



# Department of Sociology

## UNIVERSITY OF KASHMIR

(NAAC Accredited A+)

भारत 2023 INDIA

Head of Department

### Scheme and Structure of Courses for Four Year Undergraduate Sociology as per NEP 2020

Year	Semester	Course Type I Major/ Minor Introduction to Sociology	Credits	Course Type II	Credits	Course Type III	Credits	Total Credits
1	I	Social Institutions	4+2					
	IV	Indian Society: Structure and Change	3+1	Social Demography	4+2	Social Movements in India	4+2	16
3	VI	Basics of Social Research	3+1	Urban Sociology	4+2	Sociology of Education	4+2	16
4	VIII	Contemporary Social Theory	3+1	Social Stratification	4+2	Research Methodology in Social Sciences	4+2	16

Signature of members of the Board

Handwritten signatures and initials of board members, including names like 'Adina', 'Kumar', 'Sharma', 'Jagjit Singh', 'Prof. Anjum', 'Faeel', and 'Sarfraz'.

**1<sup>st</sup> Semester**  
**MAJOR COURSE**  
**SOC122M SOCIOLOGY (INTRODUCTION TO SOCIOLOGY)**  
**Total Credits: 06 (Theory: 04; Tutorial: 02)**

**COURSE DESCRIPTION:**  
*This is a core course of 6 Credits (with one credit for each unit and last two units as tutorials). The course is meant to introduce the learners to the discipline of sociology. Besides acquainting them with the evolution of the discipline, it also intends to familiarize the learners with the fundamental concepts and concerns of Sociology.*

**OBJECTIVES:**

Broadly the course seeks to:

- Acquaint the learners with the evolution of the subject;
- Develop among the learners fundamental clarity about the subject;
- Unravel the fundamental concerns of the discipline.

**LEARNING OUTCOMES**

*After finishing the course, the learners are expected to be well versed with the emergence and domain of the sociology. The learners are also expected to develop a very good understanding of the fundamental concepts and schools of thought in sociology.*

<b>1.</b>	<b>INTRODUCTION</b>	
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|--|---|--|
|  | <ul style="list-style-type: none"> <li>a. Meaning and Subject Matter of Sociology</li> <li>b. Emergence of Sociology: French Revolution, Industrial Revolution and Enlightenment</li> <li>c. Sociological Imagination and Common Sense</li> <li>d. Relationship of Sociology with other Social Sciences: Anthropology, History and Economics</li> </ul> |  |
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<b>2.</b>	<b>BASIC SOCIOLOGICAL PERSPECTIVES</b>	
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|--|---|--|
|  | <ul style="list-style-type: none"> <li>a. Evolutionism</li> <li>b. Functionalism</li> <li>c. Conflict Perspective</li> <li>d. Interactionist Perspective</li> </ul> |  |
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<b>3.</b>	<b>BASIC CONCEPTS</b>	
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|--|--|--|
|  | <ul style="list-style-type: none"> <li>a. Society, Community and Institution</li> <li>b. Status and Role</li> <li>c. Norms and Values; Folkways and Mores</li> <li>d. Social groups: Primary, Secondary and Reference</li> </ul> |  |
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<b>4.</b>	<b>SOCIAL PROCESSES</b>	
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|--|--|--|
|  | <ul style="list-style-type: none"> <li>a. Concept and Types of Social Processes</li> <li>b. Socialization: Concept and Stages</li> <li>c. Social Change: Concept and Types</li> <li>d. Social Control: Concept and Agencies</li> </ul> |  |
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<b>TUTORIALS</b>		
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<b>5.</b>	<b>TUTORIAL I - CHANGING PATTERNS OF SOCIALIZATION</b>	
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|--|---|--|
|  | <ul style="list-style-type: none"> <li>a. Family and Socialization</li> <li>b. Media and Socialization</li> <li>c. School and Socialization</li> <li>d. Gendered Socialization</li> </ul> |  |
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<b>6.</b>	<b>TUTORIAL II – UNDERSTANDING SOCIAL CHANGE</b>	
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|--|--|--|
|  | <ul style="list-style-type: none"> <li>a. Education and Social Change</li> <li>b. Technology and Social Change</li> <li>c. Women and Social Change</li> <li>d. Social Change among Marginalized</li> </ul> |  |
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## REFERENCES

- Bottomore, T. B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
- Harlambos, M. (1998). Sociology: Themes and perspectives. New Delhi: Oxford University Press.
- Inkeles, Alex. (1987). What is sociology? New Delhi: Prentice-Hall of India.
- Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
- Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.
- Schaefer, Richard T. and Robert P. Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.
- Thio, Alex, Sociology: A Brief Introduction, London: Allyn & Bacon, 2008
- Popenoe, David. Sociology. New Delhi: Prentice Hall, 1999

**2<sup>ND</sup> SEMESTER  
MAJOR COURSE  
SOC222J SOCIOLOGY (SOCIAL INSTITUTIONS)  
TOTAL CREDITS: 06 (THEORY: 04; TUTORIAL: 02)**

**Course Description:**

*An exposure to the different social institutions will enable the student to appreciate how a subject dealing with such mundane and private aspects of everyday life as births, marriages and family formation can constitute a technical field of study capable of generating contentious issues for academicians. A course on social institutions, therefore, becomes essential for any student of sociology.*

**Objectives:**

*Family, marriage and Kinship are three important and fundamental institutions in the society. This paper aims at introducing these important institutions of the society to the students in a sociological perspective while also taking care of the recent academic debates surrounding these institutions like changes in social institutions.*

**Learning Outcomes**

*After reading this paper, the students will be able to understand the various sociological approaches and perspectives regarding the institution of marriage, family, kinship and religion. They will also be abreast with the various recent debates pertaining to social institutions.*

<b>1.</b>	<b>FAMILY</b>	
	<ul style="list-style-type: none"> <li>a. Family and household</li> <li>b. Family structure and Functions</li> <li>c. Types of Family</li> <li>d. Changes in family</li> </ul>	
<b>2.</b>	<b>MARRIAGE</b>	
	<ul style="list-style-type: none"> <li>a. Marriage: Meaning and Significance</li> <li>b. Rules of Marriage: Endogamy, exogamy</li> <li>c. Types of Marriage</li> <li>d. Challenges to marriage as an institution</li> </ul>	
<b>3.</b>	<b>KINSHIP</b>	
	<ul style="list-style-type: none"> <li>a. Basic concepts: Incest, Affiliation, Consanguinity, Affinity, Clan, Lineage, Kindered.</li> <li>b. Kinship and Descent: Unilineal, Double and Cognatic Descent</li> <li>c. Kinship Usage</li> <li>d. Kinship Terminology</li> </ul>	
<b>4.</b>	<b>RELIGION</b>	
	<ul style="list-style-type: none"> <li>a. Religion: Meaning and Significance</li> <li>b. Animism, Animatism, Totemism and Naturalism</li> <li>c. Function of Religion</li> <li>d. Secularization</li> </ul>	
<b>TUTORIALS (2 CREDITS)</b>		
<b>5.</b>	<b>Changing Institution of Family and Marriage</b>	
	<ul style="list-style-type: none"> <li>a. Family in Transition</li> <li>b. Marriage Rituals and Practices</li> </ul>	
<b>6.</b>	<b>Religion and Society</b>	
	<ul style="list-style-type: none"> <li>a. Changing Belief System</li> <li>b. Sociological understanding of Shrine Culture</li> </ul>	

## References

- Barnes, J.A. 1971. *Three Styles in the Study of Kinship* London: Tavistock.
- Carsten, Janet. 2000. *Cultures of Relatedness: New Approaches to the Study of Kinship*. Cambridge: Cambridge University Press.
- Dube, Leela 1974. *Sociology of Kinship: An Analytical Survey of Literature*. Bombay: Popular Prakashan.
- Engels, F. 1948. *The Origin of the Family, Private Property and the State*. Moscow: Progress Publishers.
- Fortes, M. 1970. *Time and Social Structure and Other Essays*: London: Athlone Press.
- Fox, Robin. 1967. *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguin. Books Ltd.
- Goody, Jack (ed) 1971. *Kinship*. Harmondsworth: Penguin Books Ltd.
- Goody, Jack (ed.) 1958. *The Developmental Cycle in Domestic Groups*. Cambridge: Cambridge University Press.
- International Encyclopedia of the Social Sciences, 1968. New York: Macmillan and Free Press.
- Levi-Strauss, Claude, 1969 (1949). *The Elementary Structure of Kinship*. London: Eyre and Spottiswoode.
- Radcliffe-Brown, A.R. 1952. *Structure and Function in Primitive Society*. London: Cohen and West.
- Shah, A.M. 1974. *The Household Dimension of the Family in India*. Berkeley: University of California Press.
- Uberoi, Patricia (ed.) 1993. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.

## Bachelors with Sociology as Major

### 3<sup>rd</sup> Semester

#### SOC322J: Sociology: Classical Sociological Tradition

**Total Credits:6 Theory:4; Tutorial:2)**

**COURSE DESCRIPTION:** This is a core course of 6 Credits (with one credit for each unit and last two units as tutorials). The course is meant to introduce the learners to the classical sociological tradition. Besides acquainting them with the founding fathers of the discipline, it also intends to familiarize the learners with their perspectives and major concerns.

**OBJECTIVES:** Broadly the course seeks to:

- To familiarize the students with the founding fathers of Sociology;
- To introduce students to the trends in classical sociology;
- To offer an overview of different approaches to the study of society and various perspectives of the founders of sociological theory.

**LEARNING OUTCOMES:** It will help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

#### **Unit 1: August Comte**

- Positivism
- Law of Three Sages
- Social Statics and Social Dynamics

#### **Unit 2: Karl Marx**

- Historical Materialism
- Class Struggle and Social Change
- Theory of Alienation

#### **Unit 3 : Emile Durkheim**

- Contribution to the Methodology of Sociology: The Study of Social Fact
- Division of Labour
- Suicide

#### **Unit 4: Max Weber**

- Social Action
- The Ideal Type
- Bureaucracy and Authority

### **TUTORIALS**

#### **TUTORIAL 1: Relevance of Durkheim in Contemporary Society**

- Religion
- Collective Consciousness
- Morality

#### **TUTORIAL 2: Relevance of Weber in Contemporary Society**

- Bureaucracy
- Charismatic Authority
- Religion

#### **Essential Readings**

- Abrams, P. 1968. The Origins of British Sociology. Chicago: University of Chicago Press.
- Durkheim, E. 1933. The Division of Labour in Society. Glencoe: The Free Press.
- Durkheim, E. 1982. The Rules of Sociological Method. London: Macmillan.
- Durkheim, E. and M. Mauss. 1969. Primitive Classifications. London: Cohen & West.
- Marx, K. 1924. The Class Struggle in France (2048-2050). New York: New York Labour News.
- Marx, K. 1954. Capital - Vol. I. Moscow: Progress Publishers. (Chapter 1,10 and 14).
- Marx, K. 1964. Pre-capitalist Economic Formations. London: Lawrence and Wishart.
- Marx, K. and F. Engels. 1976. The Manifesto of the Communist Part, in Marx & Engels Collected Works -Vol. 6. London: Lawrence and Wishart.
- Nisbet, R.A. 1967. The Sociological Tradition. London: Heinemann.

- Weber, M. 1949. *The Methodology of the Social Sciences*. New York: Free Press.
- Weber, M. 1978. *Economy and Society: An outline interpretative sociology* (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press.
- Weber, M. 2002. *The Protestant Ethic and the Spirit of Capital*. Los Angeles: Blackwell Publishers



# BACHELORS WITH SOCIOLOGY AS MAJOR

## 4<sup>th</sup> SEMESTER

### SOC422J1 SOCIOLOGY \_ INDIAN SOCIETY - STRUCTURE AND CHANGE

**TOTAL CREDITS:4 THEORY:3; TUTORIAL:1)**

**COURSE DESCRIPTION:** This is a core course of 4 Credits (with one credit for each unit and last one unit as tutorial). The course is meant to introduce the learners to Indian society. Besides acquainting them with the various features, concepts and processes related to Indian Society processes, it also aims at developing an understanding of unity and diversity in Indian Society.

**OBJECTIVES:** This paper aims at making the students aware of the evolution, characteristics and various processes in the Indian Society. Its main objective is to give the students an idea about the various sociological debates and processes relevant to Indian Society.

**LEARNING OUTCOMES:** After reading this paper the students will be able to understand and comprehend the Indian Society in all its dimensions particularly features like Caste, Class and debates relating to modernization, Sanskritization and Islamization.

#### Unit 1: Introducing Indian Society

- Evolution of Indian Society
- Composition of Indian Society: Regional, linguistic and Religious diversity
- Unity in Diversity

#### Unit 2: Caste System

- Caste System: Nature and Features
- Varna and Jati
- Theories of Caste System
- Reservation Policy and Dalit Assertion

#### Unit 3: Processes of Social Change in Modern India

- Sanskritization
- Islamization
- Modernization
- Westernization

### TUTORIALS

#### TUTORIAL 1: Understanding Kashmir Society

- Composite Culture of Kashmir
- Regional, Religious and Linguistic Diversity
- Social Stratification in Kashmir Society
- Modernization and Social Change

#### Essential Readings

- Berreman, G.D. 1979. Caste and Other Inequalities: Essays in Inequality. Meerut: Folklore Institute.
- Beteille, Andre. 1974. Social Inequality, New Delhi: OUP
- Dhanagare, D.N. 1993: Themes and Perspectives in Indian Sociology (Jaipur\_Rawat).
- Dube, S.C. 1995: Indian Village (London: Routledge)
- Dumont, Louis 1970: Homo Hierarchicus: The Caste System and its Implications (New Delhi: Vikas)
- Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The use and Abuse of Nature in Contemporary India., New Delhi.: OUP
- Guha, Ranjit. 1991. Subaltern Studies. New York: OUP
- Karve, Irawati, 1961: Hindu Society: An Interpretation (Poona: Deccan College)
- Kothari, Rajani (Ed.). 1973. Caste in Indian Politics,
- Lannoy, Richard 1971: The Speaking Tree, A Study of Indian Culture and Society, London, Oxford University Press
- Lewis, Oscar. 1966. "Culture of Poverty". Scientific American Vol. II & V, No.4
- Madan, T.N. 1991. Religion in India, New Delhi.: OUP
- Mandelbaum, D.G., 1970: Society in India (Bombay: Popular Prakashan)
- Singh, Y. 1973: Modernization of Indian Tradition, Delhi, Thomson Press.
- Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press)



# BACHELORS WITH SOCIOLOGY AS MAJOR

## 4<sup>th</sup> SEMESTER

### SOC422J2 SOCIOLOGY \_ SOCIAL DEMOGRAPHY

**TOTAL CREDITS:6 THEORY:4; TUTORIAL:2)**

**COURSE DESCRIPTION:** This is a core course of 6 Credits (with one credit for each unit and last two units as tutorial). The course is meant to introduce the learners to the social demography. Besides acquainting them with the various population theories and demographic trends and processes, it also intends to familiarize the learners with their major concerns of population.

**OBJECTIVES:** Broadly the course seeks to:

- To understand the influence of population on social phenomena;
- To acquaint students the demographic features and trends of Indian society vis-à-vis world population;
- To understand population control in terms of social needs; and
- To appreciate population control measures and their implementation.

**LEARNING OUTCOMES:** Population size is often considered a crucial variable in appreciating social issues. The problems of developing societies are attributed to their population size. These views will create a proper academic and objective understanding of the dynamics of population.

#### Unit 1: Introduction

- Nature and Importance of scientific study of population
- Population and society - Interface between population size and social development
- Sources of Demographic Data: Census, Vital Statistics and Sample Surveys

#### Unit 2: Demographic Processes

- Fertility: Concept, Measurement and Factors
- Mortality: Concept, Measurement and Factors
- Migration: Causes and Consequences

#### Unit 3: Population Theories and their critique

- Malthusian Theory
- Demographic Transition Theory
- Dumont's Theory of Population

#### Unit 4: Population Growth in India

- Population Growth in India: Trends, Determinants and Impact
- Changing Age and Sex Composition and their Social Consequences
- Family Planning in India: Achievements and Failures

### TUTORIALS

#### TUTORIAL 1: Demographic Profile of Jammu and Kashmir

- Age and Sex Composition
- Fertility and Mortality
- Tribal Population in J&K

#### TUTORIAL 2: Migration in Jammu and Kashmir

- In Migration and Out Migration
- Labour Migration
- Seasonal Migration

#### Essential Readings

- Bose, Ashish: Demographic Diversity of India Delhi: B.R. Publishing Corporation, 1991.
- Census of India Reports
- Chandrasekar, S. (Ed). Infant Mortality, Population Growth and Family Planning in India London: GeorgeAllen &Unwin Ltd. 1974
- Cox, Peter. Demography. Ubs Publishers' Distributors (p) Ltd.
- Finkle, Jason L and C. Alison McIntosh (Ed) The New Policies of Population. New York: The Population Council, 1994
- Haq, Ehsanul and Singh, Sudhir Kumar. Population and Sustainable Development In India, New Delhi: Authorspress. 2006
- Hatcher Robert et al The Essentials of Contraceptive Technology Baltimore: John Hopkins School ofPublic Health, 1997.
- Premi, M.K. et al: An Introduction to Social Demography Delhi: Vikas Publishing House, 1983.
- Rajendra Sharma: Demography and Population Problems New Delhi: Atlantic Publishers, 1997.
- Srivastava, O. S.: Demography and Population Studies New Delhi: Vikas Publishing House, 1994

# BACHELORS WITH SOCIOLOGY AS MAJOR

## 4<sup>th</sup> SEMESTER

### SOC422J3 SOCIOLOGY \_ SOCIAL MOVEMENTS IN INDIA

**Total Credits:6 Theory:4; Tutorial:2)**

**COURSE DESCRIPTION:** This is a core course of 6 Credits (with one credit for each unit and last two units as tutorials). The course is meant to introduce the learners to the sociology of social movements.

**OBJECTIVES:** Broadly the course seeks to:

- To sensitize the students to the variety and dynamics of social movements and their role in social transformation.
- To acquaint the students with various social movements that took place in Indian society

**LEARNING OUTCOMES:** This course would enable the students to look at social movement in a sociological and comparative perspective.

#### Unit 1: Introduction

- Social Movement: Concept, Features and Typology
- Dynamics of Social Movements
- Social movements and the distribution of power in society

#### Unit 2: Theories of Social Movements

- Relative Deprivation Theory
- Conflict Theory
- Structural-Strain Theory

#### Unit 3: Old Social Movements in India

- Nationalist Movement
- Tribal Movement
- Peasant Movement

#### Unit 4 : New Social Movements in India

- Ethnic Movements
- Gender Based Movements
- Dalit Movement

### TUTORIALS

#### TUTORIAL 1: Land Reforms in Kashmir

- Nature and Significance of Land Reforms
- Impact of Land reforms
- Land Reforms and Social Transformation

#### TUTORIAL 2: Environment Movements

- Chipko Movement
- Bishnoi Movement
- Appiko Movement

#### Essential Readings

- Banks, J.A. 1972 : The Sociology of Social Movements (London : Macmillan)
- Desai, A.R. Ed. 1979 : Peasant Struggles in India (Bombay : Oxford University Press)
- Dhanagare, D.N., 1983 : Peasant Movements in Indian 1920-1950 (Delhi : Oxford University Press)
- Gore, M.S., 1993 : The Social Context of an Ideology : Ambedkar's Political and Social Thoughts (New Delhi : Sage)
- Gouldner, A.W., 1950 ed. : Studies in Leadership (New York : Harper and Brothers)
- Grandan Movement. (New Delhi : Thomas Press)
- Oomen, T.K., 1990 : Protest and Change : Studies in Social Movements (Delhi ; Sage)
- Rao, M.S.A., 1979 : Social Movements and Social Transformation (Delhi : Macmillan)
- Rao, M.S.A., 1979 ; Social Movements in India (New Delhi : Manohar)
- Selliot, Eleanor, 1995 : From Untouchable to dalit : Essays on the Ambedkar Movement (New Delhi : Manohar)
- Shah, Ghanshya, 1977 : Protest Movements in two Indian States. New Delhi : Ajanta.
- Shah, Ghanshyam, 1990 : Social Movements in India; a review of the literature (Delhi: Sage)
- Shah, Nandita, 1992 : The Issues at Stake : Theory and Practice in the Contemporary women's movements in India (New Delhi : Kali for Women)
- Shiva, Vandana, 1991 : Ecology and the Politics of Survival (New Delhi : Sage)
- Singh, K.S., 1982 : Tribal Movements in India (New Delhi : Manohar)•

## BACHELORS WITH SOCIOLOGY AS MAJOR (CT – I)

### 5<sup>th</sup> SEMESTER

#### SOC522J1 SOCIOLOGY \_ THEORETICAL PERSPECTIVES IN SOCIOLOGY

CREDITS: 4 (THEORY:3; TUTORIAL:1)

#### **COURSE DESCRIPTION:**

This is a core course of 6 Credits (with one credit for each unit and last two units as tutorials). The course is meant to introduce the learners to the classical sociological tradition. Besides acquainting them with the founding fathers of the discipline, it also intends to familiarize the learners with their perspectives and major concerns.

**OBJECTIVES:** Broadly the course seeks to:

- To introduce the students to the contemporary trends in the social theory
- To develop the understanding of major sociological perspectives
- To compare and contrast various theories and to understand their strengths and weaknesses

#### **LEARNING OUTCOMES**

This course is focused on enabling you to think critically and conceptually. This would enable students to get an overview of the contemporary theory and the future trends in sociological theory. It would also help them to grasp how sociology uniquely contributes to an understanding of the social world and human experience.

#### **UNIT – 1: FUNCTIONALISM**

- Talcott Parsons
- Robert K. Merton

#### **UNIT – 2: CONFLICT PERSPECTIVE**

- Karl Marx
- Ralf Dahrendorf

#### **UNIT – 3: INTERACTIONISM**

- Symbolic Interactionism: G. H. Mead
- Phenomenology: Alfred Schutz

#### **TUTORIAL:**

#### **RELEVANCE OF FUNCTIONALISM IN CONTEMPORARY SOCIETY**

- Family
- Marriage
- Kinship

#### **RELEVANCE OF PHENOMENOLOGY IN CONTEMPORARY SOCIETY**

- Religion
- Gender

#### **ESSENTIAL READINGS**

- Abraham, M.F. 2006. *Contemporary Sociology. An Introduction to Concepts and Theories*. New Delhi:Oxford University Press. Pp. 19-35.
- Abraham, M.F. 1982. *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press.
- Adams, Bert N. and Sydie, R.A. 2002. *Sociological Theory*. New Delhi: Vistaar.
- Clarke, S. 1981. *The Foundation of Structuralism*. Brighton: Harvest Press.
- Crab, Ian 1992. *Modern Social Theory: From Parsons to Habermas*. London: Harvester Press.
- Dahrendorf, Ralf.1959. *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.
- Derek, Layder.2006. *Understanding Social Theory*. New Delhi: Sage Publications.
- Giddens, A. 1987. *Social Theory and Modern Sociology*. Cambridge: Polity Press.
- Helle, H.J. and S.N. Eisenstadt (Eds.), 1985. *Macro-Sociological Theory*. London: Sage.
- Lane, M. (Ed.), 1970. *Structuralism: A Reader*. London: Jonathan Cape.
- Judge, Paramjit S. 1997. *Samaj VigyanikDrishitikonte Sidhant*. Patiala: Punjabi University Press.
- Roy Boyne. 1994. Foucault and Derrida. *The Other Side of Reason*. London: Routledge.
- Sharrock W.W. et.al. 2003. *Understanding Modern Sociology*. New Delhi: Sage.
- Turner, Jonathan, H. 1999. *The Structure of Sociological Theory*. Jaipur: Rawat.
- Judge, Paramjit Singh, 2012 *Foundation of Classical Sociological Theory: Functionalism, Conflict and Action*, New Delhi: Pearson.

## BACHELORS WITH SOCIOLOGY AS MAJOR (CT – II)

### 5<sup>th</sup> SEMESTER

#### SOC522J2 SOCIOLOGY \_ RURAL SOCIOLOGY

CREDITS: 6 (THEORY:4; INTERNSHIP / TUTORIAL:2)

#### OBJECTIVES:

##### *Broadly the course seeks to:*

- To make students understand the approaches to study rural society.
- To highlight social issues of rural society.
- To acquaint student with various dimensions of rural mobility & change.

#### LEARNING OUTCOMES:

##### *It will help students gain an understanding of*

- *Various approaches to understand rural sociology.*
- *Factors and trends of rural change.*

#### UNIT 1: INTRODUCTION

- Nature and Scope of Rural Sociology
- Village: Definition & Types
- Rural - urban differences & continuum
- Agrarian social structure

#### UNIT 2: THEORETICAL APPROACHES TO STUDY RURAL SOCIETY

- Structural functional
- Marxist
- Subaltern
- Gandhian

#### UNIT 3: RURAL SOCIETY & CHANGE

- Rural Development & planned change
- Land Reforms & change
- Panchayati Raj System
- Major Peasant Movements in India

#### UNIT 4: AGRARIAN CRISIS

- Agrarian unrest and desensitization
- Globalization and Indian Agriculture
- Emerging crisis in Indian Agriculture

#### INTERNSHIP OR TUTORIALS

##### **Changing Rural Social Structure**

- Agrarian Unrest and Desensitization
- Globalization and Indian Agriculture
- Emerging crisis in Indian Agriculture

##### **Changing Rural Social Structure**

- Family
- Marriage
- Kinship
- Rural Economy

#### ESSENTIAL READINGS

- Andre Betille 1974 *Six Essays in Comparative Sociology*, OUP, New Delhi.
- Berch, Berberogue, Ed. 1992: *Class, State and Development in India 1, 2, 3 and 4 Chapters*. Sage, New Delhi
- Desai A. R. 1977. *Rural Sociology in India*, Popular Prakashan, Bombay.
- Desai, A.R. 1979. *Rural India in Transition*, Popular Prakashan, Bombay.
- Dhanagare D N 1988: *Peasant Movements in India*, OUP, New Delhi.
- Dube, S.C. 1958. *India's Changing Villages* (London: Routledge and Kegan Paul)
- Mencher J.P., 1983: *Social Anthropology of Peasantry Part III*, OUP
- P. Radhakrishnan, 1989: *Peasant Struggles: Land reforms and Social Change in Malabar 1836 – 1982*. Sage Publications: New Delhi.
- Thorner, Daniel and Thorner Alice 1962 *Land and Labour in India*, Asia Publications, Bombay.

**BACHELORS WITH SOCIOLOGY AS MAJOR (CT – III)**  
**5<sup>th</sup> Semester**

**SOC522J3 COURSE: SOCIOLOGY OF GENDER**

**Credits: 06 (Theory:04; Tutorial:02)**

**OBJECTIVES:**

This course plan focuses on gender as a category of sociological analysis and the major debates and perspectives associated with it. The course will address the gendered nature of human relationships from a sociological vantage point

**LEARNING OUTCOMES:**

By teaching gender studies we are able to look critically look at the question gender and its interlinkages with various institutions (caste, class, state); how these institutions mediate and position men and women in different ways. Therefore gender studies has an advantage of giving a nuanced understanding of social relations

**1 Introduction**

- a) Sociology of Gender: origin, nature and scope Distinguishing sex and gender: biological v/s social, difference v/s equality
- b) Key Concepts: Patriarchy, Intersectionality

**2 Perspectives**

- a) Liberal
- b) Marxist
- c) Radical
- d) Postmodern

**3 Social Construction of Gender**

- a) Social construction of gender
- b) Femininities and masculinities
- c) Gender socialization

**4 Problems of Gender Equality**

- a) Changing status of women in India
- b) Women's Movement in India
- c) Gender based violence

**TUTORIALS**

**5 TUTORIAL 1: Issues and Concerns of Women in Kashmir**

- a. Domestic Violence
- b. Violence at Workplace
- c. Dowry and Divorce

**6 TUTORIAL 2: Women Empowerment in Kashmir**

- a. **Role of Education**
- b. **Role of Law**
- c. **Women Entrepreneurship**

**Essential Readings**

- Abbott, et.al. 2005. Introduction to Sociology: A Feminist Perspective, Routledge: London
- Holmes, M. 2007. What is Gender? Sociological Approaches, Sage Publication: New Delhi
- Wharton, A.S. 2005 The Sociology of Gender: An Introduction to Theory and Research, Blackwell Publications: Oxford
- Philcher, J and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies, Sage Publications: New Delhi
- Lindsey, L. 2015. Gender Roles: A Sociological Perspective, Routledge: London.
- Tong, R. 2009. Feminist Thought. Westview: Colorado.

- Jaggar, A. 1983. *Feminist Politics and Human Nature*, Brighton: The Harvester Press.
- Ghadially, R. 1988. (Ed.). *Women in Indian Society: A Reader*, Sage: New Delhi.
- Rege, S. (Ed.). 2003. *Sociology of Gender*. Sage: New Delhi.
- Desai, N. and Maithrey, K. 1987. *Women and Society in India*. Ajanta: Delhi.
- Mies, Maria 1980. *Indian Women and Patriarchy*. Concept: Delhi.
- Nanda, B.R. 1976. *Indian Women: From Purdah to Modernity*. Vikas: Delhi.
- Engels, F. 1972. *The Origin of the Family, Private Property and, the State*, London:
- Hirschon, R. 1984 “Introduction: Property, Power and Gender Relations” in R. Hirschon (ed.). *Women and Property. Women as Property*, Beckenham: Croom Helm.
- Harlambos and Holborn. 2000. *Sociology: Themes and Perspectives*, London: Collin
- Chanana Karana. 1988. *Socialisation, Education and Women, Exploration in Gender Identity* New Delhi :Orient Longman
- Chakarvarti, Utna. 2003. *Gendering Caste. Through a Feminist lens*, Calcutta: Stree.
- Delamont, Sam. 1980. *The Sociology of Women*, London : George Allen & Unwin
- Chaudhari, Maitrayee. 2004 *Feminism in India*, New Delhi : Kali for women

## **BACHELORS WITH SOCIOLOGY AS MAJOR (CT – I)**

### **6<sup>th</sup> SEMESTER**

#### **SOC622J1 SOCIOLOGY \_ BASICS OF SOCIAL RESEARCH**

**CREDITS: 4 (THEORY:3; TUTORIAL:1)**

#### **COURSE DESCRIPTION:**

*The course introduces the learners to the basic concepts of research in social sciences besides acquainting them with the various methods used in conducting research in society*

#### **OBJECTIVES:**

*The objective of the course is to make students understand the meaning and nature of social research and to acquaint students with tools of social research*

#### **LEARNING OUTCOMES:**

*After going through this course, you will be able to learn the concept of social research, the scientific method and its relevance with social research and also the different tools used in social research*

#### **UNIT I: INTRODUCTION**

- Meaning of Social Research
- Nature of Social Phenomena
- Scientific Method

#### **UNIT II: RESEARCH DESIGN**

- Meaning and Significance of Research Design
- Elements of Research Design
- Types of Research Design

#### **UNIT III: TOOLS OF SOCIAL RESEARCH**

- Questionnaire
- Observation
- Case Study

#### **TUTORIAL**

- Identification of any social problem and formulation of a synopsis on it

#### **ESSENTIAL READINGS**

- Ahuja, Ram. 2001. Research Methods. New Delhi: Rawat Publications
- Barnes, J. A.1977. The Ethics of Inquiry in Social Science. New Delhi: Oxford University Press
- Becker, Howard S.1986. How to Start and Finish Your Thesis, Book or Article, Chicago: University of Chicago
- Bose, Pradip Kumar. 1995. Research Methodology. New Delhi: Indian Council of Social Science Research
- Bryman, Alann.1988. Quantity and Quality in Social Research. London: Hyman• Burns,RobbtB.2000. Introduction to Research Methods. London: Sage Publication
- Cohen, Louis and Lawrence.1994. Research Methods in Education. London: Routledge
- Durkheim, Emile.1964. (FirstPublishingin1895)The Rules of Sociological Method. First the Free Press Paperback Edition. New York: The Free Press
- Fernades, Walter and Philip Riegas. 1985. Participatory and conventional Research Methodologies. New Delhi: Indian Social Institute
- Garfinkel, H.1967.Students in Ethnomethodology. Englewood Cliffs, NJ: Prentice Hall
- Goddle, William J. and Paul K Haff. 1952. Methods in Social Research. New York: McGraw Hill
- Handel, J. D.1978. Statistics for Sociology, Englewood Cliffs; N.J: Prentice Hall
- Mukherjee, Neela. 1997. Participatory Rural Appraisal: Methodology and Applications. New Delhi: Concept
- Schutz, Afred. 1972. The Phenomenology of the Social World. London: Heinemann
- Young, P. V. 1988. Scientific Social Survey and Research. New Delhi: Prentice Hall



## BACHELORS WITH SOCIOLOGY AS MAJOR (CT – II)

### 6<sup>th</sup> SEMESTER

#### SOC622J2 SOCIOLOGY \_ URBAN SOCIOLOGY

CREDITS: 6 (THEORY:4; TUTORIAL:2)

#### **COURSE DESCRIPTION:**

*This is a course of six credits (with one credit for each unit and last two units as tutorials). This course is meant to introduce the learners to urban society besides acquainting them with the urban social structure and the changes occurring thereof. The students will also be made familiar with the major theoretical approaches to study urban sociology as well as the contemporary challenges that such societies are facing.*

#### **OBJECTIVES:**

*Urbanization is a very important issue which the contemporary societies are facing. This paper aims at making the students aware about Urban Sociology, urbanism, urbanization and various theoretical perspectives in urban sociology etc. Besides it highlights the causes and consequences of urbanization.*

#### **LEARNING OUTCOMES:**

*After reading this paper, the students will be able to better understand the urban phenomenon and the process of urbanization and the urban phenomenon as such. This will equip them in developing a better understanding of urban problems like housing, slums, pollution and homelessness*

#### **UNIT-I: INTRODUCTION**

- Nature and Scope of Urban Sociology
- History and Evolution of Urban Sociology
- Chicago School: Major Works

#### **UNIT-II: THEORETICAL APPROACHES**

- Max Weber
- Park and Burgess;
- G. Simmel;
- Louis Wirth;
- Manuel Castells

#### **UNIT-III: URBANIZATION**

- Urbanization: Meaning, Factors
- Causes and Consequences of Urbanization
- Urbanization in India
- Changing Urban Culture

#### **UNIT-IV: URBAN PROBLEMS IN INDIA**

- Slums
- Urban Poverty
- Homelessness
- Pollution

#### **TUTORIAL (2 CREDITS)**

##### **CHANGING URBAN SOCIAL STRUCTURE**

- Family
- Marriage
- Kinship
- Urban economy

##### **URBANIZATION IN KASHMIR**

- Industrialization
- Suburbanization
- Environmental challenges

#### **ESSENTIAL READINGS**

- Abrahamson M (1976) Urban Sociology, Englewoot, Prentice Hall.
- Alfred D'Souza (1978) The Indian City; Poverty, Ecology and Urban development, Manohar, New Delhi.
- Bharadwaj, R. K. (1974): Urban Development in India. National Publishing House.
- Bose Ashish (1978), Studies in India Urbanisation 1901-1971, Tata Mc Graw Hill.
- Colling Worth, Jb (1972) Problems of Urban Society VOL.2, George and Unwin Ltd
- Desai AR and Pillai SD (ed) (1970). Slums and Urbanisation, Popular Prakashan, Bombay.
- Edward W Soja (2000) Post Metropolis; Critical Studies of cities and regions. Oxford Blakcwell.
- Ellin Nan (1996). Post Modern Urbanism, Oxford UK.

## BACHELORS WITH SOCIOLOGY AS MAJOR (CT – III)

### 6<sup>th</sup> SEMESTER

#### SOC622J2 SOCIOLOGY \_ SOCIOLOGY OF EDUCATION

CREDITS: 6 (THEORY:4; TUTORIAL:2)

#### **COURSE DESCRIPTION:**

*This is a course of six credits (with one credit for each unit and last two units as tutorials). This course is meant to introduce the learners to sociology of education.*

**OBJECTIVES:** *The objective of the course is:*

- *To make students understand the nature and scope of sociology of education and relationship of sociology with education and also to apprise them with the basic theoretical approaches related with sociology of education*
- *To highlight various social issues and concerns of education in India.*

#### **LEARNING OUTCOMES:**

*After going through this course student will be able to: -*

- *Understand the relationship between education and society.*
- *Develop a clear understanding of the basic theoretical approaches related with sociology of education.*
- *Understand the issues and concerns of educations vis-à-vis society in India.*

#### **UNIT – I: INTRODUCTION**

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

#### **UNIT – II: THEORETICAL APPROACHES**

- School as a Social System (Parsons)
- School as a Process (Ivan Illich)
- Cultural Reproduction (Bourdieu)
- Marxist (Althusser)

#### **UNIT – III: EDUCATION AND SOCIETY IN INDIA**

- Historical and Social Context of Education
- Stratification and Education
- Education and Social Change

#### **UNIT – IV: SOCIAL ISSUES AND CONCERNS OF EDUCATION IN INDIA**

- Globalization and Education
- Educational Disparities (Quality, Access and Commodification)
- Educational policies in India with special reference to NEP, 2020

#### **TUTORIAL**

##### **SCHOOL AS A SOCIAL SYSTEM**

- Identify any school in your district and analyze it as a social system

##### **EDUCATION AND SOCIAL CHANGE**

- Prospects of online education
- Digital divide within and outside classroom

#### **ESSENTIAL READINGS**

- Apple, Michael W. 2004. Ideology and Curriculum, Routledge and Kegan Paul
- Ballantine, J. H. 1993. The Sociology of Education: A Systematic Analysis: New Jersey: Prentice Hall
- Banks, Olive. 1971. Sociology of Education, (2ndEd.) London Batsford
- Burgess, R. G. 1986. Sociology, Education & Schools. London: Batsford Dewey, J. 1976. Democracy and education: New Delhi: Light and Life Publishers
- Freire, Paulo. 1997. "Pedagogy of the oppressed. "In David J Flinders and Stephen J Thornton(ed). The curriculum Studies Reader. New York: Routledge.
- Harlambose, M & R. M Heald. 1980. Sociology: Themes and Perspectives, New Delhi: OUP
- Hobson, P. 2001. "Aristotle". In S. A. Palmer(ed) Fifty Major Thinkers on Education from Confucius to Dewey. Routledge: London
- Illich, I. 1970. Deschooling Society, New York: Horper and Row.
- James, H. Rand Mayhew, A Development of Education system in India. New Delhi: Vanity Books
- Jerome Karabel and H. Halsey. 1977. Power and Ideology in Education. Oxford University Press.
- Kumar, Krishna. 2005. Political Agenda of Education: New Delhi: Sage
- Morsy, Z.(ed). 1997. Thinkers on Education. Vol1-4. New Delhi: UNESCO Publishing/oxford & IBM Publishing National Curriculum Framework 2005 NCERT
- Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publications.

## 7<sup>th</sup> Semester

### Course: Indian Sociology: Perspectives and Approaches

Total Credits:04 (Theory: 03; Tutorial:01)

#### COURSE DESCRIPTION:

This is a course of four credits (with one credit for each unit and last one unit as tutorial). This course is meant to introduce the learners to the various perspectives and approaches for the study of Indian society. Besides acquainting the learners with the perspective of various scholars to the study of Indian social structure, it will also make them familiar with the major theoretical debates in the study of Indian sociology.

#### OBJECTIVES:

The objective of the course is to acquaint the students to the continuities and contradictions in Indian society; assess the impact of various socio-political processes on the making of sociology in India and acquaint the students to various perspectives of understanding Indian society. To acquaint student with various dimensions of rural mobility & change.

#### LEARNING OUTCOMES:

After the completion of the course, students will be able to develop an understanding of different perspectives in relation to the workings of Indian society; have awareness of some of the original writings produced by the pioneers of Indian Sociology and develop an understanding related to the recent issues in Indian sociology and the debates around those issues

<b>1</b>	<b>Trajectories in the development of Sociology in India</b> <ul style="list-style-type: none"><li>Colonialism, Nationalism and Emergence of Sociology in India</li><li>Growth and Development of Sociology in India</li></ul>
<b>2</b>	<b>Theoretical perspectives</b> <ul style="list-style-type: none"><li>Indological/ Textual: G.S. Ghurye, L. Dumont</li><li>Structural- Functional: M.N. Srinivas</li><li>Marxian: A.R. Desai</li></ul>
<b>3</b>	<b>Sociology and Society in India</b> <ul style="list-style-type: none"><li>Social conditioning of Indian Sociology: Ideology, Theory &amp; Methods</li><li>Sociology in/for India</li><li>Quest for Indigenization of Sociology</li></ul>
<b>TUTORIALS</b>	
<b>4</b>	<b>TUTORIAL 1: Relevance of Subaltern perspective in contemporary times</b> <ul style="list-style-type: none"><li>David Hardiman</li><li>B. R. Ambedkar</li></ul>

#### Essential Readings

- Ambedkar, B. R. [1916] (2014), "Castes in India: Their Mechanism, Genesis and Development" in Vasant Moon (ed.) Dr. BabaSaheb Ambedkar: Writings and Speeches, Volume I, New Delhi: Dr. Ambedkar Foundation, pp. 5-22.
- Beteille, A. (2002). Sociology: Essays on Approach and Method. New Delhi: OUP.
- Breman, J. C., Kloos, P., & Saith, A. (1997). The Village in Asia Revisited. New Delhi :OUP
- Chaudhuri, M. (Ed.). (2010). Sociology in India, Intellectual and Institutional Practices. New Delhi: Rawat Publications.
- Das, V. (Ed.). (2004). Handbook of Indian Sociology. New Delhi Oxford University Press
- Dhanagare, D. (1999). Themes and Perspectives in Indian Sociology. Jaipur : Rawat Publications.
- Dahiwal, S. (Ed.). (2004). Indian Society: Non-Brahmanic Perspectives. Jaipur Rawat Publications.
- Deshpande, S. (2003). Contemporary India: Sociological Views. New Delhi: Penguin Book.

Dube, S. C. (1963), "A Deccan Village" in M. N. Srinivas (ed.) India's Villages, Bombay: Asia Publishing House, pp. 202-215

- Dumont, Louis (2009), Homo Hierarchicus: The Caste System and Its Implications, New Delhi: OUP, pp. 1-32.
- Ghurye, G. S. (1969), Caste and Race in India, Bombay: Popular Prakashan, pp. 1-31.
- Guha R. (1998). A Subaltern Studies Reader. New Delhi: Oxford University Press.
- Khilnani, S.(1999). The Idea of India. New Delhi: Penguin.
- Vivek, P. (2002). Sociological perspectives and Indian Sociology. Mumbai: Himalaya Publishing House.
- Hardiman, David and Gauri Raje (2008), "Practices of Healing in Tribal Gujarat", Economic and Political Weekly, 43 (9): 43-50.
- Mukerji, D. P. (1958), Diversities, New Delhi: People's Publishing House.
- Singh, Yogendra (2004), Ideology and Theory in Indian Sociology, Jaipur: Rawat Publication, pp. 135-166.
- Srinivas, M. N. (2013), "Mobility in the Caste System" in Dipankar Gupta (ed.) Social Stratification, New Delhi: OUP
- Sujata Patel (ed) (2011) Doing Sociology In India: Genealogies, Locations and Practices. OUP New Delhi
- Patricia Uberoi, Nandini Sundar and Satish Deshpande (ed) (2010): Anthropology in the East: Founders of Indian Sociology and Anthropology. Permanent Black, Ranikhet.
- Rege, S. (2003). Sociology of Gender: The Challenge of Feminist Sociological Thought. Delhi: Sage.
- Srinivas, M. & Panini. M. (1986). Development of Sociology and social Anthropology in India in T.K.Oommen & P. Mukherji. (Eds.). Indian Sociology reflections and introspections. Bombay: Popular Prakashan
- Srinivas, M. (2004). Collected Essays. Delhi: Oxford University Press.

## 7<sup>th</sup> Semester

### Course: Tribal Society in India: Continuity and Change

Total Credits:06 (Theory: 04; Tutorial:02)

#### COURSE DESCRIPTION:

This is a course of six credits (with one credit for each unit and last two units as tutorials). This course is meant to introduce the learners to tribal society besides acquainting them with the tribal social structure and the changes occurring thereof. The students will also be made familiar with the major theoretical approaches in tribal sociology.

#### OBJECTIVES:

The course is designed to acquaint the students with the basic understanding of tribal society and their problems and challenges. In terms of content, it focuses mainly on issues of tribal integration, assimilation and inclusive development. The programme seeks to enable the students to familiarize them with the basic characteristics of tribal society and carry a comparative and critical analysis tribal issues and challenges.

#### LEARNING OUTCOMES:

Upon completing the course, the learners are expected to possess a basic understanding of the tribal communities and their issues. The course is also expected to garner the requisite capabilities among the learners to apply the major sociological perspectives in understanding the tribal communities in India.

<b>1</b>	<b>Introduction</b>
	<ul style="list-style-type: none"><li>• Concept and Features of Tribe</li><li>• Tribal Social Institutions: Family, Marriage and Kinship</li><li>• Tribe-Caste Continuum</li></ul>
<b>2</b>	<b>Tribes in India: Profile and Problems</b>
	<ul style="list-style-type: none"><li>• Demographic Profile</li><li>• Classification of tribal people: food gatherers and hunters, shifting cultivators, nomads, pastoralists, peasants and settled agriculturists, artisans</li><li>• Tribal Religion</li></ul>
<b>3</b>	<b>Tribal Society and Change</b>
	<ul style="list-style-type: none"><li>• Social mobility and change: Hinduization and Sanskritization; formation of tribal states;</li><li>• Impact of colonial rule on tribal society; post-Independence scenario;</li><li>• Tribal development</li></ul>
<b>4</b>	<b>Problems of Tribes in India</b>
	<ul style="list-style-type: none"><li>• Problems of tribal people: poverty, illiteracy, indebtedness, land alienation, agrarian issues, exploitation</li><li>• Tribal integration and identity</li></ul>
<b>TUTORIALS</b>	
<b>5</b>	<b>TUTORIAL 1: Changing Tribal Social Structure</b>
	<ul style="list-style-type: none"><li>• Family</li><li>• Marriage</li><li>• Kinship</li><li>• Rural economy</li></ul>
<b>6</b>	<b>TUTORIAL 2: Profile of tribes in Kashmir</b>
	<ul style="list-style-type: none"><li>• Bakarwals</li><li>• Gujjars</li><li>• Paharis</li></ul>
<b>Essential Readings</b>	

- Bose, Nirmal K. (1967), Culture and Society in India, NY: Asia Publishing House.
- Desai, Akshayakumar. R. (1979), Peasant struggles in India, Bombay: Oxford
- Dube, Shyama C. (1977), Tribal Heritage of India, New Delhi: Vikas Publishing House.
- Haimendorf, Christoph von (1982), Tribes of India: The Struggle for Survival, LA: Oxford.
- Hasnain, Nadeem. (1983), Tribes in India, New Delhi: Harnam Publications.
- Rao, MadhugiriShamarao A. (1978), Social Movements in India: Peasant and Backward Classes Movements, New Delhi: Manohar Publications.
- Raza, Moonis and Ahmad, Aijazuddin. (1990), An Atlas of Tribal India, New Delhi: Concept Publishing House.
- Sharma, Suresh, (1994), Tribal Identity and Modern World, New Delhi: Sage.
- Singh, Kumar S. (1972), Tribal Situation in India, Simla: Indian Institute of Advanced Studies.
- Singh, Kumar S. (1984), Economies of the Tribes and their Transformation, Simla: Concept Publishing House.
- Singh, Kumar S. (1985), Tribal Society, New Delhi: Manohar Publications.

**7<sup>th</sup> Semester**  
**Course: Sociology of Religion**

**Total Credits:06 (Theory: 04; Tutorial:02)**

**COURSE DESCRIPTION:**

Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. This course is introduced with the objective to analyze the basic concepts and key interpretations of religion; focus on the interface between religion and society in India; highlight the distinctiveness of the sociological approach to the study of religion and analyze social change in relation to religion.

**OBJECTIVES:** The course is designed to acquaint the students with the basic understanding of religion as a social phenomenon. The students will be made aware about the various theoretical approaches to the study of religion and major religions in India.

**LEARNING OUTCOMES:**

At the completion of the course, students are expected to have a thorough understanding of the fundamental concepts and theoretical perspectives in sociology of religion. The course is expected to develop critical understanding among the students and analyze varied social behaviours in relation to religion.

<b>1</b>	<b>Introduction</b>
	<ul style="list-style-type: none"> <li>• Meaning and Scope of Sociology of Religion</li> <li>• Religion and Magic</li> <li>• Elements of religious experience</li> <li>• Typology of religion (Sacramental, Prophetic and Mystical)</li> </ul>
<b>2</b>	<b>Approaches to study of Religion</b>
	<ul style="list-style-type: none"> <li>• Classical: Emile Durkheim and Weber</li> <li>• Modern: Phenomenological and Neo-Marxist</li> </ul>
<b>3</b>	<b>Major Religions in India</b>
	<ul style="list-style-type: none"> <li>• Hinduism</li> <li>• Islam</li> <li>• Sikhism</li> <li>• Christianity</li> </ul>
<b>4</b>	<b>Religion and Religiosity in India</b>
	<ul style="list-style-type: none"> <li>• Fundamentalism</li> <li>• Secularism</li> <li>• Pluralism</li> </ul>
<b>TUTORIALS</b>	
<b>5</b>	<b>TUTORIAL 1: Socio-religious ethos of Kashmiri Society</b>
	<ul style="list-style-type: none"> <li>• Unity in Diversity</li> <li>• Cultural Syncretism</li> </ul>
<b>6</b>	<b>TUTORIAL 2: Profile of major Religious Communities in Jammu and Kashmir</b>
	<ul style="list-style-type: none"> <li>• Muslims</li> <li>• Hindus</li> <li>• Sikhs</li> </ul>
<b>Essential Readings</b>	
<ul style="list-style-type: none"> <li>• Baird, Robert. D. (1995), Religion in Modern India, Delhi: Manohar.</li> <li>• D'Souza, Leela. (2005), The Sociology of Religion: A Historical Review, Jaipur: Rawat Publications.</li> <li>• Davie, Grace. (2007), The Sociology of Religion, New Delhi: Sage.</li> <li>• Dillon, Michele. (2003), Handbook of the Sociology of Religion, Cambridge, UK: Cambridge.</li> </ul>	



- Durkheim, Emile. (2001), *The Elementary Forms of Religious Life* (Translated by Carol Cosman), Oxford: Oxford University Press.
- Furseth, Inger & Repstad, Pal. (2006), *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives*, England, USA: Ashgate.
- Hamilton, Malcolm B. (2001), *The Sociology of Religion: Theoretical and Comparative Perspectives*, London: Routledge.
- Harlambos, Michael & Holborn, Martin. (2018), *Sociology: Themes and Perspectives* (8th Ed.), New Delhi: Oxford.
- Madan, Triloki N. (1992), *Religion in India*, New Delhi: Oxford University Press.
- Roberts, Keith. A., & Yamane, David. (2016), *Religion in Sociological Perspective* (6th Ed), USA: Sage.
- Robinson, Rowena. (2004), *Sociology of Religion in India*, New Delhi: Oxford.
- Singh, Karen. (1983), *Religions of India: Hinduism, Jainism, Buddhism, Sikhism, Zoroastrianism, Christianity, Islam, Judaism*, New Delhi: Clarion Books.
- Turner, Bryan. S. (2010), *The New Blackwell Companion to the Sociology of Religion*, Oxford: Wiley-Blackwell

**8<sup>th</sup> Semester**

**Course: Contemporary Social Theory**

**Total Credits:04 (Theory: 03; Tutorial:01)**

**COURSE DESCRIPTION:**

This is a course of four credits (with one credit for each unit and last one unit as tutorial). This course is meant to introduce the learners to the various discourses which has taken shape in the contemporary times and how Sociology has turned inter and multi disciplinary. Students will engage with cutting-edge perspectives that illuminate the complexities of today's societal landscape.

**OBJECTIVES:**

The central objective of the course is tracing and contextualizing the history and development of sociological theory, and examining its prospects and relevance in the changing contexts in the contemporary period.

**LEARNING OUTCOMES:**

The course exposes students to theoretical perspectives to look at post modernity and its constituents as a practice deeply embedded in culture and society. It familiarizes students with encountering problems in their everyday life from more rationalist perspectives. It attempts to critically engage with and interrogate the multiple views on modernity and post-modernity.

<b>1</b>	<b>Introduction</b>
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|--|--|
|  | <ul style="list-style-type: none"><li>• An end of sociological theory?</li><li>• Anthony Giddens: The Juggernaut of Modernity</li><li>• Zygmunt Bauman on the changing discursive formation of sociology and his sociological theory of post-modernity</li></ul> |
|--|--|

<b>2</b>	<b>Post-Structuralism</b>
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|--|---|
|  | <ul style="list-style-type: none"><li>• Jacques Derrida: Deconstruction</li><li>• Michael Foucault: Power and Discourse</li><li>• Roland Barthes: Death of the author</li></ul> |
|--|---|

<b>3</b>	<b>Postmodernism</b>
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- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Jean-François Lyotard: Postmodern condition</li><li>• Fredric Jameson: Cultural logic of late capitalism</li><li>• Jean Baudrillard: Simulation</li></ul> |
|--|---|

**TUTORIALS**

<b>4</b>	<b>TUTORIAL 1: Digital Societies and Social Media</b>
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- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Role of digital technologies and social media in shaping contemporary social structures and interactions while using the postmodern model/theory;</li><li>• The Evolving Nature of the Public Sphere in the Digital Age</li></ul> |
|--|---|

**Essential Readings**

- Lyotard, Jean-François. The Postmodern Condition. 1st ed. Minneapolis: University of Minnesota Press, 1984.
- Elliott, Anthony, and Larry J. Ray. "Jean Francois Lyotard." Key contemporary social theorists. • Malden, MA: Blackwell Publishers, 2003.
- Mann, Doug. "The Postmodern Condition." Understanding society: a survey of modern social theory. Don Mills, Ont.: Oxford University Press, 2008.
- Anderson, Perry. The Origins of Postmodernity. London and New York: Verso. 1998.
- Buchanan, Ian. Fredric Jameson: Live Theory. London and New York: Continuum. 2006.

- Burnham, Clint. *The Jamesonian Unconscious: The Aesthetics of Marxist Theory.* Durham, NC: Duke University Press. 1995.
- Helmling, Stephen. *The Success and Failure of Fredric Jameson: Writing, the Sublime, and the Dialectic of Critique.* Albany: State University of New York Press. 2001.
- Homer, Sean. *Fredric Jameson: Marxism, Hermeneutics, Postmodernism.* New York: Routledge. 1998.
- Irr, Caren and Ian Buchanan, eds. *On Jameson: From Postmodernism to Globalization.* Albany: State University of New York Press. 2005.
- Kellner, Douglas, ed. *Jameson/Postmodernism/Critique.* Washington, DC: Mouton de la Haye Press. 1989.
- Roberts, Adam. *Fredric Jameson.* New York: Routledge, 2000.
- Smith, Richard G (ed.) *Jean Baudrillard: Fatal Theories,* London, UK: Routledge.2009.
- Hegarty, Paul (2004). *Jean Baudrillard: live theory.* London: Continuum.2004

**8<sup>th</sup> Semester (Honors)**  
**Course: Social Stratification**

**Total Credits:06 (Theory: 04; Tutorial:02)**

**COURSE DESCRIPTION:**

Social Stratification is an important process and in order to understand the working of any society, we need to be aware about the ways in which it ranks people. Race, caste, Class and gender continue to be important markers of our identity from past to present. This paper describes the various sociological approaches to study how and why stratification exists in the society.

**OBJECTIVES:** This course examines the concepts of difference, hierarchy, equality, and inequality and the different forms in which they manifest. It explores both classical and emerging theories of class and patriarchy, and examines their intersections.

**LEARNING OUTCOMES:**

At the end of this course, students will come to appreciate the manner in which seemingly naturalized identities like caste, gender, and sexuality are constructed through the lens of political economy and particular forms of administration. This will provide them with an excellent understanding of diverse social inequalities

<b>1</b>	<b>Introduction</b>
	<ul style="list-style-type: none"> <li>• Concept and Dimensions</li> <li>• Differentiation, Hierarchy and Inequality</li> <li>• System of Stratification: open and closed</li> </ul>
<b>2</b>	<b>Forms of Stratification</b>
	<ul style="list-style-type: none"> <li>• Caste</li> <li>• Class</li> <li>• Gender</li> <li>• Ethnicity and Race</li> </ul>
<b>3</b>	<b>Theoretical Perspectives on Stratification</b>
	<ul style="list-style-type: none"> <li>• Weberian</li> <li>• Functional</li> <li>• Marxian</li> </ul>
<b>4</b>	<b>Social Mobility</b>
	<ul style="list-style-type: none"> <li>• Nature and Types of Social Mobility</li> <li>• Measurement of Social Mobility</li> <li>• Mobility within Caste and Class</li> <li>• Emergence of Middle Class</li> </ul>
<b>TUTORIALS</b>	
<b>5</b>	<b>TUTORIAL 1: Caste system in Kashmiri Society</b>
	<ul style="list-style-type: none"> <li>• Types of Castes</li> <li>• Continuity and Change</li> </ul>
<b>6</b>	<b>TUTORIAL 2: Class system in Kashmiri Society</b>
	<ul style="list-style-type: none"> <li>• Types of Classes</li> <li>• Caste and Class: Convergence and Divergence</li> </ul>
<b>Essential Readings</b>	
<ul style="list-style-type: none"> <li>• Bataille. A.: Inequality among Men, Delhi, Oxford University Press, 1977.</li> <li>• Bataille. A.: Sociology Inequality Penguin Books, 1969</li> <li>• Bataille. A.: Caste Old and New Essay in Social Structure</li> <li>• Bataille. A.: The Antimonies of Society, Delhi, Oxford University Press, 2002</li> <li>• Bataille. A.: Structure and Social Stratification, Oxford University Press, 1983</li> </ul>	

- Bataille. A.: Studies in Agrarian Social Structure, Oxford University Press,1983
- Haralambos, M.: Sociology Themes and Perspective, Oxford University Press,1992
- Bendix, R. and S. M. Lipset: Class Status and Power, 2nd (ed.) London, Routledge, 1974
- Gupta, Dipankar (ed). Social Stratification. New Delhi: Oxford University Press.
- Sharma, K.L. Perspectives on Social Stratification.New Delhi: Rawat Publications
- Tumin M.: Readings on Stratification, Prentice Hall, 1978
- Owen, Carol: Social Stratification, Routledge and Kagan Paul Ltd. London•

## 8<sup>th</sup> Semester (Honors)

### Course: Research Methodology in Social Sciences

Total Credits:06 (Theory: 04; Tutorial:02)

#### COURSE DESCRIPTION:

The course covers the conceptual and methodological issues that go into successful conduct of research. That includes the philosophy of science, the research design, the quantitative and qualitative research methods and techniques, scientific communication and write –ups and ethical issues in the practice of research.

#### OBJECTIVES:

The objective of the course is to acquaint students with the fundamentals of social research and make students understand the basic tools and techniques used in social research.

#### LEARNING OUTCOMES:

After going through this course you will learn the nature and types of social research, techniques/Methods of Data Collection, sampling, Scaling and measurement.

<b>1</b>	<b>Conceptualizing Social Reality</b> <ul style="list-style-type: none"><li>• Philosophy of Science</li><li>• Epistemological issues in social research</li><li>• Hermeneutic Traditions</li><li>• Objectivity and Reflexivity in Social Research</li></ul>
<b>2</b>	<b>Research Design</b> <ul style="list-style-type: none"><li>• Logic of inquiry in social research</li><li>• Fact, Concept and Theory</li><li>• Hypothesis, Research Question, objectives</li><li>• Types of Research</li></ul>
<b>3</b>	<b>Qualitative and Quantitative Methods</b> <ul style="list-style-type: none"><li>• Ethnography</li><li>• Survey Method</li><li>• Sampling and Sample Size</li><li>• Scaling and Measurement</li></ul>
<b>4</b>	<b>Techniques of data collection</b> <ul style="list-style-type: none"><li>• Questionnaire and Schedule</li><li>• Observation, Interview and Case study</li><li>• Validity, Reliability and Triangulation</li><li>• Data Analysis and Report Writing</li></ul>
<b>TUTORIALS</b>	
<b>5</b>	<b>TUTORIAL 1: Data Collection in the field</b> <ul style="list-style-type: none"><li>• Collect data through questionnaire</li><li>• Use of observation as a research method</li></ul>
<b>6</b>	<b>TUTORIAL 2: Analysis and write up</b> <ul style="list-style-type: none"><li>• Analyzing data</li><li>• Writing up a brief research report</li></ul>
<b>Essential Readings</b> <ul style="list-style-type: none"><li>• Ahuja, Ram. 2001. Research Methods. New Delhi: Rawat Publications</li><li>• Babbie, E. 1998. The Practice of Social research. Wadsworth Publishing: Belmont, CA</li><li>• Bose, Pradip Kumar. 1995. Research Methodology. New Delhi: Indian Council of Social Science Research</li><li>• Bryman, Alann. 1988 Quantity and Quality in Social Research. London: Hyman</li><li>• Burns, Robbt B. 2000. Introduction to Research Methods. London: Sage Publication</li></ul>	

- Denzin, N. K. (ed.) 1970. Sociological Methods: A Sourcebook. Butterworths: London
- Fernandes, Walter and Philip Riegas. 1985. Participatory and conventional Research Methodologies. New Delhi: Indian Social Institute
- Flick, U. 1998. An Introduction to Qualitative Research. Sage Publications: New Delhi
- Goddard, William J. and Paul K Haff. 1952. Methods in Social Research. New York: McGraw Hill
- Handel, J.D. 1978. Statistics for Sociology, Englewood Cliffs; N.J: Prentice Hall
- Kirk, J. and Miller, M. L. 1986. Reliability and Validity in Qualitative Research. Sage: Beverly Hills
- Young, P.V 1988. Scientific Social Survey and Research. New Delhi: Prentice Hall: Rawat
- Wolcott, Harry F. 1990. Writing Up Qualitative Research. Sage Publications: London



**8<sup>th</sup> Semester (Research)**  
**Course: Research Project**

**Total Credits:12**

**COURSE DESCRIPTION:**

At present, almost the entire sociology curriculum is classroom centered. Since society is the wider laboratory in which sociological knowledge is produced and refined, it is necessary to enliven the teaching of sociology by making it oriented to existential and social reality. This can be done, wherever possible, by incorporating field-based learning. Fieldwork course immerses students in hands-on experiences, applying theoretical knowledge to real-world contexts, fostering practical skills and critical insights

**OBJECTIVES:**

The objective of the course is to introduce the student to the field from a sociological perspective. Exposure to the fieldwork at the under-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.

**LEARNING OUTCOMES:**

Upon completing the fieldwork course, students will demonstrate enhanced practical skills, critical thinking, and adaptability, having applied theoretical knowledge to diverse real-world contexts, fostering a deeper understanding of communities and environments

**Course outline:**

The following course outline needs to be followed while conducting the field-work and writing the report:

- **Identity and define the Research Problem**
  - Clearly articulate the research question or problem to be addressed.
  - Establish the purpose and objectives of the research.
- **Review the Literature:**
  - Conduct a thorough review of existing literature to understand what is known about the topic.
  - Identify gaps, controversies, or areas where further research is needed.
- **Formulate a Hypothesis or Research Design:**
  - Develop a hypothesis if the research is hypothesis-driven or outline the research design.
  - Define variables and relationships between them.
- **Select the Research Methodology:**
  - Choose appropriate research methods (qualitative, quantitative, or mixed methods).
  - Determine data collection techniques (surveys, interviews, observations, case study, etc).
- **Design the Research Instrument:**
  - Develop tools for data collection, such as questionnaires, interview guides, or experimental protocols.
  - Ensure the reliability and validity of the instruments.
- **Sampling:**
  - Define the target population.
  - Select a representative sample using appropriate sampling techniques.

- **Data Collection:**
  - Implement the chosen research methods and collect data.
  - Ensure ethical considerations and informed consent.
- **Data Analysis:**
  - Analyze the collected data using appropriate statistical or qualitative analysis techniques.
  - Interpret the results in the context of the research question.
- **Draw Conclusions:**
  - Summarize findings and draw conclusions based on the analysis.
  - Discuss the implications of the results in relation to the research question.
- **Compilation and Submission of the Report**

Throughout the entire process, researchers must adhere to ethical principles, respecting the rights and well-being of participants.

These steps are iterative, and researchers may revisit and adjust them based on ongoing reflections and feedback. Successful social research requires careful planning, systematic execution, and thoughtful interpretation of results.

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### Essential Readings

- Ahuja, Ram. 2001. Research Methods. New Delhi: Rawat Publications
- Babbie, E. 1998. The Practice of Social research. Wadsworth Publishing: Belmont, CA
- Bose, Pradip Kumar. 1995. Research Methodology. New Delhi: Indian Council of Social Science Research
- Bryman, Alann. 1988 Quantity and Quality in Social Research. London: Hyman
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- Denizin, N. K. (ed.) 1970. Sociological Methods: A Sourcebook. Butterworths: London
- Fernades, Walter and Philip Riegas. 1985. Participatory and conventional Research Methodologies. New Delhi: Indian Social Institute
- Flick, U. 1998. An Introduction to Qualitative Research. Sage Publications: New Delhi
- Goddle, William J. and Paul K Haff. 1952. Methods in Social Research. New York: McGraw Hill
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- Young, P.V 1988. Scientific Social Survey and Research. New Delhi: Prentice Hall: Rawat
- Wolcot, Harry F. 1990. Writing Up Qualitative Research. Sage Publications: London