TUMKUR UNIVERSITY
Department of Studies and Research in Sociology
B.H Road, Tumakuru – 572103

Syllabus
Bachelor of Arts Programme in Sociology
(With Effect from 2021-22)

Under
Choice Based Credit System
(CBCS) Continuous Evaluation
Pattern System (CEPS)

SOCIOLOGY SYLLABUS - LIST OF PAPERS

SEM	Paper	Title of Papers	Credits
I	DSC -1	Understanding Sociology	3
	DSC -2	Changing Social Institutions in India	3
	OE-1	a) Indian Society: Continuity and Change b) Sociology of Everyday Life c) Social Media : Opportunities and Concerns	3
II	DSC -3	Foundations of Sociological Theory	3
	DSC -4	Sociology of Rural Life in India	3
	OE-2	a) Society through Gender Lens b) Social Development in India c) Knowledge Society : Issues and Concerns	3
III	DSC -5	Social Stratification and Mobility	3
	DSC -6	Sociology of Urban Life in India	3
	OE-3	a) Sociology of Youth b) Sociology of Tourism Management c) Social Inequality in India	3
IV	DSC -7	Sociology of Marginalized Groups	3
	DSC -8	Population and Society	3
	OE-4	a) Sociology of Leisure b) Sociology of Food Culture c) Sociology of Disaster Management	3
V	DSC - 9	Social Entrepreneurship	4
	DSC -10	Society and Tribes	4
	DSC -11	Statistics in Sociological Research	4
	SEC - 4	Public Health Consultancy	3
VI	DSC - 12	Sociological Perspectives	4
	DSC - 13	Sociology of Health	4
	DSC- 14	Society in Karnataka	4
	SEC-2	a) Internship b) Dissertation / Corporate Social Responsibility	2

DSC: Discipline Specific Core

DSE: Discipline Specific Elective

OE: Open Elective

SEC: Skill Enhancement Course

Dr. Nagaraja S
Chairperson (BOS)

TUMKUR UNIVERSITY

SOCIOLOGY CURRICULUM

Name of the Degree Programme: Bachelor of Arts in Sociology

Choice Based Credit System (CBCS)

Starting year of implementation: 2021-22

General Objectives of the Program:

1. Introduce the students to the basic concepts and processes in sociology to understand the social life

2. Provide different perspectives of understanding the social life of people

3. Update the students with different fields of Sociology and latest developments in the field

4. Develop the skills to analyze, interpret and present today's social situation - developments and problems

5. Critically appreciate the social construction of reality

6. Ability to examine, relate and connect theory with research

7. Equip the students to develop communication skills

8. Prepare the students to enter the professional field with ethical responsibility and knowledge as teachers, researchers, administrators, facilitators etc. by exercising intellectual autonomy

9. Prepare students for their dissertation research

Program Outcomes:

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

Details of Sociology UG Syllabus, Course Credit Structure, Teaching hours per week and Marks

Sem	Course Category	Course Code	Course Title	Credits	Teaching Hours Per Week	FA Marks	SA Marks	Total
I	DSC	DSC-SOC-1	Understanding Sociology	3	3	40	60	100
		DSC-SOC-2	Changing Social Institutions in India	3	3	40	60	100
	OE	SOC -OE-1	a) Indian Society : Continuity and Change b) Sociology of Everyday Life c) Social Media : Opportunities and Concerns	3	3	40	60	100
II	DSC	DSC-SOC-3	Foundations of Sociological Theory	3	3	40	60	100
		DSC-SOC-4	Sociology of Rural Life in India	3	3	40	60	100
	OE	SOC -OE - 2	a) Society through Gender Lens b) Social Development in India c) Knowledge Society : Issues and Concerns	3	3	40	60	100
III	DSC	DSC - SOC-5	Social Stratification and Mobility	3	3	40	60	100
		DSC - SOC-6	Sociology of Urban Life in India	3	3	40	60	100
	OE	SOC - OE-3	a) Sociology of Youth b) Sociology of Tourism Management c) Social Inequality in India	3	3	40	60	100
IV	DSC	DSC - SOC-7	Sociology of Marginalized Groups	3	3	40	60	100
		DSC -SOC- 8	Population and Society	3	3	40	60	100
	OE	SOC -OE-4	a) Sociology of Leisure b) Sociology of Food Culture c) Sociology of Disaster Management	3	3	40	60	100
V	DSC	DSC SOC- 9	Social Entrepreneurship	4	4	40	60	100
		DSC SOC- 10	Society and Tribes	4	4	40	60	100
		DSC SOC- 11	Statistics in Sociological Research	4	4	40	60	100
	SEC - 4		Public Health Consultancy	3	2-0-2	20	30	50
VI	DSC	DSC SOC- 12	Sociological Perspectives	4	4	40	60	100
		DSC SOC- 13	Sociology of Health	4	4	40	60	100
		DSC SOC- 14	Society in Karnataka	4	4	40	60	100
	SEC-2		a) Internship b) Dissertation / Corporate Social Responsibility	2	2	20	30	50

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Formative Assessment Pattern

Assessment and evaluation process in each semester of each course (paper) in continuous mode that is C1, C2 and C3 pattern:

a) The first component of C1 assessment is for 20% to be assessed by conducting Test for 10 marks and Seminars / Presentations / Activities for 10 marks

b) The second component of C2 assessment is for 20% to be assessed by conducting Test for 10 marks and Case Study / Assignment / Field work / Project work for 10 marks

c) The final component of C3 assessment is for the 60% to be assessed by conducting examination.

Marks Pattern C1, C2 and C3
(First Semester to Fourth Semester)

Course	C1 = Activities + Test	C2 = Activities + Test	C3 = Final Examination	Total
DSC	10 + 10	10 + 10	60	100
OE	10 + 10	10 + 10	60	100

Marks Pattern C1, C2 and C3
(Fifth Semester to Sixth Semester)

In Fifth and Sixth Semester Courses where Field work is compulsory the first component C1 Assessment is assessed by conducting Test for 10 Marks and the second Component of C2 Assessment is assessed by presentation and submission of Report of Field work for 30 Marks. FOR SEC – 4 C1 = 10 Marks, C2 = 10 Marks and C3 = 30 Marks.

Course	C1 = Activities + Test	C2 = Activities + Test	C3 = Final Examination	Total
DSC-SOC-11	10 + 10	10 + 10	60	100
DSC-SOC-12	10 + 10	10 + 10	60	100

Course	C1 = Test	C2 = Field Work	C3 = Final Examination	Total
DSC-SOC-09	10	30	60	100
DSC-SOC-10	10	30	60	100
DSC-SOC-13	10	30	60	100
DSC-SOC-14	10	30	60	100
SEC - 4	10	10	30	50

B.A Semester - 1

DSC-SOC- 1- Course Title: Understanding Sociology	
Course Credits: 3	Duration of ESA/Exam : 2 hours
Total Contact Hours: 45	Formative Assessment Marks : 40
Lecture hours per week: 3 hours	Summative Assessment Marks : 60

Course Objectives

This Course introduces the students to practicing Sociology in a changing world. It describes how sociologists understand continuity and change, distinguishes between sociology as a science and its role in social reform. The Course proposes to give an overview of different sociological perspectives and how they help in understanding the social construction nature of real world

Course Outcomes

At the end of the course the student will 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

Pedagogy

Blended learning, group discussions, role play, micro project, field visit, written/oral presentation by students

Articulation Matrix: 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 nature and role of Sociology in a changing world	X	X		X		X	X	X	X
Comprehend the uniqueness of sociological imagination in the study of real world	X	X		X	X	X	X	X	X
Recognize different perspectives of perceiving the workings of social groups	X		X	X	X	X	X	X	X
Differentiate between sociology's two purposes - science and social reform	X	X	X	X	X	X	X	X	X
Express one's understanding of current social issues in oral and written forms		X	X	X	X			X	X

Content of Course DSC-SOC-1 : Understanding Sociology	45 Hrs
Unit – 1 Sociology as Science	15
Chapter-1 Sociology: Definition (as a study of Groups and Social Interaction),Scope and Need; Sociology as Science Vs. Sociology as Social Reform; Foci of Sociology: Social Institutions, Social Inequality and Social Change **Chapter -2** Sociological Imagination (C Wright Mills' distinction between trouble *i.e. personal in nature* and issue, i.e. *public in nature*), Sociological Eye(Randall Collins), Social Construction of Reality **Chapter-3** Introduction to Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionism, Feminist	
Unit – 2 Culture and Socialization	15
Chapter-4 Culture: Definition and Elements of Culture; Comparison between Culture and Civilizations; Acculturation: Robert Ezra Park's idea of Melting Pot; Cultural Contact, CulturalShock, Counter Culture **Chapter -5** Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide; Cultural Imperialism **Chapter-6** Socialization: Theories of Self: Charles Horton Cooley and George Herbert Mead	
Unit – 3 Social Change	15
Chapter-7 Changes due to Industrialisation, Rationalisation, Globalisation , McDonaldization (George Ritzer), Urbanisation and Information Explosion **Chapter-8** Globalisation; Global Culture: Globalisation of Values; **Chapter-9** Changing age Structure of Societies: Ageing and Ageism; Technological Impact onSocial Life; Changing Environment	

<u>TEXT BOOKS:</u>

1) Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y

2) Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York

3) Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada

4) Davis, Kingsley 1949, Human Society, Macmillan, Delhi

5) Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA

6) Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York

7) Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi

8) Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi

9) Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi

10) Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore

11) Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi

12) Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland

13) Macionis, John 2018, Sociology Global Edition, Pearson, England

14) Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad

15) Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad

16) Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi

17) ಇಂದಿರಾ ಆರ್. 2012, (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ ಮೈಸೂರು ವಿಶ್ವ ವಿದ್ಯಾನಿಲಯ ಮೈಸೂರು.

18) ಲಕ್ಷ್ಮೀಪತಿ ಸಿ.ಜಿ. ಮತ್ತು ನಾಗರಾಜು ಆರ್.ಕೆ. 2021 ಸಮಾಜಶಾಸ್ತ್ರದ ತಿಳುವಳಿಕೆ, ಹಿಮಾಲಯ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಬೆಂಗಳೂರು.

19) ಮುಳುಗುಂದ ಐ.ಸಿ. ಮತ್ತು ನಳಿನಿ ಬೆಂಗೇರಿ –2021 ಸಮಾಜಶಾಸ್ತ್ರದ ಗ್ರಹಿಕೆ,ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ.

20) ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ 2018,ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ – ಇಂದಿರಾ ಆರ್. (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಧಿಕಾರ, ಮೈಸೂರು.

21) ಚ ನ. ಶಂಕರ ರಾವ್. 2012 ಸಮಾಜಶಾಸ್ತ್ರ ದರ್ಶನ ಭಾಗ–02 ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

22) ಚ ನ. ಶಂಕರ ರಾವ್. 2021 ಸಮಾಜಶಾಸ್ತ್ರ ಒಂದು ಗ್ರಹಿಕೆ ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

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/files/upm-assets/ 109310_book_item_109310.pdf First chapter of a book published by Sage Publications- 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.pdfChapter 1 of Pearson book - good introduction to Sociological Imagination, Origins of Sociology, along with case studies. Contains useful reference and web links
https://www.researchgate.net/publication/ 8332089_Imagining_The_Sociological_Imagination_The_biographical_context_of_a_sociological_cla ic This article from British Journal of Sociology is useful to contextualise the concept of sociological imagination

Unit 2

https://www.britannica.com/topic/culture 3.2 The Elements of Culture – Sociology - Publishing Serviceshttps://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…
Robert E. Park - New World Encyclopediahttps://www.newworldencyclopedia.org ›entry › Robert_E What Is Culture? | Introduction to Sociology – Brown-Weinstockhttps:// courses.lumenlearning.com › chapter › what-is-cult…
1.https://www.newworldencyclopedia.org/entry/Information_explosion
https://edisciplinas.usp.br/pluginfile.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 life on society from sociological perspective
https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the- future-of-digital- life
https://blogs.ed.ac.uk/keywordsindigitalsociology/2020/01/09/the-digital-divide/
https://www.webroot.com/in/en/resources/tips-articles/netiquette-and-online- ethics-what-are-they
https://www.britannica.com/topic/netiquette https://blog.citl.mun.ca/instructionalresources/netiquette/
https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines- every-online- stude 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
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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/
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PHILOSOCIOLOGY.ir_Blackwell%20Encyclopedia%20of%20Sociology_George%20Rit zer.pdf
Blackwell Encyclopedia of Sociology, edited by George H Ritzer

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 Jind the common methods of study adopted in subjects like Botany or Zoology and Sociology and Jind 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 analysed 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 Socialisation

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 behavior, authority, friendly behavior etc. and write down the basis for their conclusion. Observation should be of at least 45-60 minutes duration*

2. *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.*

3. *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 difference 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*

4. *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 behaviour. 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*

5. *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 declines their personality*

6. 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.

7. To understand the theories of socialisation, students can share their experiences related to - how they choose a new dress? Criteria used to buy a vehicle or consumer good 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 rationalisation 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 fertilisers 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.

BA Semester - 1

DSC-SOC- 2 Course Title: Changing Social Institutions in India	
Course Credits: 3	Duration of ESA/Exam: 2 hours
Total Contact Hours: 45	Formative Assessment Marks: 40
Lecture hours per week: 3 hours	Summative Assessment Marks: 60

Course Objectives

Focus of this course is to depict the changes happening in social institutions, with examples drawn from Indian experience. It shows how traditional image of institutions are changing yet continuity can be distinctly identified in the Indian context. Recent issues of concern are highlighted to sensitise the students about challenges and responses of common man.

Course Outcomes

At the end of the course the student will 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. Sensitise 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 effectively

Pedagogy

Blended learning, group discussions, role play, micro project, field visit, written/oral presentation by students

Articulation Matrix: 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
Identify the new forms taken by institutions of family and marriage	X	X	X	X	X	X	X	X	X
Understand the role played by religion in modern world	X	X		X	X	X	X	X	X
Sensitise the students to the conflicting norms of secularism and living by one's religious beliefs	X	X	X	X	X	X	X	X	X
Appreciate the role of education and challenges in making education accessible to all	X	X	X	X	X	X	X	X	X
Recognize the social nature of economy and work	X	X	X	X	X	X	X	X	X
Grasp the opportunities offered by democracy and the threats it faces	X	X		X	X		X	X	X
Undertake micro research work and communicate effectively	X	X	X	X	X	X	X	X	X

Content of Course DSC-SOC-2 : Changing Social Institutions in India	45 Hrs
Unit – 1 Family and Marriage	15
Chapter-1 Family - Definitions of Family and Household; Changing structure of family (changes in size and composition) **Chapter-2** Marriage - Definition; Changes in age of marriage; changing patterns of marital relations (democratisation of relationships);cohabitation, separation, divorce and remarriage and step-parenting **Chapter-3** Decrease in number of children and voluntary childlessness;Changes incare giving of children and elderly	
Unit – 2 Religion and Education	15
Chapter-4. Definition; Secularisation vs Resurgence of religion in modernworld; Challenge of diversity - religious freedom vs state laws **Chapter-5** Education: Definition; Education as Socialisation; Types of Education - Formal and Informal; Functional View - Manifest and Latent Functions; Conflict View - Education as a Tool for Perpetuating Inequality **Chapter-6** Schooling and Life Chances (Max Weber's views) – Increasing Enrolment Ratio; Education and Employability - Technology and Digital Divide	
Unit – 3 Economic and Political Institutions	15
Chapter-7 Definitions of Economy and Work; Gender stratification in work and its feminisation; Job insecurity, Unemployment; Outsourcing Opportunities and Threats; Automation and Advancement of Technology **Chapter No-8** Definitions of Political Institution, Government, Governance and State **Chapter No-9** Status of Democracy in India; Challenges: Militancy, Fundamentalism, Regionalism	

TEXT BOOKS

1. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y

2. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York

3. Davis, Kingsley 1949, Human Society, Macmillan, Delhi

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7. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi

8. Inkeles, Alex 1987, what is Sociology? Prentice-Hall of India, New Delhi

9. Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore

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18. ಜ. ನ ಶಂಕರ ರಾವ್ 2018, ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ–ಇಂದಿರಾ ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು.

19. ಜ. ನ ಶಂಕರ ರಾವ್ 2012, (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ ಜೈಭಾರತ ಪ್ರಕಾಶನ ಮಂಗಳೂರು.

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 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 provide many examples for conducting activities related to family and marriage
http://rchiips.org/nfhs/factsheet_NFHS-5.shtml Data of National Family and HealthSurvey-5 is availab 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/ Graue Publikationen/NW_Globalisation_and_the_Welfare_State.pdf

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 neighbourhood of their residenceand 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

15

Unit 2: Religion and Education

(1) Students can be made to collect information about the level of participation in religious organisations 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

(4) 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 utilised by students to present their understanding of issues and reasons for lack of quality education in India

(5) A survey of students/youth of college can be conducted to understand their concerns about their opportunities in employment market by asking four-five questions - sex, age, education level and opinion, for example.

(6) 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

(7) 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 labourers. How do labourers cope with this situation and the problems they encounter can be documented by students

(5) Migration from rural rural to urban areas is increasing. Experience of these migrant labourers 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 Jind 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.

BA Semester I - Open Elective - 1

SOC-OE-1 : Course Title : Indian Society: Continuity and Change	
Course Credits : 3	Duration of ESA/Exam : 2 hours
Total Contact Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 hours	Summative Assessment Marks : 60

Course Objectives

This course aims to introduce students to the changes taking place in the social structure of Indian society. The dynamics of continuity and change that characterises the Indian social life is focused. It also highlights the challenges faced in terms of mundane living and the issues related to changes in social values, aspirations represented by different social movements and the Constitution of India. The two way street of globalisation also receives attention

Course Outcomes

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

1. Analyse 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. To critically look at the two way street of globalisation and its impact on Indian society and communicate in clear terms
5. Communicate critical observations with clarity.

Pedagogy

Blended learning, Field work, micro projects, group discussion, role play, written/oral presentation by students

Articulation Matrix: 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
Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions	X	X	X	X	X		X	X	X
Understand the Indicators of change and participation in democratic process	X	X	X	X	X	X			X
Examine the changing conditions of socially excluded groups through movement for social justice	X	X	X	X	X	X	X	X	X
To critically look at the two way street of Globalization and its impact on Indian society and communicate in clear terms	X	X		X	X	X	X	X	X
Communicate critical observations with clarity	X	X	X	X	X	X	X	X	X

Content of Open Elective Course 1- Indian Society: Continuity and Change	45 Hrs
Unit – 1 Traditions in Transition	15
Chapter-1: The Nature and Direction of Change in Indian Society Chapter-2: TheChanging 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	15
Chapter- 4: A Background View: Role of the Constitution of India and Legislation Chapter-5: Backward Classes and Dalit Movements Chapter-6: New Social Movements: LGBTQ, Civil Rights, Ecological, Anticorruption Movements	
Unit – 3 India in the Globalization Era	15
Chapter-7:Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women Chapter-8: Globalization and Indian Culture: Impact on Food Habits, Language, Ideas and Lifestyles Chapter-9:Globalisation and Social Values: Impact on Youth and their World View, Changing Landscape of Love and Marriage, Impact on Familial Relationships and Understanding Others	

TEXT BOOKS

1) Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur

2) Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable?Amrith Book Co., New Delhi

3) Beteille, Andre 1965, Caste, Class and Power, University of California Press, Berkeley

4) Das, Veena 2004, Handbook of Indian Sociology, Oxford University Press, New Delhi

5) Dube, S C 1991, Indian Society, National Book Trust, New Delhi

6) Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A RegionalScenario, GRIN Publishing, Munich

7) Mandelbaum, D G 1970, Society in India, University of California Press, Berkeley

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15) ಚ. ನ. ಶಂಕರರಾವ್ 2012, (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

16) ಚ. ನ ಶಂಕರ ರಾವ್ 2018, ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ–ಇಂದಿರಾ ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು.

https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2019/08/WYP2019_10-Key-Messages_GZ_8AUG19.pdf
https://www.intechopen.com/chapters/38348 Globalisation and Culture: The Three H Scenarios
https://www.business- standard.com/article/education/india-s-gross-enrolment-in-higher-education-rose-marginally-in-2019-20- 121061001249_1.html https://www.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=53An article on Yogaar 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- finds/283119/

Suggested Activities

Unit 1: Traditions in Transition

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

Unit 2: Movements for Social Justice

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

BA Semester I : Open Elective 1

SOC-OE-1 : Course Title: Sociology of Everyday Life	
Course Credits: 3	Duration of ESA/Exam: 2 hours
Total Contact Hours: 45	Formative Assessment Marks: 40
Lecture hours per week: 3 hours	Summative Assessment Marks: 60

Course Objectives

This course introduces provides an introduction to the students about how sociologists explain the experience of everyday life. It aims to show how habits are formed and how we act, think and feel, how social institutions shape our tastes and opinions and how the Self is constructed by way of our interaction with others

Course Outcomes

At the end of the course the student will be able to:
1. Look at the familiar world from a new perspective
2. Able to appreciate how our social world is constructed
3. Able to communicate effectively in written and oral formats

Pedagogy

Blended learning, group discussions, role play, micro project, field visit, written/oral presentation by students

Articulation Matrix: 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
Look at the familiar world from a new perspective	X	X	X	X	X				X
Able to appreciate how our social world is constructed	X	X	X	X	X	X			X
Able to communicate effectively in written and oral formats	X	X	X	X	X	X	X	X	X

Content of Open Elective Course 1: Sociology of Everyday Life	45 Hrs
Unit – 1 Introduction	15
Chapter -1: Sociology as a study of Social Interaction and its Need **Chapter-2:** Everyday Life - Meaning; Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialisation in establishing habits and practices-action, thinking and feeling **Chapter-3:** Social Institutions as Established Practices and Customs - Definition and Elements	
Unit – 2 Self and Society	15
Chapter -4: Definition of Situation (W I Thomas' Principle) **Chapter-5:** The Looking-Glass Self; Relation between Individual and Society **Chapter -6:** Role of Social Media in Constructing Self and Identity	
Unit – 3 Culture in Everyday Life	15
Chapter -7: Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture **Chapter- 8 :** Mass Media and Everyday Life **Chapter- 9 :** Globalisation and Cultural Diffusion	

Text Books:

1) Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y

2) Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York

3) Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada

4) Coser, Lewis 1977 Masters of Sociological Thought, Harcourt Brace   Jovanovich, New York

5) Davis, Kingsley 1949, Human Society, Macmillan, Delhi

6) Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA

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13) Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman andLittlefield Publishers, Maryland

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17) Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad

18) Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad

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20) ನಾಗೇಶ್ ಹೆಚ್. 1998, ಸಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ಭಾರತ ಪ್ರಕಾಶನ ಧಾರವಾಡ.

21) ಚ ನ. ಶಂಕರರಾವ್ 2021, (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ ಜೈಭಾರತ ಪ್ರಾಕಾಶನ, ಮಂಗಳೂರು.

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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- selfhttps://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384- 0186.xmlAn article on Habithttps://courses.lumenlearning.com/alamo-sociology/chapter/reading-pop-culture- subculture-and-cultural- change/
https://en.wikisource.org/wiki/Body_Ritual_among_the_NaciremaThis is an excellent article on how agroup of people take care of their body everyday of their life.

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 utilised to demonstrate how we are socialised 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 withcurrent examples_

2. _Students can share their thoughts about how they feel and become conscious about oneself whenThey a) wear a new dress, (b) dress out of their way, (c) dress outrageously_

3. _Students can list the reasons for choosing their display picture in their social media accounts (any one or twoaccounts) 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 amongthemselves 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. Pickpocketing 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 oversocialisation given by Durkheim).

2. Can we call the popularity of tandoori chicken or vada pav an example for globalisation? 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/548297This 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?

BA Semester- I - Open Elective - 1

SOC-OE – 1 Course Title : Social Media : Opportunities and Concerns	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives :

This course on social media looks at new forms of communication and relationship among the people. It aims to show the use and abuse of social media at both individual and community levels and the impact of technology

Course Out comes :

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

1. Appreciate the new forms of human connections through technology

2. Recognize the impact of virtual connections and their limitations

3. Respond sensitively to the private and public spheres of human interaction

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix : Mapping of Course Outcomes (COs) with Programme Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the new forms of human connections through technology	X	X		X				X	
Recognize the impact of virtual connections and their limitations	X	X				X	X		X
Respond sensitively to the private and public spheres of human interaction	X	X		X			X	X	X

Content of OE 1 : Social Media: Opportunities and Concerns	45 Hrs
Unit – 1 **Introduction**	15
Chapter- 1 Social Media: Meaning, Characteristics and SocialRole (reasons for popularity) **Chapter-2** Meaning of Social Actor, Communication, Media,Social Network and Technology **Chapter-3** Social Interaction and Types	
Unit – 2 **Contemporary Concerns**	15
Chapter-4 Anonymity, Trolling **Chapter-5** Private Vs Public, Consent and Terms of Agreement **Chapter-6** Risks of Harm (National and Individual Levels)	
Unit – 3 **Case Studies**	15
Chapter -7 Facebook, Instagram, Pinterest **Chapter -8** WhatsApp, Twitter, Telegram **Chapter-9** You Tube, Reddit, LinkedIn	

TEXT BOOKS :

1. Barclay, Francis P and Boobalakrishnan N 2022 Social Media in India, Sage Publications

2. Barrat, David 1986, Media Sociology, Routledge, London

3. Fuchs, Christian 2014 Social Media: A Critical Introduction, Sage Publications, New Delhi

4. Lindner, Andrew M and Stephen Bernard 2020 All Media Are Social: SociologicalPerspectives on Mass Media, Routledge, London

5. Waisbord, Silvio 2017 Media Sociology: A Reappraisal, Rawat Publications, Jaipur

Suggested Internet Resources :

Unit 1

https://www.britannica.com/topic/socia

l-media

https://www.easymedia.in/social-

media-main-features/

https://blog.hubspot.com/marketing/which-social-networks-should-

you-focus-on   https://www.lawcolumn.in/role-of-social-media-in-our-life-and-its-impact-on-society/   https://www.simplilearn.com/real-impact-social-media-article

https://www.oxfordreference.com/view/10.1093/acref/9780191800986.001.0001/acref-9780191800986-e- 3410

https://encyclopedia2.thefreedictionary.com/s

ocial+actor

https://www.investopedia.com/terms/s/social-

networking.asp

https://flexbooks.ck12.org/user:coachtgj/cbook/episd-sociology/section/4.2/primary/lesson/types-of- social-interaction/

Unit 2

https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_Boundless)/05%3A_Social_Interaction/5.02%3A_Types_of_Social_Interaction

https://theconversation.com/online-abuse-banning-anonymous-social-media-accounts-is-not-the- answer-170224

https://theconversation.com/ending-online-anonymity-wont-make-social-media-less-toxic-172228

https://www.urbandictionary.com/define.php?term=Trolling

https://nordvpn.com/blog/social-media-privacy-issues/

https://www.bullguard.com/bullguard-security-center/internet-security/social-media-dangers/privacy- violations-in-social-media

https://blog.loomly.com/social-media-risks/

https://files.eric.ed.gov/fulltext/EJ1314721.pdf

https://www.iia.nl/SiteFiles/Managing%20Risk%20in%20a%20Social%20Media-Driven%20Society.pdf

Unit 3

https://www.academia.edu/42777973/Facebook_The_Inside_StoryFacebook_Th

e_Inside_Story   https://www.makeuseof.com/tag/4-security-threats-whatsapp-users-need-know/

https://www.propublica.org/article/how-facebook-undermines-privacy-protections-for-its-2-]

billion-whatsapp-users

https://www.nytimes.com/2021/01/13/technology/whatsapp-data.html

https://interestingengineering.com/culture/youtubes-history-and-its-impact-

on-the-internet https://www.theceo.in/blogs/what-is-linkedin

https://www.britannica.com/topic/LinkedIn

https://knowledge.wharton.upenn.edu/article/hi

story-of-reddit/

https://www.newyorker.com/magazine/2018/03/19/reddit-and-the-struggle-to-detoxify-the- internet

https://www.frontiersin.org/articles/10.3389/fpubh.2021.693153/full

Suggested Activities : Please refer to the following 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

DSC-SOC- 3 : Course Title : Foundations of Sociological Theory	
Course Credits : 3	Duration of ESA/Exam : 2 hours
Total Contact Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 hours	Summative Assessment Marks : 60

Course Objectives

This Course aims to introduce students to understand and appreciate the contributions of founding fathers of Sociology and set the theoretical framework for studying social groups.

Course Outcomes

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

1. Contextualize the social and intellectual background of classical sociologists
2. Appreciate the contemporaneity of classical sociological thought
3. Appreciate the need for thinking in theoretical terms and concepts
4. Demonstrate Basic Understanding of Theory and Research

Pedagogy

Blended learning, group discussions, role play, micro project, field visit, written/oral presentation by students

Articulation Matrix: 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
Contextualise the social and Intellectual background of classicalsociologists		X	X	X	X	X	X	X	X
Appreciate the contemporaneity of classical sociological thought	X	X	X	X	X	X	X	X	X
Appreciate the need for thinking in theoretical terms and concepts	X	X	X	X	X	X	X		X
Demonstrate Basic Understanding of Theory and Research	X	X	X	X	X	X	X	X	X

Content of Course DSC-SOC-3 : Foundations of Sociological Theory	45 Hrs
Unit – 1 **A Comte and H Spencer**	15
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 **K Marx and G Simmel**	15
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. **E Durkheim and M Weber**	15
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	

Text Books

1) Abraham, Francis 1984, Modern Sociological Theory, Orient Longman, Delhi

2) Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y

3) Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York

4) Collins, Randall 1997, Sociological Theory, Rawat Publications, Jaipur

5) Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada

6) Coser, Lewis A 2002, Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur

7) Davis, Kingsley 1949, Human Society, Macmillan, Delhi

8) Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA

9) Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York

10) Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi

11) Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi

12) Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi

13) Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore

14) Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi

15) Lemert, Charles   2012, Social Things : An Introduction to the Sociological Life, Rowman andLittlefield Publishers, Maryland

16) Macionis, John 2018, Sociology Global Edition, Pearson, England

17) Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London

18) Turner, Jonathan 1987, The Structure of Sociological Theory, Rawat Publications, Jaipur

19) Zeitlin, Irving M 1998, Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur.

20) ಮುಳುಗುಂದ ಐ.ಸಿ. 2017, ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ ಧಾರವಾಡ.

21) ಮುಳುಗುಂದ ಐ.ಸಿ. 2022, ಸಮಾಜಶಾಸ್ತ್ರೀಯ ಸಿದ್ಧಾಂತಗಳ ಬುನಾದಿ– ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ ಧಾರವಾಡ.

22) ನಾಗೇಶ್ ಹೆಚ್. 1998, ಸಾಮಾಜಿಕ ಚಿಂತನೆ, (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ಭಾರತ ಪೆಕಾಶನ ಧಾರವಾಡ.

References

Unit 1 A Comte and H Spencer
https://courses.lumenlearning.com/sociology/chapter/the-history-of-sociology/
https://www.oxfordbibliographies.com/view/documentobo-9780199756384/obo-9780199756384-0140.xmlContains many useful links
https://www.britannica.com/biography/Auguste-Comte https://plato.stanford.edu/entries/comte/
https://nptel.ac.in/content/storage2/courses/109103023/download/Lecture%2036.pdf
https://www.britannica.com/biography/Herbert-Spencer
https://www.smithsonianmag.com/science-nature/herbert-spencer-survival-of-the-fittest-180974756/
https://iep.utm.edu/spencer/
https://anthropology.ua.edu/theory/social-evolutionism/

Unit 2 K Marx and G 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.htm
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%2014.pdf?sequence=1&isAllowed=y
https://brocku.ca/MeadProject/Simmel/Simmel_1904a.html

Unit 3 E Durkheim and M Weber
https://www.britannica.com/biography/Emile-Durkheim https://iep.utm.edu/durkheim/
http://uregina.ca/~gingrich/250j1503.htm
https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/
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

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
2. 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
3. Students can be shown/encouraged to see movies which help in the understanding of group dynamics.Movies having very common themes of one male lead actor-two female lead actors or vice versa, entry of third person in the life of couple or friends etc. can be used present their ideas in the form of presentation/written assignments within 500-750 words

Unit 3

1. Ask the students to imagine themselves as one of the above thinkers and write an application to the post of professor in a university by giving brief bio-data, contributions to the field of sociology, their strengths, and 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 ofbureaucracy 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
5. 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
6. 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
7. Students can be shown/encouraged to see movies which help in the understanding of group dynamics.Movies having very common themes of one male lead actor-two female lead actors or vice versa, entry of third person in the life of couple or friends etc. can be used present their ideas in the form of presentation/written assignments within 500-750 words

BA Semester - II

DSC-SOC-4 - Course Title : Sociology of Rural Life in India	
Course Credits : 3	Duration of ESA/Exam: 2 hours
Total Contact Hours : 45	Formative Assessment Marks: 40
Lecture hours per week : 3 hours	Summative Assessment Marks: 60

Course Objectives

Indian villages have been romanticised and seen as sites of stagnation, poverty and ignorance. This Course tries to see the reality behind these constructions and details how villages have responded to the colonial rule and has developed in post Independence India.

Course Outcomes

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

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

Pedagogy

Blended learning, group discussions, role play, micro project, field visit, written/oral presentation by students

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

Course Outcomes (COs)/ Program out comes (POs)	1	2	3	4	5	6	7	8	9
Understand the myths and realities of village India constructed by Western scholars	X	X		X	X	X		X	X
Understand the changes in land tenure systems and consequences	X	X		X	X	X	X	X	X
Appreciate the role of traditional social institutions and how they have responded to forces of change			X	X	X	X	X	X	X
Make an informed analysis of various development programmes and challenges encountered	X	X	X	X	X	X	X	X	X

Content of Course : DSC-SOC-4 : Sociology of Rural Life in India	45 Hrs
Unit – 1: Rural and Agrarian Social Structure	15
Chapter-1: Social Construction of Rural Societies: Myth and Reality (M N Srinivas) **Chapter-2:** Agrarian Social Structure: Land Tenure Systems (Colonial Period); Post-Independence Indian Land Reform Laws **Chapter-3:** Commercialisation of Agriculture, Commodification of Land	
Unit – 2 : Themes of Rural Society in India	15
Chapter- 4: Rural Caste and Class Structure, Gender and Agrarian Relations, **Chapter-5:** Actors in Market - Weekly Fairs, Trading Castes, Emerging Trading Classes and Key Role of Intermediaries **Chapter- 6:** Emergence of Online and Virtual Commodity Markets - Features and Impacton Traditional Sellers and Buyer	
Unit – 3 : Rural Development	15
Chapter-7: Induced Intervention: PURA, MGNREGA, Swach Bharat Abhiyan, Akshara Dasoha, Water and Land Development Efforts, National Rural Livelihood mission **Chapter-8 :** Impact of Panchayat Raj System and Rural Politics **Chapter-9:** Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and Floods), Utilisation of Water, Fertilisers and Pesticides,	

TEXT BOOKS :

1) Desai, A R 1977, Rural Sociology in India, Popular Prakashan, Bombay
2) Doshi, S L and Jain P C 1999, Rural Sociology, Rawat Publications, Jaipur
3) Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
4) Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi
5) Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
6) Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
7) Singh, Katar 2009 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi
8) Srinivas, M N 1960, The Myth of Self-Sufficiency of Indian Village, Economic Weekly, September 10, Pp.1375-78 (https://www.epw.in/system/files/pdf/1954_6/22/village_studies.pdf)
9) ಮುಳುಗುಂದ ಐ ಸಿ. 2018, ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ ಧಾರವಾಡ.
10) ಮುಳುಗುಂದ ಐ ಸಿ. 2022, ಭಾರತೀಯ ಗ್ರಾಮ ಜೀವನದ ಸಮಾಜಶಾಸ್ತ್ರ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ ಧಾರವಾಡ

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https://data.gov.in/catalogsv2?format=json&offset=0&limit=9&filters%5Bfield_sector%3Aname%5D=Rura l&sort%5Bogpl_module_domain_name%5D=asc&sort%5Bcreated%5D=desc Website of Government of India related to data on rural development programmes and their beneficiaries
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.pd fAn 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.pdfAgricultural 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 AayogReport
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 Srinivas' 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
2. Impact of online markets on the life of villagers - selling their products like fish or agricultural commodity, economicbenefits and social advantages etc. can be collected and presented
3. 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 neighbourhood 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 them in understanding the harsh realities of life
2. We know that the level of participation among villagers is very high when elections to local bodies take place when compared to assembly or parliamentary elections. Students can find out the reasons for this asymmetrical participation and understand the role of casteism, factionalism, bonds of kinship etc.
3. Political actors raise issues to get votes, gain following and attract the public. Students can do an exercise to list all those issues and categorise 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 categorisation.
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, Stree Shakti units, or to assess women's participation in rural administration*
2. *Information on village sanitation, water facilities, irrigation, etc. may be collected.*
3. *An assessment of recent programs, policies, and developments took place in the villages may be done by the students.*
4. *Resource mapping, Problem identification, problem solving activities may be assigned to the students.*
5. *Comparative of analysis of villages and urban areas, enumeration of rural customs and practices may be advised.*

DSC-OE-2 : Course Title : Society Through Gender Lens	
Course Credits : 3	**Duration of ESA / Exam : 2 hours**
Total Contact Hours : 45	**Formative Assessment Marks : 40**
Lecture hours per week : 3 hours	**Summative Assessment Marks : 60**

Course Objectives :

Gender Justice course has the objectives of explaining how gender is socially constructed and cultivated; it analyses how this hidden constructive approach of societies has contributed for asymmetric gender relations and manifests in various forms and how these biases and discrimination has been addressed in different societies, with particular attention towards India.

Course Outcomes :

At the end of the course the student will 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 social structure
4. Take informed decisions about addressing gender justice issues

Pedagogy

Blended learning, group discussions, role play, micro project, field visit, written/oral presentation by students

Articulation Matrix: 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 role of socialization as a constructor of gender roles and status to look at the familiar world from a new perspective	X	X	X	X	X	X		X	X
Appreciate the role of defining one's self identity in terms of gender	X	X	X	X	X	X	X	X	X
Identify the gender bias and discrimination present in everyday social structure	X	X	X	X	X	X	X	X	X
Take informed decisions about addressing gender justice issues			X	X	X	X	X	X	X

DSC-OE-2 : Content of Open Elective : Society through Gender Lens	45 Hrs
Unit – 1 Social Construction of Gender	15
Chapter- 1 Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour Chapter -2 Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity Chapter -3 Gender Representation of Women and Third Gender in Indian Social Institutions	
Unit - 2 Gender Representation and Violence	15
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, Cyber Crime	
Unit - 3 Addressing Gender Justice	15
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 NLSAVs Union of India and others (Writ Petition (Civil) No 400 of 2012)	

TEXT BOOKS

1. Alfred De Souza (1980). Women in contemporary India and South Asia. Allyn and Bacon.
2. Anju Vyas (1993). Women's Studies in India: Information Sources.
3. Ann Oakley. (1972). Sex, Gender and Society. New York: Harper and Row. Cambridge
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11. McCormack, C. and M. Strathern (ed.) (1980 & 87). Nature, Cultural and Gender. Cambridge:
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1. ಇಂದಿರಾ ಆರ್. 2000, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಪ್ರಸರಾಂಗ ಮೈಸೂರು.

2. ಇಂದಿರಾ ಆರ್. 2007, ಸ್ತ್ರೀವಾದದಿಕ್ಸೂಚಿ, ಕನ್ನಡ ವಿಶ್ವ ವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

3. ಇಂದಿರಾ ಆರ್. 2016, ಹೆಣ್ಣಿನ ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2009–2013 ರವರೆಗೆ ಅಂಕಣ ಬರಹಗಳಲ್ಲಿ ಪ್ರಕಟವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು) ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.

4. ಚ.ನ, ಶಂಕರ ರಾವ್, 2022, ಲಿಂಗತ್ವ ಮಸೂರದ ಮೂಲಕ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

Reference Works
Unit 1: Social Construction of Gender
https://web.stanford.edu/~eckert/PDF/Chap1.pdf An Introduction to Gender
https://www.unicef.org/rosa/media/1761/file/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-women's- representation
https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures
https://www.cambridge.org/core/journals/government-and-opposition/information/gender-and-political-representation
https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199751457.001.0001/oxfordhb-9780199751457-e-34

Unit 3: Addressing Gender Justice
https://en.wikipedia.org/wiki/National_Legal_Services_Authority_v._Union_of_India
https://web.archive.org/web/20140527105348/http://supremecourtofindia.nic.in/outtoday/wc40012.pdf
https://www.equalrightstrust.org/news/indian-supreme-court-recognises-right-self-identify-third-gender
https://core.ac.uk/download/pdf/236436832.pdf Third Gender Rights: Right to Equality
https://legislative.gov.in/sites/default/files/A2013-14.pdf THE SEXUAL HARASSMENT OF WOMEN ATWORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013
https://www.mondaq.com/india/employee-rights-labour-relations/876830/sexual-harassment-of-women at- workplace-a- brief-analysis-of-the-posh-act-2013
https://vikaspedia.in/social-welfare/women-and-child-development/women-development-1/meera-didi-se- poocho/sexual- harassment-at-work-place
https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/74amend.pdf

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 socialisation 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 - printmedia, television,cinema and magazines.*
2. *https://theprint.in/features/art-life-and-bollywoods-role-in-violence-against-women/331977/This article can be usedto generate a discussion on role of Bollywood in violence against women*
3. *https://www.deccanherald.com/entertainment/where-are-kannada-cinemas-strong-women- 762811.html State ofSandalwood and women - such articles can be used to generate discussion andsensitise*
4. *Students can prepare a survey report about the composition of their political representatives at different levels, assessthe political representation of different genders and the reasons behind such representation or absence*
5. *Prepare case studies about personally experienced instances of domestic violence, sexual harassment, dowry. Can alsocollate data about dishonour killing in various parts of the country for last few years or so*

SOC-OE-02 : Course Title : Social Development in India	
Course Credits: 3	**Duration of ESA/Exam: 2 hours**
Total Contact Hours: 45	**Formative Assessment Marks: 40**
Lecture hours per week: 3 hours	**Summative Assessment Marks: 60**

Course Objectives

This paper throws light on the need to focus on social development and its different dimensions. It views the concept of development from both traditional and modern thinkers and wishes to bring out the multidimensional nature of development, its socio-cultural roots and challenges that lie ahead

Course Outcomes

At the end of the course the student will be able to:
1. Distinguish between growth and development
2. Appreciate the importance of social component of development
3. Appreciate the need for sustainable and inclusive human development
4. Recognize the necessity for focus on changing social values to realize the full potential of growth

Pedagogy

Blended learning, group discussions, role play, micro project, field visit, written/oral presentation by students

Articulation Matrix: 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
Distinguish between growth and development	X	X		X	X	X	X	X	X
Appreciate the importance of social component of development			X	X	X	X	X	X	X
Appreciate the need for sustainable and inclusive human development	X	X	X	X	X	X	X	X	X
Recognize the necessity for focus on changing social values to realize the full potential of growth	X	X	X	X	X	X	X	X	X

Content of Open Elective 2: Social Development in India	45 Hrs
Unit – 1 **Social Change and Development**	15
Chapter-1: Rethinking Development: From economic development to social development and Human Development Index (HDI) **Chapter-2:** Development: Concept - changes in values and social relations as development; S.C. Dube's contributions; Importance of Social Development **Chapter-3:** Indian thinking about Social Development - Swami Vivekananda, Ravindranath Tagore, M.K. Gandhi and Dr. B. R. Ambedkar	
Unit - 2. Components of Social Development	15
Chapter- 4: Political Freedom, Economic Facilities **Chapter -5:** Social Opportunities, Transparency, Security	
Unit - 3 Challenges to Social Development	15
Chapter- 6: Sustainable and Inclusive Development, Environmental Sustainability **Chapter-7:** Responsible Private Corporations, Redressing Regional Imbalance, Harnessing Demographic Dividend	

TEXT BOOKS

1) So, Alvin Y 1990 Social Change and Development . Sage Publication.
2) Sen, Amartya 1999 Development as Freedom, Oxford University Press, Delhi
3) Rai, Hirendranath 2013 Economic Thinking of Swami Vivekananda, Mahatma Gandhi andRavindranath Tagore : Advaita Ashrama Calcutta
4) Dayal, P 2006 Gandhian Theory of Reconstruction. Atlantic
5) Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
6) Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
7) Pearson, P W 1996 Post –Development Theory. Sage Publication
8) Srivatsava S P 1998 The Development Debate. Rawat Publication
9) Mulagund, I C : 2022, Society, Health and Social Care, Srushti Prakashana, Dharwad
10) Mulagund, I C : 2022- MCQ in Environmental Study, Srushti Prakashana, Dharwad

   1) ಮುಲುಗುಂದ ಐ.ಸಿ. : 2022, ಸಮಾಜ, ಆರೋಗ್ಯ ಮತ್ತು ಸಾಮಾಜಿಕ ಕಾಳಜಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

Reference Works
https://blogs.lse.ac.uk/southasia/2016/01/13/5689/ Top 100 economic and development challenges for India220016
http://dotcue.net/swtn/upload_newfiles/2.SocialDevelopment-TheConcept.pdf
https://uk.sagepub.com/sites/default/files/upm-assets/57961_book_item_57961.pdf Defining Social Development

http://www.gsdrc.org/wp-content/uploads/2015/10/SD_HD.pdf Social Development and HumanDevelopment
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/files/publication/29778/social-exclusion.pdf
https://www.adb.org/sites/default/files/evaluation-document/35886/files/op7-conceptualizing-inclusive-development.pdf

Suggested Activities

Unit 1: Social Change and Development

1. *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 girlsborn.Provides useful data to show that economic growth is not development*

2. *https://www.statista.com/statistics/633011/reported-dowry-death-cases-by-state-india/This linkprovides 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 valueshttps://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf State of Literacy Report by Census of India authority. Once again, data in this document can be used for different purposes to generate discussion on need for social development and inadequacy ofeconomic growth*

Unit 2: Components of Social Development

1. *A project on life chances and social opportunities can be conducted within the college or acrosscolleges 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 andproblems 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 writeup on regional imbalances at different levels (international, national, statewide or even within one's city/town/village). Students' writeup can contain - indicators uses, graphs and explanations apart from photos/videos. Activity (2) can be combined with those listed under Unit 1*

BA Semester - II - Open Elective - 2

SOC-OE – 2 Course Title : Knowledge Society : Issues and Concerns	
Course Credits : 3	**Duration of ESA/Exam : 2 Hours**
Total Content Hours : 45	**Formative Assessment Marks : 40**
Lecture hours per week : 3 Hours	**Summative Assessment Marks : 60**

Course Objectives :

This course introduces the students to the emerging world order based on knowledge. It provides a historical overview of the development of education and rise of knowledge as main tool of both individual and societal development. It also provides an overview of new digital technology and the challenges it poses to teaching and learning process.

Course Outcomes :

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

1. Appreciate the significance of knowledge and knowledge society
2. Recognize the uses of knowledge in different spheres of human activity
3. Appreciate the role of knowledge as social capital and its impact on social stratification

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix : 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 knowledge and knowledge society	X	X		X				X	X
Recognize the uses of knowledge in different spheres of human activity	X			X		X	X		
Appreciate the role of knowledge as social capital and its impact on social stratification	X	X	X	X			X		X

Content of OE 2 : Knowledge Society : Issues and Concerns	45 Hrs
Unit – 1 Introduction	15
Chapter-1 Knowledge Society: Meaning, Nature **Chapter -2** Meaning of Literacy, Data, Information, Science, Skill, Technology, Knowledge, Wisdom **Chapter-3** The uses of Knowledge Society: Social, Political and Economic	
Unit – 2 Rise of Knowledge Society	15
Chapter-4 Oral Tradition, Written/Printed tradition; Social context of democratisation of knowledge in 19th and 20th centuries in India **Chapter-5** Modern tools of education in India: Schools and Universities - Enrolment, Reach and Gaps **Chapter-6** Digital Innovations, Open Access and Knowledge Society in 21st century	
Unit – 3 Challenges	15
Chapter-7 The World Declaration on Higher Education for 21st Century; National Education Policy, 2020 **Chapter-8** Knowledge as Social Capital (Pierre Bourdieu's Contribution) **Chapter-9** Challenges: Teaching and Learning, Ethical Dimensions and Responsibilities of Research	

TEXT BOOKS :

1. Bhutan, Sudhanshu 2022, The Future of Higher Education in India, Rawat Books, Jaipur
2. Dharampal, 2015 Essential Writings of Dharampal, Publications Division, Government of India
3. Dharampal, 2021, Indian Science and Technology in the Eighteenth Century, Rashtrottana Sahitya, Bengaluru
4. Ibid, 2021, The Beautiful Tree, Rashtrottana Sahitya, Bengaluru
5. Namibian, Geetha B and Srinivasa Rao, Sociology of Education in India: Changing Contours and Emerging Concerns
6. Shah, B V And K B Shah 2014 Sociology of Education, Rawat Books, Jaipur
7. SinghaRoy, Debal K, 2014 Towards a Knowledge Society: New Identities in Emerging India, Cambridge University Press, New Delhi

Suggested Internet Resources :

Unit 1

http://www.ibe.unesco.org/en/glossary-curriculum-terminology/k/knowledge-society
https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/knowledge-society https://www.igi-global.com/dictionary/knowledge-based-urban-development/16456
https://www.jstor.org/stable/j.ctt1pk3jhq.6#metadata_info_tab_contents Defining a 'knowledge society', from the bookOpen Data and the Knowledge Societyhttps://www.zef.de/fileadmin/user_upload/e220_Hornidge_KSociety%20as%20academic%20concept_2011.pdf'Knowl edge Society'as Academic Concept and Stage of Development — A Conceptual and Historical Review
https://en.unesco.org/themes/literacy UNESCO's definition
https://knowindia.india.gov.in/profile/literacy.php India's definition of literacyhttps://www.merriam-webster.com/dictionary/data
https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.923.1016&rep=rep1&type=pdf The Sociology ofInformation
https://www.britannica.com/science/sciencehttps://www.britannica.com/technology/technology
https://sociologydictionary.org/technology/
https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and- concepts/skill
https://www.britannica.com/dictionary/wisdom
https://www.econlib.org/library/Essays/hykKnw.html An essay by V A Hayek on the use of knowledge in society

Unit 2

https://www.britannica.com/topic/oral-tradition https://ich.unesco.org/en/oral-traditions-and-expressions-00053
https://arkansasresearch.uark.edu/what-is-the-difference-between-oral-history-and-traditional-written-history/
https://www.indictoday.com/reviews/dharampals-the-beautiful-tree-indigenous-traditional-indian-education-in-the- eighteenth-century/
https://swarajyamag.com/culture/how-india-made-britain-more-literate-the-beautiful-tree-beyond-dharampal https://philarchive.org/archive/MNEKDA Knowledge, Democracy and the Internet
https://educationforallinindia.com/nfhs5/
http://rchiips.org/nfhs/
https://aishe.gov.in/aishe/home
https://aishe.gov.in/aishe/gotoAisheReports;jsessionid=04A9A4A48288F9BD115AC0AD64A33249
http://www.asercentre.org/#mv9az

Unit 3

https://www.ohchr.org/en/resources/educators/human-rights-education-training/16-world-declaration-higher- education-twenty-first-century-vision-and-action-1998
https://bice.org/app/uploads/2014/10/unesco_world_declaration_on_higher_education_for_the_twenty_first_century_vision_ and_action.pdf
https://www.socialcapitalresearch.com/bourdieu-on-social-capital-theory-of-capital/
https://www.sociologygroup.com/pierre-bourdieu-capital-explained/
https://www.sciencedirect.com/book/9780750672221/knowledge-and-social-capital
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdfhttps://vikaspedia.in/education/policies-and-schemes/national-education-policy-2020

Suggested Activities : Please refer to the following 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

BA Semester III

DSC-SOC-5 Course Title : Social Stratification and Mobility	
Course Credits : 3	Duration of ESA/Exam : 2. Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives :

This course on Social Stratification and Mobility focuses on the nature and consequences of social stratification. It identifies the different sources of stratification society and explains them within the framework of sociological theories. It also focuses on the role of different agents of mobility and how it has affected caste system in India

Course Outcomes :

At the end of the course the student will be able to :
1. Understand the nature and role of social stratification
2. Recognize different types of stratification and mobility
3. Describe different types of social stratification and mobility
4. Critically understand and analyze different theories of social stratification

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix : 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 nature and role of social stratification	X	X	X	X				X	X
Recognize different types of stratification and mobility	X	X	X	X		X	X	X	X
Describe different types of social stratification and mobility	X	X	X	X	X	X	X	X	X
Critically understand and analyse different theories of social stratification	X	X		X			X	X	X

Content of Course : DSC-SOC-5 : Social Stratification and Mobility	45 Hrs
Unit – 1 Stratification - Features and Forms	15
Chapter No. 1. Basic characteristics of Stratification: Melvin M Tumin **Chapter No.2.** Forms of Social Stratification - Caste, Class, Estate **Chapter No.3.** Dimensions of Social Stratification - Income, Wealth, Power, Occupational Prestige, Schooling	
Unit – 2 Perspectives on Stratification	15
Chapter No. 4. Functional Theory: Kingsley Davis and W E Moore's perspective and critique by Melvin M Tumin **Chapter No.5.** Karl Marx's Theory: Class and Social Change **Chapter No.6.** Weber's Theory: Class, Status and Power	
Unit – 3 Social Mobility	15
Chapter No.7. Meaning of social mobility; forms of social mobility: horizontal and vertical, intergenerational and intragenerational mobility **Chapter No.8.** Role of Education and Profession in the Rise of Middle Class **Chapter No.9.** Mobility in Caste in Contemporary India	

TEXT BOOKS :

1. Dirks, Nicholas B 2001, Castes of Mind: Colonialism and the Making of Modern India, PrincetonUniversity Press, Princeton
2. Grusky, Nicholas B and Jasmine Hill, 2018 Inequality in the 21st Century, Routledge, New York
3. Hess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York
4. Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
5. Sarkar, Sumit and Tanika Sarkar (Eds) 2014, Caste in Modern India, Vol.1, Permanent Black,Ranikhet
6. Sharma, K L 2201, Caste, Social Inequality and Mobility in Rural India, Sage, New Delhi
7. Tumin, Melvin M Social Stratification, Prentice-Hall India, New Delhi
8. Wright, Erik Olin 2000 Class Counts, Cambridge University Press, Cambridge

Suggested Internet Resources

Unit1

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

C Wright Mills on Power Elite

https://www.epw.in/system/files/pdf/1964_16/34wright_mills_and_the_power_elite.p

df

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.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/OpinionIndian-education-system.html almanacs-transcripts-and-
maps/middle-class-occupations https://www.sav.sk/journals/uploads/05281234AAS_20-
1_Gundemeda.pdf

Caste in Twenty First Century India https://sci-hub.se/10.1146/annurev-soc-071913-043303

Castein 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

Suggested Activities: Please refer to the following 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.

BA Semester III

DSC-SOC-6 Course Title : Sociology of Urban Life in India	
Course Credits : 3	Duration of ESA/Exam : 2. Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives :

This course describes the meaning and importance of Urban Sociology, helps in understanding the processes and types of urbanization. It helps to appreciate different theoretical approaches to understanding urban social life and discuss social issues related to urbanisation and urban social life

Course Outcomes :

At the end of the course the student will 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. Critically evaluate urban policies

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written / oral   presentation by the students

Articulation Matrix : Mapping of Course Outcomes (COs) with ProgramOutcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Define the basic concepts of Urban Sociology	X	X	X					X	X
Identify and describe different types of city	X		X	X				X	X
Analytically understand theoretical issues related to urban society	X	X	X	X	X	X	X	X	X
Critically evaluate urban policies	X	X	X	X	X	X	X	X	X

Content of Course : DSC-SOC-6 : Sociology of Urban Life in India	45 Hrs
Unit – 1 Introducing Urban Sociology	**15**
Chapter -1 Meaning of Urban Sociology and its importance; abrief history of Urban Sociology in India and world **Chapter -2** Meaning of Urban, Urbanism and the City; Types ofCity: Metropolitan, Megacity and Global City **Chapter-3** Urbanisation and its Challenges: Rural-Urban Continuum, Suburbs, Urban Fringe, Urban Sprawl, Edge Cities	
Unit – 2 Perspectives on Urban Society	**15**
Chapter-4 Ecological Theory (Chicago School) **Chapter-5** World and Global Cities (Saskia Sassen) **Chapter-6** Spaces of Flows (Manuel Castells), Cities in the South	
Unit – 3 Urban Policy	**15**
Chapter-7 Inequalities: Caste, Class, Gated Communities andSocial Exclusion **Chapter -8** Urban Governance: 74th Amendment to the Indian Constitution, Urban Development and Planning **Chapter -9** Urban Policy: Urbanisation and EnvironmentalConcerns, Smart cities	

TEXT BOOKS :

1. Flanagan, William G 2010, Urban Sociology: Images and Structures, 5th Edition, bowman andLittlefield Publishers Inc, New York
2. Gottdiener, Mark H & Others, 2015, The Urban Sociology, Routledge, New York
3. Hannigan, John and Grey Richards (Ed) 2017 The Sage Handbook of New Urban Studies,Sage London
4. Karp, David A & others, 2015, Being Urban: A Sociology of City Life, 3rd Edition, Praeger,California
5. LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6th Edition, Routledge, New York
6. Lin, Jan & C Mele (Eds) 2013, The Urban Sociology Reader, Routledge, New York
7. Miles, Malcolm & Tim Hall 2004 The City Cultural Reader, 2nd Edition, Routledge, New York
8. Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
9. ಶಂಕರ ರಾವ್, ಚ ನ (೨೦೧೫) ನಗರ ಸಮಾಜಶಾಸ್ತ್ರ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
10. ಶಂಕರ ರಾವ್, ಚ ನ (೨೦೧೫) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
11. ಮುಳುಗುಂದ, ಐ ಸಿ (೨೦೧೫) ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

Suggested Internet Resources

Unit 1

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

https://www.oxfordbibliographies.com/view/document/obo-9780190922481/obo-9780190922481-0016.xmlhttps://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

Unit 2

https://www.yorku.ca/lfoster/200607/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%2Ffiles%2F100 07443.pdf&usg=AOvVaw0mPjYK-waEhB77BCkCYinO A Review on the Social Features of Gated Communities

https://pure.uva.nl/ws/files/3679113/18875_Albers_Communities.pdf https://www.stirworld.com/think-opinions-gated-communities-in-india-social-integration-or-exclusion2

https://journals.openedition.org/belgeo/23832 Perspectives of Gated Communities' Socio-spatial Integration

https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1061.4083&rep=rep1&type=pdf Gated Communities: Institutionalising Social Stratification

Unit 3

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7124478/ Urban Inequalities in 21st Century 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_en

tertainment_to_the_evolving_polyc entric_urban_network_on_regional_scale_-
_towards_a_new_research_agenda

https://files.eric.ed.gov/fulltext/EJ1271868.pdf Youth Leisure in Cultural Space of Modern City

https://www.researchgate.net/publication/287749933_India%27s_Middle_Class_New_Forms_of_U
rban_Leisure_Consumpti on_and_Prosperity

https://www.livemint.com/Opinion/VpWzSdVCKazbdi0B52iPaM/The-changing-face-
of-the-urban-leisure-economy.html https://www.prb.org/resources/urbanization-an-
environmental-force-to-be-reckoned-with/ https://www.iied.org/urbanisation-
environment

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEw
izqcGg2Pb1AhUYsFYBHeuLA2Q

QFnoECCUQAQ&url=https%3A%2F%2Fwww.mdpi.com%2F2071-
1050%2F12%2F24%2F10402%2Fpdf&usg=AOvVaw1Zuq50RVdp3csiMTc1YCR2

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

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

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

Suggested Activities: Please refer to the following 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

SOC-OE - 3 Course Title : Sociology of Youth	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives :

This course on youth focuses on youth culture, youth subculture and the changes they are experiencing. It draws attention to the role of peer groups, influence of drug culture and media on the self-perception of youths in modern world.

Course Outcomes :

At the end of the course the student will 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 and concerns and problems of youth

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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
Recognize and explain how sociologists conceptualise and study youth and youth hood	X	X		X				X	
Understand how youth evolve in the context of social, economic and cultural settings	X	X	X	X	X	X			
Understand concerns and problems of youth	X	X	X	X			X	X	X

Content of SOC-OE-3 : Sociology of Youth	45 Hrs
Unit – 1 Age Groups and Social Structure	15
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	15
Chapter No. 4. Youth, Music and Leisure **Chapter No.5.** Globalisation of Youth Culture; Marketing Youth Culture **Chapter No.6.** Youth, Media and Technology	
Unit – 3 Youth and Social Concerns	15
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 Globalisation	

TEXT BOOKS :

1. 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

2. Edmunds, June; Turner, Bryan S. (2005). "Global Generations: Social Change in the Twentieth Century". *British Journal of Sociology*. 56 (4): 559–577. doi:10.1111/j.1468-4446.2005.00083

3. Gangrade, K D 1970, Intergenerational Conclict: A Sociological Study of Indian Youth, *Asian Survey*, Vol.10, No.10. pp.924-36

4. Jeffrey, Craig 2010, Timepass: Youth, class and time among unemployed young men in India *American Ethnologist*, Vol.37, No.3, pp.465-481

5. Katzenstein, Mary F 1977, Mobilisation of Indian Youth in the Shiv Sena, *Pacific Affairs,* Vol.50.No.2, pp.231-248

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

7. Mannheim, Karl (1952) "The Problem of Generations". In Kecskemeti, Paul (ed.). Essays on the Sociology of Knowledge: Collected Works, Volume 5. New York: Routledge. p. 276–322

8. Mathur, Charu & others 2014, Change in Tobacco Use Over Time in Urban Indian Youth: The Modernity Role of Socioeconomic Status, *Health, Education & Behaviour*, Vol.41, No.2, pp.121-126

9. Riley, Matilda White 1987, On the Signicicance of Age in Sociology, *American Sociological Review*, Vol.52, No.1, pp.1-14

Suggested Internet Resources

Unit 1

https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/age- differentiationhttps://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-structurehttps://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-EΛEK316/ 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_Differencehttps://academic.oup.com/jcr/article-abstract/33/2/231/1849563?redirectedFrom=PDF The Glocalizationof 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=94e1bb0f610 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

Suggested Activities: Please refer to the following 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

BA Semester III - Open Elective 3

SOC-OE – 3 Course Title : Sociology of Tourism Management	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives:

This course aims to explain the relationship between tourists and hosts in terms of group interaction and its impact on each other. It draws attention to the potential issues involved in tourism industry like planning, concerns about sustainable development and its effect on environment. The course also focuses on types of tourism.

Course Outcomes:

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

1. Explain the relationship between tourism, culture and cultural heritage
2. Explain the social, cultural and economic impacts of tourism on localcommunities
3. Understand the relationship between tourism and consumption
4. Understand the principles of tourism management

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit,written/oral presentation by the students

Articulation Matrix : 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
Explain the relationship between tourism, culture and cultural heritage	X	X		X				X	
Explain the social, cultural and economic impacts of tourism on local communities	X	X	X	X	X	X			
Understand the relationship between tourism and consumption	X	X	X	X			X	X	X
Understand the principles of tourism management			X	X	X	X	X		X

Content of SOC-OE-3 : Sociology of Tourism Management	45 Hrs
Unit – 1 Sociology, Tourism, Tourists	15
Chapter No. 1. Definitions of Sociology, Culture, Tourism, Tourists, Tourist Gaze; Relation between Tourism, Leisure and Recreation; Sociology of Tourism **Chapter No.2.** Types of Tourism: Cultural, Heritage, Medical, Food, Sports and Eco Tourism **Chapter No.3.** Tourism and Locals; Hosts and Guests: Mutual Impact	
Unit – 2 Tourism System	15
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, Climate and Environmental **Chapter No.6.** Sustainable Tourism: Definitions of Sustainable and Sustainable Tourism; 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; eTourism	

TEXT BOOKS :

1. Burns, Peter M 1999, An Introduction to Tourism and Anthropology, Routledge, LondonFletcher,
2. John & others, 2018, Tourism: Principles and Practice, 6th Edition, Pearson, UK
3. Nash, Dennis 2007, The Study of Tourism: Anthropological and Sociological Beginnings, Elsevier, Amsterdam
4. Urry, John 1998, The Tourist Gaze: Leisure and Travel in Contemporary Societies, Sage, New Delhi

Suggested Internet Resources :

Unit-1

https://medcraveonline.com/SIJ/emerging-trends-in-sociology-of-tourism.html
https://www.uvm.edu/rsenr/rm230/urry.pdfTourist 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_Host
s_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 Interactionand their Incluence 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/20
18/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://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_l
earning/ center_for_immigrant_education_and_training/gp-
hotel_t.e.a.c.h/unit5.pdf

Suggested Activities: Please refer to the following 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.

BA Semester III - Open Elective 3

SOC-OE – 3 Course Title : Social Inequality in India	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives:

This course focuses on understanding the nature and consequences of social inequality. It highlights the role of status and power in bringing about inequality and analyses its impact on social life of India. The course also critiques the measures taken by Indian State to mitigate social inequality

Course Outcomes:

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

1. Understand the meaning and recognise the features of social inequality

2. Recognize the interconnections between different forms of inequality in India

3. Critique the role of affirmative action to mitigate social inequality

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit,written/oral presentation by the students

Articulation Matrix: Mapping of Course Outcomes (COs) with ProgramOutcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the meaning and recognise the features of social inequality	X	X		X	X			X	
Recognize the interconnections between different forms of inequality in India	X	X		X		X			
Critique the role of affirmative action to mitigate social inequality	X	X	X					X	X

Content of SOC-OE-3 : Social Inequality in India	45 Hrs
Unit – 1 Introduction	**15**
Chapter No. 1. Meaning and Characteristic Features of Social Inequality; Forms of Social Inequality: Caste, Class and Tribe **Chapter No.2.** Role of Status, Power, Life Chances and Life Styles **Chapter No.3.**Sources of Inequality: Birth, Wealth, Income, Education, Occupational Prestige and Political Position	
Unit – 2 Impact of Social Inequality	**15**
Chapter No. 4. Health and Wellbeing **Chapter No.5.** Access to Education **Chapter No.6.** Access to Justice	
Unit – 3 Social Inequality and Affirmative Action	**15**
Chapter No. 7: Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions) **Chapter No.8:** Scheduled Castes, Scheduled Tribes and Status of Women in these groups; Status of Transgenders **Chapter No.9:** Status of Landless Agricultural Labourers, Status ofLand Ownership among Scheduled Caste and Scheduled Tribes	

TEXT BOOKS :

1. Beteille, Andre 19922, The Backward Classes in Contemporary India, Oxford University Press, Delhi
2. Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
3. Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
4. Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Voume 1, Sage,New Delhi
5. Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
6. Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
7. Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
8. Singh, K S (1994) The Scheduled Tribes, Oxford University Press, New Delhi
9. Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
10. Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi
11. Thorat, Sukhdeo and Katherine Newman 2009 Blocked by Caste: Economic Discriminationin Modern India, Oxford University Press, New Delhi

Suggested Internet Resources :

Unit 1

https://www.sciencedaily.com/terms/social_inequ
ality.htm

https://www.sciencedirect.com/topics/social-
sciences/social-inequality

http://www.sociology.org.uk/notes/siweber.pdf

https://saylordotorg.github.io/text_microeconomics-theory-through-applications/s16-02-the-sources-of-
inequality.html

Unit 2

https://www.who.int/news-room/facts-in-pictures/detail/health-
inequities-and-their-causes https://inequality.org/facts/inequality-and-
health/

https://www.oecd.org/health/inequalities-in-health.htm

http://img.asercentre.org/docs/ASER%202021/ASER%202020%20wave%201%20-
%20v2/aboutaser2020wave1.pdf https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3771945

Unit 3

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-
reflections.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
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 Social
Justice
https://clpr.org.in/wp-content/uploads/2019/09/Bangalore-Initiative.pdf
https://www.researchgate.net/publication/323028143_Impact_of_Privatization_on_Access_to_Hig
her_Education_Amon g_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/fiveyr/10th/volume2/v2_ch4_1.pd
f

Suggested Activities : *Please refer to the following 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

BA Semester IV

DSC-SOC-7 - Course Title : Sociology of Marginalized Groups	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives:

This Course discusses the process of marginalisation and its types and examines the consequences of marginalisation. It also describes the measures to ameliorate the negative consequences of marginalisation and analyse the impact of forces of social change on marginalised groups.

Course Outcomes :

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

1. Knowledge of marginalization and marginalized groups in India
2. Understand the impact of powerlessness in social life
3. Ability to participate and critically view efforts undertaken to address inequalities

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit,written/oral presentation by the students

Articulation Matrix: Mapping of Course Outcomes (COs) with ProgramOutcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Knowledge of marginalisation and marginalised groups in India	X	X	X	X	X			X	X
Understand the impact of powerlessness in social life	X	X	X	X				X	X
Ability to participate and critically view efforts undertaken to address inequalities	X	X	X	X	X	X	X	X	X

Content of Course : DSC-SOC-7- Sociology of Marginalized Groups	45 Hrs
Unit – 1 Introduction	**15**
Chapter No. 1. Marginalisation: Meaning and Nature; Types of Marginalisation: Social, Political, Economic; Relationship between Marginalisation and Social Exclusion **Chapter No.2.** Causes of Marginalisation; Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly **Chapter No.3.** Socio-economic Indices of Marginalisation: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability	
Unit – 2 Marginalisation and Affirmative Action	**15**
Chapter No. 4. Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions) **Chapter No.5.** Scheduled Castes, Scheduled Tribes and Status of Women inthese groups; Status of Transgenders **Chapter No.6.** Status of Landless Agricultural Labourers, Status of LandOwnership among Scheduled Caste and Scheduled Tribes	
Unit – 3 Marginalised Groups and Social Change	**15**
Chapter No.7. Social Mobility among Marginalised Groups: Education, Employment, Political Participation, Conversion, Migration **Chapter No8.** Challenges of Privatisation and Response by Marginalised Groups **Chapter No.9.** Social Justice in the context of Globalisation	

TEXT BOOKS :

1. Beteille, Andre 19922, The Backward Classes in Contemporary India, Oxford University Press, Delhi
2. Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
3. Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
4. Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Voume 1, Sage, New Delhi
5. Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
6. Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
7. Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
8. Singh, K S (1994) The Scheduled Tribes, Oxford University Press, New Delhi
9. Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
10. Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi

11. Thorat, Sukhdeo and Katherine Newman 2009 Blocked by Caste: Economic Discrimination in Modern India, Oxford University Press, New Delhi

12. ಗುರುಲಿಂಗಯ್ಯ, ಎಂ (೨೦೧೬) ಅಂಚಿನ ಗುಂಪುಗಳ ಸಮಾಜಶಾಸ್ತ್ರ, ದೀಪಿತ ಪ್ರಕಾಶನ, ತುಮಕೂರು

13. ಶಂಕರ ರಾವ್, ಚ ನ (೨೦೧೬) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

Suggested Internet Resources :

Unit 1

https://medium.com/@jacobthanni/theories-and-practices-of-exclusion-1-43904f64e26b
https://journals.sagepub.com/doi/full/10.1177/2158244012471957 Sociology of Social Exclusion
https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations_fig1_254229902
https://elliott.gwu.edu/sites/g/files/zaxdzs2141/f/World%20Fair%20Trade%20Organization.pdf
https://www.poverty.ac.uk/sites/default/files/attachments/Relative%20Deprivation%20Theory_David%20Gordon_ 15th.pdf
https://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_Excl usion_as_a_Historian
https://www.legalserviceindia.com/legal/article-3825-ambedkar-s-idea-of-social-justice-some-reflections.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 Social Justice https://clpr.org.in/wp-content/uploads/2019/09/Bangalore-Initiative.pdf
https://www.researchgate.net/publication/323028143_Impact_of_Privatization_on_Access_to_Higher_Education_ Among_Social_and_Income_Groups_in_India
http://research.economics.unsw.edu.au/scho/WEE/papers/Ashwini%20Deshpande1.pdf
https://www.india-seminar.com/2005/549/549%20sukhadeo%20thorat.htm
https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2_ch4_1.pdf

Suggested Activities: Please refer to the following 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

BA Semester IV

DSC-SOC- 8 Course Title : Population and Society	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives :

The course on population and society explains the relationship between population and society and demographic trends in the world and their major determinants. Also it discusses the need and basis of India's population policies and programmes

Course Outcomes :

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

1. Define the basic concepts of population studies
2. Understand the dynamics of population from sociological perspectives
3. Understand the problems around India's population
4. Critically analyze the population policies of India

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral

presentation by the students

Articulation Matrix: 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
Define the basic concepts of populationstudies	X	X	X					X	X
Understand the dynamics of population from sociological perspectives	X	X	X	X	X			X	X
Understand the problems around India's population	X		X	X	X	X	X	X	X
Critically analyze the population policies of India	X		X	X	X	X	X	X	X

Content of Course : DSC-SOC- 8 : Population and Society	45 Hrs
Unit – 1 Introduction	15
Chapter No. 1. Relationship between society and population **Chapter No.2.** Global Population Trends: role of fertility, mortality and migration; Power of Doubling **Chapter No.3.** Age and Sex Composition in India and its Impact; Demographic Dividend	
Unit – 2 Sources of Demographic Data	15
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	15
Chapter No.7. Population Theories: Malthusian Theory, OptimumTheory of Population and Demographic Transition Theory **Chapter No.8.** Need of Population Policy; Millennium Development Goals and Sustainable Development Goals **Chapter No.9.**; Population Policy of India; Programmes and theirEvaluation	

TEXT BOOKS:
1. Agarwal, S.N. (1989) Population Studies with Special Reference to India. New Delhi, Lok Surjeet Publication.
2. Ahuja, Ram. (1992) Social problems in India. Jaipur, Rawat Publications.
3. Bhende, A. A., and Kanitkar, T. (2019) Principles of population studies. Bombay, Himalaya Pub. House.
4. Bogue, D. J. (1969) Principles of demography. New York: Wiley.
5. Bose, Ashish (1991) Demographic Diversity in India, B.R. Publishing Corporation Delhi
6. Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology, B.R. Publishing Corporation. Delhi. Census of India Report, GOI, New Delhi.
7. Kingsley Davis. (1951) The Population of India and Pakistan. Princeton,
8. N. J.: Princeton Univ. Press.
9. Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International

10. Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.
11. Rao, Shankar (2021) Sociology of Indian Society, 16th Reprint, S Chand and Co, New Delhi
12. Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in
13. Das, V. ed. The Oxford India Companion to Sociology and Social Anthropology. Oxford University , Press. Delhi.

14. ರಾಜಶೇಖರ, ಎಸ್ (೨೦೧೪) ಜನಸಂಖ್ಯಾಶಾಸ್ತ್ರ, ಮೈಸೂರು ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು

15. ಶಂಕರ ರಾವ್, ಚ ನ (೨೦೧೭) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

Suggested Internet Resources :
Unit 1
https://www.nap.edu/read/9543/chapter/6
https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/heal the_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

Suggested Activities: Please refer to the following books :
Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of EverydayLife, Routledge, London
McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through ActiveLearning,
2nd Edition, Pine Forge Press, New Delhi
White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage,New Delhi

BA Semester IV – Open Elective - 4

SOC-OE – 4 Course Title : **Sociology of Leisure**	
Course Credits : 3	**Duration of ESA/Exam : 2 Hours**
Total Content Hours : 45	**Formative Assessment Marks : 40**
Lecture hours per week : 3 Hours	**Summative Assessment Marks : 60**

Course Objectives :

Leisure is both a necessity and luxury depending on the position of a group of people in the social structure. Sociology of Leisure provides analytical tools to understand leisure, recreation and associated concepts. It also offers insights into the class based nature of leisure, and commodification of leisure

Course Outcomes :

At the end of the course the student will 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 commoditization of leisure

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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
Describe the concept of Leisure, associated terms and types	X			X				X	
Understand the relationship between Leisure and stratification	X	X	X	X	X	X		X	
Analyze the Impact of commodification of leisure	X	X	X	X			X	X	X

70

Content of SOC-OE -4 : Sociology of Leisure	45 Hrs
Unit – 1 Introduction	15
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	15
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	15
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	

TEXT BOOKS

1. Best, Shaun 2010, Leisure Studies: Themes and Perspectives, Sage, New Delhi

2. Harris, David 2005, Key Concepts in Leisure Studies, Sage, New Delhi

3. Rojek, Chris 2000 Leisure and Culture, Palgrame Macmillan, New York

4. Rojek, Chris and others 2006, A Handbook of Leisure Studies, Palgrave Macmillan, New York

5. Spracklen, Karl 2015 Digital Leisure, the Internet and Popular Culture, PalgraveMacmillan, New York

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 ofLeisure

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

https:// www.cambridge.org/core/services/aop-cambridge-core/content/view/ BEFB7723CC9F9FB97C743DFD0/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 inLeisure 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 activitypatternshttps://www.researchgate.net/publication/
233269125_Leisure_Participation_and_Enjoyment_Among_the_Elderly_Individual_Characteris tics_and_Sociability
https://www.researchgate.net/publication/ 348667192_Leisure_and_recreation_for_disabilities

Unit 3

ht t p://164.100.47.193/R ecinput/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.pdfhttps://www.researchgate.n et/publication/
326809710_Leisure_Sport_Activities_and_Their_Importance_in_Living_a_Healthy_Physical_and_Psycho-
Social_Lifestyle
https://www.researchgate.net/publication/ 292799133_The_effects_of_social_media_on_leisure
https://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 Lifeand 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 insmall cities

Suggested Activities: Please refer to the following 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, PineForge Press, New Delhi

White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

B.A Semester IV – Open Elective - 4

SOC-OE – 4 Course Title : Sociology of Food Culture	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives :

Sociology of Food Culture course scrutinises social behaviour related to food habits. It critically looks at cultural aspects of food like sacrality, taboo, sociality etc. The Course also looks at catering industry, association between food, diet and beauty and emerging food practices like local, GM, organic etc.

Course Outcomes :

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

1. Appreciate the complex relations between food, individual and society
2. Understand the evolution of food production and consumption from household to industry
3. Critically Understand the relationship between food and risk society

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix : 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 complex relations between food, individual and society	X	X		X				X	
Understand the evolution of food production and consumption from household to industry	X	X	X	X		X	X	X	
Critically Understand the relationship between food and risk society	X	X	X	X	X	X	X	X	X

Content of SOC-OE-4 : Sociology of Food Culture	45 Hrs
Unit – 1 Introduction	**15**
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 ofFood: Vegetarian, Non-vegetarian, Omnivore and Vegan **Chapter No.3.** Local Food Cultures and Taste for Exotic	
Unit – 2 Food from Domestic to Industry	**15**
Chapter No. 4. Industrialisation 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	**15**
Chapter No.7. Diet and Body: Social Appearance and Beauty **Chapter No.8.** Global Overview: Consumption: Patterns and Reasons; Overeating, Underrating and Hunger **Chapter No.9.** GM Foods, Organic Foods and Modern Food Practicesas Risk Factor	

TEXT BOOKS :

2. Beardsworth, Alan and Teresa Keil, 1997, Sociology on the Menu: An invitation to the study of foodand society, Routledge, London
3. Beck, Ulrich 1992, Risk Society: Towards a New Modernity, Sage Publications
4. Carol an, Michael, 2012, The Sociology of Food and Agriculture, Routledge, London
5. Food Marketing to Children and Youth, 2006, Institute of Medicine, USA
6. German, John and Lauren Williams (Eds) 2017, A Sociology of Food and Nutrition: The socialappetite, Oxford University Press, Australia
7. McIntosh, Wm.Alex, 1996, Sociologies of Food and Nutrition, Springer, New York
8. Murcott, Anne (Ed) 1983, The Sociology of Food and Eating, Digitised by Google
9. Poulain, Jean-Pierrre, 2017, The Sociology of Food: eating and the place of food in society, TrbyAugusta Dorr, Bloomsbury, UK
10. Rastogi, Sanjeev (Ed) 2014, Ayurvedic Science of Food and Nutrition, Springer, New York

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?sequence=1 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
Højlund, S. Taste as a social sense: rethinking taste as a cultural activity. Flavour 4, 6(2015). 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 FoodIndustrialisation 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 Brü ckner, Sandra Cwajić & 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 CookingBehaviour

Unit 3

Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry",British FoodJournal, 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 PositioningFood Cultures: Alternative Food asDistinctive 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 ofExperts

Suggested Activities: Please refer to the following 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

BA Semester IV – Open Elective – 4

SOC-OE – 4 Course Title : Sociology of Disaster Management	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 45	Formative Assessment Marks : 40
Lecture hours per week : 3 Hours	Summative Assessment Marks : 60

Course Objectives:

This course unravels the social dimension of disasters, both natural and manmade. It provides a basic understanding of multi-dimensional property of disasters and its impact on community relationships and living. The response of both the government and civil society is introduced through case studies.

Course Outcomes:

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

1. Appreciate the risk taking capability and limitations of human beings

2. Recognize the impact of disasters and consequences

3. Respond sensitively with a sociological eye to disasters and their management

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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 risk taking capability and limitations of human beings	X	X		X				X	
Recognize the impact of disasters and consequences	X	X			X	X	X		X
Respond sensitively with a sociological eye to disasters and their management	X						X	X	X

Content of SOC-OE 4 : Sociology of Disaster Management	45Hrs
Unit – 1 Introduction	15
Chapter No. 1. Sociology of Disaster: Meaning and Scope; Types of Disaster: Natural, Manmade **Chapter No.2.** Meaning of Hazard, Disaster, Vulnerability, Pandemic and Risk Society **Chapter No.3.** Social Construction of Disaster by Media	
Unit – 2 Consequences and Disaster Management	15
Chapter No. 4. Impact on Community: Caste, Class, Gender, Children and Disabled **Chapter No.5.** Relief, Rehabilitation and Reconstruction **Chapter No.6.** National Disaster Management Authority	
Unit – 3 Case Studies: Impact and Response	15
Chapter No.7. Bhopal Disaster of 1984, LG Polymers Gas Leak, Visakhapatnam, 2020 **Chapter No.8.** Tsunami of 2004, Uttarakhand Floods of 2013, SouthIndia Floods of 2015 **Chapter No.9.** Surat Plague 1994, Covid-19	

TEXT BOOKS :

1. Drabek, Thomas E, Human System Responses to Disaster: An Inventory of Sociological Findings, Springer, New York

2. Rodgriguez, Havidan and others, 2018 Handbook of Disaster Research, 2nd edition,

3. Springer Tierney, Kathleen 2019 Disasters: A Sociological Approach, Polity Press, London

4. Zakour, M J and David F Gillespie 2013, Community Disaster Vulnerability: Theory, Research and Practice, Springer, New York

Suggested Internet Resources :

Unit 1

https://training.fema.gov/emiweb/downloads/drabeksociologydisastersandem.pdf

https://www.researchgate.net/publication/235287945_Emergent_phenomena_and_the_sociology_of_d isaster_Lessons_trends_and_opportunities_from_the_research_literature

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8987570/Toward a cultural sociology of disasterhttps://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press- releases/disasters-sociological-aspects

http://www.drbrambedkarcollege.ac.in/sites/default/files/Introduction_to_Hazard_Vulnerability_and_R isk.pdf

http://osou.ac.in/eresources/role-of-media-in-disaster-management.pdf

https://www.sjsu.edu/anthropology/docs/facultypublications/Lei.Faas.2018_Social.Production.Of.Disa sters.Disaster.Social.Constructs-Final.pdf

https://www.oecd.org/governance/risk/The%20role%20of%20Social%20media%20in%20crisis%20pr eparedness,%20response%20and%20recovery.pdf

https://preparecenter.org/topic/social-media-disasters/

Unit 2

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ah UKEwjP-Yq70qL5AhX3m1YBHVmDATIQFnoECDQQAQ&url=https%3A%2F%2Ftraining.fema.gov%2Fhiedu%2Fdocs%2Ffem%2Fchapter%25206%2520-%2520hazard%2520vulnerability%2520and%2520risk%2520analysis.doc&usg=AOvVaw0jAhttps://sciencing.com/impact-natural-disasters-5502440.html

https://www.samhsa.gov/sites/default/files/dtac/srb-low-ses_2.pdf

https://www.annualreviews.org/doi/10.1146/annurev-soc-121919-054827

Unit 3

Many websites offer rich data about the disasters that occurred in India which can be referred

Suggested Activities: Please refer to the following 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, 2ndEdition, Pine Forge Press, New Delhi

White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

BA Semester V

DSC-SOC - 9 Course Title : **Social Entrepreneurship**	
Course Credits : 4	**Duration of ESA/Exam : 2 Hours**
Total Content Hours : 60	**Formative Assessment Marks : 40**
Lecture hours per week : 4 Hours	**Summative Assessment Marks : 60**

Course Objectives

1. To provide knowledge about social entrepreneurship
2. To help to develop social entrepreneurship imagination
3. To help them to start their own social enterprise or not for profit startup as wellas act innovative in the already working organisation

Course Outcomes

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

1. Understand the scope and need for social entrepreneurship
2. Plan and implement socially innovative ideas
3. Equipped to start their own social enterprise or nonprofit organization

Pedagogy:

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix: 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- profit organisation							X	X	X

Content of Course : DSC-SOC-9 - Social Entrepreneurship	60 Hrs
Unit 1 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 Change and Social Entrepreneurship **Chapter-2** Typology of Ventures: Meaning, Types, Social Ventures, Social Consequence of Entrepreneurship, Nonprofit Enterprising , Hybrid Models of Social Entrepreneurship **Chapter-3** Identifying social business opportunities	
Unit 2 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: 1) Societies Registration Act 2) Indian Companies Act 3) Charitable Endowments Act 4)Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs **Chapter-6** Social Values of NPOs: Mission and Vision; Memorandum of Association and Bye-Laws	
Unit 3 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 Funding Generation	
Unit 4 Case Studies	15
Chapter-10 Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B RHills **Chapters -11&12** Students should study the functioning of a local NPO, presenttheir ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment)	

TEXT BOOKS :

1. Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press

2. Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California

3. Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, JohnWiley and Sons

4. Drucker, Peter 1990 Managing the Non Profits Organisations: Practices and Principles, Harper Collins Durieux, Mark B. And R A Stebbins 2010, Social Entrepreneurhsip for Dummies, Wiley Publishing Inc.,New Jersey

5. Hoggard, S 2005 The Business Idea, Springer, Berlin

6. Lynch. Kevin and Julius Walls Jr. 2009, Mission Inc.: The Practitioner's Guide to Social Enterprise, Berrett-Koehler Publishers Inc, California

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_SocialEntrepreneurs hip.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 sectorhttps://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

BA Semester V

DSC-SOC - 10 Course Title : Society and Tribes	
Course Credits : 4	**Duration of ESA/Exam : 2 Hours**
Total Content Hours : 60	**Formative Assessment Marks : 40**
Lecture hours per week : 4 Hours	**Summative Assessment Marks : 60**

Course Objectives

1. To provide basic knowledge about social organisation among tribals, with specific focus on Karnataka
2. Critically understand the implications of changes occurring
3. Undertake micro research work and communicate effectively

Course Outcomes

At the end of the course the student should be able to:
1. Understand and appreciate the social organisation among the tribals
2. Assess the impact of social changes on tribal social life
3. Handle micro research work and communicate effectively

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written

/oral presentation by the students

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

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

Content of Course : DSC- SOC-10 : Society and Tribes	60 Hrs
Unit – 1 Concepts and Categories	**15**
Chapter-1: Tribes and Indigenous People; Concepts, Meaning, Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India **Chapter-2:** Meaning of: Hadis, 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 – 2 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; Tribal Problems: Exploitation, Land Alienation, Unemployment, CulturalTransformation, Scheduled Areas, Tribal Justice and Modern Law	
Unit – 3 Studying Tribes	**15**
Chapter -7: Tradition of Field work: History and Significance; Ethics of Fieldwork;Etic and Emic Perspectives **Chapter-8:** Sources of Data: Primary and Secondary **Chapter-9:** Participatory Method, Case Studies, Sample Surveys, Genealogies	
Unit-4 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	

TEXT BOOKS:

1. Ahuja, R 2001 Society in India, Rajat Publications, Jaipur
2. Bose, N K 1941, Hindu Mode of Tribal Absorption, Science and Culture, Vol VIIElwin, Verier. 1963. A New Deal for Tribal India.
3. Forde, G D 1979, Habitat, Economy and Society, Metuen and Co London
4. Furer-Haimerdorf, Christoph von Tribes of India: The Struggle for Survival, University of CaliforniaPress, Berkeley
5. Ghurye, G S 1963 The Scheduled Tribes, Popular Prakashan, Bombay
6. Hasnain, Nadeem 2011 Tribal India, Palace Prakashan, New Delhi Kuppuswamy 2010
7. Social Change in India, Konark Publishers Put Ltd, Delhi
8. Majumdar, R C 1962 The History and Culture of the Indian People, Vol III, Bharatiya Vidya Bhavan,Bombay
9. Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Instituteof CommUnity Development.
10. Srinivas, M N Social, 1952, Religion and Society Among the Coorgs of South India, Oxford University Press, Delhi
11. Srinivas, M N,1966 Change in Modern India Oxford University Press, Delhi
12. Thurston, Edgar C and K Rangachari Castes and Tribes of Southern India, Gyan Publishing House, NewDelhi
13. Vidyarthi, L P and B K Rai 1985, The Tribal Culture of India, Concept Publishing Company, New Delhi

BA Semester V

DSC-SOC - 11 Course Title : Statistics in Sociological Research	
Course Credits : 4	Duration of ESA/Exam : 2 Hours
Total Content Hours : 60	Formative Assessment Marks : 40
Lecture hours per week : 4 Hours	Summative Assessment Marks : 60

Course Objectives

1. Introduction to sociological research and methods

2. To familiarise the students with the process of research

3. General introduction to statistical techniques for analysing social science data

Course Outcomes

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

1. Use appropriate research method

2. Use appropriate statistical techniques

3. Summarise data, examine relationships among variables

Pedagogy:

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix: Mapping of Course Outcomes (COs) with ProgramOutcomes (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

Content of Course : DSC-SOC-11 : Statistics in Sociological Research	60 Hrs
Unit 1 Sociological Research	15
Chapter-1 Meaning of Science, Social Science, Research, Research Design **Chapter-2** Steps for Conducting Research: Choosing Research Topic, Literature Review, Sources of Data (Primary, Secondary) **Chapter-3** Meaning, Concept, Assumption, Hypothesis; Formulating Hypothesis; Independent Variable, Dependent Variable; Drawing, Conclusion	
Unit 2 Methods of Sociological Research	15
Chapter-4 Qualitative and Quantitative Methods: Meaning, Differences **Chapter-5** Survey Methods: Sampling, Questionnaire, Interview **Chapter-6** Observation: Participant, Nonparticipant Observation	
Unit 3 Social Statistics	15
Chapter -7 Meaning of Social Statistics, Need for Studying Social Statistics **Chapter -8** Definition of - Population, Sample, Count, Fractions, Constant, Variable; Types of Statistics: Descriptive Statistics, Inferential Statistics **Chapter -9** Meaning of Frequency Distribution; Construction of Frequency distribution, Tables; Diagrammatic and Graphical Representation Types: Diagrammatic, Bar , Pie, Graphical histograms, Frequency Curve	
Unit 4 Methods of Statistical Measurement	15
Chapter -10 Measures of Central Tendency: Mean, Median, Mode - Merits, Demerits **Chapter -11** Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation **Chapter -12** Correlation: Pearson's Correlation, Rank Correlation	

TEXT BOOKS :

1. Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, NewDelhi: Sterling Publishers.

2. Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in StatisticalComputing for the Social Scientist, New York: John Wiley and Sons.

3. Babbie, Earl 2013 The Practice of Social Research, Cengage, 13th Editio

4. Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. TheFree Press, New York

5. Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin

6. Hyman. Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research, McGraw

7. Hill New YorkGupta, S.C. (1990). Fundamentals of Statistics, New Delhi: Himalaya Publishing House. Gupta, S.C. (1985). Statistical Methods, New Delhi:

8. S.Chand and Sons.Irvine, J. I. Miles and J.Evans eds. (1979). Demystifying Statistics, London:

9. Pluto Press.Norton, Peter (2005). Introduction to Computers, New Delhi: Tata McGraw Hill. Luker, Kristin 2008 Salsa Dancing into the Social Sciences, Harvard University Press, HarvardRajaraman, V. (2004). Fundamentals of Computers, New Delhi: Prentice Hall.

10. Shipman, Martin (1998). The Limitations of Statistics, London: Longman.

11. Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi

BA Semester V

SEC 4 - Content of Course : Public Health Consultancy	
Course Credits : 3	Duration of ESA/Exam : 2 Hours
Total Content Hours : 20	Formative Assessment Marks : 20
Lecture hours per week : 2+0+2	Summative Assessment Marks : 30

Course Objectives:

1. Work in socially, culturally and economically diverse populations
2. Be attentive to needs of vulnerable and disadvantaged groups and be well versed with existing health systems
3. To communicate issues related to health and health maintenance effectively
4. Demonstrate qualities of leadership and mentorship

Course Outcomes:

At the end of the course the student should be able to:
1. Demonstrate adequate knowledge and skills to a wide range of public health issues
2. Develop action plan and identified public health issues
3. Conduct operational research in institutional and field settings

Pedagogy:

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

SEC 4 - Content of Course : Public Health Consultancy	20 Hrs
Unit – 1 Introduction	10
Chapter 1: Definition of Health, Human Behaviour; Social and Cultural Determinants of Health **Chapter 2:**Public Health: Meaning, Importance; **Chapter 3:**Social Epidemiology and Community Health	
Unit - 2 Health Communication	10
Chapter 4: Verbal Vs Non-Verbal Communication; Public Speaking; Using Audio-Visual aid in Communication; Written Communication **Chapter 5:** Information, Education and Communication (IEC); Interpersonal Communication (IPC); Social and Behaviour Change Communication (SBCC) **Chapter 6:** Students have to go to the field and intensely involve themselves in the following suggested areas. (Teachers can choose or modify as per local needs) Sanitation, Personal Hygiene, Control of Infectious Diseases, Awarenessabout HIV/AIDS, Anti-tobacco Campaigns, Awareness about Alcoholism, Domestic Violence, Sexual Violence Geriatrics, Maternal and Child Health, Mental Health, Motor Vehicle Accidents, Lifestyle Diseases	

Reference Books

1. Albert, Gary L. and R. Fitzpatrick (1994).Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press
3. Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.
4. Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
5. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall
6. Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall
7. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.
8. Dutta, P.R. (1955).Rural Health and Medical Care in India, Ambala: Army Education Press.
9. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
10. Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures,
11. Bombay: Macmillan Private Health Care in India, New Delhi: Sage.
12. Schwatz, Howard (1994).Dominant Issues in Medical Sociology, New York: McGraw Hill.
13. Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan

Suggested Internet Resources

https://doctors.practo.com/the-importance-of-interpersonal-communication-in-medical-practices/#:~:text=Interpersonal communication is important not,in taking care of themselves.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6101690/
https://ccp.jhu.edu/documents/EffectiveInterpersonalCommunication_HandbookforProviders_0.pdf https://main.mohfw.gov.in/sites/default/files/17563256478856633221.pdf
https://www.comminit.com/global/content/information-education-and-communication-iec#:~:text="Information, education and communication (,and sustaining their own health.
https://www.emro.who.int/child-health/community-information/information/All-Pages.html
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8281832/
https://arogyakeralam.gov.in/2020/03/27/behaviour-change-communication-bcc/
https://sbccimplementationkits.org/sbcc-in-emergencies/learn-about-sbcc-and-emergencies/what-is-social- and-behavior-change-communication/
https://www.publichealthnotes.com/1142-2/
https://nidm.gov.in/PDF/Modules/NIDM_SBCC2021.pdf

BA   Semester VI

DSC-SOC - 12 Course Title : Sociological Perspectives	
Course Credits : 4	Duration of ESA/Exam : 2 Hours
Total Content Hours : 60	Formative Assessment Marks : 40
Lecture hours per week : 4 Hours	Summative Assessment Marks : 60

Course Objectives

1. To introduce major Sociological theoretical approaches

2. To introduce and use fundamental categories of theory

3. Compare and contrast the ways different theorists use the same or similar concepts to build or present their ideas

Course Outcomes

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

1. Appreciate the significance of major Sociological theories

2. Able to use fundamental theoretical categories

3. Understand the different nuances of concepts and terms

Pedagogy:

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix: 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							

Content of Course : DSC-SOC-12 : Sociological Perspectives	60 Hrs
Unit 1 Basics of Theory	15
Chapter -1 Theory: Meaning and Features. Meaning of Social Theory. 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 2 Structural Functional Perspective	15
Chapter -4 Origin of Functionalism and Structuralism; Meaning of: Social Structure,Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction **Chapter -5** Postulates of Functional Analysis **Chapter -6** Neo-functionalism	
Unit 3 Conflict Perspective	15
Chapter -7 Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony **Chapter -8** Process of Social Conflict and Social Change; **Chapter -9** Functions of Social Conflict	
Unit 4 Symbolic Interaction Perspective	15
Chapter -10 Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretaion, Reflexivity, Negotiation **Chapter -11** Importance of Meaning; Definition of Situation **Chapter -12** Dramaturgy and Everyday Life	

TEXT BOOKS :

1. Aron, Raymond (1991). Main Currents in Sociological Thought (Vol.1), London:

2. Penguin.Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago University Press.

3. Black, Max ed. (1961). The Social Theories of Talcott Parsons: A CriticalExamination, Carbondale: Southern Illinois University Press.

4. Coser, Lewis (1975). Masters of Sociological Thought: Ideas in Historical and

5. SocialContext, New York: Harcourt Brace Jovanovich.Firth, Raymond (1957).Man and Culture: An Evaluation of the Work ofBronislaw Malinowski, New York: Humanities Press.

6. Giddens, Anthony (2004). In Defense of Sociology, Cambridge: Polity Press.

7. Giddens, Anthony and J.H.Turner (1987).Social Theory Today, Cambridge: Polity Press.Jeffrey,

8. Alexander C. (1985). Neofunctionalism, London: Sage.

9. Luckmann, Thomas ed. (1978). Phenomenology and Sociology: Selected Readings, New York: PenguinBooks.

10. Merton,R.K.(1968).Social Theory and Social Structure, New York: The Free press Ritzer, George ed. (2007). The Blackwell Encyclopedia of Sociology, Oxford: Blackwell.

11. Routledge Library Edition (2004). The Sociology of Radcliffe Brown, London: Routledge.

12. Scott, Applelrouth and Laura Desfor Edles (2008). Classical and ContemporarySociological Theory:

13. Textand Readings, California: Pine Forge Press.

14. Tucker, K.N (2002). Classical Social Theory, Oxford: Blackwell PublicationWiseman,

15. Boris (1998). Introducing Lévi-Strauss. Toronto: Totem Books.

BA Semester VI

DSC-SOC - 13 Course Title : Sociology of Health	
Course Credits : 4	Duration of ESA/Exam : 2 Hours
Total Content Hours : 60	Formative Assessment Marks : 40
Lecture hours per week : 4 Hours	Summative Assessment Marks : 60

Course Objectives

1. Understand the concept of health, illness and social conditions
2. Analyse the relationship between social factors and health status
3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Course Outcomes

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

1. Appreciate the significant relationship between society and culture
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

Pedagogy:

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix: 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 culture	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

Content of Course : DSC-SOC-13: Sociology of Health	60 Hrs
Unit 1 Introduction	15
Chapter -1 Sociology of Health: Meaning, Nature and Need; Scope: Sociology in Medicine and Sociology of Medicine **Chapter- 2** Emergence and Development of Sociology of Health in World and India **Chapter -3** Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship	
Unit 2 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,Neighborhood	
Unit 3 Models of Health	15
Chapter -7 Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model **Chapter -8** Sick Role and Experiencing Illness **Chapter -9** Hospital as Social Organisation	
Unit 4 Health Care Reform	15
Chapter -10 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	

TEXT BOOKS:

1.   Albert, Gary L. and R. Fitzpatrick (1994).Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.

2.   Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.

3.   Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press. Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.

4.   Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice

Hall.

5. Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall

6. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.

7. Dutta, P.R. (1955).Rural Health and Medical Care in India, Ambala: Army EducationPress.

8. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.

9. Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures,Bombay: Macmillan.

10. Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.

11. Schwatz, Howard (1994).Dominant Issues in Medical Sociology, New York:

12. McGraw Hill.Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan

13. Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi

14. Next, Heidi and Others, 2019, Entrepreneurship: Practice and Mindset, Sage Publications, Delhi

15. Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press

16. Praszkier, Ryszard adn Andrzej Nowak, 2011, Social Entrepreneurship: Theory and Practice, CambridgeUniversity Press, Delhi

17. Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited

18. Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach, Springer Sharma,

19. Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice-Hall India,Delhi

20. Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India,Sage

21. Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press,London

BA Semester VI

DSC-SOC - 14 Course Title : Society in Karnataka	
Course Credits : 4	Duration of ESA/Exam : 2 Hours
Total Content Hours : 60	Formative Assessment Marks : 40
Lecture hours per week : 4 Hours	Summative Assessment Marks : 60

Course Objectives

1. Enhance Sociological knowledge about the Local and Regional context of Karnataka
2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics
3. Learn about the unique cultures in Karnataka

Course Outcomes

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

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

Pedagogy:

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix: 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

Content of Course : DSC - SOC- 14 : Society in Karnataka	60 Hrs
Unit – 1 Features of Karnataka	15
Chapter -1: Overview of Karnataka's History: Antiquity of Land Chapter -2: Geography and Politics: Spatial Features: Plains, Coastal and Malnad; +Old Mysuru, Hyderabad Karnataka, Bombay Karnataka and present day administrative division (Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka); Political Landscape since Independence Chapter -3: Economic Profile: Developments in Agriculture, Industry and ServiceSectors	
Unit - 2 Social Organization	15
Chapter -4: Social Composition : Religions, Languages, Castes, Tribes and Classes asper latest Census / Sample Surveys Chapter -5: Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues Chapter -6: HDI and Regional Disparities	
Unit – 3 Social Movements of Karnataka	15
Chapter -7: Unification of Karnataka, Save Kannada and Gokak Movements Chapter -8: Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry Chapter 9: Socio-Religious Movements:Veerashaiva, Non-Brahmin, Dalit Movements	
Unit-4 Studies on Karnataka Society	15
Chapter 10: Contributions of M N Srinivas, S Parvathamma, Hiremallur Ishwaran Chapters 11 and 12: Fieldwork report on Changing Social Institutions and their Impact on Social Life	

TEXT BOOKS:

1. 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.
2. 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.
3. Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". Onlinewebpage of languageindia.com.
4. M. S. Thirumalai.
5. Srikanta Sastri, S. 1940. Sources of Karnataka History, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
6. Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore.Nanjundappa High Commission Report

BA Semester VI

Course Title : Internship / Dissertation/SEC-2	
Course Credits : 2	Formative Assessment Marks : 50
Total Content Hours : 90	Summative Assessment Marks :

Internship

Internship provides an opportunity for students to engage in hands on learning. An intern is someone who is finishing training for a skilled job, especially by getting practical experience of the work involved. Internship is both educational and career development opportunity. It is essentially a short term program. Sociology internship program provides –

1. Exposure to various government departments / NGOs / private organisations engaged in different areas of society.
2. Develop the skills of empirical data collection, collation and analysis.

Some of the domain/areas available for internship are:

1. Education/Human Resource Development
2. Health
3. Nutrition, Women and Child Development
4. Environment
5. Sanitation
6. Rural Development and SDGs
7. Social Justice and Empowerment
8. Tourism
9. Urbanisation/Smart City
10. Programme Monitoring and Evaluation

General Guidelines for Internship

1. Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
2. Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
3. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours
4. A student shall select / identify an organization / agency for internship in consultation with the faculty member assigned as supervisor or Guide.
5. Principal / Head of Department will facilitate students for internship
6. The allotment of the students to a faculty for supervision shall be done by the department council

7. The Guide / Supervisor shall provide guidance to the students in securing internship and monitor the progress.
8. A minimum of 75 percent of Attendance Certificate from the organization / agency has to be produced
9. The student should submit the final internship report (90 hours of Internship) to the Guide / Head of the Department / Principal for completion of the internship.
10. At the end of internship program, the student has to submit a report detailing the activities undertaken and make a presentation

Internship Report shall consist of the following Sections.

Section A   :   Preliminaries
Section B   :   Body of the Report
Section C   :   Reference / Annexure / Appendix

Section -A is a formal general section and shall include :

1. Title page – having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the Internship work.
2. Forward/Acknowledgement.
3. Table of content with Page Numbers.
4. List of Tables, Charts, Graphs.
5. Certificate from the candidate stating the originality of the Internship content.
6. Certificate from the Guide / Supervisor.
7. Certificate from the agency / Organization in which the study has been carried out

Section -B is formal technical section and shall include the chaptarisation of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives
4. Review of literature
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendations

Section-C Shall include such information that is not included in the body of the report, but is relevant to the study

1. Reference
2. A copy of the tool of data collection
3. Additional statistical tables, Photographs, figures, maps, etc.

Technical specializations of the report :-

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.

2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double spaced, Same specifications apply to Kannada with Nudi/Baraha font 13.

3. Referencing in ASA/APA style, with author-data system.

e.g. for a book by Pitirim Sorokin published in 1978. Title of the book 'Contemporary Sociological Theories' published by Kalyani Publisher, from New Delh

a. In text referencing: (Sorokin 1978)

b. In text quoting the statement : (Sorokin 1978:236)

c. Reference :

Sorokin Pitirim 1978. *Contemporary Sociological Theories* ' New Delhi. Kalyani Publisher,

Marks awarded for the Internship Report by Supervisor

1. Name of the Student :

2. Title of the Assignment :

Sl No	Criterion	Maximum Marks = 50	Marks Obtained
1	Conceptual Clarity about the Assignment	05	
2	Collection of data and study material	15	
3	Analysis of data and interpretation	15	
4	Presentation of the report	10	
5	Conclusions and Suggestions	05	

Signature of Supervisor

Project Dissertation

Research skills are very important for sociological analysis. Through this course in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. This project course will help to :-

1. Develop the ability to conceptualize, formulate and conduct simple research projects
2. Learn to assess the research studies and findings
3. Develop the skills for library work and documentation for research
4. Develop favorable attitudes for the integration for research and theory
5. Develop logical thinking and critical analysis

General Guidelines for Dissertation

1. A students shall select the research topic in consultation with the faculty member assigned as supervisor / Guide for research work
2. Topic of the research project shall be finalized / approved in the Development council
3. The allotment of the students to a faculty for supervision shall be done by the Department council
4. The Guide/Supervisor shall provide guidance to the students to carryout research work and monitor the progress.
5. Research project may be qualitative, quantitative or combined
6. The sample size for qualitative research shall not be less than 50 respondents and minimum 10 cases if it is qualitative.
7. The student has to submit One copy of Research Dissertation to the Head of the Department / college principal on or before the last working day of the VI semester
8. The research project course will be evaluated on the basis of the presentation and report of the Dissertation (Presentation=20 Marks and Report=30 Marks)

Research Project Report shall consist of the following Sections.

Section A: Preliminaries
Section B: Body of the Report
Section C: Reference / Annexure / Appendix

Section A is a formal general section and shall include :

1. Title page – having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the research project work.
2. Forward/Acknowledgement
3. Table of content with Page Numbers
4. List of Tables, Charts, Graphs
5. Certificate from the candidate stating the originality of the research report content.
6. Certificate from the Guide/Supervisor
7. Certificate from the agency if the study has been carried out in a particular institute

Section B is formal technical section and shall include the chaparization of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives /Hypothesis
4. Review of literature
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendation

Section C Shall include such information that is not included in the body of the report, but is relevant to the study

1. Reference
2. A copy of the tool of data collection
3. Additional statistical tables; Photographs, figures, maps, etc.

Technical specializations of the report

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.
2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double spaced, Same specifications apply to Kannada with Nudi/Baraha font 13.
3. Referencing in ASA/APA style, with author-data system.
   e.g. for a book by Pitirim Sorokin published in 1978. Title of the book 'Contemporary Sociological Theories' published by Kalyani Publisher, from New Delhi.
   a. In text referencing: (Sorokin 1978)
   b. In text quoting the statement : (Sorokin 1978:236)
   c. Reference :

   Sorokin Pitirim 1978. *Contemporary Sociological Theories'* New Delhi. Kalyani Publisher,

BA Semester VI

Course Title : Internship / Dissertation/SEC-2	
Course Credits : 2	Formative Assessment Marks : 20
Total Content Hours : 20	Summative Assessment Marks :30

Course Prerequisites(S): (Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course)

Course Objectives:
- Create awareness of the CSR theoretical framework, its ethical foundation and importance to improve the general welfare.
- Provide students with comprehensive knowledge of stakeholders' expectations and sustainability challenges companies face.
- Demonstrate students that CSR is viable, when integrated into a Global Business strategy.

Course outcome:

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)
- Understand theoretical framework and ethical foundation of CSR
- Identify and Build stakeholders mapping and engagement strategy adopted to the local culture and environment
- Know the main instruments initiatives and tools used to measure CSR
- Understand the value of Ethical and Emphatic behavior in business decisions

Articulation metrics for SEC Course 2: maping of course outcomes (COs) with programme outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand theoretical framework and ethical foundation of CSR		X	X						X
Identify and Build stakeholders mapping and engagement strategy adopted to the local culture and environment			X	X	X	X	X		X
Know the main instruments initiatives and tools used to measure CSR	X	X							
Understand the value of Ethical and Emphatic behavior in business decisions	X	X							X

Course Articulation Matrix Relates course outcomes of course with the corresponding programme outcomes whose attainment is attempted in this course. Mark 'x' in the intersection cell if a course outcome addresses a particular programme outcome.

BA Semester VI

Course Title : Corporate Social Responsibility	
Course Credits : 2	**Formative Assessment Marks : 20**
Total Content Hours : 20	**Summative Assessment Marks :30**

SEC - Content of Course : Corporate Social Responsibility	20 Hrs
Unit – 1 Introduction	**10**
Chapter 1: Corporate Social Responsibility (CSR): Meaning, Evolution of CSR; Concept of Charity, Corporate Citizenship, Corporate Philanthropy **Chapter 2:** Corporate-Community Collaboration (CCC) and Social Development; Challenges to CCC **Chapter 3:** CSR Legislation in India: Sec 135 of Companies Act, 2013	
Unit - 2 Stakeholders - Role and Responsibilities	**10**
Unit 4: Stakeholders in CSR: Shareholders, Employees, Customers, Communities, Governments and Regulators **Unit 5:** Role of Public Sector and NGOs in Corporate, Government Programmes **Unit 6:** Stakeholder Mapping, Engagement and Action Plan	

Reference Books

Kloppers, H. & Kloppers, E. (2018) Identifying Commonalities in CSR Definitions: Some Perspectives. In Kiymet Tunka, C & Roshima, S. (Eds.) Sustainability and Social Responsibility of Accountability Reporting systems (pp. 229-243). Springer.

• Porter and Kramer (2006). Strategy and Society. The link between competitive advantageand corporate social responsibility. Harvard Business Review.

• Porter and Kramer (2011). Creating Shared Value. Harvard Business Review

• Reidenbanch and Robin (1991). A conceptual model of corporate moral development. Journal of Business Ethics (10), 273—284

• Velga, A. (2020) Business Ethics and Corporate Social Responsibility. EKA University of Applied Science, p. 63-85

Question Paper Pattern for DSC and OE

(From I Semester to VI Semester Except SEC)

B.A. Examination Month /Year

Sociology

Title of the Paper

Instruction: Answer All Questions

I.   Answer all Questions   10 X 2 = 20
        1.
        2.
        3.
        4.
        5.
        6.
        7.
        8.
        9.
        10.
        11.
        12.
        13.
        14.

II.   Answer any Four Questions   4 X 5 = 20

        15.
        16.
        17.
        18.
        19.
        20.

III.   Answer any Two Questions   2X 10 = 20
        21.
        22.
        23.
        24.

Question Paper Pattern for SEC
B.A. Examination Month / Year
(Scheme CBCS)
Sociology
Title of the Paper

Instruction: Answer All Questions

I.   Answer any Five Questions   5 X 2 = 10
        1)
        2)
        3)
        4)
        5)
        6)
        7)
        8)
II. Answer any Two Questions   2 X 10 = 20
        1)
        2)
        3)
        4)

CHAIRMAN
BOS IN SOCIOLOGY
Department of Studies & Research in Sociology
Tumkuru University, Tumakuru.