

आज दिनांक 14.10.2011 को विश्वविद्यालय परिसर में निम्न विषय की पाठ्यक्रम समिति की एक आवश्यक बैठक हुई, जिसमें निम्न प्राध्यापकगण उपस्थित हुए :-

Date :- 14.10.2011

Subject :- Sociology

Committee Place :- Committee Hall

1. Dr. O. P. Gupta
2. Dr. Sushma Chaurasya
3. Prof. A. N. Singh

STATE LEVEL SYLLABUS OF SOCIOLOGY FOR UNDERGRADUATE LEVEL

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B.A. I Sociology **Paper Ist: Introduction to Sociology.**

Objectives:

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social science. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Course Outline:

- Unit 1:** The nature of Sociology.
The meaning of Sociology: Origin, Definition, Scope, Subject matter, Nature and relation of sociology with other social Sciences. Humanistic orientation to Sociological study.
- Unit 2:** Basic concepts
Society, community, Institution, Association, Group, Social structure, status and role, Human and Animal Society.
- Unit 3:** Institutions.
Family and kinship, religion, education, State.
- Unit 4:** The individual and Society.
Culture, Socialization, Relation between individual and society.
- Unit 5:** The use of Sociology.
Introduction to applied sociology-Sociology and social problems, Ecology and Environment: Pollution, Global warming and Green house effect.
Impact of Industrialization and Urbanization on Environment.

Essential readings:

Bottommore. 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 Skociology? New Delhi: Prentice-Hall of
 India.
 : Jaiaram, No. 1988 . What is 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-Mac Graw Hill.

Pedagogy:

- : While introducing sociology as a social sciece emphasissould be laid on the distinctiveness of its perspective rather than on its substantive theme of study.
- : For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies.
- : Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

Paper II nd. Society in India: Structure and Change.

Objectives :

It is presumed that student has some familiarity with Indian sociery by virtue Of the fact that he is a member of it and that he has observed and Experienced some facts of it. However this familiarity is likely to be Superficial selective and rather fragmentary. The course is aimed at recti-fying these limitations by presenting a comprehensive, integrated and empirically –based profile of Indian society.

The continuity between the present and the past is an evident feature Of Indian society. Though this continuity is reflected ink the structure of the course. The focus is on the contemporary Indian society. It is hoped that the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Course outline:

- Unit 1-** The structure and composition of Indian Society: Villages, Towns, Cities, rural Urban linkages, tribes, weaker section, dalits and O.B.C.'s, women and minorities population profile and related issues.
- Unit 2-** Cultural and ethnic diversity, diversities in respect of language, caste, regional and religious beliefs and practices and cultural pattern .

Unit 3- Basic Institutions of Indian society: Caste, marriage, religion, class, joint family and democracy.

Unit 4- Culture: Material and Non material culture, cultural lag. Changes and transformation in Indian society ,factors affecting National integration: Regionalism Communalism and Naxalism.

Essential readings:

- :: Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House.
- :: Bose, N.K. 1975, Structure of Hindu Society. New Delhi.
- :: Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
- :: Dube, S.C. 1995, Indian Village (London : Routledge)
- :: Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
- :: Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College)
- :: Lannoy, Richard, 1971: The Speaking Tree : A study of Indian Society and Culture (Delhi: Oxford University Press).
- :: Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
- :: Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan -Publishing Corporation)
- :: Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
- :: Singh, Yogendra,1973 : Modernization of Indian Tradition (Delhi: Thomson Press).
- :: Uberoi, Patricia, 1993: Family, Kinship and Marriage in India (New Delhi: Oxford University Press).

Pedagogy:

- :: The use of audio-visual media should be necessary and important component of instruction.
- :: The participation and involvement of students should be ensured through formal and informal discussions in the class room and field visits. They should be encouraged to write short essays on the local situation and local issues under the guidance of the teacher.
- :: Wherever possible, illustrations should be drawn from the local situation .

B.A.II Sociology
Paper Ist. : Indian Society: Issues and Problems

Objectives:

Society in India today is undergoing rapid and massive changes. Many of the Changes are such that they tend to call into question the age-old social

norms and practices, thus giving rise to some critical social issues and problems.

This course is designed to identify and analyze some of such emerging social issues and problems from a sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into four sets: structural, familial development and organizational.

The course seeks to go beyond the commonsense understanding of the prevailing social issues and problems in order to project them into their structural context. Accordingly, it focuses on their structural linkages and interrelationships.

Hence the objectives of the course are to sensitize the students to the emerging social issues and problems of contemporary India, enable them to acquire sociological understanding of these issues and problems over and above their commonsense understanding, empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations.

Course outlines

- Unit 1:** STRUCTURAL: Poverty, inequality of caste and gender, Problems of Religious, ethnic and regional, minorities, backward classes and dalits. Human Rights violation
- Unit 2:** FAMILIAL: Dowry, domestic violence, divorce, intra and inter-Generational conflict, problems of elderly.
- Unit 3:** DEVELOPMENTAL: Development induced displacement, ecological degradation, consumerism, crisis of Values.
- Unit 4:** DISORGANIZATIONAL: Crime and Delinquency, White Collar crime and criminals, drug addiction, suicide, terrorism, cyber crime. Corruption in public sphere.

Essential readings:

- :: Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
- :: Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi OUP.
- :: Berreman, G.D. 1979, Caste and other inequalities: Essays in inequality, : Meerut: Folkore Institute.
- :: Dube, Leela. 1997. Woman and Kinship . Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.
- :: Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OUP
- :: Gill, S.S. 1998. The Pathology of Corruption . New Delhi.:
- :: Guha, Ranjit, 1991. Subaltern Studies, New York: OUP
- :: Inden, Ronald. 1990 . Imaging India, Oxford: Brasil Blackward.
- :: Lewis Oscar, 1966. "Culture of Poverty" Scientific American, Vol. II and V No. 4pp. 1925.
- :: Madan, T.N. 1991, Religion in India, New Delhi. OUP
- :: Ministry of Home Affairs. 1998. Crime in India. New Delhi. Govt. of India.

- :: Satya Murty. T.V. 1996 Region , Religion, Caste, Gender and Culture in Contemporary India. New Delhi. OUP.
- :: Sharma, S.L. 1997. “ Towards Sustainable Development in India” In S.R. Mehta (Ed) , Population, Poverty, and Sustainable development, Jaipur. Rawat Publications.
- :: Sharma, Ursula. 1983. Woman, Work and Property in North West India. London : Tavistock.

References:

- :: Allen, Douglas (Ed).1991 . Religion and Political Conflict in South Asia, West Port Conn. : Connecticut University Press.
- :: Bardhman .P.1984, Land.: Labour and Rural Poverty. New Delhi. OUP.
- :: Brekenbridge, C.1996, Consuming Modernity: Public Culture in Contemporary India, New Delhi. OUP.
- :: Singh, Anoop Kumar 2011. Ramification of Human Rights in India, New Delhi, Serials Publication.
- :: Guha,Ramchandra .1994. Sociology and the Dilemma of Development, New Delhi: OUP
- :: Juergensmeier, Mark 1993, Religious Nationalism Confronts the Secular State. New Delhi: OUP
- :: Sharma, .L. 2000 Empowerment Without Antagonism: A case for Reformulation of Woman’s Empowerment Approach .Sociological Bulletin. Vol.49. No.1.
- :: Waxman. 1983. The Stigma of Poverty: A Critique of poverty Theories and policies.

B.A.II SOCIOLOGY
Paper II: Social Change and Social Control

Objectives:

Social change and Social Control have always been a central concern of Sociological study. So far as Social Change is concern, it has gained in saliance Partly because of its unprecedented rapidity and partly because of its planned character. The course is designed to achieve all aspect of social change as well as of Social Control .

Unit 1: Social Change: Meaning, Nature and factors of Social Change : Biological Factors. Demographic Factors, Technological Factors , Economic Factors Cultural Factors , Info-tech factors .

Unit 2: Theories of Social Change : Demographic and Biological Theories: Evolutionary, Diffusionist and Marxist theory, Technological Deterministic

Theory, Linear and Cyclical theories of Social change.

Unit 3: OTHER CONCEPTS RELATING TO SOCIAL CHANGE: Social process: Industrialization, Urbanization, Modernization and Sanskritization

Social Evolution, Social Change in India

Unit 4: Social Control: Definition, Need and Importance of Social Control, Types Of Social Control, Theories of Social control
Agencies of Social Control: Family, Propaganda, Public Opinion, Education and State, Religion.

Essential Reading :

Bottomore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Union (India).

Gillin and Gillin, Cultural Sociology : The Mac millan and co. New York.

1950. Kingsley Davis- Human Society, The Mac millan and co. New York. 1959.

W.E. Moore, Social Change, Prentice-Hall of India. New Delhi 1965.

Herbert Spencer; First principles, New York 1906.

W.F. Ogburn and M.F. Nimkoff: A handbook of Sociology, Routledge and Kegan Paul Ltd. London 1960.

Maclver and Page, Society, London 1953.

B.A. III SOCIOLOGY.

Paper I – Foundations of Sociological Thought

Objectives:

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two century since then has been influenced by a variety of socio-economic and political conditions where it has been taught and practiced. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized, Nevertheless, some of its original concerns have persisted and some of its classical theoretical and methodological landmarks are relevant even now.

This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

Course Outlines :

Unit I: The Emergence of sociology: Transition from social philosophy to sociology- The intellectual context. Enlightenment- The social, economic and political forces : The French and Industrial Revolutions.

Unit II: The pioneers.

Comte: positivism- Spencer: Social Darwinism superorganic evolution. the classical tradition: Durkheim: social solidarity, and suicide- Weber: authority, and the concept of ideal type- Marx:materialist conception of History, Dialectical Materialism, and class struggle – Pareto: circulation of elites.

Unit III: Development of Sociological Thought in India.

Essential readings:

Aron, Ramond. 1967(1982 reprint). Main currents in sociological thoughts (2 columes). Harmondsworth, Middlesex: Penguin Books.

Barnes, H.E. 1959. Introduction to the history to the sociology . Chicago The University of Chicago press.

Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich

Fletcher, Ronald. 1994.The Making of Sociology (2 volumes) Jaipur-Rawat.

Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage.

Ritzer, George. 1996. Sociological Theory . New Delhi. Tata-McGraw Hill.

Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar.

Zeitlin, Irving.1998 (Indian Edition). Rethinking sociology: A critique of Contemporary Theory. Jiapur: Rawat.

Pedagogy:

I The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists And which continue to concern the practitioners of sociology today. Unless Otherwise necessary to understand their contributions, the biographical Details of the sociologist should be kept to the minimum.

:: Evaluation of the relevance and significance of the contributions of the pioneers and classical theorist should be briefed by the historical context of the discipline and its theorists.

Paper IInd: Social Research Methods

Objectives:

This course aims to provide an understanding of the nature of social Phenomena, the issues involved in social research and the ways and means Of understanding and studying social reality.

Thus the emphasis is there on the study of research method as a means of understanding social reality. There are different perspectives and methods (both quantitative and qualitative research) are to be covered.

Course outline:

- Unit I:** Meaning, scope and significance of social research. Conceptualization and formulation of hypothesis.
- Unit II:** scientific Study of social Phenomena. The scientific method, logic in social Science. Objectively and subjectivity in social science. Positivism and Phenomenology.
- Unit III:** Methods of Research : Quantitative- Social Survey and qualitative methods, -observation, case study, content analysis.
- Unit IV:** Types of Research- basic and applied, historical and empirical, Descriptive, exploratory, explanatory experimental.
- Unit V:** Techniques of Data Collection:- Sampling techniques, Questionnaire, schedule and interview guide, primary and secondary data.
- Unit VI:** Classification and presentation of data coding, tables, graphs, Measures of central tendency: Mean, Median, Mode, Standard Deviation and Dispersion.

Essential Readings:

- Bajaj and Gupta. 1972, Elements of Statistics. New Delhi: R.Chand and Co.
- Beteille, A. and T.N. Madan.1975, Encounter and experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House.
- Bryman, Alan. 1988 Quality and Quantity in Social Research ,London: Unwin Hyman.
- Garrett, Henry. 1981 Statistics in Psychology and Education. David Mckay. Indian Publication-Mrs. A.F.Sheikh For Vakils, Bombay, Tenth Reprint.
- Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan.
- Kothari, C.R.1989. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.

- Punch, Keith. 1996. Introduction to Social Research, London: Sage.
- Shipmen, Martin. 1988. The Limitations of Social Research. London Sage.
- Srinivas, M.N. and A.M. Shah 1979: Fieldworker : The Field, Delhi Oxford.
- Young, P.V. 1988 Scientific Social Survey and Research. New Delhi: Prentice Hall.

Pedagogy:

The uses of techniques and methods have to be understood alongwith the Perspective that governs research. An effort should be made to distinguish Between techniques and methods. Moreover, the teachers may convey the Message to the students that the social context of research and its methods Is fundamental to their understanding and application.

The purpose of the course is to train students as good research and investigators. For this reason, understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local / regional contexts for effective teaching and meaningful learning.

The main efforts may be devoted to making students do exercises in the class and, if possible, in the field. This will also make the course interesting and give students the necessary practice to apply the techniques and methods in the field situations as well as for data analysis.

Students may also be familiarized with published source material especially the census reports. Use of OHP for the reading and interpretation of tables, graphs etc. will be helpful.

B.A. III – SOCIOLOGY

Paper III – PIONEERS OF INDIAN SOCIOLOGY

OBJECTIVES:

The impact of various social thoughts and philosophies is very important in The formation of Indian Society. To have a proper understanding of Indian Social system, one must be acquainted to those thoughts. India has a rich philosophical tradition. Their contributions to sociology is very remarkable In this paper the students are introduced to some of the Pioneers of Indian Sociology.

- Unit I: Radha Kamel Mukerjee: Social structure of values. Social Ecology.
D.P.Mukerjee: Cultural diversities, Modernization.

Andre Beteille: Social Stratification, Peasant Society and Folk Culture.

Unit II: G.S.Ghurye: Caste, Rural Urban Community.
Iravati Karve : Kinship in India.

Unit III: M.N.Srinivas: Sankritization, Secularization, and Dominant Caste.
S.C.Dubey: Indian Village, Tradition, Modernization and Development.

Unit IV: M.S.A. Rao, TK Ooman: Social Movements in India.
Yogendra Singh: Modernization of Indian Tradition,
Social change in India: Culture and resilience.

Essential readings:

Dubey, S.C.: Society in India, New Delhi.National Book Trust.
Dubey, S.C. : Indian Village, London Routledge (1995)
Dubey, S.C.: India's Changing Village, London Routledge(1958)

M.N.Srinivas: India: Social Structure New Delhi, Hindustan Publishing Corporation. 1980

M.N.Srinivas: Social Change in Modern India, California, Berkeley University of California University Press 1963.

Singh, Yogendra: Modernization of Indian Tradition Delhi: Thomson Press 1973.

Karve Irawati : Hindu Society: An interpretation. Poone. Deccan College 1961.

G.S.Ghurye : Caste , Class and occupation, Popular Prakashan Bombay-1950

G.S.Ghurye: Culture and Society. Popular Prakashan Bombay-1945

D.N.Majumdar: Races and Culture of India, Asia Publishing House, Bombay 1958.

D.P.Mukerjee: Diversities. Peoples Publishing House, Delhi-1958

Ooman,T.K. and R.N.Mukerjee: Indian Sociology : Reflections and Intro-spections, Popular Prakashan, Bombay 1986

Andre Beteille: Essays in Comparative Sociology: Oxford University Press New Delhi.

Andre Beteille: Society and Politics in India. Essays in Comparative Perspective: Oxford University Press: New Delhi.

Pedagogy:

The impact of thoughts on Indian social system must be kept in view. Particularly on contemporary system. Emphasis on present relevance is must.

संशोधनों की संस्तुति

इस बैठक में पूरे प्रदेश में समान पाठ्यक्रम लागू किये जाने के उद्देश्य से संशोधन/सहमति हेतु एक पाठ्यक्रम का प्रारूप प्रस्तुत किया गया। उपस्थित सदस्यों ने प्रस्तुत(प्रस्तावित) पाठ्यक्रम के प्रारूप पर सम्यक विचार विमर्श किया। विचार विमर्श के उपरान्त सभी सदस्यों ने सर्वसम्मति से निर्णय लिया कि,

1. संलग्न संशोधित पाठ्यक्रम को यह समिति सहमति प्रदान करती है। परन्तु निम्न संशोधन अपेक्षित है। यदि यह संशोधन स्वीकार कर लिये जाते हैं तो संशोधित पाठ्यक्रम छात्र हित में अधिक उपयुक्त रहेगा।
2. संशोधन हेतु निम्न सुझाव विचारार्थ प्रस्तुत है।
 - क. चूंकि उत्तर प्रदेश हिन्दी भाषी प्रदेश है अतः हिन्दी की पाठ्यक्रम पुस्तकें भी संदर्भित की जायें।
 - ख. बी0ए0 तृतीय वर्ष के द्वितीय प्रश्न पत्र के यूनिट द्वितीय से प्रत्यक्षवाद और प्रघटनाशास्त्र एवं यूनिट चतुर्थ से Dispersion हटाना अपेक्षित है।
 - ग. बी0ए0 तृतीय वर्ष के द्वितीय पेपर समाजिक शोध पद्धतियाँ की व्यवहारिक उपयोगिता को ध्यान में रखते हुए तृतीय प्रश्न पत्र के विकल्प के रूप में क्षेत्रीय समस्याओं पर आधारित प्रोजेक्ट रिपोर्ट का विकल्प दिया जाना अपेक्षित है। जिसकी रूप रेखा निम्न है।
 - अ. उन्हीं संस्थागत विद्यार्थियों को प्रोजेक्ट दिया जाय जिन्होंने बी0ए0 प्रथम एवं द्वितीय में कम से कम 55 प्रतिशत अंक प्राप्त किये हों।
 - ब. प्रोजेक्ट रिपोर्ट स्थायी शिक्षकों के द्वारा ही संस्तुती की जाये।
 - स. प्रोजेक्ट रिपोर्ट का मूल्यांकन वाह्य एवं आन्तरिक परीक्षकों द्वारा 50-50 अंको में से अंक दिये जायेंगे।
 - द. प्रोजेक्ट रिपोर्ट 2 प्रतियों में विश्वविद्यालय के मुख्य परीक्षाओं से दो सप्ताह पूर्व जमा की जाये।