

B.A. Sociology

C.C.S. University, Meerut

Syllabus, Incorporating The Common Minimum Syllabus for Under-graduate Level

B.A. Sociology w.e.f. 2011-12

As approved by B.O.S. in Sociology held on 25-08-2011

Approved by Academic Council on..... by E.C. on.....

14/9/11

BA I Sociology

Paper -I : Introduction to Sociology M.M. 50
 Paper -II : Society in India- Structure and Change M.M. 50

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BA II Sociology

Paper -I : Social Change and Control M.M. 50
 Paper -II : Indian Society-Issues and Problems M.M. 50

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15/9/11

BA III Sociology

Paper -I : Foundations of Sociological Thought M.M. 50
 Paper -II : Social Research Methods M.M. 50

Note :

All the contents of the State Level Syllabus of Sociology for Undergraduate Level have been incorporated, slightly readjusted as per requirements, repetition deleted and contents adjusted to fit in the frame work of no. of papers of the Undergraduate programme of C.C.S. University

-Detailed syllabus continue p: 02-09

J. K. Jaiswal
Convener I

R. Singh
Convener II

R. Singh
Dean, Faculty of Arts

श्री आर.एस. सिंह
 द्वारा 3 नवंबर 2011 को (कक्षा) में
 अखिल भारतीय विद्यार्थी संघ के
 अध्यक्ष श्री जयदीप सिंह के
 द्वारा 15 नवंबर 2011 को
 3 नवंबर 2011 को 15 नवंबर 2011
 को 15 नवंबर 2011 को 15 नवंबर 2011

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C.C.S. University, Meerut
STATE LEVEL SYLLABUS OF SOCIOLOGY FOR UNDERGRADUATE LEVEL
Prepared by BOS in Sociology 25-08-2011
(Incorporating all the course contents of Syllabus provided by State Level Committee)

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

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Objectives:

This introductory paper is intended to acquaint the students with sociology social science and the distinctiveness of its approach among the social sciences. It is 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:** Origin, Definition, Scope, Subject matter and Nature of Sociology; Relationship of sociology with other social sciences (Economics, History, Psychology and Political Science); Humanistic orientation Sociological study.
- Unit 2:** Basic concepts (only meaning and characteristics) : Society, Community, Institution, Association, Group, Social Structure, Status And Role; Human and Animal Society.
- Unit 3:** Social Institutions: Family, Kinship, Marriage and Religion.
- Unit 4:** Culture, Socialization, Relationship between individual and society.

Essential readings:

- Bottomore, T.B. 1972: Sociology: A Guide to Problems and Literature, Bombay, George Allen and Unwin (India) (also Hindi Translation)
- Davis, K., 2004: Human Society, New Delhi, Surjeet Publication (also Hindi Translation)
- 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 : What is Sociology ?, Madras, Macmillan (India)
- Johnson, Harry M., 1995: Sociology: A Systematic Introduction, New Delhi , Allied Publishers, (also Hindi Translation)
- Karve, Irawati, 1953: Kinship Organization in India, Bombay. Asia Pub. House
- MacIver, R.M. and Page C.H., : 1953 : Society-Introductory Analysis, (also Hindi Translation)
- Schaefer, Richard T. and Robert P. Lamm, 1999: Sociology, New Delhi Tata-Mac Graw Hill

Pedagogy:

- : While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study.
- : For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies.
- : Through out 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: Society in India- Structure and Change

US-4906

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. Yet 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 (only concepts): Village, Town, City, Rural Urban linkages; Weaker section: Tribes, Dalits and O.B.C.s.
- Unit 2-** Cultural and ethnic diversity: diversities in respect of language, caste, region and religious beliefs and practices.
- Unit 3-** Basic Institutions of Indian society: Caste, marriage, religion, class and joint family.
- Unit 4-** Change 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 Pub. 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., 1955: 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

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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-I: 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 concerned, it has gained in salience partly because of its unprecedented rapidity and partly because of its planned character. The course is designed to achieve all aspects of social change as well as of Social Control.

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

Unit 2: Theories of Social Change: Evolutionary, Diffusionist, Linear and Cyclic.

Unit 3: Processes of Social Change : Industrialization, Urbanization, Mordernization, Sanskritization and Globalization.

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

Essential Reading :

Bottommore. T.B., 1972: Sociology: A Guide to Problems and Literature,
Bombay, George Allen and Unwion (India)

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

Davis, Kingsley, 2004: Human Society: New Delhi, Surjeet Pub. (also Hindi Translation)

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

Spencer, Herbert, 1906: First Principles, New York

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

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

Maclver, RM. and Page, Society, London,

Roucek, R.,.....: Social Control,

Rao, M.S.A., 1979: Social Movements and Social Transformation, New Delhi, Macmillan

.....: Urbanization and Social Change

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Convener II*

Paper-IIInd : Indian Society- Issues and Problems

Objectives:

Society in India 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 sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into four sets: structural, familial, developmental 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 Indian society 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 agents change of both in governmental and non-governmental and organizations.

Course outline

- Unit 1:** STRUCTURAL: Poverty, inequality of caste and gender; Problems : Religious, ethnic and regional, minorities, backward classes and Dalits.
- Unit 2:** FAMILIAL: Dowry, domestic violence, divorce, intra and inter-generational conflict, problems of elderly.
- Unit 3:** DEVELOPMENTAL: Development induced Displacement, Ecological Degradation, Crisis of Values.
- Unit 4:** DISORGANIZATIONAL: Crime and Delinquency, White Collar Crime, Drug Addiction, Suicide, Terrorism, Cyber Crime.

Essential readings:

- Beteille, Andre, 1974: Social Inequality, New Delhi, OUP
- Beteille, Andre, 1992: Backward Classes in Contemporary India, New Delhi, OUP
- Beirreman, G.D., 1979: Caste and Other Inequalities: Essays in inequality, Berkeley, Folkore Institute
- Dube, Leela, 1997: Woman and Kinship : Comperative 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. 19-25
- Madan, T.N., 1991: Religion in India, New Delhi, OUP
- Ministry of Home Affairs, 1998: Crime in India, New Delhi. Govt. of India

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- Satya Murty, T.V., 1996: Region, Religion, Caste, Gender and Culture in Contemporary India, New Delhi, OUP
- Rao, M.S.A., 1979: Social Movements and Social Transformation, New Delhi, Mc Millan
- 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
- Breckenridge, 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, S.L., 2000 : "Empowerment Without Antagonism: A case for Reformulation of Woman's Empowerment Approach", Sociological Bulletin, Vol.49, No.1, pp.:
- Waxman, 1983: The Stigma of Poverty: A Critique of poverty Theories and policies,.....

B.A. III SOCIOLOGY.

Paper I – Foundations of Sociological Thought

Objectives:

Sociology originated as an intellectual response to the crisis facing 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 has been established as a multi-paradigmatic academic discipline, with its body of enriched theoretical knowledge 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.

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Course Outline :

- Unit 1:** The Intellectual Context of the Emergence of sociology: Enlightenment; The French Revolution and the Industrial Revolution..
- Unit 2:** Comte: Law of three stages; Spencer: Theory of Social Evolution; Durkheim: Social facts and Social Solidarity.
- Unit 3:** Weber: Social action, authority; Marx: Materialist Conception of History and Class Struggle.
- Unit 4:** Development of Sociological Thought in India: G.S. Ghurye- Caste in India; Radha Kamal Mukerjee-Social Structure of Values: D.P. Mukerjee-Cultural diversities

Essential readings:

- Aron, Raymond, 1967(1982 reprint): Main Currents in Sociological Thoughts (2 Volumes), Middlesex, Penguin Books
- Barnes, H.E., 1959: Introduction to the History to 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
- Ghurye G.S., 1950: Caste Class and Occupation, Bombay, Popular Prakashan
- Ghurye G.S., 1945: Culture and Society, Bombay, Popular Prakashan
- Morrison, Ken, 1995: Marx, Durkheim, Weber: Formation of Modern Social Thought, London, Sage
- Mukerjee, D.P., 1958: Diversities, Delhi, People's Publishing House
- Ritzer, George, 1996: Sociological Theory, New Delhi, Tata-McGraw Hill
- Singh, Yogendra, 1986: Indian Sociology: social conditioning and emerging Trends, New Delhi, Vistaar

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 sociologists should be kept to the minimum.

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

Dr. Anurag
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Pr Singh
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Paper-II: 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 1:** Social Research; Meaning, scope and significance ; Basic Steps.
- Unit 2:** Methods of Research : Quantitative- Social Survey; qualitative methods- observation, case study.
- Unit 3:** Techniques of Data Collection: Sampling Questionnaire, Schedule and Interview; primary and secondary data.
- Unit 4:** Classification and presentation of data : coding, tables, graphs; Measures of central tendency: Mean, Median, Mode; Standard Deviation

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 reprint-Mrs. A.F.Sheikh For Vakils, Bombay, Tenth Reprint)
- Goode, W.J. and Hatt, P.F., 1952: Methods in Social Research, New York, Mcgraw Hill
- 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 and The Field, Delhi, OUP
- Mueller, John H. and Schuessler, Karl F., 1969: Statistical Reasoning in Sociology, New Delhi, Oxford and IBH (Indian Edition)
- 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

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STATE LEVEL SYLLABUS OF SOCIOLOGY FOR UNDERGRADUATE LEVEL

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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 researchers 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 to undertake 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.

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Convener II

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