

Syllabus
SOCIOLOGY
Admitted Batch 2008 - 2009



Andhra University

B.A. Course (Structure)

First year:

S.No.	Subject	Hrs per Week
1.	English language including communication skills	6
2.	Second language	4
3.	Core 1-1	6
4.	Core 2-1	6
5.	Core 3-1	6
6.	Foundation course	3
7.	Computer Skills	2
	Total	33

Second year:

S.No.	Subject	Hrs per week
1.	English language including communication skills	6
2.	Second language	4
3.	Core 1-II	6
4.	Core 2-II	6
5.	Core 3-II	6
6.	Environmental studies	4
7.	Computer skills	2
	Total	34

Third year:

S.No.	Subject	Hrs per week
1.	Core 1-III	5
2.	Core 1 – IV	5
3.	Core 2 – III	5
4.	Core 2 – IV	5
5.	Core 3-III	5
6.	Core 3 – IV	5
7.	Foundation course	3
	Total	33

ANDHRA UNIVERSITY
SOCIOLOGY SYLLABUS ADMITTED BATCH 2008-09
PAPER - I
SOCIOLOGY: BASIC CONCEPTS AND PERSPECTIVES

OBJECTIVES:

This Introductory Paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approaches among the social sciences. 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.

- 1. Introduction to Sociology** **25 hrs**
Definition of Sociology – Nature and Scope of Sociology –Origins and development of Sociology – Founding fathers and their contributions: Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim and Max Weber – Sociology and other social sciences – Sociology in India – Importance of Sociology.
- 2. Human Society and Culture** **15 hrs**
Human society, Definition, characteristics and functions – Individual and society- Culture and Personality- Heredity and Environment.
- 3. Structure of Human Society** **20hrs**
Social groups and its major types – Community – Association – Institution – Status and Role – Norms, Values and Customs – Power and Authority- Concepts of State, Nation and Society and their differences.
- 4. Basic Social Institutions** **20 hrs**
Marriage, Family and Kinship, Religion, Economy, Education, Polity and Law
- 5. Socialization and Social Control** **25 hrs**
Concept of Socialization – Theories of development of ‘Self’ of G.H. Mead, C.H. Cooley and Sigmund Freud – Agencies of Socialization: Family, School, Religion, Peer group, Community and Government- Social Control: Concepts of Anomie, Deviance and Social Control – Means of Social Control: Formal and Informal means.
- 6. Social Stratification** **20 hrs**
Social Differentiation – Social Stratification: Theories of social stratification; Functional and Conflict theories – Dimensions of Social Stratification; Class, Caste, Power and Gender.

7. **Social Interaction and Processes** **20 hrs**
 Social Interaction – Social Processes: Cooperation, Competition, Conflict, Accommodation and Assimilation – Social Disorganization
8. **Sociological Perspectives** **25 hrs**
 a. Functional perspective
 b. Conflict perspective
 c. Symbolic Interactionist Perspective

References:

- C.N. Shankar Rao : Sociology
 Principles of Sociology with an introduction to Social thought,
 S. Chand & Co. Ltd., New Delhi.
- T. B. Bottomore : Sociology
 A Guide to Problems and Literature
 Blackie & Son (India) Ltd., / S. Chand & and Co. Ltd., New Delhi.
- Alex Thio : Sociology
- Inkeles, Alex : What is Sociology?
 Prentice Hall of India, New Delhi
- Peter Worsley (Ed) : Introducing Sociology
 Penguin Books.
- M. Haralmbos
 with R. M. Heald : Sociology
 Themes & Perspectives
 Oxford University Press, Delhi.
- N. Jayaram : Introductory Sociology
 Macmilan India Limited.

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.

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
SOCIETY IN INDIA

OBJECTIVES:

It is presumed that the 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 facets 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.

- 1. Structure of Indian Society** **20 hrs**
Diversity and Unity; Religious, Linguistic, Cultural and Regional diversities of Indian society – Basic tenets of Islam, Christianity, Sikhism, Buddhism, Jainism, and Zoroastrianism- Hindu Social Organization: Purusharthas, Varnashrama dharma.
- 2. Social Institutions** **20 hrs**
Forms of Marriage, Family and Kinship among Hindus, Muslims and Christians and their changing trends. Decline of Joint family: causes and consequences
- 3. Economy** **20 hrs**
Land ownership and land distribution- Agrarian structure and relations and decline of Jajmani system - Present occupational structure- Features of Tribal economy; Urban Economy; Industrial, Service and Informal Sectors.
- 4. Stratification** **20 hrs**
Varna and Jati - Definition, features and functions of Caste system; Caste and Class; Class in India: Agrarian and Non Agrarian classes, Emergence of middle class- Dominant Caste; changing trends in caste system.
- 5. Polity** **20 hrs**
System of governance – Nation, State and Local Governance: Access to politics: Caste, Religion, Language and Region – Differential access to political power.

- 6. Education: 20 hrs**
Traditional Educational System – Emergence of modern formal education system in India- Differential access to education in India- Education and Social Mobility.
- 7. Communities 20 hrs**
Tribal Community, Rural community and Urban Community: Distribution of population - Difference between rural and urban communities- Village settlement patterns - Growth of urban centres, types of urban communities.
- 8. Problems of Indian Society 40 hrs**
- Tribal Society: Exploitation of Tribes, Land alienation and displacement and Problems of Health and Nutrition
 - Rural Society: Poverty and Unemployment, Indebtedness and farmers' suicides and Illiteracy
 - Urban Society: Housing and civic services, Pollution, Crime and Juvenile Delinquency and HIV/AIDS.

References:

- Ram Ahuja : Indian Social System
Rawat Publications, New Delhi.
- Ram Ahuja : Social Problems in India.
Rawat Publications, New Delhi.
- M.N. Srinivasa : Indian Social Structure
Hindustan Public Corporation (India) , Delhi.
- Patricia Uberoi (Ed) : Family, Kinship And Marriages in India,
Oxford University Press, New Delhi.
- S. C. Dubey : Indian Society
National Book Trust, India, New Delhi.
- David Mandlebaum : Society in India,
Popular Prakasan, Bombay.
- Victor S D' Souza : Inequality and its Perpetuation
Manohar Publications, New Delhi.

PEDAGOGY:

The use of audio-visual media should be a 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.

PAPER III
MODERN INDIA: SOCIAL CHANGE; DEVELOPMENT AND ISSUES

OBJECTIVES:

Society in India today is undergoing rapid and massive changes. Many of changes are such that they tend to call into question the ages-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 two broad sets: structural, and developmental.

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.

- 1. Social Change** **15 hrs**
Meaning, definition and nature of social change-Factors affecting social change- Overview of theories of social change: evolutionary, structural and modernization

- 2. Development and Underdevelopment** **15 hrs**
Concepts of Development and Underdevelopment- Indicators of development and Human Development Indices - Concepts of Economic Development, Social Development and Sustainable Development - Globalization and consequences

- 3. British Rule and Social Change** **10 hrs**
Changes in administrative, Judiciary, agrarian (land revenue/ownership), educational institutional structure and their social impact (modernization)

- 4. Social Movements** **20 hrs**
 - a. Social reform movements: Abolition of Sathi and child marriage; Widow remarriages- Arya Samaj, Bramho Samaj.
 - b. Protest & Self respect movements: Non-Brahmin Movement, Backward Class and Dalit movements
 - c. Agrarian Movements and Peasant movements

- 5. Independent India and Trends of Social Change** **20 hrs**
Salient feature of constitution of India - Community development and Democratic decentralization- Land reforms- Constitutional Safeguards for weaker sections (SC, ST, BC, Women, Differentially abled and children)
- 6. Planned development** **20 hrs**
Meaning of planned development- Overview of objectives and achievement of Five Year Plans -Green revolution
- 7. Intervention Programmes** **20 hrs**
Poverty reduction programmes – Education, Health and Skills promotion- Social Exclusion & Inclusive Policies
- 8. Social Issues and Challenges** **30 hrs**
Population explosion -Migration & urbanization -Gender Issues: Domestic Violence, Trafficking; Empowerment -Development induced displacement - Problem of the elderly; Violation of Human Rights.

References:

- A.R. Desai : Social Background of Indian Nationalism,
Popular Prakasan, Bombay.
- Yoginder Singh : Modernization of Indian Tradition,
Rawat Publication, New Delhi.
- Victor S D' Souza : Development Planning and Structural Inequalities,
Sage Publication, New Delhi.
- Satish K Sharan(Ed) : Reform, Protest and Social Transformation,
Ashish Publishing House, New Delhi.
- Sumit Sarkar : Modern India 1885-1947,
Mac Millan India Limited.
- Lloyd I Rudolph : The modernity of Tradition
S H Rudolph : Orient Longman, New Delhi.
- Yoginder Singh : Essays on Modernisation in India,
Manohar Publications, New Delhi.
- Yoginder Singh : Social Change in India: Crisis and Resilience,
Har- Anand Publication, New Delhi.
- S K Misra and V K Puri : Economics of Development and Planning,
Himalaya Publishing House, Delhi.

- M SA Rao : Social Movements and Social Transformation
Mac Milan Co Ltd., Delhi.
- Andre Beteilhe : The Backward Classes and the New Social Order,
OUP, Delhi.
- A R Desai (Ed) : Peasants Struggles in India,
OUP, Delhi.
- Neil J Saelser : Sociology: An Introduction,
Wiley Publication, New Delhi.

PEDAGOGY:

The course requires a pedagogy that seeks to project the issues of contemporary India in a social structural perspective. For this purpose, the students have to be sensitized to the structural roots of the problems as well as to the effects of these problems on the existing social structure. In order to give the students a sympathetic understanding of the problem, it will be rewarding to use the methodology of role playing. The students may also be encouraged to make on the spot observations of the problems wherever and whenever they find recurrence of these problems.

The use of audio-visual media should be a 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.

**PAPER IV
APPLICATIONS OF SOCIOLOGY**

Objectives:

To understand the community and to make situational analysis. To enable the students to equip themselves for a career in Social Welfare agencies.

PART –A 70 Marks Written examination

- 1. Applications of Sociology** **20 hrs**
Introduction to applied sociology – sociology and social problems – sociology and social change – sociology and social policy and action – sociology and development – sociology and professions.
- 2. Participatory Development** **20 hrs**
Promoting Participatory Development: Need for Social Participation, Community Development and the Community Organization – Principles and Steps – Group Formation and Social Action – Capacity Building Strategies.
- 3. Participatory Development Techniques.** **20 hrs**
Participatory development – Meaning, Techniques of Participatory Development, PRA techniques.
- 4. Counseling** **20 hrs**
Meaning; need; Types of counseling, Methods of counseling.
- 5. Field Survey & Report Writing** **25 hrs**
Need, Meaning of survey, types of survey Steps in conducting survey; Data collection methods ;Salient features of report writing

PART – B (30 Marks) – Internal Valuation

PROJECT REPORT

1. Preparation of a Questionnaire and Interview Schedule on given topic.
 2. Data collection.
 3. Data Analysis and Report Writing
 4. Class room exercises **30 hrs**
 - a. Counseling through role-playing – each student has to do **TWO** cases
 - b. PRA in the college or neighborhood or community – each student has to employ at least **TWO** PRA techniques (Transact walk, Social Mapping, Resource Mapping, Social Ranking etc.)
- } **50 hrs**

The Project Report must consist of at least 25 pages.

References:

- Somesh Kumar : Methods for Community Participation,
Vistar Publication, New Delhi.
- Ranjit Kumar : Research Mythology,
Pearson Education, Delhi
- D. Paul Choudary : Introduction to Social Work
Atma Ram and Sons, Delhi.
- Sir Claus Moser & G. Kalton : Survey Methods in Social Investigation
Heinemann Educational Books, London

PEDAGOGY

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

The main effort may be devoted to making students do exercises in the class and if possible in the field this will make the course interesting and give students the necessary practice and exposure to apply the skills in the field situations as well as data analysis. Students must be encouraged to Study Census reports and writing a brief on the report studied; to conduct a survey on a small community/group and to hold Group Discussions and role plays with the beneficiaries.

**MODEL CURRICULUM DEVELOPMENT
SOCIOLOGY**

Subject committee first meeting held on 26-03-08 at the Dept of
Sociology,

Minutes of the First Meeting

Members Present:

1. Prof. U. Tataji
2. Prof. N. Ramulu
3. Prof. R.V.K. Naidu
4. Dr. V. Venkateswarlu
5. Dr. P. Chand Basha
6. Prof. Ch. Umamohan
(Co-ordinator)

Resolutions

I. Introduction to the Workshop

The co-ordinator welcomed the members. He apprised the objectives and the agenda of the workshop. Prof. U. Tataji, Vice-chairman, APSICHE, Former of Sociology made a presentation. He explained the backdrop and the need for the present exercise. He stressed the need for re-orienting the curriculum to suit the current development and for the provision requisite social skills for employability, research needs and quality education.

II. Review of existing syllabus

The committee reviewed the U.G. syllabus offered by different universities of Andhra Pradesh, and the U.G.C. Curriculum, and U.G. syllabus of IGNOU, and the syllabus at intermediate level in the state of Andhra Pradesh, and also P.G. syllabus offered by different universities. The committee also reviewed the syllabus offered for Group I, Group II and Civil Services.

III. To identify the content gaps/obsolesce/relevant areas

- A. At the outset each of the member have made a presentation with regard to the above. The following observations were made.
- B. The committed observed the existing U.G. Syllabus was not revised /updated since more than two decades.
- C. The committee observed that the existing syllabus content is based on the books published three decades ago.
- D. The committee observed that the titles of the existing papers do not reflect current development in the field and the modern perspectives/approaches.
- E. The committee observed content of certain topics in some papers are either, or repetitive, out dated and obsolete.

IV. Emerging Curriculum Needs

The committee of the detailed deliberations of the existing syllabus identified the following curriculum need:

The committee observed that the existing syllabus is divide of

- Latest knowledge
- Market needs in terms of certain new skills/social skills connected to employability and to create wealth and of generating new knowledge and innovations.
- Identification of contemporary social issues which need study, analysis and correction.
- Recognition of the need to adopt new strategies for imparting training and professional skills such as making field work, social mobilization, readership and writing project reports, to give competitive edge, in addition to the conventional inputs.

V. Prioritizing the areas of the study and paper structure

The committee after due deliberation of goals of the education arrived at the following broad tentative skeletal structure of the model curriculum.

1. There shall be four papers – 1+1+2, each paper shall comprise eight chapters/units.
2. The first paper shall focus on basic concept and theoretical perspectives of sociology.
3. The second paper will focus on Indian Society, Social Institution, Processes and Movements.
4. The third paper shall analyze the broad trends of change and the resultant social issues in Indian Society and appraisal of interventional strategies.
5. The fourth paper offered during the third year of during the study shall be on various application of sociology through field work and project report methods and skill development mode.

The committed resolved to request each of the members to prepare detailed syllabi for all the units in each of the papers and circulate and communicate to the co-ordinator and the others member by 10 April, 2008.

The committee resolved to hold the Second work shop for three days tentatively during last of week of April, 2008 to deliberate and finalize the model curriculum.