



**OFFICE OF THE ACADEMIC REGISTRAR  
MAJULI UNIVERSITY OF CULTURE**

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Date 27/07/2024

**NOTIFICATION**

The 8<sup>th</sup> Meeting of the Academic Council, Majuli University of Culture, Majuli held on 27/05/2024 vide **Resolution No.22** has approved the **Syllabi of the minor course in Sociology for the Five-Year Integrated Masters (FYUGP+1 Year Masters) Programme** as recommended by the concerned Boards of Studies of Majuli University of Culture, Majuli, With effect from the Academic Session 2024-2025.

***Enclosed: As Annexure I***

Issued with due approval.

Academic Registrar  
Majuli University of Culture  
Majuli.

Copy to:

1. The Hon'ble Vice-Chancellor, Majuli University of Culture, Majuli for kind information.
2. Registrar, Majuli University of Culture, Majuli for kind information.
3. Controller of Examinations, Majuli University of Culture, Majuli for kind information.
4. The Heads of the Departments, Majuli University of Culture, Majuli, Assam for information and needful.
5. The Officers, Majuli University of Culture, Majuli, Assam for information and needful.
6. Website in-charge, MUC, Majuli for information uploading the Notification along with the Regulations on the University website.
7. Office file.

Academic Registrar  
Majuli University of Culture  
Majuli

**SYLLABI OF MINOR COURSE OF FIVE-YEAR  
INTEGRATED MASTERS (FYUGP+1 YEAR  
MASTERS) PROGRAMME IN SOCIOLOGY.**



**MAJULI UNIVERSITY OF CULTURE, MAJULI**

## **THE PREAMBLE:**

Sociology studies the evolution of human society as well as social relationships, interactions and cultures around the world. It also includes a detailed assessment of how human beings communicate with each other as well as with society and nature as a whole. Moreover, it tries to evaluate social problems and paradoxes that permeate human society. As a subject, it has been researched widely in connection with Psychology, History, Political Science, Law, among to others. Keeping this view in mind, as a discipline the subject has been developing across the world by ensuring inclusion, dignity, showing sensitivity to gender, cultural and spiritual differences.

Sociology as a discipline always encourages, students to develop reasons for social differences, including differences in social behavior. They will grow as a citizen who will understand the reasons for the differentials in group opportunities and outcomes. Sociology will also teach them the relevance of social hierarchies and social power in everyday life. Keeping in view the dynamic nature of society, Sociology as a discipline has immense importance to develop competencies and skills required for keeping oneself professionally engaged and personally well informed to participate in the social learning process to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of Sociology also changes and enlarges. The scope of Sociology, especially in terms of career opportunities has widened due to the development of fields such as industrial sociology, medical sociology, rural and urban sociology, sociology of development, visual sociology and much more. There are plentiful scope of doing research in Sociology after generate ideas about how man encounters the social processes and social institutions as a member of the society. Thus Sociology is deemed to be a solution for all social problems as it is the subject that talks about the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustain the society over a period of time. Social scientists, policy makers, reformers cannot contribute towards the development of a better-off society without having deeper understanding of Sociology.

The main purpose of the Undergraduate Programme in Sociology is to develop and disseminate knowledge, skills and values through teaching, field-based

training, internship and research projects in order to promote, maintain and improve the functioning of individuals, families, groups, organizations and communities existing in the society.

The curriculum for Sociology at undergraduate level therefore, has incorporated certain new components of learning in order to make it relevant to the contemporary society and modern practices. It is expected that the prepared LOCF for Sociology at undergraduate level and FYUGP will be of immense relevance to the prospective graduates having interest in understanding Society and how it works, doing research and finding out practical solutions to the existing social problems. It will be very advantageous to make students of Sociology more dynamic and adaptable by enhancing their skills leading to their increased employability. The discipline will also help in shaping the students' overall personalities to take on the challenges of an emerging competitive society by helping them to understand the importance of soft skills in overall personality development. It has incremental learning experiences that will enhance the abilities of students who come from diverse backgrounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals in every forthcoming year.

**Semester : I**  
**Title of the Course : Introducing to Sociology**  
**Course Code :**  
**Nature of the Course : Minor**  
**Total Credits : 4 Credits**

**Distribution of Marks: 70 (End-Semester) + 30 (In-Semester), Total: 100**

**Course Objectives:**

- The mandate of the course is to introduce the discipline to the students from diverse training and capabilities.
- The course is intended to introduce the students to a sociological way of thinking.
- It also provides a foundation for the other more detailed and specialized courses in sociology.

<b>Units</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit- 1 (20 Marks)	<b>Introduction to Sociology</b> 1.1 Importance of Sociological Study 1.2 Nature and Scope of Sociology 1.3 Origin of Sociology 1.4 Sociology as a Science (Relationship with other Social Sciences) 1.5 Factors Contributing to the Emergence of Sociology	18	2	0	20
Unit- 2 (20 Marks)	<b>Basic Concept</b> 2.1 Social Group 2.2 Social Institution 2.3 Status and Role 2.4 Social Stratification 2.5 Caste & Class System 2.6 Social Control	13	02	0	15
Unit- 3 (15 Marks)	<b>Culture and Civilization</b> <b>Culture:</b>				

	3.1 Definitions of Culture 3.2 Types of Culture 3.3 Sub Culture <b>Civilization:</b> 3.4 Meaning of Civilization 3.5 Characteristics of Civilization 3.6 Elements of Civilization	13	02	0	15
Unit- 4 (15 Marks)	<b>Contribution of Classical Thinkers</b> 4.1 Development of Social Thought 4.2 Classical Thinkers: August Comte, Herbert Spencer, Emile Durkheim, Karl Marx	09	01	0	10
<b>Total</b>		<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>

**L: Lecture**

**T: Tutorial**

**P:**

**Practical**

**Modes of Assessment:**

<b>Modes of Assessment</b>	<b>Marks</b>
Seasonal Examination	20%
Seminar/Group Discussion/Viva-Voce etc.	5%
Home Assignment	5%
<b><i>End-Semester Examination</i></b>	<b>70%</b>
<b>Total</b>	<b>100%</b>

**Learning Outcomes:**

After the completion of this course, the learner will be able to know:

- Understand the process behind the development of sociology.
- Understand the nature and scope of sociology.
- Understand different sociological concepts to define social life.
- Understand the importance of social stratification and social mobility to explain social behaviour and human relation in society.

**Suggested Reading:**

- Cohn, B.S., 1990: “An Anthropologist among the Historians and Other Essays”, Delhi, Oxford University Press, Pp.136-171

- Mencher, J., 1991: "The Caste System Upside Down", in D. Gupta (ed.), Social Stratification, Delhi, Oxford University Press, Pp.93-109
- Srinivas, M.N. and A. M. Shah, 1968: "Hinduism", in D. L. Sills (ed.) the International Encyclopaedia of Social Sciences, Volume 6, New York: Macmillan, Pp.358-366
- Giddens, A., 2006 (5<sup>th</sup> ed.): "Sociology, London" Oxford University Press, Chapter 1, pp. 2-29.
- Bierstedt, R., 1974: "The Social Order", New York: Mc Graw Hill, Chapter 9, pp. 250-179.
- Linton, R, 1936: "The Study of Man", New York: Appleton Century Crofts, Chapter 8, pp.113- 131.
- Horton, P.B. and C. L. Hunt, 1985: "Sociology" New York: Mc Graw Hill, Chapter 4, pp 79-103.
- Radcliffe-Brown, A.R., 1976: "Structure and Function in Primitive Society", Chapter 9 & 10, pp. 178-204.
- Gupta, Dipankar. 1991: "Social Stratification" New Delhi. Oxford University Press.

**Semester : II**  
**Title of the Course : Indian Social System**  
**Course Code :**  
**Nature of the Course : Minor**  
**Total Credits : 4 Credits**

**Distribution of Marks: 70 (End-Semester) + 30 (In-Semester), Total: 100**

**Course Objectives:**

1. This paper introduces the processes and modes of construction of Knowledge of India.
2. It aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian Society.

<b>Units</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
<b>Unit- 1</b> (20 Marks)	<b>Structure of Indian Society:</b> 1.1 Demography: Rural-Urban 1.2 Pluralism: Communalism, Secularism, Regionalism	13	02	0	15
<b>Unit- 2</b> (20 Marks)	<b>Indian Institution:</b> 2.1 Meaning and definition, Characteristics and changing pattern of the Indian institution. 2.2 Family, Marriage, Kinship, Caste, Class, Tribes in India	18	02	0	20
<b>Unit- 3</b> (15 Marks)	<b>Social Stratification and Mobility:</b> 1.1 Meaning and Forms	09	01	0	10
<b>Unit- 4</b> (15 Marks)	<b>Social Movement in India:</b> 4.1 Meaning and Characteristics of Social Movement. 4.2 Ethnic, Dalits' and Peasant Movement in India	13	02	0	15
<b>Total</b>		<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>

**L: Lecture**

**T: Tutorial**

**P:**

**Practical**

**Modes of Assessment:**

<b>Modes of Assessment</b>	<b>Marks</b>
Internal Examination	20%



Seminar/Group Discussion/Viva-Voce etc.	5%
Home Assignment	5%
<b><i>End-Semester Examination</i></b>	<b>70%</b>
<b>Total</b>	<b>100%</b>

### **Learning Outcomes:**

After the completion of this course, the learner will be able to:

- Identify how sociological knowledge is constructive in Indian Social Context.
- How sociological imagination is related to different institutions of Indian society
- Understand the relationship between castes, tribes and village studies with major social institutions of Indian society.
- How Indian social institutions are the backbone of Indian social life and how it is related to sociological understanding.

### **Suggested Reading:**

- Srinivas, M. N., 1969: 'The Caste System in India', in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth, Penguin Books, Pp.265- 272
- Mencher, J., 1991: 'The Caste System Upside Down', in D. Gupta (ed.), Social Stratification, New Delhi, Oxford University Press, Pp.93-109
- Dhanagare, D.N., 1991: 'The Model of Agrarian Classes in India', in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp. 271-275
- Breman, J., 1999: 'The Study of Industrial Labour in Post Colonial India: The Formal Sector', Contributions to Indian Sociology, 33 (1&2), Pp.1-41
- Haimendorf, C. V. F., 1967: 'The Position of Tribal Population in India', in P. Mason India and Ceylon: Unity and Diversity, New York: Oxford University Press, Chapter 9
- Srinivas, M. N., 1987: 'The Dominant Caste and Other Essays', Delhi: Oxford University Press, Pp.20-59
- 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
- Srinivas, M.N. and A. M. Shah, 1968: 'Hinduism', in D. L. Sills (ed.) the International Encyclopaedia of Social Sciences, Volume 6, New York: Macmillan, Pp.358-366

- Gupta, Dipankar (1991): *Social Stratification*, New Delhi, Oxford University Press.
- Ahuja, Ram (1993): *Indian Social System*, Rawat Publication, the University of California.