

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,
BALLARI**



**NEP 2020
SYLLABUS
Department of Studies in Sociology**

**BACHLORE OF ARTS
(I to VI Semester)
Choice Based Credit System**

With effect from 2021-22

Curriculum Content

For Sociology

Under

New Education Policy-2020

Prepared by

**Sociology BoS for UG and PG Degrees
Vijayanagara Sri Krishnadevaraya
University Ballari**

With effect from 2021-22

B.A PROGRAM- SOCIOLOGY

Model Curriculum

Name of the Degree Program: BA

Discipline Core: Sociology Total Credits for the Program:

Starting year of implementation: 2021-22

Program Outcomes:

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

(Refer to literature on outcome-based education (OBE) for details on Program Outcomes)

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

Assessment:

Weightage for assessments (in percentage)

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

BA
Semester 1

| | |
|--|---------------------------------------|
| Course Title: DSC1: Understanding Sociology | |
| Total Contact Hours: 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 3 hours |
| Model Syllabus Authors: | Summative Assessment Marks: 60 |

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.*

Course Outcomes (COs):

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 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

BA SEMESTER 1

Title of the Course:

| | | | |
|--|---|---------------------------------|---|
| Course 1: Understanding Sociology | | | |
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 42 | 3 | 42 |

| | |
|--|---------------|
| Content of Course 1: Understanding Sociology | 42 Hrs |
| Unit-1 Sociology as Science | 9 |
| <p>Chapter No. 1 Sociology as a study of Groups and Social Interaction - Definition, Nature, Scope, and Emergence: 1. Industrial revolution, 2. Changes to Society, 3. The Enlightenment, and Need of the study of Sociology.</p> <p>Chapter No. 2 Application of sociology and its branches : Practical Implications of Sociology: Micro Sociology and Macro sociology, Professional Sociology and Visual Sociology</p> | |
| Unit -2 Sociological Concepts and Imagination | 8 |
| <p>ChapterNo.3FociofSociology:Social Institutions, Social Inequality and Social Change Chapter No. 4Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills’ distinction between trouble <i>i.e. personal in nature</i> and issue, <i>i.e. public in nature</i>)</p> | |
| Unit-3 Sociological Perspectives | 8 |
| <p>ChapterNo.5Major Perspectives of Sociology:Functionalist, Conflict, Symbolic Interactionist, Feminist. Chapter No. 6Social Construction of Reality: The Attributions of P.L.Berger and Thomas Luckmann’s theory of phenomenology</p> | |

| | |
|---|---|
| Unit-4 Culture and Socialization | 9 |
| ChapterNo.7. Culture:Definition and ElementsofCulture; Comparison between Culture and Civilisation. | |
| ChapterNo.8. GlobalCulture:GlobalisationofValues;CulturalImperialism | |
| Chapter No. 09. Socialization: Theories of Self: Charles Horton Cooley and George Herbert Mead. | |
| Unit – 5 Social Change | 8 |
| ChapterNo.10 Factors of Social change:Industrialisation, Rationalisation, Globalisation, McDonaldization (George Ritzer), Urbanisationand InformationExplosion | |
| ChapterNo.11. ConsequencesofChange:ChangingageStructureof Societies: Ageing and Ageism; Technological Impact on Social Life; ChangingEnvironment | |

Text Books

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

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

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

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

Mulagund, I C 2008 Readings in General Sociology, SrushtiPrakashana, Dharwad

Mulagund, I C 2008 Readings in Indian Sociology, SrushtiPrakashana, Dharwad

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

ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

ನಾಗೇಶ್ ಹೆಚ್ ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ), ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ದರ್ಶನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

ಶ್ರೀನಿವಾಸ್ ಎಂ.ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ-ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

References

<https://www.drrandallcollins.com/sociologicaleyeye> A blog maintained by Randall Collins which gives the definition for Sociological Eye and many postson examples

<http://sociological-eye.blogspot.com/> Another blog by Randall Collins

https://www.us.sagepub.com/sites/defaul/Giles/ump-asses/109310_book_item_109310.pdf First chapter of a book published by Sage Publications - available free on this website

<https://sites.middlebury.edu/utopias/Giles/2013/02/The-Promise.pdf> First chapter of The Sociological Imagination

<https://www.imprs-demogr.mpg.de/courses/01ws/TSI.pdf> On Intellectual Craftsmanship - Appendix to The Sociological Imagination, by C Wright Mills

<https://www.pearsonhighered.com/assets/samplechapter/1/4/0/8/1408269546.pdf> Chapter 1 of Pearson book - good introduction to Sociological Imagination, Origins of Sociology, along with case studies. Contains useful reference and weblinks

https://www.researchgate.net/publication/8332089_Imagining_The_Sociological_Imagination_The_biographical_context_of_a_sociological_classic This article from British Journal of Sociology is useful to contextualise the concept of sociological imagination

<https://www.britannica.com/topic/culture>

[3.2 The Elements of Culture – Sociology - Publishing Serviceshttps://open.lib.umn.edu/sociology/chapter/3-2-the...](https://open.lib.umn.edu/sociology/chapter/3-2-the-elements-of-culture/)

[Elements of Culture | Introduction to Sociology - Lumen...https://courses.lumenlearning.com/sociology/chapter](https://courses.lumenlearning.com/sociology/chapter/elements-of-culture/)

[Acculturation | anthropology | Britannicahttps://www.britannica.com/topic/acculturation](https://www.britannica.com/topic/acculturation) > ... > [Sociology & Society](https://www.britannica.com/topic/sociology)

[Acculturation - Cambridge University Presshttps://www.cambridge.org/core/elements/acculturation](https://www.cambridge.org/core/elements/acculturation)

[Robert E. Park - New World Encyclopediahttps://www.newworldencyclopedia.org/entry/Robert_E](https://www.newworldencyclopedia.org/entry/Robert_E_Park)

[What Is Culture? | Introduction to Sociology – Brown-Weinstockhttps://courses.lumenlearning.com/sociology/chapter/what-is-](https://courses.lumenlearning.com/sociology/chapter/what-is-culture/)

<https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/>

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology%2Fchapter%2F4-2-explaining-socialization%2F&usg=AOvVaw16am_XfXgptAgUS04sdOUN

10. https://www.newworldencyclopedia.org/entry/Information_explosionhttps://edisciplinas.usp.br/pluginfile.php/4408475/mod_resource/content/1/

[Lupton-](#)

[Digital%20Sociology%282014%29.pdfhttps://www.grin.com/document/453828](#)An article on the impact of digital life on society from sociological perspective

[https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the-future-of-digital-](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/netiquettehttps://blog.citl.mun.ca/instructionalresources/netiquette/https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/](https://www.britannica.com/topic/netiquettehttps://blog.citl.mun.ca/instructionalresources/netiquette/)

<https://www.britannica.com/topic/social-change>

<https://www.cpp.edu/~ddwills/courses/ant352/readings352/McDonaldizationon.htm>

<http://web.simmons.edu/~chen/nit/NIT%2796/96-171-Larney.html> On McDonaldization of Information

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

<https://www.un.org/development/desa/undesa/voice/feature/2017/04/32476.html>

[\[societieshttps://www.who.int/news-room/fact-sheets/detail/ageing-and-\]\(https://www.who.int/news-room/fact-sheets/detail/ageing-and-health\)](https://www.unescap.org/our-work/social-development/ageing-</u></p></div><div data-bbox=)

[healthhttps://www.who.int/westernpacific/news/q-a-detail/ageing-](https://www.who.int/westernpacific/news/q-a-detail/ageing-)

[ageismhttps://academic.oup.com/gerontologist/article/41/5/576/596571](https://academic.oup.com/gerontologist/article/41/5/576/596571)https://saylordotorg.github.io/text_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environm.html<https://courses.lumenlearning.com/sociology/chapter/social-change/><https://www.britannica.com/topic/social-change/Conclusion>
http://philosophy.com/UPLOADS/_PHILOSOCIOLOGY.ir_Blackwell%20Encyclopedia%20of%20Sociology_George%20Ritzer.pdf Blackwell Encyclopedia of Sociology, edited by George H Ritzer

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

Suggested Activities

Unit 1: Sociology as a Science

1. *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*

Unit 2: Sociological Concepts and Imaginations

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 find the common methods of study adopted in subjects like Botany or Zoology and Sociology and find commonalities or differences*

Unit 3: Sociological Perspectives

1. *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)*
2. *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/godgiven*

Unit 4: 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 behaviour, authority, friendly behaviour 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.*
4. *Drama or role play can be enacted to illustrate the changing social values in the areas of social interaction (breakdown of caste barriers, for example), changes in relationship between women and men, or increasing importance of values like liberty, equality, fraternity and such other issues*
5. *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 to introduce concepts like conspicuous consumption, traditional culture, anti-consumers, brand indifference etc to encourage further studies*
6. *Issues like gaming, online community, social media usage - their impact on identity and privacy in the life of modern youth can be taken up for discussion and presentation. Students can share their experiences related to the above topics and how it defines their personality*
7. *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.*
8. *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 5: 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, forest etc.*
- 5. A project on crop pattern, tools used including fertilisers and pesticides, preferred crop, problems faced by the agriculturists in the students' place of residence or nearby village*
- 6. A project in nearby village on how many elderly persons are living alone or with their partners but children have moved to urban areas and how they experience social life*

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

Date: 27/09/2021

Chairperson of BoS

B.A. Semester 1

| | |
|---|---------------------------------------|
| Course Title: DSC 2: Changing Social Institutions in India | |
| Total Contact Hours: 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 3 hours |
| Model Syllabus Authors: | Summative Assessment Marks: 60 |

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.*

Course Outcomes (COs):

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. Identify the new forms taken by institutions of family and marriage
2. Understand the role played by religion in modern world
3. Sensitize the students to the conflicting norms of secularism and living by one's religious beliefs
4. Appreciate the role of education and challenges in making education accessible to all
5. 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

| Content of Course2:Changing Social Institutions in India | | 42 Hrs |
|--|---|---------------|
| Unit-1 | Family: Issues and Current Changes | 9 |
| <p>ChapterNo.1Family:DefinitionsofFamily andHousehold; Changing structureand functions of family; Problems of modern family, Family welfare services and Legislations.</p> <p>ChapterNo.2 Democratisation of Family: Weakening of gender and agestratification - Democratisation of relationships between spouses, parent-children, step-parenting.</p> <p>Chapter No. 3 Changes in Care Giving of Children and Elderly</p> | | |
| Unit-2 Marriage: Recent Trends | | 9 |
| <p>ChapterNo.4Marriage-Definition;Changingpatternsofmaritalrelations - Cohabitation, separation, divorce and remarriage.</p> <p>Chapter No. 5 Changes in age of marriage, marriage decision making and regional variations.</p> <p>ChapterNo.6Decreaseinnumberofchildrenandvoluntarychildlessness</p> | | |
| Unit – 3 Religion and Education | | 10 |
| <p>ChapterNo.7.DeGinition;Elements and functions of Religion- Secularisationv/sresurgenceofreligion in modern world</p> <p>Chapter No. 8. Challenge of diversity - religious freedom vs state laws</p> <p>ChapterNo.9.Education:Definition; education associalisation; typesof education - formal and informal</p> <p>Chapter No.12 Education and Employability - Technology and Digital Divide</p> | | |

| | |
|---|----------|
| Unit – 4 Economic Institution | 7 |
| Chapter No. 13 Definitions of Economy and Work | |
| Chapter No. 14 Gender stratification in work and its feminization | |
| Chapter No. 15 Job insecurity, Unemployment; Outsourcing-opportunities and threats; automation and advancement of technology | |
| Unit-5 Political Institution | 7 |
| Chapter No. 16 Definitions of Political Institution, Government, Governance and State | |
| Chapter No. 17 Status of Democracy in India | |
| Chapter No. 18 Challenges: Militancy, Fundamentalism, Regionalism | |
| Chapter No. 19 Globalisation and Social Welfare | |

Text Books

- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- 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
- 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, SrushtiPrakashana, Dharwad
- Mulagund, I C 2008 Readings in Indian Sociology, SrushtiPrakashana, Dharwad

Ritzer, George and W WMurphy, 2020, Introduction to Sociology, 5th edition,
Sage Publications, NewDelhi

ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ
ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

ಇಂದಿರಾ, ಆರ್ ೨೦೧೬, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2009–2013ರವರೆಗೆ ಹೊಸದಾಲಿ
ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟವಾದ ಅಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಸುತ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಸುತ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ದರ್ಶನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

References:

<https://courses.lumenlearning.com/wmopen-introsociology/chapter/marriage-and-family/>

<https://courses.lumenlearning.com/boundless-sociology/chapter/recent-changes-in-family-structure/>

<https://www.thehindu.com/news/national/how-the-nature-of-indian-families-is-changing/article28281107.ece>

<https://www.bbc.com/news/world-asia-india-54053091> Why Indians Continue to Live in Joint Families [https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-](https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/)

[family/https://www.asanet.org/sites/default/Giles/savvy/introsociology/Documents/ActivitiesForExploringFamilyBobGreene.html](https://www.asanet.org/sites/default/Giles/savvy/introsociology/Documents/ActivitiesForExploringFamilyBobGreene.html) This site by American Sociological Association provides many examples for conducting activities related to family and marriage

http://rchiips.org/nfhs/factsheet_NFHS-5.shtml Data of National Family and Health Survey-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 problem about their dress by religious groups/secular groups

<https://en.unesco.org/news/unesco-launches-2020-state-education-report-india-vocational-education-first> Link to the complete report available along with resources like video etc.

<https://courses.lumenlearning.com/cochise-sociology-os/chapter/women-in-the-workplace/>

<https://www.orfonline.org/research/rewriting-the-rules-women-and-work-in-india-47584/>

<https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work><https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html>

<https://askanydifference.com/difference-between-government-and-governance/><https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2397.2008.00575.x>

How does economic globalisation affects the welfare state? https://www.bertelsmann-stiftung.de/Gileadmin/Giles/BSt/Publikationen/GrauePublikationen/NW_Globalisation_and_the_Welfare_State.pdf

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

Suggested Activities

Unit 1: Family

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*

Unit 2: Marriage

1. 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.

2. *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 offamily*

Unit 3: Religion and Education

- (1) *Students can be made to collect information about the level of participation in religious organisations and programmes among 15-20 young persons (as an individual or group activity) and submit their data as a report that can vary from 750-2000 words with appropriate tables and charts*
- (2) *Debates about State interfering in religious beliefs associated with social institutions like family, marriage, divorce, property rights are seen since many decades in India. Students can conduct a micro-study on common people's opinion about these issues, present their data in the class room along with areport*
- (3) *In the Suggested Internet Links, UNESCO Report on Education in India 2020 is provided. Summary/data sheets can be used to cover topics like literacy level, enrolment ratio, gender and education etc. Similarly State of Education - India can be fruitfully utilised by students to present their understanding of issues and reasons for lack of quality education in India.*
- (4) *A survey of students/youth of college can be conducted to understand their concerns about their opportunities in employment market by asking four-Jive questions - sex, age, education level and opinion, for example.*

5. A report can be prepared by students about the problems faced by special children at different levels of schools/college and present it in the context of inclusive education policy

6. Movies like Sarkarihiriyaprathamikashaale can be screened/viewed and students can participate in discussion or present in writing their opinions.

Unit 4: Economic Institution

- (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

<https://supplychaindigital.com/supply-chain-2/indias-bpo-market-could-reach-dollar250-billion>

Unit 5: Political Institution:

1. Every rural/urban area has its own elected local body. Students can find out the difference between government and governance by documenting how people's representatives are elected (government) and the level of adherence to rules and regulations by these representatives and bureaucrats (governance) by doing social audit of public infrastructure like roads, availability/supply of water, response to complaints by public etc.

Date 27/09/21

Chairperson of BoS

Open Elective Papers
B.A. Semester I - Open Elective 1

| | |
|--|---------------------------------------|
| Course Title: Indian Society: Continuity and Change | |
| Total Contact Hours: 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 3 hours |
| Model Syllabus Authors: | Summative Assessment Marks: 60 |

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.*

Course Outcomes (COs):

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. 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

| | |
|--|---------------|
| Content of Course 1- Indian Society: Continuity and Change | 42 Hrs |
| Unit-1 Traditions in Transition | 8 |
| 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 | |
| Unit-2 The Rural-Urban Contrast | 8 |

| | |
|--|-----------|
| Chapter3 :TheRural-UrbanDivide:Infrastructure,Education,Health and Local Governance- Rural urban fringe | |
| Chapter 4: Entrepreneurship in rural-urban development | |
| Unit–3 MovementsforSocialJustice | 8 |
| Chapter No. 5: Forms of Social Movements:Backward Classes and Dalit Movements ChapterNo.5: NewSocialMovements:LGBTQ,CivilRights, Ecological, AnticorruptionMovements | |
| Unit-4 Opportunities and Progress of Weaker Groups | |
| Chapter No. 6 Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women Chapter No.7 Role of the Constitution of India and Legislation | 8 |
| Unit – 5India in the Globalisation Era | 10 |
| ChapterNo.8: Globalization and Indian Culture: Impact on Food Habits, Language, Ideas and LifeStyles ChapterNo.9: GlobalisationandSocialValues:ImpactonYouthand their World View, Changing Landscape of Love and Marriage,Impact on Familial Relationships and Understanding Others | |

Text Books

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

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

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

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

Dube, S C 1991, Indian Society, National Book Trust, New Delhi
 Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
 Kumar Shashi 2017, Rural Sociology, VidyanidhiPrakashan, Gadag, Karnataka.
 Mandelbaum, D G 1970, Society in India, University of California Press, Berkeley
 Mulagund, I C 2008 Readings in Indian Sociology, SrushtiPrakashana, Dharwad Shah,
 A M 1973, The Household Dimension of Family in India, Orient Longman, New Delhi
 Singh, Yogendra 1984, Moodernisation of Indian Tradition, Rawat Publications, Jaipur
 Srinivas, M N 1992, Social Change in Modern India, Orient Longman, New Delhi
 Srinivas, M N 1962, Caste in Modern India and Other Essays, Asia Publishing House, Bombay

ಇಂದಿರಾ, ಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
 ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಮಾನುಷಿ (ಪ್ರಜಾನುಷಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006ರವರೆಗೆ ಅಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟ್ರೈಸಸ್, ಮೈಸೂರು
 ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
 ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
 ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
 ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
 ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತೀಯ ಸಮಾಜದ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
 ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತದಲ್ಲಿದ್ದ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
 ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
 ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
 ಶ್ರೀನಿವಾಸ್ ಎಂ.ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿದ್ದ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ-ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

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=53> An article on Yoga and its world wide popularity

<https://www.wionews.com/south-asia/yoga-indias-new-cultural-tool-of-global-dominance-17104>

<https://theprint.in/world/indian-food-fourth-most-popular-in-the-world-a-study-of-cuisine-trade-finds/283119/>

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

Suggested Activities

Unit 1: Traditions in Transition

1. *Students can be made to interview their 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*

Unit 2: The Rural-Urban Contrast

1. *Data sheets can be used to discuss about the rural-urban divide and identify the reasons for the gap*
2. *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*
3. *A project on participation of common people in the local governance*

Unit 3: 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?*

Unit 4: Opportunities and Progress of Weaker Groups

1. *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 5: India in the Globalisation 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

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 globalisation? 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.

- 2. 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*
- 3. "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*
- 4. 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 worldview*
- 5. 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)*

Date 27/09/21

Chairperson of BoS