

NEED FOR THE SEMESTER SYSTEM

Under the so-called conventional system of higher education governed by the old and unchanged University Act, largely shaped by the state Government keeping in view the convenience and state of mind of the majority of the mediocre learners, the undergraduate colleges entrusted with the task of catering to the needs of higher education in society, have been constrained to operate freely towards achieving their goal of both quantity and quality in higher education. Any kind of innovative change in the form of introduction of the new papers having potentials for job market or ensuring skills for the jobs in demand seems to be almost impossible owing to their lack of academic autonomy. Perhaps due to the same reason the colleges are unable to initiate some reforms in the examination and evaluation patterns largely warranted in the interest of the students' community as well as the institution. In the present crisis in higher education the semester-oriented syllabi and the corresponding examination system would be just a boon to the undergraduate colleges affiliated to Rashtrasant Tukadoji Maharaj Nagpur University by ensuring the teaching faculties as much academic autonomy as required for the change and reform in the curriculum, internal and external examination patterns and evaluation of the students from time to time.

With the commencement and implementation of semester pattern U.G. Syllabi there can be higher academic autonomy resulting into more creativity and thoughtful engagement of the teachers for academic pursuit. The colleges can hopefully bring about some meaningful changes in terms of more quantity of students admitted as well as the quality in the academic performance.

OBJECTIVES OF SEMESTER SYSTEM IN SOCIOLOGY

Sociology as one of the most dynamic disciplines is primarily involved in the study of society and the social structure characterizing society. Conventionally the interest of sociology has been on knowing the intricacies of the older institutions such as family, marriage, kinship, religion and many other aspects such as group, culture, norms, values, education, stratification, etc., gaining momentum in the process of building up of a society. The focus in sociology has always been on understanding the web of social relationship and interaction which go into making the society a stronger social fabric. The theories claiming an overriding influence in sociology till the recent past have been mainly of structural-functional and conflict perspective and said to characterize the mainstream society. The structural-functional and conflict theories as a part of the mainstream society operate as the two extremes opposing each other on the basis of their respective laws of operation which mostly remain fixed or unchanged in their own right. But sociology today does not seem to remain confined to the fixed boundaries determined by the laws of structural-functionalism and social conflict. The subject has now acquired enormous flexibility and thus entered into the realms of other social sciences. It has in general assumed an interdisciplinary character. Some of the early areas of interest now either have started losing their importance or giving way to the new thrust areas of study. The prevailing scenario at the global level makes the subject oblivious of one dominant culture, order, system of values, ideas and thought. Sociology at present engages itself in focusing more on the emerging trends of multiculturalism, post-structuralism, post-modernism, hyper-modernity and globalization. The theory at present emerges to be increasingly characterized as synthetic or integrative rather than deterministic. The trend now accommodates more of a soft approach and avoids as much of a hard core approach as it can. The proposed semester pattern syllabus in sociology at the undergraduate level has been planned keeping in mind the growing acceptance for the new trends, facts of life and orientations within the domain of sociology as a science of society. The learners of

sociology, the students and teachers, now will have ample scope to know and understand the subject in a broad perspective. The U.G. course under semester pattern syllabi will aim at the following objectives in general:-

1. To make students understand the nature of sociology and its nexus with other disciplines.
2. To make students understand the recent concepts surfacing in the studies of sociologists and social scientists.
3. To make students know the current issues, problems and the measures to address them in right perspective.
4. To sustain the interest of the students in terms of making them capable of fitting into the job market.
5. To develop a multi-disciplinary interest and a broad perspective among the students to understand the intricacies of the concepts, issues and problems brought by the papers.

YEAR OF COMMENCEMENT OF THE SEMESTER PATTERN SYLLABI

The semester pattern syllabi shall come into force from the academic year 2016-2017 for the students seeking enrollment in B.A. Semester I and Semester II. For B.A. Semesters III & IV, and V & VI, the admissions shall be given in the academic years 2017-2018 and 2018-2019, respectively. This suggests for successive implementation of the U.G. semester pattern syllabi for all three years.

STRUCTURE OF THE SEMESTER PATTERN SYLLABI

1. The semester pattern syllabi shall give sufficient opportunity for continuous internal evaluation of the students (CIE).
2. The whole course shall be of full-time course of three years duration equally divided among six semesters.
3. Each semester shall have only one paper having four units. The students, on the whole, in order to complete B.A. degree, shall have to give examinations for 600 marks in the subject of sociology.
4. The system shall be based on continuous external evaluation based on a descriptive written examination of 80 marks (External) and internal evaluation of 20 marks in each paper of a semester.

CODE/SCHEME OF EXAMINATION

Students shall undergo the following process of examination:

Written Examination:

1. There shall be a written examination of descriptive type in each paper at the end of every semester.
2. Each paper shall be of 80 marks of 3 hours duration.
3. The question paper shall contain in all total 4 questions among which only first question shall be in the long form with an internal choice, carrying 20 marks. The second, third and fourth questions shall be of short forms wherein second and third questions shall have four questions each (A, B, C and D) with an internal choice (E, F, G and H), carrying 20 marks each at the rate of 5 marks for each short question.

4. The question number four shall also consist of four questions with 5 marks each but without an internal choice.
5. Each paper shall be of 80 full marks in which each question, whether in long form or short form, shall carry an equal value of 20 marks.

Nature of Internal Evaluation:

- i. There shall be an internal evaluation of each student in each paper at the end of every semester.
- ii. Out of 20 internal marks in each theory paper 10 marks shall be for home assignment and another 10 marks for viva-voce test of the students based on the course content. The viva-voce test shall be conducted by a committee of two persons consisting of the teacher teaching the subject and the Principal of the college.
- III. The teacher of the concerned subject shall give the questions to the students from any portion of the syllabus already covered by him/her for home assignment. The viva-voce test of the students shall be conducted at the end of the completion of teaching. Both home assignments and viva-voce tests shall be in place before the commencement of university examination.

PASSING MARKS

1. The students shall be required to score a minimum of 32 marks out of 80 in order to pass in the external examination in each paper.
2. The minimum passing marks in the internal evaluation shall be 8 out of 20 in each paper.
3. This means the passing marks both in the written (external) examination and internal evaluation shall be considered separately.

ABSORPTION OF FAILURE CANDIDATES

1. The failure students of all B.A. I, II & III of old and annual pattern syllabi shall be given two consecutive terms such as one in winter and another in summer to clear their papers.

Semester I
Sociology: An Introduction

Objectives of the Paper:

1. This paper intends to induct the students to sociology as the beginner of the subject.
2. The paper thus aims to expose the students to the basic concepts in sociology.

1. Understanding Sociology:

- A. Sociology: Its meaning, definition and characteristics as a science.
- B. Relationship of sociology with other social sciences: Anthropology, History, Political Science and Economics.

2. Basic Concepts in Sociology:

- A. Groups, reference groups, association, institution, community and society.
- B. Development of human societies: **Pre-modern societies** (hunting and gathering societies, pastoral and agrarian societies.) **Modern industrial Society:** Its characteristics- industrialism, capitalism, urbanism, liberal democracy.
- C. Society and Individual: A mutual relationship.

3. Socialization:

- A. Meaning, processes and importance of socialization.
- B. Agencies of socialization: Family, education, religion, peer group and mass media.
- C. Mead's concepts of 'I', 'Me' and Socialization.

4. Social structure:

- A. Elements of social structure.
- B. Functions and dysfunctions of social Structure.
- C. Socio-cultural processes: Cooperation, conflict, accommodation, assimilation and competition.

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र - विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
12. आगलावे, प्रदीप, समाजशास्त्र - विषय आणि संकल्पना, श्री साईनाथ प्रकाशन, नागपूर

Semester II
Sociology: Themes and Perspectives

Objectives of the Paper:

1. This paper intends to orient the students to certain basic perspectives in sociology.
2. The paper also intends to make students know in details about culture, stratification and mobility and the deviant patterns and social control in society.

1. Culture and Society:

- A. Meaning, definition and characteristics of culture.
- B. Elements of culture: Cognitive elements, beliefs, values and norms, and signs.
- C. Culture and ways of individual behavior and personality.

2. Social Deviation and Social Control:

- A. Social deviance and conformity: Meaning and definition, causes of and measures to check deviant behavior. Factors promoting conformity.
- B. Anomie and social deviation, social structure and social deviation.
- C. Social Control: Meaning, definition and means – formal and informal means.

3. Social Stratification and Social Mobility:

- A. Social differentiation and social stratification.
- B. Meaning, definition and forms of social stratification.
- C. Functions and dysfunctions of social stratification.
- D. Social mobility: Meaning, definition and types of social mobility.

4. Major Perspectives in Sociology:

- A. Structural-functional perspective
- B. Conflict perspective
- C. Feminist perspective

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex., What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Ronald S. Edari, Social Change, WM. C. Brown Company Publishers, 1976.
10. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
11. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
12. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र - विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
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Semester III Foundations of Sociological Thought

Objectives of the Paper:

1. The paper aims at orienting the students to the basic sociological thoughts of the great masters of sociology.
2. The paper also intends to help the students to shape their thoughts and ideas and also addressing many current sociological issues and problems.

1. Emergence of Sociology as a Discipline:

- A. The intellectual and social forces.
- B. The social, economic and political forces.

2. Founders of Sociology: I

- A. August Comte: Views on positivism and law of three stages of society.
- B. Herbert Spencer: Organic analogy, theory of social evolution, military and industrial society.

3. Founders of Sociology: II

- A. Charles Horton Cooley: Looking-Glass Self, primary group - its characteristics and importance
- B. Emile Durkheim: Types of suicide, religion and its functions.

4. Founders of Sociological Thought: III

- A. Karl Marx: Capitalism and its criticism, class and class struggle
- B. Max Weber: Types of social action, types of authority and bureaucracy.

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and ArunansuGhoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, SamajikVicharbant.
17. आगलावे, प्रदीप, मुलभूत समाजशास्त्रीय विचार, श्री साईनाथ प्रकाशन, नागपूर

Semester IV Indian Sociological Tradition

Objectives of the Paper:

1. The paper intends to make the students understand the seminal ideas and thoughts reflected in the works of Indian Sociologists.
2. The paper also aims to help the students in understanding at the theoretical level the sociological issues concerning Indian society.

1. Theoretical Roots of Caste in India:

- A. **B.R. Ambedkar:** Origin of caste and its criticism.
- B. **G. S. Ghurye:** Characteristics of caste and the emergence of sub-castes.

2. Social Change from Indian Perspective:

- A. **M.N. Shrinivas:** Dominant caste –Meaning and implication. Sanskritization—as a factor of social change, mobility and development.
- B. **D.P. Mukherjee:** Historical Dialecticism, Indian tradition and social change.

3. Indian Society and Contemporary Change:

- A. **R.K. Mukherjee :** Values, symbols, personality and change.
- B. **S.C. Dubey:** Values in modernity; modernity, Indian society and social change.

4. Gender and Society in India:

- A. **Tarabai Shinde:** Women and patriarchy in Indian society.
- B. **Jyotibha Phule and Savitribai Phule:** Women's education and women's rights.

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and ArunansuGhoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
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17. आगलावे, प्रदीप, मुलभूत समाजशास्त्रीय विचार, श्री साईनाथ प्रकाशन, नागपूर
18. आगलावे सरोज, जोतीराव फुले यांचे सामाजिक विचार, सुगावा प्रकाशन, पुणे

Semester V
Indian Society: The Structural Issues

Objectives of the Paper:

1. The paper aims at acquainting the students with Indian society in terms making them know the issues and problems confronting the institutions of caste and family.
2. The paper also aims to bring into fore the issues and problems concerning the tribes and rural communities in India.

1. Indian Society, Structure and Inequality

- A. Caste as a structure of inequality and discrimination.
- B. Problems of Scheduled Castes and Other Backward Castes.
- C. Constitutional Provisions for Scheduled Castes.
- D. Mandal Commission for Other Backward Castes.

2. Family in Contemporary India:

- A. Intra and inter generational conflict: Meaning, causes and measures to check them.
- B. Dowry, divorce and domestic violence.
- C. Problems of elderly people.

3. Tribal Issues and Problems in India:

- A. Tribal problems: Education, development and agrarian problem.
- B. Social mobility and change: Hinduization.
- C. Reservation among the tribals, Provision of Schedule V, PESA & Forest Act.

4. Rural Community in India:

- A. Migration: causes and consequences
- B. Unemployment: causes and consequences
- C. Farmers' suicide & its impact on family

Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen &Unwin Ltd., London, 1974.
16. आगलावे, प्रदीप, प्रश्न आणि समस्या, श्री साईनाथ प्रकाशन, नागपूर

Semester VI Current Social Problems in India

Objectives of the Paper:

1. The paper is based on the problems the society in India is facing at present.
2. The paper thus intends to make the students know the nature, causes and consequences of those problems as well as the measures to put a check on them.

1. Education in contemporary India:

- A. Educational status among different communities in India.
- B. Gender bias in education in India: Obstacles to women's education.
- C. Problems of education among SCs, STs and Other Backward Castes and the measures to resolve it.

2. Displacement and Rehabilitation:

- A. Displacement: Meaning, causes and consequences.
- B. Rehabilitation: Concept, problems and plans.

3. Intolerance, Riot and Crime:

- A. Caste, religious and cultural intolerance.
- B. Communal riots, caste and ethnic conflict.
- C. Violence and crime against women and the marginalized.
- D. Measures to check intolerance, riots and crime.

4. Corruption:

- A. Meaning, definition and types of corruption.
- B. Factors inducing corruption.
- C. Measures to check corruption.

Suggested Readings:

1. Beteille, Andre., *Social Inequality*, OUP, New Delhi, 1974.
2. Beteille, Andre., *Backward Classes in Contemporary India*, OUP, New Delhi, 1992.
3. Berreman, G.D., *Caste and Other Inequalities : Essays in Inequality*, Folklore Institute, Meerut, 1979.
4. Dube, Leela., *Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia*, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., *Ecology and Equity : The use and Abuse of Nature in Contemporary India*, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) *Caste in Indian Politics*, 1973.
7. Mehta, S.R., (ed.), *Population, Poverty, and Sustainable Development*, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., *Society in India*.
9. Ahuja Ram, *social Problems in India*, Rawat Publications.
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14. Srivastava, O.S., *Demography and Population Studies*, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) *Infant Mortality, Population Growth and Family planning in India*, George Allen &Unwin Ltd., London, 1974.
16. आगलावे, प्रदीप, प्रश्न आणि समस्या, श्री साईनाथ प्रकाशन, नागपूर

