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.

Essential readings:
Pedagogy:

While introducing sociology as a social science emphasis should 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.


Objectives:

It is presumed that student has some familiarity with Indian society 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 rectifying 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 in 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:
:: Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College)
:: Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
:: 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 componant 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

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 and 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.

Essential readings:
:: Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
:: Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi, OUP.
:: Madan, T.N. 1991, Religion in India, New Delhi. OUP
:: Satya Murty. T.V. 1996 Region , Religion, Caste, Gender and Culture in Contemporary India. New Delhi. OUP.

References:
:: Bardhman .P.1984, Land.: Labour and Rural Poverty. New Delhi. OUP.
:: Brekenbridge, C.1996, Consuming Modernity: Public Culture in Contemporary India, New Delhi. OUP.
:: Juergensmeier, Mark 1993, Religious Nationalism Confronts the Secular State. New Delhi: OUP

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 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


**Essential Reading:**
- Herbert Spencer; First principles, New York 1906.

**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 know 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 
- Barnes, H.E. 1959. Introduction to the history to the sociology. Chicago 
  The University of Chicago press.
  Harcourt Brance Jovanovich
  Thought. London; sage.
- Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging 
- Zeitlin, Irving. 1998 (Indian Edition). Rethinking sociology: A critique of 

**Pedagogy:**
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 II ind: 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:**


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.

D.P.Mukerjee: Cultural diversities, Modernization.
Andre Betille: 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:


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


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 संस्थापना

इस बैठक में पूरे प्रदेश में सामान पादयक्रम लागू किये जाने के उद्देश्य से संशोधन/सहमति हेतु एक पादयक्रम का प्रारूप प्रस्तुत किया गया। उपयोगिता सदस्यों ने प्रस्तुत (प्रस्तावित) पादयक्रम के प्रारूप पर समयक विचार विमर्श किया। विचार विमर्श के उपरांत सभी सदस्यों ने सर्वसम्मति से निर्णय लिया कि,

1. संलग्न संशोधित पादयक्रम को यह समिति सहमति प्रदान करती है। परन्तु निम्न संशोधन अपेक्षित है। यदि यह संशोधन स्वीकार कर लिये जाते हैं तो संशोधित पादयक्रम 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 पादयक्रम पुस्तकें भी संदर्भित की जायें।
ख. बी0५० तृतीय वर्ष के द्वितीय प्रसन पत्र के यूनिट द्वितीय से प्रत्यक्षावाद और प्रगतिनाशास्त्र एवं यूनिट चतुर्थ से Dispersion हटाना अपेक्षित है।
ग. बी0५० तृतीय वर्ष के द्वितीय पेपर समाजिक शोध पद्धतियों की व्यवहारिक उपयोगिता को ध्यान में रखते हुए तृतीय प्रसन 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 बी0५० प्रथम एवं द्वितीय में कम से कम 55 प्रतिशत अंक प्राप्त किये हों।

ब. प्रोजेक्ट रिपोर्ट स्थायी शिक्षकों के द्वारा ही संस्थापनी की जाये।

स. प्रोजेक्ट रिपोर्ट का मूल्यांकन वाहन एवं आन्तरिक परीक्षकों द्वारा 50–50 अंकों में से अंक दिये जायेंगे।

द. प्रोजेक्ट रिपोर्ट 2 प्रतियों में विश्वविद्यालय के मुख्य परीक्षाओं से दो सप्ताह पूर्व जमा की जाये।