Semester III

DSC 5		DSC 6	
Social Stratification and Mobility		**Sociology of Urban 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 5	
Social Stratification and Mobility	
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 social stratification
2. Recognize different types of stratification and mobility
3. Critically understand and analyze different theories of social stratification
4. Able to analyze and understand the role of Education and family in promoting Social mobility.

DSC 5: Social Stratification and Mobility	42 Hrs
Unit – 1 Stratification - Features and Forms	**14**
Chapter No. 1. Basic characteristics of Stratification. **Chapter No.2.** Forms of Social Stratification - Slavery, Estate, Caste, Class. **Chapter No.3.** Dimensions of Social Stratification - Income, Wealth, Power,Occupational Prestige, Schooling.	
Unit – 2 Perspectives on Stratification	**14**
Chapter No. 4. Functional Theory: Kingsley Davis and W E Moore's perspective and critique by Melvin M Tumin. **Chapter No.5.** Marxian Theory: Class and Social Change. **Chapter No.6.** Weber's Theory: Class, Status and Group Power.	
Unit – 3 Social Mobility	**14**
Chapter No.7. Meaning and Determinants of Social Mobility, Forms of Social Mobility: Horizontal and Vertical, Intergenerational and Intragenerational Mobility **Chapter No.8.** Rise of Middle Class - Role of Education and Profession	

Suggested Internet Resources

Unit **1**

https://courses.lumenlearning.com/atd-bmcc-sociology/chapter/theoretical-perspectives-on-social-stratification

https://www.britannica.com/topic/sociology/Social-stratification https://stanford.edu/~grusky/article files/social_stratification.pdf https://stanford.edu/~grusky/article files/social_stratification.pdf

Unit 2

https://openstax.org/books/introduction-sociology-3e/pages/9-4-theoretical-perspectives- on-social-stratification

https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives-on-social- stratification/

https://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Mills2.htm

https://www.epw.in/system/files/pdf/1964_16/34 wright_mills_and_the_power_elite.pdf

Unit 3

https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/rise-middle-class

https://www.financialexpress.com/opinion/the-rising-importance-of-the-middle-class-in- india/2223544/

https://www.caixabankresearch.com/en/economics-markets/labour-market-demographics/ emergence-middle-class-emerging-country-phenomenon https://www.brookings.edu/research/education-and-the-dynamics-of-middle-class-status/ https://www.theguardian.com/education/2017/nov/21/english-class-system-shaped-in- schools

https://www.livemint.com/Opinion/DuRPMPSqaaqCDLoNMgRAbL/The-class-divide-in-Indian-education-system.html

https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/ middle-class-occupations

https://www.sav.sk/journals/uploads/05281234AAS_20-1_Gundemeda.pdf Caste in TwentyFirst Century India

https://sci-hub.se/10.1146/annurev-soc-071913-043303 Caste in Contemporary India: Flexibility and Persistence

https://mittalsouthasiainstitute.harvard.edu/wp-content/uploads/2018/11/Ascriptive- Hierarchies-Caste-and-its-Reproductions.pdf https://www.mcgill.ca/iris/files/iris/Panel8.2Vaid.pdf

Reference Books

- Beteille, Andre. (1969). Caste Class & Power: Changing Patterns of Stratification in a Tanjore Village,
- Dirks, Nicholas B 2001, Castes of Mind: Colonialism and the Making of Modern India,Princeton University Press, Princeton
- Dumont, Louis. (1970). Homo Hierarchicus. OUP. Oxford.
- Grusky, Nicholas B and Jasmine Hill, 2018 Inequality in the 21st Century, Routledge, New YorkHess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
- KeganPaual
- Lipset S. M. &Bendix R. (Ed.) (1954). Class,StatusandPower: ReadingsinSocial Stratification.
- Mills C. Wright, 1956 The Power Elite, Oxford University Press
- Pitirim Sorokin. (1959). Social and Cultural Mobility. NewYork: The Free Press.
- Sarkar, Sumit and Tanika Sarkar (Eds) 2014, Caste in Modern India, Vol.1, Permanent Black,Ranikhet
- Sharma, K L 2201, Caste, Social Inequality and Mobility in Rural India, Sage, New Delhi Tumin, Melvin M Social Stratification, Prentice-Hall India, New Delhi
- Sharma, K.L. (1997). Social Stratification in India. New Delhi: Sage.
- Sharma, K.L. (2010). Social Stratification and Social Mobility. Jaipur: Rawat Publication.
- Singh, Yogendra. (1989). Social Stratification and Change in India. Manohar, New Delhi. University of California Press.
- Wright, Erik Olin 2000 Class Counts, Cambridge University Press, Cambridge

Suggested Activities
Unit-1

- After understanding the different strata of society. Students can discuss about the existing stratification system of society with examples.
- A discussion can be conducted on the old slavery system and other stratification system which exist in different countries.
- Students can be try to know the role of Caste in present society. They can able to compare the caste and class system with their own ideas.
- Students can be encouraged to do open discussion on how Income, Power, Schooling etc., help to acquire position and power in society.

Unit-2

- Group discussion can be done on inequalities practiced in society, in background of the theories of stratification and various types of inequalities and differentiations in society.
- Students can write and discuss how talented and expert individuals occupy higher position in social stratified society.
- Ask the students to write how to acquire prestige, position, power in society, how individuals increases their strengths to enjoy above all in their life.
- Students can try to judge how individuals efforts, ability and needs remove the traditional capitalist system.

Unit-3

- Encourage the students to participate in extra-economic activities like sports, community service, arts, hobbies,etc.
- Students can discuss about the role of Education in present scenario and how it helps to enhance their knowledge, skills and abilities.
- To arrange post-game discussion to help students to analyses how the game reflects social stratification.
- A report can be prepared by students about role of Caste in modern changing society and how the upper Caste groups have higher levels of land ownership, income followed by the other backward classes in India.
- Students can arrange a rally either by marching on streets or by vehicle to promote education in rural areas

Pedagogy Field work, micro projects, group discussion, role play, written/oral presentationby 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 III

DSC 6
Sociology of Urban 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. Define the basic concepts of Urban Sociology
2. Identify and describe different types of city
3. Analytically understand theoretical issues related to Urban Society
4. Able to understand and recognize urban problems.
5. Critically evaluate Urban issues, Policies and Planning and Development

DSC 6: Sociology of Urban Life in India	**42 Hrs**
Unit – 1 Introducing Urban Sociology	**17**
Chapter No. 1. Meaning of Urban Sociology and its importance; characteristics of Urban Society.	
Chapter No.2. Meaning of Urban, Urbanism and the City; Types of City: Metropolitan, Megacity, Smart City and Global City.	
Chapter No.3. Urbanization, Rural-Urban Continuum, Suburbs , Urban Sprawl, Edge Cities.	
Unit – 2 Perspectives on Urban Society	**9**
Chapter No. 4. Ecological Theory (Chicago School). **Chapter No.5.** World and Global Cities (Saskia Sassen). **Chapter No.6** Spaces of Flows (Manuel Castells), Cities in the South.	
Unit – 3 Urban Policy	**16**
Chapter No.7. Inequalities: Caste, Class, Gated Communities and Social Exclusion. **Chapter No.8.** Culture and Leisure, Elite and Popular Culture. **Chapter No.9**. Urban Governance: Urbanization and Environmental Concerns, Recent Urban Development Programmes in India.	

Suggested Internet Resources
Unit 1

https://www.sociologylens.in/2021/07/urban.html
https://www.oxfordbibliographies.com/view/document/obo-9780190922481/obo-9780190922481-0016.xml
https://www.sciencedirect.com/topics/social-sciences/urban-sociology
https://metropolitics.org/Thirty-Years-of-Urban-Sociology.html
https://www.tandfonline.com/doi/pdf/10.1080/03585522.1958.10411404
https://www.oxfordreference.com/view/10.1093/oi/authority.20110803114909357
https://www.britannica.com/topic/urban-culture https://www.britannica.com/topic/urbanization
http://sociology.iresearchnet.com/urban-sociology/city/

https://www.sociologydiscussion.com/rural-sociology/rural-urban-continuum-study-notes-rural-sociology/2625
https://planningtank.com/settlement-geography/rural-urban-continuum
https://www.britannica.com/topic/urban-sprawl
https://www.nature.com/scitable/knowledge/library/the-characteristics-causes-and- consequences-of-sprawling-103014747/
https://www.sciencedirect.com/science/article/pii/B978008097086874061X
https://www.thoughtco.com/edge-city-1435778 Edge City
https://www.sciencedirect.com/topics/earth-and-planetary-sciences/edge-city
https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/edge-cities
Indianeconomy.net

Unit 2

https://www.yorku.ca/lfoster/2006-07/sosi3830/lectures/URBAN_SOCIOLOGY_THEORIES.html
http://sociology.iresearchnet.com/urban-sociology/chicago-school-of-sociology/
http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf
http://felix.openflows.com/html/space_of_flows.html
https://educationmuseum.wordpress.com/2013/03/08/manuel-castells-space-of-flows-and- timeless-time/
https://www.dhi.ac.uk/san/waysofbeing/data/communities-murphy-castells-1999b.pdf Grassrooting the Space of Flows
https://www.radicalphilosophy.com/article/the-space-of-flows-and-timeless-time
https://www.britannica.com/topic/urban-culture https://www.britannica.com/topic/urban-culture/Types-of-urban-cultures
https://www.researchgate.net/publication/305936766_Urban_Culture_Definition_and_Contextualization
https://www.lincolninst.edu/publications/articles/urban-spatial-segregation
https://journals.sagepub.com/doi/abs/10.1177/0975425317749657?journalCode=euaa
https://www.journals.uchicago.edu/doi/10.1086/682199 Social-spatial Segregation: Concepts, Processes and Outcomes
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjoxL-g1Pb1AhWdsFYBHZAsD2cQFnoECAQQAQ&url=https%3A%2F%2Fzenodo.org%2Frecord%2F1131243%2Files%2F10007443.pdf&usg=AOvVaw0mPjYK-waEhB77BCkCYinO A Review on the Social Features of Gated Communities
https://pure.uva.nl/ws/files/3679113/18875_Albers_Gated_Communities.pdf
https://www.stirworld.com/think-opinions-gated-communities-in-india-social-integration- or-exclusion2
https://journals.openedition.org/belgeo/23832 Perspectives of Gated Communities' Socio-spatial Integration
https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1061.4083&rep=rep1&type=pdf Gated Communities: Institutionalising Social Strati=ication

Unit 3

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7124478/ Urban Inequalities in 21[st]Century Economy
https://www.hks.harvard.edu/sites/default/files/centers/taubman/files/urban_inequality_final.pdf
https://www.orfonline.org/research/rising-inequality-and-urban-exclusion/
https://gsdrc.org/topic-guides/urban-governance/concepts-and-debates/what-is-urban- governance/
https://www.sciencedirect.com/topics/social-sciences/urban-governance
https://www.nagrika.org/nagrikalarticles/urbangovernance
https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/ popular-and-elite-culture
https://jag.journalagent.com/itujfa/pdfs/ITUJFA-38233-THEORY_ARTICLES-DENER.pdf
https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/ urbanization-leisure
https://www.urbanfoundry.co.uk/wp-content/uploads/Env-Planning-C-article.pdf
https://www.researchgate.net/publication/23731534_The_contribution_of_leisure_and_entertainment_to_the_evolving_polycentric_urban_network_on_regional_scale_-_towards_a_new_research_agenda https://=iles.eric.ed.gov/fulltext/EJ1271868.pdf
Youth Leisure in Cultural Space of Modern City
https://www.researchgate.net/publication/287749933_India%27s_Middle_Class_New_Forms_of_Urban_Leisure_Consumption_and_Prosperity
https://www.livemint.com/Opinion/VpWzSdVCKazbdi0B52iPaM/The-changing-face-of-the- urban-leisure-

economy.html
https://www.prb.org/resources/urbanization-an-environmental-force-to-be-reckoned-with/
https://www.iied.org/urbanisation-environment
https://www.google.com/url
?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwizqcGg2Pb1AhUYsFYBHeuLA2QQFn
oECCUQAQ&url=https%3A%2F%2Fwww.mdpi.com%2F2071-1050%2F12%2F24%2F10402
%2Fpdf&usg=AOvVaw1Zuq50RVdp3csiMTc1YCR2 Environmental Concerna and Urbanisationin India
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4824703/ Urbanisation and Greening of Indian Cities
https://www.niti.gov.in/sites/default/=iles/2021-09/UrbanPlanningCapacity-in-
India-16092021.pdf
https://cprindia.org/bookchapters/urban-india-and-climate-change/ in the book Indian in aWarming World
(whole book can be downloaded)

Reference Books

- Flanagan, William G 2010, Urban Sociology: Images and Structures, 5th Edition, bowman and Littlefield Publishers Inc, New York
- Gottdiener, Mark H & Others, 2015, The Urban Sociology, Routledge, New York
- Hannigan, John and Grey Richards (Ed) 2017 The Sage Handbook of New Urban Studies, Sage London
- Karp, David A & others, 2015, Being Urban: A Sociology of City Life, 3rd Edition, Praeger, California
- LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6th Edition, Routledge, New York
  Lin, Jan & C Mele (Eds) 2013, The Urban Sociology Reader, Routledge, New York
- Miles, Malcolm & Tim Hall 2004 The City Cultural Reader, 2nd Edition, Rout ledge, New York
- Saskia Sassen, 2001The Global city 2nd edition, Princeton University New York, London

Suggested Activities:

Unit-1
- Students can try to study city in terms of social organization. They can analyze the forms of urban life, urbanization and bureaucratic system etc.
- Conduct open discussion among students about the various types of cities and its importance with historical background of cities.
- Students can visit the cities and prepare the report on Metropolitan, Mega cities and Global cities and can answer the questions like how these cities populated with facilities and why industrialist prefer to open production activities in cities only.
- Ask the students to analyze why most of the people prefer to stay in cities, how they enjoy, utilize and accommodated with facilities.
- Ask the students to prepare the list about different causes and consequences of migration, cultural traits of cities in comparison with rural areas.

Unit-2
- Encourage the students to discuss the problems, changes, processes of urban areas, tell them to give solutions to overcome the problems with remedies.
- Teachers can help the students to list out the global cities and prepare the note how global cities technologically advanced with engaged in high economic activities.
- Group discussion can be conducted about information system, telecommunication and transportation etc., to acquired good knowledge about development of urban society.

Unit-3
- Students can discuss about the comparison of leisure activities among poor and rich class people.

- Students can evaluate the urban planning and e-governance, city sanitation plan, city mobility plan etc.
- Prepare report on future plans about the development of urban areas which includes all basic facilities?
- Students can conduct a mini survey on studying the migration of families to metro cities in search of jobs and better facilities.
- Students can arrange a discussion with rural and urban families for exchanging their ethnical differences and life practices.

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

presentationby 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 III
Open Elective

OE 3.1 Sociology of Youth		OE 3.2 Sociology of Tourism Management		OE 3.3 Social Welfare and Social Policy In India	
Number of Theory Credits	Number of lecture hours/ semester	Number of Theory Credits	Number of lecture hours/se mester	Number of Theory Credits	Number of lecture hours/se mester
3	39	3	39	3	39

OE 3.1 Sociology of Youth	
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. Recognize and explain how sociologists conceptualize and study youth and youth hood
2. Understand how youth evolve in the context of social, economic and cultural settings
3. Understand concerns and problems of youth
4. To articulate the position of youth in society and the participation of youth in Nation building.
5. Apply relevant sociological theory to critically examine young people's positions and experiences in society.
6. Articulate your own position on key debates on the position of young people in society.
7. Know the role of youth at global and Indian context and the influence of different groups on youths.

OE 3.1: Sociology of Youth	39 Hrs
Unit – 1 Age Groups and Social Structure	13
Chapter No. 1. Age Differentiation, Age Groups. Age Sets; Problem of Generations; Cultural Lag (W F Ogburn); Structural Lag (Riley)	
Chapter No.2. Youth Cultures, Subcultures, Counter Culture, Contra Culture	
Chapter No.3. Youth Vs Caste; Youth Vs Class	

Unit – 2 Youth and Society	13
Chapter No. 4. Youth, Music and Leisure **Chapter No.5.** Globalization of Youth Culture; Marketing Youth Culture **Chapter No.6.** Youth, Media and Technology	
Unit – 3 Youth and Social Concerns	13
Chapter No.7. Youth, Protest and Violence: Social, Political and Economic **Chapter No.8.** Youth, Peer groups and Drug Culture **Chapter No.9.** Youth, Nationalism and Globalization	

Note: This OE Papers Shall be taught by Sociology Teachers

Suggested Internet Resources
Unit 1
https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/age- differentiation
https://www.weforum.org/agenda/2015/09/how-different-age-groups-identify-with-their-generational-labels/
https://censusindia.gov.in/census_and_you/age_structure_and_marital_status.aspx
https://www.collinsdictionary.com/dictionary/english/age-group
https://ourworldindata.org/age-structure
https://1989after1989.exeter.ac.uk/wp-content/uploads/ 2014/03/01_The_Sociological_Problem.pdf
Problem of Generations
https://www.style-research.eu/resource-centre/glossary/generation-intergenerational-relationships/
https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/
Book%3A_Sociology_(Boundless)/03%3A_Culture/3.03%3A_Culture_and_Adaptation/
3.3C%3A_Cultural_Lag
https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/ cultural-lag
https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/structural-lag
https://www.sciencedirect.com/topics/social-sciences/youth-culture
https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/ sociology-general-terms-and-concepts/youth-culture
https://www.sciencedirect.com/topics/social-sciences/subcultures
https://haencler.sites.grinnell.edu/subcultural-theory-and-theorists/what-is-a-subculture/

Unit 2
https://www.un.org/youthenvoy/leisure-time-activities/
https://www.un.org/development/desa/youth/world-youth-report.html
https://www.un.org/esa/socdev/unyin/documents/ydiCarlesFeixa_Leisure.pdf
https://en.unesco.org/creativity/policy-monitoring-platform/youth-culture-leisure-time
https://www.mapsocindia.com/my-india/lifestyle/what-is-the-impact-of-music-on-youth
https://www.lutherwood.ca/mentalhealth/blog/2016/popular-music-youth
https://student.cc.uoc.gr/uploadFiles/181-EΛEK316/ Researching%20%20youth%20culture.pdf
https://www.scirp.org/pdf/AA_2016111018100081.pdf
https://www.cambridgescholars.com/resources/pdfs/978-1-4438-5945-5-sample.pdf
https://www.researchgate.net/publication/ 333405140_Cosmopolitanism_Glocalization_and_Youth_Cultures
https://www.academia.edu/1583989/
The_Glocalization_of_Youth_Culture_The_Global_Youth_Segment_as_Structures_of_Common_Di fference
https://academic.oup.com/jcr/article-abstract/33/2/231/1849563?redirectedFrom=PDF The Glocalization of Youth Culture
https://www.jstor.org/stable/30095737?seq=1#metadata_info_tab_contents
https://www.forbes.com/sites/marketshare/2011/07/01/marketing-to-youth-globally-its-childs-play/?sh=94e1bb0f6100
https://www.acrwebsite.org/volumes/8682
https://hedgehogreview.com/issues/youth-culture/articles/the-internet-and-youth-culture

https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/
https://cyber.harvard.edu/research/youthandmedia

Unit 3

https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/
https://news.un.org/en/story/2021/11/1105042 Thousands of youth take over Glasgowstreets
https://www.hindustantimes.com/india-news/a-brief-history-of-student-protests-in-india/ story-zYvk2GeblUVBtzjOzcLA1N.html
https://www.who.int/news-room/fact-sheets/detail/youth-violence

Reference Books

- Dannie Kjeldgaard, Søren Askegaard, The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, *Journal of Consumer Research*, Volume 33, Issue 2, September 2006, Pages 231–247, https://doi.org/10.1086/506304

- Edmunds, June; Turner, Bryan S. (2005). "Global Generations: Social Change in the TwentiethCentury". *British Journal of Sociology*. 56 (4): 559–577. doi:10.1111/j.1468-4446.2005.00083

- Gangrade, K D 1970, Intergenerational Conclict: A Sociological Study of Indian Youth, *Asian Survey*, Vol.10, No.10. pp.924-36

- Jeffrey, Craig 2010, Timepass: Youth, class and time among unemployed young men in India,

  American Ethnologist, Vol.37, No.3, pp.465-481

- Katzenstein, Mary F 1977, Mobilisation of Indian Youth in the Shiv Sena, *Pacilic Affairs,* Vol.50.No.2, pp.231-248

- Lukose, Ritty 2005, Consuming Globalisation: Youth and Gender in Kerala, India, *Journal ofSocial History*, Vol.38, No.4, pp.915-935

- Mannheim, Karl (1952) "The Problem of Generations". In Kecskemeti, Paul (ed.). Essays on theSociology of Knowledge: Collected Works, Volume 5. New York: Routledge. p. 276–322

- Mathur, Charu & others 2014, Change in Tobacco Use Over Time in Urban Indian Youth: TheModernity Role of Socioeconomic Status, *Health, Education & Behaviour*, Vol.41, No.2, pp.121-126

- Riley, Matilda White 1987, On the Signicicance of Age in Sociology, *American Sociological Review*, Vol.52, No.1, pp.1-14

Suggested Activities:

- Ask the students to communicate their ideas in written and verbal form, using appropriate sociological language and concepts.
- Organizing debates between student's local authorities to debate on local and national social policies such as drug abuse, alcohol consumption, illegal gambling in urban and rural areas, domestic violence, religious and violence, social inequality etc.
- Students can be encouraged to reach virtual community on Social media and Applications effectively for creating awareness about drug abuse by creating Flyers, Banners, Posters advertisements and Social slogans on OTT Platform.
- Students be asked to reach youths in the society to organize charity events for homeless and poor people in the community.
- Students can arrange discussion session with a youth leaders and entrepreneurs and youths from defiance and police to exchange idea about nation building initiatives and the role of youth.

- Students can be asked to arrange a youth junction event to collaborate with youths of other academic disciplines such as engineering medical and humanities to discuss on the impact of cinemas and web series on youth and the positive and negative effects on youth life style.

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 presentationby 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 III

Open Elective 3.2

OE 3.2 Sociology of Tourism and Management	
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. Explain the relationship between tourism, culture and cultural heritage
2. Explain the social, cultural and economic impacts of tourism on local communities
3. Understand the relationship between tourism and consumption
4. Understand the principles of tourism management
5. Able to discover the travel patterns with changing life corrector sticks and Social Class.
6. Explain the relationships between tourism, culture and cultural heritage
7. Able to discover that travel patterns change with changing life characteristics and social class

OE 3.2: Sociology of Tourism and Management	39 Hrs
Unit – 1 Sociology, Tourism, Tourists	14
Chapter No. 1. Definitions of Sociology, Culture, Tourism, Tourists, TouristGaze; Relation between Tourism, Leisure and Recreation; Sociology of Tourism its Significance.	
Chapter No.2. Types of Tourism: Cultural, Heritage, Health, Food, SportsReligious , Educational and Eco Tourism	
Chapter No.3. Tourism and Locals; Hosts and Guests: Mutual Impact, Cultural Impact of Tourism	
Unit – 2 Tourism System	10
Chapter No. 4. Development and Structure of the Tourist System -Motivation and Role of Tourist	
Chapter No.5. Impact of Tourism on Host Place: Social, Economic, Climateand Environmental	
Chapter No.6. Sustainable Tourism and Sustainability of Tourism	
Unit – 3 Tourism Management	15
Chapter No.7. Demand for Tourism at Individual and Market level; Tourism Consumer Behaviour: Roles and Decision Making Process; Accommodation: Definition and Management of Commercial Accommodation; Transportation as Tourist Product; Role of	

| Intermediaries **Chapter No.8.** Marketing for Tourism: Definition; Difference between Marketing and Selling; Tourism as a Service Industry: Product, Price, Promotion and Place **Chapter No.9.** Information Technology and Tourism: ICT as a Business Tool: e-Tourism | |

Note: This OE Papers Shall be taught by Sociology Teachers

Suggested Internet Resources:
Unit 1
https://medcraveonline.com/SIJ/emerging-trends-in-sociology-of-tourism.html
https://www.uvm.edu/rsenr/rm230/urry.pdf Tourist Gaze
https://www.lancaster.ac.uk/fass/resources/sociology-online-papers/papers/urry-globalising-the-tourist-gaze.pdf
https://iarconsortium.org/articles/ 861_The_Relationship_between_Leisure_Tourism_and_Events
https://wedocs.unep.org/bitstream/handle/20.500.11822/11349/ rsocr_printedition.compressed_Part28.pdf?sequence=29&isAllowed=y Tourism andRecreation
https://tourismnotes.com/travel-tourism/ Tourism and types
http://www.ijcrar.com/vol-1/T.Arunmozhi%20and%20A.%20Panneerselvam.pdf Types ofTourism in India
https://www.researchgate.net/publication/ 269412018_Tourism_and_Local_Society_and_Culture
https://eujournalfuturesresearch.springeropen.com/articles/10.1007/s40309-015-0078-5
https://www.researchgate.net/publication/ 330877530_Anthropology_of_Tourism_Researching_Interactions_between_Hosts_and_Guests
https://sciendo.com/pdf/10.1515/cjot-2018-0004 Researching Interaction between Hostsand Guests
https://scholars.wlu.ca/cgi/viewcontent.cgi?article=1948&context=etd Understanding Tourist-Host Interaction and their Influence on Quality Tourism Experience

Unit 2
https://www.owlgen.in/what-do-you-understand-by-tourism-system/
https://www.tourismbeast.com/tourism-system/
http://www.drbrambedkarcollege.ac.in/sites/default/ciles/ Impact%20of%20Tourism_pdf.pdf
https://www.skylineuniversity.ac.ae/pdf/tourism/Tourism%20Impacts.pdf
https://www.eajournals.org/wp-content/uploads/THE-IMPACTS-OF-TOURISM-INDUSTRY-ON-HOST-COMMUNITY.pdf
https://www.gstcouncil.org/what-is-sustainable-tourism/
https://sustainabledevelopment.un.org/topics/sustainabletourism
https://tourismnotes.com/sustainable-tourism/

Unit 3
https://repository.up.ac.za/bitstream/handle/2263/24684/02chapters3-4.pdf?sequence=3
https://blog.datumize.com/determinants-of-demand-in-the-tourism-and-travel-industries
https://opentextbc.ca/introtourism/chapter/chapter-3-accommodation/
https://ncert.nic.in/textbook/pdf/lehe207.pdf Hospitality Management
http://cbseacademic.nic.in/web_material/Curriculum/Vocational/2018/Tourism/XII/ Introduction%20to%20Hospitality%20.pdf
https://tourismnotes.com/tourism-transportation/
https://www.tourismbeast.com/transport-as-a-component-of-tourism/
https://onlinecourses.swayam2.ac.in/cec19_mg26/preview
https://tourismnotes.com/tourism-marketing/
https://www.marketing91.com/what-is-tourism-marketing/ https://www.igi-global.com/dictionary/e-tourism/42775
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2289872
https://www.laguardia.edu/uploadedciles/ce/content/english_language_learning/ center_for_immigrant_education_and_training/gp-hotel_t.e.a.c.h/unit5.pdf

Reference Books

- Andrew Holden, 2005.*Tourism studies and the social sciences,* London: Routledge
- Apostolopoulos, y., Leivadi, S & Yiannakis, A., (eds.) 2000, *The Sociology of Tourism: Theoretical and Empirical Investigations*, London: Routledge.
- Basawaraj, Gulshetty. 2016.Sociology of Leisure and Tourism Study Lambert publication
- Bezbaruah, M.P., 1999. "Tourism - Current Scenario and Future Prospects", Yojana, Vol.43.
- Bhatia, A.K., 2003. Tourism Development, Principles and Practices, New Delhi: Sterling
- Brahmankan, E.B., 1998. Travel and Tourism as a Career, Vol.37, .11.

- Burns, Peter M 1999, An Introduction to Tourism and Anthropology, Routledge, London Fletcher, John & others, 2018, Tourism: Principles and Practice, 6th Edition, Pearson, UK
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- Nash, Dennis 2007, The Study of Tourism: Anthropological and Sociological Beginnings, Elsevier, Amsterdam
- Phalaksha, ಪ್ರವಾಸೋದ್ಯಮ
- Selvafri, M., 1989. Tourism Industry in India, Bombay. Himalaya Publishing House.
- Shivarudraswamy, ಭಾರತದ ಪ್ರವಾಸೋದ್ಯಮ
- Swain, S K. and Mishra, J. M. 2011. *Tourism: Principles and Practices*, New Delhi: OUP
- Urry, John 1998, The Tourist Gaze: Leisure and Travel in Contemporary Societies, Sage, NewDelhi
- Veena Das (Ed.), 2006. *Handbook of Indian Sociology*, Oxford University Press, New Delhi
- Vijayalkshmi K.S., ಇತಿಹಾಸ ಮತ್ತು ಪ್ರವಾಸೋದ್ಯಮ

Suggested Activities:

- Ask the students to link Social issues with tourism and Development
- Ask the student to the write on the impact of travel experiences of the individual family, group and Society as a whole-especially the host Society.
- Students can be asked to assess the tourism places which are prone to the violent crimes
- Students can conduct a mini research on a indigenous communities found living in tourism places to understand their cultural and socio- anthropological history .
- Students can conduct fest, expo in tourism spots to promote the social harmony and peace.
- Students in team can be assigned tasks to shoot vlogs videos on famous tourism locations to share their travelling experiences and educate the audiences about the social importance of that tourism place.
- A social symposium can be held where students can display their findings on age old cultural practices followed up by some indigenous tribe communities living in island, deserted and some dry land.
- Taking students on tour to places which where once witnessed social evil and now completely reformed.

Refer to the following books for other activities

- Johnston, José 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
Total	40

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

Semester III
Open Elective 3.3

OE 3.3 Social Welfare and Social Policy 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. Understand the Basic Concepts in Social Welfare
2. Have knowledge about the different Welfare Programmes and Policies in India
3. Understand the process of Social Change and Development through Social Welfare.

OE 3.3: Social Welfare and Social Policy In India	39 Hrs
Unit – 1 Social Welfare and Social	**15**
Chapter No. 1. Definitions of Social Welfare, Social Policy, Democracy- Importance of Social Welfare- Compulsory Primary Education; employment; Health Care **Chapter No.2.** Welfare of disadvantaged groups: Scheduled Castes, Scheduled Tribe, **Chapter No.3.** Other Backward Classes and Minorities	
Unit – 2 Women Child, Youth and Labour Welfare	**10**
Chapter No. 4. National Health Policy and Programmes for Women **Chapter No.5.** Welfare Policy for Children and Elderly **Chapter No.6.** Youth Welfare(Empowerment) Programmes: National Youth Policy **Chapter No.7.** Labour Welfare Programmes	
Unit – 3 Social Welfare and Development	**14**
Chapter No.8. Social Welfare and Social Legislations **Chapter No.9.** Barriers to Social Welfare in India **Chapter No.10.** Agencies of Social Welfare – Role of Government and Non-government Organizations **Chapter No.11.** Central Social Welfare Board and State Social Welfare Board	

Note: This OE Papers Shall be taught by Sociology Teachers

References:

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- Chowdhry, P.D. 1983. Social Welfare Administration. Delhi: Atma Ram Sons.
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- Dwivedi, R. M. 2005. *Poverty and development programmes in India*. New Delhi: New Century Publications.
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- Sharma, R.N.1993. *Urban Sociology* Delhi: Surjeet Publications.
- Sivaramakrishnan, K.C. et al.1996. *Urbanisation in India. Basic services &* People's
- *Participation.* New Delhi: Institute of Social Sciences and Concept publishing co.
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- Tribhuvan, Robin.D. (Ed).2000.*Studies in Tribal, Rural and Urban Development*. vol.1&2. New Delhi: DPH

Suggested Activities:

- Ask the students to write the objectives and important of democracy
- Ask the students to make a list of health care programmes and policies in India
- Have discussion on the horizontal and vertical reservation of SC's ST's OBC, Minorities, Women, Physically Handicapped, Economically Poor, Transgender and Defiance
- Encourage the students to visit elderly homes and slums   to create awareness on the welfare programs available for them by the government
- Encourage the students to provide the information to the SC's ST's OBC, Minorities, Women, Physically Handicapped, Economically Poor and Transgender regarding welfare Programs. Collect the Reports
- Conduct Seminar and interaction classes on briars and challenges in the welfare of society

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 presentationby 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