

SYLLABUS

For

BA (HONS) in Sociology FYUP PROGRAMME

(Programme Structure & Syllabus)

(As per Uttar Pradesh NEP-2020 U.G. Course Structure aligned with FYUGP of UGC)

w.e.f. Academic Session 2025-26



Glocal School of Arts and Social Science

GLOCAL UNIVERSITY

Delhi-Yamunotri Marg (State Highway 57),
Mirzapur Pole, Dist - Saharanpur, U.P. - 247121,
India

Programme Structure and Evaluation Scheme
B.A. (Hons) in Sociology-FYUP Programme

Uttar Pradesh NEP-2020 U.G. Course Structure aligned with FYUGP of UGC								
Bachelor of Arts- (Hons) in Sociology, Semester-VII								
(FYUP Program)								
Course Code	Course Title	Teaching Load			Evaluation Scheme		Total	
		L	T	P	Credits	Internal	End Sem.	
A070701T	Classical Sociological Tradition	4	0	0	4	25	75	100
A070702T	Sociological Change and Development	4	0	0	4	25	75	100
A070703T	Comparative Sociology	4	0	0	4	25	75	100
A070704T	Rural Society in India	4	0	0	4	25	75	100
Optional (Sociology) -Choose any one								
A070705T	Media Culture and Society	4	0	0	4	25	75	100
A070706T	Political Sociology							
Total Credit				20	125	375	500	

Uttar Pradesh NEP-2020 U.G. Course Structure aligned with FYUGP of UGC								
Bachelor of Arts- (Hons) in Sociology, Semester-VIII								
(FYUP Program)								
Course Code	Course Title	Teaching Load			Evaluation Scheme		Total	
		L	T	P	Credits	Internal	End Sem.	
A070801T	Contemporary Sociological Theory	4	0	0	4	25	75	100
A070802T	Theoretical Perspectives on Development	4	0	0	4	25	75	100
A070803T	Comparative Sociological Theories	4	0	0	4	25	75	100
A070804T	Perspectives on Indian Society	4	0	0	4	25	75	100
Optional (Sociology) -Choose any one								
A070805T	Social Demography	4	0	0	4	25	75	100
A070806T	Science, Technology and Society							
Total Credit for				20	125	375	500	

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VII
A070701T; Classical Sociological Tradition

Course description

The aim of this course is to give an overview of Classical Sociological Tradition and a deeper understanding of some theories and perspectives. The course begins with a short sketch of the development of social theory in the history of ideas and an account of the social and intellectual background of the rise of sociology as an academic discipline in the 19th century. The main focus of the course is on, Karl Marx, Max Weber and Emile Durkheim to provide employability and skills.

Course Content:

UNIT- I

The Development of Sociology in the 19th Century: Industrial and French Revolution; August Comte: Law of Three Stages, Hierarchy of Sciences and Social Static & Dynamic; H. Spencer: Evolutionism, Militant and Industrial Society for skill Development.

UNIT- II

Karl Marx: Historical Materialism, Class and Class Conflict, Theory of Social Change, Alienation for skill Development.

UNIT- III

Emile Durkheim: Social Fact, Suicide, Religion, The Division of Labour and Forms of Solidarity for skill Development.

UNIT- IV

Max Weber: Ideal Type, Social Action, Religion and Social Change & Class, Status and Party; Pareto: logical and Non-Logical action; George Simmel for skill Development.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand the efforts made by August Comte in developing the science of society, Sociology and his three major theories and understand Industrial and French Revolution to fulfill global needs for skill development.

CO2:Explain Marx's contribution of dialectics and social change and how capitalism developed through the successive stages of primitive communism, ancient society and feudal society. Understand the concept of class and class conflict, Theory of Social Change and alienation as given by the Marx for skill Development.

CO3:Explain the theories given by Emile Durkheim on Social Facts, Suicide and the Division of Labour for skill Development.

CO4:Explain the central ideas of Max Weber, his argument in making Sociology a science for skill Development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	1	1	1	1
CO2	3	2	1	1	1	1	1	1	1
CO3	3	2	1	1	1	1	1	1	1
CO4	3	2	1	1	1	1	1	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Abrams, P. 1968. The Origins of British Sociology. Chicago: University of Chicago Press.
2. Durkheim, E. 1982. Elementary forms of Religion Life: London Macmillan.
3. Durkheim, E. 1982. The Rules of Sociological Method. London: Macmillan.
4. Marx, K. 1924. The Class Struggle in France (1848-1850). New York: New York Labour News.
5. Marx, K. 1954. Capital - Vol. I. Moscow: Progress Publishers. (Chapter 1, 10 and14).
6. Marx, K. 1964. Pre-capitalist Economic Formations. London: Lawrence and Wishart.
7. Marx, K. and F. Engels. 1976. The Manifesto of the Communist Part, in Marx &Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
8. Nisbet, R.A. 1967. The Sociological Tradition. London: Heinemann.
9. Weber, M. 1949. The Methodology of the Social Sciences. New York: Free Press.
10. Weber, M. 1978. Economy and Society: An outline interpretative sociology (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
11. Weber, M. 2002. The Protestant Ethic and the Spirit of Capital. Los Angeles: Blackwell Publishers.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_PAPER-3_CLASSICAL_SOCIOLOGICAL THEORY.pdf
- <https://www.sesync.org/sites/default/files/education/sociology-2.pdf>
- <https://freidok.uni-freiburg.de/fedora/objects/freidok:7907/datastreams/FILE1/content>
- http://www.tezu.ernet.in/tu_cndl/slm/Sociology/MSO101%20BLOCK%201.pdf

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VII

A070702T; Sociological Change and Development

Course Objectives:

The purpose of this course is to familiarize the students with the Social change, Theories, Approaches, Changing conception of development and different perspective, Ecological, Liberal, and substantive knowledge in the aforesaid field to provide employability and skills .

Course Content:

UNIT – 1

Meaning and forms of Social Change: Evolution, Progress, Development Transformation, Change in Structure and Change of Structure for skill Development.

UNIT – II

Theories of Change and development; Evolutionary Approach to Social Change: Unilinear and Multilinear; Functional Approach to Social Change: Talcott Parsons; Karl Marx and Max Weber on Social Change; Schumacher, Myrdal, Wallerstein, Frank for skill Development.

UNIT – III

Changing Conception of Development: Development and marginalized group, Human Development, Social Development, Sustainable Development, Gender and Development for skill Development.

UNIT – IV

Other Perspectives on Development: Ecological, Liberal, Theories of Development and Underdevelopment: Modernization theories, Center Periphery, World-Systems, Unequal Exchange for skill Development.

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the meaning of Social Change and describe main characteristics of the nature of social change at national level for skill development

CO2:Understand the theories of social change viz. The direction of social change and the cause of social change and assess the process of change for skill development .

CO3:Explain the rationale of understanding social issues in development and analyze various social issues in development such as education, health, nutrition, gender, marginalization and exclusion, and culture for skill development .

CO4:Understand the main aspects of the four major theories of development: modernization, dependency, world systems and globalization at national & global level for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	1	1	1	1	1	1
CO2	3	3	3	2	1	1	1	1	1
CO3	2	3	3	3	1	1	1	1	1
CO4	2	3	2	2	1	1	1	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Appadurai, Arjun, 1997, Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP.
2. Bernd, Hamns & Pandurang K. Mutagi, 1998, Sustainable Development and Future of Cities, 3. Intermediate Technology Publication, UNESCO.
4. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity. New Delhi: OUP.
5. Desai, A.R., 1985, India's Path of Development: A Marxist Approach. Bombay: Popular Parkashan. (Chapter 2).
6. Dube, S.C., 1988, Modernization and Development: The Search for Alternative Paradigm, Vistaar Publication, New Delhi.
7. Dube, S.C., 2000, Vikas Ka Samajshastra, Vani Parkashan, New Delhi.
8. Giddens, Anthony, 1990, The Consequences of Modernity. Cambridge: Polity Press.
9. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
10. Sharma, SL, 1986, Development: Socio-Cultural Dimensions. Jaipur: Rawat, (Chapter1).
11. Srinivas, M.N., 1966, Social Change in Modern India. Berkley: University of Berkley.
12. Deb Debai Beyond development: Constructing Inclusive freedom and Sustainability, Earthscan Publication.
13. Gunder, F. A. Capitalism and Underdevelopment in Latin America, Penguin Book.
14. Haq, MahbubUl, reflection on Human Development, New Delhi.
15. Schumcher, E F, Small is Beautiful: Economics as if people Matered Blond & Briggs.

Website Sources:

- <https://www.yourarticlelibrary.com/sociology/top-5-theories-of-social-change-explained/35124>
- <https://www.sociologydiscussion.com/sociology/theories-of-social-change-meaning-nature-and-processes/2364>
- <http://www.egyankosh.ac.in/bitstream/123456789/9147/1/Unit-11.pdf>
- <https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727>

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VII
A070703T Comparative Sociology

Course Objectives:

The purpose of this course is to familiarize the students with the Meaning and Scope of Comparative of Sociology, Methods of Study, Indices of Comparison and Central Themes in Comparative Sociology to provide employability and skills .

Course Content:

UNIT – 1

Meaning and Scope of Comparative of Sociology, Methods of Study– Comparative, Evolutionary, Diffusionistic, and neo-evolutionary for skill development

UNIT – II

Indices of Comparison: Culture, Nation, Class, Gender, Identity; Ethnicity and Ecology Tribal Society Features: Kinship, Marriage, and Family; Magic and Religion; Totem and Taboo for skill Development.

UNIT – III

Tribal Economy: Approaches, Exchange – Reciprocity, Redistribution, and Market; Tribal Polity, Law & Justice: State and Stateless Society for skill development.

UNIT – IV

Central Themes in Comparative Sociology: Culture: trait, complex & area Cultural Relativism; Pluralism; Multiculturalism for skill development .

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the Meaning and Scope of Comparative of Sociology for skill development.

CO2:Understand the Methods of Study, Indices of Comparison: Culture, Nation, Class, Gender and Tribal Society at national level for skill development.

CO3:Explain the Tribal Economy, Exchange, tribal Polity, Law & Justice: State and Stateless Society for skill development.

CO4:Explain the Central Themes in Comparative Sociology for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	1	1	1	1	1
CO2	2	3	2	1	1	1	1	1	1
CO3	1	2	2	1	1	1	3	1	1
CO4	2	2	3	1	1	1	3	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	1	1
CO3	3	1	1
CO4	2	1	1

Recommended Readings:

1. Beattie, J. 1966. Other Culture, London: Routledge & Kegan Paul.
2. Evans-Pritchard, E. E. 1951. Social Anthropology, London: Cohen & West.
3. Firth, R. 1963. Elements of Social Organization, Boston: Deacon Press.
4. Fox, Robin. 1967. Kinship and Marriage, Hammondsorth: Penguin.
5. Guha, A. M. 1998. Social Ecology, New Delhi: Oxford University Press.
6. Harris, Marvin. 1968. The Rise of Anthropological Theories, New York: Thomas Y. Crowell Company.
7. Herskovits, M. J. 1955. Cultural Anthropology: New Delhi: Oxford, IBH.
8. Levi-Strauss, Claude. 1963. Structural Anthropology, New York: Basic Books.
9. Murdock, G. P. 1949. Social Structure, New York: Macmillan.
10. Majumdar, D. N. and Madan, T. N. (1956) 2006. An Introduction to Social Anthropology, New Delhi: Oxford University Press.
11. Nadel, S. F. 1951. The Foundations of Social Anthropology, London: Cohen & West.
12. Radcliff-Brown, A. R. 1952. Structure and Function in Primitive Society, Illinois: The Free Press.
13. Shah, A. M. 1966. Family in India, New Delhi: Orient Longman.
14. Vidyarthi, L. P. and Rai, B. K. 1976. The Tribal Culture of India, New Delhi: Concept.

Website Sources:

- <https://brill.com/view/journals/coso/coso-overview.xml>
- https://en.wikipedia.org/wiki/Comparative_sociology
- <https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/comparative-sociology>
- https://link.springer.com/chapter/10.1007/978-1-349-25679-2_2
- <https://www.jstor.org/stable/588795>

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VII
A070704T; Rural Society in India

Course Objectives:

The objective of this course is to define and explain rural sociology, the meaning of a social structure, rural and agrarian structure, to understand the crucial components of the agrarian social structure, to trace the various peasant movements and their significance in the history of India, to provide the chronology of the rural development programmes in India, to understand the origin of local governance in India and to discuss the issues and challenges that the rural development faced to provide employability and skills.

Course Content:

UNIT –I

Rural Sociology: Nature and Scope; Significance of Rural Studies/ Village Studies, Peasant Society & Culture, Little Community to provide employability and skills.

UNIT-II

Rural Social Structure: Rural Family, Jajmani System and Jajmani Relations, Agrarian Class Structure, Agrarian Relations and Mode of Production Debate for skill development and employability.

UNIT- III

Panchayat before and after 73rd Amendment, Rural Leadership and Factionalism, Empowerment of People, Changing Power Relations as an impact of Panchayati Raj Institutions for skill development and employability.

UNIT IV

Agrarian Unrest and Peasant Movements, Land Reforms and its effect, Pauperization and Depreasantisation, Bonded and Migrant Labourers (Rural to Urban & Rural to Rural) for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:Define rural society, differentiate between tribal, peasant, and urban societies, identify the types of village in India, and talk/write knowledgeably about a few important rural studies conducted in India for skill development at national level.

CO2:Identify various elements of rural social structure in India and describe the characteristic features rural social structure for skill development at national level.

CO3:Understand the origin of local governance in India, Explain the evolution of Panchayati Raj Institutions, Discuss the initiatives taken by various committees on local governance, and identify the weaknesses of the local governance before and after 73rd amendment for skill development at local level.

CO4: Explain the relationships between land reforms and agrarian transformation and the limitations of land reforms and Agrarian Unrest and Peasant Movements for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	3	2	1	1	1	1	1	1
CO2	1	1	2	1	1	1	1	1	3
CO3	1	1	2	1	1	1	1	1	3
CO4	1	3	2	1	1	1	1	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Ahuja, Ram, 2006: Social Problem, Rawat Publication, Jaipur.
2. Beteille, A., 1975: Studies in Agrarian social Structure, Oxford University Press, New Delhi.
3. Desai, A.R., 1979: Rural India in Transition, Popular Prakashan, Bombay.
4. Desai, A.R., 1996: Rural Sociology in India, Popular Prakashan, Bombay.
5. Dhanagre, D.N., 1985: Peasant Movement, Oxford University Press, New Delhi.
6. Dube, S.C., 1988: India's changing Village: Human Factor in Community Development, Himalayan Publishing House, Bombay.
7. Fernandes, Leela, 2006: India's New Middle Class, Oxford Univ. Press.
8. Lewis, Oscar, 1985: The Stigma of Poverty Maheshwari, S.R.: Rural Development in India, Sage Publication, New Delhi.
9. N.Y.: Harper & Row. Bigge, M.C. & Row, 1971; Learning Theories for Teachers (2nd Edition).
10. Pradhan, P.K., 1988: Land, Labour and Rural Poverty, Himalayan Publishing House Ltd., Bombay.
11. Sidhqui, M.H., 1978: Agrarian Unrest in North India, Vikas Publishing House.
12. Vidyarthi, L.P., 1967: Leadership in India, Asia Publishing House, Bombay.

Website Sources:

- <http://www.egyankosh.ac.in/bitstream/123456789/24776/1/Unit-10.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/25827/1/Unit-12.pdf>
- http://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-9.pdf
- <http://khejuricollege.in/UploadedFiles/133576A18%20RURAL%20SOCIOLOGY.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf>

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VII
A070705T; Media Culture and Society

Course Objectives:

This paper presupposes to get the students acquaint with the basic concepts, models, types, functions and means of communication along with the methods of media studies. The course also aims at the students to look critically on the issues of the effects of mass media on youth, culture industry, popular culture, high/elite culture, globalization of culture, digital divide, cultural hegemony and media imperialism etc. to provide employability and skills.

Course Content:

UNIT –I

Media and its Characteristics and Types: Traditional and Folk Media, Print Media, Electronic Media, New Media; Interface of Media and Culture & Media and Society; History of Media In the Modern Times for skill development and employability.

UNIT-II

Media and Pop-culture; Media and Social Relations; Media and Life world; Media And Corporate Capitalism; Media and Democratic Polity; Media and Liquid Modernity for skill development and employability.

UNIT- III

Media as an Agency of Social Change; Globalization of Media; Changing Dimensions of Media; Media and Social Reality for skill development.

UNIT IV

Role and Impact of Media in Globalization; Contemporary Issues in Media Cultural Studies for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Define Media and its Characteristics and Types, Traditional and Folk Media, Print Media, Electronic Media, New Media. Identify History of Media In the Modern Times, Media and Pop-culture for skill development and employability.

CO2: Define Media and Pop-culture, Media and Social Relations, Media and Life world for skill development and employability.

CO3: Understand the Media as an Agency of Social Change, Globalization of Media; Changing Dimensions for skill development and employability.

CO4: Explain the Role and Impact of Media in Globalization for skill development and employability at national & global level.

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	3	1	2	1	1	1	1	2
CO2	1	3	1	3	1	1	2	1	1
CO3	1	3	1	3	1	1	2	1	2
CO4	1	3	1	2	1	1	2	1	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Adorno, T. : Culture Industry, Routledge, New Delhi; (2001).
2. Appadurai, Arjun : Modernity at large: Cultural Dimension of Globalization, New Delhi, Oxford University Press; (1997).
3. Blumber, J.G. and E. Katz : Mass Communication: Sage Publications, London ;(1974).
4. Bronsius, C. and M. Butcher: Image Journey – Audio Visual Media and Cultural Change in India,: Sage (1999),(ed.).
5. Breckenridge, C.: Public Culture in Contemporary India. Consuming Modernity.
6. Curran, J and M. Gurvitch: Mass Media and Society (London : Edward Arnold); eds (1991).
7. Gunaratne, S.: Handbook of the Media in Asia: Sage, London); 2000, eds.
8. Hall stuart: Culture, Media, Language, Rouledge, (1980).
9. Johnson, Kirk: Television and Social Change in Rural India: Sage, London; (2000).
10. Joshi, P.C.: Sanskriti, Vikas aur Sanchar Kranti, GranthShilpi, New.Delhi; (2001).
11. Klaus Bruhn, J: A Handbook of Media Research: Qualitative and Quantitative Methodologies, Routledge, N. Delhi; (2005).

Website Sources:

- <https://journals.sagepub.com/home/nms>
- <https://journals.sagepub.com/home/mcs>
- <https://www.encyclopedia.com/media/encyclopedia-almanacs-transcripts-and-maps/society-and-media>
- https://link.springer.com/chapter/10.1007/978-1-349-26546-6_5

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VII
A070706T; Political Sociology

Course Objectives:

The objective of this course is to define political science and its inter relationship with Sociology; Understanding political sociology as a burgeoning sub-field of Sociology, and Concepts used in the field of political sociology, Explain the theory of Circulation of Elite and Power Elite as given by Pareto & C.W. Mill, Describe the theory of Authority and Bureaucracy as given by Max Weber & Mitchell, nature and role of caste in Indian politics and in the process how both caste and politics undergo changes, Role of Mass Media and Problems of Communication in Illiterate Societies to provide employability and skills .

Course Content:

UNIT – 1

Political Sociology; Emergence & Scope, Interrelationship between Political System and Society Political Parties, Interest Group & Pressure Groups, Political Socialization, Political Culture, Political Participation for skill development and employability.

UNIT – II

Circulation of Elite and Power Elite (Pareto & C.W. Mill); Authority and Bureaucracy (Max Weber & Mitchell), Ethnicity & Nation Building for skill development and employability.

UNIT – III

Role of Caste in Indian Politics, Region and politics, Religion & Ethnicity in Indian Politics for skill development and employability.

UNIT – IV

Public opinion: Role of Mass Media, Problems of Communication in Illiterate Societies; Its reference on Parties and Polity. Politicization of social life for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:Discuss the emergence of political sociology as an intersection of sociology and political science and describe political socialization and its agencies for skill development.

CO2:Explain the theory of Circulation of Elite and Power Elite as given by Pareto & C.W. Mill and describe the theory of Authority and Bureaucracy as given by Max Weber & Mitchell for skill development.

CO3:Explain Identity Politics, role of religion and caste in Indian politics and how the ethnicity affects politics for skill development at national level.

CO4:Assess the Role of Mass Media and Problems of Communication in Illiterate Societies for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	1	2	1	1
CO2	3	2	1	1	1	2	3	1	2
CO3	3	2	1	1	1	3	3	1	1
CO4	3	3	1	1	1	2	1	1	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Amal Kumar & Mukhopadhyay 1977 Political Sociology-Calcutta, K.P. Bagohi and Co.
2. Bhatia M.B. 1974, History and Social Development Vol. II, New Delhi, Vikas Publication.
3. Desai, A.R. 1978, Social Background of Indian Nationalism, Bombay, Popular Prakashan.
4. Harlambos 1980, Sociology: Themes and Perspectives, Madras, Oxford University Press.
5. Jangam, T.T. 1988, Text Book of Political Sociology, Bombay, Oxford and IBN Publishing Company Pvt. Ltd.
6. Jangton K.P. 1969, Political Socialization, New York, Oxford University Press.
7. Kothari Rajni (ed.) 1973, Caste in Indian Politics, Delhi Orient Longmann.
8. Lewis A. Coser (Ed.) 1986, Political Sociology, New York, Harper Torech Book Publication.
9. Orum A.M., Introduction to Political Sociology, The Social Anatomy of the Body Politic, New Jersy, Prentice Hall Inc.

Website Sources:

- <http://egyankosh.ac.in/bitstream/123456789/65234/1/Unit-6.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/25953/1/Unit-17.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/21055/1/Unit-22.pdf>
- <https://www.faculty.rsu.edu/users/f.felwell/www/Theorists/Essays/Mills2.htm>
- <https://ecpr.eu/Filestore/PaperProposal/8a8d02ec-57a9-4b0d-b042-10bfb1f86972.pdf>

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VIII

A070801T; Contemporary Sociological Theory

Course Objectives:

The objective of this course is to have knowledge about the development of Contemporary Sociological Theory, to Understand the meaning of central concepts and theories in Contemporary Sociological Theory, to identify important similarities and differences between Contemporary Sociological Theory, to know how Contemporary Sociology has been shaped by classical sociology, to be able to account for and to analyze the content of central texts by Contemporary Sociologist in a clear, well put and well-argued manner, to use relevant parts of modern sociological theory, to analyze social phenomena and to critically assess Contemporary Sociological Theory in terms of their merits and limitations to provide employability and skills .

Course Content:

UNIT – 1

Introduction: Nature of sociological theory, Levels of theorization in sociology, Relationship between theory and research for skill development and employability.

UNIT – II

Structural- functionalism: The idea of social structure: A. R. Radcliffe Brown, The problem of Role analysis: S.F. Nadel, Functional dimensions of social system: T. Parsons for skill development and employability.

UNIT – III

Conflict theory: Marx critique and dialectics of conflict: R. Dehrendorf, Functional analysis of conflict: L. Coser, Conflict and social change: R. Collins for skill development and employability.

UNIT – IV

Resent trends in sociological theorizing: Structuration: Anthony Giddens, Habitus and Field: Bourdieu for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the Nature and Types of Sociological Theory and Relationship between theory and research for skill development.

CO2:Explain the Structural- functionalism: The idea of social structure: A. R. Radcliffe Brown for skill development.

CO3:Explain the Conflict Perspectives and Structural Marxism of R. Dahrendorf, Functions of conflict of Lewis Coser. And also Conflict and social change of R. Collins for skill development.

CO4:Explain the Resent trends in sociological theory of Anthony Giddens and Habitus and Field of Bourdieu for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	2	2	1	2
CO2	2	2	1	1	3	3	3	1	1
CO3	3	2	1	1	3	3	2	1	1
CO4	3	2	1	1	3	2	1	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological Theory Since World War II. New York: Columbia University Press.
2. Althusser, L 2006. For Marx, London: Verso.
3. Berger, P. And T. Luckmann, 1967. The Social Construction of Reality, New York: Anchor.
4. Blumer, H. 1969. Symbolic Interactionism, N.J.: Prentice Hall.
5. Brittan Arthur 1973 Meanings and Situations London: Routledge and Kegan Paul.
6. Collins, R. 1997. Sociological Theory. Jaipur and New Delhi: Rawat.
7. Dahrendorf, R. 1959. Class and Class Conflict in Industrial Society: London: Routlegde and Kegan Paul.
8. Suttles G. 1972 The Social Construction of Communities University of Chicago Press.
9. Garfinkel. Harold. 1984. Studies in Ethno-methodology Oxford, Blackwell.
10. Gramsci, Antonio 1971. Selections from the Prison Note books International Publishers CO.
11. Merton, R.K. 1968. Social Theory and Social Structure. New York: Free Press.
12. Mead, G.H. 1962. Mind, Self and Society. Chicago: Chicago University Press.
13. Schutz, A. 1967. The Phenomenology of the Social World, Evanston: North western University Press.
14. Zeitlin, I. M. 1998. Rethinking Sociology: A Critique of Contemporary Theory. Jaipur: Rawat.
15. Adorno T. W & Max Horkheimer 1969. Dialectic of Enlightenment, Continuum.
16. Beck, Ulrich. 1992. Risk Society: Towards a New Modernity London: Sage.
17. Bourdieu, P. 1990. The Logic of Practice. Cambridge: Polity Press.
18. Derrida Jacques 1978. Writing and Difference (Translated by Alan Bass) University of Chicago Press, Chicago.
19. Foucault, Michel 1982. The Archaeology of Knowledge &The Discourse on Language London: Vintage.
20. Giddens, Anthony. 1983. Central problems in social theory: Action, structure and Contradiction in social analysis. London: Macmillan.
21. Habermas, Jurgen. 1987. The Theory of Communicative Action, Vol. 1 and 2 Cambridge: Polity Press.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-5.pdf
- https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf
- https://en.wikipedia.org/wiki/Sociological_theory
- https://www.academia.edu/19783251/Classical_and_Modern_Sociological_Theories_Discussing_Shifts_and_Differences

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VIII
A070802T; Theoretical Perspectives on Development

Course Objectives:

The purpose of this course is to familiarize the students with the Social change, Theories, Approaches, Changing conception of development and different perspective, Ecological, Liberal, and substantive knowledge in the aforesaid field to provide employability and skills .

Course Content:

UNIT-I

Changing conceptions of development: Economic growth, Human development, Social development, Sustainable development for skill development.

UNIT-II

Developed and developing societies, Problems of developing societies (With special reference to India) for skill development.

UNIT-III

Theories of development: Ideas of B.F. Hoselitz, W.W. Rostow, W.A. Levis, Theories of underdevelopment: ideas of Andre Gunder Frank; Emmanuel Wallerstein; Samir Amin for skill development.

UNIT-IV

Paths of development: capitalist, socialist, mixed economy, Gandhian, Culture and Institutional barriers of development; social structure and development for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the meaning of Social Change and describe Economic growth,Human development, Social development, Sustainable development for skill development.

CO2:Understand the Problems of developing societies for skill development.

CO3:Understand the Theories of development and Theories of underdevelopment for skill development.

CO4:Explain the Paths of development: capitalist, socialist, mixed economy, Gandhian, Culture and Institutional barriers of development at national level for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	2	1	1	1
CO2	3	2	1	1	1	1	1	1	3
CO3	3	3	1	1	1	2	1	1	1
CO4	3	3	1	1	1	1	1	1	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Appadurai, Arjun., 1997, Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP.
2. Bernd, Hamns & Pandurang K. Mutagi,1998, Sustainable Development and Future of Cities, 3. Intermediate Technology Publication, UNESCO.
4. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity. New Delhi: OUP.
5. Desai, A.R., 1985, India's Path of Development: A Marxist Approach. Bombay: Popular Parkashan. (Chapter 2).
6. Dube, S.C., 1988, Modernization and Development: The Search for Alternative Paradigm, Vistaar Publication, New Delhi.
7. Dube, S.C., 2000, Vikas Ka Samajshastra, Vani Parkashan, New Delhi.
8. Giddens, Anthony, 1990, The Consequences of Modernity. Cambridge: Polity Press.
9. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
10. Sharma, SL, 1986, Development: Socio-Cultural Dimensions. Jaipur: Rawat, (Chapter1).
11. Srinivas, M.N., 1966, Social Change in Modern India. Berkley: University of Berkley.
12. Deb Debai Beyond development: Constructing Inclusive freedom and Sustainability, Earthscan Publication.
13. Gunder, F. A. Capitalism and Underdevelopment in Latin America, Penguin Book.
14. Haq, MahbubUl, reflection on Human Development, New Delhi.
15. Schumcher, E F, Small is Beautiful: Economics as if people Matered Blond & Briggs.

Website Sources:

- <https://www.yourarticlerepository.com/sociology/top-5-theories-of-social-change-explained/35124>
- <https://www.sociologydiscussion.com/sociology/theories-of-social-change-meaning-nature-and-processes/2364>
- <http://www.egyankosh.ac.in/bitstream/123456789/9147/1/Unit-11.pdf>
- <https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727>

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VIII
A070803T; Comparative Sociological Theories

Course Objectives:

The purpose of this course is to familiarize the students with the Meaning and Scope of Comparative of Sociological theories, Methods of Study, Indices of Comparison and Central Themes in Comparative Sociology to provide employability and skills.

Course Content:

UNIT – 1

Talcott Parsons: Social Action-Social System-Pattern Variables, Theory of Middle Range, -Manifest and Latent Functions- Anomie and Reference Group Theory for skill development .

UNIT – II

C.W. Mills- Theory of Conflict L. Coser – The Functions of Social Conflict; R. Dahrendorf – Theory of Class Conflict for skill development.

UNIT – III

C.H. Cooley, G.H. Mead and Herbert Blumer -Symbolic Interactionism for skill development.

UNIT – IV

George C. Homans and Peter M. Blau -Theory of Social Exchange for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the Meaning and Scope of Comparative Sociological theory ,Understand the Social Action ,Theory of Middle Range , Anomie and Reference Group for skill development.

CO2:Explain the Theory of Conflict Understand the Theory of Conflict, the Functions of Social Conflict, and Theory of Class Conflict for skill development.

CO3:Students understand the Symbolic Interactionism for skill development.

CO4:Students understand the Theory of Social Exchange for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	2	1	2	1	2
CO2	3	1	1	1	2	1	1	1	1
CO3	3	3	1	1	1	1	3	1	2
CO4	3	1	1	1	2	1	2	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Aron, R. 1970. Main Currents in Sociological Thought, Vol. II, Harmondsworth: Penguin.
2. Bendix, R. 1962. Max Weber: An Intellectual Portrait, New York: Anchor Books.
3. Benton, T. 1977. Philosophical Foundation of the Three Sociologies, London: Routledge and Kegan Paul.
4. 3. pASSsgku c`t jkt 1994 lekt foKku ds izsjd L=Asr, mn;iqj% ,aa- lh- cknl-
5. 4. Coser, L. A. 1977. Masters of Sociological Thought, New York: Harcourt Brace.
6. 5. Fletcher, Ronald. 1971. The Making of Sociology: Developments, Vol. II, London: Nelson.
7. 6. Giddens, A. 1973. Capitalism and Modern Social Theory: An analysis of Writings of Marx,
8. 7. Durkheim and Weber, London: Cambridge University Press.
9. 8. Black, Max (Ed.). 1961. The Social Theories of Talcott Parsons: A Critical Examination, NJ: Prentice-Hall.
10. 9. Blumer, H. 1969. Symbolic Interactionism, N.J.: Prentice Hall.
11. 10. Blau, P. M. 1964. Exchange and Power in Social Life: New York: Wiley.
12. 11. Collins, R. 1975. Conflict Sociology: Toward an Explanatory Science, New York: Academic Press.
13. 12. Coser, L. 1956. The Functions of Social Conflict, New York: The Free Press.
14. 13. Coser, Lewis, A. 1979. Masters of Sociological Thought, New York: Harcourt Brace
15. 14. Dahrendorf, R. 1959. Class and Class Conflict in Industrial Society, London: Routledge and Kegan Paul.

Website Sources:

- https://scholar.google.co.in/scholar?q=comparative+sociological+theories&hl=en&as_sdt=0&as_vis=1&oi=scholart
- <https://brill.com/view/journals/coso/coso-overview.xml>
- https://en.wikipedia.org/wiki/Comparative_sociology
- <https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/comparative-sociology>
- https://link.springer.com/chapter/10.1007/978-1-349-25679-2_2
- <https://www.jstor.org/stable/588795>

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VIII
A070804T; Perspectives on Indian Society

Course Objectives:-

This course intends to familiarize students with social, political, economic and intellectual contexts in which sociology emerges as a distinctive discipline. Its objective is to help students gain understanding of classical contribution in sociology and their continuing relevance to its contemporary concern to provide employability and skills.

Course Content:

UNIT-I

Indological/ Textual Perspective: G. S. Ghurye & Louis Dumont; Structural-Functionalism: M. N. Srinivas & S. C. Dube for skill development .

UNIT-II

Marxian Perspective: D.P. Mukherjee, & A. R. Desai, Ramkrishan Mukherjee; Synthesis of Textual and Field Views: Irawati Karve & A. M. Shah for skill development.

UNIT-III

Civilizational Perspective: N. K. Bose & Surajit Sinha; Subaltern Perspective: B.R. Ambedkar & David Hardiman for skill development.

UNIT-IV

Current Debates: Contextualization, Indigenization, The use of native categories in the analysis of Indian Society, Text and Context, Sociology for India for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the ideas of G.S. Ghurye and Louis Dumont and Discuss in brief about their methodology and contribution to Sociology of India for skill development at national level.

CO2:Explain the ideas of D.P. Mukherjee, & A. R. Desai, Ramkrishan Mukherjee on Theoretical Perspective.Describe the ideas of Irawati Karve & A.M. Shah on Synthesis of Textual and Field Views for skill development.

CO3:Describe the ideas of N.K. Bose & Surajit Sinha on Civilizational Perspective and of B.R. Ambedkar & David Hardiman on Subaltern Perspective at national level for skill development.

CO4:Understand the Current Debates on Contextualization and Indigenization and explain the use of native categories in the analysis of Indian Society, Text and Context, Sociology for India at national level for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	3	1	1	1
CO2	3	1	1	1	1	2	1	1	1
CO3	3	3	1	1	1	3	1	1	3

CO4	2	1	1	1	1	2	1	1	2
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Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. DeSouza, P.R. ed. 2000 Contemporary India – Transitions (New Delhi: Sage).
2. Dhanagare, D.N. 1993: Themes and Perspectives in Indian Sociology (Jaipur_Rawat).
3. Dube, S.C. 1973: Social Sciences in a Changing Society (Lucknow University Press).
4. Dube, S.C. 1967 The Indian Village (London: Routledge, 1955) Sociology 52.
5. Dumont, Louis 1970: Homo Hierarchicus: The Caste System and its Implications (New Delhi: Vikas).
6. Karve, Irawati1961: Hindu Society: An Interpretation (Poona: Deccan College).
7. Momin, A. R. 1996: The Legacy of G. S. Ghurye: A Centennial Festschrift Popular Prakashan, Bombay) Mukherjee.
8. D.P. 1958: Diversities People's publishing House, Delhi.
9. Oommen, T.K. and P. N. Mukherjee, eds. 1986: Indian Sociology: Reflections and Introspections, Popular Prakashan, Bombay.
10. Singh, K.S. 1992: The People of India: An Introduction, Seagull books, Calcutta.
11. Singh, Y. 1986: Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar. Singh, Y. 1973: Modernisation of Indian Tradition, Delhi.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf
- http://www.tezu.ernet.in/tu_codl/slm/Sociology/MSO103%20BLOCK%201.pdf
- <https://www.rajras.in/a-r-desai-marxist-perspective-of-indian-society/>
- <https://www.yourarticlerepository.com/sociology/surajit-sinha-biography-and-contribution-to-india-n-sociology/35045>
- https://shodhganga.inflibnet.ac.in/bitstream/10603/217533/6/06_chapter%201.pdf
- <https://www.yourarticlerepository.com/sociology/use-of-native-categories-in-the-analysis-of-indian-society/35024>

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VIII
A070805T; Social Demography

Course Objectives:

The objective of this course is to study and analyses the dimensions of human resource and demographic structure in the district, to examine and assess the characteristics of population growth and in order to know dynamic of population in the district, to study and measure the growth and distributional pattern of fertility, mortality and also to know the projections of population in the district, to assess the disparities in the level of demographic development in the study area to provide employability and skills.

Course Content:

UNIT – I

Social Demography: Nature and Scope, Subject matter of Social Demography; Relation between Sociology and Social Demography for skill development.

UNIT – II

Population Theories: Malthus' Theory of Population, Dumont's Theory of Population, Theory of Demographic Transition for skill development.

UNIT – III

Fertility: Determinants, Differentials and Measurement, Mortality: Determinants, Differentials and Measurement, Infant Mortality: Causes and Remedies, Migration: Determinants and consequences for skill development.

UNIT – IV

Source of Population Data: Census, Vital Statistics, and Sample Survey; Age and Sex Composition, Ethnic and Rural-Urban Composition; Factors Responsible for Rapid Population Growth; Consequences of Rapid Population Growth; Family Planning Programme in India: Problems and Prospects for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand Nature and Scope Social Demography, and Relation between Sociology and Social Demography for skill development at national level.

CO2:Discuss Malthus' and Dumont's Theory of Population, and Theory of Demographic Transition for skill development.

CO3:Explain Determinants, Differentials and Measurement of Fertility and Mortality, Causes and remedies of Infant Mortality: Determinants and consequences Migration for skill development.

CO4:Understand the Source of Population Data and Factors Responsible for Rapid Population Growth.Describe Family Planning Programme in India for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	2	2	2	3	1	3

CO2	3	1	1	2	2	2	3	1	1
CO3	3	1	1	2	2	2	3	1	3
CO4	3	1	1	2	2	2	2	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Ashfaq Ali S., 1991, Population Problems in India and Abroad: A Socio-economic Study, Bhopal, Jai Bharti Publications.
2. Bhende, Asha & Tara Kanitkar, 2000, Principles of Population Studies (13th Revised Edition), Bombay, Himalaya Publishing House (compulsory reading).
3. Bhutani S. , 1995, Demographic "Dynamism in India", New Delhi, Discovery.
4. Bogue, Donald J., 1969, Principles of Demography, New York, John Wiley & Sons Inc.
5. Bose, Ashish & Premi M.K. (eds.), 1992, Population Transition in South Asia, New Delhi, BRPC.
6. Haq Ehsanul, 2007, Sociology of Population in India, New Delhi, Mac Millan (compulsory reading).
7. Mahajan, V.S., 1987, Studies in Population and Economic Development (2 Vol.), New Delhi, Deep & Deep.
8. Mishra & Puri, 2015, Indian Economy New Delhi, Himalayan Publications.
9. Misra, Bhaskar D., 1995, An Introduction to the study of Population (2nd edition), New Delhi, South Asia Publishers Pvt. Ltd.
10. Mukherji, Shekhar, 1982, Population Policies and Demographic Behaviour in India, Allahabad, Thinker Lib.
11. Pathak, I.P. (ed.), 1998, Population Studies, Jaipur, Rawat Publications.
12. Premi M.K.M & Ramanamma A. (eds.), 1983, Introduction to Social Demography, New Delhi, Vikas Publications.
13. Premi, Mahendra K., 2009, India's Changing Population Profile, New Delhi, National Book Trust.
14. Srivastava, O.S., 1995, Demography and Population Studies (2nd edition), New Delhi, Vikas Publications.
15. Thompson W.S. & Lewis David T., 1978, Population Problems (5th Edition), New Delhi, Tata McGraw Hill Publication Company Ltd., New Delhi.

Website Sources:

- <http://khejuricollege.in/UploadedFiles/428441A21%20Social%20Demography.pdf>
- <https://study.com/academy/lesson/population-growth-demographic-transition-and-malthusian-theories.html>
- <https://shodhganga.inflibnet.ac.in/bitstream/10603/78990/3/chapter%202.pdf>
- <https://www.msuniv.ac.in/Download/Pdf/cbb9ba4c9db94b3>
- https://shodhganga.inflibnet.ac.in/bitstream/10603/108164/10/10_chapter%201.pdf

Note: Latest editions of all the suggested readings must be used.

FOURTH YEAR
Bachelor of Arts- (Hons) in Sociology
Semester – VIII

A070806T; Science, Technology and Society

Course objectives:

The course introduces the interdisciplinary field of research, Science, Technology and Society (STS) Studies to the students. The interface between science, technology and society will be looked into from a range of theoretical perspectives to provide employability and skills.

Course Content:

UNIT – I

The relationship between science and the social, Conventional view of philosophers and historians of science, Sociology of Science (Karl Manheim-Robert K. Merton), Social Function of Science- (Joseph Bernal) for skill development and employability.

UNIT – II

Feminist and Postcolonial Studies of Science Women in Science, Gender and Science, Has feminism changed science? Feminist epistemology, the Enlightenment for skill development and employability.

UNIT – III

Colonial science, human body and science, comparative anatomy in the 19th century, caste and gender in Indian science for skill development and employability.

UNIT – IV

Questioning of the traditional boundary between science (knowing) and technology, Critical Theory of Technology, Social Construction of Technology for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand The relationship between science and the social, Conventional view of philosophers and historians of science for skill development.

CO2: Understand The Sociology of Scientific Knowledge (SSK), Post colonial Studies of Science and Feminist Studies of Science for skill development.

CO3:Understand the Colonial science, human body and science, comparative anatomy in the 19th century for skill development at national level.

CO4:Understand the Questioning of the traditional boundary between science (knowing) and technology for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	1	1	1	1	3
CO2	3	2	1	3	1	1	1	1	1
CO3	3	2	1	3	1	1	2	1	3

CO4	3	2	1	3	1	1	3	1	3
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Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Collins, Harry and Pinch, Trevor 1993. *The Golem: What Everyone should Know about Science*. Cambridge: Cambridge University Press.
2. Hess, David J. 1995. *Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts*. New York: Columbia Press.
3. Hess, David J. 1997. *Science Studies: An Advanced Introduction*. New York: NewYork University Press.
4. Jasanoff, Sheila et al. (eds.). 1995. *Handbook of Science and Technology Studies*. Thousand Oaks, CA: Sage Publications.
5. MacKenzie, Donald and Judy Wajcman 1999 (eds.). *The Social Shaping of Technology*, 2nd edition, Open University Press.
6. Sismondo, Sergio 2010. *An Introduction to Science and Technology Studies* (2nd edition). Chichester: Wiley-Blackwell.
7. Anne Fausto-Sterling. 2002. "Gender, Race and Nation: The Comparative Anatomy of 'Hottentot' Women in Europe, 1815–17. In Kimberly Wallace-Sanders (ed.). *Skin Deep, Spirit Strong: The Black Female Body in American Culture*. Ann Arbor: The University of Michigan Press, pp. 66–95.
8. Bijker, Wiebe E. 1997. *Of Bicycles, Bakelites and Bulbs: Toward a Theory of Sociotechnical Change*. Cambridge, MA: MIT Press.
9. Bijker, Wiebe E. et al. 1989. *The Social Construction of Technological Systems*. Cambridge, MA: MIT Press.
10. Bloor, David 1976. *Knowledge and Social Imagery*, second edition, London: Routledge and Kegan Paul.

Website Sources:

- <https://journals.sagepub.com/home/sts>
- <https://dst.gov.in/>
- <http://www.umass.edu/sts/>
- <https://ocw.mit.edu/courses/science-technology-and-society/>

Note: Latest editions of all the suggested readings must be used.