UNIVERSITY OF MYSORE

Estd. 1916

VishwavidyanilayaKaryasoudha
Crawford Hall, Mysuru- 570 005

No.AC6/303/2022-23

Dated: 01-09-2023

Notification

Sub:- Revised Syllabus and Scheme of Examination of Sociology programme (1 & II Semester) with effect from the Academic year 2023-24.

Ref:- 1. This office circular No: AC2(S)/151/2020-21 dated 08-08-2023.

2. Decision of BOS in Sociology meeting held on 10-08-2023.

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The Board of Studies in Sociology which met on 10-08-2023 has resolved to recommended and approved the revised syllabus and scheme of Examinations of Sociology programme (I & II semester) with effect from the academic year 2023-24.

Pending approval of the Faculty of Arts and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.
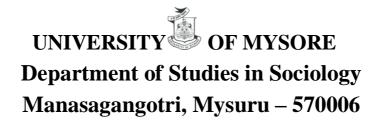
The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., **www.uni-mysore.ac.in**

Registrar
REGISTRAR
University of Mysore
MYSORE

To;
1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS in Sociology, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council , Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

UNIVERSITY OF MYSORE
Department of Studies in Sociology
Manasagangotri, Mysuru – 570006

Syllabus
Bachelor of Arts Program 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 Food Culture a) Sociology of Tourism Management b) Social Inequality in India	3
IV	DSC -7	Sociology of Marginalized Groups	3
	DSC -8	Population and Society	3
	OE-4	a) Sociology of Youth b) Sociology of Leisure c) Sociology of Disaster Management	3
V	DSC - 9	Social Entrepreneurship	4
	DSC -10	Society and Tribes	4
	DSC -11	Statistics for 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
		Internship / Dissertation	2

DSC: Discipline Specific Core

DSE: Discipline Specific Elective

OE: Open Elective

SEC: Skill Enhancement Course

Dr. S. Yashoda
Chairperson (BOS)

University of Mysore

SOCIOLOGY CURRICULUM

Name of the Degree Program : 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, SocialStatistician
8. Transfer Skills as a Teacher, Facilitator of Community Development
9. Competent to make a difference in the community

University of Mysore

Sociology UG Program with Effect from the Academic Year 2021-22
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 : Continuityand Change b) Sociology of EverydayLife 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 Food Culture 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 Youth b) Sociology of Leisure 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 for 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
			Internship / Dissertation	2		50		50

Dr. S. Yashoda
Chairperson (BOS)

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

BA 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. Recognise 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
Recognise 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 Interactionist, Feminist	
Unit – 2 Culture and Socialization	**15**
Chapter 4 Culture: Definition and Elements of Culture; Comparison between Culture and Civilisation; Acculturation: Robert Ezra Park's idea of Melting Pot;Cultural Contact, Cultural Shock, Counter Culture **Chapter 5** Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and DigitalDivide; Cultural Imperialism **Chapter 6** Socialisation: Theories of Self: Charles Horton Cooley and GeorgeHerbert 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; TechnologicalImpact on Social 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

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2) ®QëöäÃ¥Àw ¹.f. ªÀÄvÀÄÛ £ÁUÀgÁdÄ Dgï.PÉ. 2021 ¸ÀªÀiÁd±Á¸ÀÛçzÀ w¼ÀÄªÀ½PÉ, »ªÀiÁ®AiÀÄ ¥À©è¶AUï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ.

3) ªÀÄÄ¼ÀÄUÀÄAzÀ L.¹. ªÀÄvÀÄÛ £À½¤ ¨ÉAUÉÃj -2021 ¸ÀªÀiÁd±Á¸ÀÛçzÀ UÀæ»PÉ, ¸È¶Ö ¥ÀæPÁ±À£À, zsÁgÀªÁqÀ

4) ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್, 2018, ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

5) ಶಂಕರರಾವ್, ಚನ. 2012, ಸಮಾಜಶಾಸ್ತ್ರ ದರ್ಶನಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
ಶಂಕರರಾವ್, ಚನ. 2021, ಸಮಾಜಶಾಸ್ತ್ರ – MAzÀÄ UÀæ»PÉ eÉÊ¨sÁgÀvÀ ¥ÀæPÁ±À£À, ªÀÄAUÀ¼ÀÆgÀÄ

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 IntellectualCraftsmanship - 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 ofSociology, along with case studies. Contains useful reference and weblinks

https://www.researchgate.net/publication/8332089_Imagining_The_Sociological_Imagination_The_biographical_context_of_a_soci

ological_classic 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

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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 onsociety from sociological perspective https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the- future-of-digital-life/ https://blogs.ed.ac.uk/keywordsindigitalsociology/2020/01/09/the-digital-divide/ https://www.webroot.com/in/en/resources/tips-articles/netiquette-and-online- ethics-what-are-they https://www.britannica.com/topic/netiquette https://blog.citl.mun.ca/instructionalresources/netiquette/

https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines- every-online-student-needs-to-know/

Unit 3

https://www.britannica.com/topic/social-change
https://www.cpp.edu/~ddwills/courses/ant352/readings352/McDonaldization.htm
http://web.simmons.edu/~chen/nit/NIT%2796/96-171-Larney.html On McDonaldization of Information
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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 differences.

3. *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 likeliberty, 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*

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. Recognise 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 andliving 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
Recognise 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 in care 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	

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Unit 1: Family and Marriage

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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 provides many examples for conducting activities related to family andmarriage
http://rchiips.org/nfhs/factsheet_NFHS-5.shtml Data of National Family and HealthSurvey-5 is available for every district in this website

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 problemabout 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/

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https://askanydifference.com/difference-between-government-and-governance/
https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2397.2008.00575.x Howdoes economic globalisation affects the welfare state?
https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/ GrauePublikationen/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 residence and elicit answers for two questions: (a) Between arranged and love marriages, which do they prefer? (b) Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Size of the report can vary from 750-2000 words, depending on the number of students involved and they should use appropriate tables and charts to present their data.*

(3) *Activity 1 can be carried out with by varying questions related to respondents' opinions on age of marriage, divorce, separation and cohabitation etc. associated with the institution of family*

Unit 2: Religion and Education

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

(4) *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*

(5) *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*

(6) *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.*

(7) *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*

(8) *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:** The Changing Face of Indian Social Institutions: Family, Caste, Polity and Economy **Chapter 3:** The Rural-Urban Divide: Infrastructure, Education, Health and Local Governance	
Unit – 2 Movements for Social Justice	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, ChangingLandscape of Love and Marriage, Impact on Familial Relationships and Understanding Others	

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3) Beteille, Andre 1965, Caste, Class and Power, University of California Press, Berkeley
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5) Dube, S C 1991, Indian Society, National Book Trust, New Delhi
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Reference Works:

https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2019/08/WYP2019_10-Key-Messages_GZ_8AUG19.pdf

https://www.intechopen.com/chapters/38348 Globalisation and Culture: 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 Yogaand 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 grand parents, 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 are 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)*

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 newperspective	X	X	X	X	X				X
Able to appreciate how our social world isconstructed	X	X	X	X	X	X			X
Able to communicate effectively in written andoral 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
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6) Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
7) Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
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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 with current examples*

2. *Students can share their thoughts about how they feel and become conscious about oneself when They a) wear a new dress, (b) dress out of their way, (c) dress outrageously*

3. *Students can list the reasons for choosing their display picture in their social media accounts (any one or two accounts) and a discussion can follow about the need for validation by others, especially strangers*

Unit 3: Culture in Everyday Life

1. This is an activity for group discussion. Students are given few statements and they have to discuss among themselves and arrive at unanimous opinion about whether following can be called as culture or not:

   a. Classical dance and music constitutes culture   b) Folk literature is a part of culture
   c) Pickpocketing is part of culture   d) Newspapers and magazines are part of culture
   b. 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. Recognise 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 Program 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	
Recognise 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 No. 1. Social Media: Meaning, Characteristics and Social Role (reasons for popularity) **Chapter No.2.** Meaning of Social Actor, Communication, Media, Social Network and Technology **Chapter No.3.** Social Interaction and Types	
Unit – 2 Contemporary Concerns	**15**
Chapter No. 4. Anonymity, Trolling **Chapter No.5.** Private Vs Public, Consent and Terms of Agreement **Chapter No.6.** Risks of Harm (National and Individual Levels)	
Unit – 3 Case Studies	**15**
Chapter No.7. Facebook, Instagram, Pinterest **Chapter No.8.** WhatsApp, Twitter, Telegram **Chapter No.9.** You Tube, Reddit, LinkedIn	

TEXT BOOKS :

1. Barclay, FrancisP 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: Sociological Perspectives 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/social-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/social+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/

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_The_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/history-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

BA Semester - II

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 contemporaney 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 intellectualbackground of classical sociologists		X	X	X	X	X	X	X	X
Appreciate the contemporaneity of classicalsociological thought	X	X	X	X	X	X	X	X	X
Appreciate the need for thinking in theoreticalterms 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, Classificationof 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 WNorton, New York
10) Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. NewDelhi
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 and Littlefield Publishers, Maryland
16) Macionis, John 2018, Sociology Global Edition, Pearson, England
17) Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, SagePublications, 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, RawatPublications, Jaipur
  1. ಮುಳುಗುಂದ, ಐಸಿ 2017 ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿಪ್ರಕಾಶನ, ಧಾರವಾಡ
  2. ಮುಳುಗುಂದ, ಐಸಿ 2022 ¸ÀªÀiÁd±Á¹Û¢AiÀÄ ¹zÁÞAvÀUÀ¼À §Ä£Á¢- ಸೃಷ್ಟಿಪ್ರಕಾಶನ, ಧಾರವಾಡ

3. ನಾಗೇಶ್, ಹೆಚ್ಚಿ. 1998, ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ), ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

4. ಸೋಮಯ್ಯ , ಕೆ.ಎನ್ 1989 ಸಮಾಜಶಾಸ್ತ್ರದ ಆಚಾರ್ಯರು, ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು

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.html
https://www.encyclopedia.com/people/social-sciences-and-law/sociology-biographies/georg-simmel
http://enpuir.npu.edu.ua/bitstream/handle/123456789/9425/Pet%27ko%2C%20Borisyuk%2C%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 ofstudents' 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, criticism of their work and answer to their critics. This can either be an individual activity or group activity.*
2. *Students can discuss and write a report about primary values of their own religion and how those values have impacted the economic activities in their own community.*
3. *Movies like Tabarana Kathe can be screened and discussed to understand the principle of iron cage of bureaucracy which was explained by Max Weber*
4. *Mapping of types of authority over the Indian political system can be discussed to understand the dynamics of tradition and change*
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 bystudents

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 Impact onTraditional 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)

1) ಮುಳಗುಂದ, ಐಸಿ. 2018, ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
2) ಮುಳಗುಂದ, ಐಸಿ. 2022 ಭಾರತದ ಗ್ರಾಮೀಣ fÃªÀ£ÀzÀ ¸ÀªÀiÁd±Á¸ÀÛç ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
3) ಶಂಕರರಾವ್, ಚನ. 2022, ¨sÁgÀwÃAiÀÄ UÁæªÀÄ fÃªÀ£ÀzÀ ¸ÀªÀiÁd±Á¸ÀÛç, eÉÊ ಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

References

https://data.gov.in/catalogsv2?format=json&offset=0&limit=9&filters%5Bfield_sector%3Aname%5D=Rural&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 VillageStudies*

https://www.epw.in/system/files/pdf/1960_12/37/the_myth_of_selfsufficiency_of_the_indian_village.pdf*An Article by Srinivas M N and A M Shah on The Myth of the Self-Sufficiency of Indian Village*

https://economics.mit.edu/files/511 *An Article by Abhijit Banerjee and Lakshmi Iyer on - History, Institutionsand Economic Performance: The Legacy of Land Tenure Systems in India*

http://www.isec.ac.in/Social%20Change-2015-Vaddiraju-605-12.pdf*Agricultural Labour and Gender Dimension: A Note*

http://agropedia.iitk.ac.in/content/panchayati-raj-rural-development-perspective
https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf *A Niti 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, economic benefits 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 alongwith 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 doneby the students.*
4. *Resource mapping, Problem identification, problem solving activities may be assigned to thestudents.*
5. *Comparative of analysis of villages and urban areas, enumeration of rural customs and practicesmay be advised.*

SOC-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 ineveryday 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

SOC-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.

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3. Ann Oakley. (1972). Sex, Gender and Society. New York: Harper and Row. Cambridge

4. University Press, 1980. Delhi: Ajantha, 1987.

5. Chaudhuri, Maitrayee ed. (2004). Feminism in India. New Delhi: Kali for Women and Women Ltd. New Delhi

6. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich Alex 1987, What is Sociology?
   Prentice-Hall of India, New Delhi

7. Laura, Kramer. (2004). The Sociology of Gender: A Brief Introduction. Rawat Limited, New Delhi.

8. Linda L. Lindsey. (2011). Gender Roles: A Sociological Perspective. PHI Learning Private

9. Maithereyi Krishna Raj (Ed.), (1986). Women's Studies in India. Some Manohar

10. Margaret L Anderson. Thinking About Women: Sociological Perspective on Sex and Gender.

11. McCormack, C. and M. Strathern (ed.) (1980 & 87). Nature, Cultural and Gender. Cambridge:

12. Neera Desai & Maithreyi Krishna Raj. (1984). Women & Society in India.

13. Pal, M. P. B. (2011). Gender and Discrimination. New Delhi: Oxford University
    Press. Perspectives Popular Prakashan, Bombay. Publication, Jaipur. Publications, New Delhi.

14. Ray, R. (2012). Handbook of Gender. New Delhi: Oxford University.

15. Rege, Sharmila (ed.), (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge.

16. Simone de Beauvoir. (1953). The Second Sex. London: Penguin. Unlimited.

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2) ಇಂದಿರಾ, ಆರ್. 2007, ಸ್ತ್ರೀವಾದದಿಕ್ಕೂಚಿ, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ

3) ಇಂದಿರಾ, ಆರ್. 2007, ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006 ರವರೆಗೆ ಲಿಂಗವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾಎಂಟಪ್ರೈಸಸ್, ಮೈಸೂರು

4) ಇಂದಿರಾ, ಆರ್. 2016, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2009-2013 ರವರೆಗೆ ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟಿತವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನುಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

4) ಶಂಕರರಾವ್, ಚನ. 2022, °AUÀvÀé ªÀÄ¸ÀÆgÀzÀ ªÀÄÆ®PÀ ¸ÀªÀiÁAd, eÉÊ ಭಾರತ 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 -womens- representation
https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures
https://www.cambridge.org/core/journals/government-and-opposition/information/gender-and-political-representation
https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199751457.001.0001/oxfordhb-9780199751457-e-34

Unit 3: Addressing Gender Justice
https://en.wikipedia.org/wiki/National_Legal_Services_Authority_v._Union_of_India
https://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 used to 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 of Sandalwood 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, assess the 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 also collate 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 and Ravindranath 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

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1) ªÀÄÄ¼ÀÄUÀÄAzÀ L.¹. : 2022, ¸ÀªÀiÁd, DgÉÆÃUÀå ªÀÄvÀÄÛ ¸ÁªÀiÁfPÀ PÁ¼Àf, ¸ÀÈ¶Ö ¥ÀæPÁ±À£À, zsÁgÀªÁqÀ

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 girls born.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 link provides data for dowry deaths in different states of India for the year 2019. This can be used to demonstrate the gap between growth and desired change in social values*

3. *https://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf State of Literacy Report by Census of India authority. Once again, data in this document can be used for different purposes to generate discussion on need for social development and inadequacy of economic growth*

Unit 2: Components of Social Development

1. *A project on life chances and social opportunities can be conducted within the college or across colleges to understand its influence on educational attainments*

2. *Micro projects can be assigned to understand the Sustainable Development Goals*
3. *Filing RTI application: to help students to learn how to file an application, procedure involved and problems they may face can be experienced and presented in the class room*

Unit 3: Social Development: Challenges and Crisis

1. *Students can be asked to visit a slum, nearby village or tribal area and collect data about lack or presence of social infrastructure and their quality to assess the inclusive/exclusive nature of development. Teachers can assign this to individual/group of students and ask them to present their findings. Students can also be encouraged to take photos or make videos and an exhibition can be arranged in the college*

2. *Different Development Reports can be used to present a 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. Recognise 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 CourseOutcomes (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
Recognise 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 No. 1. Knowledge Society: Meaning, Nature **Chapter No.2.** Meaning of Literacy, Data, Information, Science, Skill, Technology, Knowledge, Wisdom **Chapter No.3.** The uses of Knowledge Society: Social, Political and Economic	
Unit – 2 Rise of Knowledge Society	**15**
Chapter No. 4. Oral Tradition, Written/Printed tradition; Social context of democratisation of knowledge in 19th and 20th centuries in India **Chapter No.5.** Modern tools of education in India: Schools and Universities - Enrolment, Reach and Gaps **Chapter No.6.** Digital Innovations, Open Access and Knowledge Society in 21st century	
Unit – 3 Challenges	**15**
Chapter No.7. The World Declaration on Higher Education for 21st Century; National Education Policy, 2020 **Chapter No.8.** Knowledge as Social Capital (Pierre Bourdieu's Contribution) **Chapter No.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 book Open Data and the Knowledge Society

https://www.zef.de/fileadmin/user_upload/e220_Hornidge_KSociety%20as%20academic%20concept_2011.pdf 'K

nowledge 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 literacy
https://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 of Information
https://www.britannica.com/science/science https://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.pdf

https://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