

## Semester 2

Title of the Course:

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

DSC 3 Foundations of Sociological Theory	
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. Contextualize the social and intellectual background of Classical Sociologists
2. Appreciate the Contemporaneity of Classical Sociological Thought
3. Appreciate the need for thinking in theoretical terms and concepts
4. Demonstrate Basic Understanding of Theory and Research

DSC 3: Foundations of Sociological Theory	Hrs 42
Unit - 1 August Comte and Herbert Spencer	12
Chapter 1: Auguste Comte: Intellectual context, Positivism, Law of Three Stages, Classification of Sciences	
Chapter 2: Herbert Spencer: Theory of Social Evolution, Organic Analogy, Types of Society	
Unit - 2 Karl Marx and Georg Simmel	14
Chapter 3: Karl Marx: Dialectical Materialism, Economic Determinism, Class Struggle, Alienation	
Chapter 4: Georg Simmel: Formal Sociology, Theory of Sociation, Theory of Conflict	
Unit - 3. Emile Durkheim and Max Weber	16
Chapter 5: Emile Durkheim: Social Facts, Division of Labour in Society, Suicide, Sociology of Religion	
Chapter 6: Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism	

**Text Books**

- Abraham, Francis 1984, Modern Sociological Theory, Orient Longman, Delhi
- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Aron Raymond (1982): Main Currents in Sociological Thought. (2 Volumes), Harmondsworth, Middlesex, Penguin Books.
- Barnes, H. E. (1959): Introduction to the History of Sociology. Chicago: The University of Chicago Press.
- Borgardus, E. A.: The History of Social Thought
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Collins, Randall 1997, Sociological Theory, Rawat Publications, Jaipur
- Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- Coser Lewis, A. (2001): Masters of Sociological Thought. (2 Volumes), Rawat Publishers, New Delhi
- Coser, Lewis A 2002, Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur
- 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
- Fletcher Ronald (1994): The Making of Sociology (2 Volumes), Rawat Publication, Jaipur.
- Francis Abraham and John Henry Morgan (1985): Sociological Thought. MacMillan, India Ltd., New Delhi
- George Ritzer (Ed.): The Blackwell Companion to Major Social Theories. Blackwell Publishers, Great Britain.
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Guy Rocher (1990): A General Introduction to Sociology- A theoretical Perspective, Academic Publishers, Calcutta.
- Haralambos Michael (1997): Sociology- Themes and Perspectives. Oxford University Press, Delhi
- Haralambos, 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
- Macionis, John 2018, Sociology Global Edition, Pearson, England
- Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London
- Morrison, Ken. (1985): Marx, Durkheim, Weber- Formation of Modern Social Thought. London Sage Publishers.
- Ritzer George (1996): Sociological Theory. Tata McGraw Hill, New Delhi
- Shankar Rao, C.N. (2001): Study of Social Thought. Jai Bharat, Mangalore.
- Timasheff Nicolas and George Theodorson (1976): Sociological Theory (4<sup>th</sup> Edn), Random House New York.
- Turner, Jonathan 1987, The Structure of Sociological Theory, Rawat Publications, Jaipur

- Zeltin Irving (1998): Rethinking Sociology: A Critique of Contemporary Theory. Rawat Publication, Jaipur.
- ನಾಗೇಶ್ ಹೆಚ್ ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು, ಭಾರತೀಯ), ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಸೋಮಯ್ಯ, ಕೆ ಎನ್ ೧೯೮೯, ಸಮಾಜಶಾಸ್ತ್ರದ ಆಚಾರ್ಯರು, ಸರಸ್ವತಿ ಪುರಂ, ಮೈಸೂರು

## References

### Unit 1 Auguste Comte and Herbert Spencer

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

### Unit 2 Karl Marx and George Simmel

- [https://scholar.harvard.edu/files/michaelrosen/files/karl\\_marx.pdf](https://scholar.harvard.edu/files/michaelrosen/files/karl_marx.pdf) <https://www.britannica.com/biography/Karl-Marx/Character-and-significance> <https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/marx-karl-impact-sociology> <https://plato.stanford.edu/entries/alienation/>  
<https://www.openculture.com/2021/05/what-karl-marx-meant-by-alienation-two-animated-videos-explain.html>  
<https://www.encyclopedia.com/people/social-sciences-and-law/sociology-biographies/georg-simmel>
- <http://enpuir.npu.edu.ua/bitstream/handle/123456789/9425/Pet%27ko%2C%20Boris%20yuk%2C%202014.pdf?sequence=1&isAllowed=y>  
[https://brocku.ca/MeadProject/Simmel/Simmel\\_1904a.html](https://brocku.ca/MeadProject/Simmel/Simmel_1904a.html)

### Unit 3 Emile Durkheim and Max Weber

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

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

## Suggested Activities

### Unit 1

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

present group's ideas by rotation. It is preferable to form separate groups frequently so that students will have a chance to interact with as many as possible.

## Unit 2

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

## Unit 3

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

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	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 II

DSC 4 Sociology of Rural Life 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. Understand the myths and realities of village India constructed by Western scholars
2. Understand the changes in agricultural system and its consequences
3. Appreciate the role of traditional social institutions and how they have responded to forces of change
4. Make an informed analysis of various development programmes and challenges encountered

DSC 4: Sociology of Rural Life in India	42 Hrs
<b>Unit - 1 Rural and Agrarian Social Structure</b>	<b>16</b>
<b>Chapter No. 1:</b> Social Construction of Rural Societies: Myth and Reality (Mysore Narasimhachar Srinivas)	
<b>Chapter No. 2:</b> Agrarian Social Structure: Land Tenure Systems (Colonial Period); Post-Independence Indian Land Reform Laws	
<b>Chapter No. 3:</b> Commercialization of Agriculture	
<b>Chapter No. 4:</b> Commoditization of Land	
<b>Unit - 2. Themes of Rural Society in India</b>	<b>14</b>
<b>Chapter No. 5:</b> Rural Caste and Class Structure	
<b>Chapter No 6:</b> Gender and Agrarian Relations	
<b>Chapter No. 7:</b> Impact of Panchayat Raj System and Rural Politics	
<b>Chapter No. 8:</b> Actors in Market - Weekly Fairs, Trading Castes, Emerging Trading Classes and Key Role of Intermediaries	
<b>Chapter No. 9:</b> Emergence of Online and Virtual Commodity Markets - Features and Impact on Traditional Sellers and Buyers	
<b>Unit - 3 Rural Development</b>	<b>12</b>
<b>Chapter No. 10:</b> Objectives of Rural Development:- Induced Intervention: PURA, MGNREGA, Swach Bharat Abhiyan, Akshara	

Dasoha, Water and Land Development Efforts	
<b>Chapter No. 11:</b> Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and Floods), Utilization of Water, Fertilizers and Pesticides	

**Text Books**

- Aziz Sartaj (1978): Rural Development: Learning from China. London: MacMillan Press.
- Bhattacharaya, Sub Nath (1983): Rural Development in India and Other Developing Countries. Calcutta: Metropolitan Book Co. Pvt. Ltd.
- Brahmananda, P.R., B.K. Narayana and A. Kalappa. (Ed. 1987): Dimensions of Rural Development. Himalaya Publishing House, Mumbai.
- Chambers Robert (1984): Rural Development: Putting the Past First. Chennai: Orient Longman Ltd.
- Chaturvedi, T. N. (Ed. 1986): Rural Development: Some Themes and Dimensions. New Delhi: Indian Institute of Public Administration.
- Deb, K. (1986): Rural Development in India- Since Independence. Sterling, New Delhi.
- Desai, A R 1977, Rural Sociology in India, Popular Prakashan, Bombay Doshi, S L and Jain P C 1999, Rural Sociology, Rawat Publications, Jaipur
- Desai, A.R. (Ed.) (2004): Rural Sociology in India. Popular Prakashan, Bombay.
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
- Harris John (Ed.) (1986): Rural Development: Theories of Peasant Economy and Agrarian Change, ELBS, London.
- Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi
- Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad Singh,
- Katar 2009 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi
- Katar Singh (1986): Rural Development- Principles, Policies and Management, Sage Publishers, New Delhi.
- Maheshwari, S.R. (1995): Rural Development in India- A Public Policy Approach (2nd Ed.), Sage Publications Ltd. New Delhi
- Mathur, B.L. (2006): Rural Development and Co- operation, RBSA Publishers, New Delhi.
- Mulgund, I. C.: Readings of Indian Sociology. Shrusti Prakashna, Dharwad.
- Satya Sundaram (1999): Rural Development. Mumbai: Himalaya Publishing House.
- Sharma K.L. (2007): Indian Social Structure and Change, Rawat Publications, New Delhi.
- Srinivas, M N 1960, The Myth of Self-Sufficiency of Indian Village, Economic Weekly, September 10, Pp.1375-78 ([https://www.epw.in/system/Giles/pdf/1954\\_6/22/village studies.pdf](https://www.epw.in/system/Giles/pdf/1954_6/22/village studies.pdf))
- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ಮುಳಗುಂದ, ಐ ಸಿ ೨೦೧೮, ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅರ್ಥವ್ಯವಸ್ಥೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ, & ಪಾಂತ್ರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

## References

- [https://data.gov.in/catalogs/v2?format=json&offset=0&limit=9&filters%5Bfield\\_sector%3Aname%5D=Rural&sort%5Bogpl\\_module\\_domain\\_name%5D=asc&sort%5Bcreated%5D=desc](https://data.gov.in/catalogs/v2?format=json&offset=0&limit=9&filters%5Bfield_sector%3Aname%5D=Rural&sort%5Bogpl_module_domain_name%5D=asc&sort%5Bcreated%5D=desc) Website of Government of India related to data on rural development programmes and their beneficiaries
- <https://www.india.gov.in/topics/rural> Government of India portal on Rural areas
- [https://www.epw.in/system/files/pdf/1954\\_6/22/village\\_studies.pdf](https://www.epw.in/system/files/pdf/1954_6/22/village_studies.pdf) An Article by M N Srinivas on Village Studies
- [https://www.epw.in/system/files/pdf/1960\\_12/37/the\\_myth\\_of\\_selfsufficiency\\_of\\_the\\_indian\\_village.pdf](https://www.epw.in/system/files/pdf/1960_12/37/the_myth_of_selfsufficiency_of_the_indian_village.pdf) An Article by Srinivas M N and A M Shah on The Myth of the Self-Sufficiency of Indian Village
- <https://economics.mit.edu/files/511> An Article by Abhijit Banerjee and Lakshmi Iyer on - History, Institutions and Economic Performance: The Legacy of Land Tenure Systems in India
- <http://www.isec.ac.in/Social%20Change-2015-Vaddiraju-605-12.pdf> Agricultural Labour and Gender Dimension: A Note
- <http://agropedia.iitk.ac.in/content/panchayati-raj-rural-development-perspective>
- [https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr\\_punjab/sdrpun\\_ch5.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf) A Niti Aayog Report

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

## Suggested Activities

### Unit 1: Rural Agrarian Structure

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

### Unit 2: Themes of Rural Society in India

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

### Unit 3: Rural Development

1. Students can be asked to collect data on - why do people opt to work under the MGNREGA scheme? Did they have any choice? How this scheme has helped them?



When the program is not in operation, how do they manage their livelihood? A systematic presentation will help them in understanding the harsh realities of life

2. We know that the level of participation among villagers is very high when elections to local bodies take place when compared to assembly or parliamentary elections. Students can find out the reasons for this asymmetrical participation and understand the role of casteism, factionalism, bonds of kinship etc.
3. Political actors raise issues to get votes, gain following and attract the public. Students can do an exercise to list all those issues and categorize them under different headings like - Issues that bring about real change in people's lives, give people a sense of their own power, emotional appeal, issues that affect their existence etc. and provide reasons for their categorization.
4. How people rebuild their life when they are affected by droughts/floods or relocated or displaced? Case studies or small sample surveys can be conducted and report presented in the class room along with their impressions and suggestions.

#### Apart from the above

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

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



**Open Elective Papers**  
**Semester 2: Open Electives**

**Title of the Course:**

<b>OE 2.1</b> <b>Society Through Gender Lens</b>		<b>OE 2.2</b> <b>Social Development in India</b>		<b>OE 2.3</b> <b>Sociology of Health Care</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>39</b>	<b>3</b>	<b>39</b>	<b>3</b>	<b>39</b>

**B.A. Semester II - Open Elective 2.1**

<b>OE 2.1</b> <b>Society Through Gender Lens</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. Understand the role of socialization as a constructor of gender roles and status
2. Appreciate the role of defining one's self identity in terms of gender
3. Identify the gender bias and discrimination present in everyday socialstructure
4. Understand the challenges to gender equality.
5. Take informed decisions about addressing gender justice issues

<b>OE 2.1: Society Through Gender Lens</b>	<b>39 Hrs</b>
<b>Unit – 1 Social Construction of Gender</b>	<b>14</b>
<b>Chapter 1:</b> Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour	
<b>Chapter 2:</b> Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity	
<b>Chapter 3:</b> Gender Representation of Women and Transgender in Indian Social Institutions	
<b>Unit – 2 Gender Representation and Violence</b>	<b>14</b>
<b>Chapter 4:</b> Mass Media and Politics	
<b>Chapter 5:</b> Education, Employment and Health	
<b>Chapter 6:</b> Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing	

Unit-3 Addressing Gender Justice	11
<b>Chapter 7:</b> The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	
<b>Chapter 8:</b> 73rd and 74th Constitutional Amendment and Women's Empowerment	
<b>Chapter 9:</b> Right to self determination of gender - Supreme Court of India's Judgment in NLSA Vs Union of India and others (Writ Petition (Civil) No 400 of 2012)	

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

### Text Books

- Alfred De Souza (1980). *Women in contemporary India and South Asia*. Allyn and Bacon.
- Anju Vyas (1993). *Women's Studies in India: Information Sources*.
- Ann Oakley. (1972). *Sex, Gender and Society*. New York: Harper and Row. Cambridge University Press, 1980. Delhi: Ajantha, 1987.
- Chaudhuri, Maitrayee ed. (2004). *Feminism in India*. New Delhi: Kali for Women and Women
- Giddens, Anthony and Philip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, *Spouse Abusal in India: A Regional Scenario*, GRIN Publishing, Munich
- Harlambos, M and R M Heald, 1980, *Sociology: Themes and Perspectives*, Oxford University Press, Delhi
- Indira R 2011, *Themes in Sociology of Indian Education*, Sage Publications, Delhi Inkeles, Alex 1987, *What is Sociology?* Prentice-Hall of India, New Delhi
- Johnson, H M 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi
- Laura, Kramer. (2004). *The Sociology of Gender: A Brief Introduction*. Rawat Limited, New Delhi.
- Linda L. Lindsey. (2011). *Gender Roles: A Sociological Perspective*. PHI Learning Private
- Maithreyi Krishna Raj (Ed.), (1986). *Women's Studies in India*. Some Manohar
- Margaret L Anderson. *Thinking About Women: Sociological Perspective on Sex and Gender*.
- McCormack, C. and M. Strathern (ed.) (1980 & 87). *Nature, Cultural and Gender*.

Cambridge:

- Neera Desai & Maithreyi Krishna Raj. (1984). *Women & Society in India*.
- Pal, M. P. B. (2011). *Gender and Discrimination*. New Delhi: Oxford University Press.
- Perspectives Popular Prakashan, Bombay. Publication, Jaipur. Publications, New Delhi.
- Ray, R. (2012). *Handbook of Gender*. New Delhi: Oxford University.
- Rege, Sharmila (ed.), (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*.

Sociological Knowledge.

- Simone de Beauvoir. (1953). *The Second Sex*. London: Penguin. Unlimited.
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋದ ರಾಗೌ ಟ್ರಸ್ಟ್, ಮೈಸೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕಿನಲ್ಲಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006 ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟರ್ಪ್ರೈಸ್ ಸಸ್, ಮೈಸೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೧೬, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2009-2013 ರ ವರೆಗೆ ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

## Reference Works

## Unit 1: Social Construction of Gender

- <https://web.stanford.edu/~eckert/PDF/Chap1.pdf> An Introduction to Gender
- <https://www.unicef.org/rosa/media/1761/Gile/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf> Gender Equality: Glossary of Terms and Concepts
- <https://www.coe.int/en/web/gender-matters/sex-and-gender>
- <https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/>

## Unit 2: Gender Representation and Violence

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

## Unit 3: Addressing Gender Justice

- [https://en.wikipedia.org/wiki/National\\_Legal\\_Services\\_Authority\\_v.\\_Union\\_of\\_India](https://en.wikipedia.org/wiki/National_Legal_Services_Authority_v._Union_of_India)
- <https://web.archive.org/web/20140527105348/http://supremecourtindia.nic.in/outtoday/wc40012.pdf> <https://www.equalrightstrust.org/news/indian-supreme-court-recognises-right-self-identify-third-gender>
- <https://core.ac.uk/download/pdf/236436832.pdf> Third Gender Rights: Right to Equality
- <https://legislative.gov.in/sites/default/files/A2013-14.pdf> THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013
- <https://www.mondaq.com/india/employee-rights-labour-relations/876830/sexual-harassment-of-women-at-workplace-a-brief-analysis-of-the-posh-act-2013>
- <https://vikaspedia.in/social-welfare/women-and-child-development/women-development-1/meera-didi-se-poocho/sexual-harassment-at-work-place>  
[https://www.education.gov.in/sites/upload\\_giles/mhrd/Giles/upload\\_document/74amend.pdf](https://www.education.gov.in/sites/upload_giles/mhrd/Giles/upload_document/74amend.pdf)

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

## Suggested Activities

## Unit 1: Social Construction of Gender

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

## Unit 2: Gender Representation and Violence

1. Students can be asked to write a report on portrayal of women, men and third gender in

- print media, television, cinema and magazines.

<https://theprint.in/features/art-life-and-bollywoods-role-in-violence-against-women/331977/> This article can be used to generate a discussion on role of Bollywood in violence against women

<https://www.deccanherald.com/entertainment/where-are-kannada-cinemas-strong-women-762811.html>

State of Sandalwood and women - such articles can be used to generate discussion and sensitise

Students can prepare a survey report about the composition of their political representatives at different levels, assess the political representation of different genders and the reasons behind such representation or absence

Prepare case studies about personally experienced instances of domestic violence, sexual harassment, and dowry. Can also collate data about dishonour killing in various parts of the country for last few years or so

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Activities	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 II

## Open Elective 2.2

OE 2.2 Social Development in India	
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. Distinguish between growth and development
2. Appreciate the importance of social component of development
3. Appreciate the need for sustainable and inclusive human development
4. Recognize the necessity for focus on changing social values to realize the full potential of growth

OE 2.2: Social Development in India	39 Hrs
<b>Unit - 1 Social Change and Development</b>	<b>13</b>
<b>Chapter No. 1:</b> Rethinking Development: From economic development to social development and Human Development Index (HDI)	
<b>Chapter No. 2:</b> Development: Concept - changes in values and social relations as development; Shama Charan Dube's (S C Dube) contributions; Importance of Social Development	
<b>Chapter No. 3:</b> Indian thinking about Social Development - Swami Vivekananda, Rabindranath Tagore, M K Gandhi and Dr BR. Ambedkar	
<b>Unit - 2. Components of Social Development</b>	<b>13</b>
<b>Chapter No. 4:</b> Political Freedom, Economic Facilities	
<b>Chapter No 5:</b> Social Opportunities, Transparency, Security	
<b>Unit - 3 Challenges to Social Development</b>	<b>13</b>
<b>Chapter No. 6:</b> Sustainable and Inclusive Development, Environmental Sustainability	
<b>Chapter No. 7:</b> Responsible Private Corporations, Redressing Regional Imbalance, Harnessing Demographic Dividend	

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

**Text Books**

- So, Alvin Y 1990 Social Change and Development. Sage Publication.
- Sen, Amartya 1999 Development as Freedom, Oxford University Press, Delhi
- Rai, Hirendranath 2013 Economic Thinking of Swami Vivekananda, Mahatma Gandhi and Ravindranath Tagore : Advaita Ashrama Calcutta

- Dayal, P 2006 Gandhian Theory of Reconstruction. Atlantic
- Pearson, P W 1996 Post -Development Theory. Sage Publication
- Srivatsava S P 1998 The Development Debate. Rawat Publication

## Reference Works

- <https://blogs.lse.ac.uk/southasia/2016/01/13/5689/> Top 100 economic and development challenges for India 220016 [http://dotcue.net/swtn/upload\\_newGiles/2.SocialDevelopment-TheConcept.pdf](http://dotcue.net/swtn/upload_newGiles/2.SocialDevelopment-TheConcept.pdf) [https://uk.sagepub.com/sites/default/Giles/upm-assets/57961\\_book\\_item\\_57961.pdf](https://uk.sagepub.com/sites/default/Giles/upm-assets/57961_book_item_57961.pdf) DeGining Social Development [http://www.gsdr.org/wp-content/uploads/2015/10/SD\\_HD.pdf](http://www.gsdr.org/wp-content/uploads/2015/10/SD_HD.pdf) Social Development and Human Development
- <http://csdindia.org/wp-content/uploads/2017/10/Working-Paper-Impact-of-Economic-Growth-on-Social-Development-2017.pdf>
- <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/200011468764675475/social-development-is-economic-development>
- <https://www.oecd-ilibrary.org/sites/c1265e4f-en/index.html?itemId=/content/component/c1265e4f-en> <https://www.asiancenturyinstitute.com/development/333-amartya-sen-on-development-as-freedom> <https://www.adb.org/sites/default/Giles/publication/29778/social-exclusion.pdf>
- [https://www.adb.org/sites/default/Giles/evaluation-document/35886/Giles\\_op7-conceptualizing-inclusive-development.pdf](https://www.adb.org/sites/default/Giles/evaluation-document/35886/Giles_op7-conceptualizing-inclusive-development.pdf)

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

## Suggested Activities

### Unit 1: Social Change and Development

- <https://www.indiaspend.com/fewer-girls-born-in-northern-western-and-richer-indian-states-79517/> The link is a news item about economically rich states of India having fewer girls born. Provides useful data to show that economic growth is not development
- <https://www.statista.com/statistics/633011/reported-dowry-death-cases-by-state-india/> This link provides data for dowry deaths in different states of India for the year 2019. This can be used to demonstrate the gap between growth and desired change in social values
- [https://censusindia.gov.in/2011-prov-results/data\\_files/india/Final\\_PPT\\_2011\\_chapter6.pdf](https://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf) State of Literacy Report by Census of India authority. Once again, data in this document can be used for different purposes to generate discussion on need for social development and inadequacy of economic growth

### Unit 2: Components of Social Development

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

### Unit 3: Social Development: Challenges and Crisis

1. Students can be asked to visit a slum, nearby village or tribal area and collect data about lack or presence of social infrastructure and their quality to assess the inclusive/exclusive nature of development. Teachers can assign this to

individual/group of students and ask them to present their Findings. Students can also be encouraged to take photos or make videos and an exhibition can be arranged in the college

2. Different Development Reports can be used to present a write-up on regional imbalances at different levels (international, national, statewide or even within one's city/town/village). Students' write-up can contain - indicators uses, graphs and explanations apart from photos/videos.
3. Activity (2) can be combined with those listed under Unit 1

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
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 II

## Open Elective 2.3

OE 2.3 Sociology of Health Care	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

**Course Outcomes:**

By the end of the course the learners are able to:

- Explain health and illness and health inequities, social constructions of illness and need for health care, interventions and institutional responses
- Understand social processes across lines of gender, socio-economic status, age and how these are implicated in health and illness.
- The learner acquires knowledge of how social organization in the form of institutions impacts the prevention and treatment of health and illness.
- Relate medical and health issues to the social structure of a society
- Understand the net-work of health administration and their roles at various levels learning.

OE 2.3- Sociology of Health Care	Hrs
<b>Unit-I Health as a Social System</b>	<b>13</b>
<b>Chapter 1</b> Definitions, Concept of Health and Wellbeing, Illness, sickness, diseases, hygiene; Significance of Sociology of Health Care	
<b>Chapter 2</b> Sociological Perspective on Health, The determinants of Health: The Social Basis of Health, Class, Gender and Health Inequalities	
<b>Chapter 3</b> Diseases: Chronic and Other Diseases, Communicable and Non Communicable Diseases, Health and Sanitation, Measures to Control Diseases	
<b>Unit-II Health Care Institutions</b>	<b>13</b>
<b>Chapter 4.</b> Significance of institutions in Context of health care and Illness: Family and Health care, The elderly and Gender,	
<b>Chapter 5.</b> Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care	
<b>Chapter 6.</b> State and health Care: Health for all, maternal and child health	
<b>Chapter 7.</b> NGOs and Health Care	
<b>Unit-III Health Care System in India</b>	<b>13</b>
<b>Chapter 8:</b> Indigenous Knowledge systems of medicine in India, Systems of Medicine and alternative practices	
<b>Chapter 9</b> Community Health Care; Rural Health Programs; Commercialization of health care services	
<b>Chapter 10;</b> Health as a fundamental right. Health policy of the Government of India	

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

**Reference:**

- Albert, Gary. L., and R. Fitzpatrick. (1994). Quality of Life in Health Care: Advance in Medical
- Albrecht Gary L. and Fitzpatrick R, Quality of life in Health Care: Advances in Medical Sociology, Jai Press Mumbai, 1994
- Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi,
- Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakasan
- Bird, Chloe E. and Patricia P. Rieker. 2008. Gender and Health: The Effects of Constrained Choices and Social Policies. Cambridge, UK: Cambridge University Press ("Gender Differences in Health" 16-45, "Gender Barriers to Health" 62-68).
- Chloe Bird, Peter Conrad & Alan Fremont (2000) Handbook of Medical Sociology. New York
- Cockerham, William C. 1997. Medical Sociology. New Jersey: Prentice Hall. Michael Bury, Jonathan Gabe , 2004. The Sociology of Health and Illness: A Reader, London: Routledge
- Coe, Rodney M. (1970). Sociology of Medicine. New York: Mac Graw Hill.
- Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press David.
- Dak, T.M. Ed. 1991. Sociology of Health, Rawat Publications, New Delhi,
- Dalal, Ajit, Ray Shubha, 2005. (Ed). Social Dimensions of Health, Rawat.
- Das Gupa, Monica et.al. ed.1996. Women's Health in India: Risk and Vulnerability New Delhi: Oxford University Press Turner,
- Dingwali, R. (1976). Aspects of Illness. Martin Robertson, London.
- Dittap, R. (1955). Rural Health and Medical Care in India. Army Education Press, Ambala.
- Govt. of Karnataka: Health Development Reports, 1990 to 2005.
- Gupta V.R Ed. 1981. The Social and Cultural Context of Medicine in India, New Delhi, Vikas Publications
- Madhulika Banerji, 2000. 'Wither Indian System of Medicine' [www.india-seminar.com](http://www.india-seminar.com)
- Nagla Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1-86
- Nagla, Madhu. 2013. Gender and Health, Jaipur Rawat Publications
- Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press
- Routledge Gunatillake, G. 1984. Inter-sectoral Linkages and Health Development: Case Studies in India (Kerala), Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO
- Somashekharappa, C. A. (2013). Sociology of Health and Wellness. (In Kannada), Prasaranga, Vikas Publishing House.
- Sujatha V and Leena Abraham. 2009. 'Medicine State and Society' Economic and Political Weekly XLIV No 16 April
- Surbrigg 1984. Rekku Story: Structures of Illhealth and Source of Change, New Delhi
- Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press
- Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.
- Wilson Caroline 2009. Dis-embedding Health Care: Marketisation and the Rising Cost of Medicine in Kerala, South India Journal of South Asian Development April 4: 83-101,
- Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257-285

**Suggested Activities**

- Students can be encouraged to prepare a profile on Health status of Indian Population
- Group Discussion can be conducted on Health disparities in terms of Gender, Class,

Caste, Religion and Age.

- Group Discussion can be conducted on importance of Health care in Families.
- Students can be encouraged to present seminar on determinants of Health.
- Students can be encouraged to prepare a list and write a Report on the health problems/conditions of students of their own college/locality /village
- Students can be encouraged to present seminar on commercialization of Health care in India.
- Student can be asked to prepare a list of rural Health programmes and to conduct a survey on the utilization of those programmes by conducting interview.
- Preparing a list of NGO's and the other voluntary organization involved in health care of aged/children/women/persons with disability.
- Students can be asked prepare the list of indigenous medicines used in their family/locality/community/village
- Students can be assigned to list out and explained to hygiene practices in home/institution/colleges/public places

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.