

## Semester IV

## Title of the Course:

DSE 7 Sociology of Marginalized Groups		DSE 8 Population and Society	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

DSE 7 Sociology of Marginalized Groups	
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. Have knowledge of Marginalization and Marginalized groups in India
2. Understand the impact of powerlessness in social life
3. Have knowledge of inequalities on the basis of cast, class and gender.
4. Ability to participate and critically view efforts undertaken to address inequalities
5. Know the constitutional provisions for the marginalized groups.
6. Consciousness about social reality characterized by marginalization.
7. Knowledge of social protests organized by the marginalized sections against injustices meted out to them.

DSE 7: Sociology of Marginalized Groups	42 Hrs
<b>Unit – 1 Introduction</b>	<b>16</b>
<b>Chapter No. 1.</b> Marginalization: Meaning and Nature; Types of Marginalization: Social, Political, Economic; Relationship between Marginalization and Social Exclusion	
<b>Chapter No.2.</b> Causes of Marginalization; Marginalized Groups: Caste, Gender, People with Disabilities, Ethnic Minority, Tribes and Elderly	
<b>Chapter No.3.</b> Socio-economic Indices of Marginalization: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability	
<b>Unit – 2 Marginalization and Affirmative Action</b>	<b>13</b>
<b>Chapter No. 4.</b> Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)	
<b>Chapter No.5.</b> Scheduled Castes, Scheduled Tribes and Status of Women in these groups	
<b>Chapter No.6.</b> Status of Landless Agricultural Labourers, Transgenders, LGBTQ	

Unit – 3 Social Change and Marginalized Groups	13
<b>Chapter No.7.</b> Social Mobility among Marginalized Groups: Education, Employment, Political Participation, Conversion, Migration	
<b>Chapter No.8.</b> Challenges of Privatization and Response by Marginalized Groups	
<b>Chapter No.9.</b> Social Justice in the context of Globalization	

### Suggested Internet Resources

#### Unit 1

<https://medium.com/@jacobthanni/theories-and-practices-of-exclusion-1-43904f64e26b>  
<https://journals.sagepub.com/doi/full/10.1177/2158244012471957> Sociology of Social Exclusion  
[https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations=ig1\\_254229902](https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations=ig1_254229902)  
<https://elliott.gwu.edu/sites/g/files/zaxdzs2141/f/World%20Fair%20Trade%20Organization.pdf>  
[https://www.poverty.ac.uk/sites/default/files/attachments/Relative%20Deprivation%20Theory\\_David%20Gordon\\_15th.pdf](https://www.poverty.ac.uk/sites/default/files/attachments/Relative%20Deprivation%20Theory_David%20Gordon_15th.pdf)  
<https://old.amu.ac.in/emp/studym/100018864.4.pdf> Socioeconomic Indicators of Marginalised Communities

#### Unit 2

<https://www.researchgate.net/publication/312495996> Dr BR Ambedkar and his interpretations on Social Exclusion as a Historian  
<https://www.legalserviceindia.com/legal/article-3825-ambedkar-s-idea-of-social-justice-some-re-lections.html>  
<https://www.ijser.org/paper/Ambedkars-Notion-of-Social-Justice-A-Different-Perspective.html>  
<https://www.downtoearth.org.in/blog/toolkit/providing-the-poorest-landless-agricultural-labourers-with-farm-tools-can-ameliorate-their-lot-77919>

#### Unit 3

<https://www.orfonline.org/research/social-mobility-in-india-63480/>  
<https://www.livemint.com/Opinion/DwEs4I3fddUBwBVuixMNZI/Can-Dalit-capitalism-be-a-vehicle-for-social-mobility-in-Ind.html>  
[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms\\_371208.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms_371208.pdf)  
<https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>  
<https://www.jstor.org/stable/40204335> Emergent India: Globalisation, Democracy and Social Justice  
<https://clpr.org.in/wp-content/uploads/2019/09/Bangalore-Initiative.pdf>  
<https://www.researchgate.net/publication/323028143> Impact of Privatization on Access to Higher Education Among Social and Income Groups in India  
<http://research.economics.unsw.edu.au/scho/WEE/papers/Ashwini%20Deshpande1.pdf>  
<https://www.india-seminar.com/2005/549/549%20sukhadeo%20thorat.htm>  
[https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/=iveyr/10th/volume2/v2\\_ch4\\_1.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/=iveyr/10th/volume2/v2_ch4_1.pdf)

### Reference Books

- Beteille, Andre 1992, The Backward Classes in Contemporary India, Oxford University Press, Delhi
- Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
- Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought,

Sage, New Delhi

- Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Sage, New Delhi
- Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2<sup>nd</sup> Edition, Routledge, London
- Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
- Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi
- Thorat, Sukhdeo and Katherine Newman 2009 Blocked by Caste: Economic Discrimination in Modern India, Oxford University Press, New Delhi

### **Suggested Activities:**

#### **Unit-1**

- Students can judge the society by class interaction, why marginalization brings inequalities. They can understand the process where something or someone is pushed to the edge of a group.
- Students can prepare the notes about the marginalized groups like women and girls, rural dwellers, minorities, people with disabilities, migrants, LGBT, Refugees etc.
- Students can find out the various reasons of marginalization like Gender, religion or ethnicity, less representation in political activities etc.
- Arrange discussions about Deprivation, Exploitation, Discrimination, Untouchability. Students can openly express their views regarding these.
- List out the measures to overcome different types of marginalization in present situation.

#### **Unit-2**

- After knowing the role of Dr B.R. Ambedkar for the upliftment of marginalized through constitutional safeguards and provisions, have discussions on access to opportunities in society closer to the ideal equalities to everyone.
- Encourage the students to use affirmative actions in day today life. It helps them to develop positive personality. Ask them to list out the experiences.
- Conduct the discussions on marginalized groups like scheduled caste and scheduled tribes and women. Ask them to give suggestions.
- Encourage the students to conduct surveys about beneficiaries of government policies and programs among marginalized.

#### **Unit-3**

- Students can list out the opportunities provided by Government and analyze why marginalized groups unable to utilize the opportunities.
- Make report on role of education and migration among marginalized groups and to explain the positive and negative impact of migration,
- Collect the information regarding responses among marginalized groups, how privatization brings income inequality and larger privatization correlates with lower individual income.
- Encourage the students for discussion on how globalization helps to bring social justice. These groups make use of equal facilities to uplift their position in society with equal social justices. Students should be asked to gather information about the current socio economic status of marginalized people and suggest some welfare programs to the local authorities.

- Students can be encouraged to educate the marginalized communities about their rights and remedies as per constitution of India.
- Students can be asked to participate in outreach programs conducted by various educational and NGO's for poor and marginalized group of people by visiting Hospitals, Old age Homes, and Orphanages.

**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
<b>Total</b>	<b>40</b>

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

## Semester IV

DSE 8 Population and Society	
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. Students can understand the concept of population, Density of population, Distribution of population, they come to realize how the population play important role in society.
2. Understand the dynamics of population from sociological perspectives
3. Understand problems around India's population
4. Able to demonstrate knowledge and understand the factors which influence fertility, Mortality, migration and its consequences.
5. Critically analyze population policies of India

DSE 8: Population and Society	42 Hrs
<b>Unit - 1 Introduction</b>	<b>14</b>
<b>Chapter No. 1.</b> Relationship between society and population.	
<b>Chapter No.2.</b> Global Population Trends: Fertility, Mortality and Migration; Power of Doubling; Demographic Profile of India and different states	
<b>Chapter No.3.</b> Age and Sex Structure: Defining Age and Sex, Sex Ratio and Sex Ratio at Birth; Socio-economic Impact of Age and Sex Structure; Demographic Dividend	
<b>Unit - 2 Sources of Demographic Data</b>	<b>14</b>
<b>Chapter No. 4.</b> Population Census: Uses and Limitations; Indian Censuses	
<b>Chapter No.5.</b> Vital Registration System	
<b>Chapter No.6.</b> National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)	
<b>Unit - 3 Population Theories and Policy</b>	<b>14</b>
<b>Chapter No.7.</b> Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory	
<b>Chapter No.8.</b> Population Policy: Millennium Development Goals(MDG), Sustainable Development Goals(SDG)	
<b>Chapter No.9.</b> Population Policy of India; Programmes and their Evaluation	

**Suggested Internet Resources****Unit 1**

<https://www.nap.edu/read/9543/chapter/6>  
[https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_science\\_students/population\\_development.pdf](https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/population_development.pdf)  
<https://courses.lumenlearning.com/boundless-sociology/chapter/population-growth/>  
<https://www.un.org/en/global-issues/population>  
<https://ourworldindata.org/world-population-growth> <https://zenodo.org/record/1131471#.YgrjuS8RqTc>  
 Power of Doubling

**Unit 2**

<https://www.sociologydiscussion.com/demography/3-main-sources-of-demographic-data-in-india/3054>  
<http://www.demographie.net/demographicdata/>  
[https://unstats.un.org/unsd/demog/docs/symposium\\_03.htm](https://unstats.un.org/unsd/demog/docs/symposium_03.htm) <https://censusindia.gov.in>

**Unit 3**

<https://courses.lumenlearning.com/alamo-sociology/chapter/reading-demographic-theories/>  
 Lutz, Wolfgang. "A Population Policy Rationale for the Twenty-First Century." Population and Development Review, vol. 40, no. 3, Population Council, 2014, pp. 527-44, <http://www.jstor.org/stable/24027903>  
<https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/population-policy>  
[https://www.un.org/en/development/desa/population/publications/pdf/policy/WPP2015/WPP2015\\_Highlights.pdf](https://www.un.org/en/development/desa/population/publications/pdf/policy/WPP2015/WPP2015_Highlights.pdf)  
[https://www.cairn-int.info/article-E\\_ETU\\_4175\\_0441--the-role-of-population-policies.htm](https://www.cairn-int.info/article-E_ETU_4175_0441--the-role-of-population-policies.htm)

**Text Books**

- Agarwal, S.N. (1989) Population Studies with Special Reference to India. New Delhi, Lok Surjeet Publication.
- Bhende, A. A., and Kanitkar, T. (2019) Principles of population studies. Bombay, Himalaya Pub.House.
- Bogue, D. J. (1969) Principles of demography. New York: Wiley.
- Bose, Ashish (1991) Demographic Diversity in India, B.R. Publishing Corporation Delhi
- Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology, B.R. Publishing Corporation. Delhi.
- Census of India Report, GOI, New Delhi.
- Kingsley Davis. (1951) The Population of India and Pakistan. Princeton, N. J.: Princeton Univ. Press.
- Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.
- Ram Ahuja. (1992) Social problems in India. Jaipur, Rawat Publications.
- Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in Das, V. ed. The Oxford India Companion to Sociology and Social Anthropology. Oxford University Press. Delhi.

**Suggested Activities:****UNIT-1**

- Encourage the students to prepare the note about global population. They can able to understand the fertility differences in various countries.
- Arrange the group discussion influence on mortality rate, postponement of death etc
- Inform the students to list out the causes of migration, types of migration and its consequences.

- Explain the students about age, sex structure of a population, how the number of females and male in different age groups. Through this they can understand the population pyramid and projection
- Students can able to understand the distribution of people in various age groups. How the age and sex structure influence of growth of population. They know how policy makers can prepare the population trends at the time of policy making.

**UNIT-2**

- Encourage the students to discuss about the advantages of census, how the statically analysis, how it helps to policy makers to adopt policy about child-wellbeing, health, safety, family and community and development.
- Students can be made an effort to collect information regarding National Sample Survey, how to do this survey , Advantages and Disadvantages of this Survey, MSSO conducts nationwide Sample Survey.
- Students can discuss about NSSO and it's functions like- Socio-economic Statistical Data, Employment and Unemployment, condition, Domestic tourism, Drinking Water, Sanitation, Social Consumption, Health, Domestic Tourism etc., that helps to get good knowledge about Population Survey.
- NFHS Survey regarding large scale multi-round survey, house-hold survey can be collected and analyzed.
- A report can be prepared by students about the National Family Health Survey and it's importance to understand it's necessity in the society.

**Unit-3**

- Students can be encouraged to understand various theories regarding population. Try to know importance of Malthusian theory in the development of population in society.
- A discussion can be conducted on optimum theory, how it helps to improve the knowledge, skill, capital equipment etc. in production, these all increases the knowledge of students regarding optimum theory.
- An exercise can be conducted among students to do survey in their locality, to collect the information regarding adoption of family planning policy.
- Drama or Role play can be conducted by students about the problems of over population, adoption of family planning, attitude towards the government policies and programmes.
- A discussion/ Assignment can be given to collect the information regarding national and International agencies in population policy, how they have controlling mechanisms to control population in their countries.
- Students can be encouraged to share their views on world population conferences. How conferences provides information and knowledge about population policies etc.
- Encourage the students to visit villages and communities to collect the information regarding population policies of government and programmes and facilities for adoption of policies. Bring awareness about population controlling among illiterates.

**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
<b>Total</b>	<b>40</b>

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



### Semester IV Open Elective

#### Title of the Course:

OE 4.1: Sociology of Leisure		OE 4.2: Sociology of Food Culture		OE 4.3: Current Social Problems	
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

OE 4.1: Sociology of Leisure	
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. Describe the concept of leisure, associated terms and types
2. Understand the relationship between leisure and stratification
3. Analyze the impact of commodification of leisure

OE 4.1: Sociology of Leisure	39 Hrs
<b>Unit – 1 Introduction</b>	<b>13</b>
<b>Chapter No. 1.</b> Definition of Leisure and its attributes; need for the study of leisure as social activity	
<b>Chapter No.2.</b> Leisure, Recreation, Play, Pleasure and Leisure Identity; Leisure, Work and Post work	
<b>Chapter No.3.</b> Types of Leisure: Serious, Casual, Postmodern, Therapeutic	
<b>Unit – 2 Constraints on Leisure Participation</b>	<b>13</b>
<b>Chapter No. 4.</b> Class Inequality and Exclusion from Leisure Participation	
<b>Chapter No.5.</b> Leisure Participation and Gender Relations - Leisure and Beauty System	
<b>Chapter No.6.</b> Leisure Participation, Age and Disability	
<b>Unit – 3 Commodification of Leisure</b>	<b>13</b>
<b>Chapter No.7.</b> Cinemas, OTTs and Reality T V	
<b>Chapter No.8.</b> Leisure and Sports - Adding Leisure Value like branded goods (Sony Walkman, iPod, Nike, Coke etc.); Malls as areas of leisure	
<b>Chapter No.9.</b> Social Media as Leisure Activity - Role in Identity Building	

**Note:** This OE Papers Shall be taught by Sociology Teachers

## Suggested Internet Resources

### Unit 1

<https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/leisure-sociological-studies>  
 J Wilson Sociology of Leisure Annual Review of Sociology 1980 6:1, 21-40, <https://www.annualreviews.org/doi/abs/10.1146/annurev.so.06.080180.000321?journalCode=soc>  
<https://digital.lib.washington.edu/researchworks/handle/1773/5584> A Revised Sociology of Leisure  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-232X.1962.tb00658.x> The Sociology of Leisure: Some Suggestions  
<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/BEFB7723CC9F9D73FD9FB97C743DFD0/S1834490913000068a.pdf/div-class-title-leisure-satisfaction-and-adolescents-psychological-wellbeing-div.pdf>  
[http://samples.jbpub.com/9781284034103/9781449689568\\_CH01\\_Secure.pdf](http://samples.jbpub.com/9781284034103/9781449689568_CH01_Secure.pdf) Recreation and Leisure

### Unit 2

<https://www.acrwebsite.org/volumes/9547> Social Class Determinants of Leisure Activity  
<https://www.tandfonline.com/doi/abs/10.1080/01490407809512889?journalCode=ulsc20> Social Differences in Leisure Behaviour  
<https://inequalitiesblog.wordpress.com/2011/07/07/leisure-inequality---what-do-the-poor-and-non-poor-do-for-fun/>  
[https://www.researchgate.net/publication/286355204\\_Gender\\_Identity\\_Leisure\\_Identity\\_and\\_Leisure\\_Participation](https://www.researchgate.net/publication/286355204_Gender_Identity_Leisure_Identity_and_Leisure_Participation)  
<https://core.ac.uk/download/pdf/345078391.pdf> Gender differences in leisure-need activity patterns  
[https://www.researchgate.net/publication/233269125\\_Leisure\\_Participation\\_and\\_Enjoyment\\_Among\\_the\\_Elderly\\_Individual\\_Characteristics\\_and\\_Sociability](https://www.researchgate.net/publication/233269125_Leisure_Participation_and_Enjoyment_Among_the_Elderly_Individual_Characteristics_and_Sociability)  
[https://www.researchgate.net/publication/348667192\\_Leisure\\_and\\_recreation\\_for\\_disabilities](https://www.researchgate.net/publication/348667192_Leisure_and_recreation_for_disabilities)

### Unit 3

[https://www.researchgate.net/publication/240709477\\_Cinema\\_halls\\_locality\\_and\\_urban\\_life](https://www.researchgate.net/publication/240709477_Cinema_halls_locality_and_urban_life)  
[https://www.researchgate.net/publication/343473867\\_A\\_Study\\_OTT\\_Viewership\\_in\\_Lockdown\\_and\\_Viewer%27s\\_Dynamic\\_Watching\\_Experience](https://www.researchgate.net/publication/343473867_A_Study_OTT_Viewership_in_Lockdown_and_Viewer%27s_Dynamic_Watching_Experience)  
[http://164.100.47.193/Recinput/New\\_Reference\\_Notes/English/16072021\\_150800\\_102120526.pdf](http://164.100.47.193/Recinput/New_Reference_Notes/English/16072021_150800_102120526.pdf) Emergence of OTT platforms in India  
<https://www.ijrar.org/papers/IJRAR2001475.pdf>  
<http://gmj.manipal.edu/issues/june2020/2%20Cinema%20viewing%20in%20the%20time%20of%20OTT.pdf>  
[https://www.researchgate.net/publication/326809710\\_Leisure\\_Sport\\_Activities\\_and\\_Their\\_Importance\\_in\\_Living\\_a\\_Healthy\\_Physical\\_and\\_Psycho-Social\\_Lifestyle](https://www.researchgate.net/publication/326809710_Leisure_Sport_Activities_and_Their_Importance_in_Living_a_Healthy_Physical_and_Psycho-Social_Lifestyle)  
[https://www.researchgate.net/publication/292799133\\_The\\_effects\\_of\\_social\\_media\\_on\\_leisure](https://www.researchgate.net/publication/292799133_The_effects_of_social_media_on_leisure)  
<https://dergipark.org.tr/tr/download/article-cile/230009> The Role of Social Media on Leisure Preferences  
 Lin C.A., Atkin D. (2014) Social Media and Leisure. In: Michalos A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht. [https://doi.org/10.1007/978-94-007-0753-5\\_1623](https://doi.org/10.1007/978-94-007-0753-5_1623)  
<https://www.tandfonline.com/doi/full/10.1080/10941665.2020.1859057> Social media, space and leisure in small cities

### Reference Books

- Best, Shaun 2010, Leisure Studies: Themes and Perspectives, Sage, New Delhi
- Harris, David 2005, Key Concepts in Leisure Studies, Sage, New Delhi
- Rojek, Chris 2000 Leisure and Culture, Palgrave Macmillan, New York
- Rojek, Chris and others 2006, A Handbook of Leisure Studies, Palgrave Macmillan, New York
- Spracklen, Karl 2015 Digital Leisure, the Internet and Popular Culture, Palgrave Macmillan, New York

**Suggested Activities:**

- Conduct discussion in the class room on the concept of leisure from individual perspective
- Ask them note down various types of Leisure in Indian Society.
- Make the students to write about the relationship between religion and leisure, Cast and Leisure, Class and Leisure, Women and Leisure and Elderly and Leisure.
- Have discussions on Impact of globalization on Leisure activity
- Students can prepare report on how urban and rural people engage in leisure activities, how much time, money spent for leisure activities.

**Refer the following books for the other activities**

- Johnston, Josee and others 2017, *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, *Sociology Through Active Learning*, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

**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
<b>Total</b>	<b>40</b>

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

**B.A.  
Semester IV**

<b>OE 4.2: Sociology of Food Culture</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

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

1. Appreciate the complex relations between food, individual and society
2. Understand the evolution of food production and consumption from household to industry
3. Demonstrate knowledge of Food and Culture from Sociological perspectives.
4. Understand the production, distribution and Consumption of Food and its reflection in Social Patterns and inequalities.
5. Critically understand the relationship between food and risk society
6. Demonstrate a general knowledge and comprehension of food and culture from a sociological perspective, and understand food through the sociological imagination. Learning outcome:

<b>OE 4.2: Sociology of Food Culture</b>	<b>39 Hrs</b>
<b>Unit - 1 Introduction</b>	<b>13</b>
<b>Chapter No. 1.</b> Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change	
<b>Chapter No.2.</b> Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Omnivore and Vegan	
<b>Chapter No.3.</b> Local Food Cultures and Taste for Exotic food	
<b>Unit - 2 Food from Domestic to Industry</b>	<b>13</b>
<b>Chapter No. 4.</b> Industrialization of Food Production and Distribution	
<b>Chapter No.5.</b> Hotels, Restaurants and Catering Sector	
<b>Chapter No.6.</b> Cooking for self-pleasure	
<b>Unit - 3 Food and Risk Society</b>	<b>13</b>
<b>Chapter No.7.</b> Diet and Body: Social Appearance and Beauty	
<b>Chapter No.8.</b> Global Overview: Consumption: Patterns and Reasons; Overeating, Undereating and Hunger	
<b>Chapter No.10.</b> Genetically modified Foods(GM), Organic Foods and Modern Food Practices as Risk Factor	

Note: This OE Papers Shall be taught by Sociology Teachers

## Suggested Internet Resources

### Unit 1

[https://www.researchgate.net/publication/313215444\\_The\\_Sociology\\_of\\_Food\\_Eating\\_and\\_Place\\_of\\_Food\\_in\\_Society](https://www.researchgate.net/publication/313215444_The_Sociology_of_Food_Eating_and_Place_of_Food_in_Society)  
<https://apps.who.int/iris/bitstream/handle/10665/330447/WH-1996-Mar-Apr-p10-12-eng.pdf?sequence1> Food Beliefs and Taboos  
<https://journals.sagepub.com/doi/pdf/10.1177/1440783310384448> An article on : ASociology of Food and Eating: Why Now?  
 Gofton, L. (1989), "Sociology and Food Consumption", British Food Journal, Vol. 91 No. 1, pp. 25-31.  
<https://doi.org/10.1108/00070709010133766>  
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### Unit 2

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<https://doi.org/10.1111/j.1470-6431.1991.tb00672.x> The Shock of the New: A Sociology of Nouvelle Cuisine  
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### Unit 3

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<https://www.uakron.edu/sociology/faculty-staff/rp/Thinking%20Sociologically%20about%20Sources%20of%20Obesity%20in%20the%20United%20States.pdf> Thinking Sociologically about Sources of Obesity in America  
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## Reference Books

- Beardsworth, Alan and Teresa Keil, 1997, Sociology on the Menu: An invitation to the study of food and society, Routledge, London
- Beck, Ulrich 1992, Risk Society: Towards a New Modernity, Sage Publications
- Carolan, Michael, 2012, The Sociology of Food and Agriculture, Routledge, London
- Food Marketing to Children and Youth, 2006, Institute of

Medicine, USA

- German, John and Lauren Williams (Eds) 2017, A Sociology of Food and Nutrition: The social appetite, Oxford University Press, Australia
- McIntosh, Wm.Alex, 1996, Sociologies of Food and Nutrition, Springer, New York
- Murcott, Anne (Ed) 1983, The Sociology of Food and Eating, Digitised by Google
- Poulain, Jean-Pierre, 2017, The Sociology of Food: eating and the place of food in society, Trby Augusta Dorr, Bloomsbury, UK
- Rastogi, Sanjeev (Ed) 2014, Ayurvedic Science of Food and Nutrition, Springer, New York

### Suggested Activities:

- Conduct discussions on the Food patterns in the context of culture – religion, cast, class and region.
- Ask the students to make a note on vegan and exotic Food.
- Conduct discussion and seminar on balance diet, beauty and diet, Food and obesity.
- Students can be asked to arrange a food fest expo for the various communities living in surrounding for making people understand one another cultural relevance of food practice.
- Students be asked to Arrange a discussions with a officials of school and other institutions to understand the quality of food distributed and healthy practices to be inculcated .
- Students can be asked Arrange a sessions on food hygiene, healthy practices and its impact on social development .
- Have critical discussions on the relationship between social institutions, food practices and identities.

### Refer the following books for other activities

- Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active Learning, 2nd Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

**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
<b>Total</b>	<b>40</b>

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

### Semester IV

OE 4.3: Current Social Problems	
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. To understand about the Nature of Social Problems.
2. Critically examine Social problems with Sociological Perspectives and understand how problems or Socially constructed
3. Explain the Social issues and solutions for the current Social problems.
4. To understand the Causes and consequences of the Crimes in India.
5. To understand the Nature of Vulnerable Problems of Life.
6. Prepare for the National and State level competitive examinations

OE 4.3: Current Social Problems	39 Hrs
<b>Unit - 1 Social Problems</b>	<b>13</b>
Chapter No.1. Definition and Nature of Social Problems, Causes and Consequences of Social Problems	
Chapter No.2. Social Organization and Disorganization	
Chapter No.3. Crime and Delinquency- Types of Crime, Causes and Consequences	
Chapter No.4. Changing Aspects of Crime and Criminals: White Collar Crime, Criminalization of Politics and Communalism	
Chapter No.5. Measures to Control Crime	
<b>Unit - 2 Problems of Disadvantaged groups</b>	<b>13</b>
Chapter No.6. Atrocities on Untouchables	
Chapter No.7. Domestic Violence, Dowry , Rape and Sexual Abuse of Female, Female Foeticide and Infanticide	
Chapter No.8. Juvenile Delinquency, Child Abuse and Child Labour	
Chapter No.9. Youth Unrest, Youth and Drug Addiction	
Chapter No.10. Problems of Aged	
<b>Unit - 3 Corruption and Terrorism</b>	<b>13</b>
Chapter No.11. Corruption: Definition, Types of Corruption	
Chapter No.12. Causes and Consequences of Corruption	
Chapter No.13. Terrorism: Meaning, Causes and Effects: Measures to Control Corruption and Terrorism	

Note: This OE Papers Shall be taught by Sociology Teachers

**References:**

- Ahuja Ram (1998): Social Problems in India. Rawat Publication, Jaipur.
- Davis James (1970): Social Problems Enduring Major Issues and Change, New York: Free Press.
- Elliot and Merrill (1950): Social Disorganization. New York: Harper and Brothers.
- Gill SS (1998): The Pathology of Corruption. New Delhi: Harper Collin Publishers.
- Karavala Perin C (1959): A Study in Indian Crime. Bombay Popular Book Depot.
- Madan G.R. (1994): Indian Social Problems. New Delhi Allied Publishers.
- Memoria C.B. (1999): Social Problems and Social Disorganization New Delhi: Kitab Mahal.
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- Sutherland Edwin H and Donald R Cressey (1968): Principles of Criminology Bombay Times of India Press.
- Thomas G (1994): AIDS in India Myth and Reality. Jaipur: Rawat Publications.

**Suggested Activities:**

- Students can be asked to create awareness about social evil and menace in common people by demonstrating street act.
- Students should be directed to Educate Children's women and old age and marginalized groups about their Rights and Remedies granted under Constitution of India.
- Organizing Marathon on themes related to social issues relevant to the respective demography.
- Arranging Social fest in college by the students preparing posters, models, crafts, paintings, to educate the visitors about of social solidarity, social equality, humanity, cultural values and social responsibilities and other related aspects.
- Formation of clubs in colleges having named the most prominent social reformers and social workers of India.
- Students should be guided to enroll in rescue operations during natural calamities occurring due to heavy rain fall and landslides fire and arson situations to support fire and safety and other disaster management rescue teams.
- Organize Environmental friendly events to clean and promote health and hygiene.
- Students can write a note about caste inequalities and class inequalities, problems such as unemployment, poor income and housing, poor health, breakdown in family etc.
- Students can be taken to NGO's to discuss various social problems and innovative ideas followed by them to curb the social problems.

**Refer the following books for other activities**

- Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London



- McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active Learning, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

Formative Assessment	
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Written Test	20
<b>Total</b>	40

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