



**Akkamahadevi Women's University, Vijayapura
Jnanashakti Campus Torvi-586108
Department of Sociology**

CBCS SYLLABUS

For

UG NEP Sociology

[60+40Scheme]

With Effect From 2021-22 onwards


Department of Sociology
Smt A.S.M. College For Women
BALLARI


IQAC
CO-ORDINATOR
Smt. Allum Sumangamma Memorial
College For Women, BELLARY.


Principal
Smt. ASM College
For Women, Ballari.



Karnataka State Akkamahadevi Women's University, Vijayapura
Department of Research Studies in sociology

Curriculum for BA (NEP) Sociology From 2021-22 onwards I and II Semester

I SEMESTER

CODE No.	TITLE	SCHEME OF EXAMINATION			Total Credits	HOURS PER WEEK	TOTAL HOURS
		THEORY MARKS	INTERNAL MARKS	TOTAL MARKS			
DSC-1	Understanding Sociology	60	40	100	3	4hrs	60 hrs
DSC-2	Changing Social Institutions in India	60	40	100	3	4hrs	60 hrs
OE-1	Indian Society: Continuity and Change OR Sociology of Everyday Life	60	40	100	3	4hrs	60 hrs

II SEMESTER

CODE No.	TITLE	SCHEME OF EXAMINATION			Total Credits	HOURS PER WEEK	TOTAL HOURS
		THEORY MARKS	INTERNAL MARKS	TOTAL MARKS			
DSC-3	Foundations of Sociological Theory	60	40	100	3	4hrs	60 hrs
DSC-4	Sociology of Rural Life in India	60	40	100	3	4hrs	60 hrs
OE-2	Society through Gender Lens OR Social Development in India	60	40	100	3	4hrs	60 hrs



BA Sociology: Semester 1
DSC-1: Understanding Sociology

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): 10+2 or PUC

Course Outcomes (COs):

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

1. Understand the nature and role of Sociology in a changing world
2. Comprehend the uniqueness of sociological imagination in the study of real world
3. 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

	60 Hrs
Unit – 1 Sociology as Science	20
Chapter No. 1 Sociology as a study of Groups and Social Interaction - Definition, Scope and Need; Sociology as Science Vs. Sociology as Social Reform	
Chapter No. 2 Foci of Sociology: Social Institutions, Social Inequality and Social Change	
Chapter No. 3 (C) Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills' distinction between trouble i.e. personal in nature and issue, i.e. public in nature)	
Chapter No. 4. Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist	
Chapter No. 5 Social Construction of Reality	
Unit – 2 Culture and Socialisation	20
Chapter No. 6. 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 and Contra Culture	
Chapter No. 7. Global Culture: Globalisation of Values; Cultural Imperialism	
Chapter No. 8. Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide	
Chapter No. 9 Socialisation: Theories of Self: Charles Horton Cooley and George Herbert Mead	
Unit – 3 Social Change	20
Chapter No. 10 Changes due to Industrialisation, Rationalisation, Globalisation, McDonaldization (George Ritzer), Urbanisation and Information Explosion	
Chapter No. 11. Consequences of Change: Changing age Structure of Societies: Ageing and Ageism; Technological Impact on Social Life; Changing Environment	



Reference

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

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

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

Davis, Kingsley 1949, Human Society, Macmillan, Delhi

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

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

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

EAÇGÁ, Dgī 1995 "sÁgÀwÃAiÄÄ ,ÀªÀiÁd , PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæcÛPÁgÀ, "ÉAUÀ¼ÀÆgÄÄ.

EAÇGÁ, Dgī 2000, «ÄÄ»¼É «ÄÄvÄÄÛ PÈiÄA©PÀ »A,É, AiÄÄ±ÉÆÄzÀ gÁUË læ,ïÖ, «ÉÄË,ÀÆgÄÄ

EAÇGÁ, Dgī 2002, 'ÛçÃ«ÁzÀ çPÀÆia, PÀÈÀßqÀ «±Äé«zÁâª®AiÄÄ, °ÄA! ¥ÄæPÀi«ÁzÀ CAPÀt §gÀ°ÀUÀ¼À ,ÀAPÀ®ÈÀ) ,ÁgÁ JAI¥ÉæöË,À,ï, «ÉÄË,ÀÆgÄ.

CzsÄâAiÄÄÈÄ ,ÄA,ÉÛ, «ÉÄË,ÀÆgÄÄ «±Äé«zÁâª®AiÄÄ, «ÉÄË,ÀÆgÄÄ.

ÉÁUÉÄ±i, °ÉZi « 1994, PÄÄiÄAS, PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæcÛPÁgÀ, "ÉAUÀ¼ÀÆgÄÄ ÉÁUÉÄ±i °ÉZi « ,ÁªÀiÁfPÀ aAvÀÈÉ(¥Á±ÁÑvÄâª «ÄÄvÄÄÛ "sÁgÀwÃAiÄÄ),1998, "sÁgÀvÀ ¥ÄæPÁ±ÀÈÄ, zsÁgÀªÁqÀ.

«ÄÄÄ¼ÄÄUÄÄAzÀ, L ' 2015 "sÁgÀvÀzÀ ÈAUÀgÀ ,ÀªÀiÁd, ,ÀÈ¶Ö ¥ÄæPÁ±ÀÈÄ, zsÁgÀªÁqÀ «ÄÄ¼ÄÄUÄÄAzÀ, L ' 2015 "sÁgÀvÀzÀ ÈAUÀgÀ ,ÀªÀiÁd ,ÀÈ¶Ö ¥ÄæPÁ±ÀÈÄ, zsÁgÀªÁqÀ «ÄÄ¼ÄÄUÄÄAzÀ, L '2017 "sÁgÀvÀzÀ ,ÁªÀiÁfPÀ ,ÀªÄÄ,ÉâUÀ¼ÄÄ, ,ÀÈ¶Ö ¥ÄæPÁ±ÀÈÄ, zsÁgÀªÁqÀ

«ÄÄ¼ÄÄUÄÄAzÀ, L ' 2017 "sÁgÀvÀzÀ ,ÁªÀiÁfPÀ CzsÄâAiÄÄÈÄ, ,ÀÈ¶Ö ¥ÄæPÁ±ÀÈÄ, zsÁgÀªÁqÀ

«ÄÄ¼ÄÄUÄÄAzÀ, L ' 2017 ¥Á±ÁÑvÄâª ,ÁªÀiÁfPÀ aAvÀÈÉ, ,ÀÈ¶Ö ¥ÄæPÁ±ÀÈÄ, zsÁgÀªÁqÀ

«ÄÄ¼ÄÄUÄÄAzÀ, L ' 2018 "sÁgÀvÀzÀ°è UÄæ«ÄÄt C©üªÀÈçP, ,ÀÈ¶Ö ¥ÄæPÁ±ÀÈÄ,



zsÁgÀªÁqÀ

ªÀÄÄ¼ÄÄUÄÄZÀ, L¹ "sÁgÀwÄiÄÄ ,ÄªÄiÁfPÀ aAvÀÉÉ 2018, ,ÄÈ¶Ö ¥ÀæPÁ±ÀÉÀ,

zsÁgÀªÁqÀ

±ÄAPÀgī gÁªī, ZÀÉÀ 2012 ,ÄªÄiÁd±Á,ÀÛç zÀ±À ÉÀ "sÁUÀ-2, dAiÄÄ "sÁgÀvÀ ¥ÀæPÁ±ÀÉÀ,

ªÀÄÄUÄ¼ÄÄÉgÄÄ.

±ÄAPÀgī gÁªī, ZÀÉÀ 2012 (¥ÀjµÀ)gÀvÀ DªÄÈwÛ) "sÁgÀwÄiÄÄ ,ÄªÄiÁd, dAiÄÄ "sÁgÀvÀ

¥ÀæPÁ±ÀÉÀ,ªÀÄÄUÄ¼ÄÄÉgÄÄ.

²æÄªªÁ,ī JA JEī (2018) DzsÄÄªPÀ "sÁgÀvÀzÀ°è ,ÄªÄiÁfPÀ §zÀ-ÁªÀuÉ, CÉÄÄªÁzÀ- EAçgÀ

Dgī (,ÄA) gÁ¶ÖçÄiÄÄ "sÁµÁAvÀgÀ ¥ÁæçüPÁgÀ,ªÉÄÉ,ÄÉgÄÄ.

DSC-2: Changing Social Institutions in India

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): 10+2 or PUC

Course Outcomes (COs):

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

1. Identify the new forms taken by institutions of family and marriage
2. Understand the role played by religion in modern world
3. 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

	60 Hrs
Unit – 1	Family and Marriage
Chapter No. 1 Family - Definitions of Family and Household; Changing structure of family; changes in size and composition	20
Chapter No. 2 Weakening of gender and age stratification - democratisation of relationships: between spouses, parent-children; step-parenting	
Chapter No. 3 Changes in caregiving of children and elderly	
Chapter No. 4 Marriage - Definition; changing patterns of marital relations - cohabitation, separation, divorce and remarriage	
Chapter No. 5 Changes in age of marriage, marriage decision making and regional variations	
Chapter No. 6 Decrease in number of children and voluntary childlessness	
Unit – 2	Religion and Education
	20



Chapter No. 4. Definition; secularisation vs resurgence of religion in modern world	
Chapter No. 5. Challenge of diversity - religious freedom vs state laws	
Chapter No. 6. Education: Definition; education as socialisation; types of education – formal and informal	
Chapter No. 6 Functional view - manifest and latent functions; Conflict view - education as tool for perpetuating inequality	
Chapter No. 7 Schooling and Life Chances (Max Weber's views) - increasing enrolment ratio	
Chapter No.8 Education and Employability - Technology and Digital Divide	
Unit – 3 Economic and Political Institutions	20
Chapter No. 9 Definitions of Economy and Work	
Chapter No.10 Gender stratification in work and its feminization	
Chapter No. 11 Job insecurity, Unemployment; Outsourcing - opportunities and threats; automation and advancement of technology	
Chapter No. 12 Definitions of Political Institution, Government, Governance and State	
Chapter No. 13 Status of Democracy in India	
Chapter No. 14 Challenges: Militancy, Fundamentalism, Regionalism	
Chapter No. 15 Globalisation and Social Welfare	

Reference

- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi
- Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
- Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
- Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition,



Sage Publications, New Delhi

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

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

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

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

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

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

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

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

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

EAÇgÁ, Dgĩ 1995 "sÁgÀwÁiÁÄ ,ÀÁiÁd , PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæcÛPÁgÀ, "ÉAUÀ¼ÀÆgÀÄ.

EAÇgÁ, Dgĩ 2000, «Ä»¼É «ÄvÄÄÛ PÉiÄA©PÀ »A,É, AiÄ±ÉÆÄzÀ gÁUË læ,ïÖ, «ÉÄË,ÀÆgÀÄ

EAÇgÁ, Dgĩ 2002, 'ÛçÄÁzÀ çPÀÆia, PÀÈÀßqÀ «±Áé«zÁâ®AiÄÄ, °ÄA!

EAÇgÁ, Dgĩ 2007 «AiÁÉÄÄ¶ (¥ÁæeÁÉÄÄr ¥ÁwæPÉAiÄÄ°è 2002-2006 gÀ«ÁgÉUÉ °AUÀ «À«À,ÉÜAiÄÄÉÄÄß PÄÄjvÄÄ ¥ÁæPÄiÁzÀ CAPÀt §gÀ°ÀUÀ¼À ,ÀAPÀ°ÉÄ) ,ÁgÁ JAI¥ÉæöË,À,ï, «ÉÄË,ÀÆgÀÄ.

EAÇgÁ, Dgĩ 2012 (¥ÁæzÁÉÄ ,ÀA¥ÁzÀPÁgÀÄ) ,ÀÁiÁd±Á,ÀÛç («µÄAiÄÄÁgÀÄ «±ÁéPÉÆÄ±À) PÄÄ«ÉA¥ÄÄ PÀÈÀßqÀ CzsÀâAiÄÄÉÄ ,ÀA,ÉÜ, «ÉÄË,ÀÆgÀÄ «±Áé«zÁâ®AiÄÄ, «ÉÄË,ÀÆgÀÄ.

EAÇgÁ, Dgĩ 2016, «ÉtÄÛ °ÀPÄÄi «ÄvÄÄÛ «ÉÆÄgÁI (¥ÁæeÁÁtÄ ¥ÁwæPÉAiÄÄ°è 2009-2013 gÀ «ÁgÉUÉ «ÉÆ,ÀzÁj CAPÀtzÀ°è ¥ÁænvÀÁzÀ °AUÀ «À«À,ÉÜAiÄÄÉÄÄß PÄÄjvÄ §gÀ°ÀUÀ¼ÀÄ), ¥ÁæUÀw ¥ÁæPÁ±ÀÉÄ, «ÉÄË,ÀÆgÀÄ

ÉÁUÉÄ±i, «ÉZi « 1994, PÄÄiÄÄS, PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæcÛPÁgÀ, "ÉAUÀ¼ÀÆgÀÄ ÉÁUÉÄ±i «ÉZi « ,ÁÁiÁfPÀ aAvÀÉÉ(¥Á±ÁÑvÀ« «ÄvÄÄÛ "sÁgÀwÁiÁÄ),1998, "sÁgÀvÀ ¥ÁæPÁ±ÀÉÄ, zsÁgÀ«ÁqÀ.

ÉÁUÉÄ±i, «ÉZi « 2000(¥ÁjµÀiØvÀ «ÄÄzÀæ) UÁæ«AiÁAvÁgÀ , PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæcÛPÁgÀ, "ÉAUÀ¼ÀÆgÀÄ

«ÄÄ¼ÄÄUÄÄzÀ, L¹ 2015 "sÁgÀvÀzÀ ÉAUÀgÀ ,ÀÁiÁd, ,ÀÈ¶Ö ¥ÁæPÁ±ÀÉÄ, zsÁgÀ«ÁqÀ



±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 ,À±ÀiÁd±Á,ÀÛç zÀ±À ÈÀ "sÁUÀ-2, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 (¥ÀjµÀìgÀvÀ D±ÀÈwÛ) "sÁgÀwÀiÀÀ ,À±ÀiÁd, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 ,À±ÀiÁd±Á,ÀÛç zÀ±À ÈÀ "sÁUÀ-2, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 (¥ÀjµÀìgÀvÀ D±ÀÈwÛ) "sÁgÀwÀiÀÀ ,À±ÀiÁd, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 ,À±ÀiÁd±Á,ÀÛç zÀ±À ÈÀ "sÁUÀ-2, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 (¥ÀjµÀìgÀvÀ D±ÀÈwÛ) "sÁgÀwÀiÀÀ ,À±ÀiÁd, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 ,À±ÀiÁd±Á,ÀÛç zÀ±À ÈÀ "sÁUÀ-2, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 (¥ÀjµÀìgÀvÀ D±ÀÈwÛ) "sÁgÀwÀiÀÀ ,À±ÀiÁd, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 ,À±ÀiÁd±Á,ÀÛç zÀ±À ÈÀ "sÁUÀ-2, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

±ÀÀPÀgì gÁ±ì, ZÀÈÀ 2012 (¥ÀjµÀìgÀvÀ D±ÀÈwÛ) "sÁgÀwÀiÀÀ ,À±ÀiÁd, dAiÀÀ "sÁgÀvÀ ¥À±ÀÈÀ, ±ÀÀÀUÀ¼ÀÈgÀÀ.

B.A. Sociology
Semester I
Open Elective 1
OE1: Indian Society: Continuity and Change

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): 10+2 or PUC

Course Outcomes (COs):

- At the end of the course the student should 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

	60 Hrs
Unit – 1 Traditions in Transition	20
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	20
Chapter No. 4: A Background View: Role of the Constitution of India and Legislation	
Chapter No. 5: Backward Classes and Dalit Movements	
Chapter No. 6: New Social Movements: LGBTQ, Civil Rights, Ecological, Anticorruption Movements	
Chapter No. 9: Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women	
Unit – 3 India in the Globalisation Era	20
Chapter No. 10: Globalisation and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles	
Chapter No. 11: Globalisation and Social Values: Impact on Youth and their World View, Changing Landscape of Love and Marriage, Impact on Familial Relationships and Understanding Others	

Reference

- Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur
- Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable? Amrith Book Co., New Delhi
- Beteille, Andre 1965, Caste, Class and Power, University of California Press, Berkeley
- Das, Veena 2004, Handbook of Indian Sociology, Oxford University Press, New Delhi
- Dube, S C 1991, Indian Society, National Book Trust, New Delhi
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
- Mandelbaum, D G 1970, Society in India, University of California Press, Berkeley
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad Shah, A



Mof 1973, The Household Dimension of Family in India, Orient Longman, New Delhi
 Singh, Yogendra 1984, Modernisation of Indian Tradition, Rawat Publications, Jaipur
 Srinivas, M N 1992, Social Change in Modern India, Orient Longman, New Delhi
 Srinivas, M N 1962, Caste in Modern India and Other Essays, Asia Publishing
 House, Bombay

EAÇgÁ, Dgī 1995 "sÁgÀwÁiÀÄ ,ÀÀiÁd , PÀÈÀBqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæcÛPÁgÀ,
 "ÉAUÀ¼ÄEgÄÄ.

EAÇgÁ, Dgī 2000, «ÄÄ»¼É «ÄÄvÄÄÛ PÈiÄA©PÀ »A,É, AiÄÄ±ÉÆÄzÀ gÁUË læ,ïÖ,
 «ÉÄË,ÀÆgÄÄ

EAÇgÁ, Dgī 2002, 'ÛçÄÁzÀ çPÀÆia, PÀÈÀBqÀ «±Àé«zÁâ®AiÄÄ, °ÄA;
 EAÇgÁ, Dgī 2012 (¥ÁæzsÁÈÄ ,ÀA¥ÁzÀPÀgÄÄ) ,ÀÀiÁd±Á,ÀÛç («µÄAiÄÄ«ÁgÄÄ
 «±ÀéPÉÆÄ±À) PÄÄ«ÉA¥ÄÄ PÀÈÀBqÀ CzsÁâAiÄÄÈÄ ,ÀA,ÉÛ, «ÉÄË,ÀÆgÄÄ
 «±Àé«zÁâ®AiÄÄ, «ÉÄË,ÀÆgÄÄ.

EAÇgÁ, Dgī 2016, «ÉtÄÛ °ÀPÄÄi «ÄÄvÄÄÛ °ÉÆÄgÁI (¥ÁæeÁÄtÄ ¥ÁwæPÉAiÄÄ°è 2009-
 2013 gÀ «ÁgÉUÉ °ÉÆ,ÀzÁj CAPÀtzÀ°è ¥ÁænvÄÁzÀ °AUÀ «Àâ«Ä,ÉÛAiÄÄÈÄÄB PÄÄjvÀ
 §gÀ°ÀUÀ¼ÄÄ), ¥ÁæUÀw ¥ÁæPÁ±ÀÈÄ, «ÉÄË,ÀÆgÄÄ

ÉÁUÉÄ±i, «ÉZi « 1994, PÄÄiÄA§, PÀÈÀBqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæcÛPÁgÀ, "ÉAUÀ¼ÄEgÄÄ
 ÉÁUÉÄ±i «ÉZi « ,ÁÀiÁfPÀ aAvÀÈÉ(¥Á±ÁÑvÄâ «ÄÄvÄÄÛ "sÁgÀwÁiÀÄÄ),1998, "sÁgÀvÀ
 ¥ÁæPÁ±ÀÈÄ, zsÁgÀ«ÁqÀ.

ÉÁUÉÄ±i, «ÉZi « 2000(¥ÁjµÀìøvÀ «ÄÄzÀæ) UÁæ«AiÁAvÀgÀ , PÀÈÀBqÀ ¥ÄÄ,ÀÛPÀ
 ¥ÁæcÛPÁgÀ, "ÉAUÀ¼ÄEgÄÄ

«ÄÄÄ¼ÄÄUÄÄAzÀ, L ' 2015 "sÁgÀvÀzÀ ÈÀUÀgÀ ,ÀÀiÁd, ,ÀÈ¶Ö ¥ÁæPÁ±ÀÈÄ, zsÁgÀ«ÁqÀ
 «ÄÄ¼ÄÄUÄÄAzÀ, L ' 2015 "sÁgÀvÀzÀ ÈÀUÀgÀ ,ÀÀiÁd ,ÀÈ¶Ö ¥ÁæPÁ±ÀÈÄ, zsÁgÀ«ÁqÀ
 «ÄÄ¼ÄÄUÄÄAzÀ, L '2017 "sÁgÀvÀzÀ ,ÁÀiÁfPÀ ,ÀÄÄ,ÉâUÀ¼ÄÄ, ,ÀÈ¶Ö ¥ÁæPÁ±ÀÈÄ,
 zsÁgÀ«ÁqÀ

«ÄÄ¼ÄÄUÄÄAzÀ, L ' 2017 "sÁgÀvÀzÀ ,ÁÀiÁfPÀ CzsÁâAiÄÄÈÄ, ,ÀÈ¶Ö ¥ÁæPÁ±ÀÈÄ,
 zsÁgÀ«ÁqÀ

«ÄÄ¼ÄÄUÄÄAzÀ, L ' 2017 ¥Á±ÁÑvÄâ ,ÁÀiÁfPÀ aAvÀÈÉ, ,ÀÈ¶Ö ¥ÁæPÁ±ÀÈÄ,
 zsÁgÀ«ÁqÀ

«ÄÄ¼ÄÄUÄÄAzÀ, L ' 2018 "sÁgÀvÀzÀ°è UÁæ«ÄÄt C©ü«ÄÈçP, ,ÀÈ¶Ö ¥ÁæPÁ±ÀÈÄ,
 zsÁgÀ«ÁqÀ

«ÄÄ¼ÄÄUÄÄAzÀ, L ' "sÁgÀwÁiÀÄÄ ,ÁÀiÁfPÀ aAvÀÈÉ 2018, ,ÀÈ¶Ö ¥ÁæPÁ±ÀÈÄ,



BA Sociology: Semester I
Open Elective 1
OE 1: Sociology of Everyday Life

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): 10+2 or PUC

Course Outcomes (COs):

At the end of the course the student should 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

	60 Hrs
Unit – 1 Introduction	20
Chapter No. 1: Sociology as a study of Social Interaction and its Need	
Chapter No. 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 No. 3: Social Institutions as Established Practices and Customs – Definition and Elements	
Chapter No. 4: Challenges and Problems of Everyday Life	
Unit – 2 Self and Society	20
Chapter No. 5: Definition of Situation (W I Thomas' Principle)	
Chapter No.6: The Looking-Glass Self; Relation between Individual and Society	
Chapter No. 7: Role of Social Media in Constructing Self and Identity	
Unit – 3 Culture in Everyday Life	20
Chapter No. 8: Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture	



Chapter No. 9: Mass Media and Everyday Life
Chapter No. 10: Globalisation and Cultural Diffusion



Reference

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



**BA Sociology
Semester II**

DSC-3: Foundations of Sociological Theory

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): DSC-1 and DSC-2

Course Outcomes (COs):

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

1. Contextualise 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

	60Hrs
Unit – 1 A Comte and H Spencer	20
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	20
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	20
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	

Reference

- Abraham, Francis 1984, Modern Sociological Theory, Orient Longman, Delhi Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Collins, Randall 1997, Sociological Theory, Rawat Publications, Jaipur
- Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- Coser, Lewis A 2002, Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
- Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
- Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
- Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life,



Rowman and Littlefield Publishers, Maryland

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

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

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

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

ÉÁÚÉÃ±í °ÉZì « ,Á±ÀíÁfPÀ aAvÀÉÉ(¥Á±ÁÑvÀâ ±ÀÄvÀÄÛ "sÁgÀwÃAiÀÄ), 1998, "sÁgÀvÀ ¥ÀæPÁ±ÀÉÀ, zsÁgÀ±ÁqÀ.

±ÀÄÄÄ¼ÄÄUÄÄzÀ, L 1 2017 ¥Á±ÁÑvÀâ ,Á±ÀíÁfPÀ aAvÀÉÉ, ,ÀÈ¶Ö ¥ÀæPÁ±ÀÉÀ, zsÁgÀ±ÁqÀ

,ÉÉÄ±ÄÄAiÄÄâ. Pé JÉí 1989, ,Á±ÀíÁd±Á,ÀÛczÀ DZÁAiÄÄðgÄÄ, ,ÁgÀ,Àéw ¥ÄÄgÄÄ, ±ÉÄÉ,ÀÆgÄÄ

**BA Sociology
Semester II**

DSC-4: Sociology of Rural Life in India

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): DSC-1 and DSC-2

Course Outcomes (COs):

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

1. Understand the myths and realities of village India constructed by Western scholars
2. Understand the changes in 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 programmes and challenges encountered

	60 Hrs
Unit – 1 Rural and Agrarian Social Structure	20
Chapter No. 1: Social Construction of Rural Societies: Myth and Reality (M N Srinivas)	
Chapter No. 2: Agrarian Social Structure: Land Tenure Systems (Colonial Period); Post-Independence Indian Land Reform Laws	
Chapter No. 3: Commercialisation of Agriculture	
Chapter No. 4: Commodification of Land	
Unit - 2. Themes of Rural Society in India	20



Chapter No. 4: Rural Caste and Class Structure	
Chapter No 5: Gender and Agrarian Relations	
Chapter No. 6: Impact of Panchayat Raj System and Rural Politics	
Chapter No. 7: Actors in Market - Weekly Fairs, Trading Castes, Emerging Trading Classes and Key Role of Intermediaries	
Chapter No. 8: Emergence of Online and Virtual Commodity Markets – Features and Impact on Traditional Sellers and Buyers	
Unit - 3 Rural Development	20
Chapter No. 7: Induced Intervention: PURA, MGNREGA, Swachh Bharat Abhiyan, Akshara Dasoha, Water and Land Development Efforts	
Chapter No. 10: Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and Floods), Utilisation of Water, Fertilisers and Pesticides	

Reference

- Desai, A R 1977, Rural Sociology in India, Popular Prakashan, Bombay
- Doshi, S L and Jain P C 1999, Rural Sociology, Rawat Publications, Jaipur
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
- Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi
- Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- Singh, Katar 2009 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi
- 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)
- EAÇgÁ, Dgī 1995 "sÁgÀwÁiÁÄ ,ÀªÁiÁd , PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæÇüPÁgÀ, "ÉAUÀ%ÀÆgÄÄ.
- EAÇgÁ, Dgī 2000, «ÄÄ»¼É «ÄÄvÄÄÛ PÈIÄÄ©PÀ »A,É, AiÄÄ±ÉÆÄzÀ gÁUË læ,ïÖ, «ÉÄË,ÀÆgÄÄ
- ÉÁUÉÄ±i, «ÉZi « 1994, PÄÄIÄÄ§, PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæÇüPÁgÀ, "ÉAUÀ%ÀÆgÄÄ
- ÉÁUÉÄ±i, «ÉZi « 2000(¥ÄjµÀìøvÀ «ÄÄzÀæ) UÁæªÁiÁAvÀgÀ , PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæÇüPÁgÀ, "ÉAUÀ%ÀÆgÄÄ



ಛÀÀÀ¼ÀÀUÀÀAzÀ, L '2017 "sÁgÀvÀzÀ ,ÁÀÀiÁfPÀ ,ÀÀÀ,ÉàUÀ¼ÀÀ, ,ÀÈ¶Ö ¥ÀæPÀ±ÀÈÀ,
zsÁgÀÀÁqÀ

ಛÀÀÀ¼ÀÀUÀÀAzÀ, L '2017 "sÁgÀvÀzÀ ,ÁÀÀiÁfPÀ CzsÀÀAiÀÀÈÀ, ,ÀÈ¶Ö ¥ÀæPÀ±ÀÈÀ,
zsÁgÀÀÁqÀ

ಛÀÀÀ¼ÀÀUÀÀAzÀ, L '2017 ¥Á±ÁÑvÀÀ ,ÁÀÀiÁfPÀ aAvÀÈÉ, ,ÀÈ¶Ö ¥ÀæPÀ±ÀÈÀ,
zsÁgÀÀÁqÀ

ಛÀÀÀ¼ÀÀUÀÀAzÀ, L '2018 "sÁgÀvÀzÀ°è UÁæ«ÀÀt C©üÀÀÈç, ,ÀÈ¶Ö ¥ÀæPÀ±ÀÈÀ,
zsÁgÀÀÁqÀ

ಛÀÀÀ¼ÀÀUÀÀAzÀ, L ' "sÁgÀwÀAiÀÀ ,ÁÀÀiÁfPÀ aAvÀÈÉ 2018, ,ÀÈ¶Ö ¥ÀæPÀ±ÀÈÀ,
zsÁgÀÀÁqÀ

±ÀAPÀgī gÁāī, ZÀÈÀ 2012 ,ÀÀÀiÁd±Á,ÀÛç zÀ±À ÈÀ "sÁUÀ-2, dAiÀÀ "sÁgÀvÀ ¥ÀæPÀ±ÀÈÀ,
ಛÀÀAUÀ¼ÀÀÈgÀÀ.

±ÀAPÀgī gÁāī, ZÀÈÀ 2012 (¥ÀjµÀìgÀvÀ DÀÀÈwÛ) "sÁgÀwÀAiÀÀ ,ÀÀÀiÁd, dAiÀÀ "sÁgÀvÀ
¥ÀæPÀ±ÀÈÀ, ಛÀÀAUÀ¼ÀÀÈgÀÀ.

²æÀÀÀ, j JA Jfī (2018) DzsÀÀÀPÀ "sÁgÀvÀzÀ°è ,ÀÀÀiÁfPÀ §zÀ-ÁÀÀuÉ, CÈÀÀÀzÀ- EAçgÀ
Dgī (,ÀÀ) gÁ¶ÖçÀAiÀÀ "sÁµÁAvÀgÀ ¥ÀæçüPÁgÀ, æÉÀÈ,ÀÀÈgÀÀ.

BA Sociology
Semester II - Open Elective 2
OE-2: Society Through Gender Lens

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): DSC-1 and DSC-2

Course Outcomes (COs):

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

1. Appreciate the role of defining one's self identity in terms of gender
2. Identify the gender bias and discrimination present in everyday socialstructure



3. Take informed decisions about addressing gender justice

	60Hrs
Unit – 1 Social Construction of Gender	20
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	20
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	20
Chapter 7: The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	
Chapter 8: 73rd and 74th Constitutional Amendment and Women's Empowerment	
Chapter 9: Right to self determination of gender - Supreme Court of India's Judgment in NLSA Vs Union of India and others (Writ Petition(Civil) No 400 of 2012)	

Reference

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

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

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

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

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

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

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



ΕΑÇΓÁ, Dgĩ 1995 "sÁgÀwÁiÁÄ ,ÀÁiÁd , PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæçüPÁgÀ, "ÉAUÀ¼ÀÆgÀÄ.

ΕΑÇΓÁ, Dgĩ 2000, «ÄÄ»¼É «ÄÄvÄÄÛ PÈiÄÄ©PÀ »A,É, AiÄÄ±ÉÆÄzÀ gÁUË læ,ïÖ, «ÉÄË,ÀÆgÀÄ

ΕΑÇΓÁ, Dgĩ 2002, 'ÛçÄÄzÀ çPÀÈia, PÀÈÀßqÀ «±Äé«zÁâæ®AiÄÄ, °ÄA!

ΕΑÇΓÁ, Dgĩ 2007 «ÀiÁÉÄÄ¶ (¥ÄæeÁÉÄÄr ¥ÄwæPÉAiÄÄ°è 2002-2006 gÀ«ÁgÉUÉ °AUÀ «Äâ«À,ÉÜAiÄÄÉÄÄß PÄÄjvÄÄ ¥ÄæPÀiÄzÀ CAPÀt §gÀ°ÀUÀ¼À ,ÀAPÀ®ÈÀ) ,ÁgÁ JAI¥ÉæöË,À,i, «ÉÄË,ÀÆgĩ.

ΕΑÇΓÁ, Dgĩ 2012 (¥ÄæzsÁÉÄ ,ÀA¥ÁzÀPÀgÀÄ) ,ÀÁiÁd±Á,ÀÛç («μÄAiÄÄ«ÁgÀÄ «±ÄéPÉÆÄ±À) PÄÄ«ÉA¥ÄÄ PÀÈÀßqÀ CzsÄÄAiÄÄÉÄ ,ÀA,ÉÜ, «ÉÄË,ÀÆgÀÄ «±Äé«zÁâæ®AiÄÄ, «ÉÄË,ÀÆgÀÄ.

ΕΑÇΓÁ, Dgĩ 2016, «ÉtÄÛ «PÀÄiÄ «ÄÄvÄÄÛ «ÉÆÄgÁI (¥ÄæeÁÄtÄ ¥ÄwæPÉAiÄÄ°è 2009-2013 gÀ «ÁgÉUÉ «ÉÆ,ÀzÁj CAPÀtzÀ°è ¥ÄænvÄÄzÀ °AUÀ «Äâ«À,ÉÜAiÄÄÉÄÄß PÄÄjvÀ §gÀ°ÀUÀ¼ÀÄÄ), ¥ÄæUÄw ¥ÄæPÁ±ÀÈÄ, «ÉÄË,ÀÆgÀÄ

ÉÁUÉÄ±i, «ÉZi « 1994, PÄÄiÄA§, PÀÈÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæçüPÁgÀ, "ÉAUÀ¼ÀÆgÀÄ ±ÀAPÀgĩ gÁ«i, ZÀÈÀ 2012 ,ÀÁiÁd±Á,ÀÛç zÀ±À ÈÄ "sÁUÀ-2, dAiÄÄ "sÁgÀvÀ ¥ÄæPÁ±ÀÈÄ, «ÄÄAUÀ¼ÀÆgÀÄ.

±ÀAPÀgĩ gÁ«i, ZÀÈÀ 2012 (¥ÄjμÀìgÀvÀ D«ÄÈwÛ) "sÁgÀwÁiÁÄ ,ÀÁiÁd, dAiÄÄ "sÁgÀvÀ ¥ÄæPÁ±ÀÈÄ, «ÄÄAUÀ¼ÀÆgÀÄ.

²æÄæ«Á,ï JA JEĩ (2018) DzsÄÄæPÀ "sÁgÀvÀzÀ°è ,ÀÁiÁfPÀ §zÀ-Á«ÀuÉ, ÇÈÄÄ«ÁzÀ- ΕΑÇΓÁ Dgĩ (,ÀA) gÁ¶ÛçÄÄiÄÄ "sÁμÁAvÀgÀ ¥ÁæçüPÁgÀ, «ÉÄË,ÀÆgÀÄ.

BA Sociology

Semester II

Open Elective 2

OE 2: Social Development in India

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



Summative Assessment Marks: 60

Course Pre-requisite(s): DSC-1 and DSC-2

Course Outcomes (COs):

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

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

	60 Hrs
Unit – 1 Social Change and Development	20
Chapter No. 1: Rethinking Development: From economic development to social development and Human Development Index (HDI)	
Chapter No. 2: Development: Concept - changes in values and social relations as development; S C Dube's contributions; Importance of Social Development	
Chapter No. 3: Indian thinking about Social Development - Swami Vivekananda, Ravindranath Tagore, M K Gandhi and Dr BR Ambedkar	
Unit - 2. Components of Social Development	20
Chapter No. 4: Political Freedom, Economic Facilities	
Chapter No 5: Social Opportunities, Transparency, Security	
Unit - 3 Challenges to Social Development	20
Chapter No. 6: Sustainable and Inclusive Development, Environmental Sustainability	
Chapter No. 7: Responsible Private Corporations, Redressing Regional Imbalance, Harnessing Demographic Dividend	

Reference

- So, Alvin Y 1990 Social Change and Development . Sage Publication.
- Sen, Amartya 1999 Development as Freedom, Oxford University Press, Delhi
- Rai, Hirendranath 2013 Economic Thinking of Swami Vivekananda, Mahatma Gandhi and Ravindranath Tagore : Advaita Ashrama Calcutta
- Dayal, P 2006 Gandhian Theory of Reconstruction. Atlantic
- Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad


Department of Sociology
Smt. A.S.M. College For Women
BALLARI


CO-ORDINATOR
Smt. Allum Sumangalamma Memorial
College For Women, BELLARY.

PRINCIPAL
Smt. Allum Sumangalamma Memorial
College For Women, BELLARY.



Karnataka State Akkamahadevi Women's University, Vijayapura
Department of Studies and Research in sociology

Curriculum for BA (NEP) Sociology From 2022-23 onwards III and IV Semester

III SEMESTER

CODE NO.	TITLE	SCHEME OF EXAMINATION			Total Credits	HOURS PER WEEK	TOTAL HOURS
		THEORY MARKS	INTERNAL MARKS	TOTAL MARKS			
DSC-5	Social Stratification and Mobility	60	40	100	3	4hrs	60 hrs
DSC-6	Sociology of Urban Life in India	60	40	100	3	4hrs	60 hrs
OE-3	Sociology of youth OR Sociology of Tourism and management	60	40	100	3	4hrs	60 hrs

IV SEMESTER

CODE NO.	TITLE	SCHEME OF EXAMINATION			Total Credits	HOURS PER WEEK	TOTAL HOURS
		THEORY MARKS	INTERNAL MARKS	TOTAL MARKS			
DSC-7	Sociology of Marginalised groups	60	40	100	3	4hrs	60 hrs
DSC-8	Population and Society	60	40	100	3	4hrs	60 hrs
OE-4	Sociology of Leisure OR Sociology of food culture	60	40	100	3	4hrs	60 hrs

Department of Sociology
Smt A.S.M. College For Women
BALLARI

IQAC

CO-ORDINATOR
Smt. Allum Sumangalamma Memorial
College For Women, BELLARY.

PRINCIPAL

Smt. Allum Sumangalamma Memorial
College For Women, BELLARY.



DSC-5: Social Stratification and Mobility

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): I and II Sem

Course Outcomes (COs) for DSC 5:

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

1. Understand the nature and role of social stratification
2. Recognise different types of stratification and mobility
3. Describe different types of social stratification and mobility
4. Critically understand and analyse different theories of social stratification

Content of Course 5: Social Stratification and Mobility	42 Hrs
Unit-1 Stratification - Features and Forms	14
Chapter No. 1. Basic characteristics of Stratification: Melvin M Tumin	4
Chapter No.2. Forms of Social Stratification - Caste, Class, Estate	4
Chapter No.3. Dimensions of Social Stratification - Income, Wealth, Power, Occupational Prestige, Schooling	6
Unit- 2 Perspectives on Stratification	14
Chapter No. 4. Functional Theory: Kingsley Davis and WE Moore's perspective and critique by Melvin M Tumin	5
Chapter No.5. Karl Marx's Theory: Class and Social Change	4
Chapter No.6. Weber's Theory: Class, Status and Power	5
Unit- 3 Social Mobility	14
Chapter No.7. Meaning of social mobility; forms of social mobility: horizontal and vertical, intergenerational and intragenerational mobility	5
Chapter No.8. Role of Education and Profession in the Rise of Middle Class	4
Chapter No.9. Mobility in Caste in Contemporary India	5



Reference Books

Dirks, Nicholas B 2001, *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press, Princeton

Grusky, Nicholas Band Jasmine Hill, 2018 *Inequality in the 21st Century*, Routledge, New York

Hess, Andreas, 2001, *Concepts of Social Stratification*, Palgrave, New York

Jodhka, Surnider S, 2018, *Caste in Contemporary India*, 2nd Edition, Routledge, London

Sarkar, Sumit and Tanika Sarkar (Eds) 2014, *Caste in Modern India, Vol.1*, Permanent Black, Ranikhet

Sharma, KL 2001, *Caste, Social Inequality and Mobility in Rural India*, Sage, New Delhi

Tumin, Melvin M *Social Stratification*, Prentice-Hall India, New Delhi

Wright, Erik Olin 2000 *Class Counts*, Cambridge University Press, Cambridge

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

Rao, Shankar C N (2019) *Sociology: Principles of Sociology with an Introduction to Social Thought*, S Chand and Co, Delhi

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

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

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

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



BA Sociology: Semester III

DSC-6: Sociology of Urban Life in India

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): I and II Sem

Course Outcomes (COs) for DSC 6:

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

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

Content of Course 6: Sociology of Urban Life in India	42 Hrs
Unit-1 Introducing Urban Sociology	17
Chapter No. 1. Meaning of Urban Sociology and its importance; a brief history of Urban Sociology in India and world	6
Chapter No.2. Meaning of Urban, Urbanism and the City; Types of City: Metropolitan, Megacity and Global City	6
Chapter No.3. Urbanisation and its Challenges: Rural-Urban Continuum, Suburbs, Urban Fringe, Urban Sprawl, Edge Cities	5
Unit- 2 Perspectives on Urban Society	9
Chapter No. 4. Ecological Theory (Chicago School)	3
Chapter No.5. World and Global Cities (Saskia Sassen)	3
Chapter No.6 Spaces of Flows (Manuel Castells), Cities in the South	3
Unit- 3 Urban Policy	16
Chapter No.7. Inequalities: Caste, Class, Gated Communities and Social Exclusion	5
Chapter No.8. Urban Governance: 74th Amendment to the Indian Constitution, Urban Development and Planning	6
Chapter No.9. Urban Policy: Urbanisation and Environmental Concerns, Smart cities	5



Reference Books

Flanagan, William G 2010, Urban Sociology: Images and Structures, 5th Edition, Bowman and Littlefield Publishers Inc, New York

Gottdiener, Mark H & Others, 2015, The Urban Sociology, Routledge, New York

Hannigan, John and Grey Richards (Ed) 2017 The Sage Handbook of New Urban Studies, Sage London

Karp, David A & others, 2015, Being Urban: A Sociology of City Life, 3rd Edition, Praeger, California

LeGates, TR & Frederic Stout (Eds) 2016 The City Reader, 6th Edition, Routledge, New York
Lin, Jan & C Mele (Eds) 2013, The Urban Sociology Reader, Routledge, New York

Miles, Malcolm & Tim Hall 2004 The City Cultural Reader, 2nd Edition, Routledge, New York
Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi

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, zncet Edition, Pine Forge Press, New Delhi

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

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

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

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



B.A. Sociology
Semester III
Open Elective 3
OE 3 : Sociology of youth

Course Title: Sociology of Youth	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

1. Recognise and explain how sociologists conceptualise and study youth and youth hood
2. Understand how youth evolve in the context of social, economic and cultural settings
3. Understand concerns and problems of youth

Content of OE 3: Sociology of Youth	39Hrs
Unit-1 Age Groups and Social Structure	13
Chapter No. 1. Age Differentiation, Age Groups. Age Sets; Problem of Generations; Cultural Lag (W F Ogburn); Structural Lag ((Riley)	5
Chapter No.2. Youth Cultures, Subcultures, Counter Culture, Contra Culture	4
Chapter No.3. Response of Youth to Caste and Class Inequalities	4
Unit- 2 Youth and Society	13
Chapter No. 4. Youth, Leisure and Music	4
Chapter No.5. Globalisation of Youth Culture; Marketing Youth Culture	4
Chapter No.6. Youth, Media and Technology	5
Unit - 3 Youth and Social Concerns	13
Chapter No.7. Youth, Protest and Violence: Social, Political and Economic Issues	4
Chapter No.8. Youth, Peer groups and Drug Culture	4
Chapter No.9. Youth, Nationalism and Globalisation	5



Reference Books

Dannie Kjeldgaard, Soren Askegaard, The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, Journal of Consumer Research, Volume 33, Issue 2, September 2006, Pages 231-247, <https://doi.org/10.1086/506304>

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

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

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

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

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

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

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

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

Suggested Activities: 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 Kand others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

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

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



BA Sociology: Semester III

Open Elective 3

OE 3: Sociology of Tourism and management

Course Title: Sociology of Tourism and Management	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course.)

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

Content of OE 3: Sociology of Tourism and Management	39 Hrs
Unit - 1 Sociology, Tourism, Tourists	14
Chapter No. 1. Definitions of Sociology, Culture, Tourism, Tourists, Tourist Gaze; Relation between Tourism, Leisure and Recreation;	5
Chapter No.2. Types of Tourism: Cultural, Heritage, Religious, Medical, Food, Sports, Yoga and Eco Tourism	5
Chapter No.3. Tourism and Locals; Hosts and Guests: Mutual Impact	4
Unit- 2 Tourism System	10
Chapter No. 4. Development and Structure of the Tourist System - Motivation and Role of Tourist	3
Chapter No.5. Impact of Tourism on Host Place: Social, Economic, Climate and Environmental	4
Chapter No.6. Sustainable Tourism: Definitions of Sustainable and Sustainable Tourism; Sustainability of Tourism	3
Unit - 3 Tourism Management	15
Chapter No.7. Demand for Tourism at Individual and Market level; Tourism Consumer Behaviour: Roles and Decision Making Process;	5

Role of Intermediaries	5
Chapter No.8. Marketing for Tourism: Definition; Tourism as a Service Industry: Product, Price, Promotion and Place	
Chapter No.9. Information Technology and Tourism: ICT as a Business Tool; eTourism	5

Reference Books

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



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 Kand others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

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

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



**BA Sociology
Semester IV**

DSC-7: Sociology of Marginalised groups

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): DSC-5 and DSC-6

Course Outcomes (COs) for DSC 5:

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

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

Content of Course 7: Sociology of Marginalised Groups	42 Hrs
Unit - 1 Introduction	16
Chapter No. 1. Marginalisation: Meaning and Nature; Types of Marginalisation: Social, Political, Economic; Relationship between Marginalisation and Social Exclusion	6
Chapter No.2. Causes of Marginalisation; Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly	5
Chapter No.3. Socio-economic Indices of Marginalisation: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability	5
Unit - 2 Marginalisation and Affirmative Action	14
Chapter No. 4. Views of Dr BR Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)	5
Chapter No.5. Scheduled Castes, Scheduled Tribes and Status of Women in these groups; Status of Transgenders	5
Chapter No.6. Status of Landless Agricultural Labourers, Status of Land Ownership among Scheduled Caste and Scheduled Tribes	4

Unit- 3 Marginalised Groups and Social Change	12
Chapter No.7. Social Mobility among Marginalised Groups: Education, Employment, Political Participation, Conversion, Migration	6
Chapter No.8. Challenges of Privatisation and Response by Marginalised Groups	3
Chapter No.9. Social Justice in the context of Globalisation	3

Reference Books

- Beteille, Andre 1992, The Backward Classes in Contemporary India, Oxford University Press, Delhi
- Charley, SR and GK Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
- Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
- Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Voume 1, Sage, New Delhi
- Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
- Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
- Singh, KS (1994) The Scheduled Tribes, Oxford University Press, New Delhi
- Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
- Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi
- Thorat, Sukhdeo and Katherine Newman 2009 Blocked by Caste: Economic Discrimination in Modern India, Oxford University Press, New Delhi

Suggested Activities: 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, zncd Edition, Pine Forge Press, New Delhi
- White, Shelley Kand others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi
- Pedagogy Field work, micro projects, group discussion, role play, written/oral presentation by students

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

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



**BA Sociology
Semester IV**

DSC-8: Population and Society

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): DSC-6 and DSC-7

Course Pre-requisite(s): *(Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course)*

Completion of DSC1-DSC4

Course Outcomes (COs) for DSC 8:

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

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

Content of Course 8: Population and Society	42 Hrs
Unit-1 Introduction	14
Chapter No. 1. Relationship between society and population	4
Chapter No.2. Global Population Trends: role of fertility, mortality and migration; Power of Doubling	5
Chapter No.3. Age and Sex Composition in India and its Impact; Demographic Dividend	5
Unit- 2 Sources of Demographic Data	14
Chapter No. 4. Population Census: Uses and Limitations; Indian Censuses	6
Chapter No.5. Vital Registration System	4
Chapter No.6. National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)	4
Unit- 3 Population Theories and Policy	14
Chapter No.7. Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory	6
Chapter No.8. Need of Population Policy; Millennium Development Goals	4

Text Books

Agarwal, S.N. (1989) Population Studies with Special Reference to India. New Delhi, Lok Surjeet Publication.

Ahuja, Ram. (1992) Social problems in India. Jaipur, Rawat Publications.

Bhende, A. A., and Kanitkar, T. (2019) Principles of population studies. Bombay, Himalaya Pub. House.

Bogue, D. J. (1969) Principles of demography. New York: Wiley.

Bose, Ashish (1991) Demographic Diversity in India, B.R. Publishing Corporation Delhi

Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology, B.R. Publishing Corporation. Delhi.

Census of India Report, GOI, New Delhi.

Kingsley Davis. (1951) The Population of India and Pakistan. Princeton, N. J.: Princeton Univ. Press.

Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.

Rao, Shankar (2021) Sociology of Indian Society, 16th Reprint, S Chand and Co, New Delhi

Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in Das, V. ed. The Oxford India Companion to Sociology and Social Anthropology. Oxford University Press. Delhi.

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

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 Kand others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

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

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



Semester IV - Open Elective 4
OE-4: Sociology of Leisure

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): DSC- 5 and DSC-6 And OE -3

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

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

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



Reference 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, Palgrave 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, Palgrave Macmillan, New York

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 Kand others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

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

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



Semester IV
Open Elective 4
OE 4: Sociology of food culture

Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	Course Pre-requisite(s): DSC-5 and DSC-6 And OE -3

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

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

Content of OE 4: Sociology of Food Culture	39 Hrs
Unit-1 Introduction	13
Chapter No. 1. Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change	5
Chapter No.2. Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Vegan and Flexitarian	4
Chapter No.3. Local Food Cultures and Taste for Exotic	4
Unit- 2 Food from Domestic to Industry	13
Chapter No. 4. Industrialisation of Food Production and Distribution	5
Chapter No.5. Hotels, Restaurants and Catering Sector	4
Chapter No.6. Cooking as duty and cooking for self-pleasure	4
Unit- 3 Food and Risk Society	13
Chapter No.7. Diet and Body: Social Appearance and Beauty	4
Chapter No.8. Global Overview: Consumption: Patterns and Reasons; Overeating, Under-eating and Hunger	4
Chapter No.9. GM Foods, Organic Foods and Modern Food Practices as Risk Factor	5

Reference Books



Beardsworth, Alan and Teresa Keil, 1997, *Sociology on the Menu: An invitation to the study of food and society*, Routledge, London

Beck, Ulrich 1992, *Risk Society: Towards a New Modernity*, Sage Publications

Carolan, Michael, 2012, *The Sociology of Food and Agriculture*, Routledge, London

Food Marketing to Children and Youth, 2006, Institute of Medicine, USA

German, John and Lauren Williams (Eds) 2017, *A Sociology of Food and Nutrition: The social appetite*, Oxford University Press, Australia

McIntosh, Wm.Alex, 1996, *Sociologies of Food and Nutrition*, Springer, New York

Murcott, Anne (Ed) 1983, *The Sociology of Food and Eating*, Digitised by Google

Poulain, Jean-Pierre, 2017, *The Sociology of Food: eating and the place of food in society*, Tr by Augusta Dorr, Bloomsbury, UK

Rastogi, Sanjeev (Ed) 2014, *Ayurvedic Science of Food and Nutrition*, Springer, New York

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 Kand others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

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

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

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

[Signature]
 Department of Sociology
 Smt A.S.M. College For Women
 BALLARI

17
[Signature]
 IQAC
 CO-ORDINATOR
 Smt. Allum Sumangalamma Memorial
 College For Women, BALLARI

[Signature]
 Principal
 Smt. ASM College
 For Women, Ballari