



THE EMERGE OF SOCIOLOGY AND ITS HISTORY IN THE WORLD

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ABSTRACT

We cannot imagine our lives without the society, men and women are an essential part of the society and since the people are an essential part of the society we cannot imagine our lives without the law governing bodies that control the human behavior in the society. Before understanding the relation of the society with the other laws we should first understand as to how the origin of sociology came into existence. Sociology and the History and the political science are interrelated to each other, it was existed in the western countries earlier, but presently Sociology has more advantage. Preference to for us, it-sull services any add count third hird, during this period, the growing importance of social science research also resulted in the establishment of research institutes. The development of research activity also meant the enlargement of the employment opportunities at all levels.

THE ORIGIN OF SOCIOLOGY

Sociologists believe that our social surroundings influence thought and action. For example, the rise of the social sciences developed in response to social changes. In the sixteenth and seventeenth centuries, Europeans were exploring the world and voyagers returned from Asia, the Americas, Africa, and the South Seas with amazing stories of other societies and civilizations. In the eighteenth and nineteenth centuries, Western Europe was rocked by technical, economic, and social changes that forever changed the social order. Science and technology were developing rapidly. James Watt invented the steam engine in 1769, and in 1865 Joseph Lister discovered that an antiseptic barrier could be placed between a wound and germs in the atmosphere to inhibit infection. The industrial revolution began in Britain in the late eighteenth century. By the late nineteenth century, the old order was collapsing “under the twin blows of industrialism and revolutionary democracy” mechanical industry was growing, and thousands of people were migrating to cities to work in the new factories. People once rooted in the land and social communities where they farmed found themselves crowded into cities. The traditional

authority of the church, the village, and the family were being undermined by impersonal factory and cities.

Capitalism also grew in Western Europe in the nineteenth century. This meant that relatively few people owned the means of production—such as factories—while many others had to sell their labor to those owners. At the same time, relatively impersonal financial markets began to expand. The modern epoch was also marked by the development of administrative state power, which involved increasing concentrations of information and armed power (Giddens, 1987: 27) Finally, there was enormous population growth worldwide in this period, due to longer life expectancy and major decreases in child death rates. These massive social changes lent new urgency to the development of the social sciences, as early sociological thinkers struggled with the vast implications of economic, social and political revolutions. All the major figures in the early years of sociology thought about the “great transformation” from simple, preliterate societies to massive, complex, industrial societies.

However, Indian sociologists and anthropologists have made an attempt to integrate sociology and anthropology in research, teaching and recruitment. They have made a prominent contribution



to the development of indigenous studies of Indian society and have set an enviable example before the Asian and African scholars. Another significant contribution of Indian sociology and social/cultural anthropology lies in their endeavour to synthesize the text and the context. This synthesis between the text and the context has provided valuable insights into the dialectic of continuity and change to contemporary Indian society. It is difficult to understand the origin and development of sociology in India without reference to its colonial history. By the second half of the 19th century, the colonial state in India was about to undergo several major transformations, and finally, the post-independence years, when a complex of forces, including the undertaking of planned development by the government, the increased exposure of Indian scholars to the work of their foreign colleagues, and the availability of funds, resulted in considerable research activity.

SOCIOLOGY IN PRE-INDEPENDENCE PERIOD

As it is clear by now that sociology had its formal beginning in 1917 at Calcutta University owing to the active interest and efforts of B.N. Seal. Later on, the subject was handled by Radhakamal Mukerjee and B.N. Sarkar. However, sociology could not make any headway in its birthplace at Calcutta on the other hand, anthropology flourished in Calcutta with the establishment of a department and later on the Anthropological Survey of India (ASI). Thus, sociology drew a blank in the eastern parts of the country. But, the story had been different in Bombay. Bombay University started teaching of sociology by a grant of Government of India in 1914.

The Department of Sociology was established in 1919 with Patrick Geddes at the helm of affair. He was joined by G.S. Ghurye and N.A. Tothi. This was indeed a concrete step in the growth of sociology in India. Another centre of influence in sociological theory and research was at Lucknow that it introduced sociology in the Department of Economics and Sociology in 1921 with Radhakamal Mukherjee as its head.

Later, he was ably assisted by D.P. Mukherjee and D.N. Majumdar. In South India, sociology made its appearance at Mysore University by the efforts of B.N. Seal and A.F. Wadia in 1928. In the same year sociology was introduced in Osmania University at the undergraduate level. Jafar Hasan joined the department after he completed his training in Germany.

Another university that started teaching of sociology and social anthropology before 1947 was Poona in the late 1930s with Irawati Karve as the head. Between 1917 and 1946, the development of the discipline was uneven and in any case not very encouraging. During this period, Bombay alone was the main centre of activity in sociology. Bombay attempted a synthesis between the Indo-logical and ethnological trends and thus initiated a distinctive line of departments

SOCIOLOGY IN POST INDEPENDENCE PERIOD

The next phase, as mentioned by Lakshmana (1974: 45), in the growth of the subject, corresponds to the period between the attainment of independence and the acceptance of the regional language as the medium of instruction in most states of the country. Towards the end of this period, we also witnessed the interest on the part of the Central Government to promote social science research through a formal organization established for the purpose.

This phase alone experienced tremendous amount of interaction within the profession as two parallel organizations started functioning for the promotion of the profession. In Bombay, Indian Sociological Society was established and Sociological Bulletin was issued as the official organ of the society. This helped to a large extent in creating a forum for publication of sociological literature.

Lucknow school, on the other hand, started the All India Annual Sociological Conference for professional interaction. Lakshmana identifies that the research efforts mainly progress on three lines. First, there was large-scale doctoral research in the university. Second, the growing needs of the planners and administrators on the one hand and the realization of increasing importance of sociological thinking and research in the planning process on the other, opened up opportunities for research projects.

Correspondingly, there was also an increase in the number of universities and college departments. This period also noticed considerable vertical and horizontal mobility in the profession. Teaching of sociology got well established in the fifties. This period reflected three things as marked by Rao (1982).

First, sociology achieved greater academic status. Not only many more universities and colleges began to teach at the postgraduate and graduate levels but the discipline itself became more focused in theoretical orientation and highly diversified in its specialization. Secondly, sociology established its



identity as discipline by separating itself from psychology, anthropology, social philosophy and social work

PERSPECTIVES IN THE EIGHTIES

Many of the areas of specialization mentioned in the foregoing account, no doubt, gained strength in the eighties of the last century. Some areas of enquiry, such as social demography and medical sociology, were crystallized. A few other areas of investigation opened up and more research in the established areas was undertaken on new lines. Some of the new areas have been introduced. These were: sociology of deviance, sociology of knowledge, sociology of science and technology, and historical sociology. Rao (1982) anticipated these areas for research in the eighties. There was an indication that interest in sociology of science and technology might get more widespread (Uberoi, 1978; Vishwanathan, 1977). The growing interest in historical sociology was reflected in Fox (1977).

Damle (1982: 57-58) anticipated the task of sociology for the eighties in India, which was to analyze (1) the transformation of Indian society, (2) the limits of such transformation, and (3) the impact of these limits to such transformation, which was reflected either in the frustrations of the efforts to surmount the obstacles. In this context, new ideologies and protest movements acquired a special significance. In many of the newly developing branches of sociology, scholars have made notable but isolated contributions. There has been thinking that research should be promoted in the nineties in the areas of sociology of planning and development, sociology of professions, sociology of organizations, social dimensions of poverty, law and social change, sociology of national integration etc.

IMPERITIVES IN THE NINETEEN CENTURY

The impact of globalization on Indian cultural heritage and general life situation of the people of the country has generated new areas that deserve the attention of Indian sociologists who do seem to be attentive to such relevant areas as civic society (Gupta, 1997), crisis and resilience in the process of social change (Singh, 1993) and secularism and national integration (Ooshi, 1997) but specific social implication of the new economic policy is yet to be analyzed.

A few courses have been introduced recently on global themes in some of the universities. They are as follows: ecology and society, issues of human rights, sociology of management, human resource devel-

opment, media and society, action sociology etc. There is also need to start some more new courses like sociology of public order; peace, security and development; security management and information technology etc. These courses are not only important for teaching but also for research in the construction of society and useful for the modern occupation and profession and commerce

POSSIBLE SOCIOLOGICAL DISCOURSES

The development of sociology in India may be viewed in terms of the historicity of social conditions that have shaped the sociological perspectives from time to time. The theoretical and cognitive systems of sociology are socially conditioned (Singh, 1986).

(1) It is to be hoped that thinking in this direction will result in the concentration of contested themes and in the recovery of key Indian socio-cultural realities and textual traditions, traditions that have remained or continue to remain as an excluded part of hegemonic sociology or its margin (Nadarajah, 1996). Perhaps, this is the right time to resume the 'Indian sociology' by recognizing context and culture of the society and to overcome from the identification of sociology as solely a western.

(2) The production of sociological knowledge can be qualitatively changed with a sociological curriculum helping the multi-faceted contestation of western sociological knowledge. There is a need to consider not only the content of social science education in our universities but also the methodology used in the production of such knowledge (Nadarajah, 1996).

(3) Institutionalization of research requires a proper fit between the growing needs of theory and the increasing demands of society. Generally, public funds are made available by the government, UGC, ICSSR and other agencies in terms of the criteria set out for priorities. The question of priorities has to be answered in the context of the relevance of research.

(4) While paying attention to research priorities, the needs of individual scholars pursuing a promising but out-of-the-way enquiry should not be neglected. Research efforts involving interdisciplinary approach or bold methodological innovation should, on principle, be encouraged. The ICSSR standing committee has also recommended these suggestions in the eighties.

CONCLUSION

To conclude, the history of the development of sociology has not been much encouraging. At its beginning anthropology and ethnology helped the colonial rule to establish its foundation. In other words,



the discipline of sociology was partly responsible for the survival of colonialism and feudalism in princely states. The feudal mentality of Indian people is thus due to sociology, anthro-pology and ethnology. It must be said that this discipline has not been worth.

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