

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

Chapter 3 : The Rural-Urban Divide: Infrastructure, Education, Health and Local Governance- Rural urban fringe	
Chapter 4: Entrepreneurship in rural-urban development	
Unit-3 Movements for Social Justice	8
Chapter No. 5: Forms of Social Movements: Backward Classes and Dalit Movements Chapter No. 5: New Social Movements: LGBTQ, Civil Rights, Ecological, Anticorruption Movements	
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 – 5 India in the Globalisation Era	10
Chapter No. 8: Globalization and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles Chapter No. 9: Globalisation and Social Values: Impact on Youth and their World View, Changing Landscape of Love and Marriage, Impact on Familial Relationships and Understanding Others	

Text Books

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 (ಪ್ರಜಾತಾಂತ್ರಿಕ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006ರವರೆಗೆ ಅಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟರ್‌ಪ್ರೈಸಸ್, 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 ಭಾರತದಲ್ಲಿ 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
 ತ್ರೀನಿವಾಸ್ ಎಂ.ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ 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