

SYLLABUS

Bachelor of Arts Program in SOCIOLOGY

Under State Educational Policy (SEP) with effect from 2024-25

Under

Choice Based Credit System
(CBCS)

Continuous Evaluation Pattern
System (CEPS)

Approved by

Board of Studies (UG) in Sociology

August 2025, Tumakuru

TUMKUR UNIVERSITY
SOCIOLOGY CURRICULUM

Name of the Degree Program: Bachelor of Arts in Sociology

Choice Based Credit System (CBCS)

Starting year of Implementation: 2024-25

General Objectives of the Program:

1. Cultivate the ability to think critically and analytically about complex issues and encouraging students to evaluate arguments, identify biases, and formulate well-reasoned conclusions.
2. Enhance students' oral and written communication skills, enabling them to articulate ideas clearly and persuasively across diverse contexts.
3. Foster an appreciation for the interconnectedness of various disciplines within the arts and humanities and promoting a holistic understanding of cultural, historical, and social phenomena.
4. Encourage the development of creative and innovative approaches to problem-solving, artistic production, intellectual inquiry and allowing students to express themselves through various mediums.
5. Increase awareness of and sensitivity to diverse cultures, traditions and perspectives; preparing students to engage thoughtfully with a globalized world.
6. Equip students with the ability to navigate ethical dilemmas by understanding moral principles, evaluating different viewpoints, and making decisions that reflect integrity and social responsibility.
7. Develop students' research skills, including the ability to conduct independent inquiries, evaluate sources, and synthesize information to contribute meaningfully to academic and professional fields.
8. Provide a deep understanding of historical contexts and their influence on contemporary issues; enabling students to appreciate the roots of modern society and cultural development.
9. Prepare Students for leadership roles by fostering teamwork, collaboration, and the ability to work effectively in diverse groups toward common goals.
10. Instill a commitment to lifelong learning, encouraging students to continuously seek knowledge, adapt to change, and engage in personal and professional development throughout their lives.

Outcomes for a Bachelor of Arts (BA) Program:

1. Graduates will be able to critically analyze complex ideas, arguments, and evidence, leading to well-reasoned conclusions and decisions.
2. Graduates will develop strong oral and written communication abilities, allowing them to effectively convey ideas, arguments, and narratives to diverse audiences.
3. Graduates will demonstrate the ability to integrate knowledge from multiple disciplines within the arts and humanities, offering well-rounded perspectives on cultural, social, and historical issues.
4. Graduates will be equipped to approach challenges creatively, applying innovative thinking and artistic expression in various professional and personal contexts.
5. Graduates will have a deep understanding of and appreciation for cultural diversity, enabling them to engage respectfully and thoughtfully in a globalized world.
6. Graduates will be able to identify and navigate ethical dilemmas with sound judgment, demonstrating a commitment to integrity and social responsibility in their professional and personal lives.
7. Graduates will have developed strong research skills, enabling them to independently conduct inquiries, analyze data, and contribute new insights to academic and professional fields.
8. Graduates will have a solid understanding of historical events and their influence on contemporary society, allowing them to contextualize modern issues and developments.
9. Graduates will be capable of leading and collaborating effectively in diverse teams, contributing to successful group outcomes in various professional settings.
10. Graduates will possess a lifelong commitment to learning and personal growth, continually seeking new knowledge and adapting to changing circumstances in their careers and lives.

TUMKUR UNIVERSITY

Proposed Syllabus of Sociology UG Program under State Education Policy (SEP) with
Effect from the Academic Year 2024-25

Details of Sociology UG Syllabus, Course Credits, Structure, Teaching hours per week and Marks

SEM	Course Category	Course Code	Course Title	Credits	Teaching Hours Per Week	Duration Of Exam (Hrs)	IA Marks	SA Marks	Total Marks
I	DSC	30C09C-1	Introduction to Sociology	3	3	3	20	80	100
II	DSC	30C09C-2	Foundation of Sociology	3	3	3	20	80	100
III	DSC	30C09C-3	Study of Indian Society	3	3	3	20	80	100
	DSE	30C09E-1(A)	Sociology of Tourism and Management	3	3	3	20	80	100
		30C09E-1(B)	Sociology of Food Culture	3	3	3	20	80	100
		30C09E-1(D)	Sociology of Everyday Life	3	3	3	20	80	100
IV	DSC	30C09C-4	Rural Society in India	3	3	3	20	80	100
	DSE	30C09E-2(A)	Sociology of Health and Medicine	3	3	3	20	80	100
		30C09E-2(B)	Society and Artificial Intelligence	3	3	3	20	80	100
		30C09E-2(D)	Applied Sociology in Media and Communication	3	3	3	20	80	100

DSC: Discipline Specific Core

DSE: Discipline Specific Elective

Formative Assessment Pattern

Assessment and evaluation process in each semester of each course (paper) in continuous mode that is C1, C2 and C3 pattern:

- The first component of C1 Assessment is for 10% to be assessed by conducting Test for 10 marks
- The second component of C2 Assessment is for 10% to be assessed by conducting Seminar/Assignment for 10 marks
- The final component of C3 Assessment is for the 80% to be assessed by conducting examination.

Marks Pattern C1, C2 and C3 (1st, 2nd, 3rd & 4th Semester)

Course	C1 = Test	C2 = Seminar/Assignment	C3 = Final Examination	Total
DSC & DSE	10	10	80	100

Sd/-

 Prof. R. RAJESH
 Chairperson (BOS)

BA: Semester – I
SOC DSC - 1: INTRODUCTION TO SOCIOLOGY

Course Title: Introduction to Sociology	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 10	Summative Assessment Marks: 80
Duration of Exam: 2 hours	

Course Objectives:

1. Equip students with a solid foundation in key sociological concepts, theories and perspectives, enabling them to analyse and understand the structures and dynamics of societies.
2. Encourage students to critically examine the roles and functions of social institutions (such as family, education, religion, and government) and processes (such as socialization, stratification, and social change) within different societies.
3. Foster an understanding of cultural diversity, social inequalities, and the impact of factors such as race, class, gender, and ethnicity on individuals and groups within societies.
4. Develop students' sociological imagination, enabling them to link personal experiences with larger social forces, and to critically evaluate social issues and policies in both local and global contexts.
5. Develop student's ability to apply various sociological research methods, including qualitative and quantitative techniques, to investigate social phenomena and interpret data.

Course Outcomes:

1. Graduates will demonstrate a strong understanding of key sociological theories and concepts, using them to explain and analyse social behaviors, structures, and institutions.
2. Graduates will be proficient in applying sociological research methods, both qualitative and quantitative, to collect, analyse, and interpret social data, and to draw evidence-based conclusions.
3. Graduates will be able to critically evaluate the impact of social institutions and processes on individuals and groups, recognizing the complexities of social stratification, power, and inequality.
4. Graduates will have a deep awareness of cultural diversity and social inequalities, enabling them to approach social issues with cultural competence and sensitivity to the experiences of marginalized groups.
5. Graduates will be able to apply sociological perspectives to real-world issues, using their sociological imagination to connect personal experiences with broader social forces and to advocate for social change and justice.

Activity:

Blended learning, Group discussion, role play, field visit, written/oral Presentation by students.

Content of Course: INTRODUCTION TO SOCIOLOGY	75 Hours
Unit – 1 Sociology: The Discipline	15
A. Modernity and Social Change in Europe B. The Emergence and Growth of Sociology: Meaning, Definitions, Nature and Scope of Sociology C. Importance of Sociology D. Relationship between Sociology and other Social Sciences: History, Economics, Political Science, Psychology and Criminology E. Sociology as a Science	
Unit – 2. Basic Concepts	15
A. Society and Community: Meaning, Definitions and Characteristics B. Association and Institution: Meaning, Definitions and Characteristics C. Social Groups: Meaning, Definitions and Characteristics D. Types of Social Groups: Primary and Secondary Groups, In Groups and Out Groups E. Social Process: Cooperation, Competition, Conflict, Accommodation and Assimilation: Meaning, Definitions and Characteristics	
Unit – 3 Social Structure	10
A. Social Structure: Meaning, Definitions and Elements B. Role: Meaning, Definitions and Nature C. Dimensions of Role: Role Conflict, Role Failure and Role Set D. Status: Meaning, Definitions and Nature E. Types of Status: Ascribed and Achieved status	
Unit – 4 Social Institutions	10
A. Social Institutions: Marriage: Meaning, Definitions and Characteristics B. Trends in Marriage: Age, Marital relationship, Cohabitation, Separation, Divorce, Remarriage, DivX, Step Parenting C. Family: Meaning, Definitions and Characteristics D. Trends in family: Nuclear Family, Single Parent Family, Household E. Religion: Meaning, Definitions and Characteristics F. Trends in Religion: Secularisation, Resurgence, Diversity and Religious Freedom	
Unit – 5 Culture and Civilization	15
A. Culture: Meaning, Definitions and Characteristics B. Types of culture: Material and Non-Material, Cultural lag C. Elements of Culture D. Culture Related Concepts: Acculturation, Cultural Contact, Cultural shock, Counter-culture, Contra-culture, Consumer-culture, Cyber-culture, Multi-culture, Cultural Imperialism E. Civilization: Meaning, Definitions, Characteristics, Relationships between Culture and Civilization, Differences between Culture and Civilization	

TEXT BOOKS:

1. Berger, P L 1969, *Invitation to Sociology: A Humanistic Perspective*, Doubleday, Garden City, N.Y
2. Brusa, Steve. 2018, *Sociology: A Very Short Introduction*, 2nd edition, Oxford University Press, New York
3. Comgall-Groves, Catherine 2020, *Imagining Sociology: An Introduction with Readings*, 2nd Edition, Oxford University Press, Canada
4. Davis, Kingsley 1948, *Human Society*, Macmillan, Delhi
5. Farnanta, Joan 2012, *Seeing Sociology: An Introduction*, 3rd Edition, Cengage Learning, USA
6. Ferris, Kerry and Jiri Stah, 2012, *The Real World: An introduction to sociology*, 8th Edition, W W Norton, New York
7. Giddens, Anthony and Philip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd. New Delhi
8. Harlambos, M and R M Hoel, 1990, *Sociology: Themes and Perspectives*, Oxford University Press, Delhi
9. Inkeles, Alex 1987, *What is Sociology?* Prentice-Hall of India, New Delhi
10. Jayaram, N 2005, *Sociology - Methods and Theories*, Macmillan India Ltd. Bangalore
11. Johnson, H M 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi
12. Lemert, Charles 2012, *Social Things: An introduction to the Sociological life*, Rowman and Littlefield Publishers, Maryland
13. Macerle, John 2012, *Sociology* Global Edition, Pearson, England
14. Murugund, I C 2008 *Readings in General Sociology*, Grushti Prakashana, Dhanwad
15. Murugund, I C 2008 *Readings in Indian Sociology*, Grushti Prakashana, Dhanwad
16. Pitzer, George and W W Murphy, 2002, *Introduction to Sociology*, 3th edition, Sage Publications, New Delhi
17. <https://ocean.it.ume.se/sociology/charter/3-1-the-elements-of-culture/>
18. <https://www.unm.edu/~wilson/UNM/Courses/files/culturedef-3.pdf>
19. <https://patnewcomencollege.in/uploads/e-content/culture.pdf>
20. <https://magadhmahilacollege.org/wp-content/uploads/2020/02/Social-Structure.pdf>
21. https://www.researchgate.net/publication/361134333_SOCIAL_STRUCTURE
22. https://msbou.edu.in/uploads/THAT%20BASIC_CONCEPTS_OF_SOCIOLOGY.pdf
23. https://www.kounil.ac.in/site/writerreaddata/siteContent/202004082265671132Geha_PWS_Social_Process.pdf
24. <https://www.journalarticlelibrary.com/sociology/social-processes-the-meaning-types-characteristics-of-social-processes/2945>
25. <https://www.sociologylanka.ln/2021/10/social-processes.html>

B.A: Semester – II
SOC DSC - 2: FOUNDATION OF SOCIOLOGY

Course Title: Foundation of Sociology	
Total Contact hours: 70	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 50
Duration of Exam: 3 hours	

Course Objectives:

1. To introduce students to the fundamental concepts, nature, and scope of sociology.
2. To understand the process of Socialization, its stages, agents, and theoretical frameworks.
3. To examine the mechanisms and forms of Social control and their relevance in maintaining societal order.
4. To explore the concept of social deviance and conformity, along with their characteristics and theories.
5. To provide insights into Social Stratification, including caste, class, gender, and other hierarchical systems.
6. To analyze the dimensions and theories of Stratification, including structural, functionalist, Marxist, and Weberian views.
7. To understand different forms of social Mobility and factors that influence Movement within society.
8. To investigate the concept of Social Change, its theories, driving forces, and modern global impacts such as Globalization and Modernization.

Course Outcomes:

1. Define key sociological concepts like Socialization, Social Control, Deviance, Stratification, and change.
2. Identify and explain the agencies and forms of socialization and their influence on individual development.
3. Differentiate between formal and informal social control, and recognize their tools and characteristics.
4. Apply sociological theories (e.g., Labeling, Cultural Deviance, Freud, Mead, and Cooley) to real-life social behavior.
5. Analyze the causes and types of Social deviance, and understand the importance of Conformity in social life.
6. Critically examine Social Stratification in terms of caste, class, race, gender, status, and related inequalities.
7. Describe the various forms of Social Mobility and assess the factors enabling or restricting mobility in societies.
8. Evaluate the causes and Consequences of Social Change, and discuss contemporary processes like Globalization, McDonaldization, and Technological Advancement.

Activity:

Blended learning, Group discussions, role play, Micro project, field visit, Written/oral Presentation by Students

Content of Course: FOUNDATION OF SOCIOLOGY	75 HOURS
Unit – 1 Socialization	12
A. Socialization: Meaning, Definitions and Stages B. Agencies of Socialization: Family, Peer group, School and Media C. Forms of Socialization: Primary, Secondary, Developmental, Anticipatory and Resocialization D. Theories of Socialization: C.H. Cooley- Looking Glass Self, Sigmund Freud- Personality Development and G.H. Mead- Self development	
Unit – 2 Social Control	10
A. Social Control: Meaning, Definitions, Characteristics and Objectives B. Forms of Social Control: Formal Social Control and Informal Social Control C. Formal Social Control: Meaning, Definitions, Characteristics and Means of Formal social control D. Informal Social Control: Meaning, Definitions, Characteristics and Means of informal social control	
Unit – 3 Social Deviance and Social Conformity	12
A. Deviance: Meaning, Definitions and Characteristics B. Types of Deviance and Factors of Deviance C. Theories of Deviance: Biological, Labeling, Social disorganization and Cultural deviance theory D. Social Conformity: Meaning, Definitions, Characteristics, Factors facilitating Social Conformity	
Unit – 4 Social Stratification and Mobility	20
A. Social Stratification: Meaning, Definition and Characteristics B. Concepts: Equality, Inequality, Hierarchy, Exclusion, Poverty and Deprivation C. Forms of Stratification: Caste, Class, Race, Status and Gender D. Dimensions: Income, Wealth, Power, Schooling, Occupation and Prestige E. Theories of Stratification: Structural, Functionalist, Marxist and Weberian Theory F. Mobility: Meaning, Definitions, Forms: Horizontal, Vertical, Intergenerational, Intra-generational, Open and Closed System, Causes of Mobility	
Unit – 5 Social Change	15
A. Social Change: Meaning, Definitions and Characteristics B. Concepts of Social Change: Social Evolution, Social Progress and Social Development C. Theories of Social Change: Evolutionary, Cyclic, Conflict and Structural-functional theory D. Factors of Social Change: Education, Occupation and Social Change, Science, Technology and Social Change E. Globalization, Global Culture, Modernization, McDonalitzation (George Ritzer) F. Consequences of Social Change	

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. Compton-Groves, Catherine 2020, *Imagining Sociology: An Introduction with Readings*, 2nd Edition, Oxford University Press, Canada
4. Davis, Kingsley 1948, *Human Society*, Macmillan, Delhi
5. Farnanta, Joan 2012, *Seeing Sociology: An Introduction*, 3rd Edition, Cengage Learning, USA
6. Ferris, Kerry and Jiri Stah, 2012, *The Real World: An introduction to sociology*, 8th Edition, W W Norton, New York
7. Giddens, Anthony and Philip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd. New Delhi
8. Harlambos, M and R M Hoel, 1990, *Sociology: Themes and Perspectives*, Oxford University Press, Delhi
9. Inkeles, Alex 1987, *What Is Sociology?* Prentice-Hall of India, New Delhi
10. Jayaram, N 2005, *Sociology - Methods and Theories*, Macmillan India Ltd. Bangalore
11. Johnson, H M 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi
12. Lamant, Charles 2012, *Social Things: An Introduction to the Sociological Life*, Rowman and Littlefield Publishers, Maryland
13. MacLenn, Jenn 2012, *Sociology: Global Edition*, Pearson, England
14. Mulagund, V C 2008 *Readings in General Sociology*, Shashil Prakashana, Dhawad
15. Mulagund, V C 2008 *Readings in Indian Sociology*, Shashil Prakashana, Dhawad
16. Ritzer, George and W W Mursky, 2010, *Introduction to Sociology*, 5th edition, Sage Publications, New Delhi
17. <https://mymission.lamission.edu/userdata/elevensta/docs/OpenIGOSources/IGOTextbook/Socialization.pdf>
18. <https://egyankosh.ac.in/bitstream/123456789/18000/1/Unit11.pdf>
19. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
20. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
21. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
22. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
23. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
24. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
25. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
26. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>
27. <https://www.scribd.com/document/123456789/18000/1/Unit11.pdf>

B.A. Semester - III
SOC DSC -3: STUDY OF INDIAN SOCIETY

Course Title: Study of Indian Society	
Total Contact hours: 75	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 hours	

Objectives:

1. Understand the Structure of Indian Society – To study the traditional features, Diversity and unity of Indian society.
2. Analyse the Caste System – To examine the historical and contemporary roles, functions and changes in the caste system.
3. Examine the Family System – To understand the types, characteristics and changing patterns of Indian joint families.
4. Assess the Status of Women – To explore the historical evolution, present status and empowerment measures for women in India.
5. Study Marginalized Communities – To learn about the problems, constitutional safeguards and welfare Programmes for Scheduled Castes and Scheduled Tribes.

Course Outcomes:

1. Explain the diversity and unity of Indian society by identifying its traditional features and sources of variation.
2. Analyse the caste system in historical and modern contexts, including its functions, change and future trends.
3. Describe the structure and types of Indian families and evaluate factors leading to their transformation.
4. Evaluate the status of women in India across different periods and assess policies aimed at their empowerment.
5. Assess the conditions of Scheduled Castes and Scheduled Tribes and critically review welfare measures and constitutional provisions for their upliftment.

Activity:

Blended learning, Group discussions, role play, Mind project, field visit, written/oral Presentation by Students.

Content of Course: STUDY OF INDIAN SOCIETY	75 Hours
Unit – 1: Salient Features of Indian Society	10
A. Evolution of Indian Society and Traditional structure B. Salient Features of Indian Society C. Diversity of India: Religious, Race, Linguistic and Regional D. Unity in Diversity: Concept and Relevance in Contemporary India	
Unit – 2: Caste System in India	15
A. Varma, Jati and Caste: Meaning, Definitions and Traditional Features of Caste system B. Perspectives on the study of Caste system: B.S. Dhruva, M.N. Brinivas and Louis Dumont C. Perspective of Dr. B.R. Ambedkar on Caste (Annihilation of Caste) D. Caste in Modern India: Structure and Functions of Caste E. Changes in the Caste System: Causes and Future of the Caste System	
Unit – 3: Marriage and Family in India	15
A. Marriage: Traditional Types of Hindu Marriage B. Marriage in Muslims and Christians C. Forms and Trends in Marriage: Inter-Religion Marriage, Inter-Caste Marriage, Love Marriage, Re-Marriage, Widow Re-Marriage, Registered Marriage, Living Relationships, Contract Marriage D. Family: Joint Family and Nuclear Family: Meaning, Definitions and Characteristics E. Types of Family: Patriarchal-Illam, Matrarchal-Tanwad, Khadi and Bari F. Changes in Structure and Functions of Joint Family	
Unit – 4: Women in India	15
A. Status of Woman in Indian Society; Gender inequality B. Legal and Social Reforms, Role of SHGs and NGOs C. Women in Contemporary India: Women's Organizations and Human Rights D. Policies and Programmes for Women's Upliftment – Future Prospects E. Government Schemes - Beti Bachao Beti Padhao, Mission Shakti	
Unit – 5: Scheduled Castes, Scheduled Tribes and OBC	20
A. Scheduled Caste: Meaning and Definitions B. Untouchability: Concept, Practices and Problems C. Removal of Untouchability D. Scheduled Tribes: Meaning, Definitions, Characteristics and Problems E. Role of Dr. B.R. Ambedkar and Mahatma Gandhi in the Upliftment of Scheduled Caste and Scheduled Tribes F. OBC: Meaning, Definitions, Identity and Movements G. Constitutional Provisions and Other Welfare Programmes for SCs, STs and OBCs	

TEXT BOOKS:

1. Indian Society: Themes and Social Issues – Nadeem Hasnain (deep dive into social issues)
2. Indian Society: Structure and Change – S. C. Dube (structural shifts in Indian society)
3. Social Problems in India – Ram Ahuja (covers caste, gender, family, inequality)
4. Society in India: Concepts, Theories and Recent Trends – A.R. Desai (theoretical frameworks + changes)
5. Culture and Society in India – N.K. Bose (historical-sociological lens)
6. Constructing Post-Colonial India: National Character and the Doon School – Sanjay Srivastava (identity, elite institutions)
7. Sociology of India – II (Hindi, MUC-4) – Singh & Prasad (as per NEP 2020)
8. Sociology of Indian Society (Kannada Edition) – Shankar (covers caste, marriage, family, women, SC/ST, mobility)
9. Urban Sociology in India – M.S.A. Rao (urban change, issues)
10. Urban Problems: Urban Society – Grint & Fava (urban challenges)
11. Urban Sociology – Morris Philip (urban sociological theories)
12. A Textbook of Urban Sociology – Ramnath Sharma (Indian urban focus)
13. Urban Sociology – Rajendra K. Sharma (academic reference)
14. Sociological Theory – George Ritzer (theoretical foundations)
15. Haralambos (introductory textbook used for optional sociology)

Academic Journals & Online Articles:

1. Contributions to Indian Sociology – peer-reviewed journal on Indian society
2. Sociological Bulletin – official journal of Indian Sociological Society
3. Indian Journal of Sociology (INDIS) – open-access scholarship platform
4. Indian Journal of Society and Politics – multidisciplinary research journal
5. Contemporary Indian Society – curated bibliography for modern sociological research
6. India's Societal Hierarchies & Way of Life – Asia Society article on diversity and social structures

DSE1 (A) - SOCIOLOGY OF TOURISM AND MANAGEMENT**Course Title: Sociology of Tourism and Management**

Total Contact Hours: 45

Course Credits: 3

Formative Assessment Marks: 20

Summative Assessment Marks: 80

Duration of Exam: 3 hours

Course Objectives:

1. To introduce students to the sociological concepts related to Tourism, including the relationship between tourism, culture, leisure, and society.
2. To explore the types of tourism and their impacts on hosts and guests, focusing on mutual influence and cultural dynamics. And To understand the structure of the Tourism system, tourist motivation, and the social, economic and environmental impacts of Tourism.
3. To provide knowledge on the Management aspects of Tourism, including accommodation, Transportation, marketing, and consumer behavior. And To examine the role of Information Technology in Tourism development, including e-tourism and ICT tools in Tourism Marketing and services.

Course Outcomes:

At the end of the course, the student will be able to:

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

Activity:

Blended learning, Group discussions, Role play, Micro project, field visit, written/oral Presentation by the Students.

Content of Course: SOCIOLOGY OF TOURISM AND MANAGEMENT

45

Hours

Unit – 1 Sociology, Tourism, Tourists

15

- A. Definitions of Sociology, Culture, Tourism, Tourists, Tourist Data; Relation between Tourism, Leisure and Recreation; Sociology of Tourism.
- B. Types of Tourism: Cultural, Heritage, Medical, Food, Sports, and Eco Tourism.
- C. Tourism and Locals: Hosts and Guests: Mutual Impact.

Unit – 2 Tourism System

15

- A. Development and Structure of the Tourist System - Motivation and Role of Tourist.
- B. Impact of Tourism on Host Place: Social, Economic, Climate and Environmental.
- C. Sustainable Tourism: Definitions of Sustainable and Sustainability of Tourism.

Unit – 3 Tourism Management

15

- A. Demand for Tourism at Individual and Market level; Tourism Consumer Behavior: Roles and Decision Making Process; Accommodation: Definition and Management of Commercial Accommodation; Transportation as Tourist Product; Role of Intermediaries.
- B. Marketing for Tourism: Definition; Difference between Marketing and Selling; Tourism as a Service industry: Product, Price, Promotion and Place.
- C. Information Technology and Tourism: ICT as a Business Tool; e-Tourism.

TEXT BOOKS:

Unit 1: Sociology, Tourism, Tourists

1. Nash, Dennis = *Anthropology of Tourism* (Foundational on host/guests)
2. Urry, John & Larsen, Jonas = *The Tourist Gaze 2.0* (concept of tourist gaze)
3. Smith, Valene = *Hosts and Guests: The Anthropology of Tourism*
4. Mathison, A. & Wall, G. = *Tourism: Economic, Physical and Social Impacts*
5. Cooper, Chris et al. = *Tourism: Principles and Practice*

Articles & Web Resources:

6. "Types of Tourism" – UNWTO Tourism Types Overview (<https://www.unwto.org/>)
7. Cohen, Erik – "A Phenomenology of Tourist Experiences" (*Annals of Tourism Research*)
8. "Sociology of Tourism" – Oxford Bibliographies (<https://www.oxfordbibliographies.com/abstract/document/obo-9780199756334/obo-9780199756334-0163.xml>)

Unit 2: Tourism System & Sustainability

9. Lalper, Neil = *Tourism Systems: An Interdisciplinary Perspective*
10. Weaver, David = *Sustainable Tourism: Theory and Practice*
11. Hall, C. Michael = *Tourism Planning: Policies, Processes and Relationships*
12. Sharpley, Richard = *Tourism, Tourists and Society*

Articles & Web Resources:

13. "Sustainable Tourism" – UNEP & UNWTO Joint Report PDF (<https://wedocs.unep.org/>)
14. McCool, Stephen & Moyle, Neil = *Tourism, Recreation and Sustainability*
15. "Impact of Tourism on Host Communities" – WTTC Reports (<https://wtcc.org/>)
16. "Climate Change and Tourism" – IPCC Special Report Chapter (<https://www.ipcc.ch/>)

Unit 3: Tourism Management & Marketing

17. Kotler, Philip et al. = *Marketing for Hospitality and Tourism*
18. Middleton, Victor T.C. = *Marketing in Travel and Tourism*
19. Holloway, J. Christopher = *The Business of Tourism*
20. Page, Stephen J. = *Tourism Management: An Introduction*
21. Buhalis, Dimitrios = *eTourism: Information Technology for Strategic Tourism Management*

Articles & Web Resources:

22. "Tourism Consumer Behaviour" – ScienceDirect Article (<https://www.sciencedirect.com/topics/business-management/tourism-consumer-behavior>)
23. "Accommodation Sector Management" – UNWTO Accommodation Guidelines (<https://www.unwto.org/>)
24. "Tourism Product, Price, Place, Promotion" – Tourism Marketing Basics PDF (<https://www.researchgate.net/>)
25. "ICT in Tourism" – OECD Digitalisation in Tourism Report (<https://www.oecd.org/>)

DSE 1 (B): SOCIOLOGY OF FOOD CULTURE

Course Title: Sociology of Food Culture	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 hours	

Course Objectives:

1. To introduce students to the sociological dimensions of food, eating practices, and their cultural significance.
2. To explore how social structures, norms, and beliefs shape food choices and taboos.
3. To examine the transformation of food systems from domestic cooking to industrial production and service sectors.
4. To analyze how food relates to identity, body image, consumption patterns, and global inequalities.
5. To critically evaluate modern food practices, including GMOs, organic trends, and their implications in a risk society.

Course Outcomes:

1. Demonstrate a sociological understanding of food habits, rituals, and cultural meanings.
2. Identify and explain the social determinants of food consumption and preferences.
3. Analyze the impact of industrialization on food production, distribution, and dining culture.
4. Critically assess the social issues related to diet, including body image, overeating, and hunger.
5. Evaluate contemporary food practices and policies in the context of risk, health, and sustainability.

Activity:

Blended learning, Group Discussions, Role play, Micro Project, Field visit, Written/oral Presentations by Students.

Content of Course : SOCIOLOGY OF FOOD CULTURE	45 Hours
Unit – 1 Introduction	15
A. Sociological Nature of Food and Eating: Sacred and Taboo Foods, Food, Society and Social Change B. Determinants of Food Consumption – Types of Food: Vegetarian, Non-vegetarian, Omnivore and Vegan C. Local Food Cultures and Taste for Exotic	
Unit – 2 Food from Domestic to Industry	15
A. Industrialization of Food Production and Distribution B. Hotels, Restaurants and Catering Sector C. Cooking for Self-Pleasure	
Unit – 3 Food and Risk Society	15
A. Diet and Body: Social Appearance and Beauty B. Global Overview: Consumption Patterns and Risks: Overeating, Under Eating and Hunger C. BMI Foods, Organic Foods and Modern Food Practices as Risk Factors	

Text Books:

Unit 1: Introduction to Sociology of Food and Eating

Books & Academic Texts:

1. Murratt, Anna – *The Sociology of Food: Eating, Diet and Culture*
2. Mannell, Stephen – *All Manners of Food: Eating and Taste in England and France*
3. Beardsworth, Alan & Keil, Teresa – *Sociology on the Menu: An Invitation to the Study of Food and Society*
4. Counihan, Carol & Van Esterik, Penny – *Food and Culture: A Reader*
5. Fischler, Claude – *"Food, Self and Identity"* (Social Science Information)
6. Caplan, Pat – *Food, Health and Identity*

Articles & Web Resources:

7. "Sacred and Taboo Foods Across Cultures" – BBC Food Stories (<https://www.bbc.com/travel/article/20200224-sacred-and-taboo-foods>)
8. "Vegetarianism, Veganism and Food Choice" – Oxford Academic Journal (<https://academic.oup.com/nutritionreviews>)
9. "The Sociology of Food Taste" – Cambridge University Press (<https://www.cambridge.org/core/journals>)

Unit 2: Food from Domestic to Industry

Books & Academic Texts:

10. Belasco, Warren – *Food: The Key Concepts*
11. Nestle, Marion – *Food Politics: How the Food Industry Influences Nutrition and Health*
12. Mintz, Sidney – *Sweetness and Power: The Place of Sugar in Modern History*
13. Sloan, David – *Hospitality Marketing (Hotels, Restaurants, Catering)*
14. Pollan, Michael – *Cooked: A Natural History of Transformation*

Articles & Web Resources:

15. "Industrialization of Food" – FAO Food Industry Reports (<https://www.fao.org/>)
16. "Restaurant and Catering Sector Trends" – UNWTO Reports (<https://www.unwto.org/>)
17. "Cooking for Pleasure and Wellbeing" – Journal of Positive Psychology (<https://www.tandfonline.com/>)

Unit 3: Food and Risk Society

Books & Academic Texts:

18. Beck, Ulrich – *Risk Society: Towards a New Modernity* (theoretical base)
19. Lang, Tim & Heasman, Michael – *Food Wars: The Global Battle for Mouths, Minds and Markets*
20. Guernhan, Julie – *Weighing In: Obesity, Food Justice, and the Limits of Capitalism*
21. Nestle, Marion – *Safe Food: The Politics of Food Safety*
22. Schlosser, Eric – *Fast Food Nation*

Articles & Web Resources:

23. "GM: Foods and Food Security" – WHO Fact Sheet (<https://www.who.int/news-room/fact-sheets/detail/food-genetically-modified>)
24. "Organic Foods: Benefits and Myths" – Harvard School of Public Health (<https://www.hsph.harvard.edu/>)
25. "Modern Food Risks and Health" – UN Nutrition Briefs (<https://www.unnutrition.org/>)

DSE 1 (C) SOCIOLOGY OF EVERYDAY LIFE

Course Title: Sociology of Everyday Life	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 hours	

Course Objectives:

1. To introduce students to everyday life as a sociological concept, emphasizing its relevance in understanding broader social structures.
2. To examine the role of social interaction and socialization in shaping daily behavior, habits, and identities.
3. To understand how culture and media influence everyday experiences and identity formation.
4. To analyze the impact of globalization and cultural diffusion on individual and collective life practices.

Course Outcomes:

At the end of the course, the student will be able to:

1. Look at the familiar world from a new perspective.
2. Appreciate how our social world is constructed.
3. Communicate effectively in written and oral formats.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course : SOCIOLOGY OF EVERYDAY LIFE	45 HOURS
Unit – 1 Introduction	12
A. Sociology as a Study of Social Interaction and It's Need B. Everyday Life – Meaning: Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens): Role of Socialization in Establishing Habits and Practices – Action, Thinking and Feeling C. Social Institutions as Established Practices and Customs – Definition and Elements	
Unit – 2 Self and Society	15
A. Definition of Situation (W.I. Thomas' Principle) B. The Looking-Glass Self; Relation Between Individual and Society C. Role of Social Media in Constructing Self and Identity	
Unit – 3 Culture in Everyday Life	18
A. Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture B. Mass Media and Everyday Life C. Globalization and Cultural Diffusion	

Test books:

1. Berger, P. L. (1963). *Invitation to Sociology: A Humanistic Perspective*. Doubleday, Garden City, N.Y.
2. Bruce, Steve. (2015). *Sociology: A Very Short Introduction* (2nd ed.). Oxford University Press, New York.
3. Corrigan-Brown, Catharina. (2020). *Imagining Sociology: An Introduction with Readings* (2nd ed.). Oxford University Press, Canada.
4. Coser, Lewis. (1977). *Masters of Sociological Thought*. Harcourt Brace Jovanovich, New York.
5. Davis, Kingsley. (1948). *Human Society*. Macmillan, Delhi.
6. Ferrante, Joan. (2013). *Seeing Sociology: An Introduction* (3rd ed.). Cengage Learning, USA.
7. Ferris, Kerry, & Stein, JH. (2018). *The Real World: An Introduction to Sociology* (8th ed.). W.W. Norton, New York.
8. Giddens, Anthony, & Sutton, Philip W. (2013). *Sociology* (7th ed.). Wiley India Pvt. Ltd., New Delhi.
9. Haralambos, M., & Heald, R. M. (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 1999, *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. Machver R M and Page C M 1974, *Society: An Introductory Analysis*, Macmillan India Ltd, New Delhi
15. Macdonis, John 2018, *Sociology Global Edition*, Pearson, England
16. Merton, R K 1968, *Social Theory and Social Structure*, The Free Press, Glencoe
17. Mulagund, I C 2008 *Readings in General Sociology*, Srushti Prakashana, Dhanwad
18. Mulagund, I C 2008 *Readings in Indian Sociology*, Srushti Prakashana, Dhanwad
19. Ritzer, George and W W Murphy, 2020, *Introduction to Sociology*, 5th edition, Sage Publications, New Delhi
20. ಕರ್ನಾಟಕ ಸರ್ಕಾರ, 1995, ಸಾಮಾಜಿಕ ವಿಜ್ಞಾನ (ಸಾರಾಂಶ ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕ) ಎಂಟು ಭಾಗಗಳಲ್ಲಿ ಬಿಡುಗಡೆ.
21. ಎ. ಎ. ಬರದವಾರ್ 2021, (ಸಾಮಾಜಿಕ ವಿಜ್ಞಾನ) ಪಠ್ಯಪುಸ್ತಕ ಸಮಾಜ ಮತ್ತು ಪದ್ಧತಿ ಪ್ರಕಟಣೆ, ಮಂಡಗೋಡ.
22. ಎ. ಎ. ಬರದವಾರ್ 2021, ಭೌಗೋಳಿಕ ವಿಜ್ಞಾನ ಸಮಾಜವಿಜ್ಞಾನ ಮತ್ತು ಪದ್ಧತಿ ಪ್ರಕಟಣೆ, ಮಂಡಗೋಡ.

Reference Works:

Suggested Activities:

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 Colour, 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

2. 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

3. 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:

- Classical dance and music constitutes culture
- Folk literature is a part of culture
- Pick pocketing is part of culture
- Newspapers and magazines are part of culture
- 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 over socialization given by Durkheim).

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/his-dish-has-topped-the-global-list-of-most-searched-indian-food/548197>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?

B.A. Semester- IV
SOC DSC - 4: RURAL SOCIETY IN INDIA

Course Title: Rural Society in India	
Total Contact hours: 75	Course Credits: 5
Formative Assessment/Marks: 20	Summative Assessment/Marks: 80
Duration of Exam: 3 hours	

Course Objectives:

1. Understand the dynamics of rural society.
2. Analyse demographic and social structures.
3. Evaluate rural economies and livelihood patterns.
4. Understand the Impact of policies and development programs.
5. Identify key challenges and propose sociological solutions.

Course Outcomes:

By the end of this course students will be able to:

1. Explain the features, evolution of rural society
2. Analyse demographic trends, Migration patterns and their socio-economic consequences
3. Evaluate the policies, developmental programmes and Panchayati Raj institutions on rural transformation.
4. Propose sociologically informed solutions to key challenges in rural society.

Activity :

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course: RURAL SOCIETY IN INDIA	75 HOURS
Unit – 1 Introduction to Rural Society	12
A. Definition and Characteristics: Definitions of 'Rural' in the Indian context: Census and Planning Commission Criteria, Salient features of Rural Society B. Historical Perspective: Evolution of Rural Communities in India, Social Structures in Traditional Indian Villages C. Agrarian Social structure: Land Tenure Systems (Colonial Period), Post-Independence Indian Land Reforms Law	
Unit – 2 Demographic and Social Structure	10
A. Population Dynamics: Population Growth and Density in Rural areas, Patterns of Rural-urban Migration and its Consequences B. Caste and Class in Rural India: Persistence and Transformation of Caste Structures, Agrarian Class Structure and Rural Stratification C. Gender Roles and Relations: Gender Division of labor in Rural areas, Status and challenges of Rural women	

Unit – 3 Rural Economy	15
A. Agriculture and Allied Activities: Importance of Agriculture in Rural Livelihoods, Role of Livestock, Fisheries and Forestry B. Non-Farm Activities: Significance of Rural and Cottage Industries, Informal Sector and Rural Employment C. Rural Markets and Trade: Structure and Functioning of Weekly Markets and Haats, Cooperatives and Self-Help Groups (SHGs) in Rural Economy	
Unit – 4 Rural Development and Policy	15
A. Government Policies and Programs: Key programs: MGNREGS, NRLM, PMGSY, PMAR, Evaluation and Challenges in Implementation B. NGOs and Civil Society: Contribution of Voluntary Organisations in Rural Development, Case Studies of Successful Rural Interventions C. Panchayath Raj Institutions (PRIs): 73rd Constitutional Amendment and PRI structure, Role in Decentralization and Grassroots Democracy	
Unit – 5 Challenges and Issues in Rural India	15
A. Poverty and Challenges: Indicators of Rural Poverty, Government and Community Strategies for Poverty Alleviation B. Environmental Issues: Depletion of Natural Resources and Rural Livelihoods, Climate Change Impacts and Adaptation Practices C. Social Issues: Rural Indebtedness and Farmer Suicides, Social Evils: Dowry, Child Marriage, Caste-based Discrimination	

SUGGESTED CLASSROOM ACTIVITIES (UNIT-WISE)

Unit 1: Introduction to Rural Society

- Timeline Creation: Trace historical events affecting rural India.
- Comparative Writing: Pre- and post-sociological understanding of villages.

Unit 2: Demographic and Social Structure

- Population Dynamics:
 - Case Study: Migration trends in rural communities.
- Caste and Class in Rural India:
 - Debate: Caste-based reservations and rural development.
 - Gender Roles and Relations:
 - Role Play: Evolution of gender roles in rural households.

Unit 3: Rural Economy

- Agriculture and Allied Activities:
 - Field Visit: Observe farming practices and rural livelihoods.
- Non-Farm Activities:
 - Field Trip: Explore a rural cottage or craft industry.
- Rural Markets and Trade:
 - Simulation: Weekly haat or local market; analyse structure and trade flow.

Unit 4: Rural Development and Policy

- Government Programs:
 - Group Project: Evaluate a rural development scheme (e.g., MGNREGS).
- NGOs and Civil Society:
 - Presentation: Impact of a prominent NGO in rural India.
- Panchayati Raj Institutions:
 - Role Play: Simulate a Panchayat meeting and grassroots decision-making.

Unit 5: Challenges and Future Prospects

- Poverty and Inequality:
 - Mini Research: Study poverty alleviation initiatives in a selected rural area.
- Environmental Issues:
 - Group Discussion: Sustainability practices observed in rural areas.
- Social Issues:
 - Panel Discussion: Engage with NGO representatives on rural social problems.
- Future Prospects:
 - Group Presentation: Showcase innovative rural development practices.

Unit-Wise Readings

Unit 1: Introduction to Rural Society

- Dasg, A. R. (1977). *Rural Sociology in India*. Popular Prakashan.

Unit 2: Demographic and Social Structure

- Khatri, S. (2006). Migration and its impact on rural India. *India Migration Report*, 2-24.
- Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Asia Publishing House.
- Agarwal, S. (1994). Gender relations in rural India. *Journal of Peasant Studies*, 21(1), 1-49.

Unit 3: Rural Economy

- Chatterjee, M. L. (1991). *Indian Agricultural Development Since Independence*. Oxford & IBN.
- Papola, T. J. (1987). Rural non-farm employment in India. *Asian Employment Programme*.
- Jodha, S. S. (2011). *Village Society*. Orient Blackswan.

Unit 4: Rural Development and Policy

- Dasg, J. & Sen, A. (2012). *An Uncertain Glory: India and its Contradictions*. Princeton University Press.
- Roy, M. S. (2007). The role of NGOs in rural development. *Contemporary Issues and Ideas in Social Sciences*, 8(1), 1-19.
- Jayal, N. G. (2007). Panchayati Raj Institutions and rural development. *Indian Journal of Public Administration*, 52(1), 1-13.

Unit 5: Challenges and Future Prospects

- Athreya, V. (2006). *Poverty and Rural Development*. Himalaya Publishing.
- Patilgare, K. (2006). Climate change and agriculture in India. *Agricultural Systems*, 100(1), 1-11.
- Chivikut, G. (1991). Social issues in rural India: Caste and gender. *Economic and Political Weekly*, 26(11), 473-482.
- Pingali, P. L. (2017). *Agriculture and Rural Development in a Globalizing World*. Routledge.

General and Supplementary Reading List

Books:

- Desai, A. R. (1977). Rural Sociology in India. Popular Prakashan.
- Gupta, D. (2017). Rural India: Perspectives from Recent Research. Nyogi Books.
- Shadri, A. (1993). The Economic Structure of Backward Agriculture. Academic Press.
- Maheshwari, S. R. (1986). Rural Development in India. Sage.
- Shah, M. (2012). Water: Growing Understanding. Orient Blackswan.

Articles:

- Freudenberg, W. R. (1991). Rural sociology and the environment. Annual Review of Sociology, 17(1), 305-327.
- Chand, R. (2010). Agricultural productivity in India. Indian Journal of Agricultural Economics, 65(1), 1-13.

Multimedia Resources:

- Documentaries: e-India Uncovered – Dr. Shail K. (2007), Orient Media.
 - Khadi Rasi – Doordarshan Television Series.
- Interviews:
 - YouTube/Academic platforms – interviews with rural sociologists & economists.

Kannada Language References:

1. ಎಂ.ಎಸ್. "ಪರಿಶಿಷ್ಟ ವರ್ಗ" ಕುರಿತು ಸಂಶೋಧನೆ, ದೊಡ್ಡ
2. ಎಂ.ಎಸ್.ಎಂ.ಎಸ್.ಎಂ. (2002) 'ಗ್ರಾಮೀಣ ವರ್ಗ', ಪ್ರಗತಿ ಪ್ರಕಾಶ, ಬೆಂಗಳೂರು
3. ಎಂ.ಎಸ್.ಎಂ.ಎಸ್.ಎಂ. (2002) 'ಪರಿಶಿಷ್ಟ ವರ್ಗ', ಪ್ರಗತಿ ಪ್ರಕಾಶ, ಬೆಂಗಳೂರು
4. ಎಂ.ಎಸ್.ಎಂ.ಎಂ. "ಪರಿಶಿಷ್ಟ ಗ್ರಾಮ ಪಂಚಾಯತ್ ಸಂವಿಧಾನ" - 2 ನೇ ಭಾಗ ಪ್ರಕಾಶ
5. ಎಂ.ಎಸ್.ಎಂ.ಎಂ. 2002 (2002, 3 ನೇ ಭಾಗ) ಪರಿಶಿಷ್ಟ ವರ್ಗ 2 ನೇ ಭಾಗ ಪ್ರಕಾಶ

SOC DSE 2(A): SOCIOLOGY OF HEALTH AND MEDICINE

Course Title: Sociology of Health and Medicine	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 hours	

Course Objectives:

1. To introduce the sociological understanding of health, illness and healthcare systems.
2. To analyse the social, cultural and economic determinants of health.
3. To examine dominant and alternative models of medicine and healthcare.
4. To study health institutions, professionals and their interactions.
5. To promote critical reflection through field-based learning on health programs and policies.

Course Outcomes:

By the end of this course, students will be able to:

1. Define and explain key sociological concepts related to health, illness and the healthcare system.
2. Analyse how social, cultural, and economic factors shape health behaviors and access to healthcare.
3. Compare dominant biomedical models with alternative systems of medicine from a sociological perspective.
4. Evaluate the structure and functioning of health institutions and the roles and relationships of healthcare professionals and patients.
5. Critically assess public health programs and policies through field-based observations and community interactions.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course : SOCIOLOGY OF HEALTH AND MEDICINE	45 Hours
Unit – 1 : Introduction to Sociology of Health	10
A. Sociology of Health: Meaning, Nature, and Need B. Emergence and Development of Sociology of Health – Global and Indian Context C. Key Actors: Doctors, Nurses, Paramedical Staff, Patients – Relationships and Dynamics	
Unit – 2 Social, Cultural and Economic Determinants of Health	10
A. Social Determinants: Class, Caste, Power, Gender, Social Cohesion B. Cultural Determinants: Beliefs, Traditions, Food Practices, Environment C. Economic Determinants: Poverty, Homelessness, Living Conditions, Neighborhood	

Unit – 3 Models and Systems of Health

15

- A. Systems of Medicine: Biomedicine and AYUSH
- B. Dominance of the Biomedical Model and its Critique
- C. Sick Role (Talcott Parsons) and Expanding Illness
- D. Hospital as a Social Organisation
- E. Primary Health Centres – Objectives & Functions

Unit – 4 Contemporary Issues in Health Care

10

- A. Medicalisation of Health: Meaning and Critique
- B. Pharmaceuticalisation: Role of Drug Industry and Consumption of Medicines
- C. Commercialisation of Health Services
- D. Ethics and Inequalities in Health Access

Suggested Activities:

1. Visit to a Primary Health Centre (PHC) or Government Hospital
2. Organise a field visit to observe healthcare delivery, infrastructure, patient-doctor interaction, and public health services. Students prepare a reflective report.
3. Case study on Traditional Healing Practices
4. Students can interview a local practitioner of Ayurveda, Siddha, Unani, or indigenous healing systems and document their worldview, treatment approach, and community trust.
5. Debate/Role Play on Medical Ethics
6. Conduct a role play or debate on related issues

Reference Books:

1. Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001), The Sociology of Health and Medicine- A Critical Introduction, Cambridge: Polity Press.
3. Basu, Rama V. (1999). Private Health Care in India, New Delhi: Sage.
4. Bloom, Samuel W. (1962). The Doctor and His Patient, New York: Free Press.
5. Choo Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Praetice Hall.
6. Cockburn, William C. (1997). Medical Sociology, New Jersey: Praetice Hall
7. Cos, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
8. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.
9. Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.
10. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
11. Gorman, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.
12. Schwett, Howard (1964). Dominant issues in Medical Sociology, New York: McGraw Hill.
13. Vankarabhatnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan.

SOC DSE 2(B): SOCIETY AND ARTIFICIAL INTELLIGENCE

Course Title: Society and Artificial Intelligence	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 hours	

Course Objectives:

1. Introduce students to the sociological implications of Artificial Intelligence (AI) in contemporary society.
2. Critically examine how AI is reshaping labor, governance, education, and interpersonal relations.
3. Understand the role of power, ethics, and inequality in the design and application of AI systems.
4. Explore emerging debates around algorithmic bias, surveillance, data colonialism, and digital justice.
5. Equip students with conceptual tools to assess the social impact of automation and intelligent technologies.

Course Outcomes:

By the end of the course, students will be able to:

1. Identify and explain how AI is transforming various spheres of society.
2. Analyse social inequalities and ethical concerns in algorithmic decision-making.
3. Understand AI through a sociological lens—linking it with class, caste, gender, and global power.
4. Engage in critical discussions on automation, job loss, and surveillance.
5. Reflect on the future of human agency, rights, and democracy in an AI-mediated world.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course: SOCIETY AND ARTIFICIAL INTELLIGENCE	45 HOURS
Unit – 1 Introduction to AI and Society	9
A. What is Artificial Intelligence? Origins and Definitions B. Types of AI: Narrow, General, and Super Intelligence C. AI and the Fourth Industrial Revolution D. Sociological Imagination and the Study of Technology	
Unit – 2 AI and the Future of Work	9
A. Automation and Labour Displacement B. Gig Economy and Algorithmic Management C. Digital Labour and platform Capitalism	
Unit – 3 Algorithmic Bias and Social Inequality	9
A. How algorithms encode social bias – Caste, Race, Gender B. Case studies: Recruitment, Predictive Policing, Credit Scoring C. Ethics of Algorithm Design and Data use	

Unit – 4 Surveillance and Control in the AI Era	9
A. Surveillance Capitalism – Zuboff's Perspective B. Facial Recognition and Predictive Policing C. Data Privacy and Implications for Civil Liberties	
Unit – 5 AI, Citizenship, and Digital Democracy	9
A. Deep fakes, Misinformation, and Disinformation B. E-governance and use of AI in Public Service Delivery C. The future of rights, justice, and inclusion in a Digital Society	

Suggested Activities:

1. Group debates: "Will AI create more inequality or eliminate it?"
2. Analyze a real-world case of algorithmic bias (e.g., facial recognition, caste-blind recruitment).
3. Poster-making: The timeline of AI and society
4. Field study/project: Mapping digital usage or perceptions of AI in a local community
5. Presentation: The role of AI in job markets and education
6. Watch and critique a documentary (e.g., Coded Bias, The Social Dilemma)

References:

1. Zuboff, V. (2018). *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. St. Martin's Press.
2. NITI Aayog (2021). *Responsible AI for All: National Strategy for Artificial Intelligence* (India-specific context).
3. Noble, S. U. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. NYU Press.
4. O'Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown.
5. Srnicek, N. (2017). *Platform Capitalism*. Polity Press.
6. Jusskind, D. (2020). *A World Without Work: Technology, Automation, and How We Should Respond*. Metropolitan Books.
7. Zuboff, S. (2019). *The Age of Surveillance Capitalism*. PublicAffairs.

SOC D5E 2(C) APPLIED SOCIOLOGY IN MEDIA AND COMMUNICATION

Course Title: Applied Sociology in Media and Communication	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 hours	

Course Objectives:

1. Introduce students to the sociological significance of media and its role in shaping public discourse.
2. Equip students with practical skills in media writing, social messaging, and visual communication.
3. Encourage the use of sociological knowledge for advocacy, awareness, and inclusive messaging.
4. Provide training in digital tools for creating content, infographics, and audio-visual storytelling.
5. Enable students to work in public-facing roles in NGOs, campaigns, journalism, and CSR initiatives.

Course Outcomes:

By the end of the course, students will be able to:

1. Understand media as a tool for social change and sociological intervention.
2. Communicate social issues through written and visual formats.
3. Create short public messages and awareness campaigns.
4. Use basic tools for graphic design and audio content.
5. Apply sociological knowledge in journalism, social advocacy, and digital communication.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course: APPLIED SOCIOLOGY IN MEDIA AND COMMUNICATION	45 Hours
Unit – 1: Introduction to Media and Society	3
A. Media as a Social Institution B. Types of Media: Mass Media, Social Media, Alternative Media C. Relationship between Media, Culture, and Power	
Unit – 2: Writing Sociology for the Public	9
A. Basics of Writing: News Reports, Feature Articles, Opinion Columns B. Sociological Writing: Language, Tone, and Accessibility C. Objectivity, Representation, and Bias in Media Texts	
Unit – 3: Visual Communication and Infographics	9
A. Sociology of Visual Culture and Media Representation B. Designing Infographics, Posters, and Photo Stories for Social Campaigns C. Basics of Visual Storytelling for Awareness and Advocacy	

Unit – 4 Social Media and Advocacy	9
A. Using Facebook, Instagram, YouTube, and X (Twitter) for Social Messaging B. Planning and Executing Awareness Posts, Stories, and Short Reels C. Ethics of Digital Advocacy and Engagement	
Unit – 5 Podcasts and Audio Story Telling	9
A. Introduction to Podcasting as a Sociological Tool B. Structuring an Episode: Scriptwriting, Interviewing, Sequencing C. Basics of Recording, Editing, and Voice Delivery for Audio Content	

Suggested Activities:

1. Write a mock newspaper article on a local social issue
2. Design an infographic/poster on caste/gender/environment using Canva
3. Create a 2-minute podcast on "Everyday inequality" or "Local heroes"
4. Develop a week-long social media campaign (mock) for an issue of your choice
5. Conduct an interview and turn it into a video/photo story
6. Field visit to a media house or NGO communication cell

References:

1. Bhargava, K., & Dhanija, S. (2018). Visualising Data Storytelling. SAGE.
2. Chatterjee, P. (2021). Writing for the Media. Oxford University Press.
3. Coudry, N. (2012). Media, Society, World: Social Theory and Digital Media Practice. Polity.
4. Kellner, D., & Duan, M. G. (2006). Media and Cultural Studies: KeyWorks. Wiley/Blackwell.
5. Lippman, R. A. (2006). The Economics of Attention: Style and Substance in the Age of Information. University of Chicago Press.
6. Podcasts as Resources: All India Radio, Suro India, BBC India, Dait History Month Podcast.
7. Silverstone, R. (1988). Why Study the Media? SAGE.

Question Paper Pattern for DSC and OSE (Revised NEP Scheme)

B.A. Examination Month / Year

SOCIOLOGY

Sociology Title of the Paper

Maximum Marks = 80

Time: 03 Hours

Instructions to Candidates:

- 1) Answer all Parts of Question.
- 2) Answer should be Written Completely either in Kannada or in English.

PART-A

i. Answer any TEN of the following Questions in one or two Sentences each: 10 X 2 = 20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

PART-B

II. Answer any **SIX** of the following Questions in five to ten Sentences each: **6 X 5 = 30**

15.

16.

17.

18.

19.

20.

21.

22.

23.

PART-C

III. Answer any **THREE** of the following Questions in not exceeding two Pages each: **3 X 10 = 30**

24.

25.

26.

27.

28.
