

118

BA Semester 2

Title of the Course:

Course 3 Foundations of Sociological Theory		Course 4 Sociology of Rural Life in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

BA Semester II

Course Title: Foundations of Sociological Theory	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 70

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



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106

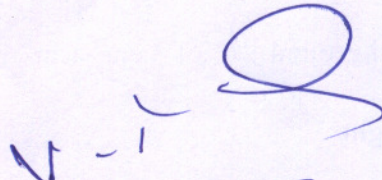

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

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

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Contextualise the social and intellectual background of classical sociologists		X	X	X	X	X	X	X	X
Appreciate the contemporaneity of classical sociological thought	X	X	X	X	X	X	X	X	X
Appreciate the need for thinking in theoretical terms and concepts	X	X	X	X	X	X	X		X
Demonstrate Basic Understanding of Theory and Research	X	X	X	X	X	X	X	X	X

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


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106


CHAIRMAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA-585106

Content of Course 3: Foundations of Sociological Theory		Hrs .
Unit – 1	A Comte and H Spencer	12
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	14
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	16
Chapter 5: Emile Durkheim: Social Facts, Division of Labour in Society, Suicide, Sociology of Religion		
Chapter 6: Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism		

Text Books

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

DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-525306

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585102

14. Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
15. Macionis, John 2018, Sociology Global Edition, Pearson, England
16. Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London
17. Turner, Jonathan 1987, The Structure of Sociological Theory, Rawat Publications, Jaipur
18. Zeitlin, Irving M 1998, Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur

References

Unit 1 A Comte and H Spencer

<https://courses.lumenlearning.com/sociology/chapter/the-history-of-sociology/>
[https://www.oxfordbibliographies.com/view/document/obo-9780199756384/ obo-9780199756384-0140.xml](https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0140.xml) Contains many useful links
<https://www.britannica.com/biography/Auguste-Comte>
<https://plato.stanford.edu/entries/comte/>
[https://nptel.ac.in/content/storage2/courses/109103023/download/ Lecture%2036.pdf](https://nptel.ac.in/content/storage2/courses/109103023/download/Lecture%2036.pdf)
<https://www.britannica.com/biography/Herbert-Spencer>
<https://www.smithsonianmag.com/science-nature/herbert-spencer-survival-of-the-fittest-180974756/>
<https://iep.utm.edu/spencer/>
<https://anthropology.ua.edu/theory/social-evolutionism/>

Unit 2 K Marx and G Simmel

https://scholar.harvard.edu/giles/michaelrosen/giles/karl_marx.pdf
<https://www.britannica.com/biography/Karl-Marx/Character-and-significance>
<https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/marx-karl-impact-sociology> <https://plato.stanford.edu/entries/alienation/>
<https://www.openculture.com/2021/05/what-karl-marx-meant-by-alienation-two-animated-videos-explain.html> <https://www.encyclopedia.com/people/social-sciences-and-law/sociology-biographies/georg-simmel>
<http://enpuir.npu.edu.ua/bitstream/handle/123456789/9425/Pet%27ko%2C%20Borisyuk%2C%202014.pdf?sequence=1&isAllowed=y>
https://brocku.ca/MeadProject/Simmel/Simmel_1904a.html

Unit 3 E Durkheim and M Weber

<https://www.britannica.com/biography/Emile-Durkheim>
<https://iep.utm.edu/durkheim/> <http://uregina.ca/~gingrich/250j1503.htm>
<https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/>
<http://home.dsoc.uevora.pt/~eje/weber.html>
<https://plato.stanford.edu/entries/weber/>
<http://uregina.ca/~gingrich/wqw03.htm>
<https://www.britannica.com/topic/bureaucracy>
<https://archive.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Weber.pdf>
https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf

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

Suggested Activities

Unit 1

1. Students can be made to sit in groups and discuss about the hierarchy of sciences that is seen in today's India - importance attached to Science, Technology, Engineering and Medicine (STEM) courses vis a vis social sciences and humanities using data from Ministry of Education (AISHE Survey results)
2. Group discussion/role play on the coexistence of religion and science of modern Indian by way of students' identifying such instances in their daily life
3. Presentation by students on consequences of accepting social evolution theory and its implication on welfare schemes
4. Group discussion on how modern societies can be categorized in comparison with Spencer's typology. Teachers may help the students through preparation and distribution of a handout (limited to one typed page) or a brief introductory lecture before group discussion or presentation by students and encourage them to actively discuss, take notes and present group's ideas by rotation. It is preferable to form separate groups frequently so that students will have a chance to interact with as many as possible.

Unit 2

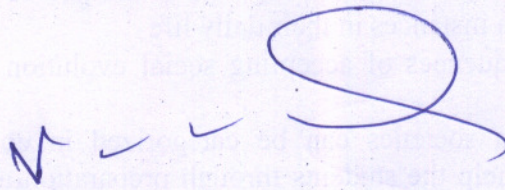
1. Students can be encouraged to interact with a cross section of workers like industrial labourers, artisans, folk artists etc. and present their life experience to understand the relevance of economic determinism and alienation and present it as an assignment/presentation before their friends
5. Students can be shown/encouraged to see movies which help in the understanding of concepts of alienation and struggle like Puttakkana Highway and present their ideas in the form of presentation/written assignments within 500-750 words
6. Students can be shown/encouraged to see movies which help in the understanding of group dynamics. Movies having very common themes of one male lead actor-two female lead actors or vice versa, entry of third person in the life of couple or friends etc. can be used present their ideas in the form of presentation/written assignments within 500-750 words

Unit 3

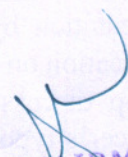
1. Ask the students to imagine themselves as one of the above thinkers and write an application to the post of professor in a university by giving brief bio-data, contributions to the field of sociology, their strengths, criticism of their work and answer to their critics. This can either be an individual activity or group activity.
7. Students can discuss and write a report about primary values of their own religion and how those values have impacted the economic activities in their own community.
8. Movies like Tabarana Kathe can be screened and discussed to understand the principle of iron cage of bureaucracy which was explained by Max Weber
9. Mapping of types of authority over the Indian political system can be discussed to understand the dynamics of tradition and change

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	25
Written Test	5
Total	30

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



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106



CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

BA Semester II

Course Title: Sociology of Rural Life in India	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 70

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 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

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

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the myths and realities of village India constructed by Western scholars	X	X		X	X	X		X	X
Understand the changes in land tenure systems and consequences	X	X		X	X	X	X	X	X



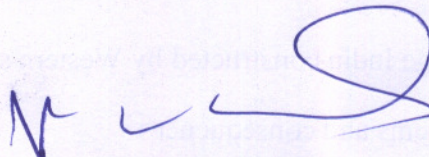
DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106.



CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

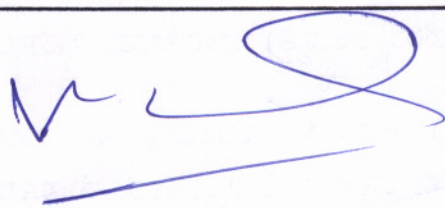
Appreciate the role of traditional social institutions and how they have responded to forces of change			X	X	X	X	X	X	X
Make an informed analysis of various development programmes and challenges encountered	X	X	X	X	X	X	X	X	X

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


DEAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA - 585106


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106

Content of Course 4: Sociology of Rural Life in India		42 Hrs
Unit – 1	Rural and Agrarian Social Structure	16
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	14
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	12
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		



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY



CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

Text Books

1. Desai, A R 1977, Rural Sociology in India, Popular Prakashan, Bombay
2. Doshi, S L and Jain P C 1999, Rural Sociology, Rawat Publications, Jaipur
3. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
4. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi Mulagund, I C 2008 Readings in General Sociology,
5. 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
6. Srinivas, M N 1960, The Myth of Self-Sufficiency of Indian Village, Economic Weekly, September 10, Pp.1375-78
(https://www.epw.in/system/Giles/pdf/1954_6/22/village_studies.pdf)

೧. ಇಂದಿರಾ ಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೨. ಇಂದಿರಾಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತುಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋಧರಾಗೌಟ್ಸ್, ಮೈಸೂರು
೩. ಇಂದಿರಾಆರ್ ೨೦೦೨ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೊಚ್ಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
೪. ಇಂದಿರಾಆರ್ ೨೦೦೨ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೨-೨೦೦೬ ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನುಕುರಿತು ಪ್ರಕಟವಾದಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾಎಂಟಪ್ರೈಸಸ್, ಮೈಸೂರು
೫. ಇಂದಿರಾಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರುವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
೬. ಇಂದಿರಾಆರ್ ೨೦೧೬, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೯-೨೦೧೩ ರ ವರೆಗೆ ಹೊಸದಾರಿಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟಿತವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನುಕುರಿತ ಬರಹಗಳು) ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
೭. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ೧೯೯೪ ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೮. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ಸಾಮಾಜಿಕಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೯. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೧೦. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೧. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೮ ಭಾರತದಲ್ಲಿಗ್ರಾಮೀಣಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೨. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
೧೩. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ (ಪರಿಷ್ಕೃತಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
೧೪. ಶ್ರೀನಿವಾಸ ಎಂ.ಎನ್. (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ-ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

References

https://data.gov.in/catalogs/v2?format=json&offset=0&limit=9&filters%5Bfield_sector%3Aname%5D=Rural&sort%5Bogpl_module_domain_name%5D=asc&sort%5Bcreated%5D=desc Website of Government of India related to data on rural development programmes and their beneficiaries

<https://www.india.gov.in/topics/rural> Government of India portal on Rural areas

https://www.epw.in/system/Jiles/pdf/1954_6/22/village_studies.pdf An Article by M N Srinivas on Village Studies

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

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

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

<http://agropedia.iitk.ac.in/content/panchayati-raj-rural-development-perspective>

https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf A Niti Aayog Report

DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

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

Suggested Activities

Unit 1: Rural Agrarian Structure

1. Students can write a note on the social history of their village or nearby village by talking to the elders and compare notes to discuss about M N Srinivas' argument on social construction of village communities
2. A report on presence or absence of beneficiaries of land to tiller programme can be prepared to understand the success of land reform laws
3. Opinion of villagers can be collected on the impact of converting agricultural land to residential layouts or other commercial purposes. This can be in the form of case study or taking a small purposive sample. Students can assess the impact of dreaming (sell land and become rich) and the reality (becoming rich or end losing one's livelihood)

Unit 2: Themes of Rural Society in India

1. A visit or two to the nearest weekly market and document the diversity and local flavor in terms of goods sold, traders and buyers' place of origin etc. can be documented systematically
4. Impact of online markets on the life of villagers - selling their products like Jish or agricultural commodity, economic benefits and social advantages etc. can be collected and presented
5. Big retailers like Jiomart, Big Basket, Amazon Pantry have entered both rural and urban markets to supply vegetables, fruits, milk etc. What are the possible results of this entry of corporate retailers on neighborhood vendors? How does it affect both the seller and buyer?

Unit 3: Rural Development

1. Students can be asked to collect data on - why do people opt to work under the MGNREGA scheme? Did they have any choice? How this scheme has helped them? When the program is not in operation, how do they manage their livelihood? A systematic presentation will help them in understanding the harsh realities of life
2. We know that the level of participation among villagers is very high when elections to local bodies take place when compared to assembly or parliamentary elections. Students can find out the reasons for this asymmetrical participation and understand the role of **casteism**, factionalism, bonds of kinship etc.
3. Political actors raise issues to get votes, gain following and attract the public. Students can do an exercise to list all those issues and categorize them under different headings like - Issues that bring about real change in people's lives, give people a sense of their own power, emotional appeal, issues that affect their existence etc. and provide reasons for their categorization.
4. How people rebuild their life when they are affected by droughts/loods or relocated or displaced? Case studies or small sample surveys can be conducted and report presented in

the class room along with their impressions and suggestions.

Apart from the above,

1. Students may be asked to assess Self help groups, Stree Shakti units, or to assess women's participation in rural administration
2. Information on village sanitation, water facilities, irrigation, etc may be collected.
3. An assessment of recent programmes, policies, and developments took place in the villages may be done by the students.
4. Resource mapping, Problem identification, problem solving activities may be assigned to the students.
5. Comparative of analysis of villages and urban areas, enumeration of rural customs and practices may be advised.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	25
Written Test	5
Total	30

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

DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

Curriculum Structure for the Undergraduate Degree Program BA Total Credits for the Program: 18(9+9) Starting year of implementation: 2021 Name of the Degree Program: B A Discipline/Subject: Sociology

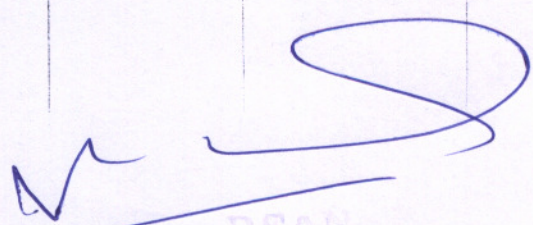
Open Elective Papers

Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

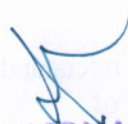
Sem	Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy# #	Assessment\$
1	Indian Society: Continuity and Change	<p>1. Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions</p> <p>2. Understand the Indicators of change and participation in democratic process</p> <p>3. Examine the changing conditions of socially excluded groups through movement for social justice</p>	10+2 or PUC	Experiential learning (activity-based learning)	Oral or written presentations to assess analyzing capability, creativity and communication skills


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106


DEAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA-585106

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


CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106


FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106.

1	Sociology of Everyday Life	<ol style="list-style-type: none"> 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 	10+2 or PUC	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered
2	Society Through Gender Lens	<ol style="list-style-type: none"> 1. Understand the role of socialisation as a constructor of gender roles and status 2. Appreciate the role of defining one's self identity in terms of gender 3. Identify the gender bias and discrimination present in everyday social structure 4. Take informed decisions about addressing gender justice issues 	DSC-1 and DSC-2	Role Play Group discussion Micro projects	<p>Ability to analyse a social situation within the framework of theory</p> <p>Assess the relevance of a theory in contemporary terms</p>


DEAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA-585106


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106

2	Social Development in India	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	DSC-1 and DSC-2	Field visit and data collection Interviews	Data collection Data analysis Presentation of data
---	-----------------------------	--	-----------------	--	--

Title of the Course: Any one open elective paper

BA Semester 1

Title of the Course:

OE Course 1: Indian Society: Continuity and Change		OE Course 1: Sociology of Everyday Life	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39

DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585102

B.A. Semester I - Open Elective 1

Course Title: Indian Society: Continuity and Change	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 70

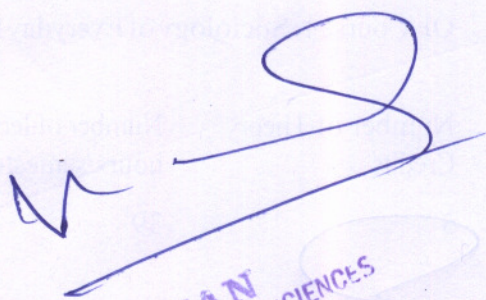
Course Pre-requisite(s): Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course.

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. Analyze 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 globalization and its impact on Indian society and communicate in clear terms
5. Communicate critical observations with clarity



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY



CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585108

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

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions	X	X	X	X	X		X	X	X
Understand the Indicators of change and participation in democratic process	X	X	X	X	X	X			X
Examine the changing conditions of socially excluded groups through movement for social justice	X	X	X	X	X	X	X	X	X
To critically look at the two way street of globalisation and its impact on Indian society and communicate in clear terms	X	X		X	X	X	X	X	X
Communicate critical observations with clarity	X	X	X	X	X	X	X	X	X

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



DEAN
SCHOOL OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106



CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

Content of Course 1- Indian Society: Continuity and Change	42 Hrs
Unit-1 Traditions in Transition	13
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	13
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. 7: Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women	
Unit - 3 India in the Globalization Era	13
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	

Text Books

1. Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur
2. Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable? Amrith Book Co., New Delhi
3. Beteille, Andre 1965, Caste, Class and Power, University of California Press, Berkeley
4. Das, Veena 2004, Handbook of Indian Sociology, Oxford University Press, New Delhi
5. Dube, S C 1991, Indian Society, National Book Trust, New Delhi
6. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in Indian

Regional Scenario, GRIN Publishing, Munich

7. 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 M 1973, The Household Dimension of Family in India, Orient Longman,
New Delhi
8. Singh, Yogendra 1984, Modernisation of Indian Tradition, Rawat Publications,
Jaipur
9. 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

೧. ಇಂದಿರಾ ಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೨. ಇಂದಿರಾಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತುಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋಧರಾಗೌಟ್ಸ್, ಮೈಸೂರು
೩. ಇಂದಿರಾಆರ್ ೨೦೦೭ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕುಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
೪. ಇಂದಿರಾಆರ್ ೨೦೦೭ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೨-೨೦೦೬ ರವರೆಗೆ ಲಿಂಗ
ವ್ಯವಸ್ಥೆಯನ್ನುಕುರಿತು ಪ್ರಕಟವಾದಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾಎಂಟಪ್ರೈಸಸ್,
ಮೈಸೂರು
೫. ಇಂದಿರಾಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ)
ಕುವೆಂಪು ಕನ್ನಡಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
೬. ಇಂದಿರಾಆರ್ ೨೦೧೬, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೯-
೨೦೧೩ ರ ವರೆಗೆ ಹೊಸದಾರಿಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟಿತವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನುಕುರಿತ
ಬರಹಗಳು) ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
೭. ನಾಗೇಶ್. ಹೆಚ್. ವಿ ೧೯೯೪ ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೮. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ಸಾಮಾಜಿಕಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ೧೯೯೮, ಭಾರತ
ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೯. ನಾಗೇಶ್. ಹೆಚ್. ವಿ ೨೦೦೦ (ಪುಸ್ತಕ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ,
ಬೆಂಗಳೂರು
೧೦. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೧. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೮ ಭಾರತದಲ್ಲಿಗ್ರಾಮೀಣಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ,
ಧಾರವಾಡ
೧೨. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ,
ಮಂಗಳೂರು
೧೩. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ (ಪರಿಷ್ಕೃತಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ
ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
೧೪. ಶ್ರೀನಿವಾಸ ಎಂ.ಎನ್. (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ,
ಅನುವಾದ-ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು


DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106


CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585108

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>

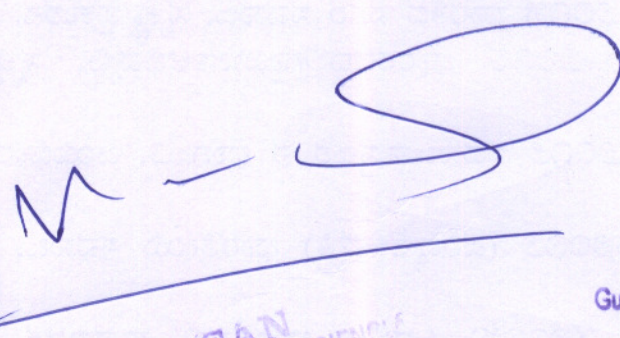
<http://employmentnews.gov.in/newemp/MoreContentNew.aspx?n=SpecialContent&k=53> An article on Yoga and its world wide popularity

<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-6inds/283119/>

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

Suggested Activities



CHAIRMAN
Department of Sociology
Guibarga University, Kalaburagi-585108

DEAN
FACULTY OF SOCIAL SCIENCES
GUIBARGA UNIVERSITY

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>

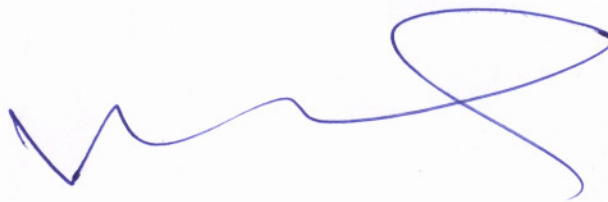
<http://employmentnews.gov.in/newemp/MoreContentNew.aspx?n=SpecialContent&k=53> An article on Yoga and its world wide popularity

<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-trends/283119/>

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

Suggested Activities



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106

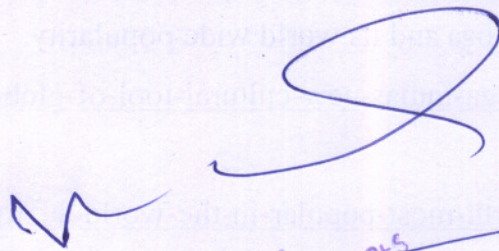


CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

11. 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)

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	25
Written Test	5
Total	30

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



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106



CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

B.A. Semester I: Open Elective 1

Course Title: Sociology of Everyday Life	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 70

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. 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

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

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Look at the familiar world from a new perspective	X	X	X	X	X				X
Able to appreciate how our social world is constructed	X	X	X	X	X	X			X
Able to communicate effectively in written and oral formats	X	X	X	X	X	X	X	X	X

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


DEAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA-585106


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106

Content of Open Elective Course 1: Sociology of Everyday Life		39 Hrs
Unit – 1	Introduction	14
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	13
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	12
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		

Text Books:

1. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
2. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
3. Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
4. Coser, Lewis 1977 Masters of Sociological Thought, Harcourt Brace Jovanovich, New York
5. Davis, Kingsley 1949, Human Society, Macmillan, Delhi
6. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
7. Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton. New York
8. Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
9. Harlambos. M and R M Heald. 1980. Sociology: Themes and Perspectives. Oxford University Press. Delhi
10. Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India. New Delhi
11. Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
12. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
13. Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life. Rowman and Littlefield Publishers, Maryland
14. MacIver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi
15. Macionis. John 2018, Sociology Global Edition. Pearson, England
16. 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

೧. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ಸಾಮಾಜಿಕಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೨. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೩. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೨ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೪. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೮ ಭಾರತದಲ್ಲಿಗ್ರಾಮೀಣಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧರವಾಡ
೫. ಶಂಕರರಾವ್ ಚ.ನ. ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
೬. ಶಂಕರರಾವ್ ಚ.ನ. ೨೦೧೨(ಪರಿಷ್ಕೃತಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

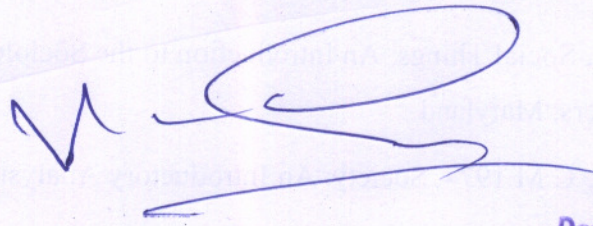
Reference Works:

Suggested Internet Resources

- <http://www.csun.edu/~hbsoc126/soc1/Charles%20Horton%20Cooley.pdf>
<https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/charles-cooley-looking-glass-self>
[https://www.oxfordbibliographies.com/view/document/obo-9780199756384/ obo-9780199756384-0186.xml](https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0186.xml) An article on Habit
<https://courses.lumenlearning.com/alamo-sociology/chapter/reading-pop-culture-subculture-and-cultural-change/>
https://en.wikisource.org/wiki/Body_Ritual_among_the_Nacirema This is an excellent article on how a group of people take care of their body everyday of their life.

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

Suggested Activities



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585100

Unit 1: Introduction

1. Students can be asked to answer a simple question - Who am I? They have to write describe themselves in 20 words/sentences. Students can write in any order, logic or importance. Their answers can be utilized to demonstrate how we are socialized by our interaction with others, mass media, family and educational system. Privacy of students has to be respected, however.
2. Students can be sent to a book store and asked to browse through children's books and identify how those stories depict different roles - description of the hero/heroine, villain/vamp, beggar or king
3. Students can visit a kids clothing store and record gender classification of dresses based on - color, design, style and fabric.

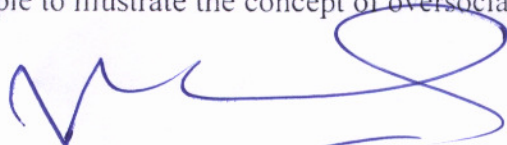
Unit 2: Perception is Reality

1. Think of a Self Fulfilling Prophecy you have experienced. Does it confirm Thomas' theorem? Illustrate with current examples
4. Students can share their thoughts about how they feel and become conscious about oneself when they (a) wear a new dress, (b) dress out of their way, (c) dress outrageously
5. Students can list the reasons for choosing their display picture in their social media accounts (any one or two accounts) and a discussion can follow about the need for validation by others, especially strangers

Unit 3: Culture in Everyday Life

1. This is an activity for group discussion. Students are given few statements and they have to discuss among themselves and arrive at unanimous opinion about whether following can be called as culture or not:
 - a. Classical dance and music constitutes culture
 - b. Folk literature is a part of culture
 - c. Pick pocketing is part of culture
 - d. Newspapers and magazines are part of culture
 - e. Killing is an art; therefore it is part of culture

Please note: Students should be clearly cautioned that, if they do not arrive at unanimous decision, then the whole group will stand to lose points in evaluation. (This is an exercise which demonstrates the leadership, ability to adjust to the group's opinion, convincing capacity of students apart from reasoning, logic and presentation skills. This can also be used as an example to illustrate the concept of oversocialisation given by Durkheim).



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106



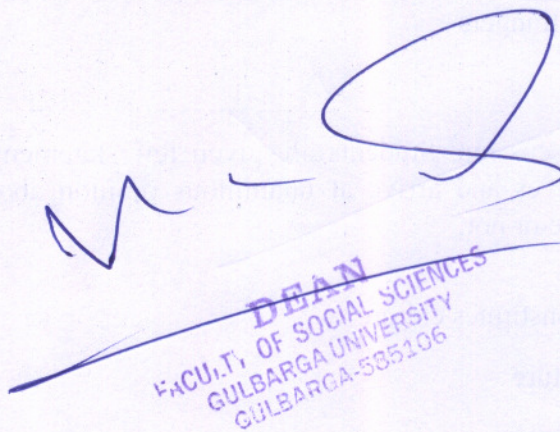
CHAIRMAN

Department of Sociology
Gulbarga University, Kalaburagi-585106

2. Can we call the popularity of tandoori chicken or vada pav an example for globalisation? Students should be encouraged to give their reasons for their answer (<https://www.timesnownews.com/the-buzz/article/this-dish-has-topped-the-global-list-of-most-searched-indian-food/548297> This news item can be used to generate discussion)
3. In the theatre actors routinely perform different roles. Do public figures, celebrities, political parties, or corporate bodies, in the media, alter their role playing according to the context or audience?

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	25
Written Test	5
Total	30

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


DEAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA-585106


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106

BA Semester 2: Open Electives

Title of the Course:

OE Course 2 : Society Through Gender Lens		OE Course2: Social Development in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39

B.A. Semester II - Open Elective 2

Course Title: Society Through Gender Lens	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 70

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 role of socialisation as a constructor of gender roles and status
2. Appreciate the role of defining one's self identity in terms of gender
3. Identify the gender bias and discrimination present in everyday social structure
4. Take informed decisions about addressing gender justice issues



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106




CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

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

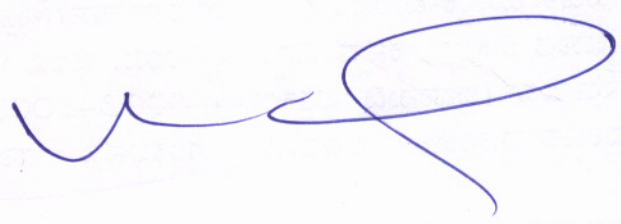
Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the role of socialisation as a constructor of gender roles and status to look at the familiar world from a new perspective	X	X	X	X	X	X		X	X
Appreciate the role of defining one's self identity in terms of gender	X	X	X	X	X	X	X	X	X
Identify the gender bias and discrimination present in everyday social structure	X	X	X	X	X	X	X	X	X
Take informed decisions about addressing gender justice issues			X	X	X	X	X	X	X

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


DEAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA-585106


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106

Content of Open Elective 2: Society Through Gender Lens		Hrs
Unit – 1	Social Construction of Gender	14
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	14
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		11
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)		



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

Text Books

1. Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
2. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
3. Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
4. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi
5. Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
6. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
7. Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi

೧. ಇಂದಿರಾಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೨. ಇಂದಿರಾಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತುಕುಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋಧರಾಗೌಟ್ರಸ್, ಮೈಸೂರು
೩. ಇಂದಿರಾಆರ್ ೨೦೦೨ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೊಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
೪. ಇಂದಿರಾಆರ್ ೨೦೦೨ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೨-೨೦೦೬ ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನುಕುರಿತು ಪ್ರಕಟವಾದಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾಎಂಟಪ್ರೈಸಸ್, ಮೈಸೂರು
೫. ಇಂದಿರಾಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
೬. ಇಂದಿರಾಆರ್ ೨೦೧೬, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೯-೨೦೧೩ ರ ವರೆಗೆ ಹೊಸದಾರಿಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟಿತವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನುಕುರಿತ ಬರಹಗಳು) ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
೭. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ೧೯೯೪ ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

೮. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ಸಾಮಾಜಿಕಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೯. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೧೦. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೧. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೮ ಭಾರತದಲ್ಲಿಗ್ರಾಮೀಣಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೨. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
೧೩. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ (ಪರಿಷ್ಕೃತಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು



DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106



CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106



Reference Works

Unit 1: Social Construction of Gender

<https://web.stanford.edu/~eckert/PDF/Chap1.pdf> An Introduction to Gender

<https://www.unicef.org/rosa/media/1761/Gile/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf> Gender Equality: Glossary of Terms and Concepts

<https://www.coe.int/en/web/gender-matters/sex-and-gender>

<https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/>

Unit 2: Gender Representation and Violence <https://hbr.org/2019/06/tackling-the-underrepresentation-of-women-in-media> <https://gsdrc.org/topic-guides/gender/gender-and-media/> <https://www.unwomen.org/en/digital-library/multimedia/2020/2/infographic-visualizing-the-data-womens-representation> <https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures> <https://www.cambridge.org/core/journals/government-and-opposition/information/gender-and-political-representation> <https://www.oxfordhdbooks.com/view/10.1093/oxfordhb/9780199751457.001.0001/oxfordhb-9780199751457-e-34>

Unit 3: Addressing Gender Justice

https://en.wikipedia.org/wiki/National_Legal_Services_Authority_v._Union_of_India

<https://web.archive.org/web/20140527105348/http://supremecourtindia.nic.in/outtoday/wc40012.pdf>

<https://www.equalrightstrust.org/news/indian-supreme-court-recognises-right-self-identify-third-gender>

<https://core.ac.uk/download/pdf/236436832.pdf> Third Gender Rights: Right to Equality

<https://legislative.gov.in/sites/default/Giles/A2013-14.pdf> THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013

<https://www.mondaq.com/india/employee-rights-labour-relations/876830/sexual-harassment-of-women-at-workplace-a-brief-analysis-of-the-posh-act-2013>

<https://vikaspedia.in/social-welfare/women-and-child-development/women-development-1/meera-didi-se-poocho/sexual-harassment-at-work-place>

https://www.education.gov.in/sites/upload_Giles/mhrd/Giles/upload_document/74amend.pdf

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

Suggested Activities

Unit 1: Social Construction of Gender

1. Ask the students to answer the question - Why am I a boy or girl? Their answers lead to the question or discussion on - Do I identify myself as boy or girl because of physical features or social behaviour? What moulds our social behaviour? Finally the role of socialization and social construction of gender can be explained
2. Movies like Naanu avanalla, avalu can be screened/discussed to understand the social construction of reality


Unit 2: Gender Representation and Violence

1. Students can be asked to write a report on portrayal of women, men and third gender in - print media, television, cinema and magazines.
2. <https://theprint.in/features/art-life-and-bollywoods-role-in-violence-against-women/331977/> This article can be used to generate a discussion on role of Bollywood in violence against women
3. <https://www.deccanherald.com/entertainment/where-are-kannada-cinemas-strong-women-762811.html> State of Sandalwood and women - such articles can be used to generate discussion and sensitize
4. Students can prepare a survey report about the composition of their political representatives at different levels, assess the political representation of different genders and the reasons behind such representation or absence
5. Prepare case studies about personally experienced instances of domestic violence, sexual harassment, dowry. Can also collate data about dishonour killing in various parts of the country for last few years or so

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	25
Written Test	5
Total	30

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


DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106


CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

B.A. Semester II - Open Elective 2

Course Title: Social Development in India	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 70

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:

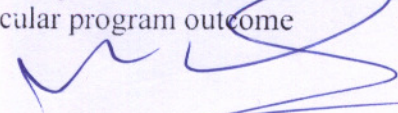
(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

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

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

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Distinguish between growth and development	X	X		X	X	X	X	X	X
Appreciate the importance of social component of development			X	X	X	X	X	X	X
Appreciate the need for sustainable and inclusive human development	X	X	X	X	X	X	X	X	X
Recognise the necessity for focus on changing social values to realise the full potential of growth	X	X	X	X	X	X	X	X	X

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


DEAN
DEPARTMENT OF SOCIAL SCIENCES
GULBURGA UNIVERSITY
 585106

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

Content of Open Elective 2: Social Development in India	39 Hrs
Unit – 1 Social Change and Development	13
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 B R Ambedkar	
Unit - 2. Components of Social Development	14
Chapter No. 4: Political Freedom, Economic Facilities	
Chapter No 5: Social Opportunities, Transparency, Security	
Unit - 3 Challenges to Social Development	12
Chapter No. 6: Sustainable and Inclusive Development, Environmental Sustainability	
Chapter No. 7: Responsible Private Corporations. Redressing Regional Imbalance, Harnessing Demographic Dividend	


DEAN
 FACULTY OF SOCIAL SCIENCES
 GULBARGA UNIVERSITY
 GULBARGA-585106


CHAIRMAN
 Department of Sociology
 Gulbarga University, Kalaburagi-585106

Text Books

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

೧. ಇಂದಿರಾಜ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೨. ಇಂದಿರಾಜ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋಧರಾಗೌಟ್ಸ್, ಮೈಸೂರು
೩. ಇಂದಿರಾಜ್ ೨೦೦೨ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೊಚ್ಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
೪. ಇಂದಿರಾಜ್ ೨೦೦೨ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೨-೨೦೦೬ ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾಎಂಟಪ್ರೈಸಸ್, ಮೈಸೂರು
೫. ಇಂದಿರಾಜ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
೬. ಇಂದಿರಾಜ್ ೨೦೧೬, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೯-೨೦೧೩ ರ ವರೆಗೆ ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು) ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
೭. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ೧೯೯೪ ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೮. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೯. ನಾಗೇಶ್, ಹೆಚ್. ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೧೦. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೧. ಮುಳುಗುಂದ, ಐ.ಸಿ. ೨೦೧೮ ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೨. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
೧೩. ಶಂಕರರಾವ್, ಚ.ನ. ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106.

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106.

Reference Works

- <https://blogs.lse.ac.uk/southasia/2016/01/13/5689/> Top 100 economic and development challenges for India 220016
- http://dotcue.net/swtn/upload_newGiles/2.SocialDevelopment-TheConcept.pdf
- https://uk.sagepub.com/sites/default/Giles/upm-assets/57961_book_item_57961.pdf
- Defining Social Development http://www.gsdrc.org/wp-content/uploads/2015/10/SD_HD.pdf Social Development and Human Development
- <http://csdindia.org/wp-content/uploads/2017/10/Working-Paper-Impact-of-Economic-Growth-on-Social-Development-2017.pdf>
- <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/200011468764675475/social-development-is-economic-development>
- <https://www.oecd-ilibrary.org/sites/c1265e4f-en/index.html?itemId=/content/component/c1265e4f-en> <https://www.asiancenturyinstitute.com/development/333-amartya-sen-on-development-as-freedom>
- <https://www.adb.org/sites/default/Giles/publication/29778/social-exclusion.pdf>
- <https://www.adb.org/sites/default/Giles/evaluation-document/35886/Giles/op7-conceptualizing-inclusive-development.pdf>

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

Suggested Activities


DEAN
FACULTY OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106

CHAIRMAN
Department of Sociology
Gulbarga University, Kalaburagi-585106

Unit 1: Social Change and Development

1. <https://www.indiaspend.com/fewer-girls-born-in-northern-western-and-richer-indian-states-79517/> The link is a news item about economically rich states of India having fewer girls born. Provides useful data to show that economic growth is not development
2. <https://www.statista.com/statistics/633011/reported-dowry-death-cases-by-state-India/> This link provides data for dowry deaths in different states of India for the year 2019. This can be used to demonstrate the gap between growth and desired change in social values
3. https://censusindia.gov.in/2011-prov-results/data_files/India/Final_PPT_2011_chapter6.pdf State of Literacy Report by Census of India authority. Once again, data in this document can be used for different purposes to generate discussion on need for social development and inadequacy of economic growth

Unit 2: Components of Social Development

1. A project on life chances and social opportunities can be conducted within the college or across colleges to understand its influence on educational attainments
2. Micro projects can be assigned to understand the Sustainable Development Goals
3. Filing RTI application: to help students to learn how to file an application, procedure involved and problems they may face can be experienced and presented in the class room

Unit 3: Social Development: Challenges and Crisis

1. Students can be asked to visit a slum, nearby village or tribal area and collect data about lack or presence of social infrastructure and their quality to assess the inclusive/exclusive nature of development. Teachers can assign this to individual/group of students and ask them to present their Findings. Students can also be encouraged to take photos or make videos and an exhibition can be arranged in the college
2. Different Development Reports can be used to present a write-up on regional imbalances at different levels (international, national, statewide or even within one's city/town/village). Students' write-up can contain - indicators uses, graphs and explanations apart from photos/videos.
3. Activity (2) can be combined with those listed under Unit 1

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	25
Written Test	5
Total	30

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