



# RANI CHANNAMMA UNIVERSITY, BELAGAVI

Vidyasangama, N.H. 4, Belagavi- 591156. Karnataka State

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## B. A. SOCIOLOGY SYLLABUS

(First and Second year)

NEP-2020

*With Effect from  
the Academic Year 2021- 2022*

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### Board of Studies in Sociology (UG)

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Date: 07-09-2022

Chairperson

NEP 2020 - UG SOCIOLOGY: Syllabus			
SEM	Paper	Title of paper	Credits
1	DSC -1	Understanding Sociology	3
	DSC -2	Changing Social Institutions in India	3
	OE-1	OE 1.1: Indian Society: Continuity and Change <b>or</b> OE 1.2: Sociology of Everyday Life <b>or</b> OE 1.3: Sociology of Mass Media	3
2	DSC -3	Foundations of Sociological Theory	3
	DSC -4	Sociology of Rural Life in India	3
	OE-2	OE 2.1: Society through Gender Lens <b>or</b> OE 2.2: Social Development in India <b>or</b> OE 2.3: Sociology of Health Care	3
3	DSC-5	Social Stratification and Mobility	3
	DSC-6	Sociology of Urban Life in India	3
	OE-3	OE 3.1: Sociology of Youth <b>or</b> OE 3.2: Sociology of Tourism Management <b>or</b> OE 3.3: Social Welfare and Social Policy In India	3
4	DSC-7	Sociology of Marginalized Groups	3
	DSC-8	Population and Society	3
	OE-4	OE 4.1: Sociology of Leisure <b>or</b> OE 4.2: Sociology of Food Culture <b>or</b> OE 4.3: Current Social Problems	3

**DSC:** Discipline Specific Core

DSE: Discipline Specific Elective

**SEC:** Skill Enhancement

**OE:** Open Elective

## **Sociology Curriculum**

**Name of the Degree Program: BA**

**Discipline Core: Sociology**

**Year of implementation: 2021-22**

### **Program Objectives:**

1. Introduce the students to the basic concepts and processes in sociology to understand the social life.
2. Provide different perspectives of understanding the social life of people
3. Update the students with different fields of Sociology and latest developments in the field
4. Develop the skills to analyze, interpret and present today's social situation, developments and problems.
5. Critically appreciate the social construction of reality
6. Ability to examine, relate and connect theory with research
7. Equip the students to develop communication skills
8. Prepare the students to enter the professional field with ethical responsibility and knowledge as teachers, researchers, administrators, facilitators etc. by exercising intellectual autonomy

**Prepare the students for their research dissertation.**

### **Program Outcomes:**

**By the end of the program the students will be able to:**

1. Think critically by exercising sociological imagination
2. Question common wisdom, raise important questions and examine arguments
3. Collect and analyze data, make conclusions and present arguments
4. Think theoretically and examine the empirical data
5. Skillfully Participate in Research Groups and market Research Firms
6. Serve in Development Agencies, Government Departments and Projects
7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician
8. Transfer Skills as a Teacher, Facilitator of Community Development
9. Competent to make a difference in the community

**Assessment:****Weightage for assessments (in percentage)**

Type of Course	Formative Assessment/ IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	40	60

**\*Pedagogy:**

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project based learning/ case studies/self study like seminar, term paper or MOOC

- Experiential learning (activity- based learning)
- Micro projects Activity based learning
- Role Play Group discussion Micro projects

**Assessment:**

Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating).

- Oral or written presentations to assess analysing capability, creativity and communication skills
- Presentation of micro projects Questions asked and answered
- Ability to analyze a social situation within the framework of theory Assess the relevance of a theory in contemporary terms

**\*For the Activities please refer the following the Books**

- Johnston, Josee and others 2017, *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, *Sociology Through Active Learning*, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

## Semester 1

## Title of the Course:

DSC 1		DSC 2	
Understanding Sociology		Changing Social Institutions in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

DSC 1	
Understanding Sociology	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

## Course Outcomes:

At the end of the course the student should be able to:

1. Understand the nature and role of Sociology in a changing world
2. Comprehend the uniqueness of sociological imagination in the study of real world
3. Recognize different perspectives of perceiving the workings of social groups
4. Differentiate between sociology's two purposes - science and social reform
5. Express one's understanding of current social issues in oral and written forms

## Semester 1

DSC 1: Understanding Sociology	42 Hrs
<b>Unit - 1 Sociology as Science</b>	<b>17</b>
<b>Chapter No. 1</b> Sociology as a study of Groups and Social Interaction -Definition, Scope and Need; Sociology as Science Vs. Sociology as Social Reform	
<b>Chapter No. 2</b> Foci of Sociology: Social Institutions	
<b>Chapter No. 3</b> Sociological Eye (Randall Collins), Sociological Imagination Charles Wright Mills' distinction between trouble ( <i>i.e. personal innature</i> and issue, <i>i.e. public in nature</i> )	
<b>Chapter No. 4.</b> Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist	

<b>Unit – 2 Culture and Socialization</b>	<b>14</b>
<p><b>Chapter No. 5.</b> Culture: Definition and Elements of Culture; Comparison between Culture and Civilization; Acculturation: Robert Ezra Park’s idea of Melting Pot; Cultural Contact, Cultural Shock, Counter Culture and Contra Culture</p> <p><b>Chapter No. 6.</b> Global Culture: Globalization of Values; Cultural Imperialism</p> <p><b>Chapter No. 7.</b> Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide</p> <p><b>Chapter No. 8</b> Socialization: Definition, Stages, Theories of Self: Charles Horton Cooley and George Herbert Mead</p>	
<b>Unit – 3 Social Change</b>	<b>11</b>
<p><b>Chapter No. 9</b> Meaning, Definitions and Features, Changes due to Industrialization, Rationalization, Globalization, Urbanization and Information Explosion</p> <p><b>Chapter No. 10.</b> Consequences of Change: Changing age Structure of Societies: Technological Impact on Social Life; Changing Environment</p>	

### Text Books

- Abraham Francis (2006): Contemporary Sociology, Oxford University Press, New Delhi.
- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bottomore, T.B.: Sociology: A Guide to Problems and Literature. George Allen and Unwin, Bombay, India.
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- Davis Kingsley (1982): Human Society, Surfeit Publications, New Delhi.
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
- Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
- Giddens Anthony (2001): Sociology (4<sup>th</sup> Ed.), Blackwell Publishers, Cambridge, UK.
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Gisbert Pascual (1983): Fundamentals of Sociology, Orient Longmans, Bombay.
- Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Ian Robertson (1980): Sociology, Worth Publishers, INC, New York 1980

- Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
- Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- Jayaram, N. (1988): Introduction to Sociology, MacMilan, India, Madras.
- Johnson Harry M. (1995): Sociology: A Systematic Introduction, New Delhi : Allied Publishers
- Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
- Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
- Macionis, John 2018, Sociology Global Edition, Pearson, England
- Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- George and W W Murphy, 2020, Introduction to Sociology, 5th edition,
- Mulugund, I. C. (2008): Readings in General Sociology, Shrusti Prakashan, Dharwad.
- Ogburn and Nimkoff (1964): A Handbook of Sociology, Publishing House, Pvt. Ltd, Ram Nagar, New Delhi.
- Sage Publications, New Delhi
- Samuel Koenig (1960): Sociology- An Introduction to the Science of Society. Barnes and Noble, INC, New York
- Shankar Rao (2004): Sociology. S. Chand & Co. New Delhi.
- Sharma R. N. (1976): Principles of Sociology. Media Publishers and Promoters Ltd, Bombay.
  - ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ(ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
  - ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

## References

### Unit 1

- <https://www.drrandallcollins.com/sociologicaleyeye> A blog maintained by Randall Collins which gives the definition for Sociological Eye and many posts on examples
- <http://sociological-eye.blogspot.com> Another blog by Randall Collins
- [https://us.sagepub.com/sites/default/Giles/upm-assets/109310\\_book\\_item\\_109310.pdf](https://us.sagepub.com/sites/default/Giles/upm-assets/109310_book_item_109310.pdf) First chapter of a book published by SagePublications - available free on this website
- <https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf> First chapter of The Sociological Imagination
- <https://www.imprs-demogr.mpg.de/courses/01ws/tsi.pdf> On Intellectual Craftsmanship - Appendix to The Sociological Imagination, by C Wright Mills
- <https://www.pearsonhighered.com/assets/samplechapter/1/4/0/8/1408269546.pdf> Chapter 1 of Pearson book - good introduction to Sociological Imagination, Origins of Sociology, along with case studies. Contains useful reference and weblinks
- [https://www.researchgate.net/publication/8332089\\_Imagining\\_The\\_Sociological\\_Imagination\\_The\\_biographical\\_context\\_of\\_a\\_sociological\\_classic](https://www.researchgate.net/publication/8332089_Imagining_The_Sociological_Imagination_The_biographical_context_of_a_sociological_classic) This article from British Journal of Sociology is useful to contextualize the concept of sociological imagination



## Unit 2

- <https://www.britannica.com/topic/culture>
- 3.2 The Elements of Culture- Sociology - Publishing Services <https://open.lib.umn.edu/sociology/chapter/3-2-th...>
- [Elements of Culture | Introduction to Sociology - Lumen ... https://courses.lumenlearning.com/sociology/chapter](https://courses.lumenlearning.com/sociology/chapter/elements-of-culture-introduction-to-sociology-lumen-...)
- [Acculturation | anthropology | Britannicahttps://www.britannica.com > ... > Sociology & Society](https://www.britannica.com/topic/acculturation)
- [Acculturation - Cambridge University Presshttps://www.cambridge.org > core > elements > acculturati...](https://www.cambridge.org/core/elements/acculturati...)
- [Robert E. Park - New World Encyclopediahttps://www.newworldencyclopedia.org > entry > Robert E](https://www.newworldencyclopedia.org/entry/Robert_E_Park)
- [What Is Culture? | Introduction to Sociology - Brown-Weinstockhttps://courses.lumenlearning.com > chapter > what-is-cult... https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/](https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/)
- [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology%2Fchapter%2F4-2-explaining-socialization%2F&usq=AOvVaw16am\\_XfXgptAgUS04sdOUN](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology%2Fchapter%2F4-2-explaining-socialization%2F&usq=AOvVaw16am_XfXgptAgUS04sdOUN)
- [https://www.newworldencyclopedia.org/entry/Information\\_explosion](https://www.newworldencyclopedia.org/entry/Information_explosion)  
[https://edisciplinas.usp.br/pluginfile.php/4408475/mod\\_resource/content/1/](https://edisciplinas.usp.br/pluginfile.php/4408475/mod_resource/content/1/)
- [Lupton-Digital%20Sociology%282014%29.pdf https://www.grin.com/document/453828](https://www.grin.com/document/453828) An article on the impact of digital life on society from sociological perspective
- <https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the-future-of-digital-life/>  
<https://blogs.ed.ac.uk/keywordsindigitalsociology/2020/01/09/the-digital-divide/>
- <https://www.webroot.com/in/en/resources/tips-articles/netiquette-and-online-ethics-what-are-they>
- <https://www.britannica.com/topic/netiquette>  
<https://blog.citl.mun.ca/instructionalresources/netiquette>  
<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know>

## Unit 3

- <https://www.britannica.com/topic/social-change>
- <https://www.cpp.edu/~ddwills/courses/ant352/readings352/McDonaldization.htm>
- <http://web.simmons.edu/~chen/nit/NIT%2796/96-171-Larney.html> On McDonaldization of Information
- <https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/mcdonaldization>
- <https://www.un.org/development/desa/undesa/feature/2017/04/32476.html>
- <https://www.unescap.org/our-work/social-development/ageing-societies>

- <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>
- <https://www.who.int/westernpacific/news/q-a-detail/ageing-ageism>
- <https://academic.oup.com/gerontologist/article/41/5/576/596571>
- [https://saylordotorg.github.io/text\\_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environm.html](https://saylordotorg.github.io/text_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environm.html)
- <https://courses.lumenlearning.com/sociology/chapter/social-change/>
- <https://www.britannica.com/topic/social-change/Conclusion>
- [http://philosophy.com/UPLOADS/PHILOSOCIOLOGY.ir\\_Blackwell%20Encyclopedia%20of%20Sociology\\_George%20Ritzer.pdf](http://philosophy.com/UPLOADS/PHILOSOCIOLOGY.ir_Blackwell%20Encyclopedia%20of%20Sociology_George%20Ritzer.pdf) Blackwell Encyclopedia of Sociology, edited by George H Ritzer

**Pedagogy: Group discussions, Role play, micro project, field visit**

## Suggested Activities

### Unit 1: Sociology as a Science

1. A discussion can be conducted on Common sense explanation Vs Sociological Explanation on topics like reasons for poverty, literacy level, health status, divorce, arranged or love marriage and students can present their ideas.
2. Students can be asked to identify the differences between methods of study adopted in subjects like Physics or Chemistry in comparison with Sociology, list them and present
3. Students can be asked to Find the common methods of study adopted in subjects like Botany or Zoology and Sociology and Find commonalities or differences
4. Issues like social status, economic inequality, sharing of natural resources, language issues etc. can be assigned to group of students for discussion and presentation on how they can be analyzed from different sociological perspectives (Functional vs Conflict, Functional Vs Symbolic Interaction, Feminist Vs Functional for example)
5. Students can be encouraged to share their views on ideal qualities of a woman or man in India and it can lead to a discussion on how these qualities are socially constructed rather than inborn/natural/god given

### Unit 2: Culture and Socialization

1. Students can be encouraged to observe social norms in two different social environments - one familiar and another unfamiliar. It is necessary that the social environments should be sufficiently public in nature and they can spend time observing and noting how people act, behave, how social space is maintained etc. They can note down different types of norms like obedient behaviour, authority, friendly behaviour etc. and write down the basis for their conclusion. Observation should be of at least 45-60 minutes duration
6. A discussion/assignment can be given to compare and contrast the ideas of melting pot principle of the USA and unity in diversity principle of India.
7. An exercise can be conducted to stimulate thinking and discussion among

- students about the relationship between the way they dress and acculturation. For example, they can identify the changes in how men and women dress since last 75 years and differences in the level of acculturation and possible reasons for these differences.
8. Drama or role play can be enacted to illustrate the changing social values in the areas of social interaction (breakdown of caste barriers, for example), changes in relationship between women and men, or increasing importance of values like liberty, equality, fraternity and such other issues
  9. Students can discuss in small groups about the use of cell phones among the youth and relate it to consumer culture. They can focus on issues like - increasing use of cell phones, increasing dependence on them, frequent exchange of old phones to new and the reasons for such behavior. Other commodities like branded dress, computers, fashion products etc. can be taken up depending on the situation. It can also be used to introduce concepts like conspicuous consumption, traditional culture, anti-consumers, brand indifference etc to encourage further studies
  10. Issues like gaming, online community, social media usage - their impact on identity and privacy in the life of modern youth can be taken up for discussion and presentation. Students can share their experiences related to the above topics and how it defines their personality
  11. Is there any difference between online world and real world? Should one use same set of rules and norms while interacting with friends, elders, younger ones in the online/real world? Can one be rude, harassing in the online world? Does the violence in online gaming, for example, a mirror of our real life expectations? Is there any difference between writing an Email/ paper application to ask for job interview? These are some examples for discussing about Netiquette.
  12. To understand the theories of socialization, students can share their experiences related to - how they choose a new dress? Criteria used to buy a Vehicle or consumer goods like cell phone, write a report by observing and reporting on differences in expected behaviour of a six months child and one year old child.

### Unit 3: Social Change

1. A comparative report writing can be assigned on why handloom cotton saris etc are costlier than industry produced clothes (both cotton and synthetic) by way of collecting opinion of the dealers, producers and consumers
2. Assign groups of students to observe, discuss and report on the working of a Darshini cafe, big restaurant/hotel and a street side tea shop in the context of rationalization and McDonaldization.
3. Make the students to express their dreams and aspirations about the type of place/community in which they wish to live when they grow up and ask them to identify the urban/rural elements that are absolutely essential
4. A project on loss of green/lung spaces in the normal area of residence of students

- like loss of Gomalas, parks, forests etc.

5. A project on crop pattern, tools used including fertilizers and pesticides, preferred crop, problems faced by the agriculturists in the students' place of residence or nearby village
6. A project in nearby village on how many elderly persons are living alone or with their partners but children have moved to urban areas and how they experience social life

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of five principles for both activities and written test

## Semester 1

<b>DSC 2</b>	
<b>Changing Social Institutions in India</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Identify the new forms taken by institutions of family and marriage
2. Understand the role played by religion in modern world
3. Sensitize the students to the conflicting norms of secularism and living by one's religious beliefs
4. Appreciate the role of education and challenges in making education accessible to all
5. Recognize the social nature of economy and work
6. Grasp the opportunities offered by democracy and the threats it faces
7. Undertake micro research work and communicate the knowledge effectively

<b>DSC 2: Changing Social Institutions in India</b>	<b>42 Hrs</b>
<b>Unit - 1 Family and Marriage</b>	<b>16</b>
<b>Chapter No. 1</b> Family - Definitions of Family and Household; Changing structure of family; changes in size and composition	
<b>Chapter No. 2</b> Weakening of Gender and Age Stratification - democratization of relationships: between spouses, parent-children; step-parenting	
<b>Chapter No. 3</b> Changes in care giving of children and elderly	
<b>Chapter No. 4</b> Marriage - Definition, changing patterns of marital relations- cohabitation, separation, divorce and remarriage.	
<b>Chapter No. 5</b> Changes in Age of Marriage, Marriage Decision Making and Regional Variations	
<b>Chapter No. 6</b> Decrease in number of Children and Voluntary Childlessness	
<b>Unit - 2 Religion and Education</b>	<b>13</b>
<b>Chapter No. 7. Religion:-</b> Definition; Secularization vs Resurgence of Religion in Modern World	

<p><b>Chapter No. 8.</b> Challenge of Diversity - Religious Freedom vs State Laws</p> <p><b>Chapter No. 9.</b> Education: Definition; Education as Socialization; types of Education - formal and informal</p> <p><b>Chapter No. 10.</b> Functional view - Manifest and Latent Functions; Conflict view- Education as tool for Perpetuating Inequality</p> <p><b>Chapter No. 11.</b> Schooling and Life Chances (Max Weber's views) - increasing Enrolment Ratio</p> <p><b>Chapter No.12.</b> Education and Employability - Technology and Digital Divide</p>	
<b>Unit - 3 Economic and Political Institutions</b>	<b>13</b>
<p><b>Chapter No. 13.</b> Definitions of Economy and Work</p> <p><b>Chapter No. 14.</b> Gender Stratification in work and its Feminization</p> <p><b>Chapter No. 15</b> Job insecurity, Unemployment; Outsourcing - opportunities and threats</p> <p><b>Chapter No. 16</b> Definitions of Political Institution, Government, Governance and State</p> <p><b>Chapter No. 17</b> Status of Democracy in India : Social Reality</p> <p><b>Chapter No. 18</b> Challenges: Militancy, Fundamentalism, Regionalism</p>	

### Text Books

- Ahuja Ram (1993): Indian Social System, Rawat pub. Jaipur.
- Ambedkhar B.R Annihilation of Caste
- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
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- Dube, S.C. (1977): Tribal Heritage of India. New Delhi: Vikas Publication.
- Dube. S.C (1990): Indian Society, nation book trust, New Delhi. Inequality. Meerut: Folklore Institute.
- Ghurye.G.S (1969) : Caste and Race in India, Popular Prakashan, Bombay.
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- Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi
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- Kothari Rajani (Ed.) (1973) : Caste in Indian Politics
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- Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi
- Satya Murthy T.V. (1996): Religion, Caste, Gender, and Culture Contemporary India. New Delhi: OUP
- ಇಂದಿರಾ ಆರ್ ೧೯೯೫ ,ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ,ಭಾರತೀಯ ಸಮಾಜದ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ,ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

## References

### Unit 1: Family and Marriage

- <https://courses.lumenlearning.com/wmopen-introsociology/chapter/marriage-and-family/>
- <https://courses.lumenlearning.com/boundless-sociology/chapter/recent-changes-in-family-structure/>
- <https://www.thehindu.com/news/national/how-the-nature-of-indian-families-is-changing/article28281107.ece>
- <https://www.bbc.com/news/world-asia-india-54053091> Why Indians Continue to Live in Joint Families
- <https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/>
- <https://www.asanet.org/sites/default/Giles/savvy/introsociology/Documents/ActivitiesForExploringFamilyBobGreene.html> This site by American Sociological Association provides many examples for conducting activities related to family and marriage
- [http://rchiips.org/nchs/factsheet\\_NFHS-5.shtml](http://rchiips.org/nchs/factsheet_NFHS-5.shtml) Data of National Family and Health Survey-5 is available for every district in this website

### Unit 2: Religion and Education

- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/21/by-2050-india-to-have-worlds-largest-populations-of-hindus-and-muslims/>
- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/02/7-key-changes-in-the-global-religious-landscape/>
- <https://www.pewresearch.org/search/secular> Women in many countries face problem about their dress by religious groups/secular groups
- <https://en.unesco.org/news/unesco-launches-2020-state-education-report-india-vocational-education-Girst> Link to the complete report available along with resources like video etc.

### Unit 3: Economic and Political Institutions

- <https://courses.lumenlearning.com/cochise-sociology-os/chapter/women-in-the-workplace/>
- <https://www.orfonline.org/research/rewriting-the-rules-women-and-work-in-india-47584/>
- <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
- <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html>
- <https://askanydifference.com/difference-between-government-and-governance/>  
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2397.2008.00575.x> How does economic globalisation affects the welfare state?
- [https://www.bertelsmann-stiftung.de/Gileadmin/Giles/BSt/Publikationen/GrauePublikationen/NW\\_Globalisation\\_and\\_the\\_Welfare\\_State.pdf](https://www.bertelsmann-stiftung.de/Gileadmin/Giles/BSt/Publikationen/GrauePublikationen/NW_Globalisation_and_the_Welfare_State.pdf)

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

### Suggested Activities

#### Unit 1: Family and Marriage

1. NFHS data related to Karnataka can be used to illustrate the change in family size over a period of time. Similarly, reports cited in Suggested Internet Resources can be used to involve students in analysis of secondary data
2. Students can interview a small sample of 10-15 persons, in the neighborhood of their residence and elicit answers for two questions:  
*(a)* Between arranged and love marriages, which do they prefer? *(b)* Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Size of the report can vary from 750-2000 words, depending on the number of students involved and they should use appropriate tables and charts to present their data.
3. Activity 1 can be carried out with by varying questions related to respondents' opinions on age of marriage, divorce, separation and cohabitation etc. associated with the institution of family

#### Unit 2: Religion and Education

1. Students can be made to collect information about the level of participation in religious organizations and programmes among 15-20 young persons (as an individual or group activity) and submit their data as a report that can vary from 750-2000 words with appropriate tables and charts
2. Debates about State interfering in religious beliefs associated with social institutions like family, marriage, divorce, property rights are seen since many decades in India. Students can conduct a micro-study on common people's opinion about these issues, present their data in the class room along with a report
3. In the Suggested Internet Links, UNESCO Report on Education in India 2020 is provided. Summary/data sheets can be used to cover topics like literacy level, enrolment ratio, gender and education etc. Similarly State of Education - India



can be fruitfully utilized by students to present their understanding of issues and reasons for lack of quality education in India

4. A survey of students/youth of college can be conducted to understand their concerns about their opportunities in employment market by asking four-five questions - sex, age, education level and opinion, for example.
5. A report can be prepared by students about the problems faced by special children at different levels of schools/college and present it in the context of inclusive education policy
6. Movies like Sarkari hiriya prathamika shaale can be screened/viewed and students can participate in discussion or present in writing their opinions

### Unit 3: Economic and Political Institutions

1. Indian amended the Maternity Benefit Act in 2017 extending many benefits to women workers, including 6 months maternity leave. How has this amendment benefited women in private sector, can be examined by students and discuss whether this act is beneficial to women's employment opportunities in the long run
2. <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html> This article in New York Times reports various reasons for fathers not opting for paternal leave while it is "mandatorily" expected that mothers should utilise the facility. A discussion can be held in the class room to understand the sociological roots of this behaviour difference in men and women, pressure of expectations, gender division of labour. Teachers can present the news report as a summary or reading sheet to facilitate the discussion. One more article which can be used is: <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
3. BPOs provide ample opportunities for young women and men to work in India. It is a growing market and onsite training are given for new recruits. It is also an area where job insecurity is very high. Students can interview a few employees to understand the opportunities and threats they face in this area of work.
4. Seasonal unemployment is very common for agricultural laborers. How do laborers cope with this situation and the problems they encounter can be documented by students
5. Migration from rural to urban areas is increasing. Experience of these migrant laborers can be reported as case study
6. <https://supplychaindigital.com/supply-chain-2/indias-bpo-market-could-reach-dollar250-billion>
7. Every rural/urban area has its own elected local body. Students can find out the difference between government and governance by documenting how people's representatives are elected (government) and the level of adherence to rules and regulations by these representatives and bureaucrats (governance) by doing social audit of public infrastructure like roads, availability/supply of water, response to complaints by public etc.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	40

Teachers can adopt best of three or best of five principles for both activities and written test

**Title of the Course: Any one open elective paper**  
**Semester 1**

**Title of the Course:**

<b>OE 1.1</b> <b>Indian Society: Continuity and Change</b>		<b>OE 1.2</b> <b>Sociology of Everyday Life</b>		<b>OE 1.3</b> <b>Sociology of Mass Media</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>39</b>	<b>3</b>	<b>39</b>	<b>3</b>	<b>39</b>

**B.A. Semester I - Open Elective 1.1**

<b>OE 1.1</b> <b>Indian Society: Continuity and Change</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

1. Analyze the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions.
2. Understand the Indicators of change and participation in democratic process.
3. Examine the changing conditions of socially excluded groups through movement for social justice.
4. Critically look at the two way street of globalization and its impact on Indian society and communicate in clear terms
5. Communicate critical observations with clarity.
6. The students familiar with characteristics of Indian Society.
7. Know the changing face of Indian system of Marriage & Family.
8. Highlight the process of Social Change and Impact of Globalization.

<b>OE 1.1- Indian Society: Continuity and Change</b>	<b>39 Hrs</b>
<b>Unit - 1 Traditions in Transition</b>	<b>13</b>
<b>Chapter 1:</b> The Nature and Direction of Change in Indian Society	
<b>Chapter 2:</b> The Changing Face of Indian Social Institutions: Family, Caste, Polity and Economy	
<b>Chapter 3:</b> The Rural-Urban Divide: Infrastructure, Education, Health and Local Governance	

<b>Unit - 2 Movements for Social Justice</b>	<b>13</b>
<b>Chapter No. 4:</b> A Background View: Role of the Constitution of India and Legislation <b>Chapter No. 5:</b> Backward Classes and Dalit Movements <b>Chapter No. 6:</b> New Social Movements: LGBTQ, Civil Rights, Ecological, Anticorruption Movements <b>Chapter No. 7:</b> Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women	
<b>Unit - 3 India in the Globalisation Era</b>	<b>13</b>
<b>Chapter No. 8:</b> Globalization and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles <b>Chapter No. 9:</b> Globalization and Social Values: Impact on Youth and their World View, Changing Landscape of Love and Marriage, Impact on Familial Relationships and Understanding Others	

Note: This OE Papers Shall be taught by Sociology Teachers

### Text Books

- Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur
- Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable? Amrith Book Co., New Delhi
- Beteille, Andre 1965, Caste, Class and Power, University of California Press, Berkeley
- Das, Veena 2004, Handbook of Indian Sociology, Oxford University Press, New Delhi
- Dube, S C 1991, Indian Society, National Book Trust, New Delhi
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
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- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
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- Srinivas, M N 1992, Social Change in Modern India, Orient Longman, New Delhi
- Srinivas, M N 1962, Caste in Modern India and Other Essays, Asia Publishing House, Bombay
- ಇಂದಿರಾ, ಆರ್ ೧೯೯೫, ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ), &ರತೀಯ ಸಮಾಜ, ಜಯ, &ರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ, ಭಾರತದಲ್ಲಿ, ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ

**Reference Works:**

- [https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2019/08/WYP2019\\_10-Key-Messages\\_GZ\\_8AUG19.pdf](https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2019/08/WYP2019_10-Key-Messages_GZ_8AUG19.pdf)  
<https://www.intechopen.com/chapters/38348> Globalisation and Culture: The Three H Scenarios
- [https://www.business-standard.com/article/education/india-s-gross-enrolment-in-higher-education-rose-marginally-in-2019-20-121061001249\\_1.html](https://www.business-standard.com/article/education/india-s-gross-enrolment-in-higher-education-rose-marginally-in-2019-20-121061001249_1.html)
- <https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/04/Indigenous-Languages.pdf>
- <http://employmentnews.gov.in/newemp/MoreContentNew.aspx?n=SpecialContent&k=53> An article on Yoga and its world wide popularity  
<https://www.wionews.com/south-asia/yoga-indias-new-cultural-tool-of-global-dominance-17104>
- <https://theprint.in/world/indian-food-fourth-most-popular-in-the-world-a-study-of-cuisine-trade-cinds/283119/>

**Pedagogy:** Field work, micro projects, group discussion, role play, written/oral presentation by students

**Suggested Activities****Unit 1: Traditions in Transition**

1. Students can be made to interview their grandparents, elderly people in their family/neighborhood to map the changes in social norms and values.
2. A project on dynamics of decision making in family related to spending money, marriage, education etc can be done and presented in the class room. Students should support their conclusions by way of instances they observed in their families and highlight the change and continuity
3. Data sheets can be used to discuss about the rural-urban divide and identify the reasons for the gap
4. Students can narrate/document their own experiences with respect to availability of infrastructure, health facilities, educational facilities etc. in their own villages or places of residence
5. A project on participation of common people in the local governance

**Unit 2: Movements for Social Justice**

1. "10th AISHE results for 2019-20 show that Gross Enrolment Ratio in the age group of 18-23 years as 27.1%. At Undergraduate level, the highest number of students at 32.7% is enrolled in Arts/Humanities/Social Sciences courses followed by Science (16 per cent), Commerce (14.9) and Engineering and Technology (12.6). Whereas, at Ph.D. level, maximum number of students are enrolled in Engineering and Technology stream followed by Science." Students can discuss about - How can we understand this data in terms of social justice and accessibility to higher education? Does this mean that 27.1% are privileged? Or, can we say that there is differential privilege among the students of arts/humanities, Science and Commerce?
6. Students can be assigned to write a report of about 500-750 words on any one

social movement like LGBTQ activists, environmentalists, Dalit activists etc. with emphasis on objectives and social impact

### Unit 3: India in the Globalization Era

1. Preferences and changes in food habits of people belonging to different age groups can be mapped to identify the factors responsible for changing food Habits or dressing styles and presented for discussion in the class room by students
2. Yoga has become very popular across regions, communities and religions. Students can discuss and present their conclusions on, whether the spread of yoga can be called as globalization? Also they can discuss about the nature of this phenomena (spiritual or physical exercise or choice of healthy life style) and its impact on Yoga as originally taught by ancient Indians. Similar exercises can be conducted on Ayurveda, Indian music, Indian food etc.
3. Students can discuss, note and present their reasons for extent and intensity of influence of English, Hindi, Tamil and Telugu languages on Kannada by way of analyzing their usage in day to day language, in television programs etc. and its impact on Kannada as a language
4. "Family as an institution is changing towards more equalitarian relationships" - students can be asked to assess this statement in the background of their personal experience, write and present their report
5. According to a study by 2050, India's elderly population will rise to 13% and will not be a young nation. In this context, teacher can elicit students' opinion about what social values should govern our behaviour towards elderly and aged, to understand their world view
6. We are living in an era of internet - physically distant yet socially connected. A group discussion can be conducted to understand the extent of acceptance/non-acceptance of Others (not belonging to one's group)

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

**Semester I**  
**Open Elective 1.2**

<b>OE: 1.2</b>	
<b>Sociology of Everyday Life</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

**At the end of the course the student should be able to:**

1. Look at the familiar world from a new perspective
2. Understand the social Life and Experiences
3. Able to appreciate how our social world is constructed
4. Able to communicate effectively in written and oral formats

<b>OE 1.2: Sociology of Everyday Life</b>	<b>39 Hrs</b>
<b>Unit - 1 Introduction</b>	<b>14</b>
<b>Chapter No. 1:</b> Sociology as a study of Social Interactions and its Need Social processes:- Nature, types: Cooperation, Competition, accommodation, assimilation.	
<b>Chapter No. 2:</b> Everyday Life - Meaning; Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialization in establishing habits and practices- action, thinking and feeling	
<b>Chapter No. 3:</b> Social Institutions as Established Practices and Customs - Definition and Elements	
<b>Chapter No. 4:</b> Challenges and Problems of Everyday Life	
<b>Unit - 2 Self and Society</b>	<b>13</b>
<b>Chapter No. 5:</b> Definition of Situation (William Isaac Thomas' Principle)	
<b>Chapter No. 6:</b> The Looking-Glass Self; Relation between Individual and Society	
<b>Chapter No. 7:</b> Role of Social Media in Constructing Self and Identity	

Unit - 3 Culture in Everyday Life	12
Chapter No. 8: Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture	
Chapter No. 9: Mass Media and Everyday Life	
Chapter No. 10: Globalisation and Cultural Diffusion	

**Note:** This OE Papers Shall be taught by Sociology Teachers

#### Text Books:

- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- Coser, Lewis 1977 Masters of Sociological Thought, Harcourt BraceJovanovich, New York
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
- Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
- Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
- Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
- MacIver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi
- Macionis, John 2018, Sociology Global Edition, Pearson, England
- Merton, R K 1968, Social Theory and Social Structure, The Free Press, Glencoe
- Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮, &ರತದಲ್ಲಿ, ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ, ದರ್ಶನ, &ಗ ೨, ಜಯ, &ರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ), ಭಾರತೀಯ ಸಮಾಜ, ಜಯ, ಭರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು



**Reference Works:****Suggested Internet Resources**

<http://www.csun.edu/~hbsoc126/soc1/Charles%20Horton%20Cooley.pdf>

<https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/charles-cooley-looking-glass-self> <https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0186.xml> An article on Habit

<https://courses.lumenlearning.com/alamo-sociology/chapter/reading-pop-culture-subculture-and-cultural-change/> [https://en.wikisource.org/wiki/Body\\_Ritual\\_among\\_the\\_Nacirema](https://en.wikisource.org/wiki/Body_Ritual_among_the_Nacirema) This is an excellent article on how a group of people take care of their body everyday of their life.

[https://en.wikisource.org/wiki/Body\\_Ritual\\_among\\_the\\_Nacirema](https://en.wikisource.org/wiki/Body_Ritual_among_the_Nacirema) This is an excellent article on how a group of people take care of their body everyday of their life.

**Pedagogy:** Field work, micro projects, group discussion, role play, written/oral presentation by students

**Suggested Activities****Unit 1: Introduction**

1. Students can be asked to answer a simple question - Who am I? They have to write describe themselves in 20 words/sentences. Students can write in any order, logic or importance. Their answers can be utilized to demonstrate how we are socialized by our interaction with others, mass media, family and educational system. Privacy of students has to be respected, however.
2. Students can be sent to a book store and asked to browse through children's books and identify how those stories depict different roles - description of the hero/heroine, villain/vamp, beggar or king
3. Students can visit a kids clothing store and record gender classification of dresses based on - colour, design, style and fabric.

**Unit 2: Perception is Reality**

1. Think of a Self Fulfilling Prophecy you have experienced. Does it confirm Thomas' theorem? Illustrate with current examples
4. Students can share their thoughts about how they feel and become conscious about oneself when they (a) wear a new dress, (b) dress out of their way, (c) dress outrageously
5. Students can list the reasons for choosing their display picture in their social media accounts (any one or two accounts) and a discussion can follow about the need for validation by others, especially strangers

**Unit 3: Culture in Everyday Life**

1. This is an activity for group discussion. Students are given few statements and they have to discuss among themselves and arrive at unanimous opinion about whether following can be called as culture or not:
  - a. Classical dance and music constitutes culture
  - b. Folk literature is a part of culture
  - c. Pick pocketing is part of culture
  - d. Newspapers and magazines are part of culture
  - e. Killing is an art; therefore it is part of culture

**Please note:** Students should be clearly cautioned that, if they do not arrive at unanimous decision, then the whole group will stand to lose points in evaluation. (This is an exercise which demonstrates the leadership, ability to adjust to the group's opinion, convincing capacity of students apart from reasoning, logic and presentation skills. This can also be used as an example to illustrate the concept of Over-socialization given by Durkheim).

2. Can we call the popularity of tandoori chicken or vada pav an example for globalization? Students should be encouraged to give their reasons for their answer (<https://www.timesnownews.com/the-buzz/article/this-dish-has-topped-the-global-list-of-most-searched-indian-food/548297> This news item can be used to generate discussion)

3. In the theatre actors routinely perform different roles. Do public Figures, celebrities, political parties, or corporate bodies, in the media, alter their role playing according to the context or audience?

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of Five principles for both activities and written test

**Semester I**  
**Open Elective 1.3**

<b>OE 1.3</b>	
<b>SOCIOLOGY OF MASS MEDIA</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes (COs):**

**At the end of the course the student should be able to:**

- Analyze the relationship between mass media and society and role of Mass Media in the Development of Society.
- The learner will be familiarize with nature, characteristics and functions of mass media in modern society and able to develop analytical capacity.
- Students will be provided Sociological Perspective on the role of Mass Media in Indian Society.
- The course seeks to improve the employability of students who are willing to make career as Journalists, Reporters editors and Freelance Writers

<b>OE 1.3: Sociology of Mass Media</b>	<b>39 Hrs</b>
<b>Unit - 1 Introduction to Mass Media</b>	<b>13</b>
<b>Chap 1</b> Meaning, Definitions, Characteristics and functions of mass media	
<b>Chap 2.</b> Evolution of mass media and digital revolution in India	
<b>Chap 3.</b> Importance of Mass media and communication	
<b>Unit - 2 Types of Mass media</b>	<b>13</b>
<b>Chap 4.</b> Typology of Media	
<b>Chap 5.</b> Print Media: Merits and demerits	
<b>Chap 6.</b> Electronic Media: Merits and demerits, digital divide	
<b>Chap 7.</b> Social Media: Types and Implications	
<b>Unit- III Mass Media and society</b>	<b>13</b>
<b>Chap 8:</b> Impact of media on culture, education, consumer behaviour and politics	
<b>Chap 9:</b> Impact of Globalization and Mass Media	
<b>Chap 9:</b> Abuse of Media, commercialization of news & media imperialism	
<b>Chap 10:</b> Ethics and Social Responsibility of Mass media, Media, technology and culture	

**Note:** This OE Papers Shall be taught by Sociology Teachers

## Suggested Internet Resources

### Unit 1 : Introduction to Mass Media

- <https://sendpulse.com/support/glossary/mass-media>
- <http://indiannewsmediawatch.blogspot.com/2015/11/mass-media-definition-types-and-nature.html>
- <https://www.crisis-control.com/blogs/the-evolution-of-mass-communication/>
- <https://www.virtualkollage.com/2019/03/the-advantages-or-importance-of-massmedia.html>
- <http://www.universityofcalicut.info/cuonline/exnotif/ex4235.pdf>

### Unit 2 : Types of Mass Media

- <https://sendpulse.com/support/glossary/mass-media>
- <https://www.ssim.ac.in/blog/role-of-media-in-society/>
- <http://csjournals.com/IJITKM/PDF%208-1/3.%20Manvi.pdf>
- <https://journals.sagepub.com/doi/full/10.1177/0263276418808592>
- [https://en.wikipedia.org/wiki/John\\_Thompson\\_\(sociologist\)](https://en.wikipedia.org/wiki/John_Thompson_(sociologist))

### Unit 3 : Media and Society

- <https://www.profeema.com/social-media-marketing/what-is-the-impact-of-media-on-society/>
- <https://www.simplilearn.com/real-impact-social-media-article>
- <https://www.ssim.ac.in/blog/role-of-media-in-society/>
- [https://www.researchgate.net/publication/322676918\\_ROLE\\_AND\\_IMPACT\\_OF\\_MEDIA\\_ON\\_SOCIETY\\_A\\_SOCIOLOGICAL\\_APPROACH\\_WITH\\_RESPECT\\_TO\\_DEMONETISATION](https://www.researchgate.net/publication/322676918_ROLE_AND_IMPACT_OF_MEDIA_ON_SOCIETY_A_SOCIOLOGICAL_APPROACH_WITH_RESPECT_TO_DEMONETISATION)
- <https://reports.weforum.org/human-implications-of-digital-media-2016/section-3-impact-of-digital-media-on-individuals-organizations-and-society/>

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- Murthy, D. (2013). Twitter: Social Communication in the Twitter Age. Cambridge: Polity Press
- Potter, James W (1998). Media Literacy. Sage Publications
- Pradip N. Thomas (eds.) (2004). Who Owns the Media? Zed Books, London.
- Shabnoor, S. Tajinder. (2016). Social Media its Impact with Positive and Silverstone, Rogers (1999). Why Study Media? Sage Publications

- Willis, S. and Tranter, B. (2006). Beyond the 'digital divide': Internet diffusion and inequality in Australia. *Journal of Sociology*
- Yigit, F. & Tarman, B. (2013). The Impact of Social Media on Globalization, Democratization and Participative Citizenship, *Journal of Social Science Education*, vol. 12, No 1, 75-80.

**Suggested Activities****Unit 1: Introduction to Mass Media**

1. Students can be encouraged to prepare a profile of news papers being published in their district
2. Group Discussion can be conducted on nature and functions of mass media
3. Group Discussion can be conducted on importance of mass media and communication
4. Students can be asked to find out and introspect the negative impact of mass media
5. Students can be asked to present a synoptic view on emergence of media houses and globalization
6. Students can be asked to discuss how media influences voting behavior and formation of public opinion

**Unit 2: Types of Mass Media**

1. Students can be encouraged to visit News Paper printing press/ Radio Stations to gain firsthand knowledge regarding the operation of Mass media
2. Group Discussion can be organized on types and usage of electronic media
3. Themes like relative merits of electronic and print media can be assigned to group of students for discussion
4. Students can be encouraged to present seminar on demerits of electronic and print media
5. Students can be asked to discuss the impact of digital divide
6. Students can be encouraged to present seminar on evolution of mass media and digital revolution in India
7. Students can be encouraged to write a Report on the college /local events, functions and activities

**Unit 3: Media and Society**

1. Students can be encouraged to discuss the impact of media on culture and education
2. Discussion can be conducted on issues like abuse of media and commercialization of mass media
3. Students can be encouraged to present seminar on role of mass media in promoting consumerism
4. Students can be asked to discuss how media influences voting behavior and formation of public opinion
5. A group discussion can be arranged on how media influences online purchases and virtual marketing.
6. Issues like role of media in echoing the grievances and demands of people can be assigned to students
7. Preparing a video/ Advertisement page for a new product

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of Five principles for both activities and written test

## Semester 2

Title of the Course:

DSC 3 Foundations of Sociological Theory		DSC 4 Sociology of Rural Life in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/ semester
3	42	3	42

DSC 3 Foundations of Sociological Theory	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

## Course Outcomes:

At the end of the course the student should be able to:

1. Contextualize the social and intellectual background of Classical Sociologists
2. Appreciate the Contemporaneity of Classical Sociological Thought
3. Appreciate the need for thinking in theoretical terms and concepts
4. Demonstrate Basic Understanding of Theory and Research

DSC 3: Foundations of Sociological Theory	Hrs 42
<b>Unit - 1 August Comte and Herbert Spencer</b>	12
<b>Chapter 1:</b> Auguste Comte: Intellectual context, Positivism, Law of Three Stages, Classification of Sciences	
<b>Chapter 2:</b> Herbert Spencer: Theory of Social Evolution, Organic Analogy, Types of Society	
<b>Unit - 2 Karl Marx and Georg Simmel</b>	14
<b>Chapter 3:</b> Karl Marx: Dialectical Materialism, Economic Determinism, Class Struggle, Alienation	
<b>Chapter 4:</b> Georg Simmel: Formal Sociology, Theory of Sociation, Theory of Conflict	
<b>Unit - 3. Emile Durkheim and Max Weber</b>	16
<b>Chapter 5:</b> Emile Durkheim: Social Facts, Division of Labour in Society, Suicide, Sociology of Religion	
<b>Chapter 6:</b> Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism	

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- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಸೋಮಯ್ಯ, ಕೆ ಎನ್ ೧೯೯೯, ಸಮಾಜಶಾಸ್ತ್ರದ ಆಚಾರ್ಯರು, ಸರಸ್ವತಿ ಪುರಂ, ಮೈಸೂರು

## References

### Unit 1 Auguste Comte and Herbert Spencer

- <https://courses.lumenlearning.com/sociology/chapter/the-history-of-sociology/>
- <https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0140.xml>  
Contains many useful links <https://www.britannica.com/biography/Auguste-Comte>  
<https://plato.stanford.edu/entries/comte/>
- <https://nptel.ac.in/content/storage2/courses/109103023/download/Lecture%2036.pdf>
- <https://www.britannica.com/biography/Herbert-Spencer> <https://www.smithsonianmag.com/science-nature/herbert-spencer-survival-of-the-fittest-180974756>
- <https://iep.utm.edu/spencer> <https://anthropology.ua.edu/theory/social-evolutionism>

### Unit 2 Karl Marx and George Simmel

- [https://scholar.harvard.edu/files/michaelrosen/files/karl\\_marx.pdf](https://scholar.harvard.edu/files/michaelrosen/files/karl_marx.pdf) <https://www.britannica.com/biography/Karl-Marx/Character-and-significance> <https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/marx-karl-impact-sociology> <https://plato.stanford.edu/entries/alienation/>  
<https://www.openculture.com/2021/05/what-karl-marx-meant-by-alienation-two-animated-videos-explain.html>  
<https://www.encyclopedia.com/people/social-sciences-and-law/sociology-biographies/georg-simmel>
- <http://enpuir.npu.edu.ua/bitstream/handle/123456789/9425/Pet%27ko%2C%20Borisjuk%2C%202014.pdf?sequence=1&isAllowed=y>  
[https://brocku.ca/MeadProject/Simmel/Simmel\\_1904a.html](https://brocku.ca/MeadProject/Simmel/Simmel_1904a.html)

### Unit 3 Emile Durkheim and Max Weber

- <https://www.britannica.com/biography/Emile-Durkheim> <https://iep.utm.edu/durkheim/>  
<http://uregina.ca/~gingrich/250j1503.htm>
- <https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/>  
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<http://uregina.ca/~gingrich/wqw03.htm> <https://www.britannica.com/topic/bureaucracy>  
<https://archive.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Weber.pdf>
- [https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

## Suggested Activities

### Unit 1

1. Students can be made to sit in groups and discuss about the hierarchy of sciences that is seen in today's India - importance attached to Science, Technology, Engineering and Medicine (STEM) courses vis a vis social sciences and humanities using data from Ministry of Education (AISHE Survey results)
2. Group discussion/role play on the coexistence of religion and science of modern Indian by way of students' identifying such instances in their daily life
3. Presentation by students on consequences of accepting social evolution theory and its implication on welfare schemes
4. Group discussion on how modern societies can be categorised in comparison with Spencer's typology.
5. Teachers may help the students through preparation and distribution of a handout (limited to one typed page) or a brief introductory lecture before group discussion or presentation by students and encourage them to actively discuss, take notes and

present group's ideas by rotation. It is preferable to form separate groups frequently so that students will have a chance to interact with as many as possible.

## Unit 2

1. Students can be encouraged to interact with a cross section of workers like industrial labourers, artisans, folk artists etc. and present their life experience to understand the relevance of economic determinism and alienation and present it as an assignment/presentation before their friends
5. Students can be shown/encouraged to see movies which help in the understanding of concepts of alienation and struggle like Puttakkana Highway and present their ideas in the form of presentation/written assignments within 500-750 words
6. Students can be shown/encouraged to see movies which help in the understanding of group dynamics. Movies having very common themes of one male lead actor-two female lead actors or vice versa, entry of third person in the life of couple or friends etc. can be used present their ideas in the form of presentation/written assignments within 500-750 words

## Unit 3

1. Ask the students to imagine themselves as one of the above thinkers and write an application to the post of professor in a university by giving brief bio-data, contributions to the field of sociology, their strengths, criticism of their work and answer to their critics. This can either be an individual activity or group activity.
2. Students can discuss and write a report about primary values of their own religion and how those values have impacted the economic activities in their own community.
3. Movies like Tabarana Kathe can be screened and discussed to understand the principle of iron cage of bureaucracy which was explained by Max Weber
4. Mapping of types of authority over the Indian political system can be discussed to understand the dynamics of tradition and change.

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of five principles for both activities and written test

## Semester II

<b>DSC 4</b>	
<b>Sociology of Rural Life in India</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Understand the myths and realities of village India constructed by Western scholars
2. Understand the changes in agricultural system and its consequences
3. Appreciate the role of traditional social institutions and how they have responded to forces of change
4. Make an informed analysis of various development programmes and challenges encountered

<b>DSC 4: Sociology of Rural Life in India</b>	<b>42 Hrs</b>
<b>Unit - 1 Rural and Agrarian Social Structure</b>	<b>16</b>
<b>Chapter No. 1:</b> Social Construction of Rural Societies: Myth and Reality (Mysore Narasimhachar Srinivas)	
<b>Chapter No. 2:</b> Agrarian Social Structure: Land Tenure Systems (Colonial Period); Post-Independence Indian Land Reform Laws	
<b>Chapter No. 3:</b> Commercialization of Agriculture	
<b>Chapter No. 4:</b> Commoditization of Land	
<b>Unit - 2. Themes of Rural Society in India</b>	<b>14</b>
<b>Chapter No. 5:</b> Rural Caste and Class Structure	
<b>Chapter No 6:</b> Gender and Agrarian Relations	
<b>Chapter No. 7:</b> Impact of Panchayat Raj System and Rural Politics	
<b>Chapter No. 8:</b> Actors in Market - Weekly Fairs, Trading Castes, Emerging Trading Classes and Key Role of Intermediaries	
<b>Chapter No. 9:</b> Emergence of Online and Virtual Commodity Markets - Features and Impact on Traditional Sellers and Buyers	
<b>Unit - 3 Rural Development</b>	<b>12</b>
<b>Chapter No. 10:</b> Objectives of Rural Development:- Induced Intervention: PURA, MGNREGA, Swach Bharat Abhiyan, Akshara	

Dasoha, Water and Land Development Efforts	
<b>Chapter No. 11:</b> Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and Floods), Utilization of Water, Fertilizers and Pesticides	

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- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮, ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ & ಪಾಠ್ಯಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

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- <https://www.india.gov.in/topics/rural> Government of India portal on Rural areas
- [https://www.epw.in/system/files/pdf/1954\\_6/22/village\\_studies.pdf](https://www.epw.in/system/files/pdf/1954_6/22/village_studies.pdf) An Article by M N Srinivas on Village Studies
- [https://www.epw.in/system/files/pdf/1960\\_12/37/the\\_myth\\_of\\_selfsufficiency\\_of\\_the\\_indian\\_village.pdf](https://www.epw.in/system/files/pdf/1960_12/37/the_myth_of_selfsufficiency_of_the_indian_village.pdf) An Article by Srinivas M N and A M Shah on The Myth of the Self-Sufficiency of Indian Village
- <https://economics.mit.edu/files/511> An Article by Abhijit Banerjee and Lakshmi Iyer on - History, Institutions and Economic Performance: The Legacy of Land Tenure Systems in India
- <http://www.isec.ac.in/Social%20Change-2015-Vaddiraju-605-12.pdf> Agricultural Labour and Gender Dimension: A Note
- <http://agropedia.iitk.ac.in/content/panchayati-raj-rural-development-perspective>
- [https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr\\_punjab/sdrpun\\_ch5.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf) A Niti Aayog Report

**Pedagogy :** Field work, micro projects, group discussion, role play, written/oral presentation by students

## Suggested Activities

## Unit 1: Rural Agrarian Structure

1. Students can write a note on the social history of their village or nearby village by talking to the elders and compare notes to discuss about M N Shrinivas' argument on social construction of village communities
2. A report on presence or absence of beneficiaries of land to tiller programme can be prepared to understand the success of land reform laws
3. Opinion of villagers can be collected on the impact of converting agricultural land to residential layouts or other commercial purposes. This can be in the form of case study or taking a small purposive sample. Students can assess the impact of dreaming (sell land and become rich) and the reality (becoming rich or end losing one's livelihood)

## Unit 2: Themes of Rural Society in India

1. A visit or two to the nearest weekly market and document the diversity and local flavour in terms of goods sold, traders and buyers' place of origin etc. can be documented systematically
4. Impact of online markets on the life of villagers - selling their products like fish or agricultural commodity, economic benefits and social advantage etc. can be collected and presented
5. Big retailers like Jiomart, Big Basket, Amazon Pantry have entered both rural and urban markets to supply vegetables, fruits, milk etc. What are the possible results of this entry of corporate retailers on neighborhood ~~villagers~~? How does it affect both the seller and buyer?

## Unit 3: Rural Development

1. Students can be asked to collect data on - why do people opt to work under the MGNREGA scheme? Did they have any choice? How this scheme has helped them?

When the program is not in operation, how do they manage their livelihood? A systematic presentation will help them in understanding the harsh realities of life

2. We know that the level of participation among villagers is very high when elections to local bodies take place when compared to assembly or parliamentary elections. Students can find out the reasons for this asymmetrical participation and understand the role of casteism, factionalism, bonds of kinship etc.
3. Political actors raise issues to get votes, gain following and attract the public. Students can do an exercise to list all those issues and categorize them under different headings like - Issues that bring about real change in people's lives, give people a sense of their own power, emotional appeal, issues that affect their existence etc. and provide reasons for their categorization.
4. How people rebuild their life when they are affected by droughts/floods or relocated or displaced? Case studies or small sample surveys can be conducted and report presented in the class room along with their impressions and suggestions.

#### Apart from the above

1. Students may be asked to assess Self help groups, Sthree Shakti units, or to assess women's participation in rural administration
2. Information on village sanitation, water facilities, irrigation, etc may be collected.
3. An assessment of recent programmes, policies, and developments took place in the villages may be done by the students.
4. Resource mapping, Problem identification, problem solving activities may be assigned to the students.
5. Comparative of analysis of villages and urban areas, enumeration of rural customs and practices may be advised.

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of five principles for both activities and written test

**Open Elective Papers**  
**Semester 2: Open Electives**

Title of the Course:

OE 2.1 Society Through Gender Lens		OE 2.2 Social Development in India		OE 2.3 Sociology of Health Care	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39	3	39

**B.A. Semester II - Open Elective 2.1**

OE 2.1 Society Through Gender Lens	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Understand the role of socialization as a constructor of gender roles and status
2. Appreciate the role of defining one's self identity in terms of gender
3. Identify the gender bias and discrimination present in everyday socialstructure
4. Understand the challenges to gender equality.
5. Take informed decisions about addressing gender justice issues

OE 2.1: Society Through Gender Lens	39 Hrs
<b>Unit - 1 Social Construction of Gender</b>	<b>14</b>
<b>Chapter 1:</b> Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour	
<b>Chapter 2:</b> Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity	
<b>Chapter 3:</b> Gender Representation of Women and Transgender in Indian Social Institutions	
<b>Unit - 2 Gender Representation and Violence</b>	<b>14</b>
<b>Chapter 4:</b> Mass Media and Politics	
<b>Chapter 5:</b> Education, Employment and Health	
<b>Chapter 6:</b> Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing	

Unit-3 Addressing Gender Justice	11
<b>Chapter 7:</b> The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	
<b>Chapter 8:</b> 73rd and 74th Constitutional Amendment and Women's Empowerment	
<b>Chapter 9:</b> Right to self determination of gender - Supreme Court of India's Judgment in NLSA Vs Union of India and others (Writ Petition (Civil) No 400 of 2012)	

**Note:** This OE Papers Shall be taught by Sociology Teachers

### Text Books

- Alfred De Souza (1980). *Women in contemporary India and South Asia*. Allyn and Bacon.
- Anju Vyas (1993). *Women's Studies in India: Information Sources*.
- Ann Oakley. (1972). *Sex, Gender and Society*. New York: Harper and Row. Cambridge University Press, 1980. Delhi: Ajantha, 1987.
- Chaudhuri, Maitrayee ed. (2004). *Feminism in India*. New Delhi: Kali for Women and Women
- Giddens, Anthony and Philip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, *Spouse Abusal in India: A Regional Scenario*, GRIN Publishing, Munich
- Harlambos, M and R M Heald, 1980, *Sociology: Themes and Perspectives*, Oxford University Press, Delhi
- Indira R 2011, *Themes in Sociology of Indian Education*, Sage Publications, Delhi Inkeles, Alex 1987, *What is Sociology?* Prentice-Hall of India, New Delhi
- Johnson, H M 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi
- Laura, Kramer. (2004). *The Sociology of Gender: A Brief Introduction*. Rawat Limited, New Delhi.
- Linda L. Lindsey. (2011). *Gender Roles: A Sociological Perspective*. PHI Learning Private
- Maithreyi Krishna Raj (Ed.), (1986). *Women's Studies in India*. Some Manohar
- Margaret L Anderson. *Thinking About Women: Sociological Perspective on Sex and Gender*.
- McCormack, C. and M. Strathern (ed.) (1980 & 87). *Nature, Cultural and Gender*.

### Cambridge:

- Neera Desai & Maithreyi Krishna Raj. (1984). *Women & Society in India*.
- Pal, M. P. B. (2011). *Gender and Discrimination*. New Delhi: Oxford University Press.
- Perspectives Popular Prakashan, Bombay. Publication, Jaipur. Publications, New Delhi.
- Ray, R. (2012). *Handbook of Gender*. New Delhi: Oxford University.
- Rege, Sharmila (ed.), (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*.

### Sociological Knowledge.

- Simone de Beauvoir. (1953). *The Second Sex*. London: Penguin. Unlimited.
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋದ ರಾಗೌ ಟ್ರಸ್ಟ್, ಮೈಸೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೨ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೊಚ್ಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೨ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006 ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟರ್ಪ್ರೈಸ್ ಸಸ್, ಮೈಸೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೧೩, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2009-2013 ರ ವರೆಗೆ ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು



## Reference Works

**Unit 1: Social Construction of Gender**

- <https://web.stanford.edu/~eckert/PDF/Chap1.pdf> An Introduction to Gender
- <https://www.unicef.org/rosa/media/1761/Gile/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf> Gender Equality: Glossary of Terms and Concepts
- <https://www.coe.int/en/web/gender-matters/sex-and-gender>
- <https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/>

**Unit 2: Gender Representation and Violence**

- <https://hbr.org/2019/06/tackling-the-underrepresentation-of-women-in-media>  
<https://gsdrc.org/topic-guides/gender/gender-and-media/>  
<https://www.unwomen.org/en/digital-library/multimedia/2020/2/infographic-visualizing-the-data-womens-representation>
- <https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures> <https://www.cambridge.org/core/journals/government-and-opposition/information/gender-and-political-representation>
- <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199751457.001.0001/oxfordhb-9780199751457-e-34>

**Unit 3: Addressing Gender Justice**

- [https://en.wikipedia.org/wiki/National\\_Legal\\_Services\\_Authority\\_v.\\_Union\\_of\\_India](https://en.wikipedia.org/wiki/National_Legal_Services_Authority_v._Union_of_India)
- <https://web.archive.org/web/20140527105348/http://supremecourtindia.nic.in/outtoday/wc40012.pdf> <https://www.equalrightstrust.org/news/indian-supreme-court-recognises-right-self-identify-third-gender>
- <https://core.ac.uk/download/pdf/236436832.pdf> Third Gender Rights: Right to Equality
- <https://legislative.gov.in/sites/default/files/A2013-14.pdf> THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013
- <https://www.mondaq.com/india/employee-rights-labour-relations/876830/sexual-harassment-of-women-at-workplace-a-brief-analysis-of-the-posh-act-2013>
- <https://vikaspedia.in/social-welfare/women-and-child-development/women-development-1/meera-didi-se-poocho/sexual-harassment-at-work-place>  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/74amend.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/74amend.pdf)

**Pedagogy :** Field work, micro projects, group discussion, role play, written/oral presentation by students

**Suggested Activities****Unit 1: Social Construction of Gender**

1. Ask the students to answer the question - Why am I a boy or girl? Their answers lead to the question or discussion on - Do I identify myself as boy or girl because of physical features or social behaviour? What moulds our social behaviour? Finally the role of socialization and social construction of gender can be explained
2. Movies like Naanu avanalla, avalu can be screened/discussed to understand the social construction of reality

**Unit 2: Gender Representation and Violence**

1. Students can be asked to write a report on portrayal of women, men and third gender in

- print media, television, cinema and magazines.

<https://theprint.in/features/art-life-and-bollywoods-role-in-violence-against-women/331977/> This article can be used to generate a discussion on role of Bollywood in violence against women

<https://www.deccanherald.com/entertainment/where-are-kannada-cinemas-strong-women-762811.html>

State of Sandalwood and women - such articles can be used to generate discussion and sensitise

Students can prepare a survey report about the composition of their political representatives at different levels, assess the political representation of different genders and the reasons behind such representation or absence

Prepare case studies about personally experienced instances of domestic violence, sexual harassment, and dowry. Can also collate data about dishonour killing in various parts of the country for last few years or so

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of five principles for both activities and written test

## Semester II

## Open Elective 2.2

<b>OE 2.2</b>	
<b>Social Development in India</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Distinguish between growth and development
2. Appreciate the importance of social component of development
3. Appreciate the need for sustainable and inclusive human development
4. Recognize the necessity for focus on changing social values to realize the full potential of growth

<b>OE 2.2: Social Development in India</b>	<b>39 Hrs</b>
<b>Unit - 1 Social Change and Development</b>	<b>13</b>
<b>Chapter No. 1:</b> Rethinking Development: From economic development to social development and Human Development Index (HDI)	
<b>Chapter No. 2:</b> Development: Concept - changes in values and social relations as development; Shama Charan Dube's (S C Dube) contributions; Importance of Social Development	
<b>Chapter No. 3:</b> Indian thinking about Social Development - Swami Vivekananda, Rabindranath Tagore, M K Gandhi and Dr BR. Ambedkar	
<b>Unit - 2. Components of Social Development</b>	<b>13</b>
<b>Chapter No. 4:</b> Political Freedom, Economic Facilities	
<b>Chapter No 5:</b> Social Opportunities, Transparency, Security	
<b>Unit - 3 Challenges to Social Development</b>	<b>13</b>
<b>Chapter No. 6:</b> Sustainable and Inclusive Development, Environmental Sustainability	
<b>Chapter No. 7:</b> Responsible Private Corporations, Redressing Regional Imbalance, Harnessing Demographic Dividend	

**Note: This OE Papers Should be taught by Sociology Teachers**

**Text Books**

- So, Alvin Y 1990 Social Change and Development. Sage Publication.
- Sen, Amartya 1999 Development as Freedom, Oxford University Press, Delhi
- Rai, Hirendranath 2013 Economic Thinking of Swami Vivekananda, Mahatma Gandhi and Ravindranath Tagore : Advaita Ashrama Calcutta

- Dayal, P 2006 Gandhian Theory of Reconstruction. Atlantic
- Pearson, P W 1996 Post -Development Theory. Sage Publication
- Srivatsava S P 1998 The Development Debate. Rawat Publication

### Reference Works

- <https://blogs.lse.ac.uk/southasia/2016/01/13/5689/> Top 100 economic and development challenges for India 220016 [http://dotcue.net/swtn/upload\\_newGiles/2.SocialDevelopment-TheConcept.pdf](http://dotcue.net/swtn/upload_newGiles/2.SocialDevelopment-TheConcept.pdf) [https://uk.sagepub.com/sites/default/Giles/upm-assets/57961\\_book\\_item\\_57961.pdf](https://uk.sagepub.com/sites/default/Giles/upm-assets/57961_book_item_57961.pdf) DeGining Social Development [http://www.gsdr.org/wp-content/uploads/2015/10/SD\\_HD.pdf](http://www.gsdr.org/wp-content/uploads/2015/10/SD_HD.pdf) Social Development and Human Development
- <http://csdindia.org/wp-content/uploads/2017/10/Working-Paper-Impact-of-Economic-Growth-on-Social-Development-2017.pdf>
- <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/200011468764675475/social-development-is-economic-development>
- <https://www.oecd-ilibrary.org/sites/c1265e4f-en/index.html?itemId=/content/component/c1265e4f-en> <https://www.asiancenturyinstitute.com/development/333-amartya-sen-on-development-as-freedom> <https://www.adb.org/sites/default/Giles/publication/29778/social-exclusion.pdf>
- <https://www.adb.org/sites/default/Giles/evaluation-document/35886/Giles/op7-conceptualizing-inclusive-development.pdf>

**Pedagogy :** Field work, micro projects, group discussion, role play, written/oral presentation by students

### Suggested Activities

#### Unit 1: Social Change and Development

- <https://www.indiaspend.com/fewer-girls-born-in-northern-western-and-richer-indian-states-79517/> The link is a news item about economically rich states of India having fewer girls born. Provides useful data to show that economic growth is not development
- <https://www.statista.com/statistics/633011/reported-dowry-death-cases-by-state-india/> This link provides data for dowry deaths in different states of India for the year 2019. This can be used to demonstrate the gap between growth and desired change in social values
- [https://censusindia.gov.in/2011-prov-results/data\\_files/india/Final\\_PPT\\_2011\\_chapter6.pdf](https://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf) State of Literacy Report by Census of India authority. Once again, data in this document can be used for different purposes to generate discussion on need for social development and inadequacy of economic growth

#### Unit 2: Components of Social Development

1. A project on life chances and social opportunities can be conducted within the college or across colleges to understand its influence on educational attainments
2. Micro projects can be assigned to understand the Sustainable Development Goals
3. Filing RTI application: to help students to learn how to file an application, procedure involved and problems they may face can be experienced and presented in the class room

#### Unit 3: Social Development: Challenges and Crisis

1. Students can be asked to visit a slum, nearby village or tribal area and collect data about lack or presence of social infrastructure and their quality to assess the inclusive/exclusive nature of development. Teachers can assign this to

individual/group of students and ask them to present their Findings. Students can also be encouraged to take photos or make videos and an exhibition can be arranged in the college

2. Different Development Reports can be used to present a write-up on regional imbalances at different levels (international, national, statewide or even within one's city/town/village). Students' write-up can contain - indicators uses, graphs and explanations apart from photos/videos.
3. Activity (2) can be combined with those listed under Unit 1

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of five principles for both activities and written test

## Semester II

## Open Elective 2.3

<b>OE 2.3</b>	
<b>Sociology of Health Care</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

By the end of the course the learners are able to:

- Explain health and illness and health inequities, social constructions of illness and need for health care, interventions and institutional responses
- Understand social processes across lines of gender, socio-economic status, age and how these are implicated in health and illness.
- The learner acquires knowledge of how social organization in the form of institutions impacts the prevention and treatment of health and illness.
- Relate medical and health issues to the social structure of a society
- Understand the net-work of health administration and their roles at various levels learning.

<b>OE 2.3- Sociology of Health Care</b>	<b>Hrs</b>
<b>Unit-I Health as a Social System</b>	<b>13</b>
<b>Chapter 1</b> Definitions, Concept of Health and Wellbeing, Illness, sickness, diseases, hygiene; Significance of Sociology of Health Care	
<b>Chapter 2</b> Sociological Perspective on Health, The determinants of Health: The Social Basis of Health, Class, Gender and Health Inequalities	
<b>Chapter 3</b> Diseases: Chronic and Other Diseases, Communicable and Non Communicable Diseases, Health and Sanitation, Measures to Control Diseases	
<b>Unit-II Health Care Institutions</b>	<b>13</b>
<b>Chapter 4.</b> Significance of institutions in Context of health care and Illness: Family and Health care, The elderly and Gender,	
<b>Chapter 5.</b> Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care	
<b>Chapter 6.</b> State and health Care: Health for all, maternal and child health	
<b>Chapter 7.</b> NGOs and Health Care	
<b>Unit-III Health Care System in India</b>	<b>13</b>
<b>Chapter 8:</b> Indigenous Knowledge systems of medicine in India, Systems of Medicine and alternative practices	
<b>Chapter 9</b> Community Health Care; Rural Health Programs; Commercialization of health care services	
<b>Chapter 10;</b> Health as a fundamental right. Health policy of the Government of India	

**Note:** This OE Papers Should be taught by Sociology Teachers

**Reference:**

- Albert, Gary. L., and R. Fitzpatrick. (1994). Quality of Life in Health Care: Advance in Medical
- Albrecht Gary L. and Fitzpatrick R, Quality of life in Health Care: Advances in Medical Sociology, Jai Press Mumbai, 1994
- Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi,
- Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakasan
- Bird, Chloe E. and Patricia P. Rieker. 2008. Gender and Health: The Effects of Constrained Choices and Social Policies. Cambridge, UK: Cambridge University Press (“Gender Differences in Health” 16-45, “Gender Barriers to Health” 62-68).
- Chloe Bird, Peter Conrad & Alan Fremont (2000) Handbook of Medical Sociology. New York
- Cockerham, William C. 1997. Medical Sociology. New Jersey: Prentice Hall. Michael Bury, Jonathan Gabe , 2004. The Sociology of Health and Illness: A Reader, London: Routledge
- Coe, Rodney M. (1970). Sociology of Medicine. New York: Mac Graw Hill.
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- Dak, T.M. Ed. 1991. Sociology of Health, Rawat Publications, New Delhi,
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- Das Gupa, Monica et.al. ed.1996. Women’s Health in India: Risk and Vulnerability New Delhi: Oxford University Press Turner,
- Dingwali, R. (1976). Aspects of Illness. Martin Robertson, London.
- Dittap, R. (1955). Rural Health and Medical Care in India. Army Education Press, Ambala.
- Govt. of Karnataka: Health Development Reports, 1990 to 2005.
- Gupta V.R Ed. 1981. The Social and Cultural Context of Medicine in India, New Delhi, Vikas Publications
- Madhulika Banerji, 2000. ‘Wither Indian System of Medicine’ [www.india-seminar.com](http://www.india-seminar.com)
- Nagla Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1-86
- Nagla, Madhu. 2013. Gender and Health, Jaipur Rawat Publications
- Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press
- Routledge Gunatillake, G. 1984. Inter-sectoral Linkages and Health Development: Case Studies in India (Kerala), Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO
- Somashekharappa, C. A. (2013). Sociology of Health and Wellness. (In Kannada), Prasaranga, Vikas Publishing House.
- Sujatha V and Leena Abraham. 2009. ‘Medicine State and Society’ Economic and Political Weekly XLIV No 16 April
- Surbrigg 1984. Rekku Story: Structures of Illhealth and Source of Change, New Delhi
- Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press
- Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.
- Wilson Caroline 2009. Dis-embedding Health Care: Marketisation and the Rising Cost of Medicine in Kerala, South India Journal of South Asian Development April 4: 83-101,
- Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257-285

**Suggested Activities**

- Students can be encouraged to prepare a profile on Health status of Indian Population
- Group Discussion can be conducted on Health disparities in terms of Gender, Class,

Caste, Religion and Age.

- Group Discussion can be conducted on importance of Health care in Families.
- Students can be encouraged to present seminar on determinants of Health.
- Students can be encouraged to prepare a list and write a Report on the health problems/conditions of students of their own college/locality /village
- Students can be encouraged to present seminar on commercialization of Health care in India.
- Student can be asked to prepare a list of rural Health programmes and to conduct a survey on the utilization of those programmes by conducting interview.
- Preparing a list of NGO's and the other voluntary organization involved in health care of aged/children/women/persons with disability.
- Students can be asked prepare the list of indigenous medicines used in their family/locality/community/village
- Students can be assigned to list out and explained to hygiene practices in home/institution/colleges/public places

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

Teachers can adopt best of three or best of five principles for both activities and written test.



## Semester III

DSC 5		DSC 6	
Social Stratification and Mobility		Sociology of Urban Life in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

DSC 5	
Social Stratification and Mobility	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Understand the nature and role of social stratification
2. Recognize different types of stratification and mobility
3. Critically understand and analyze different theories of social stratification
4. Able to analyze and understand the role of Education and family in promoting Social mobility.

DSC 5: Social Stratification and Mobility	42 Hrs
<b>Unit - 1 Stratification - Features and Forms</b>	<b>14</b>
<b>Chapter No. 1.</b> Basic characteristics of Stratification.	
<b>Chapter No.2.</b> Forms of Social Stratification - Slavery, Estate, Caste, Class.	
<b>Chapter No.3.</b> Dimensions of Social Stratification - Income, Wealth, Power, Occupational Prestige, Schooling.	
<b>Unit - 2 Perspectives on Stratification</b>	<b>14</b>
<b>Chapter No. 4.</b> Functional Theory: Kingsley Davis and W E Moore's perspective and critique by Melvin M Tumin.	
<b>Chapter No.5.</b> Marxian Theory: Class and Social Change.	
<b>Chapter No.6.</b> Weber's Theory: Class, Status and Group Power.	
<b>Unit - 3 Social Mobility</b>	<b>14</b>
<b>Chapter No.7.</b> Meaning and Determinants of Social Mobility, Forms of Social Mobility: Horizontal and Vertical, Intergenerational and Intragenerational Mobility	
<b>Chapter No.8.</b> Rise of Middle Class - Role of Education and Profession	

**Suggested Internet Resources****Unit 1**

<https://courses.lumenlearning.com/atd-bmcc-sociology/chapter/theoretical-perspectives-on-social-stratification>

<https://www.britannica.com/topic/sociology/Social-stratification> [https://stanford.edu/~grusky/article/files/social\\_stratification.pdf](https://stanford.edu/~grusky/article/files/social_stratification.pdf) [https://stanford.edu/~grusky/article/files/social\\_stratification.pdf](https://stanford.edu/~grusky/article/files/social_stratification.pdf)

**Unit 2**

<https://openstax.org/books/introduction-sociology-3e/pages/9-4-theoretical-perspectives-on-social-stratification>

<https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives-on-social-stratification/>

<https://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Mills2.htm>

[https://www.epw.in/system/files/pdf/1964\\_16/34\\_wright\\_mills\\_and\\_the\\_power\\_elite.pdf](https://www.epw.in/system/files/pdf/1964_16/34_wright_mills_and_the_power_elite.pdf)

**Unit 3**

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/rise-middle-class>

<https://www.financialexpress.com/opinion/the-rising-importance-of-the-middle-class-in-india/2223544/>

<https://www.caixabankresearch.com/en/economics-markets/labour-market-demographics/emergence-middle-class-emerging-country-phenomenon> <https://www.brookings.edu/research/education-and-the-dynamics-of-middle-class-status/> <https://www.theguardian.com/education/2017/nov/21/english-class-system-shaped-in-schools>

<https://www.livemint.com/Opinion/DuRPMPSqaaqCDLoNMgRAbL/The-class-divide-in-Indian-education-system.html>

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/middle-class-occupations>

[https://www.sav.sk/journals/uploads/05281234AAS\\_20-1\\_Gundemeda.pdf](https://www.sav.sk/journals/uploads/05281234AAS_20-1_Gundemeda.pdf) Caste in TwentyFirst Century India

<https://sci-hub.se/10.1146/annurev-soc-071913-043303> Caste in Contemporary India: Flexibility and Persistence

<https://mittalsouthasiainstitute.harvard.edu/wp-content/uploads/2018/11/Ascriptive-Hierarchies-Caste-and-its-Reproductions.pdf> <https://www.mcgill.ca/iris/files/iris/Panel8.2Vaid.pdf>

**Reference Books**

- Beteille, Andre. (1969). Caste Class & Power: Changing Patterns of Stratification in a Tanjore Village,
- Dirks, Nicholas B 2001, Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press, Princeton
- Dumont, Louis. (1970). Homo Hierarchicus. OUP. Oxford.
- Grusky, Nicholas B and Jasmine Hill, 2018 Inequality in the 21<sup>st</sup> Century, Routledge, New York
- Hess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2<sup>nd</sup> Edition, Routledge, London
- Kegan Paul
- Lipset S. M. & Bendix R. (Ed.) (1954). Class, Status and Power: Readings in Social Stratification.
- Mills C. Wright, 1956 The Power Elite, Oxford University Press
- Pitirim Sorokin. (1959). Social and Cultural Mobility. New York: The Free Press.
- Sarkar, Sumit and Tanika Sarkar (Eds) 2014, Caste in Modern India, Vol.1, Permanent Black, Ranikhet
- Sharma, K L 2001, Caste, Social Inequality and Mobility in Rural India, Sage, New Delhi
- Tumin, Melvin M Social Stratification, Prentice-Hall India, New Delhi
- Sharma, K.L. (1997). Social Stratification in India. New Delhi: Sage.
- Sharma, K.L. (2010). Social Stratification and Social Mobility. Jaipur: Rawat Publication.
- Singh, Yogendra. (1989). Social Stratification and Change in India. Manohar, New Delhi. University of California Press.
- Wright, Erik Olin 2000 Class Counts, Cambridge University Press, Cambridge

**Suggested Activities****Unit-1**

- After understanding the different strata of society. Students can discuss about the existing stratification system of society with examples.
- A discussion can be conducted on the old slavery system and other stratification system which exist in different countries.
- Students can be try to know the role of Caste in present society. They can able to compare the caste and class system with their own ideas.
- Students can be encouraged to do open discussion on how Income, Power, Schooling etc., help to acquire position and power in society.

**Unit-2**

- Group discussion can be done on inequalities practiced in society, in background of the theories of stratification and various types of inequalities and differentiations in society.
- Students can write and discuss how talented and expert individuals occupy higher position in social stratified society.
- Ask the students to write how to acquire prestige, position, power in society, how individuals increases their strengths to enjoy above all in their life.
- Students can try to judge how individuals efforts, ability and needs remove the traditional capitalist system.

**Unit-3**

- Encourage the students to participate in extra-economic activities like sports, community service, arts, hobbies,etc.
- Students can discuss about the role of Education in present scenario and how it helps to enhance their knowledge, skills and abilities.
- To arrange post-game discussion to help students to analyses how the game reflects social stratification.
- A report can be prepared by students about role of Caste in modern changing society and how the upper Caste groups have higher levels of land ownership, income followed by the other backward classes in India.
- Students can arrange a rally either by marching on streets or by vehicle to promote education in rural areas

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

## Semester III

<b>DSC 6</b>	
<b>Sociology of Urban Life in India</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Define the basic concepts of Urban Sociology
2. Identify and describe different types of city
3. Analytically understand theoretical issues related to Urban Society
4. Able to understand and recognize urban problems.
5. Critically evaluate Urban issues, Policies and Planning and Development

<b>DSC 6: Sociology of Urban Life in India</b>	<b>42 Hrs</b>
<b>Unit - 1 Introducing Urban Sociology</b>	<b>17</b>
<b>Chapter No. 1.</b> Meaning of Urban Sociology and its importance; characteristics of Urban Society.	
<b>Chapter No.2.</b> Meaning of Urban, Urbanism and the City; Types of City: Metropolitan, Megacity, Smart City and Global City.	
<b>Chapter No.3.</b> Urbanization, Rural-Urban Continuum, Suburbs , Urban Sprawl, Edge Cities.	
<b>Unit - 2 Perspectives on Urban Society</b>	<b>9</b>
<b>Chapter No. 4.</b> Ecological Theory (Chicago School).	
<b>Chapter No.5.</b> World and Global Cities (Saskia Sassen).	
<b>Chapter No.6</b> Spaces of Flows (Manuel Castells), Cities in the South.	
<b>Unit - 3 Urban Policy</b>	<b>16</b>
<b>Chapter No.7.</b> Inequalities: Caste, Class, Gated Communities and Social Exclusion.	
<b>Chapter No.8.</b> Culture and Leisure, Elite and Popular Culture.	
<b>Chapter No.9.</b> Urban Governance: Urbanization and Environmental Concerns, Recent Urban Development Programmes in India.	

**Suggested Internet Resources****Unit 1**

<https://www.sociologylens.in/2021/07/urban.html>

<https://www.oxfordbibliographies.com/view/document/obo-9780190922481/obo-9780190922481-0016.xml>

<https://www.sciencedirect.com/topics/social-sciences/urban-sociology>

<https://metropolitics.org/Thirty-Years-of-Urban-Sociology.html>

<https://www.tandfonline.com/doi/pdf/10.1080/03585522.1958.10411404>

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803114909357>

<https://www.britannica.com/topic/urban-culture> <https://www.britannica.com/topic/urbanization>

<http://sociology.iresearchnet.com/urban-sociology/city/>

<https://www.sociologydiscussion.com/rural-sociology/rural-urban-continuum-study-notes-rural-sociology/2625>  
<https://planningtank.com/settlement-geography/rural-urban-continuum>  
<https://www.britannica.com/topic/urban-sprawl>  
<https://www.nature.com/scitable/knowledge/library/the-characteristics-causes-and-consequences-of-sprawling-103014747/>  
<https://www.sciencedirect.com/science/article/pii/B978008097086874061X>  
<https://www.thoughtco.com/edge-city-1435778> Edge City  
<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/edge-city>  
<https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/edge-cities>  
 Indianeconomy.net

## Unit 2

[https://www.yorku.ca/lfoster/2006-07/sosi3830/lectures/URBAN\\_SOCIOLOGY\\_THEORIES.html](https://www.yorku.ca/lfoster/2006-07/sosi3830/lectures/URBAN_SOCIOLOGY_THEORIES.html)  
<http://sociology.iresearchnet.com/urban-sociology/chicago-school-of-sociology/>  
<http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf>  
[http://felix.openflows.com/html/space\\_of\\_flows.html](http://felix.openflows.com/html/space_of_flows.html)  
<https://educationmuseum.wordpress.com/2013/03/08/manuel-castells-space-of-flows-and-timeless-time/>  
<https://www.dhi.ac.uk/san/waysofbeing/data/communities-murphy-castells-1999b.pdf> Grassrooting the Space of Flows  
<https://www.radicalphilosophy.com/article/the-space-of-flows-and-timeless-time>  
<https://www.britannica.com/topic/urban-culture> <https://www.britannica.com/topic/urban-culture/Types-of-urban-cultures>  
<https://www.researchgate.net/publication/305936766> Urban Culture Definition and Contextualization  
<https://www.lincolnst.edu/publications/articles/urban-spatial-segregation>  
<https://journals.sagepub.com/doi/abs/10.1177/0975425317749657?journalCode=euaa>  
<https://www.journals.uchicago.edu/doi/10.1086/682199> Social-spatial Segregation: Concepts, Processes and Outcomes  
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjoxLg1Pb1AhWdsFYBHZAsD2cQFnoECAQQAQ&url=https%3A%2F%2Fzenodo.org%2Frecord%2F1131243%2Ffiles%2F10007443.pdf&usq=A0vVaw0mPjYK-waEhB77BCkCYinQ> A Review on the Social Features of Gated Communities  
[https://pure.uva.nl/ws/files/3679113/18875\\_Albers\\_Gated\\_Communities.pdf](https://pure.uva.nl/ws/files/3679113/18875_Albers_Gated_Communities.pdf)  
<https://www.stirworld.com/think-opinions-gated-communities-in-india-social-integration-or-exclusion2>  
<https://journals.openedition.org/belgeo/23832> Perspectives of Gated Communities' Socio-spatial Integration  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1061.4083&rep=rep1&type=pdf> Gated Communities: Institutionalising Social Stratification

## Unit 3

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7124478/> Urban Inequalities in 21<sup>st</sup> Century Economy  
[https://www.hks.harvard.edu/sites/default/files/centers/taubman/files/urban\\_inequality\\_final.pdf](https://www.hks.harvard.edu/sites/default/files/centers/taubman/files/urban_inequality_final.pdf)  
<https://www.orfonline.org/research/rising-inequality-and-urban-exclusion/>  
<https://gsdrc.org/topic-guides/urban-governance/concepts-and-debates/what-is-urban-governance/>  
<https://www.sciencedirect.com/topics/social-sciences/urban-governance>  
<https://www.nagrika.org/nagrikalarticles/urbangovernance>  
<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/popular-and-elite-culture>  
[https://jag.journalagent.com/itujfa/pdfs/ITUJFA-38233-THEORY\\_ARTICLES-DENER.pdf](https://jag.journalagent.com/itujfa/pdfs/ITUJFA-38233-THEORY_ARTICLES-DENER.pdf)  
<https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/urbanization-leisure>  
<https://www.urbanfoundry.co.uk/wp-content/uploads/Env-Planning-C-article.pdf>  
<https://www.researchgate.net/publication/23731534> The contribution of leisure and entertainment to the evolving polycentric urban network on regional scale - towards a new research agenda <https://files.eric.ed.gov/fulltext/EJ1271868.pdf>  
 Youth Leisure in Cultural Space of Modern City  
<https://www.researchgate.net/publication/287749933> India's Middle Class New Forms of Urban Leisure Consumption and Prosperity  
<https://www.livemint.com/Opinion/VpWzSdVCKazbdi0B52iPaM/The-changing-face-of-the-urban-leisure->

[economy.html](#)

<https://www.prb.org/resources/urbanization-an-environmental-force-to-be-reckoned-with/>

<https://www.iied.org/urbanisation-environment>

<https://www.google.com/url>

?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKFwizqcGg2Pb1AhUYsFYBHeuLA2QQFn  
oECCUQAQ&url=https%3A%2F%2Fwww.mdpi.com%2F2071-1050%2F12%2F24%2F10402

%2Fpdf&usg=AOvVaw1Zuq50RVdp3csiMTc1YCR2 Environmental Concerns and Urbanisation in India

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4824703/> Urbanisation and Greening of Indian Cities

[https://www.niti.gov.in/sites/default/files/2021-09/UrbanPlanningCapacity-in-](https://www.niti.gov.in/sites/default/files/2021-09/UrbanPlanningCapacity-in-India-16092021.pdf)

[India-16092021.pdf](https://www.niti.gov.in/sites/default/files/2021-09/UrbanPlanningCapacity-in-India-16092021.pdf)

<https://cprindia.org/bookchapters/urban-india-and-climate-change/> in the book Indian in a Warming World (whole book can be downloaded)

### Reference Books

- Flanagan, William G 2010, Urban Sociology: Images and Structures, 5<sup>th</sup> Edition, Bowman and Littlefield Publishers Inc, New York
- Gottdiener, Mark H & Others, 2015, The Urban Sociology, Routledge, New York
- Hannigan, John and Grey Richards (Ed) 2017 The Sage Handbook of New Urban Studies, Sage London
- Karp, David A & others, 2015, Being Urban: A Sociology of City Life, 3<sup>rd</sup> Edition, Praeger, California
- LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6<sup>th</sup> Edition, Routledge, New York
- Lin, Jan & C Mele (Eds) 2013, The Urban Sociology Reader, Routledge, New York
- Miles, Malcolm & Tim Hall 2004 The City Cultural Reader, 2<sup>nd</sup> Edition, Routledge, New York
- Saskia Sassen, 2001 The Global city 2<sup>nd</sup> edition, Princeton University New York, London

### Suggested Activities:

#### Unit-1

- Students can try to study city in terms of social organization. They can analyze the forms of urban life, urbanization and bureaucratic system etc.
- Conduct open discussion among students about the various types of cities and its importance with historical background of cities.
- Students can visit the cities and prepare the report on Metropolitan, Mega cities and Global cities and can answer the questions like how these cities populated with facilities and why industrialist prefer to open production activities in cities only.
- Ask the students to analyze why most of the people prefer to stay in cities, how they enjoy, utilize and accommodated with facilities.
- Ask the students to prepare the list about different causes and consequences of migration, cultural traits of cities in comparison with rural areas.

#### Unit-2

- Encourage the students to discuss the problems, changes, processes of urban areas, tell them to give solutions to overcome the problems with remedies.
- Teachers can help the students to list out the global cities and prepare the note how global cities technologically advanced with engaged in high economic activities.
- Group discussion can be conducted about information system, telecommunication and transportation etc., to acquire good knowledge about development of urban society.

#### Unit-3

- Students can discuss about the comparison of leisure activities among poor and rich class people.

- Students can evaluate the urban planning and e-governance, city sanitation plan, city mobility plan etc.
- Prepare report on future plans about the development of urban areas which includes all basic facilities?
- Students can conduct a mini survey on studying the migration of families to metro cities in search of jobs and better facilities.
- Students can arrange a discussion with rural and urban families for exchanging their ethnical differences and life practices.

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

**Semester III**  
**Open Elective**

OE 3.1 Sociology of Youth		OE 3.2 Sociology of Tourism Management		OE 3.3 Social Welfare and Social Policy In India	
Number of Theory Credits	Number of lecture hours/ semester	Number of Theory Credits	Number of lecture hours/se mester	Number of Theory Credits	Number of lecture hours/se mester
3	39	3	39	3	39

OE 3.1 Sociology of Youth	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Recognize and explain how sociologists conceptualize and study youth and youth hood
2. Understand how youth evolve in the context of social, economic and cultural settings
3. Understand concerns and problems of youth
4. To articulate the position of youth in society and the participation of youth in Nation building.
5. Apply relevant sociological theory to critically examine young people's positions and experiences in society.
6. Articulate your own position on key debates on the position of young people in society.
7. Know the role of youth at global and Indian context and the influence of different groups on youths.

OE 3.1: Sociology of Youth	39 Hrs
<b>Unit - 1 Age Groups and Social Structure</b>	13
<b>Chapter No. 1.</b> Age Differentiation, Age Groups. Age Sets; Problem of Generations; Cultural Lag (W F Ogburn); Structural Lag (Riley)	
<b>Chapter No.2.</b> Youth Cultures, Subcultures, Counter Culture, Contra Culture	
<b>Chapter No.3.</b> Youth Vs Caste; Youth Vs Class	



<b>Unit - 2 Youth and Society</b>	<b>13</b>
<b>Chapter No. 4.</b> Youth, Music and Leisure	
<b>Chapter No.5.</b> Globalization of Youth Culture; Marketing Youth Culture	
<b>Chapter No.6.</b> Youth, Media and Technology	
<b>Unit - 3 Youth and Social Concerns</b>	<b>13</b>
<b>Chapter No.7.</b> Youth, Protest and Violence: Social, Political and Economic	
<b>Chapter No.8.</b> Youth, Peer groups and Drug Culture	
<b>Chapter No.9.</b> Youth, Nationalism and Globalization	

**Note:** This OE Papers Shall be taught by Sociology Teachers

## Suggested Internet Resources

### Unit 1

<https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/age-differentiation>

<https://www.weforum.org/agenda/2015/09/how-different-age-groups-identify-with-their-generational-labels/>

[https://censusindia.gov.in/census\\_and\\_you/age\\_structure\\_and\\_marital\\_status.aspx](https://censusindia.gov.in/census_and_you/age_structure_and_marital_status.aspx)

<https://www.collinsdictionary.com/dictionary/english/age-group>

<https://ourworldindata.org/age-structure>

[https://1989after1989.exeter.ac.uk/wp-content/uploads/2014/03/01\\_The\\_Sociological\\_Problem.pdf](https://1989after1989.exeter.ac.uk/wp-content/uploads/2014/03/01_The_Sociological_Problem.pdf)  
Problem of Generations

<https://www.style-research.eu/resource-centre/glossary/generation-intergenerational-relationships/>

[https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction\\_to\\_Sociology/](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/)

[Book%3ASociology\\_\(Boundless\)/03%3ACulture/3.03%3ACulture\\_and\\_Adaptation/3.3C%3ACultural\\_Lag](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3ASociology_(Boundless)/03%3ACulture/3.03%3ACulture_and_Adaptation/3.3C%3ACultural_Lag)

<https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/cultural-lag>

<https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/structural-lag>

<https://www.sciencedirect.com/topics/social-sciences/youth-culture>

<https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/youth-culture>

<https://www.sciencedirect.com/topics/social-sciences/subcultures>

<https://haencler.sites.grinnell.edu/subcultural-theory-and-theorists/what-is-a-subculture/>

### Unit 2

<https://www.un.org/youthenvoy/leisure-time-activities/>

<https://www.un.org/development/desa/youth/world-youth-report.html>

[https://www.un.org/esa/socdev/unyin/documents/ydiCarlesFeixa\\_Leisure.pdf](https://www.un.org/esa/socdev/unyin/documents/ydiCarlesFeixa_Leisure.pdf)

<https://en.unesco.org/creativity/policy-monitoring-platform/youth-culture-leisure-time>

<https://www.mapsocindia.com/my-india/lifestyle/what-is-the-impact-of-music-on-youth>

<https://www.lutherwood.ca/mentalhealth/blog/2016/popular-music-youth>

<https://student.cc.uoc.gr/uploadFiles/181-EAEK316/Researching%20%20youth%20culture.pdf>

[https://www.scirp.org/pdf/AA\\_2016111018100081.pdf](https://www.scirp.org/pdf/AA_2016111018100081.pdf)

<https://www.cambridgescholars.com/resources/pdfs/978-1-4438-5945-5-sample.pdf>

[https://www.researchgate.net/publication/333405140\\_Cosmopolitanism\\_Glocalization\\_and\\_Youth\\_Cultures](https://www.researchgate.net/publication/333405140_Cosmopolitanism_Glocalization_and_Youth_Cultures)

<https://www.academia.edu/1583989/>

[The Glocalization of Youth Culture The Global Youth Segment as Structures of Common Difference](https://www.academia.edu/1583989/The_Glocalization_of_Youth_Culture_The_Global_Youth_Segment_as_Structures_of_Common_Difference)

<https://academic.oup.com/jcr/article-abstract/33/2/231/1849563?redirectedFrom=PDF> The Glocalization of Youth Culture

[https://www.jstor.org/stable/30095737?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/30095737?seq=1#metadata_info_tab_contents)

<https://www.forbes.com/sites/marketshare/2011/07/01/marketing-to-youth-globally-its-childs-play/?sh=94e1bb0f6100>

<https://www.acrwebsite.org/volumes/8682>

<https://hedghogreview.com/issues/youth-culture/articles/the-internet-and-youth-culture>

<https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>

<https://cyber.harvard.edu/research/youthandmedia>

### Unit 3

<https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/>

<https://news.un.org/en/story/2021/11/1105042> Thousands of youth take over Glasgowstreets

[https://www.hindustantimes.com/india-news/a-brief-history-of-student-protests-in-india/\\_story-zYvk2GebUUVBtzjOzcLA1N.html](https://www.hindustantimes.com/india-news/a-brief-history-of-student-protests-in-india/_story-zYvk2GebUUVBtzjOzcLA1N.html)

<https://www.who.int/news-room/fact-sheets/detail/youth-violence>

### Reference Books

- Dannie Kjeldgaard, Søren Askegaard, The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, *Journal of Consumer Research*, Volume 33, Issue 2, September 2006, Pages 231–247, <https://doi.org/10.1086/506304>
- Edmunds, June; Turner, Bryan S. (2005). "Global Generations: Social Change in the Twentieth Century". *British Journal of Sociology*. 56 (4): 559–577. doi:10.1111/j.1468-4446.2005.00083
- Gangrade, K D 1970, Intergenerational Conflict: A Sociological Study of Indian Youth, *Asian Survey*, Vol.10, No.10. pp.924-36
- Jeffrey, Craig 2010, Timepass: Youth, class and time among unemployed young men in India, *American Ethnologist*, Vol.37, No.3, pp.465-481
- Katzenstein, Mary F 1977, Mobilisation of Indian Youth in the Shiv Sena, *Pacific Affairs*, Vol.50.No.2, pp.231-248
- Lukose, Ritty 2005, Consuming Globalisation: Youth and Gender in Kerala, India, *Journal of Social History*, Vol.38, No.4, pp.915-935
- Mannheim, Karl (1952) "The Problem of Generations". In Kecskemeti, Paul (ed.). *Essays on the Sociology of Knowledge: Collected Works*, Volume 5. New York: Routledge. p. 276–322
- Mathur, Charu & others 2014, Change in Tobacco Use Over Time in Urban Indian Youth: The Modernity Role of Socioeconomic Status, *Health, Education & Behaviour*, Vol.41, No.2, pp.121-126
- Riley, Matilda White 1987, On the Significance of Age in Sociology, *American Sociological Review*, Vol.52, No.1, pp.1-14

### Suggested Activities:

- Ask the students to communicate their ideas in written and verbal form, using appropriate sociological language and concepts.
- Organizing debates between student's local authorities to debate on local and national social policies such as drug abuse, alcohol consumption, illegal gambling in urban and rural areas, domestic violence, religious and violence, social inequality etc.
- Students can be encouraged to reach virtual community on Social media and Applications effectively for creating awareness about drug abuse by creating Flyers, Banners, Posters advertisements and Social slogans on OTT Platform.
- Students be asked to reach youths in the society to organize charity events for homeless and poor people in the community.
- Students can arrange discussion session with a youth leaders and entrepreneurs and youths from defiance and police to exchange idea about nation building initiatives and the role of youth.

- Students can be asked to arrange a youth junction event to collaborate with youths of other academic disciplines such as engineering medical and humanities to discuss on the impact of cinemas and web series on youth and the positive and negative effects on youth life style.

### Refer the following books for other activities:

- Johnston, Josee and others 2017, *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, *Sociology Through Active Learning*, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

**Semester III**  
**Open Elective 3.2**

<b>OE 3.2</b>	
<b>Sociology of Tourism and Management</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Explain the relationship between tourism, culture and cultural heritage
2. Explain the social, cultural and economic impacts of tourism on local communities
3. Understand the relationship between tourism and consumption
4. Understand the principles of tourism management
5. Able to discover the travel patterns with changing life corrector sticks and Social Class.
6. Explain the relationships between tourism, culture and cultural heritage
7. Able to discover that travel patterns change with changing life characteristics and social class

<b>OE 3.2: Sociology of Tourism and Management</b>	<b>39 Hrs</b>
<b>Unit - 1 Sociology, Tourism, Tourists</b>	<b>14</b>
<b>Chapter No. 1.</b> Definitions of Sociology, Culture, Tourism, Tourists, TouristGaze; Relation between Tourism, Leisure and Recreation; Sociology of Tourism its Significance.	
<b>Chapter No.2.</b> Types of Tourism: Cultural, Heritage, Health, Food, SportsReligious , Educational and Eco Tourism	
<b>Chapter No.3.</b> Tourism and Locals; Hosts and Guests: Mutual Impact, Cultural Impact of Tourism	
<b>Unit - 2 Tourism System</b>	<b>10</b>
<b>Chapter No. 4.</b> Development and Structure of the Tourist System -Motivation and Role of Tourist	
<b>Chapter No.5.</b> Impact of Tourism on Host Place: Social, Economic, Climateand Environmental	
<b>Chapter No.6.</b> Sustainable Tourism and Sustainability of Tourism	
<b>Unit - 3 Tourism Management</b>	<b>15</b>
<b>Chapter No.7.</b> Demand for Tourism at Individual and Market level; Tourism Consumer Behaviour: Roles and Decision Making Process; Accommodation: Definition and Management of Commercial Accommodation; Transportation as Tourist Product; Role of	

Intermediaries <b>Chapter No.8.</b> Marketing for Tourism: Definition; Difference between Marketing and Selling; Tourism as a Service Industry: Product, Price, Promotion and Place <b>Chapter No.9.</b> Information Technology and Tourism: ICT as a Business Tool: e-Tourism	
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**Note:** This OE Papers Shall be taught by Sociology Teachers

## Suggested Internet Resources:

### Unit 1

<https://medcraveonline.com/SIJ/emerging-trends-in-sociology-of-tourism.html>

<https://www.uvm.edu/rsenr/rm230/urry.pdf> Tourist Gaze

<https://www.lancaster.ac.uk/fass/resources/sociology-online-papers/papers/urry-globalising-the-tourist-gaze.pdf>

[https://iarconsortium.org/articles/861\\_The\\_Relationship\\_between\\_Leisure\\_Tourism\\_and\\_Events](https://iarconsortium.org/articles/861_The_Relationship_between_Leisure_Tourism_and_Events)

<https://wedocs.unep.org/bitstream/handle/20.500.11822/11349/>

[rsocr\\_printedition.compressed\\_Part28.pdf?sequence=29&isAllowed=y](https://www.researchgate.net/publication/269412018_Tourism_and_Local_Society_and_Culture) Tourism and Recreation

<https://tourismnotes.com/travel-tourism/> Tourism and types

<http://www.ijcrar.com/vol-1/T.Arunmozhi%20and%20A.%20Panneerselvam.pdf> Types of Tourism in India

[https://www.researchgate.net/publication/269412018\\_Tourism\\_and\\_Local\\_Society\\_and\\_Culture](https://www.researchgate.net/publication/269412018_Tourism_and_Local_Society_and_Culture)

<https://eujournalfuturesresearch.springeropen.com/articles/10.1007/s40309-015-0078-5>

[https://www.researchgate.net/publication/330877530\\_Anthropology\\_of\\_Tourism\\_Researching\\_Interactions\\_between\\_Hosts\\_and\\_Guests](https://www.researchgate.net/publication/330877530_Anthropology_of_Tourism_Researching_Interactions_between_Hosts_and_Guests)

<https://sciendo.com/pdf/10.1515/cjot-2018-0004> Researching Interaction between Hosts and Guests

<https://scholars.wlu.ca/cgi/viewcontent.cgi?article=1948&context=etd> Understanding Tourist-Host

Interaction and their Influence on Quality Tourism Experience

### Unit 2

<https://www.owlgen.in/what-do-you-understand-by-tourism-system/>

<https://www.tourismbeast.com/tourism-system/>

[http://www.drbramedkarcollege.ac.in/sites/default/files/Impact%20of%20Tourism\\_pdf.pdf](http://www.drbramedkarcollege.ac.in/sites/default/files/Impact%20of%20Tourism_pdf.pdf)

<https://www.skylineuniversity.ac.ae/pdf/tourism/Tourism%20Impacts.pdf>

<https://www.eajournals.org/wp-content/uploads/THE-IMPACTS-OF-TOURISM-INDUSTRY-ON-HOST-COMMUNITY.pdf>

<https://www.gstcouncil.org/what-is-sustainable-tourism/>

<https://sustainabledevelopment.un.org/topics/sustainabletourism>

<https://tourismnotes.com/sustainable-tourism/>

### Unit 3

<https://repository.up.ac.za/bitstream/handle/2263/24684/02chapters3-4.pdf?sequence=3>

<https://blog.datumize.com/determinants-of-demand-in-the-tourism-and-travel-industries>

<https://opentextbc.ca/introtourism/chapter/chapter-3-accommodation/>

<https://ncert.nic.in/textbook/pdf/lehe207.pdf> Hospitality Management

[http://cbseacademic.nic.in/web\\_material/Curriculum/Vocational/2018/Tourism/XII/](http://cbseacademic.nic.in/web_material/Curriculum/Vocational/2018/Tourism/XII/)

[Introduction%20to%20Hospitality%20.pdf](https://tourismnotes.com/tourism-transportation/)

<https://tourismnotes.com/tourism-transportation/>

<https://www.tourismbeast.com/transport-as-a-component-of-tourism/>

[https://onlinecourses.swayam2.ac.in/cec19\\_mg26/preview](https://onlinecourses.swayam2.ac.in/cec19_mg26/preview)

<https://tourismnotes.com/tourism-marketing/>

<https://www.marketing91.com/what-is-tourism-marketing/> <https://www.igi-global.com/dictionary/e-tourism/42775>

[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2289872](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2289872)

[https://www.laguardia.edu/uploadedfiles/ce/content/english\\_language\\_learning/center\\_for\\_immigrant\\_education\\_and\\_training/gp-hotel\\_t.e.a.c.h/unit5.pdf](https://www.laguardia.edu/uploadedfiles/ce/content/english_language_learning/center_for_immigrant_education_and_training/gp-hotel_t.e.a.c.h/unit5.pdf)

## Reference Books

- Andrew Holden, 2005. *Tourism studies and the social sciences*, London: Routledge
- Apostolopoulos, y., Leivadi, S & Yiannakis, A., (eds.) 2000, *The Sociology of Tourism: Theoretical and Empirical Investigations*, London: Routledge.
- Basawaraj, Gulshetty. 2016. *Sociology of Leisure and Tourism Study* Lambert publication
- Bezbaruah, M.P., 1999. "Tourism - Current Scenario and Future Prospects", *Yojana*, Vol.43.
- Bhatia, A.K., 2003. *Tourism Development, Principles and Practices*, New Delhi: Sterling
- Brahmankan, E.B., 1998. *Travel and Tourism as a Career*, Vol.37, .11.
- Burns, Peter M 1999, *An Introduction to Tourism and Anthropology*, Routledge, London
- Fletcher, John & others, 2018, *Tourism: Principles and Practice*, 6<sup>th</sup> Edition, Pearson, UK
- Chib, S.N., 1981. *Perspectives on Indian Tourism-I*, Vol.77, .19. -11, Vol.77, .20
- Chile, Som, N., 1981. *Perspectives of Tourism in India*, Sarder Patel Memorial Lectures,
- Cohen, Erik 1984. *The sociology of tourism: approaches, issues, and findings*. Annual
- Dharma Rajan, S., 1999. "Tourism - An Instrument for Development", *Yojana*, Vol.43, .8.
- Kaul, R.N., 1987. *Dynamics of Tourism*, New Delhi: a Trilogy K. Publication Pvt., Ltd.
- LajipathiRai, H., 1993. *Development of Tourism in India*, Rupa Books Pvt., Ltd. Publications Division, Government of India, Publishers Pvt. Ltd.
- Nash, Dennis 2007, *The Study of Tourism: Anthropological and Sociological Beginnings*, Elsevier, Amsterdam
- Phalaksha, ಪ್ರವಾಸೋದ್ಯಮ
- Selvafr, M., 1989. *Tourism Industry in India*, Bombay. Himalaya Publishing House.
- Shivarudraswamy, ಭಾರತದ ಪ್ರವಾಸೋದ್ಯಮ
- Swain, S K. and Mishra, J. M. 2011. *Tourism: Principles and Practices*, New Delhi: OUP
- Urry, John 1998, *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, Sage, NewDelhi
- Veena Das (Ed.), 2006. *Handbook of Indian Sociology*, Oxford University Press, New Delhi
- Vijayalkshmi K.S., ಇತಿಹಾಸ ಮತ್ತು ಪ್ರವಾಸೋದ್ಯಮ

## Suggested Activities:

- Ask the students to link Social issues with tourism and Development
- Ask the student to the write on the impact of travel experiences of the individual family, group and Society as a whole-especially the host Society.
- Students can be asked to assess the tourism places which are prone to the violent crimes
- Students can conduct a mini research on a indigenous communities found living in tourism places to understand their cultural and socio- anthropological history .
- Students can conduct fest, expo in tourism spots to promote the social harmony and peace.
- Students in team can be assigned tasks to shoot vlogs videos on famous tourism locations to share their travelling experiences and educate the audiences about the social importance of that tourism place.
- A social symposium can be held where students can display their findings on age old cultural practices followed up by some indigenous tribe communities living in island, deserted and some dry land.
- Taking students on tour to places which where once witnessed social evil and now completely reformed.

**Refer to the following books for other activities**

- Johnston, José and others 2017, *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, *Sociology Through Active Learning*, 2nd Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

**Semester III**  
**Open Elective 3.3**

<b>OE 3.3</b>	
<b>Social Welfare and Social Policy In India</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Understand the Basic Concepts in Social Welfare
2. Have knowledge about the different Welfare Programmes and Policies in India
3. Understand the process of Social Change and Development through Social Welfare.

<b>OE 3.3: Social Welfare and Social Policy In India</b>	<b>39 Hrs</b>
<b>Unit - 1 Social Welfare and Social</b>	<b>15</b>
<b>Chapter No. 1.</b> Definitions of Social Welfare, Social Policy, Democracy-Importance of Social Welfare- Compulsory Primary Education; employment; Health Care	
<b>Chapter No.2.</b> Welfare of disadvantaged groups: Scheduled Castes, Scheduled Tribe,	
<b>Chapter No.3.</b> Other Backward Classes and Minorities	
<b>Unit - 2 Women Child, Youth and Labour Welfare</b>	<b>10</b>
<b>Chapter No. 4.</b> National Health Policy and Programmes for Women	
<b>Chapter No.5.</b> Welfare Policy for Children and Elderly	
<b>Chapter No.6.</b> Youth Welfare(Empowerment) Programmes: National Youth Policy	
<b>Chapter No.7.</b> Labour Welfare Programmes	
<b>Unit - 3 Social Welfare and Development</b>	<b>14</b>
<b>Chapter No.8.</b> Social Welfare and Social Legislations	
<b>Chapter No.9.</b> Barriers to Social Welfare in India	
<b>Chapter No.10.</b> Agencies of Social Welfare - Role of Government and Non-government Organizations	
<b>Chapter No.11.</b> Central Social Welfare Board and State Social Welfare Board	

**Note:** This OE Papers Shall be taught by Sociology Teachers



**References:**

- Ahuja, Ram. 2001. *Social Problems in India*. Jaipur: Rawat Publications.
- Chowdhry, P.D. 1983. *Social Welfare Administration*. Delhi: Atma Ram Sons.
- Chaudhary D.P. (1966). *A Handbook of Social Welfare*, Delhi: Atma Ram & Sons.
- Desai, A.R. 1979. *Rural India in Transition*. Bombay: Popular Prakashan.
- Devi, R. and Parkash R. (1998), "*Social Work and Social Welfare Administration, Methods and Practices*", Vol. I, Jaipur
- Dummett, M. 2013. *Breaking the silence: Child sexual abuse in India*. New York, NY: Human Rights Watch.
- Dwivedi, R. M. 2005. *Poverty and development programmes in India*. New Delhi: New Century Publications.
- Friedlander, Walter.A.1961. *Introduction to Social Welfare*. New York: Prentice Hall
- Goel, S.L. & Jain, R.K. 1988. *Social Welfare Administration: Theory and Practice*, Vol. I & New Delhi: Deep and Deep Publications.
- Jayal, N. G. 2002. *Democracy and the state: Welfare, Secularism and Development in Contemporary India*. New Delhi: Oxford Univ. Press.
- Madan, G.R. 1990. *Indian Social Problems*. Vol.2. New Delhi: Allied Publishers
- Mamoria, C. B.1981. *Social Problems and Social Disorganization in India*. Allahabad: KitabMahal.
- Pandya, R. 2008. *Women welfare and empowerment in India: Vision for 21st century*. New Delhi: New Century Publications.
- Patti, R.J. 2000. *The Handbook of Social Welfare Management*. Sage Publications.
- Planning Commission. (2001) *Plans and Prospects of Social Welfare in India (1991-2001)*. New Delhi: Govt. of India.
- Sachidev, D.R. 2003. *Social Welfare Administration in India*. Allahabad: KitabMahal.
- Seth, M. 2001. *Women and development: The Indian experience*. New Delhi: Sage.
- Sharma, R.N.1993. *Urban Sociology Delhi*: Surjeet Publications.
- Sivaramakrishnan, K.C. et al.1996. *Urbanisation in India. Basic services & People's Participation*. New Delhi: Institute of Social Sciences and Concept publishing co.
- Talwar, P. P., & Goel, O. P. 1990. *Non-Governmental Organisations for Greater Involvement in Health and Family Welfare Programmes in India*. New Delhi: National Institute of Health & Family Welfare.
- Tribhuvan, Robin.D. (Ed).2000.*Studies in Tribal, Rural and Urban Development*. vol.1&2. New Delhi: DPH

**Suggested Activities:**

- Ask the students to write the objectives and important of democracy
- Ask the students to make a list of health care programmes and policies in India
- Have discussion on the horizontal and vertical reservation of SC's ST's OBC, Minorities, Women, Physically Handicapped, Economically Poor, Transgender and Defiance
- Encourage the students to visit elderly homes and slums to create awareness on the welfare programs available for them by the government
- Encourage the students to provide the information to the SC's ST's OBC, Minorities, Women, Physically Handicapped, Economically Poor and Transgender regarding welfare Programs. Collect the Reports
- Conduct Seminar and interaction classes on briars and challenges in the welfare of society

**Refer the following books for other activities**

- Johnston, Josee and others 2017, *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, *Sociology Through Active Learning*, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

## Semester IV

## Title of the Course:

DSE 7 Sociology of Marginalized Groups		DSE 8 Population and Society	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

DSE 7 Sociology of Marginalized Groups	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

## Course Outcomes:

At the end of the course the student should be able to:

1. Have knowledge of Marginalization and Marginalized groups in India
2. Understand the impact of powerlessness in social life
3. Have knowledge of inequalities on the basis of cast, class and gender.
4. Ability to participate and critically view efforts undertaken to address inequalities
5. Know the constitutional provisions for the marginalized groups.
6. Consciousness about social reality characterized by marginalization.
7. Knowledge of social protests organized by the marginalized sections against injustices meted out to them.

DSE 7: Sociology of Marginalized Groups	42 Hrs
<b>Unit - 1 Introduction</b>	<b>16</b>
<b>Chapter No. 1.</b> Marginalization: Meaning and Nature; Types of Marginalization: Social, Political, Economic; Relationship between Marginalization and Social Exclusion	
<b>Chapter No.2.</b> Causes of Marginalization; Marginalized Groups: Caste, Gender, People with Disabilities, Ethnic Minority, Tribes and Elderly	
<b>Chapter No.3.</b> Socio-economic Indices of Marginalization: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability	
<b>Unit - 2 Marginalization and Affirmative Action</b>	<b>13</b>
<b>Chapter No. 4.</b> Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)	
<b>Chapter No.5.</b> Scheduled Castes, Scheduled Tribes and Status of Women in these groups	
<b>Chapter No.6.</b> Status of Landless Agricultural Labourers, Transgenders, LGBTQ	

Unit - 3 Social Change and Marginalized Groups	13
<b>Chapter No.7.</b> Social Mobility among Marginalized Groups: Education, Employment, Political Participation, Conversion, Migration	
<b>Chapter No.8.</b> Challenges of Privatization and Response by Marginalized Groups	
<b>Chapter No.9.</b> Social Justice in the context of Globalization	

### Suggested Internet Resources

#### Unit 1

<https://medium.com/@jacobthanni/theories-and-practices-of-exclusion-1-43904f64e26b>

<https://journals.sagepub.com/doi/full/10.1177/2158244012471957> Sociology of Social Exclusion

[https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations=ig1\\_254229902](https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations=ig1_254229902)

<https://elliott.gwu.edu/sites/g/files/zaxdzs2141/f/World%20Fair%20Trade%20Organization.pdf>

[https://www.poverty.ac.uk/sites/default/files/attachments/Relative%20Deprivation%20Theory\\_David%20Gordon\\_15th.pdf](https://www.poverty.ac.uk/sites/default/files/attachments/Relative%20Deprivation%20Theory_David%20Gordon_15th.pdf)

<https://old.amu.ac.in/emp/studym/100018864.4.pdf> Socioeconomic Indicators of Marginalised Communities

#### Unit 2

<https://www.researchgate.net/publication/312495996> Dr BR Ambedkar and his interpretations on Social Exclusion as a Historian

<https://www.legalserviceindia.com/legal/article-3825-ambedkar-s-idea-of-social-justice-some-re-lections.html>

<https://www.ijser.org/paper/Ambedkars-Notion-of-Social-Justice-A-Different-Perspective.html>

<https://www.downtoearth.org.in/blog/toolkit/providing-the-poorest-landless-agricultural-labourers-with-farm-tools-can-ameliorate-their-lot-77919>

#### Unit 3

<https://www.orfonline.org/research/social-mobility-in-india-63480/>

<https://www.livemint.com/Opinion/DwEs4l3fddUBwBViuXMNZI/Can-Dalit-capitalism-be-a-vehicle-for-social-mobility-in-Ind.html>

[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms\\_371208.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms_371208.pdf)

<https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

<https://www.jstor.org/stable/40204335> Emergent India: Globalisation, Democracy and Social Justice

<https://clpr.org.in/wp-content/uploads/2019/09/Bangalore-Initiative.pdf>

<https://www.researchgate.net/publication/323028143> Impact of Privatization on Access to Higher Education Among Social and Income Groups in India

<http://research.economics.unsw.edu.au/scho/WEE/papers/Ashwini%20Deshpande1.pdf>

<https://www.india-seminar.com/2005/549/549%20sukhadeo%20thorat.htm>

[https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/=iveyr/10th/volume2/v2\\_ch4\\_1.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/=iveyr/10th/volume2/v2_ch4_1.pdf)

### Reference Books

- Beteille, Andre 1992, The Backward Classes in Contemporary India, Oxford University Press, Delhi
- Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
- Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought,

Sage, New Delhi

- Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Sage, New Delhi Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2<sup>nd</sup> Edition, Routledge, London Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
- Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi
- Thorat, Sukhdeo and Katherine Newman 2009 Blocked by Caste: Economic Discrimination in Modern India, Oxford University Press, New Delhi

**Suggested Activities:****Unit-1**

- Students can judge the society by class interaction, why marginalization brings inequalities. They can understand the process where something or someone is pushed to the edge of a group.
- Students can prepare the notes about the marginalized groups like women and girls, rural dwellers, minorities, people with disabilities, migrants, LGBT, Refugees etc.
- Students can find out the various reasons of marginalization like Gender, religion or ethnicity, less representation in political activities etc.
- Arrange discussions about Deprivation, Exploitation, Discrimination, Untouchability. Students can openly express their views regarding these.
- List out the measures to overcome different types of marginalization in present situation.

**Unit-2**

- After knowing the role of Dr B.R. Ambedkar for the upliftment of marginalized through constitutional safeguards and provisions, have discussions on access to opportunities in society closer to the ideal equalities to everyone.
- Encourage the students to use affirmative actions in day today life. It helps them to develop positive personality. Ask them to list out the experiences.
- Conduct the discussions on marginalized groups like scheduled caste and scheduled tribes and women. Ask them to give suggestions.
- Encourage the students to conduct surveys about beneficiaries of government policies and programs among marginalized.

**Unit-3**

- Students can list out the opportunities provided by Government and analyze why marginalized groups unable to utilize the opportunities.
- Make report on role of education and migration among marginalized groups and to explain the positive and negative impact of migration,
- Collect the information regarding responses among marginalized groups, how privatization brings income inequality and larger privatization correlates with lower individual income.
- Encourage the students for discussion on how globalization helps to bring social justice. These groups make use of equal facilities to uplift their position in society with equal social justices. Students should be asked to gather information about the current socio economic status of marginalized people and suggest some welfare programs to the local authorities.

- Students can be encouraged to educate the marginalized communities about their rights and remedies as per constitution of India.
- Students can be asked to participate in outreach programs conducted by various educational and NGO's for poor and marginalized group of people by visiting Hospitals, Old age Homes, and Orphanages.

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

## Semester IV

<b>DSE 8 Population and Society</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Students can understand the concept of population, Density of population, Distribution of population, they come to realize how the population play important role in society.
2. Understand the dynamics of population from sociological perspectives
3. Understand problems around India's population
4. Able to demonstrate knowledge and understand the factors which influence fertility, Mortality, migration and its consequences.
5. Critically analyze population policies of India

<b>DSE 8: Population and Society</b>	<b>42 Hrs</b>
<b>Unit - 1 Introduction</b>	<b>14</b>
<b>Chapter No. 1.</b> Relationship between society and population.	
<b>Chapter No.2.</b> Global Population Trends: Fertility, Mortality and Migration; Power of Doubling; Demographic Profile of India and different states	
<b>Chapter No.3.</b> Age and Sex Structure: Defining Age and Sex, Sex Ratio and Sex Ratio at Birth; Socio-economic Impact of Age and Sex Structure; Demographic Dividend	
<b>Unit - 2 Sources of Demographic Data</b>	<b>14</b>
<b>Chapter No. 4.</b> Population Census: Uses and Limitations; Indian Censuses	
<b>Chapter No.5.</b> Vital Registration System	
<b>Chapter No.6.</b> National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)	
<b>Unit - 3 Population Theories and Policy</b>	<b>14</b>
<b>Chapter No.7.</b> Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory	
<b>Chapter No.8.</b> Population Policy: Millennium Development Goals(MDG), Sustainable Development Goals(SDG)	
<b>Chapter No.9.;</b> Population Policy of India; Programmes and their Evaluation	

## Suggested Internet Resources

**Unit 1**

<https://www.nap.edu/read/9543/chapter/6>

[https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_science\\_students/population\\_development.pdf](https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/population_development.pdf)

<https://courses.lumenlearning.com/boundless-sociology/chapter/population-growth/>

<https://www.un.org/en/global-issues/population>

<https://ourworldindata.org/world-population-growth> <https://zenodo.org/record/1131471#.YgrjuS8RqTc>

Power of Doubling

**Unit 2**

<https://www.sociologydiscussion.com/demography/3-main-sources-of-demographic-data-in-india/3054>

<http://www.demographie.net/demographicdata/>

[https://unstats.un.org/unsd/demog/docs/symposium\\_03.htm](https://unstats.un.org/unsd/demog/docs/symposium_03.htm) <https://censusindia.gov.in>

**Unit 3**

<https://courses.lumenlearning.com/alamo-sociology/chapter/reading-demographic-theories/>

Lutz, Wolfgang. "A Population Policy Rationale for the Twenty-First Century." *Population and Development Review*, vol. 40, no. 3, Population Council, 2014, pp. 527-44, <http://www.jstor.org/stable/24027903>

<https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/population-policy>

[https://www.un.org/en/development/desa/population/publications/pdf/policy/WPP2015/WPP2015\\_Highlights.pdf](https://www.un.org/en/development/desa/population/publications/pdf/policy/WPP2015/WPP2015_Highlights.pdf)

[https://www.cairn-int.info/article-E\\_ETU\\_4175\\_0441--the-role-of-population-policies.htm](https://www.cairn-int.info/article-E_ETU_4175_0441--the-role-of-population-policies.htm)

**Text Books**

- Agarwal, S.N. (1989) *Population Studies with Special Reference to India*. New Delhi, Lok Surjeet Publication.
- Bhende, A. A., and Kanitkar, T. (2019) *Principles of population studies*. Bombay, Himalaya Pub.House.
- Bogue, D. J. (1969) *Principles of demography*. New York: Wiley.
- Bose, Ashish (1991) *Demographic Diversity in India*, B.R. Publishing Corporation Delhi
- Bose, Ashish. 2001. *Population of India, 2001 Census Results and Methodology*, B.R. Publishing Corporation. Delhi.
- Census of India Report, GOI, New Delhi.
- Kingsley Davis. (1951) *The Population of India and Pakistan*. Princeton, N. J.: Princeton Univ. Press.
- Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. *International Encyclopaedia of the Social Sciences*. The Free Press and Macmillan. New York.
- Ram Ahuja. (1992) *Social problems in India*. Jaipur, Rawat Publications.
- Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in Das, V. ed. *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press. Delhi.

**Suggested Activities:****UNIT-1**

- Encourage the students to prepare the note about global population. They can able to understand the fertility differences in various countries.
- Arrange the group discussion influence on mortality rate, postponement of death etc
- Inform the students to list out the causes of migration, types of migration and its consequences.



- Explain the students about age, sex structure of a population, how the number of females and male in different age groups. Through this they can understand the population pyramid and projection
- Students can be able to understand the distribution of people in various age groups. How the age and sex structure influence of growth of population. They know how policy makers can prepare the population trends at the time of policy making.

**UNIT-2**

- Encourage the students to discuss about the advantages of census, how the statically analysis, how it helps to policy makers to adopt policy about child-wellbeing, health, safety, family and community and development.
- Students can be made an effort to collect information regarding National Sample Survey, how to do this survey , Advantages and Disadvantages of this Survey, MSSO conducts nationwide Sample Survey.
- Students can discuss about NSSO and it's functions like- Socio-economic Statistical Data, Employment and Unemployment, condition, Domestic tourism, Drinking Water, Sanitation, Social Consumption, Health, Domestic Tourism etc., that helps to get good knowledge about Population Survey.
- NFHS Survey regarding large scale multi-round survey, house-hold survey can be collected and analyzed.
- A report can be prepared by students about the National Family Health Survey and it's importance to understand it's necessity in the society.

**Unit-3**

- Students can be encouraged to understand various theories regarding population. Try to know importance of Malthusian theory in the development of population in society.
- A discussion can be conducted on optimum theory, how it helps to improve the knowledge, skill, capital equipment etc. in production, these all increases the knowledge of students regarding optimum theory.
- An exercise can be conducted among students to do survey in their locality, to collect the information regarding adoption of family planning policy.
- Drama or Role play can be conducted by students about the problems of over population, adoption of family planning, attitude towards the government policies and programmes.
- A discussion/ Assignment can be given to collect the information regarding national and International agencies in population policy, how they have controlling mechanisms to control population in their countries.
- Students can be encouraged to share their views on world population conferences. How conferences provides information and knowledge about population policies etc.
- Encourage the students to visit villages and communities to collect the information regarding population policies of government and programmes and facilities for adoption of policies. Bring awareness about population controlling among illiterates.

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

**Semester IV  
Open Elective**

**Title of the Course:**

OE 4.1: Sociology of Leisure		OE 4.2: Sociology of Food Culture		OE 4.3: Current Social Problems	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39	3	39

OE 4.1: Sociology of Leisure	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Describe the concept of leisure, associated terms and types
2. Understand the relationship between leisure and stratification
3. Analyze the impact of commodification of leisure

<b>OE 4.1: Sociology of Leisure</b>	<b>39 Hrs</b>
<b>Unit - 1 Introduction</b>	<b>13</b>
<b>Chapter No. 1.</b> Definition of Leisure and its attributes; need for the study of leisure as social activity	
<b>Chapter No.2.</b> Leisure, Recreation, Play, Pleasure and Leisure Identity; Leisure, Work and Post work	
<b>Chapter No.3.</b> Types of Leisure: Serious, Casual, Postmodern, Therapeutic	
<b>Unit - 2 Constraints on Leisure Participation</b>	<b>13</b>
<b>Chapter No. 4.</b> Class Inequality and Exclusion from Leisure Participation	
<b>Chapter No.5.</b> Leisure Participation and Gender Relations - Leisure and Beauty System	
<b>Chapter No.6.</b> Leisure Participation, Age and Disability	
<b>Unit - 3 Commodification of Leisure</b>	<b>13</b>
<b>Chapter No.7.</b> Cinemas, OTTs and Reality TV	
<b>Chapter No.8.</b> Leisure and Sports - Adding Leisure Value like branded goods (Sony Walkman, iPod, Nike, Coke etc.); Malls as areas of leisure	
<b>Chapter No.9.</b> Social Media as Leisure Activity - Role in Identity Building	

**Note:** This OE Papers Shall be taught by Sociology Teachers

## Suggested Internet Resources

### Unit 1

<https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/leisure-sociological-studies>

J Wilson Sociology of Leisure Annual Review of Sociology 1980 6:1, 21-40, <https://www.annualreviews.org/doi/abs/10.1146/annurev.so.06.080180.000321?journalCode=soc>

<https://digital.lib.washington.edu/researchworks/handle/1773/5584> A Revised Sociology of Leisure

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-232X.1962.tb00658.x> The Sociology of Leisure: Some Suggestions

Some Suggestions

<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/BEFB7723CC9F9D737FD9FB97C743DFD0/S1834490913000068a.pdf/div-class-title-leisure-satisfaction-and-adolescents-psychological-wellbeing-div.pdf>

[http://samples.jbpub.com/9781284034103/9781449689568\\_CH01\\_Secure.pdf](http://samples.jbpub.com/9781284034103/9781449689568_CH01_Secure.pdf) Recreation and Leisure

### Unit 2

<https://www.acrwebsite.org/volumes/9547> Social Class Determinants of Leisure Activity

<https://www.tandfonline.com/doi/abs/10.1080/01490407809512889?journalCode=ulsc20> Social Differences in Leisure Behaviour

<https://inequalitiesblog.wordpress.com/2011/07/07/leisure-inequality---what-do-the-poor-and-non-poor-do-for-fun/>

<https://www.researchgate.net/publication/286355204> Gender Identity Leisure Identity and Leisure Participation

<https://core.ac.uk/download/pdf/345078391.pdf> Gender differences in leisure-need activity patterns

<https://www.researchgate.net/publication/233269125> Leisure Participation and Enjoyment Among the Elderly Individual Characteristics and Sociability

<https://www.researchgate.net/publication/348667192> Leisure and recreation for disabilities

<https://www.researchgate.net/publication/292799133> The effects of social media on leisure

<https://www.researchgate.net/publication/348667192> Leisure and recreation for disabilities

### Unit 3

<https://www.researchgate.net/publication/240709477> Cinema halls locality and urban life

<https://www.researchgate.net/publication/343473867> A Study OTT Viewership in Lockdown and Viewer's Dynamic Watching Experience

[http://164.100.47.193/Recinput/NewReferenceNotes/English/16072021\\_150800\\_102120526.pdf](http://164.100.47.193/Recinput/NewReferenceNotes/English/16072021_150800_102120526.pdf) Emergence of OTT platforms in India

<https://www.ijrar.org/papers/IJRAR2001475.pdf>

<http://gmj.manipal.edu/issues/june2020/2%20Cinema%20viewing%20in%20the%20time%20of%20OTT.pdf>

<https://www.researchgate.net/publication/326809710> Leisure Sport Activities and Their Importance in Living a Healthy Physical and Psycho-Social Lifestyle

<https://www.researchgate.net/publication/292799133> The effects of social media on leisure

<https://www.researchgate.net/publication/292799133> The effects of social media on leisure

<https://dergipark.org.tr/tr/download/article-cile/230009> The Role of Social Media on Leisure Preferences

Lin C.A., Atkin D. (2014) Social Media and Leisure. In: Michalos A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht. [https://doi.org/10.1007/978-94-007-0753-5\\_1623](https://doi.org/10.1007/978-94-007-0753-5_1623)

<https://www.tandfonline.com/doi/full/10.1080/10941665.2020.1859057> Social media, space and leisure in small cities

<https://www.tandfonline.com/doi/full/10.1080/10941665.2020.1859057> Social media, space and leisure in small cities

### Reference Books

- Best, Shaun 2010, Leisure Studies: Themes and Perspectives, Sage, New Delhi
- Harris, David 2005, Key Concepts in Leisure Studies, Sage, New Delhi
- Rojek, Chris 2000 Leisure and Culture, Palgrave Macmillan, New York
- Rojek, Chris and others 2006, A Handbook of Leisure Studies, Palgrave Macmillan, New York
- Spracklen, Karl 2015 Digital Leisure, the Internet and Popular Culture, Palgrave Macmillan, New York

**Suggested Activities:**

- Conduct discussion in the class room on the concept of leisure from individual perspective
- Ask them note down various types of Leisure in Indian Society.
- Make the students to write about the relationship between religion and leisure, Cast and Leisure, Class and Leisure, Women and Leisure and Elderly and Leisure.
- Have discussions on Impact of globalization on Leisure activity
- Students can prepare report on how urban and rural people engage in leisure activities, how much time, money spent for leisure activities.

**Refer the following books for the other activities**

- Johnston, Josee and others 2017, *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, *Sociology Through Active Learning*, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

**B.A.**  
**Semester IV**

<b>OE 4.2: Sociology of Food Culture</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

At the end of the course the student should be able to:

1. Appreciate the complex relations between food, individual and society
2. Understand the evolution of food production and consumption from household to industry
3. Demonstrate knowledge of Food and Culture from Sociological perspectives.
4. Understand the production, distribution and Consumption of Food and its reflection in Social Patterns and inequalities.
5. Critically understand the relationship between food and risk society
6. Demonstrate a general knowledge and comprehension of food and culture from a sociological perspective, and understand food through the sociological imagination. Learning outcome:

<b>OE 4.2: Sociology of Food Culture</b>	<b>39 Hrs</b>
<b>Unit - 1 Introduction</b>	<b>13</b>
<b>Chapter No. 1.</b> Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change	
<b>Chapter No.2.</b> Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Omnivore and Vegan	
<b>Chapter No.3.</b> Local Food Cultures and Taste for Exotic food	
<b>Unit - 2 Food from Domestic to Industry</b>	<b>13</b>
<b>Chapter No. 4.</b> Industrialization of Food Production and Distribution	
<b>Chapter No.5.</b> Hotels, Restaurants and Catering Sector	
<b>Chapter No.6.</b> Cooking for self-pleasure	
<b>Unit - 3 Food and Risk Society</b>	<b>13</b>
<b>Chapter No.7.</b> Diet and Body: Social Appearance and Beauty	
<b>Chapter No.8.</b> Global Overview: Consumption: Patterns and Reasons; Overeating, Undereating and Hunger	
<b>Chapter No.10.</b> Genetically modified Foods(GM), Organic Foods and Modern Food Practices as Risk Factor	

Note: This OE Papers Shall be taught by Sociology Teachers

## Suggested Internet Resources

### Unit 1

[https://www.researchgate.net/publication/313215444\\_The\\_Sociology\\_of\\_Food\\_Eating\\_and\\_Place\\_of\\_Food\\_in\\_Society](https://www.researchgate.net/publication/313215444_The_Sociology_of_Food_Eating_and_Place_of_Food_in_Society)

<https://apps.who.int/iris/bitstream/handle/10665/330447/WH-1996-Mar-Apr-p10-12-eng.pdf?sequence1> Food Beliefs and Taboos

<https://journals.sagepub.com/doi/pdf/10.1177/1440783310384448> An article on : ASociology of Food and Eating: Why Now?

Gofton, L. (1989), "Sociology and Food Consumption", British Food Journal, Vol. 91 No. 1, pp. 25-31.

<https://doi.org/10.1108/00070709010133766>

[https://www.e3s-conferences.org/articles/e3sconf/pdf/2021/30/e3sconf\\_farba2021\\_10027.pdf](https://www.e3s-conferences.org/articles/e3sconf/pdf/2021/30/e3sconf_farba2021_10027.pdf) An article on Sociology of Nutrition

Sylvia Sherwood, Sociology of food and eating: implications for action for the elderly, The American Journal of Clinical Nutrition, Volume 26, Issue 10, October 1973, Pages 1108–1110,

<https://doi.org/10.1093/ajcn/26.10.1108>

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9566.2008.01128.x> Food and Eating as Social Practice

<https://doi.org/10.1186/2044-7248-4-6>

<https://www.aabri.com/manuscripts/141797.pdf> Food and identity: Food studies, cultural, and personal identity

### Unit 2

<https://www.foodsystemprimer.org/food-production/industrialization-of-agriculture/>

<https://www.alimentarium.org/en/magazine/society/industrialisation-food-creates-unease>

<https://pubs.iied.org/sites/default/files/pdfs/migrate/9338IIED.pdf> Food

Industrialisation and Food Power: Implications for Food Governance

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095827139>

Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", British Food Journal, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>

<https://doi.org/10.1111/j.1470-6431.1991.tb00672.x> The Shock of the New: A Sociology of Nouvelle Cuisine

Meike Brückner, Sandra Gajić & Christine Bauhardt (2021) Reflection: Food as pleasure or pressure? The care politics of the pandemic, Food and Foodways, 29:3, 289-298, DOI: 10.1080/07409710.2021.1943612; <https://www.tandfonline.com/doi/pdf/10.1080/07409710.2021.1943612>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8071848/> Well-Being and Cooking Behaviour

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8071848/> Well-Being and Cooking Behaviour

### Unit 3

Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", British Food Journal, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>

[https://research-information.bris.ac.uk/ws/portal/ciles/portal/133940034/Sociology\\_cinal\\_published1039.full.pdf](https://research-information.bris.ac.uk/ws/portal/ciles/portal/133940034/Sociology_cinal_published1039.full.pdf) Positioning Food Cultures: Alternative Food as

Distinctive Consumer Practice

<https://www.uakron.edu/sociology/faculty-staff/rp/Thinking%20Sociologically%20about%20Sources%20of%20Obesity%20in%20the%20United%20States.pdf> Thinking Sociologically about Sources of Obesity in America

<https://www.fao.org/3/i7846e/i7846e.pdf> Nutrition and Food Systems: A Report by High Level Panel of Experts

<https://www.fao.org/3/i7846e/i7846e.pdf> Nutrition and Food Systems: A Report by High Level Panel of Experts

## Reference Books

- Beardsworth, Alan and Teresa Keil, 1997, Sociology on the Menu: An invitation to the study of food and society, Routledge, London
- Beck, Ulrich 1992, Risk Society: Towards a New Modernity, Sage Publications
- Carolan, Michael, 2012, The Sociology of Food and Agriculture, Routledge, London
- Food Marketing to Children and Youth, 2006, Institute of

Medicine, USA

- German, John and Lauren Williams (Eds) 2017, A Sociology of Food and Nutrition: The social appetite, Oxford University Press, Australia
- McIntosh, Wm. Alex, 1996, Sociologies of Food and Nutrition, Springer, New York
- Murcott, Anne (Ed) 1983, The Sociology of Food and Eating, Digitised by Google
- Poulain, Jean-Pierre, 2017, The Sociology of Food: eating and the place of food in society, Trby Augusta Dorr, Bloomsbury, UK
- Rastogi, Sanjeev (Ed) 2014, Ayurvedic Science of Food and Nutrition, Springer, New York

### Suggested Activities:

- Conduct discussions on the Food patterns in the context of culture – religion, cast, class and region.
- Ask the students to make a note on vegan and exotic Food.
- Conduct discussion and seminar on balance diet, beauty and diet, Food and obesity.
- Students can be asked to arrange a food fest expo for the various communities living in surrounding for making people understand one another cultural relevance of food practice.
- Students be asked to Arrange a discussions with a officials of school and other institutions to understand the quality of food distributed and healthy practices to be inculcated .
- Students can be asked Arrange a sessions on food hygiene, healthy practices and its impact on social development .
- Have critical discussions on the relationship between social institutions, food practices and identities.

### Refer the following books for other activities

- Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active Learning, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

### Semester IV



OE 4.3: Current Social Problems	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

**Course Outcomes:**

At the end of the course the student should be able to:

1. To understand about the Nature of Social Problems.
2. Critically examine Social problems with Sociological Perspectives and understand how problems or Socially constructed
3. Explain the Social issues and solutions for the current Social problems.
4. To understand the Causes and consequences of the Crimes in India.
5. To understand the Nature of Vulnerable Problems of Life.
6. Prepare for the National and State level competitive examinations

OE 4.3: Current Social Problems	39 Hrs
<b>Unit - 1 Social Problems</b>	<b>13</b>
Chapter No.1. Definition and Nature of Social Problems, Causes and Consequences of Social Problems	
Chapter No.2. Social Organization and Disorganization	
Chapter No.3. Crime and Delinquency- Types of Crime, Causes and Consequences	
Chapter No.4. Changing Aspects of Crime and Criminals: White Collar Crime, Criminalization of Politics and Communalism	
Chapter No.5. Measures to Control Crime	
<b>Unit - 2 Problems of Disadvantaged groups</b>	<b>13</b>
Chapter No.6. Atrocities on Untouchables	
Chapter No.7. Domestic Violence, Dowry , Rape and Sexual Abuse of Female, Female Foeticide and Infanticide	
Chapter No.8. Juvenile Delinquency, Child Abuse and Child Labour	
Chapter No.9. Youth Unrest, Youth and Drug Addiction	
Chapter No.10. Problems of Aged	
<b>Unit - 3 Corruption and Terrorism</b>	<b>13</b>
Chapter No.11. Corruption: Definition, Types of Corruption	
Chapter No.12. Causes and Consequences of Corruption	
Chapter No.13. Terrorism: Meaning, Causes and Effects: Measures to Control Corruption and Terrorism	

Note: This OE Papers Shall be taught by Sociology Teachers

**References:**

- Ahuja Ram (1998): Social Problems in India. Rawat Publication, Jaipur.
- Davis James (1970): Social Problems Enduring Major Issues and Change, New York: Free Press.
- Elliot and Merrill (1950): Social Disorganization. New York: Harper and Brothers.
- Gill SS (1998): The Pathology of Corruption. New Delhi: Harper Collin Publishers.
- Karavala Perin C (1959): A Study in Indian Crime. Bombay Popular Book Depot.
- Madan G.R. (1994): Indian Social Problems. New Delhi Allied Publishers.
- Memoria C.B. (1999): Social Problems and Social Disorganization New Delhi: Kitab Mahal.
- Ministry of Home Affairs (1998): Crime in India. New Delhi: Govt. of India.
- Medon Robert K and Robert Nisbert (1976): Contemporary Social Problems. New York: Harcourt Brace, Jovavich Ink.
- Reid Suetitus (1976): Crime and Criminology. Illinois: Deyden Press.
- Sutherland Edwin H and Donald R Cressey (1968): Principles of Criminology Bombay Times of India Press.
- Thomas G (1994): AIDS in India Myth and Reality. Jaipur: Rawat Publications.

**Suggested Activities:**

- Students can be asked to create awareness about social evil and menace in common people by demonstrating street act.
- Students should be directed to Educate Children's women and old age and marginalized groups about their Rights and Remedies granted under Constitution of India.
- Organizing Marathon on themes related to social issues relevant to the respective demography.
- Arranging Social fest in college by the students preparing posters, models, crafts, paintings, to educate the visitors about of social solidarity, social equality, humanity, cultural values and social responsibilities and other related aspects.
- Formation of clubs in colleges having named the most prominent social reformers and social workers of India.
- Students should be guided to enroll in rescue operations during natural calamities occurring due to heavy rain fall and landslides fire and arson situations to support fire and safety and other disaster management rescue teams.
- Organize Environmental friendly events to clean and promote health and hygiene.
- Students can write a note about caste inequalities and class inequalities, problems such as unemployment, poor income and housing, poor health, breakdown in family etc.
- Students can be taken to NGO's to discuss various social problems and innovative ideas followed by them to curb the social problems.

**Refer the following books for other activities**

- Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London

- McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active Learning, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or best of five principles for both activities and written test*

<b>EXAMINATION PATTERN</b>	
<b>PAPERS</b>	<b>QUESTION PAPER PATTERN</b>
<b>Theory Paper - 60 Marks</b>	<ul style="list-style-type: none"> <li>❖ Theory Paper has Three Parts.</li> <li>➤ Part - A <math>5 \times 2 = 10</math></li> <li>➤ Part - B <math>4 \times 5 = 20</math></li> <li>➤ Part - C <math>3 \times 10 = 30</math></li> </ul>
<b>Internal Assessment - 40 Marks</b>	<ul style="list-style-type: none"> <li>❖ Two Internal Assessment Tests 20 Marks (10 Marks each)</li> </ul>
	<p style="text-align: center;"><b>Suggested Activities (20 Marks)</b></p> <ul style="list-style-type: none"> <li>❖ Seminars; Group Discussions, Assignment</li> <li>❖ Field Work, Micro Project, role play Written/Oral Presentation, etc.</li> </ul>
<b>Duration of the Theory Paper</b>	<ul style="list-style-type: none"> <li>❖ Two (02) Hours</li> </ul>

**Question Paper Pattern**  
**SOCIOLOGY**  
**NEP-2020**

**B.A. Degree Examination (Regular)**  
**Paper: \_\_\_\_\_**

**Time: 2 Hours**

**Max. Marks: 60**

**Instruction: 1) Answer All the Section**

**Part-A**

**Answer Any Five of the Following**

**5×2=10**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Part-B**

**Answer Any Four of the Following**

**4×5=20**

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

**Part-C**

**Answer Any Three of the Following**

**3×10=30**

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_