

I Sem,

BA Semester 1

Title of the Course:

Course 1: Understanding Sociology		Course 2: Changing Social Institutions in India	
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	17
<p><b>Chapter No. 1</b> Sociology as a study of Groups and Social Interaction - Definition, Scope and Need; Sociology as Science Vs. Sociology as Social Reform</p> <p><b>Chapter No. 2</b> Foci of Sociology: Social Institutions, Social Inequality and Social Change.</p> <p><b>Chapter No. 3</b> (C) Sociological 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> <p><b>Chapter No. 4.</b> Sociological Perspectives: Functionalist, Conflict, Symbolic Integrationist, Feminist</p> <p><b>Chapter No. 5</b> Social Construction of Reality</p>		

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<b>Unit-2 Culture and Socialization</b>	<b>14</b>
<p><b>Chapter No. 6.</b> Culture: Definition and Elements of Culture; Comparison between Culture and Civilization; Acculturation: Robert Ezra Park's idea of Melting Pot; Cultural Contact, Cultural Shock, Counter Culture and Contra Culture</p> <p><b>Chapter No. 7.</b> Global Culture: Globalization of Values; Cultural Imperialism</p> <p><b>Chapter No. 8.</b> Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide</p> <p><b>Chapter No. 9</b> Socialization: Theories of Self: Charles Horton Cooley and George Herbert Mead</p>	
<b>Unit - 3 Social Change</b>	<b>11</b>
<p><b>Chapter No. 10</b> Changes due to Industrialisation, Rationalisation, Globalisation, McDonalidization (George Ritzer), Urbanisation and Information Explosion</p> <p><b>Chapter No. 11.</b> Consequences of Change: Changing age Structure of Societies: Ageing and Ageism: Technological Impact on Social Life: Changing Environment</p>	

### Text Books

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2. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
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5. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
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8. Harlambos. M and R M Heald. 1980. Sociology: Themes and Perspectives. Oxford University Press. Delhi
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೨. ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕುಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋಧರಾಗೌಟ್ಸ್, ಮೈಸೂರು
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೬. ಇಂದಿರಾ ಆರ್, 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
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೧೧. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತೀಯ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
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## References Unit 1

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

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

[https://us.sagepub.com/sites/default/files/upm-assets/109310\\_book\\_item\\_109310.pdf](https://us.sagepub.com/sites/default/files/upm-assets/109310_book_item_109310.pdf) First chapter of a book published by Sage

Publications - available free on this website

<https://sites.middlebury.edu/utopias/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](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

## Unit 2

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

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

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

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

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

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

[https://www.google.com/url?](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)

[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](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)

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<https://www.grin.com/document/453828> An article on the impact of digital life on society from sociological perspective

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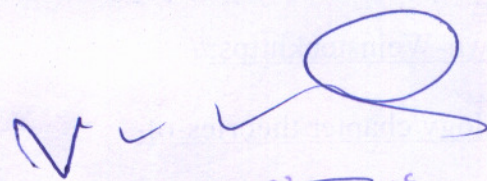
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**Pedagogy: Group discussions, Role play, micro project, field visit**

### **Suggested Activities**

#### **Unit 1: Sociology as a Science**

1. A discussion can be conducted on Common sense explanation Vs Sociological Explanation on topics like reasons for poverty, literacy level, health status, divorce, arranged or love marriage and students can present their ideas.
2. Students can be asked to identify the differences between methods of study adopted in subjects like Physics or Chemistry in comparison with Sociology, list them and present
3. Students can be asked to joined the common methods of study adopted in subjects like Botany or Zoology and Sociology and joined commonalities or differences
4. Issues like social status, economic inequality, sharing of natural resources, language issues etc. can be assigned to group of students for discussion and presentation on how they can be analysed from different sociological perspectives (Functional vs Conflict, Functional Vs Symbolic Interaction, Feminist Vs Functional for example)
5. Students can be encouraged to share their views on ideal qualities of a woman or man in India and it can lead to a discussion on how these qualities are socially constructed rather than inborn/natural/god given

#### **Unit 2: Culture and Socialization**

1. Students can be encouraged to observe social norms in two different social environments - one familiar and another unfamiliar. It is necessary that the social environments should be sufficiently public in nature and they can spend time observing and noting how people act, behave, how social space is maintained etc. They can note down different types of norms like obedient behavior, authority, friendly behavior etc. and write down the basis for their conclusion. Observation should be of at least 45-60 minutes duration
2. A discussion/assignment can be given to compare and contrast the ideas of melting pot principle of the USA and unity in diversity principle of India.
3. An exercise can be conducted to stimulate thinking and discussion among students about the relationship between the way they dress and acculturation. For example, they can identify the changes in how men and women dress since last 75 years and differences in the level of acculturation and possible reasons for these differences.
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 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.

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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 socialization, students can share their experiences related to - how they choose a new dress? Criteria used to buy a vehicle or consumer goods like cell phone, write a report by observing and reporting on differences in expected behavior of a six months child and one year old child.

### Unit 3: Social Change

1. A comparative report writing can be assigned on why handloom cotton saris etc are costlier than industry produced clothes (both cotton and synthetic) by way of collecting opinion of the dealers, producers and consumers
2. Assign groups of students to observe, discuss and report on the working of a darshini cafe, big restaurant/hotel and a street side tea shop in the context of rationalization and McDonaldization.
3. Make the students to express their dreams and aspirations about the type of place/community in which they wish to live when they grow up and ask them to identify the urban/rural elements that are absolutely essential
4. A project on loss of green/lung spaces in the normal area of residence of students - like loss of gomalas, parks, forests etc.
5. A project on crop pattern, tools used including fertilizers 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

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

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

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## B.A. Semester 1

<b>Course Title: Changing Social Institutions in India</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 30</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 70</b>

**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. Recognize 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

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


Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Identify the new forms taken by institutions of family and marriage	X	X	X	X	X	X	X	X	X
Understand the role played by religion in modern world	X	X		X	X	X	X	X	X

  
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Sensitize the students to the conflicting norms of secularism and living by one's religious beliefs	X	X	X	X	X	X	X	X	X
Appreciate the role of education and challenges in making education accessible to all	X	X	X	X	X	X	X	X	X
Recognize the social nature of economy and work	X	X	X	X	X	X	X	X	X
Grasp the opportunities offered by democracy and the threats it faces	X	X		X	X		X	X	X
Undertake micro research work and communicate effectively	X	X	X	X	X	X	X	X	X

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.

  
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<b>Content of Course 2: Changing Social Institutions in India</b>	<b>42 Hrs</b>
<b>Unit-1 Family and Marriage</b>	<b>16</b>
<p><b>Chapter No. 1</b> Family - Definitions of Family and Household; Changing structure of family; changes in size and composition</p> <p><b>Chapter No. 2</b> Weakening of gender and age stratification - democratization of relationships: between spouses, parent-children; step-parenting</p> <p><b>Chapter No. 3</b> Changes in care giving of children and elderly</p> <p><b>Chapter No. 4</b> Marriage - Definition; changing patterns of marital relations - cohabitation, separation, divorce and remarriage</p> <p><b>Chapter No. 5</b> Changes in age of marriage, marriage decision making and regional variations</p> <p><b>Chapter No. 6</b> Decrease in number of children and voluntary childlessness</p>	
<b>Unit - 2 Religion and Education</b>	<b>13</b>
<p><b>Chapter No. 4.</b> Definition; secularization vs resurgence of religion in modern world</p> <p><b>Chapter No. 5.</b> Challenge of diversity - religious freedom vs state laws</p> <p><b>Chapter No. 6.</b> Education: Definition; education as socialization; types of education - formal and informal</p> <p><b>Chapter No. 6</b> Functional view - manifest and latent functions; Conflict view - education as tool for perpetuating inequality</p> <p><b>Chapter No. 7</b> Schooling and Life Chances (Max Weber's views) - increasing enrolment ratio</p> <p><b>Chapter No. 8</b> Education and Employability - Technology and Digital Divide</p>	

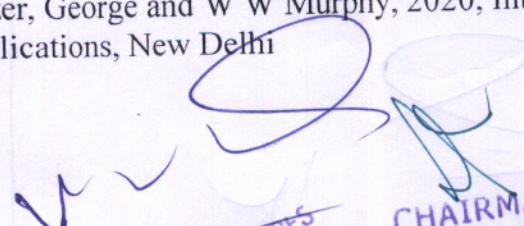
  
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Unit – 3	Economic and Political Institutions	13
Chapter No. 9 Definitions of Economy and Work		
Chapter No.10 Gender stratification in work and its feminization		
Chapter No. 11 Job insecurity, Unemployment; Outsourcing - opportunities and threats; automation and advancement of technology		
Chapter No. 12 Definitions of Political Institution, Government, Governance and State		
Chapter No. 13 Status of Democracy in India		
Chapter No. 14 Challenges: Militancy, Fundamentalism, Regionalism		
Chapter No. 15 Globalization and Social Welfare		


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೧. ಇಂದಿರಾಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು  
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This site by American Sociological Association provides many examples for conducting activities related to family and marriage

[http://rchiips.org/nchs/factsheet\\_NFHS-5.shtml](http://rchiips.org/nchs/factsheet_NFHS-5.shtml) Data of National Family and Health Survey-5 is available for every district in this website

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<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.

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

### **Suggested Activities**

#### **Unit 1: Family and Marriage**

- (1) NFHS data related to Karnataka can be used to illustrate the change in family size over a period of time. Similarly, reports cited in Suggested Internet Resources can be used to involve students in analysis of secondary data
- (2) Students can interview a small sample of 10-15 persons, in the neighborhood of their residence and elicit answers for two questions:  
(a) Between arranged and love marriages, which do they prefer? (b) Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Size of the report can vary from 750-2000 words, depending on the number of students involved and they should use appropriate tables and charts to present their data.
- (3) Activity 1 can be carried out with by varying questions related to respondents' opinions on age of marriage, divorce, separation and cohabitation etc. associated with the institution of family

#### **Unit 2: Religion and Education**

1. Students can be made to collect information about the level of participation in religious organizations 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 a report
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 utilized 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-five 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 Sarkari hiriya prathamika shaale can be screened/viewed and students can participate in discussion or present in writing their opinions

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### Unit 3: Economic and Political Institutions

1. Indian amended the Maternity Benefit Act in 2017 extending many benefits to women workers, including 6 months maternity leave. How has this amendment benefited women in private sector, can be examined by students and discuss whether this act is beneficial to women's employment opportunities in the long run
2. <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html> This article in New York Times reports various reasons for fathers not opting for paternal leave while it is "mandatorily" expected that mothers should utilize the facility. A discussion can be held in the class room to understand the sociological roots of this behavior difference in men and women, pressure of expectations, gender division of labor. 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 is 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 laborers. How do laborers cope with this situation and the problems they encounter can be documented by students
5. Migration from rural rural to urban areas is increasing. Experience of these migrant labourers can be reported as case study
6. <https://supplychaindigital.com/supply-chain-2/indias-bpo-market-could-reach-dollar250-billion>
7. Every rural/urban area has its own elected local body. Students can 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.

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

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