

महात्मा गांधी काशी विद्यापीठ  
वाराणसी-221002



समाजशास्त्र  
25 प्रतिशत कटौती के पश्चात् स्नातक  
व स्नातकोत्तर समाजशास्त्र  
विषय का पाठ्यक्रम  
(मात्र 2020-21 हेतु)

नोट : समाजशास्त्र विभाग के विभागीय समिति  
की बैठक दिनांक 9 फरवरी 2021 तथा  
समाजशास्त्र विभाग के अध्ययन समिति की  
बैठक दिनांक 12 फरवरी 2021 द्वारा स्वीकृत

AMMENDED AND APPROVED BY THE BOARD OF STUDIES HELD  
ON 07-04-2012 AND FROM FACULTY BOARD HELD ON 10-07-2012  
DEPARTMENT OF SOCIOLOGY,  
M. G. KASHI VIDYAPITH, VARANASI

## STATE LEVEL SYLLABUS OF SOCIOLOGY FOR UNDERGRADUATE LEVEL

Prepared by:

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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, [REDACTED] Nature and relation of sociology with other social Sciences. [REDACTED]

##### Unit 2: Basic concepts

Society, community, Institution, Association, Group, Social structure, status and role, [REDACTED] Institutions. Family and kinship, religion, [REDACTED]

##### Unit 3: The individual and Society.

Culture, Socialization, Relation between individual and society.

##### Unit 4: The use of Sociology.

Introduction to applied sociology- [REDACTED], 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

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समाज शास्त्र विभाग  
महात्मा गांधी काशी विद्यापीठ, वाराणसी

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 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.

## Paper IIInd. Society in India: Structure and Change.

### 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, problem of tribes, weaker section, dalits and O.B.C.'s, efforts for their upliftment, [Transfer of power from British to Indian Government]

**Unit 2-** Cultural and ethnic diversity, diversities in respect of language, caste, regional and religious beliefs [Religious practices and cultural diversity]

**Unit 3-** Basic Institutions of Indian society: Caste, marriage, religion, class, joint family and democracy. [Indian System of Government]

**Unit 4-** Culture: Material and Non material culture, cultural lag. [Transfer of power from British to Indian Government], factors affecting National integration: Regionalism Communalism and Naxalism.

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गांधी काशी विद्यालय, वाराणसी

### Essential readings:

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

### 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 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.

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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, Problemes of Religious, ethnic and regional, minorities [REDACTED] Human Rights violation

Unit 2: FAMILIAL: Dowry, domestic violence, divorce, intra and inter-Generational conflict, [REDACTED]

Unit 3: DEVELOPMENTAL: Development induced displacement, [REDACTED] consumerism, crisis of Values.

Unit 4: DISORGANIZATIONAL: Crime and Delinquency, White Collar crime and criminals, drug addiction, suicide, [REDACTED] cyber crime. [REDACTED]  
[REDACTED]

#### 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: Folklore 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.

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- :: 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**

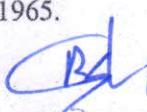
**Objectives:**

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 salience 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 [External factors, Internal factors]
- Unit 2:** Theories of Social Change : Demographic [Demographic theory, Evolutionary, Diffusionist and Marxist 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 and Social Control]
- Unit 4:** Social Control: Definition, Need and Importance of Social Control, Types Of Social Control, [Social Control and Social Change] Agencies of Social Control: Family, [Social Control and Social Change] Education and State, Religion.

**Essential Reading :**

- Bottommore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Unwin (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.

  
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 समाज शास्त्र विभाग  
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W.F. Ogburn and M.F. Nimkoff: *A handbook of Sociology*, Routledge and Kegan Paul Ltd. London 1960.  
MacIver and Page, *Society*, London 1953.

### **B.A. III SOCIOLOGY.**

### 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-**

## **Unit II: Sociological Concepts :**

Sociological concepts and facts, Relation between concept and theory, Social system, Social structure

### Unit III: The pioneers.

Comte: positivism- Spencer: Social Darwinism superorganic evolution.

In the classical tradition Durkheim: social solidarity, Weber: social integration

<sup>10</sup> See also the concept of ideal type- Marx: *Capital* - *Das Kapital* - *Das Kapital*

Dialectical Materialism, — Pareto: circulation of elites.

#### **Unit IV: Development of Sociological Thought in India :**

## Indian Social Thought. Indiological Approach.

Indian Renaissance — Raja Ram Mohan Roy, Swami Dayanand Saraswati, Swami Vivekanand, Mahatma Gandhi.

### Essential readings:

Aron, Raymond. 1967(1982 reprint). Main currents in sociological thoughts (2 columns). 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

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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*. Jaipur: Rawat.

Pandey, Ravi Prakash, 2009. (Hindi Edition). Sociological Theories : Approach & Perspective, Allahabad, Shekhar Prakashan.

Pandey, Ravi Prakash, 2010 (Hindi Vth Edition). Indian Social Thought, Allahabad, Shekhar Prakashan.

### 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 IIInd: 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  
~~and formulation of~~ hypothesis.

**Unit II:** scientific Study of social Phenomena. The scientific method, logic in social Science. Objectively and subjectivity in social science.

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**Unit III:** Methods of Research : Quantitative- Social Survey and qualitative methods, - observation, case study, [redacted]

**Unit IV:** Types of Research- basic and applied, historical and empirical, Descriptive, exploratory, explanatory [redacted]

**Unit V:** Techniques of Data Collection:- Sampling techniques, Questionnaire, schedule and interview guide, [redacted]

**Unit VI:** Classification and presentation of data coding, tables, graphs, Measures of central tendency: Mean, Median, Mode, [redacted]

**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.Shekhar For Vakils, Bombay, Tenth Reprint.

Jayaram, 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

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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 Kamal Mukerjee: Social structure of values. [REDACTED]

D.P.Mukerjee: Cultural diversities, Modernization.

Andre Betille: Social Stratification, Peasant Society [REDACTED]

Unit II: G.S.Ghurye: Caste, Rural Urban Community.

Iravati Karve : Kinship in India.

Unit III: M.N.Srinivas: Sankritization, Secularization, [REDACTED]

S.C.Dubey: Indian Village, Tradition, [REDACTED]

Unit IV: [REDACTED] TK Ooman: Social Movements in India.

Yogendra Singh: Modernization of Indian Tradition,

##### 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.

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Singh, Yogendra: Modernization of Indian Tradition Delhi: Thompson 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 Introspections, 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.

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