

C.E. / Dr. Shanti
Korapur
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27/06/24

**UNIVERSITY DEPARTMENT OF SOCIOLOGY
KOLHAN UNIVERSITY, CHAIBASA:833202
JHARKHAND**

**PROPOSED SYLLABUS FOR FYUGP, NEP-2022
U.G. SOCIOLOGY, SYLLABUS**



As per regulations of NEP-2020 in the state of Jharkhand, the revised four year Undergraduate programme (FYUGP) course syllabus and credit frame work in the subject of Sociology.

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Chaibasa



UNIVERSITY DEPARTMENT OF SOCIOLOGY
KOLHAN UNIVERSITY, CHAIBASA, WEST SINGBHOUM, JHARKHAND

Ref No. KU/SOCIO/ /16

Date: / /

Member of Board of Studies for preparing syllabus of the four-year Undergraduate Programme (FYUGP)

1. Chairman: -

Head,

University Department of Sociology, K.U., Chaibasa

2. Internal Members: -

(I) Dr. S. K. Jha

Department of Sociology
A.B.M. College, Jamshedpur

(II) Dr. U.K. Chakraborty

Department of Sociology
A.B.M. College, Jamshedpur

3. External Members: -

Prof. (Dr.) Prabhat Kumar Singh
Department of Sociology
Ranchi University, Ranchi

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P.G. SOCIOLOGY
Kolhan University, Chaibasa

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SEMESTER III

I. MAJOR COURSE- MJ 4: INDIAN SOCIETY – I

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objective:

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
2. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example– are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Indian Society: Concepts and Institutions

1.1 Varna System, Ashram –Characteristics

1.2 Caste: Concept and Critique

- a. Srinivas, M.N., 1969, “The Caste System in India”, in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, Pp. 265-272.

1.3 Village: Characteristics and Change

- a. Madan, V., 2002, “Introduction” in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

1.4 Kinship: Types and Usages

- a. Karve, I., 1994, “The Kinship Map of India”, in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73.

UNIT 2: Social Inequality and Exclusion

1.1 Caste Prejudice, Scheduled Castes, and Other Backward Classes

UNIT 3: Weaker Sections

3.1 Minorities 3.2 Women

UNIT 4: Social Problems in India

4.1 Social Problems: Meaning and Definition

4.2 Sociological Perspectives on Social Problems – Anomie and Suicide

4.3 Issues – Causes and remedies - Dowry, Domestic Violence, Communalism, Casteism

Essential Readings:

1. J. P. Singh, *Bharat Ka Adhunik Samaj (Society in Modern India)*, Jaipur: Rawat Publ. House, 2019.
2. J. P. Singh, *Adhunik Bharat Men Samajik Parivartan*: New Delhi: PHI Learning, 2016 (2nd Edition).
3. J. P. Singh, *Badalte Bharat Ki Samshyaen*, Patna: Janaki Prakashan, 2003. PHI learning, New Delhi
4. Sociology of change and development: G.R. Madan, Vivek Prakashan, New Delhi
5. Globalization and Society: Ravi Prakash Pandey, Shekhar Publication, Allahabad

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

29/10/2023
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II. MAJOR COURSE- MJ 5: RURAL SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory 04) **Theory 60 Lectures**

Course Objective:

This course explores the traditions of enquiry and key substantive issues in rural sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging agrarian concerns.

Course Learning Outcomes:

On successful completion of this course the student should know:

1. Concepts of rural sociology
2. Issues of agrarian society and its transformation

Course Content:

UNIT 1: Introduction to Rural Sociology

1.1 Nature, scope and importance

- a. Desai, AR, 1959, *Rural Sociology in India*, Popular Prakashan, Bombay

1.2 Village- concept and features

- a. Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

1.3 Rural Polity (Panchayati Raj System and its functions) and Economy (MNREGA)

- a. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today'. from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

1.4 Family – concept and types, changing family structure in India

UNIT 2:

Migration

2.1 Types

2.2 Factors

- a. Rao, M.S.A., 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp 21-38

UNIT 3: Agrarian structure and classes

3.1 Agrarian structure in Historical Perspective: Feudal, Colonial and Capitalist.

3.2 Agrarian Classes landlord, peasant, tenant, and labourer.

UNIT 4: Agrarian Reform

4.1 Principle and Practice

UNIT 5: Little Tradition – Great Tradition

UNIT 6: Innovation and Technology in Agricultural Practices

Essential Reading:

1. शर्मा वीरेन्द्र प्रकाश, ग्रामीण समाजशास्त्र, पंचशील प्रकाशन, जयपुर
 2. गुप्ता एम. एल एवं शर्मा डी., भारतीय ग्रामीण समाजशास्त्र, साहित्य भवन आग्रा
 3. सिंह वी एन एवं सिंह जन्मजय, ग्रामीण समाजशास्त्र, विवेक प्रकाशन जयपुर
 4. Desai, A. R., 1969, *Rural Sociology in India*, Popular Prakashan, Bombay
 5. Doshi, S. L. & P. C. Jain, 1999, *Rural Sociology*, Rawat Publishers, Jaipur
- Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

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MINOR COURSE-1B**(SEM-III)****I. MINOR COURSE- MN 1B:
MODERN INDIAN SOCIAL THINKERS**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. To introduce the key ideas of makers of modern India.
2. To familiarize students with key Indian social thinkers.
3. To introduce important issues in contemporary Indian society.

Course Outcomes:

1. Students should be able to understand the socio-political and historical context in which aspects of modern Indian thought emerged.
2. Students should be able to understand the contribution of modern Indian thinkers.
3. They should be able to use the theories/ideas in the contemporary context.

Course Content:

1. **M. K. Gandhi** – Ahimsa, Satyagrah
Gandhi, M. K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.
2. **Dr. B. R. Ambedkar** – Untouchability
Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.
3. **Swami Vivekananda**,
Philosophy of Universal Religion, *Speech at the World Parliament of Religions, Chicago*, 1893
4. **Raja Ram Mohan Roy** -Samaj Sudhar
5. **J. P. Narayan**- Total Revolution
6. **Swami Dayanand Saraswati** – Education and Women
7. **Vinoba Bhave** – Bhoodan

Essential Readings:

1. सिंह, बी. एन. भारतीय समाजिक चिन्तन, विवेक प्रकाशन, दिल्ली
2. पाण्डेय, रवि प्रकाश भारतीय समाजिक विचार, विजय प्रकाशन मंदिर (प्रा.) लिमिटेड, बराणस