

Semester 1

Title of the Course:

DSC 1 Understanding Sociology		DSC 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

DSC 1 Understanding Sociology	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

Course Outcomes:

At the end of the course the student should be able to:

1. Understand the nature and role of Sociology in a changing world
2. Comprehend the uniqueness of sociological imagination in the study of real world
3. Recognize different perspectives of perceiving the workings of social groups
4. Differentiate between sociology's two purposes - science and social reform
5. Express one's understanding of current social issues in oral and written forms

Semester 1

DSC 1: Understanding Sociology	42 Hrs
Unit - 1 Sociology as Science	17
Chapter No. 1 Sociology as a study of Groups and Social Interaction -Definition, Scope and Need; Sociology as Science Vs. Sociology as Social Reform	
Chapter No. 2 Foci of Sociology: Social Institutions	
Chapter No. 3 Sociological Eye (Randall Collins), Sociological Imagination Charles Wright Mills' distinction between trouble (<i>i.e. personal innature</i> and issue, <i>i.e. public in nature</i>)	
Chapter No. 4. Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist	

Unit – 2 Culture and Socialization	14
Chapter No. 5. 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 Chapter No. 6. Global Culture: Globalization of Values; Cultural Imperialism Chapter No. 7. Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide Chapter No. 8 Socialization: Definition, Stages, Theories of Self: Charles Horton Cooley and George Herbert Mead	
Unit – 3 Social Change	11
Chapter No. 9 Meaning, Definitions and Features, Changes due to Industrialization, Rationalization, Globalization, Urbanization and Information Explosion Chapter No. 10. Consequences of Change: Changing age Structure of Societies: Technological Impact on Social Life; Changing Environment	

Text Books

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- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bottomore, T.B.: Sociology: A Guide to Problems and Literature. George Allen and Unwin, Bombay, India.
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- Davis Kingsley (1982): Human Society, Surfeit Publications, New Delhi.
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- Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
- Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
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- Johnson Harry M. (1995): Sociology: A Systematic Introduction, New Delhi : Allied Publishers
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- Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
- Macionis, John 2018, Sociology Global Edition, Pearson, England
- Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- George and W W Murphy, 2020, Introduction to Sociology, 5th edition,
- Mulugund, I. C. (2008): Readings in General Sociology, Shrushti Prakashan, Dharwad.
- Ogburn and Nimkoff (1964): A Handbook of Sociology, Publishing House, Pvt. Ltd, Ram Nagar, New Delhi.
- Sage Publications, New Delhi
- Samuel Koenig (1960): Sociology- An Introduction to the Science of Society. Barnes and Noble, INC, New York
- Shankar Rao (2004): Sociology. S. Chand & Co. New Delhi.
- Sharma R. N. (1976): Principles of Sociology. Media Publishers and Promoters Ltd, Bombay.
- ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ(ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
- ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

References

Unit 1

- <https://www.drrandallcollins.com/sociologicaeye> 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/Giles/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/files/2013/02/The-Promise.pdf> First chapter of The Sociological Imagination
- <https://www.imprs-demogr.mpg.de/courses/01ws/tsi.pdf> On Intellectual Craftsmanship - Appendix to The Sociological Imagination, by C Wright Mills
- <https://www.pearsonhighered.com/assets/samplechapter/1/4/0/8/1408269546.pdf> Chapter 1 of Pearson book - good introduction to Sociological Imagination, Origins of Sociology, along with case studies. Contains useful reference and weblinks
- https://www.researchgate.net/publication/8332089_Imagining_The_Sociological_Imagination_The_biographical_context_of_a_sociological_classic This article from British Journal of Sociology is useful to contextualize the concept of sociological imagination

Unit 2

- <https://www.britannica.com/topic/culture>
- 3.2 The Elements of Culture- Sociology - Publishing Services <https://open.lib.umn.edu/sociology/chapter/3-2-th...>
- [Elements of Culture | Introduction to Sociology - Lumen ... https://courses.lumenlearning.com/sociology/chapter](https://courses.lumenlearning.com/sociology/chapter/Elements%20of%20Culture%20-%20Introduction%20to%20Sociology/)
- [Acculturation | anthropology | Britannicahttps://www.britannica.com > ... > Sociology & Society](https://www.britannica.com/topic/acculturation)
- [Acculturation - Cambridge University Presshttps://www.cambridge.org > core > elements > acculturati...](https://www.cambridge.org/core/elements/acculturation)
- [Robert E. Park - New World Encyclopediahttps://www.newworldencyclopedia.org > entry > Robert E](https://www.newworldencyclopedia.org/entry/Robert_E._Park)
- [What Is Culture? | Introduction to Sociology - Brown-Weinstockhttps://courses.lumenlearning.com > chapter > what-is-cult... https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/](https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/)
- https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology%2Fchapter%2F4-2-explaining-socialization%2F&usg=AOvVaw16am_XfXgptAgUS04sdOUN
- [https://www.newworldencyclopedia.org/entry/Information explosion https://edisciplinas.usp.br/pluginGile.php/4408475/mod_resource/content/1/](https://www.newworldencyclopedia.org/entry/Information_explosion)
- [Lupton-Digital%20Sociology%282014%29.pdf https://www.grin.com/document/453828](https://www.grin.com/document/453828) An article on the impact of digital life on society from sociological perspective
- [https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the-future-of-digital-life/ https://blogs.ed.ac.uk/keywordsindigitalsociology/2020/01/09/the-digital-divide/](https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the-future-of-digital-life/)
- <https://www.webroot.com/in/en/resources/tips-articles/netiquette-and-online-ethics-what-are-they>
- [https://www.britannica.com/topic/netiquette https://blog.citl.mun.ca/instructionalresources/netiquette https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know](https://www.britannica.com/topic/netiquette)

Unit 3

- <https://www.britannica.com/topic/social-change>
- <https://www.cpp.edu/~ddwills/courses/ant352/readings352/McDonaldization.htm>
- <http://web.simmons.edu/~chen/nit/NIT%2796/96-171-Larney.html> On McDonaldization of Information
- <https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/mcdonaldization>
- <https://www.un.org/development/desa/undesa/feature/2017/04/32476.html>
- <https://www.unescap.org/our-work/social-development/ageing-societies>

- <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>
- <https://www.who.int/westernpacific/news/q-a-detail/ageing-ageism>
- <https://academic.oup.com/gerontologist/article/41/5/576/596571>
- https://saylordotorg.github.io/text_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environment.html
- <https://courses.lumenlearning.com/sociology/chapter/social-change/>
- <https://www.britannica.com/topic/social-change/Conclusion>
- http://philosophy.com/UPLOADS/PHILOSOCIOLOGY.ir_Blackwell%20Encyclopedia%20of%20Sociology_George%20Ritzer.pdf Blackwell Encyclopedia of Sociology, edited by George H Ritzer

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

Suggested Activities

Unit 1: Sociology as a Science

1. 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 Find the common methods of study adopted in subjects like Botany or Zoology and Sociology and Find 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 analyzed 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 behaviour, authority, friendly behaviour etc. and write down the basis for their conclusion. Observation should be of at least 45-60 minutes duration
6. 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.
7. 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.
8. 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
 9. 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 behavior. Other commodities like branded dress, computers, fashion products etc. can be taken up depending on the situation. It can also be used to introduce concepts like conspicuous consumption, traditional culture, anti-consumers, brand indifference etc to encourage further studies
 10. 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
 11. 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.
 12. 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 behaviour 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	20
Written Test	20
Total	40

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

Semester 1

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

Course Outcomes:

At the end of the course the student should be able to:

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 the knowledge effectively

DSC 2: Changing Social Institutions in India	42 Hrs
Unit – 1 Family and Marriage	16
Chapter No. 1 Family - Definitions of Family and Household; Changing structure of family; changes in size and composition Chapter No. 2 Weakening of Gender and Age Stratification - democratization of relationships: between spouses, parent-children; step-parenting Chapter No. 3 Changes in care giving of children and elderly Chapter No. 4 Marriage – Definition, changing patterns of marital relations- cohabitation, separation, divorce and remarriage. Chapter No. 5 Changes in Age of Marriage, Marriage Decision Making and Regional Variations Chapter No. 6 Decrease in number of Children and Voluntary Childlessness	
Unit – 2 Religion and Education	13
Chapter No. 7. Religion:- Definition; Secularization vs Resurgence of Religion in Modern World	

Chapter No. 8. Challenge of Diversity - Religious Freedom vs State Laws Chapter No. 9. Education: Definition; Education as Socialization; types of Education - formal and informal Chapter No. 10. Functional view - Manifest and Latent Functions; Conflict view- Education as tool for Perpetuating Inequality Chapter No. 11. Schooling and Life Chances (Max Weber's views) - increasing Enrolment Ratio Chapter No.12. Education and Employability - Technology and Digital Divide	
Unit – 3 Economic and Political Institutions	13
Chapter No. 13. Definitions of Economy and Work Chapter No. 14. Gender Stratification in work and its Feminization Chapter No. 15 Job insecurity, Unemployment; Outsourcing - opportunities and threats Chapter No. 16 Definitions of Political Institution, Government, Governance and State Chapter No. 17 Status of Democracy in India : Social Reality Chapter No. 18 Challenges: Militancy, Fundamentalism, Regionalism	

Text Books

- Ahuja Ram (1993): Indian Social System, Rawat pub. Jaipur.
- Ambedkhar B.R Annihilation of Caste
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- ಇಂದಿರಾ, ಆರ್ ೧೯೯೫, ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭, ಭಾರತೀಯ ಸಮಾಜದ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ), ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

References

Unit 1: Family and Marriage

- <https://courses.lumenlearning.com/wmopen-introsociology/chapter/marriage-and-family/>
- <https://courses.lumenlearning.com/boundless-sociology/chapter/recent-changes-in-family-structure/>
- <https://www.thehindu.com/news/national/how-the-nature-of-indian-families-is-changing/article28281107.ece>
- <https://www.bbc.com/news/world-asia-india-54053091> Why Indians Continue to Live in Joint Families
- <https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/>
- <https://www.asanet.org/sites/default/Giles/savvy/introsociology/Documents/ActivitiesForExploringFamilyBobGreene.html> This site by American Sociological Association provides many examples for conducting activities related to family and marriage
- http://rchiips.org/nchs/factsheet_NFHS-5.shtml Data of National Family and Health Survey-5 is available for every district in this website

Unit 2: Religion and Education

- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/21/by-2050-india-to-have-worlds-largest-populations-of-hindus-and-muslims/>
- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/02/7-key-changes-in-the-global-religious-landscape/>
- <https://www.pewresearch.org/search/secular> Women in many countries face problem about their dress by religious groups/secular groups
- <https://en.unesco.org/news/unesco-launches-2020-state-education-report-india-vocational-education-first> Link to the complete report available along with resources like video etc.

Unit 3: Economic and Political Institutions

- <https://courses.lumenlearning.com/cochise-sociology-os/chapter/women-in-the-workplace/>
- <https://www.orfonline.org/research/rewriting-the-rules-women-and-work-in-india-47584/>
- <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
- <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html>
- <https://askanydifference.com/difference-between-government-and-governance/>
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2397.2008.00575.x> How does economic globalisation affects the welfare state?
- https://www.bertelsmann-stiftung.de/Gileadmin/Giles/BSt/Publikationen/GrauePublikationen/NW_Globalisation_and_the_Welfare_State.pdf

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

Suggested Activities

Unit 1: Family 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

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 utilise the facility. A discussion can be held in the class room to understand the sociological roots of this behaviour difference in men and women, pressure of expectations, gender division of labour. Teachers can present the news report as a summary or reading sheet to facilitate the discussion. One more article which can be used is: <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
3. BPOs provide ample opportunities for young women and men to work in India. It is a growing market and onsite training are given for new recruits. It is also an area where job insecurity is very high. Students can interview a few employees to understand the opportunities and threats they face in this area of work.
4. Seasonal unemployment is very common for agricultural laborers. How do laborers cope with this situation and the problems they encounter can be documented by students
5. Migration from rural to urban areas is increasing. Experience of these migrant laborers 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	20
Written Test	20
Total	40

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

Title of the Course: Any one open elective paper
Semester 1

Title of the Course:

OE 1.1 Indian Society: Continuity and Change		OE 1.2 Sociology of Everyday Life		OE 1.3 Sociology of Mass Media	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39	3	39

B.A. Semester I - Open Elective 1.1

OE 1.1 Indian Society: Continuity and Change	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

Course Outcomes:

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. 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.
6. The students familiar with characteristics of Indian Society.
7. Know the changing face of Indian system of Marriage & Family.
8. Highlight the process of Social Change and Impact of Globalization.

OE 1.1- Indian Society: Continuity and Change	39 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 Globalisation Era	13
Chapter No. 8: Globalization and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles Chapter No. 9: Globalization and Social Values: Impact on Youth and their World View, Changing Landscape of Love and Marriage, Impact on Familial Relationships and Understanding Others	

Note: This OE Papers Shall be taught by Sociology Teachers

Text Books

- Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur
- Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable? Amrith Book Co., New Delhi
- Beteille, Andre 1965, Caste, Class and Power, University of California Press, Berkeley
- Das, Veena 2004, Handbook of Indian Sociology, Oxford University Press, New Delhi
- Dube, S C 1991, Indian Society, National Book Trust, New Delhi
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
- 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
- Singh, Yogendra 1984, Modernisation of Indian Tradition, Rawat Publications, Jaipur
- Srinivas, M N 1992, Social Change in Modern India, Orient Longman, New Delhi
- Srinivas, M N 1962, Caste in Modern India and Other Essays, Asia Publishing House, Bombay
- ಇಂದಿರಾ, ಆರ್ ೧೯೯೫, ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ), ಭಾರತೀಯ ಸಮಾಜ, ಜಯ, & ರತ ಪುಕಾಶನ, ಮಂಗಳೂರು
- ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ -

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**Unit 1: Traditions in Transition**

1. Students can be made to interview their grandparents, elderly people in their family/neighborhood to map the changes in social norms and values.
2. A project on dynamics of decision making in family related to spending money, marriage, education etc can be done and presented in the class room. Students should support their conclusions by way of instances they observed in their families and highlight the change and continuity
3. Data sheets can be used to discuss about the rural-urban divide and identify the reasons for the gap
4. Students can narrate/document their own experiences with respect to availability of infrastructure, health facilities, educational facilities etc. in their own villages or places of residence
5. A project on participation of common people in the local governance

Unit 2: Movements for Social Justice

1. "10th AISHE results for 2019-20 show that Gross Enrolment Ratio in the age group of 18-23 years as 27.1%. At Undergraduate level, the highest number of students at 32.7% is enrolled in Arts/Humanities/Social Sciences courses followed by Science (16 per cent), Commerce (14.9) and Engineering and Technology (12.6). Whereas, at Ph.D. level, maximum number of students are enrolled in Engineering and Technology stream followed by Science." Students can discuss about - How can we understand this data in terms of social justice and accessibility to higher education? Does this mean that 27.1% are privileged? Or, can we say that there is differential privilege among the students of arts/humanities, Science and Commerce?
6. Students can be assigned to write a report of about 500-750 words on any one

social movement like LGBTQ activists, environmentalists, Dalit activists etc. with emphasis on objectives and social impact

Unit 3: India in the Globalization Era

1. Preferences and changes in food habits of people belonging to different age groups can be mapped to identify the factors responsible for changing food Habits or dressing styles and presented for discussion in the class room by students
2. Yoga has become very popular across regions, communities and religions. Students can discuss and present their conclusions on, whether the spread of yoga can be called as globalization? Also they can discuss about the nature of this phenomena (spiritual or physical exercise or choice of healthy life style) and its impact on Yoga as originally taught by ancient Indians. Similar exercises can be conducted on Ayurveda, Indian music, Indian food etc.
3. Students can discuss, note and present their reasons for extent and intensity of influence of English, Hindi, Tamil and Telugu languages on Kannada by way of analyzing their usage in day to day language, in television programs etc. and its impact on Kannada as a language
4. "Family as an institution is changing towards more equalitarian relationships" - students can be asked to assess this statement in the background of their personal experience, write and present their report
5. According to a study by 2050, India's elderly population will rise to 13% and will not be a young nation. In this context, teacher can elicit students' opinion about what social values should govern our behaviour towards elderly and aged, to understand their world view
6. 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	20
Written Test	20
Total	40

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

Semester I
Open Elective 1.2

OE: 1.2 Sociology of Everyday Life	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

Course Outcomes:

At the end of the course the student should be able to:

1. Look at the familiar world from a new perspective
2. Understand the social Life and Experiences
3. Able to appreciate how our social world is constructed
4. Able to communicate effectively in written and oral formats

OE 1.2: Sociology of Everyday Life	39 Hrs
Unit - 1 Introduction	14
Chapter No. 1: Sociology as a study of Social Interactions and its Need Social processes:- Nature, types: Cooperation, Competition, accommodation, assimilation.	
Chapter No. 2: 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	
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 (William Isaac 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	

Note: This OE Papers Shall be taught by Sociology Teachers

Text Books:

- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- Coser, Lewis 1977 Masters of Sociological Thought, Harcourt BraceJovanovich, New York
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
- Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
- Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
- Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
- MacIver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi
- Macionis, John 2018, Sociology Global Edition, Pearson, England
- 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
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮, &ರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ದರ್ಶನ, &ಗ ೨, ಜಯ, &ರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ), ಭಾರತೀಯ ಸಮಾಜ, ಜಯ, ಭರತ 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> 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**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
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 Over-socialization given by Durkheim).

2. Can we call the popularity of tandoori chicken or vada pav an example for globalization? 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	20
Written Test	20
Total	40

Teachers can adopt best of three or best of Five principles for both activities and written test

Semester I
Open Elective 1.3

OE 1.3 SOCIOLOGY OF MASS MEDIA	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

Course Outcomes (COs):

At the end of the course the student should be able to:

- Analyze the relationship between mass media and society and role of Mass Media in the Development of Society.
- The learner will be familiarize with nature, characteristics and functions of mass media in modern society and able to develop analytical capacity.
- Students will be provided Sociological Perspective on the role of Mass Media in Indian Society.
- The course seeks to improve the employability of students who are willing to make career as Journalists, Reporters editors and Freelance Writers

OE 1.3: Sociology of Mass Media	39 Hrs
Unit - 1 Introduction to Mass Media	13
Chap 1 Meaning, Definitions, Characteristics and functions of mass media	
Chap 2. Evolution of mass media and digital revolution in India	
Chap 3. Importance of Mass media and communication	
Unit - 2 Types of Mass media	13
Chap 4. Typology of Media	
Chap 5. Print Media: Merits and demerits	
Chap 6. Electronic Media: Merits and demerits, digital divide	
Chap 7. Social Media: Types and Implications	
Unit- III Mass Media and society	13
Chap 8: Impact of media on culture, education, consumer behaviour and politics	
Chap 9: Impact of Globalization and Mass Media	
Chap 9: Abuse of Media, commercialization of news & media imperialism	
Chap 10: Ethics and Social Responsibility of Mass media, Media, technology and culture	

Note: This OE Papers Shall be taught by Sociology Teachers

Suggested Internet Resources**Unit 1 : Introduction to Mass Media**

- <https://sendpulse.com/support/glossary/mass-media>
- <http://indiannewsmediawatch.blogspot.com/2015/11/mass-media-definition-types-and-nature.html>
- <https://www.crisis-control.com/blogs/the-evolution-of-mass-communication/>
- <https://www.virtuallkollage.com/2019/03/the-advantages-or-importance-of-massmedia.html>
- <http://www.universityofcalicut.info/cuonline/exnotif/ex4235.pdf>

Unit 2 : Types of Mass Media

- <https://sendpulse.com/support/glossary/mass-media>
- <https://www.ssim.ac.in/blog/role-of-media-in-society/>
- <http://csjournals.com/IJITKM/PDF%208-1/3.%20Manvi.pdf>
- <https://journals.sagepub.com/doi/full/10.1177/0263276418808592>
- [https://en.wikipedia.org/wiki/John_Thompson_\(sociologist\)](https://en.wikipedia.org/wiki/John_Thompson_(sociologist))

Unit 3 : Media and Society

- <https://www.profeema.com/social-media-marketing/what-is-the-impact-of-media-on-society/>
- <https://www.simplilearn.com/real-impact-social-media-article>
- <https://www.ssim.ac.in/blog/role-of-media-in-society/>
- https://www.researchgate.net/publication/322676918_ROLE_AND_IMPACT_OF_MEDIA_ON_SOCIETY_A_SOCIOLOGICAL_APPROACH_WITH_RESPECT_TO_DEMONETISATION
- <https://reports.weforum.org/human-implications-of-digital-media-2016/section-3-impact-of-digital-media-on-individuals-organizations-and-society/>

Reference Books

- Allan, Wells. (1979), Mass Media and Society. Mayfield, California.
- Aveseh, Asough. (2012). Social Media And Ethics - The Impact of Social Media on Journalism Ethics,. Center for International Media Ethics (CIME).
- Bausinger, H. (1984). Media, technology and daily life. Media, Culture and Society, 6, 343-351.
- Berger, Asa Authur (1998). Media Analysis Techniques. Sage Publication
- Brandtzaeg, P. B. (2012). Social networking sites: Their users and social implications – A longitudinal study. Journal of Computer-Mediated Communication, 17(4), 467–488.
- Chatterjee. R.K. (1978), Mass Communication. NBT, New Delhi.
- Donner, J. (2015). After access: Inclusion, development, and a more mobile Internet. Cambridge, MA: MIT Press.
- Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). Questioning the Media: A Critical Introduction. New Delhi, Sage
- Evans, Lewis and hall, Staurt (2000). Visual Culture: The Reader. Sage Publications
- Grossberg, Lawrence et al (1998). Media-Making: Mass Median in a Popular Culture. Sage Publications
- Hamelink, C. and Nordenstreng, K. (2007) 'Towards Democratic Media Governance'. In E. de Bens (ed.), Media Between Culture and Commerce. Bristol: Intellect.
- Johnson, K. (2000), Television and Social Change in Rural India, London: Sage.
- Linz, D., Penrod, S., & Donnerstein, E. (1986). Issues bearing on the legal regulation of violent and sexually violent media. Journal of Social Issues, 42(3), 171-193. [52]
- Murthy, D. (2013). Twitter: Social Communication in the Twitter Age. Cambridge: Polity Press
- Potter, James W (1998). Media Literacy. Sage Publications
- Pradip N. Thomas (eds.) (2004). Who Owns the Media? Zed Books, London.
- Shabnoor, S. Tajinder. (2016). Social Media its Impact with Positive and Silverstone, Rogers (1999). Why Study Media? Sage Publications

- Willis, S. and Tranter, B. (2006). Beyond the 'digital divide': Internet diffusion and inequality in Australia. *Journal of Sociology*
- Yigit, F. & Tarman, B. (2013). The Impact of Social Media on Globalization, Democratization and Participative Citizenship, *Journal of Social Science Education*, vol. 12, No 1, 75-80.

Suggested Activities**Unit 1: Introduction to Mass Media**

1. Students can be encouraged to prepare a profile of news papers being published in their district
2. Group Discussion can be conducted on nature and functions of mass media
3. Group Discussion can be conducted on importance of mass media and communication
4. Students can be asked to find out and introspect the negative impact of mass media
5. Students can be asked to present a synoptic view on emergence of media houses and globalization
6. Students can be asked to discuss how media influences voting behavior and formation of public opinion

Unit 2: Types of Mass Media

1. Students can be encouraged to visit News Paper printing press/ Radio Stations to gain firsthand knowledge regarding the operation of Mass media
2. Group Discussion can be organized on types and usage of electronic media
3. Themes like relative merits of electronic and print media can be assigned to group of students for discussion
4. Students can be encouraged to present seminar on demerits of electronic and print media
5. Students can be asked to discuss the impact of digital divide
6. Students can be encouraged to present seminar on evolution of mass media and digital revolution in India
7. Students can be encouraged to write a Report on the college /local events, functions and activities

Unit 3: Media and Society

1. Students can be encouraged to discuss the impact of media on culture and education
2. Discussion can be conducted on issues like abuse of media and commercialization of mass media
3. Students can be encouraged to present seminar on role of mass media in promoting consumerism
4. Students can be asked to discuss how media influences voting behavior and formation of public opinion
5. A group discussion can be arranged on how media influences online purchases and virtual marketing.
6. Issues like role of media in echoing the grievances and demands of people can be assigned to students
7. Preparing a video/ Advertisement page for a new product

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	20
Written Test	20
Total	40

Teachers can adopt best of three or best of Five principles for both activities and written test