RANI CHANNAMMA UNIVERSITY, BELAGAVI

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

B. A. SOCIOLOGY SYLLABUS
(First and Second year)
NEP-2020

With Effect from

the Academic Year 2021- 2022

Web Site: www.rcub.ac.in

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Board of Studies in Sociology (UG)

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1	**Prof. Chandrika K.B.** Dept. Of Sociology Rani Channamma University Belagavi	Chairperson
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3	**Dr. Ruqqia Hashmi** Assistant Professor Anjuman Arts, Science and Commerce College, Managuli Road, P.B. No. -10 Vijayapur	Member

Date: 07-09-2022   **Chairperson**

SEM	Paper		Title of paper	Credits
NEP 2020 – UG SOCIOLOGY: Syllabus				
1	DSC -1		Understanding Sociology	3
	DSC -2		Changing Social Institutions in India	3
	OE-1		OE 1.1: Indian Society: Continuity and Change or OE 1.2: Sociology of Everyday Life or 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 or OE 2.2: Social Development in India or 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 or OE 3.2: Sociology of Tourism Management or 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 or OE 4.2: Sociology of Food Culture or 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 thesocial 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, developmentsand 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
- Presentationof micro projects Questionsasked andanswered
- Ability to analyze a social situation within the framework oftheory Assess the relevance of atheory in contemporaryterms

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

Unit – 2 Culture and Socialization	14
Chapter No. 5. 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 **Chapter No. 6.** Global Culture: Globalization of Values; Cultural Imperialism **Chapter No. 7.** Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide **Chapter No. 8** Socialization: Definition, Stages, Theories of Self: Charles Horton Cooley and George Herbert Mead	
Unit – 3 Social Change	11
Chapter No. 9 Meaning, Definitions and Features, Changes due to Industrialization, Rationalization, Globalization, Urbanization and Information Explosion	
Chapter No. 10. Consequences of Change: Changing age Structure of Societies: Technological Impact on Social Life; Changing Environment	

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
- Corrigall-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 (4th 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
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- 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
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- 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 (೨೦೧೪) ಆಧುನಿಕ .ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ – ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ .ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

References
Unit 1

- https://www.drrandallcollins.com/sociologicaleye 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 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 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
- Acculturation | anthropology | Britannicahttps://www.britannica.com › ... › Sociology & Society
- Acculturation - Cambridge University Presshttps://www.cambridge.org › core › elements › acculturati…
- RobertE .P a r k-N e wWorldEncyclopediahttps://www.newworldencyclopedia.org › entry › Robert_E
- 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://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&usg=AOvVaw16am_XfXgptAgUS04sdOUN
- https://www.newworldencyclopedia.org/entry/Information_explosion
  https://edisciplinas.usp.br/pluginGile.php/4408475/mod_resource/content/1/
- Lupton-Digital%20Sociology%282014%29.pdf
  https://www.grin.com/document/453828 An article on the impact of digital lifeon 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/undesavoice/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://courses.lumenlearning.com/sociology/chapter/social-change/
- https://www.britannica.com/topic/social-change/Conclusion

- http://philosociology.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 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 define 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
Total	40

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

Semester 1

DSC 2	
Changing Social Institutions in India	
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. 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

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

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

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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- Beteille Andre (1992): Backward Classes in Contemporary India, New Delhi: OUP
- Bose, N.K. (1967): Culture and Society in India .Bombay: Asia Publishing House.
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- Chaudhuri Buddhadeb (1991): Tribal Development in India. New Delhi: Inter India Publications.
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- Dube, S.C. (1977): Tribal Heritage of India. New Delhi: Vikas Publication.
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- Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
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- ಇಂದಿರಾ, ಆರ್ ೧೯೯�ಐ ,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 ೨೦೦೮ ,ಭಾರತೀಯ ಸಮಾಜದ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೦೭ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ,ಭಾರತೀಯ ಸಮಾಜ, ಜಯ,ಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರ

References
Unit 1: Family and Marriage

- https://courses.lumenlearning.com/wmopen-introtosociology/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/files/savvy/introtosociology/Documents/ActivitiesForExploringFamilyBobGreene.html This site by American Sociological Association provides many examples for conducting activities relatedto family and marriage
- http://rchiips.org/nfhs/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-first 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/fileadmin/files/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-Jive 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
Total	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:

OE 1.1 Indian Society: Continuity and Change		OE 1.2 Sociology of Everyday Life		OE 1.3 Sociology of Mass Media	
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 I - Open Elective 1.1

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

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.

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

Unit – 2 Movements for Social Justice	13
Chapter No. 4: A Background View: Role of the Constitution of India and Legislation **Chapter No. 5:** Backward Classes and Dalit Movements **Chapter No. 6:** New Social Movements: LGBTQ, Civil Rights, Ecological, Anticorruption Movements **Chapter No. 7:** Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women	
Unit – 3 India in the Globalisation Era	13
Chapter No. 8: Globalization and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles **Chapter No. 9:** 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
- Mandelbaum, D G 1970, Society in India, University of California Press, Berkeley Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad Shah, A M 1973, The Household Dimension of Family in India, Orient Longman, New Delhi
- Singh, Yogendra 1984, Moodernisation of Indian Tradition, Rawat Publications,Jaipur
- 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 ೨೦೧೭ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ,ಭರತೀಯ ಸಮಾಜ, ಜಯ,&ರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೭ಲ) 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.intechopen.com/chapters/38348 Globalisation and Culture: TheThree H Scenarios
- https://www.business-standard.com/article/education/india-s-gross- e n r o l m e n t - i n - h i g h e r - e d u c a t i o n - r o s e - m a r g i n a l l y -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-Ginds/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 theirfamilies 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 Engineeringand 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
Total	40

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

Semester I

Open Elective 1.2

OE: 1.2	
Sociology of Everyday Life	
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. 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

OE 1.2: Sociology of Everyday Life	39 Hrs
Unit – 1 Introduction	**14**
Chapter No. 1: Sociology as a study of Social Interactions and its Need Social processes:- Nature, types: Cooperation, Competition, accommodation, assimilation.	
Chapter No. 2: 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	
Chapter No. 3: Social Institutions as Established Practices and Customs - Definition and Elements	
Chapter No. 4: Challenges and Problems of Everyday Life	
Unit – 2 Self and Society	**13**
Chapter No. 5: Definition of Situation (William Isaac Thomas' Principle)	
Chapter No. 6: The Looking-Glass Self; Relation between Individual and Society	
Chapter No. 7: 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
- Corrigall-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, CengageLearning, 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 LittleGield 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 ೨೦೧೩ ,&ರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿ$ವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೭ ಸಮಾಜಶಾಸ್ತ್ರ ದರ್ಶನ ,&ಗ ೨, ಜಯ,&ರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೭ (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 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 pubic 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
Total	40

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

Semester I

Open Elective 1.3

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

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

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

Unit 3 : Media and Society

- https://www.profseema.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://reports.weforum.org/human-implications-of-digital-media-2016/section-3-impact-of-digital-media-on-individuals-organizations-and-society/

Reference Books

- Allan, Wells. (1979), Mass Media and Society. Mayfield, California.
- Aveseh, Asough. (2012). Social Media And Ethics - The Impact of Social Media on Journalism Ethics,. Center for International Media Ethics (CIME).
- Bausinger, H. (1984). Media, technology and daily life. Media, Culture and Society, 6, 343-351.
- Berger, Asa Authur (1998). Media Analysis Techniques. Sage Publication
- Brandtzaeg, P. B. (2012). Social networking sites: Their users and social implications—A longitudinal study. Journal of Computer-Mediated Communication, 17(4), 467–488.
- Chatterjee. R.K. (1978), Mass Communication. NBT, New Delhi.
- Donner, J. (2015). After access: Inclusion, development, and a more mobile Internet. Cambridge, MA: MIT Press.
- Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). Questioning the Media: A Critical Introduction. New Delhi, Sage
- Evans, Lewis and hall, Staurt (2000). Visual Culture: The Reader. Sage Publications
- Grossberg, Lawrence et al (1998). Media-Making: Mass Median in a Popular Culture. Sage Publications
- Hamelink, C. and Nordenstreng, K. (2007) 'Towards Democratic Media Governance'. In E. de Bens (ed.), Media Between Culture and Commerce. Bristol: Intellect.
- Johnson, K. (2000), Television and Social Change in Rural India, London: Sage.
- Linz, D., Penrod, S., &Donnerstein, E. (1986). Issues bearing on the legal regulation of violent and sexually violent media. Journal of Social Issues, 42(3), 171-193. [52]
- 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
Total	40

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

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- 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://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%20Borisyuk%2C%202014.pdf?sequence=1&isAllowed=y https://brocku.ca/MeadProject/Simmel/Simmel_1904a.html

Unit 3 Emile Durkheim and Max Weber
- https://www.britannica.com/biography/Emile-Durkheimhttps://iep.utm.edu/durkheim/ http://uregina.ca/~gingrich/250j1503.htm
- https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/ http://home.dsoc.uevora.pt/~eje/weber.html https://plato.stanford.edu/entries/weber/ 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

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 inthe 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
Total	40

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

Semester II

DSC 4
Sociology of Rural Life in India

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 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 haveresponded to forces of change
4. Make an informed analysis of various development programmes and challenges encountered

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

Dasoha, Water and Land Development Efforts

Chapter No. 11: Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and

Floods), Utilization of Water, Fertilizers and Pesticides

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- Bhattacharaya, Sub Nath (1983): Rural Development in India and Other Developing Countries. Calcutta: Metropolitan Book Co. Pvt. Ltd.
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- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೦೮ ,ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಕ$ವೃದ್ದಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
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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 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 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 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 vendors? 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 themin 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 becollected.

3. An assessment of recent programmes, policies, and developments took placein 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 ruralcustoms and practices may be advised.

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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
Unit – 1 Social Construction of Gender	**14**
Chapter 1: Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour **Chapter 2:** Gender Equality, Gender Neutrality, Androgyny andGender Sensitivity **Chapter 3:** Gender Representation of Women and Transgender in Indian Social Institutions	
Unit – 2 Gender Representation and Violence	**14**
Chapter 4: Mass Media and Politics **Chapter 5: Education, Employment and Health** **Chapter 6:** Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing	

Unit-3 Addressing Gender Justice	11
Chapter 7: The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	
Chapter 8: 73rd and 74th Constitutional Amendment and Women's Empowerment	
Chapter 9: 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

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- Ann Oakley. (1972). *Sex, Gender and Society*. New York: Harper and Row. Cambridge University Press,
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- ಇಂದಿರಾ, ಆರ್ ೨೦೦೨ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೋಟ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೮ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006 ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟರ್ಪ್ರೈ ಸಸ್, ಮೈಸೂರು
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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-Gigures 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://web.archive.org/web/20140527105348/http:// supremecourtoGindia.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/Giles/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_Giles/mhrd/Giles/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 articlescan 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 differentgenders 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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

Semester II

Open Elective 2.2

OE 2.2
Social Development in India

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. 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 thefull potential of growth

OE 2.2: Social Development in India	39 Hrs
Unit – 1 Social Change and Development	13
Chapter No. 1: Rethinking Development: From economic development to social development and Human Development Index (HDI)	
Chapter No. 2: Development: Concept - changes in values and social relations as development; Shama Charan Dube's(S C Dube) contributions; Importance of Social Development	
Chapter No. 3: Indian thinking about Social Development - Swami Vivekananda, Rabindranath Tagore, M K Gandhi and Dr BR. Ambedkar	
Unit - 2. Components of Social Development	13
Chapter No. 4: Political Freedom, Economic Facilities	
Chapter No 5: Social Opportunities, Transparency, Security	
Unit – 3 Challenges to Social Development	13
Chapter No. 6: Sustainable and Inclusive Development, Environmental Sustainability	
Chapter No. 7: 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 https://uk.sagepub.com/sites/default/Giles/upm-assets/ 57961_book_item_57961.pdf DeGining Social Development http://www.gsdrc.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- developmentas-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_Jiles/india/ Final_PPT_2011_chapter6.pdf State of Literacy Report by Census of Indiaauthority. Once again, data in this document can be used for different purposes to generate discussion on need for social development andinadequacy 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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

Semester II

Open Elective 2. 3

OE 2.3
Sociology of Health Care

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

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.

OE 2.3- Sociology of Health Care	Hrs
Unit-I Health as a Social System	13
Chapter 1 Definitions, Concept of Health and Wellbeing, Illness, sickness, diseases, hygiene; Significance of Sociology of Health Care **Chapter 2** Sociological Perspective on Health, The determinants of Health: The Social Basis of Health, Class, Gender and Health Inequalities **Chapter 3** Diseases: Chronic and Other Diseases, Communicable and Non Communicable Diseases, Health and Sanitation, Measures to Control Diseases	
Unit-II Health Care Institutions	13
Chapter 4. Significance of institutions in Context of health care and Illness: Family and Health care, The elderly and Gender, **Chapter 5**. Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care **Chapter 6**. State and health Care: Health for all, maternal and child health **Chapter 7**. NGOs and Health Care	
Unit-III Health Care System in India	13
Chapter 8: Indigenous Knowledge systems of medicine in India, Systems of Medicine and alternative practices **Chapter 9** Community Health Care; Rural Health Programs; Commercialization of health care services **Chapter 10:**; 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.
- Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press David.
- Dak, T.M. Ed. 1991. Sociology of Health, Rawat Publications, New Delhi,
- Dalal, Ajit, Ray Shubha, 2005. (Ed). Social Dimensions of Health, Rawat.
- 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 Educaition 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
- 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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

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

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 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 21st Century, Routledge, New YorkHess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
- KeganPaual
- Lipset S. M. &Bendix R. (Ed.) (1954). Class,StatusandPower: ReadingsinSocial Stratification.
- Mills C. Wright, 1956 The Power Elite, Oxford University Press
- Pitirim Sorokin. (1959). Social and Cultural Mobility. NewYork: The Free Press.
- Sarkar, Sumit and Tanika Sarkar (Eds) 2014, Caste in Modern India, Vol.1, Permanent Black,Ranikhet
- Sharma, K L 2201, 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 presentationby students

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

<div align="center">**Semester III**</div>

DSC 6
Sociology of Urban Life in India

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. 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

DSC 6: Sociology of Urban Life in India	**42 Hrs**
Unit – 1 Introducing Urban Sociology	**17**
Chapter No. 1. Meaning of Urban Sociology and its importance; characteristics of Urban Society. **Chapter No.2.** Meaning of Urban, Urbanism and the City; Types of City: Metropolitan, Megacity, Smart City and Global City. **Chapter No.3.** Urbanization, Rural-Urban Continuum, Suburbs , Urban Sprawl, Edge Cities.	
Unit – 2 Perspectives on Urban Society	**9**
Chapter No. 4. Ecological Theory (Chicago School). **Chapter No.5.** World and Global Cities (Saskia Sassen). **Chapter No.6** Spaces of Flows (Manuel Castells), Cities in the South.	
Unit – 3 Urban Policy	**16**
Chapter No.7. Inequalities: Caste, Class, Gated Communities and Social Exclusion. **Chapter No.8.** Culture and Leisure, Elite and Popular Culture. **Chapter No.9**. 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
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
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.lincolninst.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=2ahUKEwjoxL-g1Pb1AhWdsFYBHZAsD2cQFnoECAQQAQ&url=https%3A%2F%2Fzenodo.org%2Frecord%2F1131243%2Files%2F10007443.pdf&usg=AOvVaw0mPjYK-waEhB77BCkCYinO A Review on the Social Features of Gated Communities
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 Strati=ication

Unit 3

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7124478/ Urban Inequalities in 21stCentury Economy
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://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://=iles.eric.ed.gov/fulltext/EJ1271868.pdf
Youth Leisure in Cultural Space of Modern City
https://www.researchgate.net/publication/287749933_India%27s_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
h t t p s : / / w w w . g o o g l e . c o m / u r l
?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwizqcGg2Pb1AhUYsFYBHeuLA2QQFn
oECCUQAQ&url=https%3A%2F%2Fwww.mdpi.com%2F2071-1050%2F12%2F24%2F10402
%2Fpdf&usg=AOvVaw1Zuq50RVdp3csiMTc1YCR2 Environmental Concerna and Urbanisationin India
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4824703/ Urbanisation and Greening of Indian Cities
https://www.niti.gov.in/sites/default/=iles/2021-09/UrbanPlanningCapacity-in-
India-16092021.pdf
https://cprindia.org/bookchapters/urban-india-and-climate-change/ in the book Indian in aWarming World
(whole book can be downloaded)

Reference Books

- Flanagan, William G 2010, Urban Sociology: Images and Structures, 5th 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, 3rd Edition, Praeger, California
- LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6th 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, 2nd Edition, Rout ledge, New York
- Saskia Sassen, 2001The Global city 2nd 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 acquired 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 presentationby students

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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
Unit – 1 **Age Groups and Social Structure**	13
Chapter No. 1. Age Differentiation, Age Groups. Age Sets; Problem of Generations; Cultural Lag (W F Ogburn); Structural Lag (Riley)	
Chapter No.2. Youth Cultures, Subcultures, Counter Culture, Contra Culture	
Chapter No.3. Youth Vs Caste; Youth Vs Class	

Unit – 2 Youth and Society	13
Chapter No. 4. Youth, Music and Leisure **Chapter No.5.** Globalization of Youth Culture; Marketing Youth Culture **Chapter No.6.** Youth, Media and Technology	
Unit – 3 Youth and Social Concerns	13
Chapter No.7. Youth, Protest and Violence: Social, Political and Economic **Chapter No.8.** Youth, Peer groups and Drug Culture **Chapter No.9.** 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://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
Problem of Generations
https://www.style-research.eu/resource-centre/glossary/generation-intergenerational-relationships/
https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/
Book%3A_Sociology_(Boundless)/03%3A_Culture/3.03%3A_Culture_and_Adaptation/
3.3C%3A_Cultural_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://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-ΕΛΕΚ316/ Researching%20%20youth%20culture.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.academia.edu/1583989/
The_Glocalization_of_Youth_Culture_The_Global_Youth_Segment_as_Structures_of_Common_Di fference
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.forbes.com/sites/marketshare/2011/07/01/marketing-to-youth-globally-its-childs-play/?sh=94e1bb0f6100
https://www.acrwebsite.org/volumes/8682
https://hedgehogreview.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-zYvk2GeblUVBtzjOzcLA1N.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 TwentiethCentury". *British Journal of Sociology*. 56 (4): 559–577. doi:10.1111/j.1468-4446.2005.00083

- Gangrade, K D 1970, Intergenerational Conclict: 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, *Pacilic Affairs,* Vol.50.No.2, pp.231-248

- Lukose, Ritty 2005, Consuming Globalisation: Youth and Gender in Kerala, India, *Journal ofSocial History*, Vol.38, No.4, pp.915-935

- Mannheim, Karl (1952) "The Problem of Generations". In Kecskemeti, Paul (ed.). Essays on theSociology 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: TheModernity Role of Socioeconomic Status, *Health, Education & Behaviour*, Vol.41, No.2, pp.121-126

- Riley, Matilda White 1987, On the Signicicance 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, 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 presentationby students

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

Semester III

Open Elective 3.2

OE 3.2 Sociology of Tourism and Management	
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. 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

OE 3.2: Sociology of Tourism and Management	39 Hrs
Unit – 1 Sociology, Tourism, Tourists	**14**
Chapter No. 1. Definitions of Sociology, Culture, Tourism, Tourists, TouristGaze; Relation between Tourism, Leisure and Recreation; Sociology of Tourism its Significance.	
Chapter No.2. Types of Tourism: Cultural, Heritage, Health, Food, SportsReligious , Educational and Eco Tourism	
Chapter No.3. Tourism and Locals; Hosts and Guests: Mutual Impact, Cultural Impact of Tourism	
Unit – 2 Tourism System	**10**
Chapter No. 4. Development and Structure of the Tourist System -Motivation and Role of Tourist	
Chapter No.5. Impact of Tourism on Host Place: Social, Economic, Climateand Environmental	
Chapter No.6. Sustainable Tourism and Sustainability of Tourism	
Unit – 3 Tourism Management	**15**
Chapter No.7. 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 **Chapter No.8.** Marketing for Tourism: Definition; Difference between Marketing and Selling; Tourism as a Service Industry: Product, Price, Promotion and Place **Chapter No.9.** Information Technology and Tourism: ICT as a Business Tool: e-Tourism	

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://wedocs.unep.org/bitstream/handle/20.500.11822/11349/rsocr_printedition.compressed_Part28.pdf?sequence=29&isAllowed=y Tourism andRecreation

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

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

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://sciendo.com/pdf/10.1515/cjot-2018-0004 Researching Interaction between Hostsand 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.drbrambedkarcollege.ac.in/sites/default/ciles/ 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/Introduction%20to%20Hospitality%20.pdf

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

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

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://www.laguardia.edu/uploadedciles/ce/content/english_language_learning/center_for_immigrant_education_and_training/gp-hotel_t.e.a.c.h/unit5.pdf

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

Semester III

Open Elective 3.3

OE 3.3
Social Welfare and Social Policy In India

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 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.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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 MarginalizedGroups		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 MarginalizedGroups	
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
Unit – 1 Introduction	16
Chapter No. 1. Marginalization: Meaning and Nature; Types of Marginalization: Social, Political, Economic; Relationship between Marginalization and Social Exclusion	
Chapter No.2. Causes of Marginalization; Marginalized Groups: Caste, Gender, People with Disabilities, Ethnic Minority, Tribes and Elderly	
Chapter No.3. Socio-economic Indices of Marginalization: Poverty, RelativeDeprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability	
Unit – 2 Marginalization and Affirmative Action	13
Chapter No. 4. Views of Dr B R Ambedkar and Affirmative Principle in theConstitution of India (Constitutional Provisions)	
Chapter No.5. Scheduled Castes, Scheduled Tribes and Status of Women inthese groups	
Chapter No.6. Status of Landless Agricultural Labourers, Transgenders, LGBTQ	

Unit – 3 Social Change and Marginalized Groups	13
Chapter No.7. Social Mobility among Marginalized Groups: Education,Employment, Political Participation, Conversion, Migration	
Chapter No.8. Challenges of Privatization and Response by Marginalized Groups	
Chapter No.9. 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 SocialExclusion
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/=iles/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/DwEs4I3fddUBwBViuxMNZI/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.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf
https://www.jstor.org/stable/40204335 Emergent India: Globalisation, Democracy and SocialJustice
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

Reference Books

- Beteille, Andre 19922, 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 Strati=ication, Oxford University
  Press, Delhi
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge,
  LondonOmvedt, 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 gives suggestions.
- Encourage the students to conduct surveys about beneficiaries of government policies and programs among marginalized.

Unit-3

- Students can be 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 presentationby students

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

Semester IV

<table>
<tr><td colspan="2" align="center">**DSE 8**
Population and Society</td></tr>
<tr><td>**Total Contact Hours: 42**</td><td>**Course Credits: 3**</td></tr>
<tr><td>**Formative Assessment Marks: 40**</td><td>**Summative Assessment Marks: 60**</td></tr>
<tr><td colspan="2" align="center">**Duration of ESA/Exam: 2 hours**</td></tr>
</table>

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, Mortility, migration and its consequences.
5. Critically analyze population policies of India

DSE 8: Population and Society	42 Hrs
Unit – 1 Introduction	**14**
Chapter No. 1. Relationship between society and population.	
Chapter No.2. Global Population Trends: Fertility, Mortality and Migration; Power of Doubling; Demographic Profile of India and differentstates	
Chapter No.3. 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	
Unit – 2 Sources of Demographic Data	**14**
Chapter No. 4. Population Census: Uses and Limitations; Indian Censuses	
Chapter No.5. Vital Registration System	
Chapter No.6. National Sample Survey; Sample Registration System;National Family Health Surveys (NFHS)	
Unit – 3 Population Theories and Policy	**14**
Chapter No.7. Population Theories: Malthusian Theory, Optimum Theoryof Population and Demographic Transition Theory	
Chapter No.8. Population Policy: Millennium Development Goals(MDG), Sustainable Development Goals(SDG)	
Chapter No.9.; Population Policy of India; Programmes and theirEvaluation	

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://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://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.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. PublishingCorporation. 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 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
Total	40

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

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

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

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%27s_Dynamic_Watching_Experience

http://164.100.47.193/Recinput/New_Reference_Notes/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_an d_Psycho-Social_Lifestyle

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://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, Palgrame 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 varies 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, 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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

B.A.
Semester IV

OE 4.2: Sociology of Food Culture	
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. Appreciate the complex relations between food, individual and society
2. Understand the evolution of food production and consumption from household toindustry
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:

OE 4.2: Sociology of Food Culture	39 Hrs
Unit – 1 Introduction	13
Chapter No. 1. Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change	
Chapter No.2. Determinants of Food Consumption - Types of Food:Vegetarian, Non-vegetarian, Omnivore and Vegan	
Chapter No.3. Local Food Cultures and Taste for Exotic food	
Unit – 2 Food from Domestic to Industry	13
Chapter No. 4. Industrialization of Food Production and Distribution	
Chapter No.5. Hotels, Restaurants and Catering Sector	
Chapter No.6. Cooking for self-pleasure	
Unit – 3 Food and Risk Society	13
Chapter No.7. Diet and Body: Social Appearance and Beauty	
Chapter No.8. Global Overview: Consumption: Patterns and Reasons;Overeating, Undereting and Hunger	
Chapter No.10. 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://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 An article on Sociology of Nutrition
Sylvia Sherwood, Sociology of food and eating: implications for action for the elderly, TheAmerican
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 andEating 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/ciles/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
sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x The Shock of the New: A Sociology ofNouvelle
Cuisine
     Meike Brückner, Sandra Ɠajić & Christine Bauhardt (2021) Reclection: 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

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/portalciles/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%20
United%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 HighLevel
Panel of Experts

Reference Books
- Beardsworth, Alan and Teresa Keil, 1997, Sociology on the Menu: An invitation to the study offood 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, LondonFood Marketing to Children and Youth, 2006, Institute of

Medicine, USA

- German, John and Lauren Williams (Eds) 2017, A Sociology of Food and Nutrition: The socialappetite, Oxford University Press, Australia
- McIntosh, Wm.Alex, 1996, Sociologies of Food and Nutrition, Springer, New YorkMurcott, Anne (Ed) 1983, The Sociology of Food and Eating, Digitised by Google
- Poulain, Jean-Pierrre, 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, 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 presentationby students

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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
Unit – 1 Social Problems	13
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	
Unit – 2 Problems of Disadvantaged groups	13
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	
Unit – 3 Corruption and Terrorism	13
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 Merril (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.
- Ministary 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, 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 presentationby students

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
Activities	20
Written Test	20
Total	40

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

EXAMINATION PATTERN	
PAPERS	**QUESTION PAPER PATTERN**
Theory Paper – **60 Marks**	❖ Theory Paper has Three Parts. ➢ Part – A 5×2=10 ➢ Part – B 4×5=20 ➢ Part – C 3×10=30
Internal Assessment – **40 Marks**	❖ Two Internal Assessment Tests 20 Marks (10 Marks each)
	Suggested Activities (20 Marks) ❖ Seminars; Group Discussions, Assignment ❖ Field Work, Micro Project, role play Written/Oral Presentation, etc.
Duration of the Theory Paper	❖ Two (02) Hours

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. _____

RANI CHANNAMMA UNIVERSITY, BELAGAVI

Vidyasangama, N.H. 04, Belagavi- 591156. Karnataka

NAAC Accredited with B⁺ Grade - 2021

DEPARTMENT OF SOCIOLOGY

SYLLABUS

For

Undergraduate Programme in

Sociology 5th and 6th Semester

2023-24

Content

for

Undergraduate Programme in Sociology

Board of Studies (UG) in Sociology, RCU, Belagavi

S. No.	Name of the Faculty	Designation
1	**DR. SUMANTH S. HIREMATH** Associate Professor and Chairman Dept. of Sociology Rani Channamma University, Belagavi	**Chairman**
2	**DR. RUQQIA HASHMI** Assistant Professor of Sociology Anjuman Arts Science and Commerce College Vijayapur	**Member**
3	**DR. SHANTA Y. BANGARI** Assistant Professor of Sociology Government First Grade College Ainapur- 591303. Dist.: Belagavi	**Member**

CHAIRMAN
BoS (UG) Sociology
Rani Channamma University
Belagavi

Listing of Courses in
SOCIOLOGY for V & VI SEMESTERS:
TWO (2) MAJOR SUBJECTS
(Model A3-1)

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Instructional Hours Per Week	
					Theory	Practical
V	DSC	SOC C9	SOCIAL ENTREPRENEURSHIP	4	4	-
		SOC C10	SOCIETY AND TRIBES	4	4	-
		SOC C11	STATISTICS FOR SOCIOLOGICAL RESEARCH	4	4	-

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Theory	Practical
V	SEC	SOC C12	SOCIAL SKILLS AND CAREER DEVELOPMENT	3	2	-

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Theory	Practical
VI	DSC	SOC C13	SOCIOLOGICAL PERSPECTIVES	4	4	-
		SOC C14	SOCIOLOGY OF HEALTH	4	4	-
		SOC C15	SOCIETY IN KARNATAKA	4	4	-

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Theory	Practical
VI		SOC C16	INTERNSHIP/ DISSERTATION	2	2	-

Curriculum Structure for the Undergraduate Degree Program BA

Total Credits for the Program: 24/26 **Starting year of implementation: 2023**

Name of the Degree Program: B.A. **Discipline/Subject: Sociology**

Title of the Course: (B.A. - 5ᵗʰ and 6ᵗʰ Semesters)

Course: DSC SOC C9 – SOCIAL ENTREPRENEURSHIP		Course: DSC SOC C10- SOCIETY AND TRIBES	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	4	60

Course: DSC SOC C11 – STATISTICS IN SOCIOLOGICAL RESEARCH		Course: SEC SOC C12 – SOCIAL SKILLS AND CAREER DEVELOPMENT	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	3	45

Course: DSC SOC C13 – SOCIOLOGICAL PERSPECTIVES		Course: DSC SOC C14 – SOCIOLOGY OF HEALTH	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	4	60

Course: DSC SOC C15 – SOCIETY IN KARNATAKA		Course: SOC C16 – INTERNSHIP/ DISSERTATION	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	2	50

PROGRAMME ARTICULATION MATRIX:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately.

OBJECTIVES OF COURSES:

Semester	Course Code	Title / Name of the Course	Programme Outcomes that the Course Addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy #	Assessment ##
5	DSC – SOC C9	SOCIAL ENTREPRENEURSHIP	1. Understand the scope and need for social entrepreneurship 2. Plan and implement socially innovative ideas 3. Equip themselves to establish social enterprise or non-profit organisation	B A 2nd Year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
5	DSC – SOC C10	TRIBAL SOCIETY	1. Understand and appreciate the social organisation among the tribal community 2. Assess the impact of social changes on tribal social life 3. Communicate their micro research work effectively to the society	B A 2nd Year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

5	DSC – SOC C11	**STATISTICS IN SOCIOLOGICAL RESEARCH**	1. Use appropriate research method 2. Use appropriate statistical techniques 3. Summarise data, examine relationships among variables	B A 2nd Year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess problem solving capability
5	SEC – SOC C12	**SOCIAL SKILLS AND CAREER DEVELOPMENT**	1. Develop interpersonal skills for career readiness 2. To inculcate social etiquettes 3. To up skill and create career pathways	B A 2nd Year Courses	Experiential learning (activity-based learning)	Oral/ written presentations to assess analysing capability, creativity and interpersonal skills
6	DSC – SOC C13	**SOCIOLOGICAL PERSPECTIVES**	1. Appreciate the significance of major Sociological theories 2. Able to use fundamental theoretical categories 3. Understand the nuance of sociological perspectives and concepts	B A 2nd Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills

6	DSC - SOC C14	**Sociology of Health**	1. Appreciate the significant relationship between society and health 2. Distinguish between health, well-being, illness and disease 3. Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health	B A 2nd Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
6	DSC - SOC C15	**SOCIETY IN KARNATAKA**	1. Acquaint and appreciate the cultural items of Karnataka 2. Critique the social changes occurring in Karnataka 3. Usefulness of sociological study in the contemporary society	B A 2nd Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
6	SOC C16	**INTERNSHIP/ DISSERTATION**	-	B A 2nd Year Courses	Experiential learning or field based project activity	Dissertation / Presentation

\#   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

\#\#   Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

B.A. Semester V

Course Title:	SOCIAL ENTREPRENEURSHIP
Total Contact Hours: 60	Course Credits: 04
Formative Assessment Marks: 40	Duration of ESA/Exam: 03 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Objectives:

- To induce the concept of social entrepreneurship
- To motivate and guide towards start-up and business plans
- To help in innovation and incubation towards the start-up ecosystem

Course Outcomes (COs) for DSC 9:

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

- Understand the scope and need for social entrepreneurship
- Plan and implement socially innovative ideas
- Equip themselves to establish social enterprise or non-profit organisation

Articulation Matrix for Course 9:

Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the scope and need for social entrepreneurship	X		X	X				X	X
Plan and implement socially innovative ideas			X	X	X	X			X
Equipped to start their own social enterprise or non for profit organisation							X	X	X

DSC SOC C9 - Content of Course: SOCIAL ENTREPRENEURSHIP	60 Hours
UNIT – I **FUNDAMENTALS OF SOCIAL ENTREPRENEURSHIP**	15
Chapter 1 Social Entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relationship between Social Entrepreneurship and Social Change **Chapter 2** Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Profit & Non-Profit Models of Social Entrepreneurship **Chapter 3** Identifying social business opportunities	
UNIT – II **ESTABLISHMENT OF NON-PROFIT ORGANISATIONS**	15
Chapter 4 Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit Organisations (NPOs) **Chapter 5** Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs **Chapter 6** Social Values of NPOs: Mission and Vision; MoA and Bye-Laws	
UNIT - III **MANAGEMENT AND FINANCING**	15
Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme **Chapter 8** Project Management: Definition of Concept: Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal **Chapter 9** Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation	

UNIT - IV CASE STUDIES	15
Chapter 10 Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B.R. Hills, etc. **Chapters 11 & 12** Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment, etc.)	

SUGGESTED INTERNET RESOURCES

Unit 1
- https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf
- https://www.adb.org/sites/default/files/institutional-document/826606/adou2022bn-social-entrepreneurship-definition-philippines.pdf
- https://web.mit.edu/sloan2/dese/readings/week01/Martin_Osberg_SocialEntrepreneurship.pdf
- https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.pdf
- https://business.expertjournals.com/ark:/16759/EJBM_710mthembu147-177.pdf
- https://isfcolombia.uniandes.edu.co/images/201519/LRD32.pdf
- https://www.hec.edu/en/faculty-research/centers/society-organizations-institute/think/so-institute-executive-factsheets/what-social-business
- https://socialtrendspot.medium.com/what-is-the-difference-between-social-innovation-social-enterprise-social-entrepreneurship-fe3fce7bf925
- https://www.albany.edu/faculty/miesing/teaching/socent/3   Recognizing   Social Opportunities.pdf

Unit 2
- http://eprints.lse.ac.uk/29032/1/cswp3.pdf Defining the non-profit sector
- https://prosper-strategies.com/seven-nonprofit-core-values-examples/

Unit 3
- https://www.intechopen.com/chapters/55499
- https://www2.fundsforngos.org/cat/project-planning-and-development/#:~:text=Project Planning: Project development is, lot of research and planning.
- https://www.pm4dev.com/resources/manuals-and-guidelines/117-guide-for-ngo-s-project-preparation-and-management-euroaid/file.html
- http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf

REFERENCE BOOKS:
- Bornestein, David. (2007). How to change the world: Social entrepreneurs and the power of new ideas, Oxford University Press
- Carlson, Eric J and James Koch (2018). Building a successful social venture: A guide for social entrepreneurs. Berrett-Koehler Publishers Inc, California

- Dees, Gregory and Others (2002). Enterprising Non-profits - A toolkit for social entrepreneurs. John Wiley and Sons
- Drucker, Peter. (1990). Managing the Non-profits organisations: Practices and principles. Harper Collins
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- Hoggard, S. (2005). The business idea. Springer, Berlin
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- Mohanty, S.K. (2005). Fundamentals of entrepreneurship. Eastern Economy Edition, Prentice-Hall India, Delhi
- Next, Heidi and Others. (2019). Entrepreneurship: Practice and mindset. Sage Publications, Delhi
- Nicholls, Alex. (2006). Social entrepreneurship: New models of sustainable change. Oxford University Press
- Praszkier, Ryszard and Andrzej Nowak. (2011). Social entrepreneurship: Theory and practice. Cambridge University Press, Delhi
- Ruef, Martin. (2007). Sociology of entrepreneurship. Emerald Publishing Limited.
- Sawang, Sukanlaya. (2020) Entrepreneurship education: A lifelong learning approach. Springer
- Sharma, Sangeetha. (2016). Entrepreneurship development. Eastern Economy Edition, Prentice-Hall India, Delhi
- Sunder, Pushpa. (2013). Business and community: The story of corporate social responsibility in India, Sage
- Swedberg, Richard. (Ed) (2000). Entrepreneurship: The social science view. Oxford University Press, London

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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Fieldwork as per Chapter 11 and 12 of Unit 4	30
Written Test	10
Total	**40**

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

B.A. Semester V

Course Title:	SOCIETY AND TRIBES
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Objectives
- To provide basic knowledge about social organisation among tribal people, with specific focus on Karnataka
- To critically understand the implications of transformation of tribal community
- To undertake micro research work on tribal community for effective showcase of practicality

Course Outcomes (COs) for DSC 10:
At the end of the course the student should be able to:
- Understand and appreciate the social organisation among the tribal community
- Assess the impact of social changes on tribal social life
- Communicate their micro research work effectively to the society

Articulation Matrix for Course 10: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand and appreciate the social organisation among the tribals	X			X				X	
Assess the impact of social changes on tribal social life		X	X	X	X	X	X		X
Handle micro research work and communicate effectively	X		X	X	X	X		X	

DSC SOC C10 - Content of Course: SOCIETY AND TRIBES	60 Hours
UNIT – I **CONCEPTS AND CATEGORIES**	**15**
Chapter 1: Tribes and Indigenous People; Genealogies, Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India **Chapter 2:** Hadis (Yarava, Jenukuruba, Kadukurubas): Meaning, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations **Chapter 3:** Social System, Legal System, Political System, Economic System, Religion and Magic	
UNIT – II **CHANGES AND DEVELOPMENT ISSUES**	**15**
Chapter 4: Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation **Chapter 5:** Tribalisation, Detribalisation, Retribalisation **Chapter 6:** Tribal Development and Welfare: Approaches- Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law	
UNIT – III **STUDYING TRIBES**	**15**
Chapter 7: Tradition of Fieldwork: History and Significance; Ethics of Fieldwork **Chapter 8:** Indian Tribes- Participatory Method, Case Studies, Sample Surveys **Chapter 9:** Studying Tribes: Primary and Secondary Data; Etic & Emic Perspectives	
UNIT – IV **FIELD WORK**	**15**
Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report	

REFERENCE BOOKS

- Ahuja, Ram. (2001). Society in India. Rajat Publications, Jaipur
- Bose, N.K. (1941). Hindu mode of tribal absorption. Science and Culture, Vol VII
- Elwin, Verier. (1963). A new deal for tribal India.
- Forde, G.D. (1979). Habitat, economy and society. Metuen and Co London
- Von Fürer-Haimendorf, Christoph. (1982). Tribes of India: The struggle for survival. Berkeley: University of California Press, c1982 1982. http://ark.cdlib.org/ark:/13030/ft8r29p2r8/
- Ghurye, G.S. (1963). The scheduled tribes. Popular Prakashan, Bombay
- Hasnain, Nadeem (2011). Tribal India. Palace Prakashan, New Delhi
- Kuppuswamy (2010). Social change in India. Konark Publishers Pvt. Ltd., Delhi
- Majumdar, R.C. (1962). The history and culture of the Indian People. Vol. III, Bharatiya Vidya Bhavan, Bombay
- Patnaik, N. (1972). Tribes and their development, Hyderabad, Hyderabad Institute of Community Development
- Srinivas, M.N. (1952). Social, religion and society among the Coorgs of south India. Oxford University Press, Delhi
- Srinivas, M.N. (1966). Change in modern India. Oxford University Press, Delhi
- Thurston, Edgar C. and Rangachari, K. Castes and tribes of southern India. Gyan Publishing House, New Delhi
- Vidyarthi, L.P. and B.K. Rai (1985). The tribal culture of India. Concept Publishing Company, New Delhi

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

Formative Assessment	
Assessment Occasion/ type	**Weightage in Marks**
Fieldwork as per Unit 4	30
Written Test	10
Total	40

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

B.A. Semester V

Course Title: STATISTICS IN SOCIOLOGICAL RESEARCH	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Objectives:

- Introduction to sociological research and methods
- To familiarize the students with the process of research
- General introduction to statistical techniques for analyzing social science data

Course Outcomes (COs) for DSC 11:

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

- Use appropriate research method
- Use appropriate statistical techniques
- Summarise data, examine relationships among variables

Articulation Matrix for Course 11: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Use appropriate research method	X		X	X	X	X			
Use appropriate statistical techniques			X	X	X	X			
Summarise data, examine relationships among variables			X	X	X	X		X	X

DSC SOC C11 - Content of Course: STATISTICS IN SOCIOLOGICAL RESEARCH	60 Hours
UNIT – I **SOCIOLOGICAL RESEARCH**	**15**
Chapter 1 Meaning of Science, Social Science, Research Steps for Conducting Research: Choosing Research Topic **Chapter 2** Literature Review; Research Design; Reference and Bibliography **Chapter 3** Meaning of - Concept, Assumption, Hypothesis Formulating a Hypothesis; Independent Variable, Dependent Variable	
UNIT – II **METHODS OF SOCIOLOGICAL RESEARCH**	**15**
Chapter 4 Qualitative and Quantitative Methods: Meaning, Differences Survey Methods: Sampling **Chapter 5 & 6** Sources of Data (Primary, Secondary) Questionnaire, Interview, Participant Observation, Non-participant Observation	
UNIT – III **SOCIAL STATISTICS**	**15**
Chapter 7 Social Statistics- Meaning, Need of Studying Social Statistics Types of Statistics: Descriptive Statistics, Inferential Statistics **Chapter 8** Definition of- Population, Sample, Count, Fractions, Constant Variable Classification and Tabulation of Data **Chapter 9** Meaning of Frequency Distribution; Construction of Frequency Tables; Diagrammatic and Graphical Representation of Grouped Data: Advantages; Bar Charts, Histogram, Frequency Polygon and Frequency Curve; Pie Charts	

UNIT – IV	STATISTICAL MEASUREMENT AND USE OF COMPUTERS	15
Chapter 10 Measures of Central Tendency: Merits, Demerits Arithmetic Mean, Median and Mode **Chapter 11** Microsoft (MS) Office *(Word, Excel, Power Point)* **Chapter 12** Use of Computer in Social Science Research, e-library		

Reference Books

- Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald. (2003). Numerical Issues in statistical computing for the social scientist. New York: John Wiley and Sons.
- Babbie, Earl. (2013). The practice of social research, Cengage, 13th Edition
- Bailey, K. (1994). The research process in methods of social research. Simon and Schuster, 4th Ed. The Free Press, New York
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- Gupta, S.C. (1990). Fundamentals of Statistics. New Delhi: Himalaya Publishing House.
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- Norton, Peter. (2005). Introduction to Computers. New Delhi: Tata McGraw Hill.
- Luker, Kristin. (2008). Salsa Dancing into the Social Sciences, Harvard University Press, Harvard
- Rajaraman, V. (2004). Fundamentals of Computers. New Delhi: Prentice Hall.
- Shipman, Martin. (1998). The Limitations of Statistics. London: Longman.
- Srinivas, M.N. et al. (2002) (reprint). The Fieldworker and the Field: Problems and Challenges in Sociological Investigation. Oxford University Press, 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	30
Written Test	10
Total	40

B.A. Semester V: SEC

Course Title: SOCIAL SKILLS AND CAREER DEVELOPMENT	
Total Contact Hours: 30	Course Credits: 03
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Model Syllabus Authors:	Summative Assessment Marks: 30

Course Objectives:
- To enhance self-awareness and foster personal growth for optimal career readiness
- To equip students with essential social skills and competencies required for successful career
- To develop interpersonal skills for effective interface at workplace

Course Outcome (COs) for SEC:
At the end of the course the students should be able to:
- Develop interpersonal skills for career readiness
- To inculcate social etiquettes
- To up-skill and create career pathways

Articulation Matrix for Course12:
Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Develop interpersonal skills for career readiness	X	X			X				X
To inculcate social etiquettes	X				X	X	X		X
To up skill and create career pathways			X	X	X				X

SEC SOC 12 – Content of Course: SOCIAL SKILLS AND CAREER DEVELOPMENT	30 Hours
UNIT - I **FOUNDATION OF SOCIAL SKILLS**	**12**
Chapter 1: Social Skills: Concept, Features, Importance, Types; Emotional Intelligence and Critical Thinking; Goal Setting and Personal analysis **Chapter 2**: Behavioural and Interpersonal Skills; Common Etiquettes; Listening, Reading and Writing Skills **Chapter 3**: Self-Introduction; Interview Skill; Presentation Skills; Group Discussion; Public Speaking; Letter and Resume Writing	Theory and Practical
UNIT - II **DEVELOPMENT OF CAREER SKILLS**	**12**
Chapter 4: Human Values and Work Ethics as Integral Soft Skills; Exploring the Role of Soft Skills in Career Success **Chapter 5**: Professional Skills; De-stressing Skills; Time Management; Leadership Skills **Chapter 6**: Essential Digital Skills; Effective use of Social Media (Internet Social Skills)	Theory and Practical
UNIT - III **FIELD WORK**	**06**
Students have to go the field and invasively involve themselves as mentioned in the Chapters 1 to 6. This will be considered for awarding 40% marks of Continuous Assessment. Teachers can choose or modify as per local needs: **Chapter 7 & 8**: Presentation and Activities (Mock Interview, Public Speaking, etc.)	

REFERENCES:

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- University Grants Commission. (2019). Curriculum for life skills (Jeevan Kaushal). Secretary, UGC, New Delhi. https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf

INTERNET SOURCES:

- Professional Development Training for the Modern Workplace. https://virtualspeech.com
- Employability Skill. https://www.studocu.com/in/document/anna-university/be/2-bcom-e-skill-material/9690042

- Fries, K. (2019). 8 Essential Qualities That Define Great Leadership. Forbes. https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essentialqualities-that-define-great-leadership/#452ecc963b63
- How to Build Your Creative Confidence, Ted Talk by David Kelly. https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam. "A Leader Should Know How to Manage Failure". A business journal from the Wharton School of the University of Pennsylvania. https://knowledge.wharton.upenn.edu/article/former-president-apj-abdul-kalam-a-leader-should-know-how-to-manage-failure/

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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Internal Assessment Marks *(One Internal Exam)*	10
Presentation/ Activities	10
Theory Exam	30
TOTAL	50
Duration of Theory Paper	**01 Hour**

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

B.A. Semester VI

Course Title:	SOCIOLOGICAL PERSPECTIVES	
Total Contact Hours: 60	Course Credits: 4	
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours	
Model Syllabus Authors:	Summative Assessment Marks: 60	

Course Objectives:

- To introduce major Sociological theoretical approaches

- To introduce and apply fundamental categories of theory

- Compare and analyse the perspectives of different sociological theorists

Course Outcomes (COs) for DSC 13:

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

- Appreciate the significance of major Sociological theories

- Able to use fundamental theoretical categories

- Understand the nuance of sociological perspectives and concepts

Articulation Matrix for Course 13: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the significance of major Sociological theories	X	X		X					
Able to use fundamental theoretical categories	X	X		X	X	X			X
Understand the different nuances of concepts and terms	X	X							

DSC SOC C13 - Content of Course: SOCIOLOGICAL PERSPECTIVES	60 Hours
UNIT – I **BASICS OF THEORY**	**15**
Chapter 1 Meaning of Theory and Social Theory, Features Types of Theory: Macro, Meso, Micro **Chapter 2** Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking **Chapter 3** Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation	
UNIT - II **STRUCTURAL FUNCTIONAL PERSPECTIVE**	**15**
Chapter 4 Functionalism: Origin and Meaning of Functionalism **Chapter 5** Social System: Functions and Dysfunctions **Chapter 6** Structuralism: Origin and Meaning, Features of Social Structure, Integration, Social Equilibrium, Social Order	
UNIT - III **CONFLICT PERSPECTIVE**	**15**
Chapter 7 Conflict Perspective: Origin, Meaning of Conflict, Social Inequality **Chapter 8** Power & Authority Dominance & Hegemony, Class Struggle **Chapter 9** Process of Social Conflict, Functions of Social Conflict	

UNIT - IV	SYMBOLIC INTERACTION PERSPECTIVE	15
Chapter 10 Symbolic Interaction: Origin, Meaning, Social Construction of Reality, Interpretation, Reflexivity, Negotiation **Chapter 11** Situation : Meaning, Definition and Importance **Chapter 12** Dramaturgy and Everyday Life		

Reference Books

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- Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago
- University Press.
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- Social Context, New York: Harcourt Brace Jovanovich.
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- Wiseman, Boris (1998). Introducing Lévi-Strauss. Toronto: Totem Books.

Internet Sources:

- Press Books. Micro, Meso, and Macro Approaches. https://pressbooks.pub/scientificinquiryinsocialwork/chapter/6-1-micro-meso-and-macro-approaches/#:~:text=As%20you%27ll%20recall%2C%20micro,research%20studies%20institutions%20and%20policies.
- Micro, Meso, and Macro Approaches. https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/s05-01-micro-meso-and-macro-approache.html

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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Activities	30
Written Test	10
Total	40

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

B.A. Semester VI

Course Title:	SOCIOLOGY OF HEALTH	
Total Contact Hours: 60	Course Credits: 4	
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours	
Model Syllabus Authors:	Summative Assessment Marks: 60	

Course Objectives:

- To understand the concept of health, illness and social conditions
- To analyse the relationship between social factors and health status
- To understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Course Outcomes (COs) for DSC 14:

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

- Appreciate the significant relationship between society and health
- Distinguish between health, well-being, illness and disease
- Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Articulation Matrix for Course 14:
Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the significant relationship between society and health	X	X		X					X
Distinguish between health, well-being, illness and disease	X	X						X	X
Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health	X			X				X	X

DSC SOC C14 - Content of Course SOCIOLOGY OF HEALTH	60 Hours
UNIT – I **INTRODUCTION**	**15**
Chapter 1 Sociology of Health: Emergence Development of Sociology of Health in World and India **Chapter 2** Sociology of Health: Meaning, Nature, Scope and Need, Sociology in Medicine and Sociology of Medicine **Chapter 3** Actors: Doctors, Nurses; Paramedical Staff-Patients and their relationship	
UNIT – II **DETERMINANTS OF HEALTH**	**15**
Chapter 4 Social Determinants: Class, Caste, Power, Gender, Social Cohesion **Chapter 5** Cultural Determinants: Beliefs, Nutrition, Environment **Chapter 6** Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood	
UNIT – III **MODELS OF HEALTH**	**15**
Chapter 7 The Professionalization and Socialization of the Physician Sick Role and Experiencing Illness **Chapter 8** Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model **Chapter 9** Functions of Hospital Hospital as Social Organisation	

UNIT – IV	HEALTH CARE REFORMS	15
Chapter 10 National Health Policy Medicalisation and Pharamceuticalisation of Health **Chapters 11 & 12** Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level		

REFERENCE BOOKS:

- Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
- Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.
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Pedagogy: Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Fieldwork as per Chapter 11 and 12 of Unit IV	30
Written Test	10
Total	**40**

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

B.A. Semester VI

Course Title:	SOCIETY IN KARNATAKA	
Total Contact Hours: 60		**Course Credits: 4**
Formative Assessment Marks: 40		**Duration of ESA/Exam: 3 hours**
Model Syllabus Authors:		**Summative Assessment Marks: 60**

Course Objectives:
- Enhance Sociological knowledge about the Local and Regional context of Karnataka.
- Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics.
- Learn about the unique cultures in Karnataka.

Course Outcomes (COs) for DSC 15:
At the end of the course the student should be able to:
- Acquaint and appreciate the cultural items of Karnataka
- Critique the social changes occurring in Karnataka
- Usefulness of sociological study in the contemporary society

Articulation Matrix for Course 15:
Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Acquaint and appreciate the cultural items of Karnataka	X								
Critique the social changes occurring in Karnataka	X		X	X					X
Usefulness of sociological study in the contemporary society	X							X	X

DSC SOC C15 - Content of Course: SOCIETY IN KARNATAKA	60 Hours
UNIT – I FEATURES OF KARNATAKA	**15**
Chapter 1: Overview of Karnataka's History: Antiquity of Land and Language**;** Social Composition: Religion, Caste, Tribe, Class, Language *(as per latest Census/Sample Surveys)*; **Chapter 2:** Geography and Politics: Spatial Features: Plains, Coastal and Malnad; Old Mysuru, Hyderabad Karnataka, Bombay Karnataka; Present Administrative Divisions *(Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka)*; Political Landscape since Independence **Chapter 3:** Economic Profile: Developments in Agriculture, Industry and Service Sectors	
UNIT – II SOCIAL ORGANISATION	**15**
Chapter 4: Folklore and Regional Culture of Karnataka Urbanisation: Trends and Issues **Chapter 5:** Education: Status of Social Sciences and Humanities; Growth of STEM Courses, **Chapter 6:** Human Development Index (HDI) and Regional Disparities	
UNIT – III SOCIAL MOVEMENTS OF KARNATAKA	**15**
Chapter 7: Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements **Chapter 8:** Unification of Karnataka; Save Kannada Movement; Gokak Movement	

Chapter 9: Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement against Social Forestry	
UNIT – IV **STUDIES ON KARNATAKA SOCIETY**	**15**
Chapter 10: Contributions of M.N. Srinivas, S. Parvathamma, Hiremallur Ishwaran, and other prominent Sociologists of Karnataka **Chapters 11 and 12:** Fieldwork report on Changing Social Institutions and their Impact on Social Life	

REFERENCE BOOKS:

- Government of Karnataka. Human Development Reports, Planning and Statistics Department, Bangalore.
- Jai Prabhakar, S.C. Socio-Cultural Dimensions of Development in North Karnataka, CMDR Monograph Series No. 63.
- Panchamukhi, P.R. (2001). North-South Divide: Karnataka's Development Scenario, CMDR Monograph, Series No. 21, pp. 1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.
- Rajyashree, K.S. Kodava Speech Community: An Ethno Linguistic Study. Online webpage of languageindia.com. M.S. Thirumalai.
- Srikanta Sastri, S. (1940). Sources of Karnataka History, Vol. I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
- Suryanath U. Kamat. (2001). Concise History of Karnataka. MCC, Bangalore.
- Nanjundappa High Commission Report.

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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Fieldwork as per Chapter 11 and 12 of Unit - IV	30
Written Test	10
Total	**40**

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

SOC C16

INTERNSHIP/ DISSERTATION

Internship for Graduate Programme
(As Per UGC & AICTE)

Course Title	Internship Discipline Specific
No of Contact Hours	90
No Credits	02
Method of Evaluation	Presentations/Report Submission/Activity etc.

- **The detailed guidelines and formats shall be formulated by the universities separately as prescribed in accordance to UGC and AICTE guidelines.**

  (Internship shall be Discipline Specific of 90 hours (2 credits) with duration 4-6 weeks. Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours. The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.)

Question Paper Pattern for all DSC
B. A. Examination Month / Year

SOCIOLOGY
Title of the Paper

Time: 2 Hours   **Max. Marks: 60**

Instruction: Answer all section

Part-A

Answer any five questions   **2×5=10**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Part-B

Answer any four questions   **5×4=20**

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Part-C

Answer any three questions   **10×3=30**

15. _____
16. _____
17. _____
18. _____

Question Paper Pattern for SEC

B. A. Examination Month / Year

SOCIOLOGY
Title of the Paper

Time: 01 Hour   **Max. Marks: 30**

Instruction: Answer all section

Part-A

Answer any five questions   **2×5=10**

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____
    6. _____

Part-B

Answer any four questions   **5×4=20**

    7. _____
    8. _____
    9. _____
    10. _____
    11. _____