2	3
Average	3	3	3	2	2.75

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Two		
Course Title	Social Stratification		
Course Code	MSOCCSS225		
Course Type	Core Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: To develop a basic understanding of social stratification and its relevance to the working of the working of Society.</p> <p>CLO 2: To develop an understanding of the different forms of stratification like Race, Ethnicity and Disability.</p> <p>CLO 3: To develop an understanding of how gender works in social stratification.</p> <p>CLO 4: To comprehend the various theoretical foundations of social stratification.</p>		

Unit 1: Introduction

- Concept and Dimensions
- Differentiation, Hierarchy and Inequality
- System of Stratification: Open and Closed

Unit 2: Form of Stratification

- Race
- Ethnicity and Disability
- Reproduction of inequalities

Unit 3: Gender and Stratification

- Sex and Gender
- Gender inequalities in the labor market
- Caste and its interaction with Gender

Unit 4: Theoretical Perspectives

- Marxian Theory
- Weberian Theory
- Social Capital Theory
- Intersectionality

Suggested Readings:

- Ambedkar, B. R. (1944). *Annihilation of caste*. Retrieve from <http://ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm>
- Chowdhry, P. (2014). Masculine spaces. *Economic and Political Weekly*, 49(47), 41–49.
- Crompton, R., & Mann, M. (Eds.). (1986). *Gender and stratification* (Chap. 1). Cambridge: Polity Press.
- Davis, K., & Moore, W. E. (1945). Some principles of stratification. *American Sociological Review*, 10(2), 242–249.

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- de Beauvoir, S. (2010). Woman – The second sex? In A. Giddens & P. W. Sutton (Eds.), *Sociology: Introductory readings* (3rd ed., pp. 143–146). Polity Press.
- Dube, L. (1996). Caste and women. In M. N. Srinivas (Ed.), *Caste: In its 20th century avatar* (pp. 1–27). Delhi: Viking.
- Fuller, C. J. (1996). *Caste today* (Selected chapters). Delhi: Oxford University Press.
- Grusky, D. B. (Ed.). (1994). *Social stratification: Race, class, and gender in sociological perspective* (1st ed., Chap. 1). Colorado: Westview Press.
- Grusky, D. B., & Szelenyi, S. (Eds.). (2011). *The inequality reader* (Selected chapter). Westview Press.
- Gupta, D. (Ed.). (1991). *Social stratification* (Chap. 1). Delhi: Oxford University Press.
- Heath, A. F. (2003). Social mobility. In *The Oxford encyclopaedia of economic history*. Oxford University Press.
- Jenkins, R. (1991). Disability and social stratification. *The British Journal of Sociology*, 42(4), 557–580.
- Jodhka, S. S. (2012). *Caste*. Oxford India Short Introductions. Delhi: Oxford University Press.
- Tumin, M. M. (1987). *Social stratification: The forms and functions of inequality* (pp. 1–7). New Delhi: Prentice-Hall of India.

Pedagogy

This course shall employ a mixed multi dimensional pedagogical approach involving lectures with discussions and book reviews of core readings. The students shall engage in seminar presentations, and group discussions on fundamental processes and dimensions of social stratification. The course fosters critical thinking and encouraging diverse perspectives regarding social stratification and its various facets.

CLO-PLO Matrix the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	2	2
2	3	3	3	2	3
3	3	3	3	2	3
4	3	3	3	2	3
Average	3	3	3	2	2.75

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Two		
Course Title	Fieldwork – Community Studies		
Course Code	MSOCCCFWW225		
Course Type	Core Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: To expose students to real-life social settings through immersive field work.</p> <p>CLO 2: To train students in the application of sociological methods (qualitative and quantitative).</p> <p>CLO 3: To develop skills in observation, data collection, analysis, and sociological interpretation.</p> <p>CLO 4: To cultivate ethical sensitivity, reflexivity, and critical thinking in field research.</p>		

Course Content

This course introduces the student to the field from a sociological perspective. Exposure to the fieldwork at the post-graduate level is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

Phase 1: Orientation & Field Work Preparation (Week 1–2)

Phase 2: Field Work Execution (Week 3–12)

Phase 3: Mid-Semester Review (Week 8)

Phase 4: Documentation, Data Analysis and Report Writing (Week 13–15)

Phase 5: Submission and Evaluation (Week 16)

Suggested readings

- Aggarwal, Y. P. (1986). *Statistical methods*. New Delhi: Sterling Publishers.
- Argyrous, G. (2011). *Statistics for research*. New Delhi: Sage.
- Babbie, E. (1998). *The practice of social research*. Belmont, CA: Wadsworth Publishing.
- Becker, H. S. (1986). *How to start and finish your thesis, book or article*. Chicago: University of Chicago.
- Bose, P. K. (1995). *Research methodology*. New Delhi: Indian Council of Social Science Research.
- Brent, E. E., & Anderson, R. E. (1990). *Computer applications in social sciences*. Philadelphia: Temple University Press.
- Bryman, A. (1988). *Quantity and quality in social research*. London: Hyman.
- Burns, R. B. (2000). *Introduction to research methods*. London: Sage Publications.

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- Cohen, L., & Manion, L. (1994). *Research methods in education*. London: Routledge.
- Durkheim, E. (1964). *The rules of sociological method* (Original work published 1895). New York: The Free Press.
- Elifson, K. W., Runyon, R. P., & Haber, A. (1998). *Fundamentals of social statistics*. Boston: McGraw-Hill; Jaipur: Rawat Publications.
- Fernandes, W., & Riegas, P. (1985). *Participatory and conventional research methodologies*. New Delhi: Indian Social Institute.
- Sinha, S., Dhiman, C., & Anil, K. (2002). *Research methodology*. New Delhi: ESS Publications.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 4	PLO 5
1	3	3	3	3	3	3
2	3	3	3	3	3	3
3	3	3	3	3	3	3
4	3	3	3	3	3	3
Average	3	3	3	3	3	3

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Two		
Course Title	Industrial Sociology		
Course Code	MSOCDISR225		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: To learn about the basic concepts and notions as well as the nature and scope of industrial sociology. CLO 2: To acquire knowledge about theoretical perspectives in industrial sociology. CLO 3: To familiarize the students with industrial development in India. CLO 4: To learn about issues and legislations for work force.		

Unit 1 Introduction

- Introduction to Industrial Sociology. Definition, Nature and Scope of Industrial Sociology
- Growth of Industrialization, Industrial Revolution and its Impact on Society
- Changing Structure of Modern Industrial Enterprises
- Principles of Organization- Formal and Informal

Unit 2 Theoretical Perspective

- Karl Marx
- Max Weber
- Harry Braverman
- Abraham H. Maslow

Unit 3 Industries in India

- Industrial Development in India
- Division of Labour: The Manorial and Guild System
- Bureaucracy
- Multi-National Companies, Corporates

Unit 4 Industrial Problems and Trade Union Movement

- Absenteeism, Monotony and Fatigue; Industrial Disputes
- Functions, Problems and Prospects of Trade Unions in India
- Labour Legislations; Industry and Safety Measures
- Labour welfare in India

Suggested readings

- Berg, I. E. (1979). *Industrial sociology*. New York: Prentice-Hall.
- Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford University Press.
- Braverman, H. (1979). *Labour and monopoly capital: The degradation of work in the twentieth century*. Trivandrum: Social Scientist Press.

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- Brown, R. (2017). *Understanding industrial organizations: Theoretical perspectives in industrial sociology*. Routledge.
- Clarke, T., & Clements, L. (Eds.). (1977). *Trade unions under capitalism*. London: Fontana.
- Fred, L. (2005). *Organizational behavior*. McGraw Hill.
- Grint, K., & Nixon, D. (2016). *The sociology of work*. Polity.
- Gyllenhammer, P. G. (1977). *People at work*. Massachusetts: Addison-Wesley.
- Hunnis, G., et al. (1973). *Workers' control: A reader on labour and social change*. New York: Vintage.
- Hyman, R. (1975). *Industrial relations: A Marxist introduction*. London: Macmillan.
- Hyman, R., & Price, R. (Eds.). (1985). *The new working class: White collar workers and their organizations*. London: Macmillan.
- Immanuel, W. (2011). *The modern world system III*. University of California Press.
- Macarthy, E. A. J. (Ed.). (1973). *Trade unions*. Harmondsworth: Penguin.
- Poole, M. (1982). *Theories of trade unionism: A sociology for industrial relations*. London: Routledge and Kegan Paul.
- Press, Schneider, E. V. (1957). *Industrial sociology*. New York: McGraw Hill.
- Ramaswamy, E. A. (1978). *Industrial relations in India*. Delhi: Macmillan.
- Singh, N. (2012). *Industrial sociology*. New Delhi: Rawat Publications.
- Watson, T. (2011). *Sociology, work and organization*. Routledge.

Pedagogy:

With an emphasis on the interactions between industry, labor, organizations, and society, this course examines the sociological aspects of industrial society. This course promotes critical thinking and challenges students to assess the social effects of industrial development in both historical and modern contexts through interactive, research-driven, and participatory pedagogies.

Teaching methods will include:

- **Lecture-Cum-Discussion Method:** Conceptual clarity on foundational topics, explain historical evolution, nature and scope and to foster interaction.
- **Historical Analysis:** Case studies on the Industrial Revolution and its societal impacts.
- **Group Discussion:** Compare traditional vs modern enterprise structures.
- **Visual Aids (Charts/Diagrams/Infographics)** – To illustrate formal and informal organizational structures.
- **Comparative Analysis:** Highlight differences and similarities among theorists as well as Classical vs Modern perspectives.
- **Experiential Learning:** Field visits to local industries or virtual tours, for exposure to actual industrial environments.
- **Problem-Based Learning (PBL):** Analyze real-world industrial issues.
- **Legal Framework Analysis:** Discuss major labour laws and safety acts/ regulations.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	2	2
2	3	3	3	2	3
3	3	2	3	3	3
4	3	3	3	3	3
Average	3	2.75	3	2.5	2.75

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Two		
Course Title	Sociology of Religion		
Course Code	MSOCDSR225		
Course Type	Discipline Centric Elective		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1. Demonstrate a comprehensive understanding of key concepts related of the sociology of religion and simultaneously develop critical insights into the role and function of religion in society.</p> <p>CLO-2. Analyze religious phenomena using major sociological theories and approaches.</p> <p>CLO-3. Demonstrate the origin and development of four major religions existent in India.</p> <p>CLO-4. To critically examine the dynamic interplay between religion and various social institutions in order to understand how religion shapes and is shaped by broader institutional frameworks in diverse socio-cultural contexts.</p>		

Unit 1 Introduction

- Meaning and Scope of Sociology of Religion
- Religion, Magic and Science
- Typology of religion (Animism, Naturalism, Fetishism, Totemism, Monotheism and Polytheism)
- Elements of Religious Experiences

Unit 2 Approaches to study of Religion

- Classical approach – Karl Marx, Emile Durkheim and Max Weber
- Contemporary approach - Peter Berger, Antonio Gramsci and Otto Maduro

Unit 3 Major Religions in India

- Hinduism
- Islam
- Sikhism
- Christianity

Unit 4 Religion and Social Institutions

- Religion and State
- Religion and Economy
- Religion and Education
- Religion and Law

Suggested Readings:

- Abby Day. (2020). Sociology of Religion: Overview and Analysis of Contemporary Religion. Routledge.
- Adam Possamai and Anthony J. Blasi. (2020). The Sage Encyclopedia of the Sociology of Religion. Sage.

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- Arat, Alp & Doggett, Luke (2018). Foundations and Futures in the Sociology of Religion. Routledge.
- Grace Yukich and Penny Edgell. (2020). Religion is Raced: Understanding American Religion in the Twenty-First Century (Edited). New York University Press.
- Adam Possamai and Anthony J. Blasi. (2020). The Sage Encyclopedia of the Sociology of Religion (Vol. 1 & 2). Sage.
- Inger Furseth and Pal Repstad. (2024). An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives (2nd Edition). Routledge.
- Joachim Wach. ([1947]2019). Sociology of Religion. Routledge.
- Luke Doggett and Alp Arat. (2018). Foundations and Futures in the Sociology of Religion (1st Edition). Routledge.
- Inger Furseth and Pal Repstad. (2021). Modern Sociologists on Society and Religion (1st Edition). Routledge.
- Robert A. Segal and Nickolas P. Roubekas. (2021). The Wiley Blackwell Companion to the Study of Religion (2nd Edition). Wiley-Blackwell.
- James Spickard. (2017). Alternative Sociologies of Religion: Through Non-Western Eyes. New York University Press.
- Repstad, Pål. (2019). Political Religion, Everyday Religion: Sociological Trends (Edited). De Gruyter Brill.
- Meredith B. McGuire (2008). Lived Religion. Faith and Practice in Everyday Life. Oxford University Press.
- Júlio César Adam. (2022). Lived Religion and Religion. In, Birgit Weyel et. al. (Eds.) International Handbook of Practical Theology (pp. 183-194). De Gruyter Brill.
- Michael Harlampos. (2018). Sociology: Themes and Perspectives (8th Ed.). New Delhi: Oxford.
- Ronald Johnstone. (2016). Religion in Society: A Sociology of Religion (8th Ed.). Routledge.

Pedagogy

The pedagogy for this course shall be interdisciplinary, inclusive, critical, and dialogic, ensuring that students develop a deep sociological understanding of religion while remaining sensitive to its cultural dimension. Each unit requires tailored teaching-learning strategies, which includes the use of audio-visual tools, incorporate documentaries, generate debates and discussions through presenting real world examples, as well as asking students to write assignments on their everyday practices of the religion.

Mapping Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	3	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Two		
Course Title	Criminology		
Course Code	MSOCDC225		
Course Type	Discipline Centric Elective		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Develop a basic understanding of what constitutes a crime. CLO 2: Explain crimes from both sociological and legal perspectives and apply major sociological perspectives to analyze and understand criminal behaviour. CLO 3: Demonstrate the nature of various crimes being committed in the society and how they affect the society. CLO 4: Assess how society responds to different forms of crime using sociological frameworks.		

Unit 1 Introduction

- Crime: Concept, Characteristics and Types
- Sociological Explanation of Crime
- Deviance and Delinquency
- Anomie, Disorganization and Strain

Unit 2 Theoretical Perspectives on Crime

- Positivist Criminology – Cesare Lombroso
- Differential Association Theory – Edwin Sutherland
- Social Learning Theory – Albert Bandura
- Social Control Theory - Travis Hirschi

Unit 3 Crimes in Society

- Crimes against women, children and elderly
- Cyber Crime
- White Collar Crime
- Green Collar Crime

Unit 4 Social and Institutional Responses to Crime

- Control and Prevention
- Imprisonment
- Rehabilitation and Reformation
- Victim Support

Suggested Readings

- Akrivos, D., & Antoniou, A. K. (Eds.). (2019). *Crime, deviance and popular culture: International and multidisciplinary perspective*. Springer.
- Behl, J. D., & Steverson, L. A. (2022). *Criminal theory profiles: Inside the minds of theorists of crime and deviance* (1st ed.). Routledge.

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- Coomber, R., Donnermeyer, J. F., McElrath, K., & Scott, J. (2017). *Key concepts in crime and society*. Sage.
- Davies, P., Francis, P., & Greer, C. (2017). *Victims, crime and society: An introduction* (2nd ed.). Sage.
- Graham, R. S., & Smith, S. K. (2024). *Cybercrime and digital deviance* (2nd ed.). Routledge.
- Hester, S., & Eglin, P. (2017). *A sociology of crime*. Routledge.
- Holt, T. J., & Bossler, A. M. (Eds.). (2020). *The Palgrave handbook of international cybercrime and cyberdeviance*. Palgrave Macmillan.
- Jennings, W. G., Higgins, G. E., Maldonado-Molina, M. M., & Powers, R. A. (Eds.). (2016). *The encyclopedia of crime and punishment*. Wiley-Blackwell.
- Liu, Y., Tian, M., & Shao, Y. (Eds.). (2022). *Cybercrimes and financial crimes in the global era*. Springer.
- Oosterman, N., & Yates, D. (2021). *Crime and art: Sociological and criminological perspectives of crimes in the art world*. Springer.
- Rodas, A., Barry, M., Earle, R., & Taylor, S. (2020). *Crime, deviance and society: An introduction to sociological criminology*. Cambridge University Press.
- Ryder, N. (2018). *White collar crime and risk: Financial crime, corruption and financial crisis*. Springer.
- Youngs, D. (Ed.). (2020). *Crime and society*. Routledge.

Pedagogy:

The course explores the social construction of crime, its theoretical explanations, manifestations in society, and institutional responses. This demands an interdisciplinary and problem-based pedagogical approach that fosters analytical thinking, empirical grounding, and ethical awareness. Pedagogically, the lecture shall use questions to illustrate how crime is socially constructed. This demands critical analysis of the news about crime commissions. The course shall also involve structured classroom debates on real-life crime cases to illustrate how a person turns into an offender. The learners shall be assigned the task of conducting interviews with community members to explore public perceptions and responses to crimes in society.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	3	3	2	3
3	3	3	3	3	3
4	3	2	3	3	3
Average	3	2.75	3	2.75	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Third		
Course Title	Sociology of Development		
Course Code	MSOCCSD325		
Course Type	Core Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N/A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Understand and explain key development concepts and frameworks. CLO 2: Compare and critique major development theories from multiple perspectives. CLO 3: Analyse specific development issues related to planning, gender, population, health, education and environment. CLO 4: Critically assess the limitations of mainstream development and examine alternative models, including Indian experience		

Unit 1: Introduction

- Development and Underdevelopment
- Human Development
- Social Development
- Sustainable development

Unit 2: Theories of Development and Underdevelopment

- Modernization theory
- Dependency theory
- World Systems theory
- Uneven Development theory

Unit 3: Focused Areas in Development

- Gender and Development
- Children, Aged and Development
- Education, Health and Development
- Environment, Ecology and Development

Unit 4: Critique of Development

- Dilemmas of Development
- Current debates in Development
- Participatory Development
- Indian and comparative experience of Development

Suggested Readings

- Amin, S. (1979). *Unequal development*. New Delhi: Oxford University Press.
- Desai, A. R. (1985). *India's path of development: A Marxist approach* (Chap. 2). Bombay: Popular Prakashan.
- Dreze, J., & Sen, A. (1996). *India: Economic development and social opportunity*. New Delhi: Oxford University Press.

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- Haq, M. U. (1999). *Reflections on human development* (Expanded ed.). Oxford University Press.
- Harrison, D. (1989). *The sociology of modernization and development*. New Delhi: Sage.
- Hooks, G. (Ed.). (2022). *The sociology of development handbook*. Oakland, CA: University of California Press.
- Kiely, R., & Marfleet, P. (Eds.). (1998). *Globalization and the Third World*. London: Routledge.
- Schrank, A. (2023). *The economic sociology of development*. Cambridge, England: Polity Press.
- Sen, A. (1999). *Development as freedom*. New York, NY: Alfred A. Knopf.
- Sharma, S. L. (1986). *Development: Socio-cultural dimensions*. Jaipur: Rawat.

Pedagogy

This course adopts a critical and interdisciplinary approach, focusing on key development debates and experiences from both global and Indian contexts. Students will be encouraged to examine development through various lenses including economic, gender, environmental, and socio-cultural. **Teaching methods will include:**

- Interactive lectures and classroom discussions
- Critical readings and group presentations
- Case studies on development dilemmas in India and the Global South

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	2	3	3	3
2	3	2	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	2.5	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Three		
Course Title	Globalization and Society		
Course Code	MSOCGSC325		
Course Type	Core Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N/A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Demonstrate an understanding of the historical evolution and multidimensional nature of globalization, including its economic, cultural, technological, ecological, and informational dimensions.</p> <p>CLO 2: Evaluate and apply key sociological theories and perspectives—such as those of Robertson, Appadurai, Beck, and postcolonial scholars—to interpret global transformations and their localized implications.</p> <p>CLO 3: Analyze the complex interactions between cultural flows, identity formations, neoliberal policies, migration, and the shifting global political economy.</p> <p>CLO 4: Investigate emerging global inequalities and forms of precarity, and critically assess movements of resistance, alternative global imaginaries, and pathways toward global justice and sustainability.</p>		

Unit I: Globalization as a Social Process

- Historical phases: Imperialism, colonialism, modernization and neoliberal globalization
- Key agents: Transnational corporations, global media, international institutions (IMF, WTO, World Bank)
- Globalization and the transformation of time-space relations (David Harvey, Anthony Giddens)

Unit II: Theorizing Globalization Sociologically

- Roland Robertson – Glocalization and cultural compression
- Arjun Appadurai – Scapes and disjuncture theory
- Ulrich Beck – Risk society and reflexive modernization
- Boaventura de Sousa Santos & Vandana Shiva – Postcolonial and Southern critiques

Unit III: Culture, Identity, and the Global Political Economy

- Cultural flows, hybridities, and identity formations
- Neoliberalism, market expansion and the informalization of labor
- Migration and displacement
- The global digital divide and platform capitalism

Unit IV: Inequalities, Resistance, and Global Futures

- Global precarity: Child labour, care chains, feminization of poverty
- Consumerism, commodification, and ecological consequences
- Anti-globalization movements and de-globalization
- Cosmopolitanism

Suggested Readings

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- Appadurai, A. (1997). *Modernity at large: Cultural dimensions of globalization*. Oxford University Press.
- Beck, U. (2016). *Risk society: Towards a new modernity* (S. Ritter, Trans.; 2nd ed.). Sage Publications. (Original work published 1992)
- Castells, M. (2010). *The rise of the network society* (2nd ed.). Wiley-Blackwell.
- Escobar, A. (2018). *Designs for the pluriverse: Radical interdependence, autonomy, and the making of worlds*. Duke University Press.
- Friedman, T. L. (2016). *Thank you for being late: An optimist's guide to thriving in the age of accelerations*. Farrar, Straus and Giroux.
- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Stanford University Press.
- Harvey, D. (2014). *Seventeen contradictions and the end of capitalism*. Oxford University Press.
- Held, D., & Kaya, A. (Eds.). (2017). *Global inequality: Patterns and explanations*. Polity Press.
- Kiely, R. (2019). *Globalization and the third world* (2nd ed.). Routledge.
- Klein, N. (2014). *This changes everything: Capitalism vs. the climate*. Simon & Schuster.
- Kofman, E., & Youngs, G. (2017). *Globalization: Theory and practice* (3rd ed.). Routledge.
- Mignolo, W. D. (2011). *The darker side of Western modernity: Global futures, decolonial options*. Duke University Press.
- Mudambi, R. (2017). *Globalization and its discontents*. Palgrave Macmillan.
- Norris, P. (2016). *Digital divide: Civic engagement, information poverty, and the Internet worldwide* (2nd ed.). Cambridge University Press.
- Robertson, R. (2019). *Globalization: Social theory and global culture* (2nd ed.). Sage Publications.
- Robinson, W. I. (2014). *Global capitalism and the crisis of humanity*. Cambridge University Press.
- Sassen, S. (2014). *Expulsions: Brutality and complexity in the global economy*. Harvard University Press.

Pedagogical approach

The pedagogical approach to this course is interdisciplinary, critical, and participatory. It blends lectures with discussions, case studies, visual media, and student-led presentations to explore globalization's multifaceted impacts. Emphasis is placed on linking theory with lived realities through readings from both Global North and South. Students engage in reflective writing, group projects, and simulations to understand cultural flows, economic inequality, and global resistance movements. The approach fosters critical thinking and analytical skills, encouraging learners to examine globalization not as a uniform process but as one shaped by power, identity, and contested visions of justice and sustainability.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	3	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Three		
Course Title	Environment and Society		
Course Code	MSOCCE325		
Course Type	Core Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: To explain emergence, significance and sociological thinking on environment. CLO 2: To get acquainted with theoretical understanding on environment. CLO 3: To develop an understanding of the major environment issues. CLO 4: To develop a critical understanding of the major environment challenges.		

Unit 1 Introduction

- Environmental Sociology: Emergence, Nature, Rise, Decline and Resurgence
- Significance of Environmental Sociology
- Environment, Ecosystem and Social Ecology

Unit 2 Theoretical Understanding

- Theorizing Environmental Issues in Classical Sociology
- Karl Marx, Emile Durkhiem and Max Weber
- Theorizing Environmental Issues in Contemporary Sociology
- Patrick Giddes and Radha Kamal Mukerjee

Unit 3 Environmental Issues

- Population, Water, Sanitation, Pollution, Energy
- Housing; urban development; rural poverty
- Development and Displacement
- Gender and Environment

Unit 4 Addressing Environmental Issues

- Population Growth and Displacement
- Environmental Impact Assessment
- Environmental Legislations
- Environmentalism and Environmental Movement

Suggested Readings

- Boström, M., & Lidskog, R. (2024). *Environmental sociology and social transformation*. New York: Routledge.
- Buttel, F. H., Dickens, P., Gijswijt, A., & Dunlap, R. (Eds.). (2016). *Environmental sociology: Classical foundations and contemporary insights*. Jaipur: Rawat Publications.
- Chawla, S. (2012). *A textbook of environmental studies*. New Delhi: Tata McGraw-Hill Education Private Limited.
- Cudworth, E. (2003). *Environment and society*. New York: Routledge.

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- Dunlap, R. E., & Michelson, W. (Eds.). (2008). *Handbook of environmental sociology*. Jaipur: Rawat Publications.
- Dunlap, R. E., Buttel, F. H., Dickens, P., & Gijswijt, A. (2017). *Environmental sociology: Classical foundations, contemporary insights*. Jaipur: Rawat Publications.
- Ehrlich, P. R. (1969). *The population bomb*. Sierra Club, California.
- Freudenburg, W. R., & Grambling, R. (1989). The emergence of environmental sociology. *Sociological Inquiry*, 59(4), 439–452.
- Gadgil, M., & Guha, R. (1996). *Ecology and equity: The use and abuse of nature in contemporary India*. New Delhi: Oxford University Press.
- Guha, R. (1989). *The unquiet woods: Ecological change & peasant resistance in the Himalaya*. New Delhi: Oxford University Press.
- Guha, R. (1994). *Social ecology*. New Delhi: Oxford University Press.
- Guha, R. (2014). *Environmentalism: A global history*. New Delhi: Penguin Books.
- Guha, R., & Martinez-Alier, J. (1998). *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.
- Hannigan, J. (2022). *Environmental sociology* (4th ed.). New York: Routledge.
- Kropp, C., & Sonnberger, M. (2025). *Environmental sociology*. Germany: Nomos Verlagsgesellschaft.
- Lenzi, C. L. (2022). *Environmental sociology: Risk and sustainability in modernity*. London: Bloomsbury Publishing.
- Munshi, I. (2000). Environment in sociological theory. *Sociological Bulletin*, 49(2), 253–266.
- Redclift, M. (1984). *Development and the environmental crisis: Red or green alternatives*. New York: Methuen & Co. Ltd.
- Schnaiberg, A. (1980). *The environment: From surplus to scarcity*. New York: Oxford University Press.
- Shiva, V., et al. (1991). *Ecology and the politics of survival: Conflicts over natural resources in India*. New Delhi: Sage.

Pedagogy:

Environmental Sociology focuses on examining the social causes and consequences of environmental issues, aiming to foster awareness and critical understanding among students. This course introduces key concepts, theoretical frameworks, and ideological debates through diverse pedagogies such as lectures, discussions, concept mapping, and comparative analysis. Emphasis is placed on real-world engagement through case studies, documentaries, and field-based learning, enabling students to connect theory with practice. Interactive tools like problem-based learning (PBL) encourage students to analyze and propose solutions to contemporary environmental challenges. Overall, the course seeks to build informed, responsible, and environmentally conscious citizens equipped with sociological insight.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 4	PLO 5
1	3	3	2	3	3	3
2	3	3	3	3	3	3
3	3	3	3	2	3	3
4	3	3	3	3	3	3
Average	3	3	2.75	2.75	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Three		
Course Title	Sociology of Minorities		
Course Code	MSOCCSM325		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Students will develop critical understanding of key sociological concepts related to minority status, identity, and marginalization.</p> <p>CLO 2: Students will understand the intersectionality as a tool for analyzing diverse socio-cultural and political contexts.</p> <p>CLO 3: Students will evaluate national and international frameworks, policies, and practices concerning minority rights and protections.</p> <p>CLO 4: Students will apply sociological perspectives to interpret contemporary challenges faced by minority communities and propose informed, evidence-based responses.</p>		

Unit 1: Conceptual Foundations

- Defining minorities: legal, political, and sociological interpretations
- Revisiting key concepts: power, privilege, discrimination, stigma, identity and marginalization
- Understanding intersectionality as a tool for analyzing complex identities
- The role of social structures in reinforcing hierarchies

Unit 2: Minority Identities

- Religious Minorities: Historical marginalization, state policies, communal identities
- Ethnic and Racial Minorities: Construction of race/ethnicity; racism, xenophobia
- Linguistic Minorities: Language, cultural rights, and national integration
- Sexual and Gender Minorities: LGBTQ+ identities, heteronormativity, and social exclusion

Unit 3: Minority Rights, Policies, and Global Frameworks

- Human rights and international law on minorities
- State policies and affirmative actions
- Multiculturalism, assimilation and integration
- Contextualizing minority experiences in modern nation-states

Unit 4: Contemporary Issues and Social Movements

- Globalization and minority communities
- Refugee crises and statelessness
- Media and representation of minorities
- Minority-led social movements and resistance: global and local contexts

Suggested Readings

- Ambedkar, B. R. (2014). *Annihilation of caste: The annotated critical edition* (S. Anand, Ed.). Verso Books. (Original work published 1936)

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- Appadurai, A. (2006). *Fear of small numbers: An essay on the geography of anger*. Duke University Press.
- Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.
- Foucault, M. (1995). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). Vintage Books. (Original work published 1975)
- Galanter, M. (1984). *Competing equalities: Law and the backward classes in India*. University of California Press.
- Goswami, D. (2022). Human rights of vulnerable minority groups in India: An overview. *Sprink Journal of Arts, Humanities and Social Sciences*, 1(09), 47–53.
- Hasan, Z. (Ed.). (2009). *Politics of inclusion: Castes, minorities and affirmative action*. Oxford University Press.
- Mamdani, M. (2004). *Good Muslim, bad Muslim: America, the Cold War, and the roots of terror*. Three Leaves Press.
- Meyers, B. (1984). Minority group: An ideological formulation. *Social Problems*, 32(1), 1–15.
- Oommen, T. K. (2002). *Pluralism, equality and identity: Comparative studies*. OUP
- United Nations. (1992). *Declaration on the rights of persons belonging to national or ethnic, religious and linguistic minorities*. United Nations. <https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-rights-persons-belonging-national-or-ethnic>
- Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies*, 13(3), 193–209.

Pedagogy

This course emphasizes interdisciplinary learning, critical engagement, experiential understanding, and inclusivity. It encourages students to reflect on the structural roots and contemporary challenges of minority identities through interactive, research-driven, and participatory pedagogies. Teaching methods will include:

- Interactive lectures and concept mapping to unpack key sociological and political frameworks related to minority identity, power, and marginalization.
- Case study analysis of religious, ethnic, linguistic, and gender minorities to connect theory with lived experiences.
- Documentary screenings, policy reviews, and critical media analysis to explore representation and discourse around minority issues.
- Group discussions, debates, and reflective writing to nurture critical thinking, empathy, and dialogical learning.
- Role-play and simulation exercises to explore issues such as statelessness, refugee crises, and legal dilemmas affecting minorities.
- Engagement with activist perspectives and NGO reports to bridge the academic-policy-practice gap and develop grounded understanding.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	2	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	2.75	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Three		
Course Title	Migration and Diaspora		
Course Code	MSOCDMD325		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: To develop basic understanding of Migration and Diaspora formation as a process and its relevance to the subject matter of Sociology</p> <p>CLO 2: To comprehend the current global order and Migration and relate it to Gender, Transnationalism, globalization and memory.</p> <p>CLO 3: To gain knowledge of various theoretical foundations of Migration and Diaspora studies.</p> <p>CLO 4: To understand the emergence and development of Indian Diaspora and its current geo-political and economic significance</p>		

Unit 1: Migration

- Concept and Types
- Migrants, Refugees and Diasporas
- Sociological Significance of Migration
- Brain Drain

Unit 2: Migration as a Social Process

- Migration and Globalization
- Gender and Migration
- Migration and Transnationalism
- Migration and Memory

Unit 3: Theoretical Perspectives to Migration and Diaspora

- Everlett Lee
- Safran and Cohen
- Avtar Brah
- Steven Vertovec

Unit 4: Indian Diaspora

- Historical Background of Indian Diaspora
- Dispersion of Indian Diaspora
- India's relation with its Diaspora
- Indian Diaspora: A strategic Asset for India

Suggested Readings:

- Bhabha, H. K. (1994). *The location of culture*. London: Routledge.
- Baumann, M. (1998). Sustaining "Little India": Hindu diasporas in Europe. In G. Ter Haar (Ed.), *Strangers and sojourners: Religious communities in the diaspora* (pp. 95–132). Leuven: Peeters.
- Binod, K. (1999). *The migration of knowledge workers*. New Delhi & London: Sage Publications.

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- Brah, A. (1996). *Cartographies of diaspora: Contesting identities*. London & New York: Routledge.
- Braziel, J. E. (2008). *Diaspora: An introduction*. Malden, MA: Blackwell Publishers.
- Brettell, C. B. (2000). Theorizing migration in anthropology: The social construction of networks, identities, communities, and global scapes. In C. B. Brettell & J. F. Hollifield (Eds.), *Migration theory: Talking across disciplines* (pp. 97–135). New York & London: Routledge.
- Brettell, C. B. (2003). *Anthropology and migration: Essays on transnationalism, ethnicity and identity* (Chapter 2: Migration stories). Walnut Creek, CA: Altamira Press.
- Brubaker, R. (2005). The ‘diaspora’ diaspora. *Ethnic and Racial Studies*, 28(1), 1–19.
- Butler, K. (2001). Defining diaspora, refining a discourse. *Diaspora: A Journal of Transnational Studies*, 10(2), 189–219.
- Castles, S., & Miller, M. J. (1993). *The age of migration*. New York: The Guilford Press.
- Clifford, J. (1994). Diasporas. *Cultural Anthropology*, 9(3), 302–338.
- Cohen, R. (1997). *Global diasporas: An introduction*. Seattle: University of Washington Press.
- Dufoix, S. (2003). *Diasporas*. Berkeley: University of California Press.
- Hania, Z. (2006). Theories of international migration. In G. Caselli, J. Vallin, & G. Wunsch (Eds.), *Demography: Analysis and synthesis*. Academic Press.
- Israel, M., & Wagle, N. K. (1993). *Ethnicity, identity, migration*. Toronto: Centre for South Asian Studies, University of Toronto.
- Joshi, S. (2001). ‘Cheli-Beti’: Discourses of trafficking and constructions of gender, citizenship and nation in modern Nepal. *South Asia: Journal of South Asian Studies*, 24(1), 157–185.
- Lee, E. S. (1966). A theory of migration. *Demography*, 3(1), 47–57.
- Mishra, O. (Ed.). (2004). *Forced migration*. Delhi: Manak Publications.
- Paul, L. (1983). [Publication details unclear; kindly confirm or revise entry].
- Prothero, R. M., & Chapman, M. (Eds.). (1985). *Circulation in Third World countries*. London: Routledge & Kegan Paul.
- Van Hear, N. (2014). Diaspora formation. In *Migration: A Compass Anthology*. Oxford: COMPAS.

Pedagogy

This course emphasizes interdisciplinary learning and critical engagement. It encourages students to reflect on the fundamental issues and contemporary challenges of international migration through interactive, research-driven, and participatory pedagogies. Teaching methods will include:

Interactive lectures

- Documentary screenings, policy reviews, and critical media analysis to explore contemporary issues and challenges of the new world order and diaspora formations
- Group discussions, debates, and reflective learning to nurture critical thinking and contextualization.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	2	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	2.75	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Three		
Course Title	Education and Society		
Course Code	MSOCDES325		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N/A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Develop a foundational understanding of the sociological perspective on education and its relationship with society.</p> <p>CLO 2: Analyse key theories and thinkers in the sociology of education.</p> <p>CLO 3: Evaluate the impact of education on social inequality and mobility in the Indian context.</p> <p>CLO 4: Critically assess current educational challenges and policy debates in India, including globalization and NEP 2020.</p>		

Unit 1: Introduction

- Nature and Scope of Education in social context
- Relationship of Sociology with Education
- Sociology of Knowledge
- Education, Knowledge and Power

Unit 2: Theoretical Approaches

- Functional approach to education
- Conflict approach to education
- Post-modern approach to education
- Feminist approach to education

Unit 3: Social Issues and Concerns of Education in India

- Historical and Social Context of Education
- Stratification and Education
- Education and Social Change
- Globalization and Education
- Educational Disparities

Unit 4: Educational Commissions and Policies in India

- Main pre-independence educational commissions and policies
- Major post-independence educational commissions and policies with special reference to NEP - 2020
- Educational policies and commissions in India – A sociological critique

Suggested Readings

- Apple, M., & Apple, M. W. (2018). *Ideology and curriculum* (4th ed.). Routledge.
- Ballantine, J., Stuber, J., & Everitt, J. (2021). *The sociology of education: A systematic analysis* (9th ed.). Routledge.
- Banks, O. (1971). *Sociology of education* (2nd ed.). London: Batsford.

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- Burgess, R. G. (1986). *Sociology, education & schools*. London: Batsford.
- Dewey, J. (2004). *Democracy and education*. Dover Publications. (Original work published 1916)
- Freire, P. (2004). *Pedagogy of the oppressed*. In D. J. Flinders & S. J. Thornton (Eds.), *The curriculum studies reader*. Routledge. (Original work published 1970)
- Haralambos, M., & Heald, R. M. (2011). *Sociology: Themes and perspectives* (Indian ed.). New Delhi: Oxford University Press.
- Illich, I. (2002). *Deschooling society*. United Kingdom: Marion Boyars. (Original work published 1971)
- Karabel, J., & Halsey, A. H. (Eds.). (1977). *Power and ideology in education*. Oxford University Press.
- Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas*. New Delhi: SAGE Publications.
- Mayhew, A., & James, H. R. (1994). *Development of education system in India*. New Delhi: Atlantic Publishers.
- Palmer, J., Bresler, L., & Cooper, D. (Eds.). (2002). *Fifty major thinkers on education: From Confucius to Dewey* (1st ed.). Routledge.
- Ramachandran, V. (2004). *Gender and social equity in primary education: Hierarchies of access*. New Delhi: SAGE Publications.

Pedagogy

This course engages students with interdisciplinary and critical perspectives on the sociology of education. It promotes interactive and reflective learning to enable students to understand the role of education in shaping society and policy.

- Teaching methods will include:
- Interactive lectures and discussions
- Case studies and policy document reviews
- Engagement with NEP 2020 and contemporary educational challenges

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	2
2	3	3	3	3	2
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	3	2.5

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Third		
Course Title	Kashmir Society: Continuity and Change		
Course Code	MSOCDKS325		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1. Understand Kashmir's socio-cultural history, religious philosophies, diasporic communities, and ethnic-linguistic diversity shaping its unique historical and contemporary social fabric.</p> <p>CLO-2. Analyze key social institutions in Kashmir to understand their structure, functions, beliefs, and transformations.</p> <p>CLO-3. Analyze agrarian structures, evaluate land reforms, and assess processes of depeasantization through sociological theories and transformation debates.</p> <p>CLO-4. Analyse the main issues existent in Kashmir society and its impact.</p>		

Unit 1: Introduction

- Socio-cultural history of Kashmir
- The Sacred Philosophy – Shaivism, Rishiism and Sufiism
- Diasporic communities – Tibetans and Pashtuns
- Ethnic, religious and linguistic composition of Kashmir

Unit 2: Major Social Institutions

- Family and Kinship: Structure, function and change
- Marriage: Continuity and Change
- Religion: Beliefs and rituals
- Social Stratification: Caste and class

Unit 3: Agrarian System in Kashmir

- Agrarian Social Structure
- Land Reforms
- Depeasantization
- Emerging Trends

Unit 4: Social Issues in Kashmir Society

- Issues of Women
- Issues of Elderly
- Drug abuse
- Unemployment

Suggested Readings

- Akhter, P. (1999). *The history of Kashmir in political, economic and socio-cultural perspective*. Kashmir Info Publications.
- Bamzai, P. N. K. (1987). *Socio-economic history of Kashmir*. Metropolitan Book Company.
- Bamzai, P. N. K. (1994). *Culture and political history of Kashmir*. M. D. Publications.

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- Bazaz, P. N. (1987). *Inside Kashmir*. Verinag Publishers.
- Dabla, B. A. (2012). *Social transformation in Kashmir: A study of emerging social characters*. Gyan Publications.
- Dewan, P. (2008). *A history of Kashmir*. Saujanya Books.
- Hangloo, R. L. (1995). *Agrarian system of Kashmir (1846–1889)*. Common Wealth Publishers.
- Khan, M. I. (1994). *Kashmir's transition to Islam*. Manohar Publishers.
- Lawrence, W. R. (2020). *The Valley of Kashmir*. JK Publishers. (Original work published 1895)
- Madan, T. N. (1966). *Family and kinship: A study of the Pandits of rural Kashmir*. Asia Publishing House.
- Prasad, A. K. (2014). Sheikh Abdullah and land reforms in Jammu and Kashmir. *Economic and Political Weekly*, 49(31), 130–137. <https://www.jstor.org/stable/24480469>
- Rai, M. (2004). *Hindu rulers, Muslim subjects*. Princeton University Press.
- Stein, M. A. (2017). *Kalhana's Rajatarangini: A chronicle of the kings of Kashmir* (Vols. 1 & 2). Motilal Banarsidass.
- Aslam, M. (1977). Land reforms in Jammu and Kashmir. *Social Scientist*, 6(4), 59–64. <https://www.jstor.org/stable/3516587>

Pedagogy

This course adopts a student-centered and context-based pedagogical approach. Teaching strategies include interactive lectures, guided discussions, and concept mapping to build foundational understanding. Emphasis is placed on participatory learning through case studies from Kashmiri society. Students engage in group activities, thematic presentations, and reflective writing to promote collaboration and critical thinking. A combination of formative assessments and feedback would be taken up for continuous engagement, deeper understanding, and meaningful application of sociological concepts.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	3	2	3	2
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	2.75	3	2.75

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Four		
Course Title	Statistics and Computer Applications in Social Research		
Course Code	MSOCCSC425		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N/A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Explain and apply basic statistical concepts and methods relevant to social research. CLO 2: Organize and present data using appropriate tabular and graphical techniques. CLO 3: Perform basic statistical analysis including correlation, t-test, and ANOVA. CLO 4: Use statistical software tools to analyse data and interpret research findings.		

Unit 1: Introduction

- Meaning and Scope of Social Statistics
- Types: Descriptive and Inferential
- Meaning, Nature and Scope of Computer Applications

Unit 2: Organization and Presentation of Data

- Organization of data
- Frequency Distribution
- Graphic Presentation of Data: Bar Graph, Histogram, Pie Chart, Line Graph, Ogive, Polygon

Unit 3: Measures of Central Tendency and Dispersion

- Mean, Median and Mode
- Dispersion: Range, Interquartile Range, Mean Deviation and Standard Deviation
- Variance

Unit 4: Parametric, Non-Parametric Test and Statistical Software

- Concept and assumptions of Parametric and Non-Parametric test
- Parametric Test: t-test, ANOVA, Pearson's Correlation, Regression
- Non-Parametric Test: Chi-Square Test, Spearman's Rank Correlation, Mann-Whitney U Test
- Statistical Software: Concept, Applications and Types used in Social Research

Suggested Readings

- Aggarwal, Y. P. (2012). *Statistical methods: Concepts, application and computation* (Paperback ed.). Sterling Publishers.
- Argyrus, G. (2011). *Statistics for research*. Sage Publications.
- Babbie, E. R. (2020). *The practice of social research*. Cengage AU.
- Bose, P. K. (1995). *Research methodology*. Indian Council of Social Science Research.

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- Brent, E. E., & Anderson, R. E. (1990). *Computer applications in social sciences*. Temple University Press.
- Bryman, A. (2003). *Quantity and quality in social research*. Routledge.
- Elifson, K. W., Runyon, R. P., & Haber, A. (1998). *Fundamentals of social statistics*. McGraw-Hill / Rawat Publications.
- Pieterse, J. N. (2022). *Theories of development: Capitalism, colonialism and dependency* (5th ed.). Polity Press.
- Sinha, S. C., Dhiman, A. K. (2002). *Research methodology*. ESS Publications.

Pedagogy

This course combines conceptual understanding with hands-on application. It emphasizes practical engagement with statistical methods and the use of software tools to analyse and interpret social data.

Teaching methods will include:

- Lectures and demonstrations
- Practical exercises on data classification and visualization
- Hands-on sessions on statistical software for social research

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	2	3	3	3	2
2	2	3	3	3	2
3	2	3	3	3	2
4	2	3	3	3	2
Average	2	3	3	3	2

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Four		
Course Title	Kinship and Society		
Course Code	MSOCCKS425		
Course Type	Core Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N/A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total Marks
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: To develop a basic understanding of nature and significance of Kinship as a social institution CLO 2: To develop an understanding of changing dynamics of family and marriage in contemporary society CLO 3: To develop an understanding of theoretical foundations of Kinship CLO 4: To comprehend the changing context of Kinship and relatedness		

Unit 1: Introduction

- Nature and Significance of Sociology of Kinship
- Basic Concepts: Lineage, Clan, Phratry, Moiety, Kin Group, Kindred, Incest, Descent, Inheritance, Succession, Consanguinity and Affinity

Unit 2: Family and Marriage

- Family: Challenges of Defining a Family today
- The Expanding Notions of Family in modern society
- Changing meaning of Marriage
- Marital Disunions and Divorce

Unit 3: Kinship Studies

- R. Radcliffe-Brown
- Levi-Strauss
- Irawati Karve
- T N Madan

Unit 4: Recasting Kinship

- Relatedness
- Kinship and Gender
- Re-imagining Families
- Unisex Families

Suggested Readings:

- Barnes, J. A. (1971). *Three styles in the study of kinship*. Tavistock.
- Carsten, J. (2000). *Cultures of relatedness: New approaches to the study of kinship*. Cambridge University Press.
- Dube, L. (1974). *Sociology of kinship: An analytical survey of literature*. Popular Prakashan.
- Engels, F. (1948). *The origin of the family, private property and the state*. Progress Publishers.
- Fortes, M. (1970). *Time and social structure and other essays*. Athlone Press.
- Fox, R. (1967). *Kinship and marriage: An anthropological perspective*. Penguin Books Ltd.

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- Goody, J. (Ed.). (1971). *Kinship*. Penguin Books Ltd.
- Goody, J. (Ed.). (1958). *The developmental cycle in domestic groups*. Cambridge University Press.
- Lévi-Strauss, C. (1969). *The elementary structures of kinship* (Original work published 1949). Eyre and Spottiswoode.
- Radcliffe-Brown, A. R. (1952). *Structure and function in primitive society*. Cohen and West.
- Shah, A. M. (1974). *The household dimension of the family in India*. University of California Press.
- Uberoi, P. (Ed.). (1993). *Family, kinship and marriage in India*. Oxford University Press.

Pedagogy

This course emphasizes interdisciplinary learning and critical engagement. It encourages students to reflect on the fundamental issues and contemporary challenges of sociology of kinship through interactive, research-driven, and participatory pedagogies. Teaching methods will include:

- Interactive lectures
- Documentary screenings, policy reviews, and critical media analysis to explore contemporary issues and challenges of the new forms of Kinship
- Group discussions, debates, and reflective learning to nurture critical thinking and contextualization regarding changing nature of family and other institutions.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	2	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	2.75	3	3	3

DEPARTMENT OF SOCIOLOGY, University of Kashmir
Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Four		
Course Title	Media Sociology		
Course Code	MSOCDMS425		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO1: Students will demonstrate a comprehensive understanding of key theoretical frameworks in media sociology and their application to contemporary media landscapes.</p> <p>CLO2: They will critically analyze how media constructs and challenges social realities related to class, gender, race, identity, and power.</p> <p>CLO3: Students will be able to evaluate the cultural, political, and global implications of traditional and digital media practices, including their role in shaping democratic discourse and surveillance.</p> <p>CLO4: They will also engage with current debates on media ethics, regulation, and representation through a sociological lens, drawing on empirical evidence and theoretical insight.</p>		

Unit 1: Conceptualizing Media Sociology

- Theoretical Approaches to Media
 - Functionalist
 - Critical
 - Feminist
 - Post-modern

Unit 2: Media and Society

- Media and Power Relations
- Media and Social Class Stratification
- Gender Representations in Media
- Race, Ethnicity, and Media Narratives

Unit 3: Media and Culture

- Media as a Cultural Institution
- Media and Popular Culture: Production and Consumption
- Media, Identity, and Representation
- Globalization and the Cultural Politics of Media

Unit 4: Media Technologies and Their Impact

- The Rise and Evolution of New Media
- Social Media, Citizenship, and Democracy
- Media, Surveillance, and Digital Control
- Challenges of Misinformation and Media Ethics

Suggested Readings

- Berger, A. A. (2018). *Media analysis techniques* (5th ed.). SAGE Publications.

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- Briggs, A., & Burke, P. (2009). *A social history of the media: From Gutenberg to the Internet* (2nd ed.). Polity Press.
- Castells, M. (1989). *The Informational City: Information Technology, Economic Restructuring and the Urban-Regional Process*. Basil Blackwell, Oxford.
- Fuchs, C. (2024). *Social media: A critical introduction* (4th ed.). SAGE Publications.
- Germov, J., & Poole, M. (Eds.). (2023). *Public sociology: An introduction to Australian society* (5th ed.). Routledge
- Herman, E. S., & Chomsky, N. (2002). *Manufacturing consent: The political economy of the mass media* (2nd ed.). Pantheon Books.
- Hesmondhalgh, D. (2018). *The cultural industries* (4th ed.). SAGE Publications.
- Hooks, B. (1996). *Reel to real: Race, sex, and class at the movies*. Routledge.
- Horkheimer, M., & Adorno, T. W. (1997). *The Culture Industry: Enlightenment as Mass Deception*. In G. S. Nörr (Ed.), *Dialectic of Enlightenment* (pp. 120-167).
- Jackson, J. D. (2011). *Mediated society: A critical sociology of media*. Oxford University Press.
- Marcuse, H. (1964). *One-dimensional man: Studies in the ideology of advanced industrial society*. Beacon Press.
- McQuail, D. (2010). *McQuail's mass communication theory* (6th ed.). SAGE Publications.
- Press, A. L., & Cole, E. R. (1995). *Speaking of abortion: Television and authority in the lives of women*. University of Chicago Press.
- Smith, J. (1995). *Understanding the media: A sociology of mass communication*. Hampton Press.

Pedagogy

This course employs a multidisciplinary, participatory, and critical pedagogical approach to explore media as a dynamic social institution. Integrating theory and practice, it draws from sociology, cultural studies, and political economy to examine media's intersections with power, culture, and society. Teaching methods include interactive lectures, critical case studies, media analysis exercises, and documentary screenings followed by discussions. Students engage with diverse media texts and participate in debates on issues like misinformation, representation, and digital ethics. Problem-based learning and guest sessions with media professionals further enhance critical thinking, contextual understanding, and real-world engagement with contemporary media challenges..

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	3	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	3	3

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Four		
Course Title	Action Sociology and Social Research (Fieldwork-Centric)		
Course Code	MSOCCCFW225		
Course Type	Core Course		
Total Credits	4		
Course Level	400		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Demonstrate the ability to design and conduct participatory sociological fieldwork addressing diverse social issues, ensuring ethical and culturally sensitive engagement with communities.</p> <p>CLO 2: Analyze and interpret qualitative and quantitative data collected from the field to identify key social problems and their socio-economic and cultural determinants.</p> <p>CLO 3: Collaborate effectively with community members and stakeholders to co-develop practical intervention strategies aimed at promoting social change and empowerment.</p> <p>CLO 4: Communicate research findings clearly and responsibly through written reports, presentations, and community feedback sessions, fostering dialogue between academic and non-academic audiences.</p>		

Course Description:

This course immerses students in practical fieldwork to investigate, analyze, and intervene in pressing social issues through participatory and action-oriented sociological research. Students will spend a major portion of the course conducting field studies on a variety of social problems such as poverty, gender inequality, health, education, environment, and labor. The course stresses collaboration with communities, ethical research practice, and translating research into social action.

Course Outline

Unit 1: Introduction

- Concept of Action sociology and its relevance to social change
- Choosing field Site: Understanding social and cultural context
- Designing field research: framing social issues, research questions, and methods
- Ethical considerations and community engagement strategies

Unit 2: Fieldwork Phase I – Social Issue Exploration

- Conduct initial field visits to diverse communities or social settings
- Identify key social issues through participatory observation and informal interviews
- Build rapport and trust with community members and stakeholders
- Document socio-economic-cultural contexts of social problems

Unit 3: Fieldwork Phase II –Data Collection Methods

- Focus groups, semi-structured interviews, surveys, community mapping
- Engage community members as co-researchers
- Collect qualitative and quantitative data on selected social issues
- Maintain detailed field journals and reflective notes

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Unit 4: Data Analysis, Reporting, and Action Planning

- Collaborative analysis workshops with community input
- Develop community-based intervention/action plans based on findings
- Prepare reports, presentations, and policy briefs accessible to diverse audiences
- Reflect on challenges, ethics, and learning from fieldwork

Suggested Readings:

- Chambers, R. (1994). *Participatory Rural Appraisal (PRA): Challenges, potentials and paradigm*. World Development, 22(10), 1437-1454.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Penguin
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer.
- Reason, P., & Bradbury, H. (Eds.). (2008). *The SAGE Handbook of Action Research*. Sage
- White, S. A. (1996). *Depoliticizing development: The uses and abuses of participation*. Development in Practice, 6(1), 6-15.

Pedagogy

The pedagogical approach centers on experiential, community-engaged learning. Students are guided through the full research cycle, design, data collection, analysis, and action planning, via field-based investigations of pressing social issues. Emphasis is placed on participatory and ethical engagement, empowering students to collaborate with communities as co-researchers. The course integrates reflective journaling, peer discussions, and community feedback sessions to foster critical thinking, reflexivity, and social accountability. Through hands-on practice, students develop research skills, cultural sensitivity, and a commitment to social transformation, bridging academic knowledge with grassroots realities and contributing to actionable change through collaborative, context-sensitive interventions.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	2	3	3	3	3
2	2	3	3	3	3
3	2	3	3	3	3
4	2	3	3	3	3
Average	2	3	3	3	3

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Four		
Course Title	Doing Gender		
Course Code	MSOCDDG425		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO1: Students will demonstrate an understanding of foundational and contemporary gender theories.</p> <p>CLO2: Students will analyze how gender is enacted in social interactions and institutional frameworks.</p> <p>CLO3: Students will assess how intersectionality shapes gendered experiences.</p> <p>CLO4: Students will evaluate gender-based issues in policy, media, and activism through critical perspectives.</p>		

Unit 1: Theorizing Gender

- Key Concepts: sex, gender, sexuality, embodiment, performativity
- Feminist epistemologies: liberal, radical, socialist, postcolonial, Black feminism
- Theories of gender performativity (Butler, West & Zimmerman)
- Gender binaries and non-binary identities

Unit 2: Doing Gender in Everyday Life

- Ethnomethodology and symbolic interactionism
- Gender and the body: appearance, dress, comportment
- Domestic labour and care work
- Masculinities and femininities across contexts

Unit 3: Intersectionality and Institutions

- Intersectionality: caste, class, race, religion, region, disability
- Gender in institutions: family, education, work, law, media
- Violence and gender: structural, symbolic, everyday
- Gender, space, and mobility

Unit 4: Contemporary Issues and Policy Debates

- Gender and digital cultures
- Queer politics and LGBTQ+ rights
- Gender justice movements: #MeToo, Shah Bano, Nirbhaya
- Gender-responsive policies: global and local perspectives

Suggested Readings:

- Butler, J. (1990). *Gender trouble*. Routledge.
- Connell, R. W. (2005). *Masculinities*. Polity Press.
- Crenshaw, K. (1991). Mapping the margins. *Stanford Law Review*, 43(6), 1241–1299.
<https://doi.org/10.2307/1229039>

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- Dube, L. (1996). Caste and women. In M. N. Srinivas (Ed.), *Caste: Its twentieth century avatar* (pp. 1–27). Penguin.
- Fenstermaker, S., & West, C. (2013). *Doing gender, doing difference: Inequality, power, and institutional change*. Routledge.
- Jackson, S., & Scott, S. (Eds.). (2002). *Gender: A sociological reader*. Routledge.
- John, M. E. (2008). *Women's studies in India: A reader*. Penguin.
- Löffler, C. S., & Greitemeyer, T. (2023). Are women the more empathetic gender? The effects of gender role expectations. *Current Psychology*, 42(1), 220–231. <https://doi.org/10.1007/s12144-021-01411-1>
- Puri, J. (1999). *Woman, body, desire in post-colonial India*. Routledge.
- Rao, N. (2011). Marriage, violence and choice. *Indian Journal of Gender Studies*, 18(3), 307–326. <https://doi.org/10.1177/097152151101800302>
- Rege, S. (1998). Dalit women talk differently. *Economic and Political Weekly*, 33(44), 39–46. <http://www.jstor.org/stable/4407323>
- Rubin, M. M., & Bartle, J. R. (2022). Gender-responsive budgeting: A global perspective. In *Handbook on gender and public administration* (pp. 133–148). Edward Elgar Publishing. <https://doi.org/10.4337/9781800378512.00016>
- Sunder Rajan, R. (2000). *The scandal of the state*. Duke University Press.
- Walby, S. (2002). Gender, class and stratification: Towards a new approach. In S. Jackson & S. Scott (Eds.), *Gender: A sociological reader* (pp. 93–96). Routledge.
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125–151. <https://doi.org/10.1177/0891243287001002002>
- Whitehead, A. (1981). “I’m hungry, Mum”: The politics of domestic budgeting. In K. Young et al. (Eds.), *Of marriage and the market: Women's subordination internationally and its lessons* (pp. 93–116). Routledge & Kegan Paul.
- Zhang, R., Voronov, M., Toubiana, M., Vince, R., & Hudson, B. A. (2024). Beyond the feeling individual: Insights from sociology on emotions and embeddedness. *Journal of Management Studies*, 61(5), 2212–2250. <https://doi.org/10.1111/joms.12989>

Pedagogy

This course adopts a holistic, multidisciplinary, and learner-centric approach, integrating critical theory, experiential learning, and participatory pedagogies to examine gender as a dynamic social construct. Teaching methods include interactive lectures on gender theories, case studies, and film screenings to explore gender in institutions and daily life. Group discussions, role plays, and simulations foster collaborative and embodied learning. Assignments focus on analyzing media, policies, and gender movements, while fieldwork or virtual interactions with activists link classroom learning to real-world gender justice efforts, encouraging self-reflexivity and deeper social engagement.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	3	3
2	3	3	3	3	3
3	3	3	3	3	3
4	3	3	3	3	3
Average	3	3	3	3	3

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Syllabus for M. A. Sociology under NEP – 2020 (CW+CW) (2025- onwards)

Semester	Four		
Course Title	Sociology of Health		
Course Code	MSOCDSH425		
Course Type	Discipline Centric Course		
Total Credits	4		
Course Level	500		
Pre-requisite for the course (if any)	N A		
Teaching Hours per week	Theory	Practical	Total
	4	0	4
Maximum Marks	Internal Assessment Marks	End Term Exam Marks	Total
	30	70	100
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: To introduce students to the fundamental concepts, scope, and development of the Sociology of Health, with special emphasis on the Indian context and its socio-cultural determinants.</p> <p>CLO 2: To equip students with critical theoretical perspectives, for analyzing health, illness, and healthcare systems sociologically.</p> <p>CLO 3: To examine the social dimensions of health and disease, including health-seeking behavior, the doctor–patient–nurse relationship and the organization of hospitals and medical institutions.</p> <p>CLO 4: To enable students to understand and assess community health issues and the changing landscape of healthcare delivery in India, particularly the impact of privatization and corporatization.</p>		

Unit 1: Introduction

- Meaning, Nature, and Scope of Sociology of Health
- Importance of Sociology of Health
- Sociology of Health in India
- Concepts of Health, Illness, and Disease

Unit 2: Sociological Perspectives on Health and Illness

- Functionalist Perspective – Talcott Parsons and the Sick Role
- Conflict Perspective – Health Inequalities, Medical-Industrial Complex
- Feminist Perspectives – Gender, Health, and the Body
- Postmodern and Foucauldian Approaches – Medical Gaze, Biopower

Unit 3: Health, Disease, and Social Institutions

- Treatment Modalities: Preventive, Curative, and Rehabilitative
- Epidemiology and Natural History of Disease
- Health-Seeking Behavior and Doctor–Patient–Nurse Relationships
- Hospital as a Social Organization

Unit 4: Community Health and Health Policy in India

- Community Health Problems and Public Health Infrastructure
- Implementation and Utilization of Health Care Delivery Programmes
- Social Legislation and Health Care
- "Health for All": State Initiatives and Policy Shifts

Suggested Readings

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- Albrecht, G. L., Fitzpatrick, R., & Scrimshaw, S. C. (Eds.). (2000). *The handbook of social studies in health and medicine*. Sage Publications.
- Annandale, E. (2014). *The sociology of health and medicine: A critical introduction* (2nd ed.). Polity Press.
- Baru, R. V. (1998). *Private health care in India: Social characteristics and trends*. Sage Publications.
- Bird, C. E., Conrad, P., Fremont, A. M., & Timmermans, S. (Eds.). (2010). *Handbook of medical sociology* (6th ed.). Vanderbilt University Press.
- Bloom, S. W. (1963). *The doctor and his patient*. Free Press.
- Cockerham, W. C. (2021). *Medical sociology* (15th ed.). Routledge.
- Coe, R. M. (1970). *Sociology of medicine*. McGraw-Hill.
- Conrad, P., & Leiter, V. (Eds.). (2022). *The sociology of health and illness: Critical perspectives* (11th ed.). Oxford University Press.
- Dutta, P. R. (1955). *Rural health and medical care in India*. Army Education Press.
- Foucault, M. (1973). *The birth of the clinic: An archaeology of medical perception* (A. M. Sheridan Smith, Trans.). Pantheon Books. (Original work published 1963)
- Madan, T. N. (1980). *Doctors and nurses: A study in boundary relationships*. Vikas Publishing.
- Ommen, T. K. (1978). *Doctors and nurses: A study in occupational role structures*. Macmillan.
- Parsons, T. (1951). *The social system*. Free Press.
- Schwartz, H. (1994). *Dominant issues in medical sociology*. McGraw-Hill.

Pedagogy

The pedagogical approach to *this course* emphasizes critical, contextual, and experiential learning. It integrates lectures, discussions, and case studies to explore the socio-cultural dimensions of health, illness, and healthcare systems, particularly in India. Students engage with classical and contemporary theories, examine health inequalities, and analyze institutions like hospitals and public health programs. The course uses real-life examples, documentaries, field-based assignments, and reflective writing to connect theory with lived experiences. Emphasis is placed on gender, policy, and community health to cultivate a sociological understanding of healthcare challenges, encouraging students to think critically about equity, ethics, and policy reform.

CLO-PLO Matrix for the Course

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1	3	3	3	2	3
2	3	3	3	2	3
3	3	3	3	2	3
4	3	3	3	2	3
Average	3	3	3	2	3